



Cycle2 Group2

Dates: January 2021-March 2021

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

CDN: 09903

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Maud Independent School District (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 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), dyslexia program evaluation, recommend targeted technical assistance and support LEAs related to special education, 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

The total number of files reviewed for the Maud Independent School District (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 Maud Independent School District (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 the appendix:

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	19 of 19	8 of 8
IEP Development	5 of 5	17 of 17
IEP Content	3 of 3	15 of 17
IEP Implementation	21 of 21	15 of 17
Properly Constituted ARD		

DATA SUMMARY OF RESULTS DRIVEN ACCOUNTABILITY, SE 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.

Results
Year

- Schedule of Services and length of day and Instructional Arrangements is required for every student with an Individualized Education Program (IEP)
- Address the latest state assessment results even if the test was cancelled.
- Please review internal procedures to ensure that the transfer of rights is shared at least one year in advance of a student's 18th birthday.

Technical Assistance

As a result of monitoring the TEA has identified the following technical assistance resources to support Maud Independent School District (ISD) engaging in universal support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
Small and Rural Schools	Small and Rural Schools Network

(OSEP Memo 092.)

Before the TEA can report that noncompliance has been corrected, it must first verify the LEA:

- 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).

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders
Dyslexia: TEA Professional Learning Course	TEA Learn 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 74.26 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

REFERENCES

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APPENDIX

State Assessment

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA2		TAC §89.1055(b)	Yes	Individual—Yes Convene ARD committee meetings for student whose records indicate noncompliance in this area. Consider whether the student's free, appropriate public education (FAPE) has been impacted and	