

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) 0.7 (c) 39 (a) - 1.7 (n) - 17.0 (-20.63 L) 33 (o) 36.3 (d) - 0.0140 - 20.63 L

2020–2021 CYCLICAL REVIEW COMPLIANCE SUMMARY

On December 18, 2020, the TEA conducted a policy review of Aransas County Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Aransas County Independent School District. The total number of files reviewed for the Aransas County Independent School District comprehensive desk review was 23. The review found overall that 17 files out of 23 files were compliant. An overview of the policy review and student file review for Aransas County Independent School District.

- Assuring students receive accommodations and/or modifications as outlined in the IEP

All participants indicated with the importance of including student's interests/life goals in the transition process with 44% of participants strongly agreeing.

The majority of participants indicated they chose 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 ineffective.

Almost 63% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was not effective in student progress.

During COVID closures the top three methods of support for students with moderate/severe disabilities include:

- Teachers provided supports needed for students to be successful
- Teachers made regular contact with students and parents to meet academic emotional needs and
- Teachers modified work and provided 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 the top two supports used by the district that did not work well for students with disabilities were the LMS platform such as Schoology, Canvas or Google Classroom and to use virtual platforms.

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 school closure/remote learning.

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 Aransas County Independent School District

- Majority of participants feel they receive sufficient communication from schools such as updates, emails, and/or newsletters to stay connected.
- All full and individual evaluations (FIE) were completed within 45 school days of the date the district received written consent for evaluation to meet the required timeline.
- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.

Considerations

Based on results of the policy review and student file review, along with data collected from TEA staff and family surveys, the Review and Support team identified the following considerations for Aransas County Independent School District

- Consider additional procedures and training on the topic of intensive programs of instructions (IPI) for special education students who do not pass state assessment.
- Consider reviewing/revising procedure to ensure all required ARD committee members are in attendance

Technical Assistance

As a result of monitoring the TEA has identified the following technical assistance resources to support Aransas County Independent School District in providing universal and targeted support as determined by the RDA performance level data and artifacts within compliance review:

Topic	Resource
a. State Assessment: Intensive Program of Instruction (IPI)	
b. IEP Development ARD Committee Meeting Documentation	
c. Properly Constituted ARD	

APPENDIX

Properly Constituted ARD

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA3	34 §CFR 300.321(a)	TAC §89.105(c) (1)(B) TEC §29.005	Yes No	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

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 No	<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