

**2012 Local Education Agency Compliance Report**  
**Department of Special Education**  
**Prepared for Board of Trustees Meeting**  
**March 19, 2013**

**Purpose of Report**

To inform the Board of Directors of the result of the Residential Facilities Monitoring visit report.

**Board Goal**

II. Teaching & Learning. . . In pursuit of excellence, the district will advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates.

**History**

The Texas Education Agency (TEA) began Residential Facilities (RF) On-Site Monitoring visits in 2005-2006. The purpose of the visits was to complete a comprehensive evaluation of the effectiveness of the program for RF students and to determine the compliance with federal and state requirements. During the on-site visits, the review is conducted in accordance with the procedures in the Residential Facilities Monitoring Manual. TEA monitors review special education student eligibility folder of students residing in facilities within the district boundaries. The folder review includes examining 13 investigatory topics (175 sub-indicators): properly constituted ARDs, surrogate/foster parents, current evaluations, IEP implementation, LRE, educational benefit, certified/qualified staff, commensurate school day, related services, behavior/discipline, transition services, ESY, and state assessment participation. During the visits, TEA evaluates program effectiveness and conducted individual interviews with district and RF personnel, classroom observations, document reviews and student data review.

Denton ISD was selected for an on-site visit in both 2005-2006 and in 2006-2007. As a result, the DISD was assigned a TEA Conservator. In April of 2010, TEA released the Conservator. Each year, the TEA conducts an analysis of various data sets to determine each district's RF status. In October 2012, DISD was informed that we had moved from a stage 0 to a stage 4 program compliance status, resulting in a TEA on-site monitoring visit. The district was selected due to 2 new facilities opening, continued non-compliance with SPP indicators, and DISD's request to open the RF Tracker database to correct data. Therefore, two TEA monitors spent the week of December 13, 2012, in Denton. During the on-site visit the agency staff evaluated program effectiveness and conducted individual interviews with district and RF personnel, classroom observations at five campuses (Joe Dale Sparks, Denton HS, Guyer HS, Ryan HS, and Strickland MS), document review, and student data reviews in 34 eligibility folders. During the week, the monitors reviewed student eligibility folders and staff certifications and highly-qualified credentials and other district documents, conducted student and classroom observations, and interviewed district and RF administrators and staff. Prior to the visit, they reviewed relevant data including documents submitted by DISD which included an RF monitoring student specific data collection spreadsheet, and parent contact log of RF students.

**Status**

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In a letter to the superintendent on January 25, 2013, TEA writes, “based on collection and review of data, the agency team determined that the systems and processes implemented during the LEA’s history of operating under a correction action plan and under the guidance of a special purpose conservator, previously appointed to the LEA under the terms of the Angel G. consent decree, has continued. The LEA has sustained all corrections of the original findings of noncompliance and continues to meet all legal requirements in all 13 investigatory areas.” In summary, Denton ISD has met the “compliant” status for RF monitoring. See attached letter.

**Activities to Maintain Compliance Status**

The Executive Director of Special Education and Special Education Supervisors and Coordinators will continue to review reports regularly and meet with evaluation staff to ensure compliance with the 13 investigatory topics. The Special Education Leadership Team (SELT) will continue to provide professional development district-wide for teacher, campus administrators, and support staff regarding the 13 topics. Supervisors and Coordinators will meet with the Special Education Support Staff to review the compliance status as well as the requirements and their involvement in maintaining the compliant status.