



Cycle #1 Group #3

Dates: October – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Petersburg Independent School District
CDN: 095-904

LEA Compliant

Non-Compliance Identified

Corrective Actions: Complete

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Petersburg Independent School District 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 August 27, 2019 , the TEA conducted a policy review of Petersburg Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of Petersburg Independent School District. The total number of files reviewed for the Petersburg Independent School District comprehensive desk review was 16. The review found overall that 6 files out of 16 files were compliant. An overview of the policy review and student file review for Petersburg Independent School District 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	18 of 18	15 of 16
IEP Development	5 of 5	9 of 16
IEP Content	3 of 3	16 of 16
IEP Implementation	20 of 20	16 of 16
Properly Constituted ARD	7 of 7	15 of 16
State Assessment	4 of 4	16 of 16
Transition	6 of 6	3 of 5

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 SUBMISSION

In the 2020-2021 academic year, Local Education Agencies (LEAs) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

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Petersburg Independent School District submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

Yes No

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On August 27, 2019, the TEA Review and Support team received 22 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas: Fifty percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is via email followed by phone calls, notices sent home, and the school website.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus and community centers.

All participants who responded indicated they have a clear understanding of special education services with 33% of participants strongly agreeing.

The most selected areas of special education the participants would like to learn about English learners and supplemental aids, resources, prerequisite skills, assessment for STAAR vs. STAAR Alt 2.

The majority of participants felt Differentiated Instruction and Classroom Management trainings were the most effective to help meet the needs of students with disabilities.

Thirty percent of participants agree there were frequent opportunities to collaborate with related service providers and 30% somewhat disagree.

There were no obstacles concerning student's special education programming and services reported.

Seventy-eight percent of participants agree with the importance of including students' interests/life goals in the transition process with forty-five percent of participants strongly agreeing.

Responses were not received to indicate if participants chose In-Person or remote learning models for the 2020-21 school year. Participants indicated that during remote the students consistently interacted with teachers. They reported that remote learning for students receiving special education was somewhat effective.

COVID

Over 60% 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 teachers provided support to students with moderate to severe disabilities were:

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

Participants indicated that during current COVID school closure/remote learning they needed professional development in how to teach virtually, how to use virtual platforms, and how to engage students and assess levels of engagement.

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that didn't work well for students with disabilities were online submission of assignments and virtual instruction with the child's teacher.

The majority of participants indicated 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 Petersburg Independent School District:

- COVID contingency plan and communication to families was detailed and consistent resulting in collaboration with families resulting in increased family/caregiver engagement in development and intervention of special education programming for their students.
- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal framework to support compliance with state and federal guidelines.

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 Petersburg Independent School District:

- Consider implementing staff training in the area of IEP development, to strengthen goal writing and increase the subjects addressed to encompass all areas of need indicated within the IEP. When goals are individualized to subject areas and environments, they can be tailored

to meet the specific need of students and what to improve 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.
- Consider revision of current procedures for processing referrals to ensure completion of evaluations and determination of eligibility to provide FAPE for students suspected of having a disability.
- Consider incorporating a system and providing training to ensure properly constituted ARDC meeting and inclusion of LPAC representative, when applicable.

Technical Assistance

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

Topic	Resource
IEP Development: Goals and Objectives	<p>Technical Assistance: IEP Development p.12: The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p>
Transition Planning	<p>https://www.texastransition.org/page/transition.home 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.</p> <p>https://www.texastransition.org/ is the TEA Student-Centered Transitions Network (SCTN) website for everything transition in Texas. Click this link to sign up for their newsletter to receive monthly updates about resources and information on transition topics.</p>
Evaluation Timeline Support	<p>Technical Assistance Guidance for Child Find and Evaluations</p> <p>The Child Find and Evaluation Technical Assistance Guidance is intended for use by Texas educators to support the implementation of services for students with or suspected of having disabilities.</p>
Properly Constituted ARDC	<p>https://tea.texas.gov/academics/special-student-populations/english-learner-support. Texas Education Agency: English Learner Support: The English Learner Support Division provides direction and leadership on the</p>

meetings-LPAC	implementation of state and federal guidance regarding program services for English learners (ELs).
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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, Petersburg Independent School District 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:

