



Cycle 2 Group 1

Dates: October-December 2020

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

CDN: 019906

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Redwater 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 and a comprehensive desk review of Redwater ISD. The total number of files reviewed for the Redwater ISD comprehensive desk review

was 21. The review found overall that 21 files out of 21 files were compliant. An overview of the policy review and student file review for Redwater 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	19 of 19	6 of 6
IEP Development	5 of 5	21 of 21
IEP Content	3 of 3	21 of 21
IEP Implementation	20 of 20	21 of 21
Properly Constituted ARD	7 of 7	21 of 21
State Assessment	4 of 4	16 of 16
Transition	6 of 6	6 of 6

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

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

All 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, phone calls and the school website.

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

All 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 the Texas Statewide Leadership for Autism Training.

Most participants felt training in to help meet the needs of students with disabilities was effective or somewhat effective.

Thirty-four percent of participants agree that there were frequent opportunities to collaborate with related service providers and almost thirty percent felt there was not frequent opportunities to collaborate with service providers.

Based on survey results, there were no obstacles concerning student's special education programming and services reported.

Seventy-six percent of participants agree with the importance of including student interests/life goals in the transition process with more than 50% of participants strongly agreeing.

Most participants indicated they chose In-Person learning model. They reported that remote learning for students receiving special education was somewhat effective or ineffective.

Slightly more than 70% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in supporting 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 an emotional needs.
- modified work and provided individualized support.

Participants indicated that current COVID school closure/remote learning they needed further professional development, with most respondents indicating that they need more training regarding teaching in a virtual learning environment.

Participants indicated that during COVID school closure/remote learning strategies used by the district that did not work well for students with disabilities were the one shared device per family, drive

through packets, and online submission of assignments.

Many 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 Redwater ISD:

- There were no findings of noncompliance in the desk review findings.
- Present Levels of Academic Achievement and Functional Performance reviewed during the desk review indicated quality elements in addition to compliance.
- Survey comments highlighted the value of training to use Screencastify and Google Meet as particularly useful.

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 Redwater ISD:

- Survey comments reveal that respondents want to work more collaboratively between general education and special education staff to provide accommodations and develop lesson implementation plans.

TECHNICAL ASSISTANCE

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

Topic	Resource
Inclusion	The Inclusion in Texas network : 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.
Technical Assistance Requested Networks	School, Family, and Community Engagement Network (SPEDTex) : 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.

[Texas Statewide Leadership for Autism Training \(TSLAT\)](#): Texas Statewide Leadership for Autism Training (TSLAT) increases LEAs' knowledge, understanding, and implementation of evidence-based practices that ensure the academic, functional, and behavioral needs of students with autism are met. TSLAT provides access to training, technical assistance, support, and resources for educators who serve students with autism. The TSLAT website includes online courses (some in Spanish), webinars, information about opportunities for deeper learning, a video library, and more.

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, Redwater 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. Copyright © 2020. Texas Education Agency. All Rights Reserved.

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		Targeted	90 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](#)