



Cycle2 Group2

Dates: January 202-March 2021

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

CDN: 03905

Non-Compliance Identified

Corrective Actions To Be Completed

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Skidmore Independent School District for their efforts, attention, and time committed to the completion of the review process.

The 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 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), and dyslexia program evaluation recommend targeted technical assistance and support for 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 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 REVIEW COMPLIANCE SUMMARY

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## DATA SUMMARY OF RESULTS DRIVEN ACCOUNTABILITY, THE PERFORMANCE PLAN INDICATORS, 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  
 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 pandemic.

## 2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEW/SURVEY

### Staff and Family Surveys

On April 1, 2021, the TEA Review and Support team received 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 the 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, notices sent home, and phone calls.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at school campus.

All participants indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about Smart and Rural Schools Network and Child Find, Evaluation and ARD support network.

The majority of participants felt the training to help meet students' needs with disabilities was

effective

Seventy four percent of participants felt there were frequent opportunities to collaborate with



and ARD Support  
Network

Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective

## Individual Correction

The educational agency has 60 school days from the date of this summary report to correct all identified findings of noncompliance for individual students, unless noted otherwise in the report.

## 2020–2021 DYSLEXIA PROGRAM EVALUATION FINDINGS

As a result of the program evaluation review, the TEA Department of Review and Support: Dyslexia Monitoring has identified the LEA as met all state and federal requirements pertaining to the implementation of the dyslexia program. Additionally, the TEA has identified the following strengths, considerations, and technical assistance recommendations for SkidmoreTynan ISD.

### Areas of Strength

Areas of strength for the LEA include their preparation of general education teachers and dyslexia specialists who provide services to students with dyslexia and related disorders. The LEA provided evidence of annual teacher preparation training.

### Areas of Consideration

The LEA's dyslexia program is in alignment with state and federal requirements. The following resources are recommended to support the implementation of the dyslexia program, internal systems, and procedures.

Topic	Resource
TEA Review and Support	<a href="#">Dyslexia Monitoring</a>
TEA Special Education	<a href="#">Dyslexia and Related Disorders</a>
Dyslexia: TEA Professional Learning Courses	<a href="#">TEALearn Dyslexia Modules</a>

If you have questions about the contents of this dyslexia review summary, please contact Edna Morales in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-9260 or by email at [Edna.MoralesStrittmatter@tea.texas.gov](mailto:Edna.MoralesStrittmatter@tea.texas.gov)

### 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

## 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	NA		NA	NA
CAP	6/14/2021	4/30/2022		30 days
DPP	NA			

## REFERENCES

[Differentiated Monitoring and Support System](#)

[Review and Support General Supervision Monitoring Guide](#)

.State P7.9 6Em.7 (g)(r)-5.3 (e)-3.8 (e)g /TT3 1 Tf 02.88 Tm ( )054 R6 ( )1t 9il62a/1.3 (62a/d7.9 (ia ]TJ ET Q)3.2 (ian3 T

# APPENDIX

## IEP Content

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC3	34 CFR §300.320(a)(7)		Yes	Individual—Yes  Convene ARD committee meeting for student whose records indicate noncompliance in this area to consider if the student's free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed..	No

