



Cycle #2 Group #3

Dates: April-June 2021

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT SIERRA BLANCA INDEPENDENT SCHOOL DISTRICT

CDN: 115902

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Sierra Blanca 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), 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 April 22, 2021, the TEA conducted a policy review of Sierra Blanca ISD. On May 28, 2021, the TEA conducted a comprehensive desk review of Sierra Blanca ISD. The total number of files reviewed for

the Sierra Blanca ISD comprehensive desk review was 13. The review found overall that 13 files out of 13 files were compliant. An overview of the policy review and student file review for Sierra Blanca 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	19 of 19	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	6 of 6

2020–2021 DYSLEXIA COMPLIANCE SUMMARY

For the 2020-2021 school year, the Texas Education Agency (TEA) identified Sierra Blanca Independent School District (ISD) for dyslexia monitoring based on the Differentiated Monitoring and Support Cyclical Schedule. The dyslexia monitoring process focuses on three-core elements: Early Intervention and Identification, Program of Instruction and Parent Notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Sierra Blanca ISD artifacts using the Dyslexia Program Evaluation Rubric which is aligned to Senate Bill 2075 of the 86th Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The 2020-2021 school year results for Sierra Blanca ISD are in the Dyslexia Compliance Summary table below.

Areas of Implementation	Compliance Status
Dyslexia Procedures	Did Not Meet Compliance
Parent Communication	Did Not Meet Compliance
Screening	Did Not Meet Compliance
Reading Instruments	Did Not Meet Compliance
Evaluation and Identification	Did Not Meet Compliance
Instruction	Did Not Meet Compliance
Dysgraphia	Did Not Meet Compliance
Professional Development and Training	Did Not Meet Compliance
Progress Monitoring	Did Not Meet Compliance

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

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

On June 30, 2021, the TEA Review and Support team received 8 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is via notices sent home, followed by phone calls, emails, and the school website.

Participants felt training in classroom management and special education state assessment determination were effective to help meet the needs of students with disabilities.

Fifty percent of respondents agreed or strongly agreed there were frequent opportunities to collaborate with related service providers and fifty percent somewhat agreed.

All participants agree with the importance of including students' interests/life goals in the transition process with 50% of participants strongly agreeing.

All participants reported that remote learning for students receiving special education was somewhat effective or ineffective.

COVID

One hundred percent 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 used to provide support to students with moderate to severe disabilities were:

- Teachers provided supports needed for students to be successful.

- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers gave individualized support.

Participants indicated that during current COVID school closure/remote learning they needed professional development in:

- Utilization of virtual platforms, if applicable
- By what means to determine/assess engagement, when applicable.
- Student choice offerings

Participants indicated that during COVID school closure/remote learning, the supports used by the district that didn't work well for students with disabilities were online submission of assignments, followed by a shared device and virtual instruction with the 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 Sierra Blanca ISD:

- Intensive programs of instruction (IPIs) were developed for all students who did not approach grade level on the STAAR. IPIs are important for assisting students in achieving a standard of annual growth on the basis of their IEP.
- In addition to post-secondary goals, annual goals related to transition were developed for most secondary students. Developing annual transition goals helps to support the student in reaching their post-secondary goals.
- Present Level of Academic Achievement and Functional Performance (PLAAFPs) contain data related to TEKS for math and reading. Providing data clearly substantiates the student's strengths and needs and assists in developing a strong 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 Sierra Blanca ISD:

- Consider developing a process for writing more specific transition goals based upon age-appropriate transition assessments. Specificity allows for individualization and better prepares

the student for their future.

- Consider developing a process to ensure inclusion of the source of the academic data in the PLAAFPs was obtained. In addition to reporting academic data, consider adding functional performance information about the student in the PLAAFP statement. Including nonacademic information, such as social skills, behavior, and communication skills about the student can be just as important when developing goals to help students prepare for life after school.

TECHNICAL ASSISTANCE

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

Topic	Resource
PLAAFP Development and Goal Writing	<p>Technical Assistance: IEP Development.</p> <p>This TEA guidance document covers requirements and best practices in developing Individualized Education Programs for students with disabilities.</p> <p>https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p06/</p> <p>This page from the Iris Center provides guidance on developing high-quality PLAAFP statements which serve as the foundation from which all other components of the IEP are built.</p> <p>https://txr20.escworks.net/catalog/session.aspx?session_id=72163 This course was produced through a collaborative project between the Texas Education Agency and the Statewide Progress in the General Curriculum Network at Education Service Center 20. The course focuses on the portion of the ARD process related to developing a student's PLAAFP, using the PLAAFP to create enrolled grade level measurable annual academic goals, and progress monitoring.</p>
Transition Planning	<p>https://www.texastransition.org/</p> <p>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> <p>https://iris.peabody.vanderbilt.edu/module/tran-scp/cresource/q2/p03/#content</p> <p>This is a resource is part of a longer module from the IRIS Center at Vanderbilt University. It gives information about developing transition goals and includes short case studies with examples of possible transition goals for two students.</p>

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, Sierra Blanca ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Department of Review and Support 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.

2020–2021 DYSLEXIA PROGRAM EVALUATION FINDINGS

As a result of the program evaluation review, the TEA Department of Review and Support: Dyslexia Monitoring has identified the following strengths, considerations, and technical assistance recommendations for Sierra Blanca ISD.

Areas of Consideration

Your current dyslexia program is not in alignment with state and federal mandates. The following resources are recommended for reflection of current dyslexia program to strengthen internal systems and procedures.

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders
Dyslexia: TEA Professional Learning Course	TEALearn Dyslexia Modules

If you have questions about the contents of this dyslexia review summary, please contact Faith Hightower in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-4140 or by email at faith.hightower@tea.texas.gov.

Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with State Board of Education (SBOE) dyslexia guidance and Senate Bill 2075 regarding noncompliance identified through the dyslexia program evaluation, a finding of noncompliance is identified by the citation (i.e., program or process) that is violated.

Dyslexia Performance Plan (DPP)

If noncompliance is identified, the LEA is required to demonstrate correction of all noncompliance in the Dyslexia Performance Plan (DPP). This tool guides LEAs through a continuous improvement process. It addresses areas of growth that will positively impact students with dyslexia or other related disorders. LEAs should complete the DPP no later than 120-days after receiving notification of noncompliance. This document will be provided by TEA or can be accessed in the resources section of the [Review and Support website](#).

LEA ACTIONS

Timeline for Strategic Support Plan (SSP) and/or Corrective Action Plan (CAP) Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	N/A		N/A	N/A
CAP	N/A	N/A		N/A
DPP	September 14, 2021	March 16, 2022		Every 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](#)