Texas Education Agency
2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: New Waverly Independent School District
CDN: 236901

LEA Compliant ☐	Non-Compliance Identified ☒	Corrective Actions: Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to New Waverly 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 New Waverly ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of New Waverly ISD. The total number of files reviewed for the New Waverly ISD comprehensive desk review was 20. The review found overall that 10 files out of 20 files were compliant. An overview of the policy review and student file review for New Waverly 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	7 of 7
IEP Development	5 of 5	10 of 20
IEP Content	3 of 3	20 of 20
IEP Implementation	21 of 21	20 of 20
Properly Constituted ARD	8 of 8	20 of 20
State Assessment	4 of 4	11 of 12
Transition	6 of 6	8 of 8

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 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 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.

New Waverly 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 56 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Seventy-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, 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.

Seventy-five percent of participants indicated they have a clear understanding of special education services with twenty-five percent indicated they do not.

The most selected areas of special education the participants would like to know about were the

- Texas Sensory Support Network (TxSSN) and,
- 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.

Eighty-six percent of participants felt there were frequent opportunities to collaborate with related service providers.

Assuring students receive accommodations and/or modifications as outlined in the IEP was the only reported obstacle concerning student's special education programming and services.

All participants agree with the importance of including students interests/life goals in the transition process with 61% of participants strongly agreeing.

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

During COVID closures the methods for providing support to students with moderate to severe disabilities identified by respondents as most effective were:

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

Participants indicated that during COVID school closure/remote learning additional professional development is needed.

During COVID school closure/remote learning respondents reported several strategies used to support students with disabilities that did not work well:

- Shared device per family,
- Online submission of assignments and,
- Drive through packet pick up and drop off.

Most participants indicated they chose a remote learning model. Sixty-six percent of those participating in remote learning indicated that the students interact with teachers consistently. The majority reported that remote learning for students receiving special education was somewhat effective.

Eighty-seven percent of participants indicated that they agreed or strongly agreed that their school 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 New Waverly ISD:

- Transition Plans were consistently developed for secondary students who are transition age
- Policies and Procedures are developed and implemented
- PLAAFPs in student IEPs are clear in describing the needs of students
- Evaluations are well-described

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 New Waverly ISD:

- Consider reviewing guidance and/or providing staff training related in Individualized Education Plan (IEP) goal development.
- Consider reviewing procedures and internal monitoring processes for Intensive Program of Instruction (IPI).

Technical Assistance

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

Topic	Resource
IEP Development	NCII-Set Academic IEP Goals. The National Center on Intensive Intervention – The linked document is guidance on strategies for setting high-quality IEP goals. NCII-Set Academic IEP Goals Technical Assistance: IEP Development. TEA Technical Assistance: IEP Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency. IEP Goal Development. This document is a comprehensive goal writing support document that details the how to as well as the why. Guidance for moving from compliance to quality included.
Assessment	Technical Assistance - IEP Development. The Texas Education Agency – Specific guidance for the district and state assessment decisions starts on p. 25 and developing in IPI begins on p. 27. Student Success Initiative Educator Guide. The Texas Education Agency – STAAR resources For LEAs.
Texas Sensory Support Network (TxSSN)	Texas Sensory Support Network: The Texas Sensory Support Network (TxSSN) ensures the provision of support to infants, toddlers, children, and youth with sensory impairments, their families, and the professionals who serve them. This network provides information and strategies for development of communication, mobility, tactile skills, and environmental adaptations. Additionally, TxSSN addresses diagnosis, evaluation, and educational programs for services to students in their home communities in support of the comprehensive statewide education plan for this student population.

Small and Rural Schools Network.	Small and Rural Schools Network: 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.

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, New Waverly 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.

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		Targeted	90 days
CAP	3/22/2021	1/28/2022		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 Development

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID3	34 CFR § 300.320(a)(2)(i)		☒ Yes ☐ No	Individual—Yes Provide evidence of student-specific correction of measurable, individualized goals. 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. • Convene ARD committee meetings for those students whose records indicate	☒ Yes ☐ No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				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. • Develop processes that allow for self-monitoring this area of noncompliance. • Systemic correction of the noncompliance has taken place.	

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 ☐ No	Individual—Yes Convene the ARD committee to determine whether compensatory services are needed. Develop and implement an Intensive Program of Instruction for the student. Systemic—Not Applicable	☐ Yes ☒ No