



Cycle 2 Group 3

Dates: April-June 2021

# TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT HOWE INDEPENDENT SCHOOL DISTRICT

CDN: 091905

LEA Compliant

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Howe Independent School District for their efforts, attention, and time committed to the completion of the review process.

The TEA has developed a monitoring approach that reviews compliance-based indicators while also looking for best practices. In commitment to the approach, the cyclical monitoring report will provide the results of the LEA's compliance review related to the Individuals with Disabilities Education Act (IDEA) and federal and state statutes, a summary of data related to Results-Driven Accountability (RDA), State Performance Plan (SPP), Significant Disproportionality (SD), and dyslexia program evaluation recommend targeted technical assistance and support for LEAs related to special education, and highlight best practices of LEAs that demonstrate success.

## CYCLICAL MONITORING

The TEA conducts cyclical reviews of all LEAs statewide over six years. The purpose of cyclical monitoring is to support positive outcomes for students with disabilities and to determine compliance with special education regulations and dyslexia program regulations.

LEAs are required to submit artifacts and/or sources of evidence for compliance and promising practices review in the following areas:

- Child Find/Evaluation/FAPE
- IEP Development
- IEP Content
- IEP Implementation
- State Assessment
- Properly Constituted ARD Committees
- Transition

## 2020–2021 CYCLICAL REVIEW COMPLIANCE SUMMARY

On April 22, 2021, the TEA conducted a policy review of Howe Independent School District. On May 28, 2021, the TEA conducted a comprehensive desk review of Howe Independent School District. The total number of files reviewed for the Howe Independent School District comprehensive desk review was 22. The review found overall that 22 files out of 22 files were compliant. An overview of the policy review and student file review for Howe Independent School District are organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to

the compliance area. Itemized details of these findings are in the appendix:

<b>Compliance Area</b>	<b>Policy Review (# compliant of # reviewed)</b>	<b>Student File Review (# compliant of # reviewed)</b>
Child Find/Evaluation/FAPE	19 of 19	6 of 6
IEP Development	5 of 5	22 of 22
IEP Content	3 of 3	22 of 22
IEP Implementation	21 of 21	22 of 22
Properly Constituted ARD	8 of 8	22 of 22
State Assessment	4 of 4	8 of 8
Transition	6 of 6	6 of 6

## 2020–2021 DYSLEXIA COMPLIANCE SUMMARY

The dyslexia monitoring process focuses on three-core elements: early identification and intervention, program of instruction, and parent notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Howe Independent School District artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 and The Dyslexia Handbook. The **2020-2021** school year results for Howe Independent School District are in the table below.

<b>Areas of Implementation</b>	<b>Compliance Status</b>
Dyslexia Procedures	Met Compliance
Parent Communication	Met Compliance
Screening	Met Compliance
Reading Instruments	Met Compliance
Evaluation and Identification	Met Compliance
Instruction	Met Compliance
Dysgraphia	Met Compliance
Professional Development and Training	Met Compliance
Progress Monitoring	Met Compliance

## DATA SUMMARY OF RESULTS-DRIVEN ACCOUNTABILITY, STATE PERFORMANCE PLAN INDICATORS, AND SIGNIFICANT DISPROPORTIONALITY

The following supplemental data may be used to support development of the Strategic Support Plan (SSP) for continuous improvement and/or a Corrective Action Plan (CAP) if noncompliance is identified.

Year	Results-Driven Accountability (RDA) Determination Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2020	DL 1—Meets Requirements	COMPLIANT	N/A

\*Indicator 11: Child Find

Indicator 12: Early Childhood Transition

Indicator 13: Secondary Transition

## 2020-2021 COVID-19 IMPACT NARRATIVE

In the 2020-2021 academic year, Local Education Agencies (LEAs) were provided an opportunity to complete a COVID-19 impact narrative form documenting the practices incorporated to support Child Find and FAPE for students being served by special education programs during the COVID-19 pandemic.

