



Cycle 2 Group 1

Dates: October 2020-December 2020

# TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT WINK-LOVING INDEPENDENT SCHOOL DISTRICT

CDN: 248902

Non-Compliance Identified

Corrective Actions To Be Completed

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Wink-Loving 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 Wink-Loving Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Wink-Loving Independent School District. The total number of files reviewed for the Wink-Loving Independent School District comprehensive desk review was 16 files. The review found overall that 7 files out of 16 files were compliant. An overview of the policy review and student file review for Wink-Loving

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	18 of 18	16 of 16
IEP Development	5 of 5	12 of 16
IEP Content	3 of 3	16 of 16
IEP Implementation	21 of 21	16 of 16
Properly Constituted ARD	8 of 8	10 of 16
State Assessment	4 of 4	11 of 16
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.

<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) 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/Administrative Interviews**

On December 18, 2020, the TEA Review and Support team received 33 surveys during the

comprehensive desk review.

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

Sixty seven 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 notices sent home, followed by emails, the school website, 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.

Most 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 Student-Centered Transitions Network (SCTN), the Schools, Family, and Community Engagement network, and Texas Complex Access Network (Texas CAN).

The majority of participants felt training in accommodations and modifications was extremely effective or effective.

Forty three percent of participants felt there were frequent opportunities to collaborate with related service providers and almost twenty nine percent felt there were somewhat frequent opportunities to collaborate with service providers. Fourteen percent of participants felt there were not frequent opportunities to collaborate with service providers and fourteen percent of participants felt it did not apply to them.

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.
- Knowledge of available services and programming and timely updates on student progress.

Most participants indicated with the importance of including students interests/life goals in the transition process with 50% of participants strongly agreeing. Few participants indicated with importance the importance of including students interests/life goals in the transition process with 7% of participants somewhat disagreeing.

The majority of participants indicated they chose In-Person learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. They reported that remote learning for students receiving special education was effective or somewhat effective.

50% 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 methods of support for students with moderate to severe disabilities include:

- Teachers provided supports needed for students to be successful.
- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers provide individualized support.

Participants indicated that current COVID school closure/remote learning they needed professional development in all areas and comments also indicated that it was needed yet not provided.

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that didn't work well for students with disabilities were the Online submission of assignments, Share device per family, LMS platform such as Schoology, Canvas or Google Classroom.

The majority of participants indicated that they agreed or somewhat agreed that they worked with parent/guardian in addressing severe behavior and work refusal during COVID-19 school closure/remote learning.

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 Wink-Loving Independent School District:

- All full and individual evaluations (FIE) were completed within 45 school days of the date the district received written consent for evaluation.
- All monitored special education policies follow federal and state requirements and operating procedures are linked to the Legal Framework.
- Parents/families were notified of ARD meetings in a timely manner; most attended ARD committee meeting in person or by phone.

## **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 Wink-Loving Independent School District:

- Consider additional professional development on the creation of Present Levels of Academic Achievement and Functional Performance (PLAAFPs) in IEPs so they are descriptive and provide detailed information along with supportive data.
- Consider reviewing/revising procedures and additional training on the topic of intensive programs of instructions for special education student who do not meet expectations on the state assessment.
- Consider reviewing/revising procedures and additional training on Properly Constituted ARDs with a concentration on required ARD Committee members and dual ARD Committee roles.

## **TECHNICAL ASSISTANCE**

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

Topic	Resource
IEP Development	<p><a href="#">Technical Assistance: Individualized Education Program Development:</a> The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p> <p>p.10: PLAAFP</p> <p>p.27: Accelerated Instruction Plan/Intensive Program of Instruction</p>
State Assessment: Intensive Program of Instruction (IPI)	<p>Technical Assistance - IEP Development p.25: The Texas Education Agency – Specific guidance for the district and state assessment decisions.</p>
Properly Constituted ARD: ARD Committee Members	<p><a href="#">Technical Assistance: Individualized Education Program Development:</a> The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p> <p>p.35: ARD Committee Members</p>
The Student-Centered Transitions Network	<p><a href="#">The Student-Centered Transitions Network</a> : 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.</p>
The Texas Complex Access Network (TX CAN)	<p><a href="#">The Texas Complex Access Network (TX CAN)</a>: The Texas CAN Network provides statewide leadership and support to increase the capacity of LEAs and families to meet the needs of students with significant cognitive 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, Wink-Loving 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	NA	NA	NA	NA
CAP	3/22/2020	1/29/2022	NA	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)	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—Yes</p> <p>Review and revise policies and operating procedures addressing this issue.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Demonstrate systemic, ongoing compliance in this area</p>	Yes



## IEP Development

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID2	34 CFR § 300.320(a)(1)		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—Yes</p> <p>Review and revise policies and operating procedures addressing this issue.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Demonstrate systemic, ongoing compliance in this area</p>	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	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—Yes</p> <p>Review and revise policies and operating procedures addressing this issue.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Demonstrate systemic, ongoing compliance in this area</p>	Yes