



Cycle 1 Group 1

Dates: October 2019 – December 2019

Texas Education Agency 2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Wharton Independent School District (ISD)

CDN: 241-904

LEA Compliant

Non-Compliance Identified

Corrective Actions: Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Wharton 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), and Significant Disproportionality (SD), recommend targeted technical assistance and support for LEAs related to special education, and highlight promising practices of LEAs that demonstrate success.

CYCLICAL MONITORING

The TEA conducts cyclical reviews of all local education agencies (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.

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

2019–2020 CYCLICAL REVIEW COMPLIANCE SUMMARY

On August 27, 2019, the TEA conducted a policy review of Wharton ISD. On December 20, 2019, the TEA conducted a comprehensive desk review of Wharton ISD. The total number of files reviewed for the Wharton ISD comprehensive desk review was 34. The review found overall that 24 files out of 34 files were compliant. An overview of the policy review and student file review for Wharton 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	11 of 11	34 of 34
IEP Development	6 of 6	34 of 34
IEP Content	3 of 3	34 of 34
IEP Implementation	8 of 8	34 of 34
Properly Constituted ARD	7 of 7	30 of 34
State Assessment	5 of 5	28 of 34
Transition	4 of 4	18 of 18

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) Performance Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2019	PL 4—Needs Substantial Intervention	COMPLIANT	N/A

*Indicator 11: Child Find

Indicator 12: Early Childhood Transition

Indicator 13: Secondary Transition

2019–2020 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On December 7, 2019, the TEA Review and Support team conducted 10 interviews during the comprehensive desk review. Respondents to the staff and family survey included parents/guardians, general education teachers, special education teachers, evaluation staff, and administration staff (district and campus). The Review and Support interviews focused on the following review areas: a) special education program and structure, b) implementation of special education program, c) monitoring and evaluating effectiveness, and d) training.

Interview results found that the Wharton School District special education program has several strengths, including a broad spectrum of resources, support, and services. However, as a rural district the program faces several challenges, like high teacher turnover due to neighboring districts (with greater resources) providing higher pay.

Overall, SE and GE teachers commented that they ensure their students' IEP plans are implemented with fidelity through organization (having print outs of accommodations readily accessible in the classroom) and communication; teachers report adapting practices to meet students' accommodations on a daily basis and presenting lesson materials through a variety of means (videos, handouts, etc.).

The Wharton School District monitors and evaluates the effectiveness of the special education program through a variety of means, across different role types and levels. For example, it appears that more informal, program-level monitoring occurs via SE Directors and Principals. Daily monitoring of student's progress and comfortability with assignments falls upon GE and SE teachers, as well as parents and family members.

The Wharton School District provides a variety of opportunities for training and professional development on specific skills and knowledge related to special education. For example, several training sessions related to behavioral management and technology have been offered in recent years. Comments have a positive connotation; most note that the training sessions attended have been effective.

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 Wharton ISD:

One area of strength for Wharton ISD is campus staff feel supported by special education SSA staff.

Another area of strength for Wharton ISD is that the ARD committee documented in the IEP how the current Present Levels of Academic Achievement and Functional Performance (PLAAFP) effect of the student's disability on involvement and progress in the education curriculum.

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 Wharton ISD:

- Consider revisiting the district/campus-wide discipline practices and/or conducting refresher training on BIPs as needed
- Consider creating/updating Case Manager Handbook to include processes for Intensive Programs of Instruction with links to resources
- Consider additional training for secondary staff on required components for transition planning

Technical Assistance

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

Topic	Resource
a) Discipline	a) Cultural and Linguistic Differences , Restorative Discipline Practices in Texas , National Educators for Restorative Practices and/or PBIS Center
b) Intensive Program of Instruction	b) Intensive Program of Instruction
c) Transition	c) Texas Transition and contact TEA SPED Technical Assistance for additional resources

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, Wharton ISD 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 Intervention, Stage, and Activity Manager (ISAM).

The LEA must submit the CAP in ISAM within 30 school days from the date of this report and 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 SSP and/or CAP Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	2/7/2020		Intensive	30 days
CAP	3/13/2020	1/29/2021		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

Properly Constituted ARD

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA9		TAC §89.1050 (c) (1)(I)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <p>Convene ARD committee meetings for students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures 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>Demonstrate systemic, ongoing compliance in this area.</p>	<input checked="" type="checkbox"/> Yes

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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <p>Convene ARD committee meetings for students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures 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>Demonstrate systemic, ongoing compliance in this area.</p>	<input checked="" type="checkbox"/> Yes