



Cycle 2 Group 2

Dates: January - March 2021

# TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT FOR AN INDEPENDENT SCHOOL DISTRICT

CDN: 114904

LEA Compliant

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Forsan 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 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 COMPLIANCE REVIEW

On January 22, 2021, the TEA conducted a policy review of Forsan ISD. On February 25, 2021, the TEA conducted a comprehensive desk review of Forsan ISD. The total number of files reviewed for the



identified.

Year	Indicator	Status	Notes
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 COLLECTIVE TEACHER/ADMINISTRATOR INTERVIEW



On April 1, 2021, the TEA Review and Support team received 36 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

One hundred 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 email followed by notices sent home and the school website.

All of (s)2 (o)2 62.76 38d(20)-7.2 (21)4 (ngs0.23 0 TdJ317.2 (21)-7(20)-bo)12 23 m13.5( )10 mmai

**COVID** ..

.75% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress...

.During COVID school closures the top three methods indicated that teachers provided support to students with moderate to severe disabilities were: ..

.Teachers provided individual support..

## CI

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 Forsan ISD:

Consider developing and implementing a system for developing annual goals and objectives focused on students served in general education inclusion settings. Annual goals centered on TEKS based skill deficits result in more accurate progress monitoring and quantifiable improvements.

Based on survey results, consider implementing a system to provide additional training on the topic of remote learning and implementing effective online instruction.

## TECHNICAL ASSISTANCE

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

**CI**

Individualized Measurable  
Annual Goals

**CI**

[Individualized Education Programs](#)

This TEA guidance document covers requirements and best practices in developing Individualized Education Programs for students with disabilities.



If you have questions about the contents of this dyslexia review summary, please contact Faith Hightower in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-4140 or by email at [faith.hightower@tea.texas.gov](mailto:faith.hightower@tea.texas.gov).

### Findings

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with Senate Bill 2075 of the 86<sup>th</sup> legislature, TEC 38.003 (c-1), and 19 TAC 74.28. regarding noncompliance identified through the dyslexia program evaluation, a finding of noncompliance is identified by the citation (i.e., program or process) that is violated.

### Corrective Action

If noncompliance is identified, the LEA is required to demonstrate correction of all noncompliance in the Dyslexia Performance Plan (DPP). This tool guides LEAs through a continuous improvement process. It addresses areas of growth that will positively impact students with dyslexia or other related disorders. LEAs should complete the DPP no later than 120-days after receiving notification of noncompliance. This document will be provided by the TEA or can be accessed in the resources section of the [Review and Support website](#).

## LEA ACTIONS

Timeline for Strategic Support Plan (SSP) and/or Corrective Action Plan (CAP) Below:

Plan	Start Date	End Date	Scope	Citation
SSP	N/A		Universal	N/A

## 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.](#)