



Cycle 2 Group 1

Dates: October 2020-December 2020

# TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT MEYERPARK ELEMENTARY CHARTER

CDN: 101855

LEA Compliant

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Meyerpark Elementary Charter 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 Meyerpark Elementary Charter School.

On December 18, 2020, the TEA conducted a comprehensive desk review of Meyerpark Elementary Charter School. The total number of files reviewed for the Meyerpark Elementary Charter School comprehensive desk review was 11. The review found overall that 11 files out of 11 files were compliant. An overview of the policy review and student file review for Meyerpark Elementary Charter School are organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area.

<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	11 of 11
IEP Development	5 of 5	11 of 11
IEP Content	3 of 3	11 of 11
IEP Implementation	21 of 21	11 of 11
Properly Constituted ARD	8 of 8	11 of 11
State Assessment	4 of 4	11 of 11
Transition	Not applicable	Not applicable

## 2020-2021 CHARTER CAMPUS INFORMATION

Meyerpark Elementary Charter School (101855) has 1 Active Campus and is approved to serve students in PK-6 grade. The campus is located in Harris County. The student file review included 11 from 1-6 grade. The chart below identifies the campus which was included in the cyclical review.

<b>Campus Name</b>	<b>Campus Number</b>	<b>County</b>	<b>Grade Level(s)</b>
Meyerpark Elementary	101855101	Harris	PK-6

## ATA 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

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

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 Meyerpark Elementary Charter School:

- All monitored special education policies follow federal and state requirements and are linked to the Legal Framework.
- Deliberations are individualized and written with detail to clarify information.
- The ARD committee addresses state assessment and necessary accommodations for state testing in the IEP.

### 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 Meyerpark Elementary Charter School:

- Consider reviewing current practices and provide training related to developing present levels of academic and functional performance (PLAAFP), measurable goals and objectives.

## TECHNICAL ASSISTANCE

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

Topic	Resource
IEP Development	<a href="#">Child Find, Evaluation, and ARD Support Network</a> <a href="#">NCII-Set High-Quality IEP Goals</a> <a href="#">Texas Project First: Writing Goals and Objectives</a> <a href="#">IEPs: Developing High-Quality Individualized Education Programs</a>

## 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, Meyerpark Elementary Charter 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 Date	Completion Date	Support Level	Communication Level
SSP	Not applicable		Not applicable	Not applicable
CAP	Not applicable	Not applicable		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](#)