2020-2021 CYCLICAL MONITORING REPORT
DENVER CITY INDEPENDENT SCHOOL DISTRICT

CDN: 251901

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Denver City 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 education, and

out of 20 files were compliant. An overview of the policy review and student file review for Denver City 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 (# complaint of # reviewed)
Child Find/Evaluation/FAPE	19 of 19	20 of 20
IEP Development	5 of 5	20 of 20
IEP Content	3 of 3	20 of 20
IEP Implementation	21 of 21	20 of 20
Properly Constituted ARD	8 of 8	20 of 20
State Assessment	4 of 4	20 of 20
Transition	6 of 6	5 of 5

2020–2021 DYSLEXIA COMPLIANCE SUMMARY

The dyslexia monitoring process focuses on three-core elements: early identification and intervention, program of instruction, and parent notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Denver City ISD artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86th Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The **2020-2021** school year results for Denver City ISD are in the table below.

Areas of Implementation	Compliance Status
Dyslexia Procedures	Met Compliance
Parent Communication	Met Compliance
Screening	Met Compliance
Reading Instruments	Met Compliance
Evaluation and Identification	Met Compliance
Instruction	Met Compliance
Dysgraphia	Met Compliance
Professional Development and Training	Met Compliance

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

The obstacles concerning student's special education programming and services were reported as:

       Timely updates on student progress

       Knowledge of available services and programming

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

       Scheduling ARD meetings

All participants agree with the importance of including students' interests/life goals in the transition process with 56% of participants strongly agreeing.

All participants indicated they chose In-Person learning model. When answering questions about remote learning, 16 respondents reported that remote learning for students receiving special education was effective or somewhat effective, and two respondents indicated it was somewhat ineffective.

COVID

Ninety-five 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 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 mostly needed professional development in how to teach virtually, the social and emotional learning impact on students, 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 a shared device per family and online submission of assignments.

The majority of participants indicated they agreed or strongly agreed that they worked with parent/guardian in addressing severe behavior and work refusal.

This survey was approved by the Texas Educati0 (wi)4 (t)ng(a)14 (nd)10 ( )10 (ho)2 (w)10 (to)12 (etp t)i3 (nt)

LEA staff and family surveys, the Review and Support team identified the following strengths for Denver City ISD:

The continuum of Least Restrictive Environment (LRE) considerations was thoroughly documented with "Provided", "Considered", and "Tried" within the IEPs. This is important to provide a clear picture of what services and supports a student needs to be successful.

Present Level of Academic Achievement and Functional Performance (PLAAFP) statements contained summative state assessment data which assists in improving IEP development and writing goals and objectives.

The LEA provided documentation such as email or chat transcripts to document and evidence agreement to ARD decisions when committee members participated virtually.

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 Denver City ISD:

When developing measurable IEP goals as agreed upon by the ARD committee, consider using more than one criterion for evaluation. (50 words per minute with 3 or fewer errors. 70% accuracy in 4 out of 5 attempts)

Consider reviewing, revising, or creating a process to include classroom data related to TEKS and functional performance information in PLAAFP statements to inform the annual goals and appropriate services and supports needed for the student to meet those goals.

TECHNICAL ASSISTANCE

As a result of monitoring, the TEA has identified the following technical assistance resources to support Denver City ISD engaging in **universal** support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
PLAAFP development and goal development	[Technical Assistance: IEP Development](#). This TEA guidance document covers requirements and best practices in developing Individualized Education Programs for students with disabilities.
IEP Goal Development Online Course	https://txr20.escworks.net/catalog/session.aspx?session_id=72163 This course was produced through a collaborative project between the Texas Education Agency and the Statewide Progress in the General Curriculum Network at Education Service Center 20. The course focuses on the portion of t3.2 (k)0. (k)0. (kE)0.8 (d)5.3 (u)5.3 (c)1 (a)2.8 (ti)13.6 (o)-3.6 (o)-3.6 (o)-3.6 (o)-

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.

The TEA Department of Review and Support 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.)

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	N/A		N/A	Not applicable
CAP	N/A	N/A		Not applicable
DPP	N/A			

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.