

Action Not Required

December 7, 2021

Mr. Victor Omar Yanar, Superintendent  
El Paso Leadership Academy 071810  
1918 Texas Ave  
El Paso, TX 79901  
oyanar@epla.org

Subject: Cycle 2 Review Status Clarification and Update

Dear Mr. Victor Omar Yanar,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 2 review and any findings identified as a result of data collected and reviewed during monitoring activities in accordance with the Individuals with Disabilities Education Act (IDEA).

#### **Status of Compliance**

After an internal document review, TEA has determined that **El Paso Leadership Academy** received a 2020-2021 Cyclical Monitoring Report that may have contained confusing information regarding compliance standing and requirements for further action. The attached updated report corrects language on page 1, and if applicable in the Appendix.

Specifically, although individual instance(s) not meeting regulatory and/or statutory requirements during the review of LEA provided data were found, the LEA timely corrected those instance(s) prior to any letter of finding from the State being issued. Therefore, no further actions resulting from the LEA's cyclical review are required.

Should you have any questions regarding the cyclical review process and/or questions related to the updated report information, please contact the Office of Special Populations and Monitoring at (512) 463-9414.

Sincerely,

Jennifer Alexander  
Interim Deputy Commissioner  
Office of Special Populations and Monitoring  
Texas Education Agency

cc: LEA Special Education Director  
Executive Director, Region 19 Education Service Center  
Special Education Contact, Region 19 Education Service Center

Enclosure



Cycle 2 Group 1

Dates: October- December 2020

## TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: El Paso Leadership Academy

CDN: 071810

Status: **Complete – See attached letter and updated Appendix**

### INTRODUCTION

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

was 10. The review found overall that 9 files out of 10 files were compliant. An overview of the policy review and student file review for El Paso Leadership 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:

<b>Compliance Area</b>	<b>Policy Review (# compliant of # reviewed)</b>	<b>Student File Review (# compliant of # reviewed)</b>
Child Find/Evaluation/FAPE	19 of 19	10 of 10
IEP Development	5 of 5	10 of 10
IEP Content	3 of 3	10 of 10
IEP Implementation	21 of 21	10 of 10
Properly Constituted ARD	8 of 8	10 of 10
State Assessment	4 of 4	10 of 10
Transition	6 of 6	3 of 4

## 2020-2021 CHARTER CAMPUS INFORMATION

El Paso Leadership Academy. 071810 has 1 Active Campus and is approved to serve students in 6-8 grade. Campuses are located in the following county: El Paso County. The student file review included 0 from PK-5 grade, 10 from grades 6-8 and 0 from grades 9-12. The chart below identifies the campuses which were included in the cyclical review. .

<b>Campus Name</b>	<b>Campus Number</b>	<b>County</b>	<b>Grade Level(s)</b>
El Paso Leadership Academy	071810	El Paso	6-8

## 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) Performance 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

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 12 Surveys. The Review and Support surveys focused on the following review areas:

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

The majority of participants felt training to help meet the needs of students with disabilities was effective or somewhat effective.

Seventy-eight percent of participants felt there were frequent opportunities to collaborate with related service providers and twenty-two percent felt there was not frequent opportunities to collaborate with service providers.

All participants agree with the importance of including student’s interests/life goals in the transition process with almost 68 percent of participants strongly agreeing.

### COVID

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

Participants indicated that during current COVID school closure/remote learning they needed professional development in all areas, specifically in how to address the social and emotional impact on students, how to teach virtually, and how to assess and engage students during virtual learning.

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 shared devices per family, drive through packet pickup, virtual instruction, 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 Leadership Academy:

- Present Levels of Academic and Functional Performance were written in a way that highlighted progress in all circumstances. Statements utilized the term "scholar" when referring to students, which acknowledges the academic efforts of all learners. This positive approach creates an optimistic ARD planning process with parents/families/caregivers and reflects an encouraging learning environment.
- Annual Goals were written in a specific and measurable manner. Goals were written in a way that were understandable and straightforward, lending them to be implemented by a variety of teachers and service providers and resulting in positive student outcomes.

## 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 Leadership Academy:

- Consider conducting staff training in the area of IEP development, building on their current goal writing strengths and encouraging specification within the goal which subject area is being addressed. When goals are individualized to subject areas and environments, they can be tailored to meet the specific need of students and what improvements are needed in that academic area.
- Consider conducting campus wide transition training to solidify understanding of best practices in transition planning and adherence to transition timelines. When staff fully understands what is expected based on state and federal guidelines, they are invested in maintaining compliance and improving students' post-secondary outcomes.

## TECHNICAL ASSISTANCE

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

Topic	Resource
Transition Support	<a href="https://www.texastransition.org">https://www.texastransition.org</a> 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.
Goal Writing	<a href="https://intensiveintervention.org/audience/state-local-leaders">https://intensiveintervention.org/audience/state-local-leaders</a> The National Center on Intensive Intervention – The linked page is intended to help state and local leaders, including school, district, and state administrators and staff responsible for leading multi-tiered systems of support (MTSS) and special education initiatives, find tools and resources to support data-based individualization (DBI) implementation.

### 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 Leadership 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		Universal	Not applicable
CAP	N/A	N/A		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](#)

## APPENDIX

### Transition

#### Student File Review

##### Updated clarification 12/2021

*LEA corrected the individual student folders prior to any issuance of findings by the State. No additional corrective actions are required.*

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR1	34 CFR §300.320(b)	TAC 89.1055(j); TEC §29.0111	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required