SSP	N/A		N/A	Not applicable
CAP	3/22/2021	1/29/2022		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 Development

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID2	34 CFR §300.320(a)(1)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p data-bbox="1155 557 1501 589">Individual—Yes</p> <ul data-bbox="1207 638 1501 1019" style="list-style-type: none"> <li data-bbox="1207 638 1501 1019">• Convene ARD committee meetings for those 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 data-bbox="1155 1101 1501 1133">Systemic—Yes</p> <ul data-bbox="1207 1174 1501 1401" style="list-style-type: none"> <li data-bbox="1207 1174 1501 1320">• Review and revise procedures, including operating guidelines and practices addressing this issue. <li data-bbox="1207 1320 1501 1401">• Provide training on these procedures to the appropriate staff. 	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<ul style="list-style-type: none"> • Develop processes that allow for self-monitoring this area of noncompliance. • Provide evidence of systemic compliance of the noncompliance issue. 	
ID3	34 CFR §300.320(a)(2)(i)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Individual—Yes <ul style="list-style-type: none"> • Convene ARD committee meetings for those 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. 	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>Systemic—Yes</p> <ul style="list-style-type: none"> • Review and revise procedures, including operating guidelines and practices addressing this issue. • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance. • Provide evidence of systemic compliance of the noncompliance issue. 	

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID4	34 CFR §300.320(a)(3)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p data-bbox="1159 370 1507 402">Individual—Yes</p> <ul data-bbox="1213 448 1507 1136" style="list-style-type: none"> <li data-bbox="1213 448 1507 1136">• Convene ARD committee meetings for those 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 data-bbox="1159 1221 1507 1253">Systemic—Yes</p> <ul data-bbox="1213 1299 1507 1446" style="list-style-type: none"> <li data-bbox="1213 1299 1507 1446">• Review and revise procedures, including operating 	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>guidelines and practices addressing this issue.</p> <ul style="list-style-type: none"> • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance. • Provide evidence of systemic compliance of the noncompliance issue. 	

Properly Constituted ARD

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA10		19 TAC §89.1050(c)(1)(J)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p data-bbox="1087 402 1297 435">Individual—Yes</p> <p data-bbox="1138 483 1507 857">Convene ARD committee meetings for those 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 data-bbox="1087 945 1285 977">Systemic—Yes</p> <ul data-bbox="1138 1019 1507 1393" style="list-style-type: none"> • Review and revise procedures, including operating guidelines and practices addressing this issue. • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self- 	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>monitoring this area of noncompliance.</p> <ul style="list-style-type: none"> • Provide evidence of systemic compliance of the noncompliance issue. 	

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 data-bbox="1073 396 1425 433">Individual—Yes</p> <ul data-bbox="1129 477 1425 1170" style="list-style-type: none"> • Convene ARD committee meetings for those 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 data-bbox="1073 1214 1425 1252">Systemic—Yes</p> <ul data-bbox="1129 1289 1425 1437" style="list-style-type: none"> • Review and revise procedures, including operating 	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>guidelines and practices addressing this issue.</p> <ul style="list-style-type: none"> • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance. • Provide evidence of systemic compliance of the noncompliance issue. 	

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR13	34 CFR §300.320(b)	19 TAC §89.1055(I)(1)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Individual—Yes <ul style="list-style-type: none"> • Convene ARD committee meetings for those 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. 	<input checked="" type="checkbox"/> Yes
TR12, TR11, TR10	34 CFR §300.320(b)	19 TAC §89.1055(I)(1)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Systemic—Yes <ul style="list-style-type: none"> • Review and revise 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
				<ul style="list-style-type: none"> • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance. • Provide evidence of systemic compliance of the noncompliance issue. 	

Evaluation

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301(c)(1)(ii)	19 TAC §89.1011(c); TEC §29.004	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <ul style="list-style-type: none"> Convene ARD committee meetings for those 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>Systemic—Yes</p> <ul style="list-style-type: none"> Review and revise procedures, including operating 	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>guidelines and practices addressing this issue.</p> <ul style="list-style-type: none"> • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance. • Provide evidence of systemic compliance of the noncompliance issue. 	