



Cycle 1 Group 3

Dates: October 2020 – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Corpus Christi Montessori School
CDN: 178807

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Corpus Christi Montessori School 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 Corpus Christi Montessori School. On December 18, 2020, the TEA conducted a comprehensive desk review of Corpus Christi Montessori School. The total number of files reviewed for the Corpus Christi Montessori School comprehensive desk review was 10. The review found overall that 3 files out of 10 files were compliant. An overview of the policy review and student file review for Corpus Christi Montessori School 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	10 of 10
IEP Development	5 of 5	10 of 10
IEP Content	3 of 3	7 of 10
IEP Implementation	21 of 21	10 of 10
Properly Constituted ARD	8 of 8	8 of 10
State Assessment	4 of 4	5 of 10
Transition	6 of 6	0 of 0

2020-2021 CHARTER CAMPUS INFORMATION

Corpus Christi Montessori School (178807) has 1 Active Campus and is approved to serve students in 1st to 8th grade. The campus is in Nueces county. The student file review included 6 files from grades PK-5 and 4 files from grades 6-8. The chart below identifies the campus included in the cyclical review.

Campus Name	Campus Number	County	Grade Level(s)
Corpus Christi Montessori School	178807101	Nueces	1 - 8

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.

Corpus Christi Montessori School 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

Minimum size requirements not met. Results not published within this report due to the limitation of the sample size.

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 Corpus Christi Montessori School:

- Full and Individual Evaluation (FIE) timelines were met districtwide.
- Corpus Christi Montessori School demonstrates a commitment to inclusive practices.

Considerations

Based on results of the policy review and student file review, along with data collected from LEA staff

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and family surveys, the Review and Support team identified the following areas that must be addressed for Corpus Christi Montessori School:

- Develop a process to ensure all Annual ARDs are held by the annual anniversary date.
- Ensure all necessary Individualized Education Program (IEP) Committee members are invited, participate, and are documented in the IEP meeting.
- Develop a process for documenting that an Intensive Program of Instruction or Accelerated Program of Instruction was discussed and created for each student that was unsuccessful on the state assessment.

Technical Assistance

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

Topic	Resource
IEP Content	<p>Child Find, Evaluation and ARD Support Network: The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.</p> <p>Admission, Review and Dismissal (ARD) 101. Child Find, Evaluation, and ARD Support Network: This virtual workshop reviews the requirements of an admission, review and dismissal (ARD) committee meeting, including membership, participation, and components.</p>
Properly Constituted ARDS	<p>Texas Education Agency: English Learner Support: The English Learner Support Division provides direction and leadership on the implementation of state and federal guidance regarding program services for English learners (ELs).</p> <p>The Legal Framework: A statewide leadership project partnering the Texas Education Agency and Region 18 Education Service Center. The project which includes contacts from each educational service center is a compilation of state and federal requirements for special education organized by topic in a user-friendly format. This site includes frameworks, publications, and resources helpful in the special education process. There is a glossary of terms and acronyms, links to laws, rules and guidance, and a search feature.</p>
State Assessment	<p>Student Success Initiative Educator Guide. The Texas Education Agency – STAAR resources For LEAs.</p>

[Technical Assistance - IEP Development](#). The Texas Education Agency – Specific guidance for the district and state assessment decisions starts on p. 25.

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[The Legal Framework](#): A statewide leadership project partnering the Texas Education Agency and Region 18 Education Service Center. The project which includes contacts from each educational service center is a compilation of state and federal requirements for special education organized by topic in a user-friendly format.

This site includes frameworks, publications, and resources helpful in the special education process. There is a glossary of terms and acronyms, links to laws, rules and guidance, and a search feature.

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, Corpus Christi Montessori School 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.

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		Universal	Not applicable
CAP	3/22/2021	1/28/2022		30 days

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

Properly Constituted ARD

STUDENT FILE REVIEW

PCA10		TAC §89.105(c) (1)(J)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <ul style="list-style-type: none">The educational agency has 60 school days from the date of this summary report to convene ARD committee meetings and consider whether the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. <p>Systemic—Yes</p> <ul style="list-style-type: none">Review and revise policies and procedures, including operating guidelines and practices addressing this issue.Provide training on	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
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				<p>these procedures to the appropriate staff.</p> <ul style="list-style-type: none"> • Develop processes that allow for self-monitoring this area of noncompliance. 	
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IEP Content

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC1	34 CFR §300.324(b)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <ul style="list-style-type: none"> • The educational agency has 60 school days from the date of this summary report to convene ARD committee meetings and consider whether the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				Systemic—Yes <ul style="list-style-type: none"> Review and revise policies and procedures, including operating guidelines and practices addressing this issue. Provide training on these procedures to the appropriate staff. Develop processes that allow for self-monitoring this area of noncompliance. 	

State Assessment

STUDENT FILE REVIEW

SA4		TEC §28.0213	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Individual—Yes <ul style="list-style-type: none"> The educational agency has 60 school days from the date of this summary report to convene ARD committee meetings and consider whether the student’s free, appropriate public education (FAPE) had been 	<input checked="" type="checkbox"/> Yes
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				<p>impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <ul style="list-style-type: none">• Review and revise policies and procedures, including operating guidelines and practices addressing this issue.• Provide training on these procedures to the appropriate staff.• Develop processes that allow for self-monitoring this area of noncompliance.	
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