



Cycle 1 Group 1

Dates: October 2019 – December 2019

Texas Education Agency 2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Pearsall ISD

CDN: 082903

LEA Compliant ☐

Non-Compliance Identified ☒

Corrective Actions: Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Pearsall 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 30, 2019 , the TEA conducted a policy review of Pearsall ISD. On December 20, 2019, the TEA conducted a comprehensive desk review of Pearsall ISD. The total number of files reviewed for the Pearsall ISD comprehensive desk review was 35. The review found overall that 19 files out of 35 files were compliant. An overview of the policy review and student file review for Pearsall 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 | 25 of 35 |
| IEP Development | 8 of 8 | 31 of 35 |
| IEP Content | 7 of 7 | 35 of 35 |
| IEP Implementation | 3 of 3 | 35 of 35 |
| Properly Constituted ARD | 6 of 6 | 34 of 35 |
| State Assessment | 4 of 4 | 35 of 35 |
| Transition | 5 of 5 | 7 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/Administrative/Family Interviews

On December 7, 2019, the TEA Review and Support team conducted 24 interviews during the on-site visit. Participants included special education teachers, parents/family members, general education teachers, evaluation staff, and administrators (district and campus.) The Review and Support interviews focused on the following review areas:

There were several strengths highlighted in Pearsall ISD, including improvements in student achievement, increased graduation rates, and retention rates among staff members. Both the superintendent and parents/family members mentioned the strength of mainstreaming and having opportunities for all students in activities. Parents and family members also like the personnel, the ratio of staff to students, the close relationships with staff, and the safe environment that the schools create. Transportation was mentioned as a weakness.

Strengths

Pearsall ISD has developed Professional Learning Communities which include general and special education teachers. The district is utilizing several reading and math programs to increase student outcomes. Special programming for students with Autism qualifying for special education is being developed. Training for the instructional staff is ongoing.

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 Pearsall ISD: The LEA should consider additional professional development related to Least Restrictive Environment for campus administration and general education staff. Consideration should be given to continuing professional development related to differentiated instruction and inclusion in the general education classroom.

Technical Assistance

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

| Topic | Resource |
|---|--|
| Special education STAAR 3-8 and EOC passing rates <ul style="list-style-type: none">Regular class <40% | Quick Reference of state and federal laws/rules for campus admin LRE Q&A 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, Pearsall 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 non-compliance 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 | | 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

Child Find/Evaluation

STUDENT FILE REVIEW

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|-------------------|-------------------------------|--|--|---|
| SE3 | 34 CFR 300.304(a) | TAC 89.1011; TEC 29.004(a) | <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) had been impacted and determine if compensatory services are needed. Systemic—Yes Review and revise policies and procedures, including operating guidelines and practices addressing this issue. | <input checked="" type="checkbox"/> Yes |

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|------------------|----------------------|---|--------------------------|
| | | | | <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> | |

IEP Development

STUDENT FILE REVIEW

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------------------|------------------|--|--|---|
| ID3 | 34 CFR § 300.320(a)(2)(i) | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance is this area to consider whether the student's</p> | <input checked="" type="checkbox"/> Yes |

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|------------------|----------------------|---|--------------------------|
| | | | | <p>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 practice.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop practices that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p> | |

Transition

STUDENT FILE REVIEW

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|-------------------|------------------|--|---|---|
| TR14 | 34CFR §300.320(c) | TAC §89.1049(a) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <p>Individual—Yes</p> <p>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) 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 practice.</p> | <input checked="" type="checkbox"/> Yes |

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|------------------|------------------|----------------------|---|--------------------------|
| | | | | <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop practices that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p> | |