## 2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

### Staff and Family Surveys

On June 30, 2021, the TEA Review and Support team received 20 surveys.

The Review and Support surveys focused on the following review areas:

Twenty percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information about trainings, online trainings, support groups and other available resources concerning special education services is via notices sent home followed by phone calls and emails.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

Most participants indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about were the Texas Sensory Support Network (TxSSN) network and Small and Rural Schools network.

The majority of participants felt training in Differentiated Instruction was effective or somewhat effective to help meet the needs of students with disabilities.

Fifty six percent of participants felt there were frequent opportunities to collaborate with related service providers and almost twenty five percent felt there were not frequent opportunities to collaborate with service providers.

The obstacles concerning student’s special education programming and services were reported as:

- Knowledge of available services and programming
- Assuring students receive accommodations and/or modifications as outlined in the IEP

Most agree with the importance of including students’ interests/life goals in the transition process with thirty five percent of participants strongly agreeing.

The majority of participants indicated they chose the In-Person learning model. They reported that remote learning for students receiving special education was somewhat effective.

## COVID

Almost sixty percent of participants felt that during COVID school closures/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures the top three methods teachers used to provide support to students with moderate to severe disabilities were:

- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers provided supports needed for students to be successful.
- Teachers modified work.

Participants indicated that during current COVID school closures/remote learning they needed professional development in how to teach virtually and to use virtual platforms.

Participants indicated that during COVID school closures/remote learning strategies the top three supports used by the district that did not work well for students with disabilities were online submission of assignments, shared device per family, and the LMS platform.

The majority of participants indicated they agreed or strongly agreed that they worked with parents/guardians in addressing severe behavior and work refusal.

This survey was approved by the Texas Education Agency's data governance board. Participation in this survey was both voluntary and anonymous. No data was collected identifying a name so that individual responses cannot be linked to any respondent. Participants were given the option to stop the survey at any time.

## Strengths

Based on results of the policy review and student file review, along with data collected from LEA staff and family surveys, the Review and Support team identified the following strengths for Howe Independent School District:

- All full and individual evaluations (FIE) were completed within 45 school days of the date the district received written consent for evaluation ensuring timely identification of student need and appropriate support for student success.
- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) were descriptive and provide detailed information along with supportive data that allows for individualization during IEP development to support student growth achievement.
- Majority of staff who completed the survey agree that there are frequent opportunities for general education and special education teachers to collaborate and plan together allowing for student specific collaboration in assuring accommodations and modifications are met for individualized need and allows teachers to share effective strategies for meeting student needs.

## Considerations

Based on results of the policy review and student file review, along with data collected from LEA staff and family surveys, the Review and Support team identified the following considerations for Howe Independent School District:

- Consider developing a system to provide all relevant trainings for the development of detailed and individualized transition plans that are relatable to a student’s future.
- Consider developing a system to increase communication to all stakeholders to create an open, collaborative environment for meeting the needs of students receiving special education services and ensuring that IEPs are implemented as written.

## TECHNICAL ASSISTANCE

As a result of monitoring, the TEA has identified the following technical assistance resources to support Howe Independent School District engaging in **universal** support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
Transition Planning	<a href="http://www.transitionta.org">www.transitionta.org</a> . <b>National Technical Assistance Center on Transition (NTACT):</b> A resource supported by the Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RSA). Resources related to transition planning, graduation, post-school success, and data analysis and use are linked in this resource. Effective practices for transition are delineated into evidence-based, research-based, promising practices, and unestablished practices.
Family Engagement and Communication	<a href="#">The School, Family, and Community Engagement Network (SPEDTEX)</a> – The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members supporting positive outcomes for students with disabilities. As part of the School, Family, and Community Engagement Network, SPEDTex (the Texas Special Education Information Center) optimizes information and responds with technical assistance in a succinct and useful format that is user friendly, culturally responsive, and accessible to all individuals.

