



Cycle2 Group2

Dates: January 2021-March 2021

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

CDN101911

LEA Compliant

INTRODUCTION

TEA has developed a monitoring approach that reviews compliance indicators while also looking for best practices. In commitment to the approach, the cyclical monitoring report will provide results of the LEA compliance review related to the Individuals with Disabilities Education Act and federal and state statutes, a summary of data related to Results Driven Accountability, State Performance Plan (SPP), Significant Disproportionality (SD), dyslexia program implementation, and highlight best practices of LEAs that demonstrate success.

CYCLICAL MONITORING

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 reviewed in the following areas:

- Child Find/Evaluation/FAPE
- IEP Development
- IEP Content
- IEP Implementation
- State Assessment
- Properly Constituted ARD Committees
- Transition

2020-2021 CYCLICAL REVIEW COMPLIANCE SUMMARY

On December 18, 2020, the TEA conducted a policy review of Goose Creek CISD. On February 25, 2021, the TEA conducted a comprehensive desk review of Goose Creek CISD. The total number of files reviewed for the Goose Creek CISD comprehensive desk review was 24. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review

for Goose Creek CISD 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 (# compliant of # reviewed)

DATA SUMMARY OF RESULTS/DRIVEN ACCOUNTABILITY, STATE PERFORMANCE 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 if noncompliance is identified.

Year	ResultsDriven Accountability (RDA) DeterminationLevel	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2020	DL 3—Needs Intervention	NONCOMPLIANCE: SPP 11	SD Year 2

*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 FAFSE for students being served by special education programs during the COVID-19 pandemic. (r) 8

Teachers feel like Goose Creek ISD provides ample opportunities to participate in professional development. There were positive responses about training on differentiation in the classroom, ESL, GT, and accommodations and modifications for students in special education. Behavior training and characteristics of Autism have also been offered.

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

resources are recommended to support the implementation of the dyslexia program, internal systems, and procedures.

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders
Dyslexia: TEA Professional Learning Courses	TEALearn Dyslexia Modules

Corrective Action

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 86th Legislature, TEC 38.0031(c), 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.

Dyslexia Performance Plan (DPP)

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:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	12/18/20		Targeted	60 days
CAP	10/19/20	10/18/21		30 days
DPP	N/A			

