



Cycle 1 Group 3

Dates: October – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Leakey Independent School District
CDN: 193902

LEA Compliant

Non-Compliance Identified

Corrective Actions: Not Applicable

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Leakey 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 and 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 Leakey ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Leakey ISD. The total number of files reviewed for the Leakey ISD comprehensive desk review was 16. The review found overall that 16 files out of 16 files were compliant. An overview of the policy review and student file review for Leakey 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	18 of 18	16 of 16
IEP Development	5 of 5	16 of 16
IEP Content	3 of 3	16 of 16
IEP Implementation	21 of 21	16 of 16
Properly Constituted ARD	8 of 8	16 of 16
State Assessment	4 of 4	16 of 16
Transition	6 of 6	5 of 5

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 SUBMISSION

In the 2020-2021 academic year, Local Education Agencies (LEAs) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

Leahey ISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

Yes* No

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

Staff and Family Surveys

On December 18, 2020, the TEA Review and Support team received 22 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Sixty-seven percent of participants felt they did not 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, the school website and phone calls.

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

Sixty-six percent of participants indicated they agree or somewhat agree that they have a clear understanding of special education services. Thirty-three percent indicated they strongly disagree that 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
- Inclusion in Texas Network
- Small and Rural Schools Network

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

Fifty percent of participants agree or somewhat agree that there were frequent opportunities to collaborate with related service providers.

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

- Timely updates on student progress
- Knowledge of available services and programming

- Assuring students receive accommodations and/or modifications as outlined in the IEP.

All participants agree with the importance of including student interests/life goals in the transition process with 64 percent of participants strongly agreeing.

Sixty-seven percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in supporting student progress.

During COVID closures supports to students with moderate to severe disabilities were provided using the following methods:

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

Participants indicated that during COVID school closure/remote learning, they needed further professional development.

Survey respondents indicated that during COVID school closure/remote learning, the LEA's approaches to support instructional continuity were generally not effective for students with disabilities. Responses specifically indicated the following were viewed as unsuccessful in supporting students with disabilities during remote learning:

- Shared device per family
- Online submission of assignments

All participants indicated they chose an in-person learning model. Fifty-five percent reported that remote learning for students receiving special education was "effective" or "somewhat effective."

The majority of participants indicated that they agreed or strongly agreed that school staff 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 Leakey ISD:

- IEP meeting notices are sent well in advance of the IEP. This allows time to change the meeting date (if needed) and still meet annual timelines.

- The ARD committee considers and addresses least restrictive environment for each student based on the student’s needs.
- The ARD committee includes all necessary members relevant for the student’s education.

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 Leakey ISD:

- Consider reviewing guidance and providing staff training related to IEP goal development to ensure that goals are standards-based and student-specific.
- Consider reviewing guidance and providing staff training related to student-specific transition planning.

Technical Assistance

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

Topic	Resource
IEP Goal Development	<p>Technical Assistance: Individualized Education Program (IEP) Development: A technical assistance guidance document intended to support implementation of services for students with disabilities. This guide focuses on IEP development and includes information on writing PLAAFPs and goals.</p> <p>Individual Education Program (IEP) Annual Goal Development: A question and answer document that guides the reader through annual goal development.</p> <p>The National Center on Intensive Intervention: A guidance document on strategies for setting high-quality IEP goals.</p>
Transition	<p>The Student-Centered Transitions Network: This network builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness.</p> <p>Texas Transition Online: This online module provides educators in Texas with an understanding of the transition process components, including transition assessments and compliance issues in federal and</p>

	<p>state law and rule.</p> <p><u>National Technical Assistance Center on Transition (NTACT)</u>: 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.</p>
School, Family, and Community Engagement Network	<p><u>School, Family, and Community Engagement Network (SPEDTex)</u> : 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.</p>
Inclusion in Texas Network	<p><u>The Inclusion in Texas network</u>: The Inclusion in Texas Network is working to promote a statewide culture of high expectations for students with disabilities and significantly improve academic and functional outcomes for students served by special education. The network assists LEAs build capacity to develop and appropriately implement instructional programs that provide meaningful access to inclusive environments and grade-level standards, where appropriate.</p>
Small and Rural Schools Network	<p><u>Small and Rural Schools Network</u>: This network strives to build capacity of small and rural LEAs to provide a more equitable level of access for students with disabilities in these communities. The network will develop state-level infrastructures, resources, and professional development to support LEAs who face unique challenges, such as resource limitations and geographic remoteness.</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, Leakey 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	12/18/2020		Universal	Not applicable
CAP	Not applicable	Not applicable		Not applicable

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](#)