



Cycle 2 Group 1

Dates: October -December 2020

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

CDN: 070909

LEA Compliant

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Milford 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 Milford ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Milford ISD. The total number of files reviewed for the Milford ISD comprehensive desk review was 16. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Milford 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	19 of 19	4 of 4
IEP Development	6 of 6	16 of 16
IEP Content	3 of 3	16 of 16
IEP Implementation	8 of 8	16 of 16
Properly Constituted ARD	7 of 7	16 of 16
State Assessment	5 of 5	12 of 12
Transition	4 of 4	4 of 4

## **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 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 January 4, 2021, the TEA Review and Support team received 18 surveys. The Review and Support surveys focused on the following review areas:

Fifty percent of respondents 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 the school website, notices sent home, and phone calls.

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

Participants indicated they have a clear or somewhat clear understanding of special education services.

The most selected areas of special education the participants would like to know about is the Small and Rural School Network.

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

Fifty three percent of participants felt there were frequent opportunities to collaborate with related service providers.

All participants agree with the importance of including students interests/life goals in the transition process with 78% of participants strongly agreeing.

Most participants reported that remote learning for students receiving special education was “somewhat effective.”

Ninety percent 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 ways indicated that teachers provided support to students with moderate to severe disabilities were:

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

Most participants indicated that they wanted professional development to focus on virtual platform use and virtual teaching during the COVID school closure/remote learning.

Participants indicated that the shared devices for families and online submission of assignments did not work well for students with disabilities during COVID school closure/remote learning.

Fifty percent of participants indicated that they worked with parents/guardians in addressing severe behavior and work refusal during COVID school closures/remote learning.

**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 Milford ISD:

- The COVID contingency plan included tutorials for students during remote learning.
- All areas reviewed during the desk review meet compliance for state and federal regulations.

## 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 Milford ISD:

- Survey responses support evidence found in the desk review that, while Individual Education Plans meet compliance expectations, the quality of Individual Education Plan development and implementation could improve to promote student achievement.

## TECHNICAL ASSISTANCE

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

Topic	Resource
IEP Development	<p><a href="#">Strategies for Setting High-Quality Academic Individualized Education Program Goals</a>. <b>National Center on Intensive Interventions:</b> Guidance on establishing goals to meet student's needs. .</p> <p><a href="#">Technical Assistance: IEP Development</a>. <b>TEA Technical Assistance: IEP Development</b> - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency. .</p>
IEP Implementation	<p><a href="#">Inclusion Network</a> <b>The Inclusion in Texas Network</b> promotes a culture of high expectations for inclusionary practices to significantly improve academic and functional outcomes for students served by special education.</p>
Small and Rural School Network	<p><a href="#">Small and Rural Schools Network</a>: 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, Milford 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	N/A		Universal	N/A
CAP	N/A	N/A		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](#)