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

CDN: 059902

| Non-Compliance Identified | Corrective Actions To Be Completed |
|---|---|

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Walcott 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 January 22, 2021 , the TEA conducted a policy review of Walcott ISD.  On February 25, 2021, the TEA conducted a comprehensive desk review of Walcott ISD. The total number of files reviewed for

the Walcott ISD comprehensive desk review was 13.  The review found overall that 4 files out of 13 files were compliant. An overview of the policy review and student file review for Walcott 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 | 4 of 13 |
| IEP Development | 5 of 5 | 13 of 13 |
| IEP Content | 3 of 3 | 12 of 13 |
| IEP Implementation | 21 of 21 | 13 of 13 |
| Properly Constituted ARD | 8 of 8 | 13 of 13 |
| State Assessment | 4 of 4 | 12 of 13 |
| Transition | 6 of 6 | 0 of 0 |

## 2020–2021 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 Walcott ISD artifacts using a program evaluation protocol 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 Walcott ISD are in the 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 |

## 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

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 and Family Surveys

On April 1, 2021, the TEA Review and Support team received 12 surveys.

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

The best way the school/district provides information about (trainings, online trainings, support groups, and other available resources) concerning special education services are notices sent home, phone calls, and postings to the school website and social media.

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

70%percent of participants felt there were frequent opportunities to collaborate with related service providers.

70% of participants agree with the importance of including students' interests/life goals in the transition process, with 60% strongly agreeing.

Most participants also reported that remote learning for students receiving special education was somewhat effective.

90% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan effectively improved 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 they needed professional development during COVID school closure/remote learning to provide virtual instruction and use the virtual platforms.

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

100% of participants indicated that they agree that school staff worked with parents/guardians 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 Walcott ISD:

- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- Admission, Review, and Dismissal (ARD) meeting notices are sent well in advance to allow for meeting date changes (if needed) and still meet annual timelines.
- Required ARD committee members attend ARDs to provide relevant input and ensure properly constituted.

## 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 Walcott ISD:

- Review the operating procedures and requirements for writing a Notice of Proposal to Evaluate.  Ensure all required elements are included in the notice.
- Considering revising procedures and internal monitoring processes for annual revision dates for student IEPs.
- Review the procedures and internal monitoring processes for the Intensive Program of Instruction (IPI).  Ensure IPIs are written as a response to student performance.

## TECHNICAL ASSISTANCE

As a result of monitoring, the TEA has identified the following technical assistance resources to support Walcott ISD engaging in **universal** support as determined by the RDA performance level data

and artifacts within the compliance review:

| Topic | Resource |
|---|---|
| **Notice of Proposal to Evaluate** | [Technical Assistance Guidance for Child Find and Evaluations](): 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. |
| **Annual ARD Timeline** | [Technical Assistance: Individualized Education Program (IEP) Development](): Linked is a technical assistance document intended to support the implementation of services for students with disabilities. This guide focuses on IEP development and includes information about when the ARD committee should revise a student's IEP. |
| **Intensive Program of Instruction** | [The Student Success Initiative Educator Guide:]() An educator guide that provides administrative guidance on the SSI process. |

## 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, Walcott 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 Walcott ISD.

## Areas of Strength

An area of strength for the LEA includes their comprehensive parent education program with clear concise parent friendly language.

## Areas of Consideration

The LEA's dyslexia program is in alignment with state and federal requirements. The following resources are recommended to support the implementation of the dyslexia program, 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.MoralesStrittmatter@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.

## 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 the 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 | N/A | | Universal | Not applicable |
| CAP | 6/14/2021 | 4/29/2022 | | 30 days |
| 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

## Child Find/Evaluation

### Student File Review

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|--------------|------------------|---------------------|------------------|--------------------------|
| SE3 | 34 CFR §300.304(a) | TAC §89.1011; TEC §29.004(a) | 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 free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.<br><br>Systemic—Yes<br><br>Review and revise policies and procedures, including operating procedures and practices, addressing this issue.<br><br>Provide training on these procedures to the appropriate staff.<br><br>Develop processes that allow for self-monitoring this area of noncompliance.<br><br>Demonstrate systemic, ongoing compliance in this area. | Yes |

## IEP Content

### Student File Review

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|------------------|----------------------|------------------|--------------------------|
| IC1 | 34 CFR §300.324(b) | | 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 free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.<br><br>Systemic—Not Applicable | No |

## State Assessment

### Student File Review

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|------------------|----------------------|------------------|--------------------------|
| SA4 | | TEC §28.0213 | 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 free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.<br><br>Systemic—Yes<br><br>Review and revise policies and procedures, including operating procedures and practices, addressing this issue.<br><br>Provide training on these procedures to the appropriate staff.<br><br>Develop processes that allow for self-monitoring this area of noncompliance.<br><br>Demonstrate systemic, ongoing compliance in this area. | Yes |