



Cycle 1 Group 1

Dates: October 2019 – December 2019

Texas Education Agency 2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency: Levelland Independent School District

CDN: 110-902

LEA Compliant

Non-Compliance Identified

Corrective Actions: Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to LEVELLAND 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 LEVELLAND ISD. On December 20, 2019, the TEA conducted a comprehensive desk review of LEVELLAND ISD. The total number of files reviewed for the LEVELLAND ISD comprehensive desk review was 38. The review found overall that 38 files out of 38 files were compliant. An overview of the policy review and student file review for LEVELLAND 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	38 of 38
IEP Development	6 of 6	38 of 38
IEP Content	3 of 3	38 of 38
IEP Implementation	8 of 8	35 of 38
Properly Constituted ARD	7 of 7	38 of 38
State Assessment	5 of 5	38 of 38
Transition	4 of 4	9 of 9

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	SD Year 1

*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 Interviews

On December 7, 2019, the TEA Review and Support team conducted 21 interviews during the on-site visit. 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: staff training, academic interventions, use of data analysis by teachers to guide instruction, classroom management strategies, implementation of IEPs in the classroom, and monitoring and evaluating the effectiveness of the special education program.

Families believe they are included in the decision-making process, and teachers recognize that the family member's voices must be incorporated when making decisions for students. Students enjoy attending school, which is a testament to the services that the district is providing. The only concern families have voiced is that communication between ARD committees and families was noted as an area of opportunity for the LEA. Families noted that communication related to the ARD process could be stronger.

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 LEVELLAND ISD:

One strength is that special education teachers in Levelland ISD are highly regarded as caring and passionate by district administrators and families.

Another strength is that families believe they are included in the decision-making process for their students as evidenced by parent participation in ARD meetings.

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 LEVELLAND ISD:

Review district disciplinary procedures to ensure the availability of positive behavioral supports for students with disabilities in the school environment.

Provide opportunities for staff professional development related to the development of Individualized Education Plan (IEP) goals, and objectives as appropriate, that support individualized student needs and facilitate the achievement of appropriate grade-level TEKS.

Review, and revise as necessary, current operating procedures for developing Present Level of

Academic Achievement and Functional Performance (PLAAFP) for students served in special education and provide professional development opportunities for relevant staff in this area.

Review current procedures for providing services to students with disabilities in the Least Restrictive Environment (LRE) and revise as appropriate and provide opportunities for professional development to general and special education staff to ensure consistency of implementation of special education services in the LRE identified for students with disabilities served in special education.

Review state guidance for STAAR Alt2 participation and ensure all students identified for participation in the state alternative assessment meet the established testing criteria.

Technical Assistance

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

Topic	Resource
A. Behavior	a. Behavior: Restorative Discipline Practices in Texas , National Educators for Restorative Practices and/or PBIS Center
B. IEP Development-Goal Writing	b. Goals: Writing Goals and Objectives and/or Using a Planning Matrix and/or Planning Matrix PDF
C. IEP Development-PLAAFP	c. PLAAFPs: Texas Project First and/or Texas Project First PDFGuide to Universal Supports
D. Inclusion Services and Practices	d. Inclusion: Consult with Network 3: Inclusive Services and Practices for Improved Student Outcomes
E. Life Skills Students and STAAR Alt2	e. Significant Cognitive Disabilities: The TIES Center https://ici.umn.edu/projects/203 STAAR Alt2 Companion Document: https://tea.texas.gov/Student_Testing_and_Accountability/Testing/STAAR_Alternate
F. Special Education Universal Supports	f. Guide to Universal Supports

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, LEVELLAND 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		Targeted	60 days
CAP	3/30/2020	2/14/2021	Targeted	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 Implementation

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
Onsite	34 CFR §300.156	TAC §89.1131	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <p>Convene ARD committee meetings for 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.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	<input checked="" type="checkbox"/> Yes
Onsite	34 CFR §300.17		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <p>Convene ARD committee meetings for students whose records indicate noncompliance in this area to consider if</p>	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating procedures and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	