Action Not Required

December 7, 2021

Dr. Bobby Ott, Superintendent
Temple ISD 014909
401 Santa Fe Way
Temple, TX   76501
bobby.ott@tisd.org

Subject: Cycle 2 Review Status Clarification and Update

Dear Dr. Bobby Ott,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 2 review and any findings identified as a result of data collected and reviewed during monitoring activities in accordance with the Individuals with Disabilities Education Act (IDEA).

Status of Compliance

After an internal document review, TEA has determined that **Temple ISD** received a 2020-2021 Cyclical Monitoring Report that may have contained confusing information regarding compliance standing and requirements for further action. The attached updated report corrects language on page 1, and if applicable in the Appendix.

Specifically, although individual instance(s) not meeting regulatory and/or statutory requirements during the review of LEA provided data were found, the LEA timely corrected those instance(s) prior to any letter of finding from the State being issued. Therefore, no further actions resulting from the LEA's cyclical review are required.

Should you have any questions regarding the cyclical review process and/or questions related to the updated report information, please contact the Office of Special Populations and Monitoring at (512) 463-9414.

Sincerely,

Jennifer Alexander
Interim Deputy Commissioner
Office of Special Populations and Monitoring
Texas Education Agency

cc: LEA Special Education Director
        Executive Director, Region 12 Education Service Center
        Special Education Contact, Region 12 Education Service Center

Enclosure

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Temple ISD

CDN: 014909

Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Temple 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 April 22, 2021 , the TEA conducted a policy review of Temple ISD. On May 28, 2021, the TEA conducted a comprehensive desk review of Temple ISD. The total number of files reviewed for the

Temple ISD comprehensive desk review was 24. The review found overall that 23 files out of 24 files were compliant. An overview of the policy review and student file review for Temple 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	23 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	6 of 6

2020–2021 DYSLEXIA COMPLIANCE SUMMARY

For the 2020-2021 school year, the Texas Education Agency (TEA) identified Temple Independent School District (ISD) for dyslexia monitoring based on the Differentiated Monitoring and Support Cyclical Schedule. The dyslexia monitoring process focuses on three-core elements: Early Intervention and Identification, Program of Instruction and Parent Notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Temple ISD artifacts using the Dyslexia Program Evaluation Rubric which is aligned to Senate Bill 2075 of the 86th Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The 2020-2021 school year results for Temple ISD are in the Dyslexia Compliance Summary table below.

Areas of Implementation	Compliance Status
Dyslexia Procedures	Met Compliance
Parent Communication	Met Compliance
Screening	Met Compliance
Reading Instruments	Met Compliance
Evaluation and Identification	Met Compliance
Instruction	Met Compliance
Dysgraphia	Met Compliance
Professional Development and Training	Met Compliance
Progress Monitoring	Met Compliance

2020-2021 RESIDENTIAL FACILITY INFORMATION

Temple ISD 014909 has 1 Residential Facility (RF) according to RF Tracker 2020 collection. The chart below identifies the RFs which were included in the cyclical review.

RF Name	RF Number	Grade Level(s)
ResCare	261440	PK-12

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 4–Needs Substantial Intervention	COMPLIANT	SD Year 1

*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/Family/Administrative surveys and interviews

On June 30, 2020, the TEA Review and Support team received 121 surveys and 22 interviews. The Review and Support interviews and surveys focused on the following review areas:

- Communication and collaboration
- Implementation of Special Education Services
- Monitoring effectiveness

Interviews

Temple ISD offers a variety of services for students such as Early Childhood Program, Life Skills, Functional Skills, Resource, Inclusion Support, Co-teaching, as well as Behavior support. Other services include after school tutoring, small group, and one to one instruction to meet all students' needs.

Communication/Collaboration: Interviews indicate a strong sense of community based on

relationships, and self-reflection. Temple ISD continues efforts to increase parental engagement and is focused on inclusion at all levels. All students participate in extracurricular activities. Some of the core subject teachers are dedicated to remote only students. Campus liaison provides support to families and has conducted home visits along with staff to ensure families are supported. Interviews indicate strong collaboration and support provided by the Deaf Education Department. Parent interviews evidence collaboration and positive interaction with staff. Technology department provides support to students, families, and teachers along with digital trainings for families to access at any time.

