

Action Not Required

December 7, 2021

Mrs. Frances Johnson, Superintendent
Triumph Public High Schools-Rio Grande Valley 108804
P O Box 15644
San Antonio, TX 78212
frances.johnson@triumphpublicschools.org

Subject: Cycle 2 Review Status Clarification and Update

Dear Mrs. Frances Johnson,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 2 review and any findings identified as a result of data collected and reviewed during monitoring activities in accordance with the Individuals with Disabilities Education Act (IDEA).

Status of Compliance

After an internal document review, TEA has determined that **Triumph Public High Schools-Rio Grande Valley** received a 2020-2021 Cyclical Monitoring Report that may have contained confusing information regarding compliance standing and requirements for further action. The attached updated report corrects language on page 1, and if applicable in the Appendix.

Specifically, although individual instance(s) not meeting regulatory and/or statutory requirements during the review of LEA provided data were found, the LEA timely corrected those instance(s) prior to any letter of finding from the State being issued. Therefore, no further actions resulting from the LEA's cyclical review are required.

Should you have any questions regarding the cyclical review process and/or questions related to the updated report information, please contact the Office of Special Populations and Monitoring at (512) 463-9414.

Sincerely,

Jennifer Alexander
Interim Deputy Commissioner
Office of Special Populations and Monitoring
Texas Education Agency

cc: LEA Special Education Director
Executive Director, Region 1 Education Service Center
Special Education Contact, Region 1 Education Service Center

Enclosure



Cycle 2 Group 1

Dates: October - December 2020

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Triumph Public High Schools Rio Grande Valley

CDN: 108804

Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Triumph Public Schools High School-Rio Grande Valley 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 December 18, 2020, the TEA conducted a policy review of Triumph Public Schools High School-Rio Grande Valley. On December 18, 2020, the TEA conducted a comprehensive desk review of Triumph
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Public Schools High School-Rio Grande Valley. The total number of files reviewed for the Triumph Public Schools High School-Rio Grande Valley comprehensive desk review was 17 files. The review found overall that 16 files out of 17 files were compliant. An overview of the policy review and student file review for Triumph Public Schools High School-Rio Grande Valley 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	17 of 17
IEP Development	5 of 5	16 of 17
IEP Content	3 of 3	17 of 17
IEP Implementation	21 of 21	17 of 17
Properly Constituted ARD	8 of 8	17 of 17
State Assessment	4 of 4	17 of 17
Transition	6 of 6	17 of 17

2020-2021 CHARTER CAMPUS INFORMATION

Triumph Public Schools High School-Rio Grande Valley 108804 has 4 of Active Campuses and is approved to serve students in 9th-12th grade. Campuses are located in the following counties: Hidalgo County and Cameron County. The student file review included 17 files from grades 9-12. The chart below identifies the campuses which were included in the cyclical review. ...

Campus Name	Campus Number	County	Grade Level(s)
Triumph Public High Schools Rio Grande Valley-Mercedes	001	Hidalgo	9-12
Triumph Public High Schools Rio Grande Valley-McAllen	002	Hidalgo	9-12
Triumph Public High Schools Rio Grande Valley-San Benito	003	Cameron	9-12
Triumph Public High Schools Rio Grande Valley-Brownsville	004	Cameron	9-12

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

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 December 18, 2020, the TEA Review and Support team received 30 surveys during the comprehensive desk review.

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

The parent/family/caregiver participant 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, the school website, social media, and school marquee.

The parent/family member participant felt they would be most comfortable attending special education information sessions at the school campus and a variety of locations throughout the community.

One participant out of thirty participants indicated they have a clear understanding of special education services.

The majority of participants felt training to help meet the needs of students with disabilities was

effective.

Seventy-three percent of participants felt there were frequent opportunities to collaborate with related service providers and almost fourteen percent felt there was not frequent opportunities to collaborate with service providers.

One out of thirty participants reported the obstacles concerning student's special education programming and services were reported as:

- Scheduled ARD meetings.
- Timely updates on student progress.
- Knowledge of available services and programming.
- Assuring students receive accommodations and/or modifications as outlined in the IEP.

Almost all of participants agree with the importance of including students interests/life goals in the transition process with 52% strongly agreeing.

One participant indicated they chose remote learning. Seventy-seven percent of respondents reported that remote learning for students receiving special education was somewhat effective or effective.

Seventy-one percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures/remote learning, the top three methods of support to students with moderate to severe disabilities include:

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

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

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that did not work well for students with disabilities were shared device per family and drive-through packet pick-up and drop-off.

Most of the participants indicated that they agreed or strongly agreed that school staff 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 Triumph Public Schools High School-Rio Grande Valley:

- Student IEPs contained Intensive Program of Instruction (IPI) as applicable.
- Parent/guardian notified of the ARD meeting at least five school days prior to the meeting.
- Majority of staff who completed the survey agree that there are frequent opportunities for general education and special education teachers to collaborate and plan together.

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 Triumph Public Schools High School-Rio Grande Valley:

- A. Consider providing opportunities for staff professional development related to the development of PLAAFP, as well as, Individualized Education Plan (IEP) goals, and objectives as appropriate, that support individualized student needs and facilitate the achievement of appropriate grade-level TEKS.
- B. Consider the review of procedures for student attendance at ARD meetings and train pertinent staff to increase student participation in communicating and evaluating progress in meeting their transition goals and post-secondary readiness.

TECHNICAL ASSISTANCE

As a result of monitoring, the TEA has identified the following technical assistance resources to support Triumph Public Schools High School-Rio Grande Valley engaging in universal support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
IEP Development	Technical Assistance: Individualized Education Program (IEP) Development
Transition	Student-Centered Transition Network

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, Triumph Public Schools High School-Rio Grande Valley 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 Intervention, Stage, and Activity Manager (ISAM).

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 Date	Completion Date	Support Level	Communication Level
SSP	N/A		N/A	N/A
CAP	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](#)

APPENDIX

IEP Development

Student File Review

Updated clarification 12/2021

LEA corrected the individual student folders prior to any issuance of findings by the State. No additional corrective actions are required.

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID4	34 CFR § 300.320(a)(3)		Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required