**TEXAS EDUCATION AGENCY
2020-2021 CYCLICAL MONITORING REPORT
WHITESBORO INDEPENDENT SCHOOL DISTRICT**

CDN: 091909	
Non-Compliance Identified	Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Whitesboro 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 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 Whitesboro ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Whitesboro ISD. The total number of files reviewed for the Whitesboro ISD comprehensive desk review was 22. The review found overall that

18 files out of 22 files were compliant. An overview of the policy review and student file review for Whitesboro 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	3 of 7
IEP Development	5 of 5	21 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	12 of 12
Transition	6 of 6	22 of 22

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

Minimum size requirements not met. Results not published within this report due to the limitation of the sample size.

Strengths

Based on results of the policy review and student file review the Review and Support team identified the following strengths for Whitesboro ISD:

- PLAAFPs included all required elements to meet compliance standards
- State Assessment data included in IEP and captured in Deliberations.
- Transition plans include meaningful postsecondary goals and activities.
- Remote learning addressed in the IEP with appropriate goals, accommodations, and Schedule of Services.
- Deliberations capture all essential elements and more.

Considerations

Based on results of the policy review and student file review the Review and Support team identified the following considerations for Whitesboro ISD:

- Consider reviewing guidance and/or providing staff training related in Individualized Education Plan (IEP) goal development.
- Consider reviewing guidance and/or providing staff training related in PWN development and Evaluation procedures.

TECHNICAL ASSISTANCE

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

Topic	Resource
Evaluations and Prior Written Notice (PWN) Development	Child Find, Evaluation and ARD Support Network : The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.
	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.
IEP Goal Writing and Development	NCII-Set Academic IEP Goals. **The National Center on Intensive Intervention** – The linked document is guidance on strategies for setting high-quality IEP goals. Technical Assistance: IEP Development. **TEA Technical Assistance: IEP Development** - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency. IEP Goal Development. This document is a comprehensive goal writing support document that details the how to as well as the why. Guidance for moving from compliance to quality included.

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, Whitesboro 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 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
SE3a	34 CFR §300.503		Yes	Systemic—Yes Review and revise policies and procedures, including operating guidelines and practices addressing this issue. Provide training on these procedures to the appropriate staff. 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. Develop processes that allow for self-monitoring this area of noncompliance.	Yes