



Cycle 1 Group 3

Dates: October 2020 – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: West Orange Cove

CISD CDN: 181906

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed: NA

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to West Orange Cove CISD 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, 2019 , the TEA conducted a policy review of West Orange Cove CISD. On December 18, 2020, the TEA conducted a comprehensive desk review of West Orange Cove CISD. The total number of files reviewed for the West Orange Cove CISD comprehensive desk review was 24 The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for West Orange Cove CISD 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	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	7 of 7	24 of 24
State Assessment	4 of 4	18 of 18
Transition	6 of 6	6 of 6

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	SD Year 2

*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.

West Orange Cove CISD 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/Family/Administrative surveys and interviews

Survey participants: On December 18, 2020 the TEA Review and Support team received 23 surveys during the comprehensive desk review. 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 is via email followed by notices sent home, phone calls and the school website.

Most participants felt training in to help meet the needs of students with disabilities was effective or somewhat effective.

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

Eighty percent of participants agree with the importance of including students interests/life goals in the transition process with 54 percent of participants strongly agreeing.

Seventy percent of respondents reported that remote learning for students receiving special education was somewhat effective.

Ninety percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in supporting 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.
- made regular contact with students and parents to meet academic an emotional needs.
- and modified work and provided individualized support.

Participants indicated that during COVID school closure/remote learning more professional development is needed.

Participants indicated that during COVID school closure/remote learning shared devices for families and online submission of assignments did not work well for students with disabilities

Many participants indicated that they agreed or strongly agreed that their school worked with parents/guardians in addressing severe behavior and work refusal.

Interview participants were as follows: 4 administrators, 5 general education teachers, 3 special education teachers and evaluation staff, and 4 family/parent/caregivers.

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

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

West Orange Cove CISD offers a range of services including self-contained for behavior, Life Skills, Success Skills, PASS program, Regional Day School, Head-start, Early-Childhood, Inclusion, Resource, Speech, and intervention daily after school. The Dean of Instruction monitors the data and quality control for tier one instructional initiatives. The campus principals oversee the implementation of program protocols for each school and evaluation of special education staff.

Communication/Collaboration

Collaboration occurs weekly between general education and special education teacher or as needed. There is not common planning across the district at the time, but rapport between staff is described as positive and frequent using email. Weekly Professional Learning Communities are attended by administrators, teachers, and other staff as needed for planning purposes.

West Orange Cove CISD holds self-described cabinet meetings between Special Services and Sped Directors and Superintendent. Prior to COVID, the district leadership were on campuses often to provide professional development and conferences with Campus leadership. Now the administrator meeting is scheduled monthly and collaboration happens through email in between. The district is small, and teachers feel like they can email district leadership and there is an open line of communication.

Extracurriculars

Everyone has the same opportunity at West Orange Cove CISD according to interview transcriptions. For example, one respondent shared that this year's homecoming queen is a student with down syndrome. The student is also involved in the campus events as an office aid. The district community was consistently described as "open" to students and families with a willingness to support participation in activities for all students.

Implementation/Monitor Effectiveness of Special Education programs

Counselors oversee the child find process. West Orange Cove CISD uses SuccessED for reporting and coordination of services. A team of inclusion teachers share information with case managers on specific students and their behaviors from across each campus to ensure IEPs are implemented as designed. All teachers have printed IEPs for each student in their classroom that they keep in a locked binder in their classroom and are encouraged to organize by class period so they can easily refer to them when they teach that period.

ARD

General education teachers plan for ARDs by collecting artifacts, fact finding, focusing on the whole needs of the student. The 'whole child' needs include reviewing the IEP, collaboration with other teachers, and the use all documentation to support each student.

Special education teachers communicate with the teachers, monitor the grades in Skyward and interview students about their accommodations and needs prior to the ARD.

Communication is described as good between evaluation staff and district. West Orange Cove CISD likes current data and prefers new evaluations with new data. Consent is obtained prior to evaluation an evaluation process, and parents are interviewed.

Monitoring Effectiveness

A review of the interview information shows that West Orange Cove CISD reviews the effectiveness of monitoring through a lens of student academic success and progress on goals. Several statements included the collaborations and activities of various staff to ensure the implementation of IEPs. These collaborations also expand to CTE and other program areas as needed.

The district-wide program used for Positive Behavior Intervention System (PBIS) is CHAMPS. The district believes in positive behavior supports, and they are trying to keep the students in the classroom as much as possible.

Teachers keep anecdotal notes in a notebook, use an incentive chart and a weekly behavior chart, keep in touch with parents, build relationships with the student which minimizes the issues. The district has also provided behavior training for families and provided in home training as requested.

Training

Before school starts, professional development is provided by the central administration. Trainings include meeting individual needs of students and ongoing professional development offered by the Education Support Center. Specifically, Region 5 provides training on how to use a PLAAFP tracker and write a student detailed, individualized PLAAFP.

Staff shared that each campus spends the first 14 days of in-service on CHAMPS. Specific evidence of implementation was also described by staff. Other training included ESL and 504 training provided by

the Director of Student Services.

Training Needs

Some suggested having it spread out throughout the year because all of it at the beginning of the year was overwhelming. Other training recommendations include more supports for families to understand accessibility and low-tech assistive technology training.

COVID-19

Special education services were a focus for West Orange Cove when responding to COVID. The district provided a 1:1 device for students and hotspots for families. However, there were initial struggles for remote students in the beginning. Evaluations during COVID occurred as soon as possible. Getting information out to families included using the newspaper in addition to phone calls and other messaging.

The district started out with Edgenuity but moved to StudySync to provide more scaffolding for students. Features to support students with disabilities include audio aid, multiple opportunities to show mastery, and chunking of assignments. The change to StudySync also allowed staff to modify assessments. The staff use a diagnostic to manage student performance data and make progressive instructional decisions with reteach built into that system. Specific accommodations and modifications are managed by the case manager and teacher. An alternative curriculum was provided by Vizzle for self-contained and low incidence populations of students.

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 West Orange Cove CISD:

- West Orange Cove CISD demonstrated evidence of a COVID Contingency Plan to facilitate continuity of services for students served in special education during school closures/remote learning
- The desk review process indicated that systemic compliance is demonstrated in a sample of student documents from across the district.

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 West Orange Cove CISD:

- Survey responses included evidence that West Orange Cove CISD should improve the quality of IEP implementation for students in resource classes and students who need behavior interventions.

Technical Assistance

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

Topic	Resource
IEP Implementation	Strategies for Setting High-Quality Academic Individualized Education Program Goals . National Center on Intensive Interventions : Guidance on establishing goals to meet student's needs.
Behavior Interventions	Peabody's IRIS Center IRIS Center : The IRIS Center has two modules to understand and describe behavior interventions to support students. <ul style="list-style-type: none">▪ Addressing Disruptive and Noncompliant Behaviors (Part 1)▪ Addressing Disruptive and Noncompliant Behaviors (Part 2)

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, West Orange Cove CISD 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 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.

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

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](#)