Texas Education Agency

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

CDN: 199901
LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Rockwall 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 Rockwall ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Rockwall ISD. The total number of files reviewed

for the Rockwall ISD comprehensive desk review was 24. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Rockwall 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	24 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	24 of 24
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 December 18, 2019, the TEA Review and Support team received 151 surveys. The Review and Support surveys focused on the following review areas:

Eighty two 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, phone calls and the school website.

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

Sixty percent of participants indicated they have a clear understanding of special education services. The other 40 percent of participants varied from "somewhat agree" to "strongly disagree" with the statement.

The two most selected areas of special education the participants would like to know about were the Child Find, Evaluation, and ARD Support Network and School, Family, and Community Engagement Network.

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

Forty two percent of participants felt there were frequent opportunities to collaborate with related service providers and almost twenty percent felt there was not frequent opportunities to collaborate with 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.

Almost 90% of participants agree with the importance of including students interests/life goals in the transition process with 50% of participants strongly agreeing.

The majority of participants indicated they chose an in-person learning model. Fifty three percent of those participating in remote learning indicated that the students did interact with teachers consistently. Fifty percent reported that remote learning for students receiving special education was effective or somewhat effective, and 50% found remote instruction ineffective.

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

During COVID support was provided to students with moderate to severe disabilities through the following methods:

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

Participants indicated that during COVID school closure/remote learning they needed further professional development. Comments suggest that specific training is requested for Canvas.

Participants indicated that during COVID school closure/remote learning strategies the LMS platform (such as Schoology, Canvas or Google Classroom) and online submission of assignments were not effective strategies for students with disabilities.

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 Rockwall ISD:

- PLAAFP statements in the provided sample give a detailed and clear picture of the students' current academic and functional levels.
- There is also a clear, holistic approach to the development of the Individual Education Plans as evidenced by the consistent evidence of family input documented throughout the submitted files.
- Transition plans related to the students' post-secondary plans are detailed, well-articulated and reflect a culture of intentional planning within Rockwall ISD for students receiving Special Education services.

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 Rockwall ISD:

- Consider additional training to ensure IEP Annual Goals are aligned to the students' individual PLAAFPs.
- Consider identifying internal practices to ensure Special Education Regular Early Childhood Programs have a continuum of services that allow for appropriate access to least restrictive environments based on the individual needs of the students.

TECHNICAL ASSISTANCE

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

Topic	Resource
Measurable Annual Goals	Intensive Interventions for State and Local Leaders . **The National Center on Intensive Intervention** – The linked page is 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.
Child Find	Child Find, Evaluation and ARD Support Network : **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.
School, Family and Community Engagement Network	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.

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, Rockwall 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	Not applicable
CAP	N/A			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](#)