



Cycle 2 Group 3

Dates: April-June 2021

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Eanes Independent School District

CDN: 227909

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed: N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Eanes 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-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 will 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

On April 22, 2021, the TEA conducted a policy review of Eanes Independent School District. On May 28, 2021, the TEA conducted a comprehensive desk review of Eanes Independent School District. The total number of files reviewed for the Eanes Independent School District comprehensive desk review was 24. The review found overall that 23 files out of 24 files were compliant. An overview of the policy review and student file review for Eanes Independent School District 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)
Child Find/Evaluation/FAPE	19 of 19	24 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	23 of 24
Transition	6 of 6	11 of 11

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 Eanes Independent School District 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 Eanes Independent School District 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
Progress Monitoring	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
 Indicator 12: Early Childhood Transition
 Indicator 13: Secondary Transition

2020-2021 COVID-19 IMPACT NARRATIVE SUBMISSION

In the 2020-2021 academic year, Local Education Agencies (LEAs) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

Eanes Independent School District submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

Yes* No

* If yes, 2020-2021 COVID-19 Impact Narrative is attached following the Appendix of this report.

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

On April 2, 2021, the TEA Review and Support team received 436 surveys during the comprehensive desk review.

Participants were as follows: 129 parent/family members, 87 special education teachers, 177 general education teachers, 14 evaluation staff, and 29 administration staff (district and campus).

The Review and Support surveys focused on the following review areas:

Seventy-two percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is via email followed by the school

website, 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 the school campus.

Most 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 were the School, Family, and Community Engagement network and Child find evaluation and ARD support network.

The majority of participants felt training in Differentiated instruction was effective or somewhat effective to help meet the needs of students with disabilities.

Sixty one percent of participants felt there were frequent opportunities to collaborate with related service providers and forty four percent felt there was not frequent opportunities to collaborate with service providers.

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

- Timely updates on student progress and knowledge of available services and programming.
- Assuring students receive accommodations and/or modifications as outlined in the IEP.

All participants agree with the importance of including students' interests/life goals in the transition process with 64% of participants strongly agreeing.

The majority of participants indicated they chose In-Person learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. They reported that remote learning for students receiving special education was somewhat effective or somewhat ineffective.

COVID

Almost 60% 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 made regular contact with students and parents to meet academic and emotional needs.
- Teachers modified work and individualized support.

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that didn't work well for students with disabilities were virtual instruction with child's teacher 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 Education Agency’s data governance board. Participation in this survey was both voluntary and anonymous. No data was collected identifying a name so that individual responses cannot be linked to any respondent. Participants were given the option to stop the survey at any time.

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 identified the following strengths for Eanes Independent School District:

- Parent/guardian notified of the ARD meeting at least five school days prior to the meeting.
- Most participants indicated they have a clear understanding of special education services.

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 Eanes Independent School District:

- Consider additional procedures and training on the topic of intensive programs of instructions for students receiving special education services who do not meet expectations on the state assessments.
- Consider additional training on the topics of virtual instruction and submission of online assignments.

Technical Assistance

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

Topic	Resource
a. State Assessment: Intensive Program of Instruction	a. Student Success Initiative Educator Guide . The Texas Education Agency – STAAR resources For LEAs.
b. Remote Learning	b. Texas Home Learning : The agency has developed at-home learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of educational resources in this time of public health crisis.

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. ***When noncompliance has been identified as part of this cyclical review, Eanes Independent School District will receive formal notification of noncompliance in addition to this report.***

The TEA Division of Special Education Monitoring 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.)

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).

The TEA is required to monitor the completion of a corrective action plan if any noncompliance is discovered. The corrective action plan must be designed to correct any and all areas of noncompliance ***as soon as possible, but in no case later than one year from the date of notification.***

Corrective Action Plan (CAP)

The LEA will develop a CAP to address any items identified as noncompliance in this summary report. An approved form for the CAP can be accessed on the Review and Support website or in the resources located in Ascend Texas.

The LEA must submit the CAP in Ascend within 30 school days from the date of this report and/or formal notification of noncompliance. The TEA will review the CAP submitted by the LEA for approval. If the TEA determines that a revision(s) is necessary, the LEA will be required to revise and resubmit. The Review and Support team will contact the LEA to provide notification when the CAP has been approved.

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 following strengths, considerations, and technical assistance recommendations for Eanes ISD.

Areas of strength include extensive training and preparation for the general education teachers as well as their dyslexia specialists.

Areas of Consideration

Your current dyslexia program is in alignment with state and federal mandates. The following resources are recommended for reflection of current dyslexia program to strengthen internal systems and procedures.

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

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.Morales@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 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.

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	N/A		N/A	N/A
CAP	NA	NA		NA

DPP	N/A			
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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.

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](#)

APPENDIX

State Assessment

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA4		TEC §28.0213	One student folder there is no evidence an ARD committee designed an intensive program of instruction for each assessment where the student did not meet passing standard.	Individual—Yes Convene ARD committee meetings for those students 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. Systemic—Not Applicable	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

The purpose of the COVID 19 Impact Narrative is:

- Provide Local Education Agencies (LEA) an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic.
- Provide LEAs support while engaging in the Differentiated Monitoring and Support System.

2020 Local Education Agency Information

Please provide the requested information below:

Local Education Agency (LEA):	<input type="text"/>	Region:	<input type="text"/>
Superintendent:	<input type="text"/>	Cycle:	<input type="text"/>
Special Education Contact:	<input type="text"/>	Group:	<input type="text"/>

Child Find

Explain how the LEA fulfilled Child Find obligations and responsibilities regarding IDEA Child Find requirements during the COVID 19 pandemic response and associated school closures.

Explain how the LEA early childhood transition services and timelines were affected due COVID 19 pandemic response and related issues.

Evaluation

Explain how the LEA continued to conduct evaluation activities during the mandatory school closures or shelter in place orders.

Explain how the LEA attempted to meet timeline requirements regarding Full and Individual Initial Evaluations (FIIIE) in light of potential changes to school calendars and schedules due to the COVID-19 pandemic.

Free Appropriate Public Education (FAPE)

Explain how the LEA continued to provide services to students who were served by special education during the COVID-19 pandemic. Explain how this was aligned to the instructional services provided to students not being served by special education.

Explain how the LEA provided ancillary instructional, and/or related services while utilizing a digital/virtual learning platform for all students being served by special education during the COVID-19 pandemic.

Student Outcomes

Explain what adjustments were made for instruction to support increased outcomes for students being served by special education during the COVID-19 pandemic. LEAs may use the COVID-19 Impact Protocol to evaluate the impact of school closures on continuous improvement goals aligned to student outcomes established in the LEA's 2019-20 Strategic Support Plan (SSP). [Link to Impact Protocol Form.](#)

Explain how the LEA communicated and documented needs and considerations related to compensatory services for students being served by special education during the COVID-19 pandemic.

Explain how the LEA established a system for progress monitoring to support students being served by special education during the COVID-19 pandemic.

Family Engagement

Explain how the LEA communicated with parents/ families of students being served by special education during the COVID-19 pandemic. What adjustments to communication, if any, were made to ensure parent/family participation?