



Cycle 2 Group 1

Dates: October 2020-December 2020

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

CDN: 092908

Non-Compliance Identified

Corrective Actions To Be Completed

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to White Oak Independent School District 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 White Oak Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of White Oak Independent School District. The total number of files reviewed for the White Oak Independent School District comprehensive desk review was 22. The review found overall that 17 files out of 22 files were compliant. An overview of the policy review and student file review for White Oak Independent

School District 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	21 of 22
IEP Development	5 of 5	22 of 22
IEP Content	3 of 3	22 of 22
IEP Implementation	21 of 21	22 of 22
Properly Constituted ARD	8 of 8	22 of 22
State Assessment	4 of 4	22 of 22
Transition	6 of 6	3 of 7

## **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) 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.

## **2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY**

### **Staff and Family Surveys**

On December 18, 2020, the TEA Review and Support team received 38 surveys during the comprehensive desk review.

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

Seventy-nine percent of participants felt they receive sufficient communication from their school. 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 they would be most comfortable attending special education information sessions at the school/campus but they also indicated they would feel comfortable at Education Service Centers, district event centers, community center or the public library.

Ninety-three percent of participants indicated they have a clear understanding of special education services.

Participants indicated they would like to know more about all areas of special education.

Many participants felt all training to help meet the needs of students with disabilities was effective or somewhat ineffective.

Most participants reported no obstacles concerning student's special education programming and services. The obstacles that were reported were:

- Timely updates on student progress,
- Scheduling ARD meetings,
- Knowledge of available services and programming and,
- Assuring students receive accommodations and/or modifications as outlined in the IEP.

Ninety-three percent of participants agree with the importance of including student interests/life goals in the transition process.

Almost 62 percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in supporting student progress.

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

Participants indicated that during COVID school closure/remote learning, virtual instruction with the child's teacher and online submission of assignments were not effective for students with disabilities.

Almost 70 percent of survey participants indicated that school staff worked with parents/guardians in addressing severe behavior and work refusal.

Most participants indicated they chose an in-person learning model. The majority (60%) participating in remote learning indicated that the students interacted with teachers consistently. They reported that remote learning for students receiving special education was both effective (38%) or ineffective (52%).

**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 White Oak Independent School District :

- All Full and Individual Evaluations were compliant with timelines.
- Parents/families were notified of Admission, Review and Dismissal meetings within timelines.
- All IEP goals reviewed contained objectives.
- Deliberations contained questions posed of parents to facilitate communication in the ARD committee meetings.
- Second notices of ARD meetings were sent to enhance attendance.

### 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 White Oak Independent School District :

- Review operating procedures for conducting the first transition ARD committee meeting prior to the student’s 14<sup>th</sup> birthday and provide training to appropriate staff on these procedures to ensure consistency of implementation.
- Review operating procedures for the Transfer of Rights and requirement to inform student of this transfer one year prior to the student’s 18<sup>th</sup> birthday; provide training to appropriate staff on these procedures to ensure consistency of implementation
- Review the procedures outlined in the Dyslexia Handbook for providing notification of evaluation to families and ensure staff are familiar with these procedures.

### TECHNICAL ASSISTANCE

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

Topic	Resource
Transition: First Transition ARD committee prior to 14 <sup>th</sup> birthday.	<p><b>The Student-Centered Transitions Network</b>  <a href="https://www.texastransition.org">https://www.texastransition.org</a></p>
Transfer of Rights	<p><b>The Garrett Center</b>  <a href="#">The Garrett Center - Administrator Resources</a></p>
Evaluation: Dyslexia guidelines	<p><b>Texas Education Agency: <a href="#">Notice of Transfer of Rights: Model Form with Information and Resources</a></b></p> <p><b><a href="#">Texas Education Agency. Dyslexia Handbook</a>:</b> The purpose of The <i>Dyslexia Handbook</i> is to provide procedures for school districts, charter schools, campuses, teachers, students, and parents/guardians in early identification of, instruction for, and accommodations for students with dyslexia</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, White Oak Independent School District 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	N/A		Universal	Not applicable
CAP	3/22/2021	1/28/2022		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
SE11		TAC §74.28 (f)(3)	Yes	Individual—Yes  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) had been impacted and determine if compensatory services are needed.  Systemic—Not Applicable	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) TEC §29.0111	Yes	<p>Individual—Not Applicable</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>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) had been impacted and determine if compensatory services are needed.</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
TR14	34CFR §300.320(c)	TAC §89.1049(a)	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 free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p>	No

