



Cycle 2 Group 3

Dates: April-March 2021

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

CDN: 015916

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Judson 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 Judson Independent School District. On May 28, 2021, the TEA conducted a comprehensive desk review of Judson Independent School District.

The total number of files reviewed for the Judson Independent School District comprehensive desk review was 24. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Judson 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:

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	19 of 19	6 of 6
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	6 of 6
Transition	6 of 6	7 of 7

2020–2021 DYSLEXIA COMPLIANCE SUMMARY

For the 2020-2021 school year, the Texas Education Agency (TEA) identified Judson Independent School District (ISD) for dyslexia monitoring based on the Differentiated Monitoring and Support Cyclical Schedule. The dyslexia monitoring process focuses on three-core elements: Early Intervention and Identification, Program of Instruction and Parent Notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Judson ISD artifacts using the Dyslexia Program Evaluation Rubric which is aligned to Senate Bill 2075 of the 86th Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The 2020-2021 school year results for Judson ISD are in the Dyslexia Compliance Summary table below.

2020-2021 DYSLEXIA COMPLIANCE SUMMARY

On May 28, 2021, the TEA concluded a program evaluation of Judson ISD. An overview of the evaluation review for Judson ISD is organized in the chart below.

Areas of Implementation	Compliance Status
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

Judson Independent School District 015916 has 2 of Residential Facilities (RFs) according to RF Tracker 2020 collection. The chart below identifies the RFs which were included in the cyclical review. .

RF Name	RF Number	Grade Level(s)
Boysville	260098	PK-12
Family Especial	260848	PK-12

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 3—Needs Intervention	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/Family/Administrative surveys and interviews

On June 30, 2021, the TEA Review and Support team received 750 Surveys and 22 interviews. The Review and Support surveys focused on the following review areas:

Sixty five percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is via email, followed by notices sent home, and the school website.

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 School, Family, and Community Engagement network, and Child find evaluation and ARD support network.

The majority of participants felt training in classroom management and differentiated instruction was effective or somewhat effective to help meet the needs of students with disabilities.

Sixty one percent of participants felt there were frequent opportunities to collaborate with related service providers and almost forty 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:

- Timely updates on student progress.
- Assuring students receive accommodations and/or modifications as outlined in the IEP.
- Scheduling ARD meetings.

Most participants agree with the importance of including students' interests/life goals in the transition process with 43% of participants strongly agreeing.

The majority of participants indicated they chose In-Person learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. They reported that remote learning for students receiving special education was somewhat effective.

COVID

Almost 52% of participants felt that during COVID school closure/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 closure/remote learning they needed professional development in how to use virtual platforms and how to teach virtually.

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

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

On May 11-14, 2021, the Department of Review and Support conducted a remote onsite visit to Judson ISD that included interviews with 7 administrators, 6 general education teachers, 5 special education teachers, 1 related services staff, and 3 parent/family/caregivers. 7 administrators, 6 general education teachers, 5 special education teachers, 1 related services staff, and 3 parent/family/caregivers.

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

- Communication and collaboration
- Implementation of Special Education Services
- Monitoring effectiveness

Judson ISD offers a range of services for students ages 3 to 21. Services include a continuum of special education services, supervision of section 504 plans, transition planning, as well as programming supports for behavior, social-emotional learning, and gifted programs. A review of the interviews specifically highlighted co-teach, inclusion support, modified curriculum support in a resource setting, life skills self-contained, autism-Apple program, and support services for students in behavior classes and units.

Communication/Collaboration

During the assessment process the evaluation staff obtain consent and provide families procedural safeguards. The staff also collects background information from the family, gathers teacher input, and utilizes rating scales to ensure multiple sources of data are incorporated in the evaluation.

Special Education staff offer a variety of opportunities for general education and special education staff to collaborate through common planning times and regularly occurring Professional Learning Community (PLC) meetings. It was also evident that the district consistently utilizes a variety of data collection sources to make instructional decisions.