ARD: Interviews indicate the ARD committee is focused on collaboration and decision making based on the committee's input to meet student's individual needs. Least Restrictive Environment (LRE) is a focus when making decisions. Parent interviews indicate their input is valued and they feel their student is making good progress. Some of the parent interviews indicate a need for frequent updates from staff and a better understanding of transition process after high school.

Implementation of Special Education Services: Interviews indicate robust MTSS (Multi-Tiered System of Supports) in place including double math blocks for all students. Temple ISD utilizes different online programs such as Google classroom, Schoology, See Saw for communication, Lexia, IXL, Study Island, and Eduphoria to support all students including blended learning and remote learners. Internal monitoring systems allow Temple ISD to implement services with consistency and fidelity. The process to support student's graduation planning is updated to include counselor provided supports and interventions for both general and special education students. Each administrator meets with the district leadership team after assessments to review data and create an action plan for the staff to implement. Students are expected to create goals and track the data on those goals with a focus on accountability. Instructional coaches help monitor the implementation of the curriculum in the classroom. Initiatives are based on multiple sources of data including the RDA (Results Driven Accountability) report. Year at a Glance (YAG), walkthroughs, and improvement plans on some campuses are in place with focus on blended learning, rigor, and alignment.

Monitoring effectiveness and Training Needs: Initiatives for all students are monitored closely for effectiveness with ongoing data review. RTI data is reviewed frequently, along with a strong focus on PLCs (Professional Learning Communities). Temple ISD engages in data huddles to monitor effectiveness of programs. Dyslexia reading screener data, Measure of Academic Progress (MAP) testing for all elementary students along with Curriculum Based Assessment (CBA) and released state assessments are some of the tools utilized to evaluate efficacy of instruction. Focus is on individual student growth. Initiatives are based on different sources of data including the RDA report. Based on the RDA data for drop out, Temple ISD coordinators added new initiatives for drop out risk prevention. Through the effectiveness of behavior intervention programs, Temple ISD has seen a reduction in discipline related suspensions. Since 2018 every campus met achievement standard, and 88% of high school students are enrolled in CTE (Career Technology Education).

Interviews indicate Temple ISD is continuously adding trainings for staff to help improve special education programs. Trainings are based on staff needs, including remote learning and dual learning. Executive directors also lead many of the trainings. Each campus receives training in technology. Other professional development was implemented based on the staff needs through blended learning cohorts. Based on student and staff needs, Restorative Discipline Practices, Social Emotional

Learning, along with Teaching with Purpose trainings were provided. All new staff members receive these trainings including training related to supporting student behavior needs for both general education and special education. Trainings on different special education topics are provided throughout the year.

Surveys

Most 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 phone calls, emails, and notices sent home.

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

About ninety percent participants indicated they have a clear understanding of special education services.

The most selected special education areas participants would like to learn about were the School, Family, and Community Engagement network; Tiered Interventions using Evidenced-Based Research; Multiple Exceptionalities and Multiple Needs; and Inclusion in Texas network.

Most of the participants felt training in using accommodations and modifications, classroom management, differentiated instruction, and Positive Behavioral Supports were effective in meeting the needs of students with disabilities.

About sixty-eight percent participants agree there were frequent opportunities to collaborate with related service providers, followed by about twenty-nine percent that disagree.

The obstacle concerning student's special education programming and services was reported as:

- Knowledge of available services and programming.

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

All participants indicated they chose in-person learning model.

COVID

Almost seventy-four percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress, followed by about twenty-six percent indicating it was ineffective.

During COVID closures the top three methods teachers used to provide support to students with moderate to severe disabilities were:

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

Participants indicated that during current COVID school closure/remote learning, they needed professional development in social and emotional learning impact on students, how to teach virtually, and how to use virtual platforms.

Participants indicated that during COVID school closure/remote learning strategies, the top three supports used by the district that did not work well for students with disabilities were: shared device per family; online submission of assignments; and drive through packet pick up and drop off.

Most participants indicated they agreed that 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 Temple ISD:

- Intensive Program of Instruction (IPI) focuses on the skills that require specialized instructional support, identified by the most recent state assessment data.
- Post-secondary transition documentation demonstrates consideration of student's strengths, preferences, and interests in determining student's post-secondary goals.
- Results of the desk review indicate internal audit system, and self-monitoring practices that ensure alignment to further improve student outcomes.
- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are based on multiple sources of data and are descriptive to provide a complete profile of student strengths and needs.

