



Cycle 2 Group 3

Dates: March 2021-May 2021

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

CDN: 187907

Non-Compliance Identified

Corrective Actions To Be Completed

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Vidor 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 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 Vidor ISD. On May 28, 2021, the TEA conducted a comprehensive desk review of Vidor ISD. The total number of files reviewed for the  
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Vidor ISD comprehensive desk review was 24 files. The review found overall that 17 files out of 24 files were compliant. An overview of the policy review and student file review for Vidor 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:

| <b>Compliance Area</b>     | <b>Policy Review<br/>(# compliant of # reviewed)</b> | <b>Student File Review<br/>(# compliant of # reviewed)</b> |
|----------------------------|--|--|
| Child Find/Evaluation/FAPE | 19 of 19   | 24 of 24   |
| IEP Development            | 5 of 5   | 20 of 24   |
| IEP Content                | 3 of 3   | 22 of 24   |
| IEP Implementation         | 21 of 21   | 24 of 24   |
| Properly Constituted ARD   | 8 of 8   | 24 of 24   |
| State Assessment           | 4 of 4   | 11 of 11   |
| Transition                 | 6 of 6   | 5 of 6   |

## 2020–20 DYSLEXIA COMPLIANCE SUMMARY

The dyslexia monitoring process focuses on three-core elements: early identification and intervention, program of instruction, and parent notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Vidor 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 Vidor ISD are in the table below.

| <b>Areas of Implementation</b>        | <b>Compliance Status</b> |
|---------------------------------------|--------------------------|
| 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           |

## 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 3—Needs Intervention                                 | 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/Family/Administrative surveys and interviews

Minimum size requirements were not met. Results were not published within this report due to the limitation of the sample size. Twenty-two interviews were completed.

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

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

Vidor ISD offers a variety of services for students aged 3 to 21. Many of the interview participants highlighted a sense of community and frequent collaborations between the special education director and other administrators at the campus and central office level.

### Communication/Collaboration

The frequency of communication and collaboration between special education staff and general education staff ranged from daily to monthly. Most respondents specifically referenced weekly Professional Learning Community (PLC). Teamwork between the teachers and the evaluation staff was also noted as a predictable pattern to gather student information before any ARD committee meetings.

### Implementation of Special Education Services

Vidor ISD has a lot of processes in place to implement student services with fidelity. However, clerical errors may confuse families or staff should a student move to a different school district. Therefore, Vidor is also encouraged to consider ways to improve the quality of Present Levels of Academic Achievement and Functional Performance (PLAAFPs) to ensure a statement of the effect of student's disability on involvement and progress in the general education environment.

## Monitoring effectiveness and Training Needs

The special education staff has developed policies and procedures consistent with the evaluation practices for students with disabilities. There was also a significant number of references to the ongoing training to support balanced literacy and differentiated practices to support access to the general education curriculum for students with disabilities. To expand on those strengths, Vidor should consider future training to improve the quality of data used to strengthen the PLAAFPs and develop student-centered transition plans.

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 Vidor ISD:

- Vidor ISD demonstrates a commitment to family engagement, evidenced by the ARD invitations being sent out with more than five days' notice.
- During the Virtual Onsite, Vidor ISD's leadership expressed a commitment to improving processes and diligently responding to all clarification requests.
- Vidor ISD has a strong working relationship with Region 5 ESC and proactively partners with the ESC for large-scale training initiatives.

## 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 Vidor ISD:

- Consider developing internal self-monitoring practices to identify and address clerical errors in IEP before the ARD committee meeting.
- Review guidance and provide training on developing student-specific transition plans with student-specific goals in education/training, employment, and independent living skills.
- Review guidance and provide training on developing PLAAFP statements.

## TECHNICAL ASSISTANCE

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

| Topic  | Resource   |
|--|--|
| PLAAFP Statements  | <p><a href="#">Technical Assistance: IEP Development</a>. IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p> <p><a href="#">Intensive Interventions</a>. <b>The National Center on Intensive Intervention</b> – 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.</p> |
| Commonly Made Errors in the IEP Process                          | <p><a href="#">IRIS Center</a>. <b>Page 4: Procedural Requirements: Guidelines &amp; Common Errors</b>: This IRIS Center module provides clarification on commonly made errors and how to remedy each item specifically.</p>   |
| Transition   | <p><a href="#">The Student-Centered Transitions Network</a>: The Student-Centered 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>   |
| Measurable Annual Goals  | <p><a href="#">NCII-Set Academic IEP Goals</a>. <b>The National Center on Intensive Intervention</b> – The linked document is guidance on strategies for setting high-quality IEP goals</p>  |
| Documenting Location and Frequency of Special Education Services | <p><a href="#">Child Find, Evaluation and ARD Support Network</a>: 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 afree appropriate public education (FAPE) for students with disabilities.</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, Vidor 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 Vidor ISD.

Areas of **strength** includes a comprehensive district-wide procedure manual that includes program procedures for evaluating, identifying, instructing, and screening students with dyslexia. In addition, communication with parents in notifications, through the parent dyslexia information program and on the website is thorough and extensive.

**Considerations** to support continuous improvement include supports to strengthen internal systems and procedures for the current dyslexia program in Vidor ISD.

The following technical assistance resource(s) are recommended for Vidor ISD.

| Topic                                      | Resource (include a hyperlink)                 |
|--|--|
| TEA Review and Support                     | <a href="#">Dyslexia Monitoring</a>            |
| TEA Special Education                      | <a href="#">Dyslexia and Related Disorders</a> |
| Dyslexia: TEA Professional Learning Course | <a href="#">TEALearn Dyslexia Modules</a>      |

### 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          |                     | Targeted      | 60 days                |
| CAP              | 9/14/2020           | 7/30/2022           |               | 30 days                |
| DPP              | NA                  |                     |               |                        |

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 Content

#### Student File Review

| Item | IDEA Citation          | TEC/TAC Citation | Evidence of Findings | Required Actions  | Must Be Addressed in CAP |
|------|------------------------|------------------|----------------------|---|--------------------------|
| IC3  | 34 CFR §300.320 (a)(7) |                  | Yes                  | <p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s FAPE had been impacted and determine if compensatory services are needed.</p> <p>Systemic—NotApplicable</p> | No                       |
| IC4  | 34 CFR §300.320 (a)(7) |                  | Yes                  | <p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s FAPE had been impacted and determine if compensatory services are needed.</p> <p>Systemic—NotApplicable</p> | No                       |

## IEP Development

### Student File Review

| Item | IDEA Citation             | TEC/TAC Citation | Evidence of Findings | Required Actions   | Must Be Addressed in CAP |
|------|---------------------------|------------------|----------------------|--|--------------------------|
| ID2  | 34 CFR § 300.320(a)(1)    |                  | Yes                  | <p>Individual—Yes</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Systemic correction of the noncompliance has taken place.</p> | Yes                      |
| ID3  | 34 CFR § 300.320(a)(2)(i) |                  | Yes                  | <p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s FAPE had been impacted and determine if compensatory services are needed.</p> <p>Systemic—NotApplicable</p>  | No                       |

## Transition

### Student File Review

| Item | IDEA Citation      | TEC/TAC Citation                | Evidence of Findings | Required Actions   | Must Be Addressed in CAP |
|------|--------------------|---------------------------------|----------------------|--|--------------------------|
| TR1  | 34 CFR §300.320(b) | TAC 89.1055(j);<br>TEC §29.0111 | Yes                  | Individual—Yes<br><br>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s FAPE had been impacted and determine if compensatory services are needed.<br><br>Systemic—NotApplicable | No                       |