



Cycle 1 Group 3

Dates: October 2020 – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Windthorst Independent School District
CDN: 005904

LEA Compliant

Non-Compliance Identified

Corrective Actions: Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Windthorst 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 Windthorst ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Windthorst ISD. The total number of files reviewed for the Windthorst ISD comprehensive desk review was 15. The review found overall that 9 files out of 15 files were compliant. An overview of the policy review and student file review for Windthorst 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	18 of 18	3 of 9
IEP Development	5 of 5	15 of 15
IEP Content	3 of 3	15 of 15
IEP Implementation	20 of 20	15 of 15
Properly Constituted ARD	7 of 7	15 of 15
State Assessment	4 of 4	7 of 7
Transition	6 of 6	4 of 4

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 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.

Copyright © 2020. Texas Education Agency. All Rights Reserved.

Windthorst ISD 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 and Family Surveys

On December 18, 2020, the TEA Review and Support team received 12 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, and social media.

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

Eighty percent of participants felt there were frequent opportunities to collaborate with related service providers and thirty percent felt there was not frequent opportunities to collaborate with service providers.

All participants agree with the importance of including students interests/life goals in the transition process.

COVID

Eighty percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in 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 and emotional needs,
- teachers modified work and,
- provided individualized support.

Participants indicated that current COVID school closure/remote learning they needed professional development in all areas.

Participants indicated that during COVID school closure/remote learning strategies the top three supports used by the district that did not work well for students with disabilities were:

- Shared device per family
- Online submission of assignments, and
- Drive through packet pick up and drop off.

The majority of participants (75%) indicated that school staff worked with parent/guardian in addressing severe behavior and work refusal.

Seventy-five percent reported that remote learning for students receiving special education was effective.

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 Windthorst ISD:

- Consistently detailed contact logs and distribution logs.
- Clearly written Consent and FIE dates in header.
- Detailed referrals and evaluations.
- Well-developed PLAAFPs, Goals, IPI, and Progress Reporting practices.

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 Windthorst ISD:

- Provide guidance and/or training in Individualized Education Plan (IEP) Prior Written Notice (PWN) development and Evaluation procedures.
- Consider providing guidance and/or training in Individualized Education Plan (IEP) goal development.
- Consider opportunities and strategies to increase outreach to parents/families/caregivers or students with disabilities who receive special education services in the district.

Technical Assistance

As a result of monitoring, the TEA has identified the following technical assistance resources to support Windthorst 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	<p>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.</p> <p>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.</p>
IEP Goal Writing	<p>NCII-Set Academic IEP Goals. The National Center on Intensive Intervention – The linked document is guidance on strategies for setting high-quality IEP goals. NCII-Set Academic IEP Goals</p> <p>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.</p>
Family Engagement	<p>School, Family, and Community Engagement Network: The school, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.</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, Windthorst 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.

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		Universal	Not applicable
CAP	3/22/2021	1/29/2022		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		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed</p> <p>Systemic—Yes</p> <ul style="list-style-type: none"> Review and revise policies and procedures, including operating guidelines and practices addressing this issue. Provide training on these procedures to the appropriate staff. 	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<ul style="list-style-type: none"> • 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. 	