



Cycle 1 Group 3

Dates: October-December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Seagraves ISD
CDN: 083-901

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed: N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Seagraves 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 August 27, 2019 , the TEA conducted a policy review of Seagraves ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Seagraves ISD. The total number of files reviewed for the Seagraves ISD comprehensive desk review was 16. The review found overall that 16 files out of 16 files were compliant. An overview of the policy review and student file review for Seagraves 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 | 16 of 16 |
| IEP Development | 5 of 5 | 16 of 16 |
| IEP Content | 3 of 3 | 16 of 16 |
| IEP Implementation | 20 of 20 | 16 of 16 |
| Properly Constituted ARD | 7 of 7 | 16 of 16 |
| State Assessment | 4 of 4 | 16 of 16 |
| Transition | 6 of 6 | 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.

| Year | Results-Driven Accountability (RDA) Determination Level | SPP Indicators 11, 12, 13 Compliance* | Significant Disproportionality |
|------|---|--|-----------------------------------|
| 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 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.

Seagraves ISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:
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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 20 Surveys. The Review and Support surveys focused on the following review areas:

100% percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is via notices sent home followed by phone calls, emails, school website, social media, and school marquee.

The majority of 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 Child Find, evaluation, ARD support network, and Tier Interventions using Evidenced-Based Research (TIER).

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

75% percent of participants felt there were frequent opportunities to collaborate with related service providers.

The obstacles concerning student's special education programming and services were reported as:

- Assuring students receive accommodations and/or modifications as outlined in the IEP.
- Knowledge of available services and programming.
- Scheduling ARD meetings.
- Timely Updates on student progress.

50% of participants agree with the importance of including students interests/life goals in the transition process with 33% of participants strongly agreeing.

100% of participants indicated they chose the In-Person learning model. Those participating in remote learning did not respond when asked if the students interacted with teachers consistently. 66% of participants reported that remote learning for students receiving special education was somewhat effective, with 8.33% reporting it was effective, and 8.33% reporting it was somewhat ineffective.

COVID

90% 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.
- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers modified work and provided individualized support.

Participants indicated that due to COVID school closure/remote learning they needed professional development in all areas with 17% needing training on how to teach virtually and 17% needing training in using virtual platforms.

Participants indicated that during COVID school closure/remote learning the top two supports used by the district that did not work well for students with disabilities were shared device per family and online submission of assignments.

42% of participants indicated that they agreed, 14% agreed strongly, followed by 28% who somewhat agreed that school staff worked with parent/guardian 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 Seagraves ISD:

- Student files demonstrate clarity and consistency regarding thorough documentation of student strengths and needs.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) is based on multiple sources of data to guide development of standards-based goals and objectives for students with disabilities.
- Intensive Program of Instruction (IPI) is developed based on data, and state assessment standards to provide additional support for students with disabilities who were not successful on the state assessment.
- Family engagement and input is demonstrated in student's Individualized Education Program (IEP) as evidenced by parental/family participation in ARD meetings and the special education process for their students.
- Covid-19 related virtual learning plans demonstrate students continued to receive services according to their IEP.

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 Seagraves ISD:

- Consider consistent system to develop measurable goals in all areas of instruction to support student needs and facilitate student progress, as determined by the Admission Review Dismissal (ARD).
- Consider review of system for documenting ARD member participation and appropriate roles as required.
- Consider including measurable transition goals that are achievable annually, in addition to measurable transition supplement goals related to education and training, employment, and independent living beyond high school, as determined by the ARD.

Technical Assistance

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

| Topic | Resource |
|--|---|
| <ul style="list-style-type: none">● IEP Development | <ul style="list-style-type: none">● NCII-Set Academic IEP Goals: The National Center on Intensive Intervention – The linked document is guidance on strategies for setting high-quality IEP goals. |
| <ul style="list-style-type: none">● Properly Constituted ARD | <ul style="list-style-type: none">● https://childfindtx.tea.texas.gov/ARD_committee.html: The 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. The specific link focus is on ARD Committees● https://www.texastransition.org: The Student-Centered |

| | |
|--|--|
| <ul style="list-style-type: none"> • Transition Goals | <p>Transitions 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> |
|--|--|

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, Seagraves ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Department 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 | N/A | N/A | N/A | N/A |
| CAP | N/A | 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](#)