TEXAS EDUCATION AGENCY
2020-2021 CYCLICAL MONITORING REPORT
EL PASO ACADEMY

CDN: 071804

Non-Compliance Identified	Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to El Paso Academy 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 El Paso Academy. On December 18, 2020, the TEA conducted a comprehensive desk review of El Paso Academy. The total number of files

reviewed for the El Paso Academy comprehensive desk review was 16. The review found overall that 1 file out of 16 files were compliant. An overview of the policy review and student file review for El Paso Academy 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	16 of 16
IEP Development	5 of 5	16 of 16
IEP Content	3 of 3	12 of 16
IEP Implementation	21 of 21	16 of 16
Properly Constituted ARD	8 of 8	16 of 16
State Assessment	4 of 4	12 of 16
Transition	6 of 6	1 of 16

2020-2021 CHARTER CAMPUS INFORMATION

El Paso Academy⸱ 071-804 has one active campus and is approved to serve students in four grades. The campus is located in the following county: El Paso. The student file review included N/A from PK-5 grade, N/A from grades 6-8 and 16 from grades 9-12. The chart below identifies the campuses which were included in the cyclical review. ⸱

Campus Name	Campus Number	County	Grade Level(s)
El Paso Academy	071-804	El Paso	9-12

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
2020	DL 2—Needs Assistance	COMPLIANT	N/A

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

2020-2021 COVID-19 IMPACT NARRATIVE

In the 2020-2021 academic year, Local Education Agencies (LEAs) were provided an opportunity to complete a COVID-19 impact narrative form documenting the practices incorporated to support Child Find and FAPE for students being served by special education programs during the COVID-19 pandemic.

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

Staff and Family Surveys

On December 18, 2020, the TEA Review and Support team received 13 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas: The parent 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 and phone calls.

One participant responded and strongly agreed they have a clear understanding of special education services.

The majority of participants felt training in using accommodations and modification was extremely effective followed by differentiated instruction and English language proficiency standards (ELPS) to help meet the needs of students with disabilities.

Sixty-six percent of participants agreed or somewhat agreed there were frequent opportunities to collaborate with related service providers and 34% felt there was not frequent opportunities to collaborate with service providers.

All participants agree with the importance of including students' interests/life goals in the transition process with 50% of participants strongly agreeing.

One person indicated they chose In-Person learning model and indicated that the student interacted with teachers consistently. Five respondents reported that remote learning for students receiving special education was somewhat effective, and five reported it as ineffective.

COVID

Fifty percent 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 indicated that teachers provided 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.
- Teachers provided individualized support.

Participants indicated that during current COVID school closure/remote learning they needed professional development in the social and emotional learning impact on students, how to provide connectedness with students, and how to engage students and assess levels of engagement.

Participants indicated that during COVID school closure/remote learning 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 that 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 El Paso Academy:

- Some files included an extensive list of transition resources which help direct students and families to options and services after high school.
- Annual goals related to student interests and life goals to prepare students for postsecondary transition were included in IEPs.

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 El Paso Academy:

- Review processes to ensure inclusion of post-secondary goals to be achieved after high school in the transition supplement.
- Develop a process to ensure and document the development of intensive programs of instruction (IPIs) for students who do not meet standard on the state assessment(s).
- Review, revise, or develop processes to ensure meeting timelines for annual ARD meetings.
- Review, revise, or develop a process to implement the use of interest inventories or assessments when developing the students' transition plans.
- Attendance is mentioned as a concern in many IEPs. Consider providing or implementing a program of supports (incentives, mentors, etc.) to encourage consistent attendance to facilitate maximum benefit of services.

TECHNICAL ASSISTANCE

As a result of monitoring, the TEA has identified the following technical assistance resources to

support El Paso Academy engaging in **intensive** support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
Intensive Program of Instruction (IPI)	https://tea.texas.gov/sites/default/files/FinalAccessibleIEPDevelopment-July%202020_website_locked.pdf. The Texas Education Agency – Specific guidance for the district and state assessment decisions starts on p. 25. IPI on p. 27
Transition Planning	https://www.texastransition.org/page/transition.home. The Student-Centered Transitions Network builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness. https://www.texastransition.org/ is the TEA Student-Centered Transitions Network (SCTN) website for everything transition in Texas. Click this link to sign up for their newsletter to receive monthly updates about resources and information on transition topics.
IEP Content and Development	https://tea.texas.gov/sites/default/files/FinalAccessibleIEPDevelopment-July%202020_website_locked.pdf 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. https://esc4.zoom.us/rec/play/f16Y75rlThbqEmImZ3keIinBXxAoOWfYPY0-ifuRje6kf8h8QRUedpVL4NMUdHoEg1edJPDEpVRkYJlQ.qBsyNZ7r9DKyNRAa?continueMode=true 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.
Collaborating and developing services for students with disabilities.	http://www.spedtex.org/ The School, Family, and Community Engagement Network: The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members in supporting positive outcomes for students with disabilities. https://tea.texas.gov/media/document/281786 A guide for engaging highly mobile and at-risk students.

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, El Paso Academy will receive formal notification of noncompliance in addition to this report.***

The TEA Department 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		Targeted	90 days
CAP	3/15/2021	1/29/2022		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

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)		Yes	Individual—Not Applicable Systemic—Yes Review and revise 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. Provide evidence of systemic compliance of the noncompliance issue.	Yes

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	Yes	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—Yes Review and revise 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. Provide evidence of systemic compliance of the noncompliance issue.	Yes

Transition

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR10	34 CFR §300.320(b)	TAC 89.1055(l) (1)	Yes	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—Yes Review and revise 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. Provide evidence of systemic compliance of the noncompliance issue.	Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR11	34 CFR 300.320(b)	TAC 89.1055(l) (1)	Yes	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—Yes Review and revise 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. Provide evidence of systemic compliance of the noncompliance issue.	Yes