



Cycle 1 Group 3

Dates: October 2020 – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Simms Independent School District
CDN: 019909

LEA Compliant ☐

Non-Compliance Identified ☒

Corrective Actions: Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Simms 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 Simms ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Simms ISD. The total number of files reviewed for the Simms ISD comprehensive desk review was 19. The review found overall that 14 files out of 19 files were compliant. An overview of the policy review and student file review for Simms 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	6 of 6
IEP Development	5 of 5	14 of 19
IEP Content	3 of 3	19 of 19
IEP Implementation	20 of 20	19 of 19
Properly Constituted ARD	7 of 7	19 of 19
State Assessment	4 of 4	11 of 11
Transition	6 of 6	5 of 5

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.

Simms 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 10 surveys during the comprehensive desk review.

The Review and Support surveys focused on the following review areas:

Sixty-three 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.

Most participants felt they would be most comfortable attending special education information sessions at the school/campus but they also indicated they would feel comfortable at Education Service Centers, district event centers, community center or the public library.

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:

- Small and Rural Schools Network
- School, Family, and Community Engagement Network
- Texas Statewide Leadership for Autism Training
- The Child Find evaluation and ARD support network

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

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

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

During COVID school closure/remote learning the participants were split 50/50 that the Emergency Contingency Plan was effective in student progress.

Participants indicated that during COVID school closure/remote learning strategies the supports used by the district that did not work well for students with disabilities were:

- Shared device per family
- Transportation delivery of assignments and supplies
- Drive through packet pick up and drop off

The majority of participants (75%) indicated that school staff worked with parent/guardian in addressing severe behavior and work refusal.

Most participants indicated they chose In-Person learning model. They reported that remote learning for students receiving special education was mostly ineffective (67%).

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 family surveys, the Review and Support team identified the following strengths for Simms ISD:

- Intensive Program of Instruction (IPIs) outline Student Success Initiatives for all applicable students for individualized and targeted support
- Virtual Learning addressed in ARD- including FAPE and accommodations
- IEPs included a coordinated set of activities for Transition plans

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 Simms ISD:

- Consider reviewing guidance and provide staff training related to Individualized Education Plan (IEP) Goal Development.
- Consider opportunities and strategies to increase outreach to parents/families/caregivers or students with disabilities who receive special education services in the district.

Technical Assistance

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

Topic	Resource
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IEP Goal Writing	<p>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</p> <p>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.</p> <p>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.</p>
Family Engagement	<p>School, Family, and Community Engagement Network: 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.</p>
Small and Rural Schools Network	<p>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.</p>
School, Family, and Community Engagement Network	<p>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.</p>
Texas Statewide Leadership for Autism Training	<p>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</p>

	deeper learning, a video library, and more.
The Child Find, Evaluation and ARD support Network	<u>Child Find, Evaluation and ARD Support Network</u> : 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.

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, Simms 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:

SSP	N/A		Universal	Not applicable
CAP	3/22/2021	1/29/2022		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)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Individual—Yes Provide evidence of student-specific correction of measurable, individualized goals. Systemic—Yes <ul style="list-style-type: none">• 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>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.</p> <ul style="list-style-type: none"> • Develop processes that allow for self-monitoring this area of noncompliance. • Systemic correction of the noncompliance has taken place. 	