



Cycle 1 Group 3

Dates: October – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Springlake-Earth ISD

CDN: 140-907

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed: N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Springlake-Earth 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 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 Springlake-Earth ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Springlake-Earth ISD. The total number of files reviewed for the Springlake-Earth ISD comprehensive desk review was 17. The review found overall that 17 files out of 17 files were compliant. An overview of the policy review and student file review for Springlake-Earth 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	18 of 18	17 of 17
IEP Development	5 of 5	17 of 17
IEP Content	3 of 3	17 of 17
IEP Implementation	20 of 20	17 of 17
Properly Constituted ARD	7 of 7	17 of 17
State Assessment	4 of 4	17 of 17
Transition	6 of 6	4 of 4

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.

Springlake-Earth ISD 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

Minimum size requirements not met. Results not published within this report due to the limitation of the sample size.

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 Springlake-Earth ISD:

- Detailed documentation of Admission Review Dismissal (ARD) member participation and appropriate roles as evidenced by data and deliberations included in Individualized Education Program (IEP).
- Thorough documentation of the referral and evaluation process as evidenced by meeting student evaluation timeline.
- Transfer of Rights signed within required timeframe to ensure collaboration with students and families in post-secondary transition planning.
- All monitored special education policies and practices follow federal and state requirements and 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 Springlake-Earth ISD:

- Consider consistent methods and systems to measure student progress in all areas of instruction to ensure development of IEP goals and objectives based on current student ability and need.
- Consider reviewing procedures for development of Intensive Program of Instruction (IPI) to inform instructional practices for students who do not meet state assessment standards.
- Consider using plain language in teacher input and comments in the IEP that is supported by data, to avoid subjective descriptions of student behaviors to ensure that all stakeholders have a common understanding of student strengths and needs.

Technical Assistance

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

Topic	Resource
<ul style="list-style-type: none">• IEP Development	<ul style="list-style-type: none">• Technical Assistance: IEP Development: The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
<ul style="list-style-type: none">• State Assessments	<ul style="list-style-type: none">• https://nceo.info/ The National Center on Educational Outcomes (NCEO) - NCEO focuses its efforts on the participation and performance of students with disabilities, English learners (ELs), and ELs with disabilities in national, state, and district assessments and other educational reform efforts.• Student Success Initiative Educator Guide. The Texas Education Agency – STAAR resources For LEAs.
<ul style="list-style-type: none">• Intensive Program of Instruction	<ul style="list-style-type: none">• Legal Framework and Accelerated Instruction and Intensive Programs of Instruction: Applicability of the laws requiring accelerated instruction and intensive programs of instruction to students with disabilities who participate in special education programs.

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, Springlake-Earth ISD 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
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(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:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	N/A	N/A	N/A	N/A
CAP	N/A	N/A	N/A	N/A

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](#)