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

CDN: 126905

Non-Compliance Identified	Corrective Actions Completed 11/12/20

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Joshua ISD 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 will 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 December 18, 2020 , the TEA conducted a policy review of Joshua ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Joshua ISD. The total number of files reviewed for the Joshua ISD comprehensive desk review was 24. The review found overall that 22 files out of 24 files were compliant. An overview of the policy review and student file review for Joshua ISD 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:

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	19 of 19	24 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	22 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	6 of 6

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 December 18, 2020 the TEA Review and Support team received 406 surveys during the comprehensive

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

Eighty-five 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 email followed by notices sent home, phone calls and the school website.

Forty-three percent of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

The majority of the 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 Child find evaluation and ARD support networks, the School Family and Community Engagement network, and the Texas Statewide Leadership for Autism Training.

The majority of participants felt training to help meet the needs of students with disabilities was extremely effective, effective or somewhat effective.

Seventy-seven percent of participants felt there were frequent opportunities to collaborate with related service providers and almost eighteen percent felt there were not frequent opportunities to collaborate with service providers.

The obstacles concerning students' special education programming and services were reported as:

- Timely updates on student progress
- Scheduling of ARD meetings
- Knowledge of available services and programming
- Assuring students receive accommodations and/or modifications as outlined in the IEP

The majority of participants agree with the importance of including students interests/life goals in the transition process with forty-seven percent of participants strongly agreeing.

The majority of participants indicated they chose an In-Person learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. Participants reported varied responses from effective to extremely ineffective when describing remote learning for students receiving special education.

COVID

Fifty-seven 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 ways that teachers provided support to students with moderate to severe disabilities were:

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

Participants indicated that current COVID school closures/remote learning they needed professional development in all areas.

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

The majority of participants indicated that 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 Joshua ISD:

- Desk Review results showed evidence of strong practices for the accurate documentation of State Assessment.
- Documentation of parent / guardian receipt of Procedural Safeguards was evident.
- Desk Review results showed evidence of strong practices for the accurate documentation of Transition Services.

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 areas for Joshua ISD to address:

- Review district wide process to determine the need and provisions of Extended School Year services.
- Provide professional development opportunities to address the development of present levels of academic achievement and functional performance.
- Provide professional development opportunities in the areas Child Find Evaluation and ARD Support network, School Family and Community Engagement network, and the Texas Statewide Leadership for Autism Training.

TECHNICAL ASSISTANCE

As a result of monitoring, the TEA has identified the following technical assistance resources to support Joshua ISD engaging in **universal** support as determined by the RDA performance level data and artifacts

within the compliance review:

Topic	Resource
Child Find, Evaluation and ARD Support Network/ Extended School Year Services	[Child Find, Evaluation and ARD Support Network](#): The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.
School, Family, and Community Engagement Network (SPEDTex)	[School, Family, and Community Engagement Network (SPEDTex)](#) : The School, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in 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. All parent resources connected to the Special Education Strategic Plan will either be housed or linked on the SPEDTex website.
Texas Statewide Leadership for Autism Training	[Texas Statewide Leadership for Autism Training (TSLAT):](#) Texas Statewide Leadership for Autism Training (TSLAT) increases LEAs' knowledge, understanding, and implementation of evidence-based practices that ensure the academic, functional, and behavioral needs of students with autism are met. TSLAT provides access to training, technical assistance, support, and resources for educators who serve students with autism. The TSLAT website includes online courses (some in Spanish), webinars, information about opportunities for deeper learning, a video library, and more.
Intensive Interventions/ PLAAFP	[Intensive Interventions.](#) The National Center on Intensive Intervention – The linked page is intended to help state and local leaders, including school, district, and state administrators and staff responsible for leading multi-tiered systems of support (MTSS) and special education initiatives, find tools and resources to support data-based individualization (DBI) implementation.

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, Joshua ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Division of Special Education Monitoring 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.

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	Not Applicable		Universal	Not applicable
CAP	3/22/2021	3/22/2022		30 days

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](#)

APPENDIX

IEP Content

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC6	34 CFR §300.106	TAC §89.1065	Yes	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student's free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Systemic—Yes Review and revise policies and procedures, including operating guidelines and practices addressing this issue. Provide training on these procedures to the appropriate staff. Develop processes that allow for self-monitoring this area of noncompliance.	Yes