



Cycle 2 Group 1

Dates: October- December

# TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT WACO CHARTER SCHOOL

CDN: 161801

Non-Compliance Identified

Corrective Actions To Be Completed

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Waco Charter School 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 Waco Charter School. On December 18, 2020, the TEA conducted a comprehensive desk review of Waco Charter School. The total number of files reviewed for the Waco Charter School comprehensive desk review was 13 files. The review found overall that 10 files out of 13 files were compliant. An overview of the policy review and student file review for Waco Charter School 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 (# compliant of # reviewed)</b>	<b>Student File Review (# compliant of # reviewed)</b>
Child Find/Evaluation/FAPE	19 of 19	10 of 13
IEP Development	5 of 5	13 of 13
IEP Content	3 of 3	13 of 13
IEP Implementation	21 of 21	13 of 13
Properly Constituted ARD	8 of 8	13 of 13
State Assessment	4 of 4	13 of 13
Transition	6 of 6	3 of 3

## 2020-2021 CHARTER CAMPUS INFORMATION

Waco Charter School 161801 has 1 of Active Campus and is approved to serve students in PK-5 grade. Campus is located in the following counties: McLennan County. The student file review included 13 from PK-5 grade, 0 from grades 6-8 and 0 from grades 9-12. The chart below identifies the campuses which were included in the cyclical review.

<b>Campus Name</b>	<b>Campus Number</b>	<b>County</b>	<b>Grade Level(s)</b>
Waco Charter School	161801	McLennan County	PK-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.

<b>Year</b>	<b>Results-Driven Accountability (RDA) Determination Level</b>	<b>SPP Indicators, 11, 12, 13 compliance</b>	<b>Significant Disproportionality</b>
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

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

On December 18, 2020, the TEA Review and Support team received 18 surveys. The Review and Support surveys focused on the following review areas: One hundred 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 email, 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 or the educational service center.

All participants indicated they have a clear understanding of special education services.

The most selected area of special education the participants would like to know about was School, Family, and Community Engagement Network.

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

Ninety-two percent of participants felt there were frequent opportunities to collaborate with related service providers and eight 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.

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

### COVID

Almost thirty-seven percent 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 methods indicated that teachers provided support to students with moderate to severe disabilities were:

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

Participants indicated that during current COVID school closure/remote learning they needed professional development in how to teach virtually, how to use virtual platforms, and how to increase and assess engagement.

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

The majority of participants indicated that they agreed or strongly agreed that they 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 Waco Charter School:

- Annual goals and objectives are standards based as evidenced within the IEP. This alignment increases the probability that students are being closely supported in the general education curriculum and are likely to decrease achievement gaps.
- Staff maintained and included detailed communication logs before, during, and after COVID related school closures, which helped to encourage parental involvement in planning process and supported students' learning across environments.

## 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 Waco Charter School:

- Based on survey results, consider reevaluating virtual offerings in the event of future campus closures, taking staff and parent feedback into consideration. Having a continuous offering of curriculum, with staff and parent support behind it, is likely to decrease pandemic related regression.
- Consider incorporating a system for connecting parents/families/caregivers with the School, Family, and Community Engagement Network. When parents have a clear understanding of roles, support opportunities, and state and federal guidelines, they are more likely to engage authentically in the ARD process and continuous support of their student. Developing an easily accessible place on the school website for parent resources may be way to address this issue.
- Consider revision of current procedures for processing referrals to ensure completion of evaluations and determination of eligibility to provide FAPE for students suspected of having a disability.

## TECHNICAL ASSISTANCE

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

Topic	Resource
Virtual Learning Resource	<p><a href="https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-instructional-continuity-planning">https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-instructional-continuity-planning</a></p> <p>The purpose of Instructional Continuity planning is to help districts launch "at-home Schools" that maximize the amount of instructional time for students this school year and support student mastery of grade-level standards.</p>
School, Family, and Community Engagement Network	<p><a href="http://www.spedtex.org/">http://www.spedtex.org/</a></p> <p>The School, Family, and Community Engagement Network: The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.</p>
Evaluation Timeline Support	<p><a href="#">Technical Assistance Guidance for Child Find and Evaluations</a></p> <p>The Child Find and Evaluation Technical Assistance Guidance is intended for use by Texas educators to support the implementation of services for students with or suspected of having 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, Waco Charter School 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	12/18/2020		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

### Child Find/Evaluation

#### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301(c)(1)(ii)	TAC 89.1011(c) TEC §29.004	Yes	<p>Individual—Yes</p> <p>Individual student ARDs must be held to discuss the findings, review progress, and discuss whether compensatory services are recommended.</p> <p>Systemic—Yes</p> <p>Review the LEAs procedures with regards to the specific area of noncompliance and make corrections/updates as necessary.</p> <p>Provide training to required staff on the revised policies and procedures. Submit agenda(s) and sign-in sheet(s).</p> <p>Review the LEAs self-monitoring system to correct specific area of noncompliance and submit evidence of revision.</p> <p>Submit student records required to evidence systemic correction.</p>	Yes