## FINDINGS OF NONCOMPLIANCE

A finding is made when noncompliance is identified with the Review and Support report findings, SPP notification, and/or individualized education program (IEP) requirements. Noncompliance that is systemic in nature must be included in a comprehensive corrective action plan (CAP) with action steps to address each of the noncompliance findings. ***When noncompliance has been identified as part of this cyclical review, Howe Independent School District will receive formal notification of noncompliance in addition to this report.***

The TEA Department of Review and Support will further advise the LEA on the corrective action process, if applicable.

The TEA follows procedures for the correction of noncompliance consistent with federal guidelines (OSEP Memo 09-02.)

Before the TEA can report that noncompliance has been corrected, it must first verify the LEA:

- Has corrected each individual case of noncompliance (Prong 1); and

- Is correctly implementing the specific regulatory requirements (i.e., subsequently achieved 100% compliance) (Prong 2).

The TEA is required to monitor the completion of a corrective action plan if any noncompliance is discovered. The corrective action plan must be designed to correct any and all areas of noncompliance ***as soon as possible, but in no case later than one year from the date of notification.***

### Corrective Action Plan (CAP)

The LEA will develop a CAP to address any items identified as noncompliance in this summary report. An approved form for the CAP can be accessed on the Review and Support website or in the resources located in Ascend Texas.

The LEA must submit the CAP in Ascend within 30 school days from the date of this report and/or formal notification of noncompliance. The TEA will review the CAP submitted by the LEA for approval. If the TEA determines that a revision(s) is necessary, the LEA will be required to revise and resubmit. The Review and Support team will contact the LEA to provide notification when the CAP has been approved.

### Individual Correction

The educational agency has **60 school days** from the date of this summary report to correct all identified findings of noncompliance for individual students, unless noted otherwise in the report.

## 2020–2021 DYSLEXIA PROGRAM EVALUATION FINDINGS

As a result of the program evaluation review, the TEA Department of Review and Support: Dyslexia Monitoring has identified the following strengths, considerations, and technical assistance recommendations for Howe Independent School District.

Areas of strength include alignment in procedures and practice of progress monitoring and tracking of accommodation.

Your current dyslexia program is in alignment with state and federal mandates. The following resources are recommended for reflection of current dyslexia program to strengthen internal systems and procedures.

The following technical assistance resource(s) are recommended for Howe Independent School District.

Topic	Resource (include a hyperlink)
TEA Review and Support	<a href="#">Dyslexia Monitoring</a>
TEA Special Education	<a href="#">Dyslexia and Related Disorders</a>
Dyslexia: TEA Professional Learning Course	<a href="#">TEALearn Dyslexia Modules</a>

## Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with State Board of Education (SBOE) dyslexia guidance and Senate Bill 2075 regarding noncompliance identified through the dyslexia program evaluation, a finding of noncompliance is identified by the citation (i.e., program or process) that is violated.

## Dyslexia Performance Plan (DPP)

If noncompliance is identified, the LEA is required to demonstrate correction of all noncompliance in the Dyslexia Performance Plan (DPP). This tool guides LEAs through a continuous improvement process. It addresses areas of growth that will positively impact students with dyslexia or other related disorders. LEAs should complete the DPP no later than 120-days after receiving notification of noncompliance. This document will be provided by TEA or can be accessed in the resources section of the [Review and Support website](#).

## LEA ACTIONS

Timeline for Strategic Support Plan (SSP) and/or Corrective Action Plan (CAP) Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	10/19/2020		Universal	Not applicable
DPP				

For more information about cyclical monitoring and the Differentiated Monitoring and Support process, please visit the [Review and Support website](#)

\*\*LEA may have previously identified corrective actions in addition to findings in this report.

## REFERENCES

[Differentiated Monitoring and Support System](#)

[Review and Support General Supervision Monitoring Guide](#)

[State Performance Plan and Annual Performance Report and Requirements](#)

[Results-Driven Accountability Reports and Data](#)

[Results-Driven Accountability District Reports](#)

[Results-Driven Accountability Manual](#)