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 Temple ISD:

- Consider reviewing/revising process to ensure progress reports include data driven information to better inform the families of their student's progress.
- Consider reviewing/revising procedures and additional training on the topic of developing measurable goals, and measurable objectives when appropriate, as determined by the Admission, Review, and Dismissal (ARD).

- Consider providing professional development on positive behavioral interventions and strategies to ensure students receive appropriate behavioral interventions in a Least Restrictive Environment (LRE).
- Consider reviewing/revising system to ensure surrogate parent that meets the criteria is assigned to the student, as determined by the ARD, within 30 calendar days.

TECHNICAL ASSISTANCE

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

Topic	Resource
- Progress Monitoring	- https://intensiveintervention.org/. **The National Center on Intensive Intervention** - The linked resources are intended to helpstateandlocalleaders,includingschool,district,andstate administrators and staff responsible for leading multi-tiered systemsofsupport(MTSS)andspecialeducationinitiatives,find toolsandresourcestosupportdata-basedindividualization(DBI) implementation.
- IEP Development (Annual Goals)	- NCII-Set Academic IEP Goals: **The National Center on Intensive Intervention** – The linked document is guidance on strategies for setting high-quality IEP goals.
- Behavior and Discipline Resources	- SPED TEXBehavior andDiscipline Resources. **Special Education InformationCenter(SPEDTEX):** BehaviorandDisciplinerelated documentsarelinkedforschoolleaders,teachers,andfamiliesto provide information about discipline and the manifestation determination process.
- Behavior Interventions	- Intervention Central: Behavior Modification. **Intervention Central:**Thisresourceincludesinterventionsandstrategies grouped by themes and includes support for schoolwide interventions.
- Surrogate Parent Information	- https://4.files.edl.io/8dd8/01/04/20/192351-97bf56e2-7056-436d-a231-fce2d61fca2c.pdf - https://www.esc20.net/apps/pages/surrogate-parent-information. Linked are guidance documents from Region 20 focusing on surrogate parent decision making.

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

The TEA Department of Review and Support 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.

2020–2021 DYSLEXIA PROGRAM EVALUATION FINDINGS

As a result of the program evaluation review, the TEA Department of Review and Support: Dyslexia Monitoring has identified the following strengths, considerations, and technical assistance recommendations for Temple ISD.

Areas of Strength

Areas of strength include extensive training and preparation for the general education teachers as well as their dyslexia specialists.

Areas of Consideration

Your current dyslexia program is in alignment with state and federal mandates. The following resources are recommended for reflection of current dyslexia program to strengthen internal systems and procedures.

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders
Dyslexia: TEA Professional Learning Course	TEALearn Dyslexia Modules

If you have questions about the contents of this dyslexia review summary, please contact Edna Morales in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-9260 or by email at Edna.Morales@tea.texas.gov.

Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with Senate Bill 2075 of the 86th Legislature, TEC 38.003 (c-1), and 19 TAC 74.28 regarding noncompliance identified through the dyslexia program evaluation, a finding of noncompliance is identified by the citation (i.e., program or process) that is violated.

Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with State Board of Education (SBOE) dyslexia guidance and Senate Bill 2075 regarding noncompliance identified through the dyslexia program evaluation, a finding of noncompliance is identified by the citation (i.e., program or process) that is violated.

Dyslexia Performance Plan (DPP)

If noncompliance is identified, the LEA is required to demonstrate correction of all noncompliance in the Dyslexia Performance Plan (DPP). This tool guides LEAs through a continuous improvement process. It addresses areas of growth that will positively impact students with dyslexia or other related disorders. LEAs should complete the DPP no later than 120-days after receiving notification of noncompliance. This document will be provided by TEA or can be accessed in the resources section of the Review and Support website.

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	5/31/2021	Intensive	30 days
CAP	N/A	N/A	N/A	N/A
DPP	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](#)

APPENDIX

Properly Constituted ARD

Student File Review

Updated clarification 12/2021
LEA corrected the individual student folders prior to any issuance of findings by the State. No additional corrective actions are required.

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA16	34 CFR §300.519(h)		Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required