

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

CDN: 200901

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Ballinger 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 recommend targeted technical assistance and support for LEAs related to special be

The TEA conducts cyclical reviews of all LEAs statewide over six years. The purpose of cyclical

2020–2021 CYCLICAL REVIEW COMPLIANCE SUMMARY

On January 22, 2021, the TEA conducted a policy compliance review of Ballinger ISD. The review was conducted in accordance with the Texas Education Agency's (TEA) cyclical review process. The review was completed on March 10, 2021. The review was conducted by the TEA's Compliance and Monitoring Division. The review was conducted in accordance with the Texas Education Agency's (TEA) cyclical review process. The review was completed on March 10, 2021. The review was conducted by the TEA's Compliance and Monitoring Division.

the Ballinger ISD comprehensive desk review was 17. The review found overall that 17 files out of 17 files were compliant. An overview of the policy review and student file review for Ballinger 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	Incidence Area
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Year	Results-Driven Accountability (RDA) Determination Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2020	DL 1—Meets Requirements		

.All participants agree with the importance of including students' interests/life goals in the transition process with almost 60% of participants strongly agreeing. .

.All of the survey participants indicated they chose In-Person learning model. 55% of survey participants reported that remote learning for students receiving special education was somewhat effective or ineffective..

.COVID.

.Almost 80% 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 teachers used to provide 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..

.Participants indicated that during current COVID school closure/remote learning they needed professional development in how to teach virtually, how to use virtual platforms, and how to engage students and assess levels of engagement.

.Participants indicated that during COVID school closure/remote learning the top two supports used by the district that didn't work well for students with disabilities were shared devices per family and online submission of assignments..

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The TEA follows procedures for the correction of noncompliance consistent with federal guidelines (OSEP Memo 09-02.)

Topic	Resource
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TEA Review and Support	
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REFERENCES

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