



Cycle 1 Group 2

Dates: January 2020 – March 2020

## Texas Education Agency 2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Harleton ISD

CDN: 102905

LEA Compliant

Non-Compliance Identified

Corrective Actions: Completed

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Harleton 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 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.

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 30, 2019 , the TEA conducted a policy review of Harleton ISD. On March 16, 2020, the TEA conducted a comprehensive desk review of Harleton ISD. The total number of files reviewed for the Harleton ISD comprehensive desk review was 28 The review found overall that 21 files out of 28 files were compliant. An overview of the policy review and student file review for Harleton 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/FAPE	11 of 11	28 of 28
IEP Development	6 of 6	27 of 28
IEP Content	3 of 3	28 of 28
IEP Implementation	8 of 8	28 of 28
Properly Constituted ARD	7 of 7	28 of 28
State Assessment	5 of 5	21 of 28
Transition	4 of 4	7 of 7

## 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 0—Meets Requirements	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 March 16, 2020, the TEA Review and Support team received 16 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:

- Communication with parents through notices and phone calls
- Meeting timelines and providing individualized supports
- Inclusion of special education teachers in trainings on curriculum

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 Harleton ISD:

- Strategies for communicating with district stakeholders regarding special education include notices sent home, phone call, and emails. These strategies were also identified as the top three most effective ways for the district to communicate this information to special education stakeholders.
- Survey responses indicate meeting timelines and providing individualized student supports are viewed as areas of strength for the district
- During the file review, IEPs for transition-age students with disabilities, age 16 and older, contained postsecondary goals related to transition
- During the file review, IEP PLAAFP statements included a description of how the student’s disability affects their learning

## 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 Harleton ISD:

- For students with disabilities who are unsuccessful in one or more areas of the state assessment, ensure the student’s Admission, Review, and Dismissal (ARD) committee develops an Intensive Program of Instruction for each area where the student was unsuccessful on the state assessment.

- 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 Harleton ISD engaging in **universal** support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
Intensive Program of Instruction	<p><a href="#">Intensive Program of Instruction Guidance</a>: Provides guidance on the implementation of IPIs for students with disabilities in special education programs.</p> <p><a href="#">Intensive Program of Instruction Legal Framework</a>: Outlines the statutory requirements regarding IPI development for students.</p>
Family Engagement	<p><a href="#">School, Family, and Community Engagement Network</a>: 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.</p>

## 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, Harleton 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/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 SSP and/or CAP Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	2/7/2020		Universal	Not applicable
CAP	8/3/2020	6/1/2021		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

## 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	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	Individual—Yes  Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.  Systemic—Yes  Submit evidence of policies and procedures, evidence of training, evidence of student specific corrections, evidence of self-monitoring procedures, and evidence of systemic compliance.	<input checked="" type="checkbox"/> Yes