



Cycle 1 Group 3

Dates: October - December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: San Perlita Independent School District
CDN: 125-901

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed: NA

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to San Perlita 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 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 30, 2019, the TEA conducted a policy review of San Perlita Independent School District. On December 18, 2020, the TEA conducted a comprehensive desk review of San Perlita Independent School District. The total number of files reviewed for the San Perlita Independent School District comprehensive desk review was 13 files. The review found overall that 13 files out of 13 files were compliant. An overview of the policy review and student file review for San Perlita 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	13 of 13
IEP Development	5 of 5	13 of 13
IEP Content	3 of 3	13 of 13
IEP Implementation	21 of 21	13 of 13
Properly Constituted ARD	8 of 8	13 of 13
State Assessment	4 of 4	13 of 13
Transition	6 of 6	3 of 3

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) 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 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.

San Perlita 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 December 18, 2020, the TEA Review and Support team received 9 surveys during the comprehensive desk review.

The Review and Support surveys focused on the following review areas:

One hundred 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 phone calls, followed by emails, notices sent home, social media and the school website.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at one of the district's zoned campuses.

All participants indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about were the Schools, Family, and Community Engagement network and the Small and Rural School Network.

One out of nine participants indicated the importance of including students interests/life goals in the transition process with the participant somewhat agreeing.

One out of nine participants indicated they chose remote learning model. The participant in remote learning indicated that the students did interact with teachers consistently.

One out of nine participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

One out of nine participants indicated that they agreed that they worked with parent/guardian in addressing severe behavior and work refusal during COVID-19 school closure/remote learning.

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 San Perlita Independent School District:

- Based on survey results, majority of participants felt they receive sufficient communication from their school.
- All monitored special education policies follow federal and state requirements and operating procedures are linked to the Legal Framework.

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 San Perlita Independent School District:

- Consider providing additional training to ensure Present Levels of Academic Achievement and Functional Performance (PLAAPFs) are descriptive and provide detailed information on student needs, areas of strengths, and weaknesses with supportive data.
- Consider reviewing/revising process for gathering stakeholder input via dissemination of surveys or other means to increase participation.

Technical Assistance

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

Topic	Resource
a. Present Levels of Academic Achievement and Functional Performance (PLAAPFs)	a. Technical Assistance: IEP Development p.9 : The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
b. The School, Family, and Community Engagement Network (SPEDTEX)	b. The School, Family, and Community Engagement Network (SPEDTEX) : The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members supporting positive outcomes for students with disabilities. As part of the School, Family, and Community Engagement Network, SPEDTex (the Texas Special Education Information Center) optimizes information and responds with technical assistance in a succinct and useful format that is user friendly, culturally responsive, and accessible

	to all individuals.
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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, San Perlita Independent School District 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:

SSP	NA	NA	NA	NA
CAP	NA	NA	NA	NA

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](#)