TEXAS EDUCATION AGENCY
2020-2021 CYCLICAL MONITORING REPORT
WICHITA FALLS INDEPENDENT SCHOOL DISTRICT

CDN: 243905

LEA Compliant

INTRODUCTION

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

reviewed for the Wichita Falls ISD comprehensive desk review was 26. The review found overall that 25 files out of 26 files were compliant. An overview of the policy review and student file review for Wichita Falls 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	6 of 6
IEP Development	5 of 5	26 of 26
IEP Content	3 of 3	26 of 26
IEP Implementation	21 of 21	26 of 26
Properly Constituted ARD	8 of 8	26 of 26
State Assessment	4 of 4	13 of 13
Transition	6 of 6	6 of 6

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 Wichita Falls ISD artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 and The Dyslexia Handbook. The 2020-2021 school year results for Wichita Falls 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

2020-2021 RESIDENTIAL FACILITY INFORMATION

Wichita Falls ISD 243905 has 9 Residential Facilities (RFs) according to RF Tracker 2020 collection. The chart below identifies the RFs which were included in the cyclical review.

RF Name	RF Number	Grade Level(s)
Judge Arthur R Tipps Juvenile Justice Center	260060	PK-12
North Texas State Hospital	260069	PK-12
Red River Hospital	260061	PK-12

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 2—Needs Assistance	COMPLIANT	SD Year 2

*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 238 surveys and 25 interviews.

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

67% 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, and phone calls.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

52% of participants indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about were the School, Family, and Community Engagement Network, the Inclusion in Texas Network, and Multiple Exceptionalities and Multiple Needs.

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

45% of participants felt there were frequent opportunities to collaborate with related service providers.

The obstacles concerning student's special education programming and services were reported as:

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

83% of participants agree with the importance of including students' interests/life goals in the transition process, with 50% strongly agreeing.

The majority of participants indicated they chose the in-person learning model. Most participants also reported that remote learning for students receiving special education was somewhat effective.

52% 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 during COVID school closure/remote learning, they needed professional development to teach virtually and engage with students.

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 are virtual instruction from the teacher and shared devices per family.

More than 50% of participants indicated that they agree that the 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.

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

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

Wichita Falls ISD offers a variety of services for students ages 3 to 21. Many interview participants highlighted inclusion support, resource, life skills classes, a behavior adjustment class and behavior programs, social skills program, the 18+ program, and related service providers. A tiered system of support exists for academics and behavior, focusing on strengthening Tier 1 instruction while offering various intervention supports. New initiatives include a system of supportive services, including counseling and transition specialists to facilitate a productive transfer between alternative and home campuses.

Communication/Collaboration

All staff was able to describe collaborations to meet the needs of students with disabilities. However, the frequency of the teamwork ranged from as needed to descriptions of daily lesson planning. Teachers often met outside the school day to collaborate, discuss progress, and plan for instruction. All staff positively reported accessibility to administration to assist and provide additional resources and support. The administration met consistently to review systems and procedures and participated in PLCs as well. A strong appreciation for the Senior Leadership resonated throughout the interviews. Communication with families is also consistently referenced in the transcripts and planning before ARD meetings. Interviews with staff and families indicate that students with disabilities are welcome to participate in all extracurricular activities. All teachers report the desire to have more common planning time.

Implementation

Wichita Falls ISD described procedural supports for IEP compliance and how they revised programs to reflect a more robust collaboration model to focus on strengthening special education learning environments and positively impactful inclusionary experiences. Services are provided on all campuses to allow students to remain at their home campuses. Classroom management strategies include positive reinforcement for all students. Teachers use a notebook to track accommodations, progress and adjust instruction as needed. Parents reported overall satisfaction with their child's individualized education program.

Monitoring effectiveness

Evidence of progress monitoring for student growth was noted in multiple interviews. Evidence included reference to data tracking, benchmark testing, observations, teacher consultations, and student work samples. Consistent and deliberate data analysis supports a positive trend toward the students, staff, and community's proactive responsiveness.

