



Cycle 2 Group 1
Dates: October 2020 – December 2020

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

During COVID school closures/remote learning, respondents reported the following strategies used by the district for remote learning did not work well for students with disabilities:

Shared device per family

Online submission of assignments

Over 80% of respondents reported that during COVID school closures/remote learning, school staff worked with parents/guardians in addressing severe behavior and work refusal.

66% of respondents reported that for the 2020-2021 school year they opted for an in-person learning model.

35% of respondents reported that they found remote learning to be somewhat ineffective.

This survey was approved by the Texas Education Agency's data governance (g)11e.0 (t).0 m3 (a)4.1mngt.0 m3 (a)



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 of D-233 0 -1.26

Teas.