Judson ISD also provides families information in a variety of formats that include social media outreach, other messaging applications, emails, and in-person meetings. Parents were very positive and complimentary about the communication process. Parents are invited to participate in all Admission, Review, and Dismissal (ARD) meetings, and they felt supported throughout remote learning.

Implementation/monitor effectiveness of Special Education programs

A child study team typically meets with teachers and administrators to discuss requests for support. Data and interventions are reviewed by the team as well as work samples and any other relevant data. If the team agrees that a disability is suspected, then consent for an evaluation is requested. The student will have an initial ARD to determine eligibility.

In preparation ARD meetings, teachers and staff talked about formative checks, benchmark and achievement testing, and progress monitoring as some of the collected sources of data. Parents are included in the data-gathering and input in creating individual education programs for their child. Administrative staff learn about their role in the ARD meetings through specific SPED training and

Administration Summits. Mandatory Professional Development (PD) and Professional Learning Community (PLCs) are inclusive of special education and general education teachers to review student needs and implement Individualized Education Plan (IEP) goals, continuously monitoring the effectiveness of special education programs.

Professional Development and Training

General education and special education teachers participated in training sessions throughout the year. Professional Development was provided for staff focused on accommodations and modifications in the general education setting, academics, and behavior. Other initiatives included modules pertaining to newly identified needs determined by data, results-driven discipline training, differentiated instruction strategies for all students' success. Training for administrators is specific to the ARD process strategies to build consensus in ARD meetings. Additional trainings offered by Judson ISD focused on Social Emotional Learning (SEL) and resources for virtual instruction as part of the COVID impact. There has been a positive response to implementation of positive reinforcement practices, relationship building strategies, and differentiated instruction.

Judson ISD encourages use of provided training catalogue to choose trainings as needed and provides trainings, per request. Staff positively reported training provided is pertinent and effective. Region 20 also provides trainings that support current needs of teachers and students.

Training Needs

The interviews indicated that there is a need for continued responsive discipline training. Parents requested additional trainings and resources to support their child at home and for their child's progression towards independence.

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 Judson Independent School District:

- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are descriptive and provide detailed information along with supportive data that allows for individualization during IEP development to support student growth achievement.
- IEPs are individualized to meet student's specific needs to ensure supports and services are in place to promote student success in all learning environments.
- 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. This allows 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 Judson Independent School District:

- Consider developing a system to ensure professional development on the IEP documentation and implementation of positive behavioral interventions and strategies to provide consistency in behavior management across the district.
- 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 Judson Independent School District engaging in **targeted** support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
Behavior	<p>https://intensiveintervention.org/. The National Center on Intensive Intervention - The linked resources are 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.</p> <ul style="list-style-type: none">▪ This module focuses on behavioral progress monitoring within the context of the DBI process and addresses (a) methods available for behavioral progress monitoring, including but not limited to Direct Behavior Rating (DBR), and (b) using progress monitoring data to make decisions about behavioral interventions: Monitoring Student Progress for Behavioral Interventions.▪ Webinar: Using Academic Progress Monitoring for Individualized Instructional Planning.
Family Engagement and Communication	<p>School, Family, and Community Engagement Network (SPEDTex). The School, Family, and Community Engagement Network: The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.</p> <p>The Texas Complex Access Network (TX CAN) - The Texas CAN Network provides statewide leadership and support to increase the capacity of LEAs and families to meet the needs of students with significant cognitive disabilities. The network provides resources and supports that provide for the complex and intensive educational and functional needs of students with significant cognitive disabilities.</p>

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, Judson 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 Judson ISD.

Areas of strength include extensive training and preparation for the general education teachers as well as their dyslexia specialists.

Areas of Consideration

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.

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders
Dyslexia: TEA Professional Learning Course	TEALearn Dyslexia Modules

If you have questions about the contents of this dyslexia review summary, please contact Edna Morales in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-9260 or by email at Edna.Morales@tea.texas.gov.

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		Targeted	60 days
DPP	N/A			

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](#)