Professional Development

Training for staff and administrators occur throughout the year. New teachers obtain additional training on established systems and programs. General education teachers joined in training that focused on special education areas, including the evaluation process, instructional strategies, instructional and behavioral accommodations, and behavior crisis training. All teachers received training on differentiated instruction, Autism, and Diversity. Ongoing training occurs during weekly Professional Learning Community (PLC) meetings.

Probing questions revealed that several staff members feel that training needs to move beyond compliance to best practices for instructing students based on their unique needs. No specific training was named more or less valuable than any other, but most general education teachers requested additional training for behavior management techniques. Parents reported an increased desire to receive more accommodation implementation training at home to meet their child's needs.

COVID Impact

Wichita Falls implemented various instructional, behavioral, and family supports for remote learning, including a help desk, online video library, and in-person training to facilitate strong participation.

Instruction was delivered synchronously and asynchronously. Direct Instruction was provided in-person and remotely, and teachers worked collaboratively to implement newly learned techniques. Accommodations and modifications were implemented according to contingency plans which were individualized for every special education student. Progress was monitored through a multitude of measures, including parent input. Communication was a crucial factor in fostering the engagement of students and their families. Parents reported good communication during in-person and remote.

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 Wichita Falls ISD:

- Wichita Falls ISD demonstrates that they are responsive to student needs, as evidenced by amendment ARDs/IEPs to revise/add goals when students are not successful.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) and the goal page provide recent scores embedded as evidence of need and progress.
- Evidence of consistent progress monitoring and updates to the Intensive Program of Instruction (IPI) was demonstrated in submitting documents and Behavior Intervention Plans were individualized and comprehensive.

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 Wichita Falls ISD:

- Consider reviewing the guidance and provide professional development to ensure transition plans are implemented before a student turns fourteen years old.
- Consider reviewing the guidance and provide professional development on the requirements for assigning surrogate parents.

TECHNICAL ASSISTANCE

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

Topic	Resource
Transition	https://www.texastransition.org : **The Student-Centered Transitions Network** builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness.
Surrogate Assignment	[Office of Special Education Programs Policy Letters Regarding Surrogate Parents:](#) A resource to review OSPEP guidelines for assigning a surrogate parent.
	[Procedural Safeguard: appointing a Surrogate Parent for a Child:](#) A resource to review important procedural safeguard included in the Part C regulations of IDEA relates to the appointment of a surrogate parent in specific circumstances to protect the rights of a child.
	[Surrogate and Family Resources](#) : Resources to review the need for a surrogate parent in the absence of a parent.
Requested Network Information	[The School, Family, and Community Engagement Network:](#) The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members, supporting positive outcomes for students with disabilities. As part of the School, Family, and Community Engagement Network, SPEDTex (the Texas Special Education Information Center) optimizes information and responds with technical assistance in a user-friendly, culturally responsive format and accessible to all individuals.
	[Multiple Exceptionalities and Multiple Needs (MEMN):](#) A student with multiple exceptionalities and multiple needs is a student served by special education and identified in one or more of the following special populations: gifted and talented (GT), English learner (EL), or highly mobile family situation, including military, migrant, foster, or homeless. The multifaceted needs of these students require planned and purposeful coordination. By creating partnerships and a foundation in evidence-based practices, this network builds capacity for educator support through training and resources specific to identification and programming for students with multiple exceptionalities and multiple needs.
	[The Inclusion in Texas network:](#) The Inclusion in Texas Network promotes a statewide culture of high expectations for students with disabilities and significantly improves academic and functional outcomes for students served by special education. The network assists LEAs to build the capacity to develop and appropriately implement instructional programs that provide meaningful access to inclusive environments and grade-level standards, where appropriate.

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, Wichita Falls 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 Wichita Falls ISD.

Areas of Strength

Areas of strength for the LEA include their preparation of general education teachers and dyslexia specialists who provide services to students with dyslexia and related disorders. The LEA provided evidence of annual teacher preparation training.

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

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	12/18/2020		Targeted	90 days
CAP	NA			
DPP	NA			

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](#)