



Cycle 2 Group 3

Dates: April – June 2021

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

CDN: 092903

Non-Compliance Identified

Corrective Actions To Be Completed

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Longview 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, 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 Longview ISD. On May 28, 2021, the TEA conducted a comprehensive desk review of Longview ISD. The total number of files reviewed for the Longview ISD comprehensive desk review was 24. The review found overall that 5 files out of 23 files were compliant. An overview of the policy review and student file review for Longview 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:

<b>Compliance Area</b>	<b>Policy Review (# compliant of # reviewed)</b>	<b>Student File Review (# compliant of # reviewed)</b>
Child Find/Evaluation/FAPE	18 of 19	16 of 23
IEP Development	5 of 5	5 of 23
IEP Content	3 of 3	23 of 23
IEP Implementation	21 of 21	21 of 23
Properly Constituted ARD	8 of 8	23 of 23
State Assessment	4 of 4	19 of 23
Transition	6 of 6	4 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 Longview ISD artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86<sup>th</sup> Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The **20XX-20XX** school year results for Longview ISD are in the table below.

<b>Areas of Implementation</b>	<b>Compliance Status</b>
Dyslexia Procedures	Met Compliance
Parent Communication	Met Compliance
Screening	Did Not Meet Compliance
Reading Instruments	Did Not Meet Compliance
Evaluation and Identification	Did Not Meet Compliance
Instruction	Did Not Meet Compliance
Dysgraphia	Did Not Meet Compliance
Professional Development and Training	Did Not Meet 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.

<b>Year</b>	<b>Results-Driven Accountability (RDA) Determination Level</b>	<b>SPP Indicators 11, 12, 13 Compliance*</b>	<b>Significant Disproportionality</b>
2020	DL 2—Needs Assistance	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 SURVEY

### Staff and Family Surveys

Minimum size requirements not met. Results not published within this report due to the limitation of the sample size.

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 Longview ISD:

- Required ARD committee members attend ARDs when appropriate to ensure properly constituted ARDs and input from all relevant members of the student's ARD committee.
- Schedule of services includes location and beginning date for all services.
- Goals include how progress will be measured and share with parents/guardians.

### 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 Longview ISD:

- Review evaluation procedures and timelines and provide training on new procedures.
- Review guidance and provide staff training on writing present levels of academic achievement and functional performance
- Review guidance and provide staff training related to IEP goal development, including writing objectives and benchmarks:
  - Goals should be standards-based, but student-specific; and
  - Goals should be based on student's needs due to disability and accessing general education curriculum.
- Review procedures and internal monitoring processes for Intensive Program of Instruction (IPI). Ensure IPIs are written as a response to student performance.
- Review guidance and provide training on developing complete student-specific transition plans with all required elements.

## TECHNICAL ASSISTANCE

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

Topic	Resource
Evaluation	<p data-bbox="548 195 1463 401"><a href="#">Child Find, Evaluation and ARD Support Network:</a> 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.</p> <p data-bbox="548 443 1463 579"><a href="#">Technical Assistance Guidance for Child Find and Evaluations:</a> The Child Find and Evaluation Technical Assistance Guidance is intended for use by Texas educators to support the implementation of services for students with or suspected of having disabilities.</p> <p data-bbox="548 621 1463 722"><a href="#">Special Education Initial Referral Timeline:</a> A guidance document that provides an overview of the timeline and legal requirements for a referral for an initial special education evaluation.</p> <p data-bbox="548 764 1463 898"><a href="#">Special Education Full and Individual Initial Evaluation Timeline:</a> A flowchart that provides an overview of the various timelines for an initial evaluation and ARD committee meetings where eligibility is determined based upon when</p>
Present Levels of Academic Achievement and Functional Performance	<p data-bbox="548 909 1463 1052"><a href="#">Technical Assistance: Individualized Education Program (IEP) Development:</a> 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 data-bbox="548 1073 1463 1209"><a href="#">Case Study: Making Connections to the General Curriculum through the 7 Step IEP Process:</a> Provides guidance via a case study on how to create standards-based IEPs. Step three provides information on developing a PLAAFP.</p> <p data-bbox="548 1251 1463 1423"><a href="#">National Center on Intensive Intervention:</a> A website 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>
IEP Goal Development	<p data-bbox="548 1434 1463 1577"><a href="#">Technical Assistance: Individualized Education Program (IEP) Development:</a> 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 data-bbox="548 1608 1463 1709"><a href="#">Individual Education Program (IEP) Annual Goal Development:</a> A question and answer document that guides the reader through annual goal development.</p> <p data-bbox="548 1751 1463 1812"><a href="#">The National Center on Intensive Intervention:</a> A guidance document on strategies for setting high-quality IEP goals.</p>

