



Cycle 1 Group 3

Dates: October 2020 – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Perrin-Whitt Consolidated Independent School District
CDN: 119903

LEA Compliant ☒

Non-Compliance Identified ☐

Corrective Actions N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Perrin-Whitt CISD 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 December 18, 2020, the TEA conducted a policy review of Perrin-Whitt CISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Perrin-Whitt CISD. The total number of files reviewed for the Perrin-Whitt CISD comprehensive desk review was 16. The review found overall that 16 files out of 16 files were compliant. An overview of the policy review and student file review for Perrin-Whitt 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)
Child Find/Evaluation/FAPE	18 of 18	5 of 5
IEP Development	5 of 5	16 of 16
IEP Content	3 of 3	16 of 16
IEP Implementation	20 of 20	16 of 16
Properly Constituted ARD	7 of 7	16 of 16
State Assessment	4 of 4	8 of 8
Transition	6 of 6	5 of 5

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.

Copyright © 2020. Texas Education Agency. All Rights Reserved.

Perrin-Whitt CISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

☒ Yes ☐ No

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

Staff and Family Surveys

On December 18, 2020, the TEA Review and Support team received 30 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

The best way the school/district provides information about (trainings, online trainings, support groups and other available resources) concerning special education services is notices sent home, via email followed by phone calls and the school website.

The majority of participants felt all training to help meet the needs of students with disabilities was not applicable.

Fifty-four percent of participants felt there were frequent opportunities to collaborate with related service providers and thirty percent felt there was not frequent opportunities to collaborate with service providers.

Ninety-two percent of participants agree with the importance of including students interests/life goals in the transition process.

COVID

Half of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress and half did not.

During COVID closures the top three ways indicated that teachers provided support to students with moderate to severe disabilities were:

- teachers provided supports needed for students to be successful,
- made regular contact with students and parents to meet academic and emotional needs,
- teachers modified work and,
- provided individualized support.

Participants indicated that current COVID school closure/remote learning they needed professional development in all areas.

Participants indicated that during COVID school closure/remote learning strategies the main support used by the district that did not work well for students with disabilities the online submission of assignments.

The majority of participants (almost 92%) indicated that school staff worked with parent/guardian in addressing severe behavior and work refusal.

They reported that remote learning for students receiving special education was both effective (33%) but mostly ineffective (50%).

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 Perrin-Whitt CISD:

- Well-developed Transition plans.
- Thorough evaluations and assessments.
- Well-developed Contingency plan included, when applicable.

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 Perrin-Whitt CISD:

- Consider guidance and/or training in Individualized Education Plan (IEP) related to the development of PLAAFPs.
- Consider opportunities and strategies to increase outreach to parents/families/caregivers of students with disabilities who receive special education services in the district.

Technical Assistance

As a result of monitoring, the TEA has identified the following technical assistance resources to support Perrin-Whitt CISD engaging in **universal** support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
IEP Development of PLAAFPs	NCII-Set Academic IEP Goals . The National Center on Intensive Intervention – The linked document is guidance on strategies for setting high-quality IEP goals. NCII-Set Academic IEP Goals Technical Assistance: IEP Development . TEA Technical Assistance: IEP Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.

	IEP Goal Development . This document is a comprehensive goal writing support document that details the how to as well as the why. Guidance for moving from compliance to quality included.
Family Engagement	School, Family, and Community Engagement Network : The school, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.

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, Perrin-Whitt CISD 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.

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.

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	12/18/2020		Universal	Not applicable
CAP				Not applicable

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](#)