Texas Education Agency
2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Salado Independent School District
CDN: 014-908

LEA Compliant ☒	Non-Compliance Identified ☐	Corrective Actions Completed: N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Salado 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'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), and Significant Disproportionality (SD), recommend targeted technical assistance and support for LEAs related to special education, and highlight promising practices of LEAs that demonstrate success.

CYCLICAL MONITORING

The TEA conducts cyclical reviews of all local education agencies (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.

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

2019–2020 CYCLICAL REVIEW COMPLIANCE SUMMARY

On August 27, 2019 , the TEA conducted a policy review of Salado ISD. On December 20, 2019, the TEA conducted a comprehensive desk review of Salado ISD. The total number of files reviewed for the Salado ISD comprehensive desk review was 32. The review found overall that 32 files out of 32 files were compliant. An overview of the policy review and student file review for Salado 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 in the appendix.

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation	11 of 11	32 of 32
IEP Development	8 of 8	32 of 32
IEP Content	7 of 7	32 of 32
IEP Implementation	3 of 3	32 of 32
Properly Constituted ARD	6 of 6	32 of 32
State Assessment	4 of 4	32 of 32
Transition	5 of 5	10 of 10

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) Performance Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2019	PL 2—Needs Assistance	COMPLIANT	N/A

*Indicator 11: Child Find
Indicator 12: Early Childhood Transition
Indicator 13: Secondary Transition

2019–2020 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On December 7, 2019, the TEA Review and Support team received 59 surveys during the comprehensive desk review. Respondents to the staff and family survey included parents/guardians, general education teachers, special education teachers, evaluation staff, and administration staff (district and campus). The Review and Support surveys focused on the following review areas:

- Community outreach
- Inclusion of special education staff in grade level curriculum planning and training

Results of the survey indicate the school district primarily reaches out to parents/families by sending home notices, phone calls, and emails and posting information on the district or campus websites. Respondents agreed the methods employed were the best ways to share information. Respondents also reported that the school district has strong policies and procedures, meets timelines, provides individualized support, involves parents/families. In addition, one comment included that teachers are patient with students and pay attention to their needs. Responses to the final question regarding special education teachers being included in general education training and planning were mixed. No comments elaborated on the "no' response, but those that responded "yes" cited PLC meetings and grade level meetings as evidence.

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 Salado ISD:

One areas of strength for Salado ISD is parents/guardians were notified of the ARD meeting (including purpose, time location) at least five (5) school days prior to the meeting.

Another area of strength for Salado ISD is that appropriate required ARD committee members were in attendance ensuring properly constituted ARDs.

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 Salado ISD:

- Consider developing comprehensive, thorough Intensive Programs of Instruction (IPI) for students who did not perform satisfactorily on statewide assessments and developing a system that identifies an individual that oversees implementation of the IPI with defined

roles/responsibilities.
- Consider conducting increasing timeline of internal monitoring process.
- Consider reviewing guidance and/or providing training on PLAAFP development

Technical Assistance

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

Topic	Resource
a) Intensive Program of Instruction b) Instructional setting and length of day c) Present Levels of Academic Achievement and Functional Performance (PLAFFP)	IEPs: How to Administrators Can Support the Development and Implementation of High-Quality IEPs https://iris.peabody.vanderbilt.edu/module/iep02/ The Legal Framework http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=115 (Intensive Program of Instruction) http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=120&SearchTerm=instructional+setting (Instructional setting and lengths of day) http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=113&SearchTerm=progress (PLAFFP) Present Levels of Academic & Functional Performance (PLAFFP) http://texasprojectfirst.org/node/199

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, Salado ISD 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 Intervention, Stage, and Activity Manager (ISAM).

The LEA must submit the CAP in ISAM within 30 school days from the date of this report and 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 SSP and/or CAP Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	2/7/2020		Universal	90 days
CAP	Not applicable	Not applicable		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](#)