Intensive Program of Instruction	<p><a href="#">.Technical Assistance: Individualized Education Program (IEP) Development:</a> 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 STAAR testing and intensive programs of instruction.</p> <p><a href="#">.The Student Success Initiative Educator Guide:</a> An educator guide that provides administrative guidance on the SSI process.</p>
Transition	<p><a href="#">.The Student-Centered Transitions Network:</a> 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><a href="#">.Texas Transition Online:</a> This online module provides educators in Texas with an understanding of the transition process components, including transition assessments and compliance issues in federal and state law and rule.</p> <p><a href="#">.National Technical Assistance Center on Transition (NTACT):</a> 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>

## 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, Longview ISD 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 Longview ISD.

### Areas of Strength

An area of strength includes a comprehensive district-wide procedure manual that includes program procedures for evaluating, identifying, instructing, and screening students with dyslexia.

### Areas of Consideration

Your current dyslexia program is not 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	<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>

If you have questions about the contents of this dyslexia review summary, please contact Faith Hightower in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-4140 or by email at [faith.hightower@tea.texas.gov](mailto:faith.hightower@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 Senate Bill 2075 of the 86<sup>th</sup> Legislature, TEC 38.003 (c-1), and 19 TAC 74.28. 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 the 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	12/18/2020		Universal	90 days
CAP	9/14/2021	7/30/2022		30 days
DPP	September 14, 2021	March 16, 2022		Every 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

### Child Find/Evaluation

#### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301(c)(1)(ii)	TAC 89.1011(c) TEC §29.004	Yes	<p>Individual—Yes</p> <p>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) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices, addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes
SE3	34 CFR §300.304(a)	TAC §89.1011; TEC §29.004(a)	Yes	<p>Individual—Yes</p> <p>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) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p>	Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>Review and revise policies and procedures, including operating procedures and practices, addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	
SE4	§300.304(b)		Yes	<p>Individual—Yes</p> <p>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) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices, addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes
SE5	34 CFR §300.304(c)	TEC §29.004	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education</p>	Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>(FAPE) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices, addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	
SE6	34 CFR §300.304(c)(6)		Yes	<p>Individual—Yes</p> <p>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) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices, addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes

## Policy Review

IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
	TEC §48.009(b)	Yes	Individual—Yes Update local policy and operating procedures to include reporting the number of students identified as having dyslexia in PEIMS.	Yes

## IEP Implementation

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IE6	34 CFR §300.114(a)	TAC §75.1023(c)	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) has been impacted and determine if compensatory services are needed. Systemic—Not Applicable	No

## IEP Development

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID1	34 CFR § 300.300(b)		Yes	<p>Individual—Yes</p> <p>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) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p>	No
ID2	34 CFR § 300.320(a)(1)		Yes	<p>Individual—Yes</p> <p>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) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices, addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes
ID3	34 CFR § 300.320(a)(2)(i)		Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free,</p>	Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices, addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	
ID6a	34 CFR § 300.320(a)(2)(ii)		Yes	<p>Individual—Yes</p> <p>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) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices, addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes

## State Assessment

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA4		TEC §28.0213	Yes	<p>Individual—Yes</p> <p>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) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices, addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes

## Transition

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR1	34 CFR §300.320(b)	TAC 89.1055(j); TEC §29.0111	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) has been impacted and determine if compensatory services are needed.  Systemic—Not Applicable	No
TR4	34 CFR §300.43		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) has been impacted and determine if compensatory services are needed.  Systemic—Not Applicable	No



## Behavior

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IB2	34 CFR §300.324(a)(2)(i)		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) has been impacted and determine if compensatory services are needed.  Systemic—Not Applicable	No