



Cycle 2 Group 3

Dates: April 2021- May 2021

# TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT UPLIFT EDUCATION

CDN: 057803

Non-Compliance Identified

Corrective Actions To Be Completed

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Uplift Education 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 April 22, 2021, the TEA conducted a policy review of Uplift Education. On May 28, 2021, the TEA conducted a comprehensive desk review of Uplift Education. The total number of files reviewed for the Uplift Education comprehensive desk review was 24. The review found overall that 7 files out of 24 files were compliant. An overview of the policy review and student file review for Uplift Education 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.

<b>Compliance Area</b>	<b>Policy Review (# compliant of # reviewed)</b>	<b>Student File Review (# compliant of # reviewed)</b>
Child Find/Evaluation/FAPE	19 of 19	23 of 24
IEP Development	5 of 5	23 of 24
IEP Content	3 of 3	22 of 24
IEP Implementation	21 of 21	22 of 24
Properly Constituted ARD	8 of 8	12 of 24
State Assessment	4 of 4	23 of 24
Transition	6 of 6	1 of 9

## 2020–2021 DYSLEXIA COMPLIANCE SUMMARY

The dyslexia monitoring process focuses on three-core elements: early identification and intervention, program of instruction, and parent notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Uplift Education artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86<sup>th</sup> 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 Uplift Education are in the table below.

<b>Areas of Implementation</b>	<b>Compliance Status</b>
Dyslexia Procedures	Met Compliance
Parent Communication	Met Compliance
Screening	Met Compliance
Reading Instruments	Met Compliance
Evaluation and Identification	Met Compliance
Instruction	Met Compliance
Dysgraphia	Met Compliance
Professional Development and Training	Met Compliance
Progress Monitoring	Met Compliance

## 2020-2021 CHARTER CAMPUS INFORMATION

Uplift Education 057803 has 42 of Active Campuses and is approved to serve students in EE- 12 grade. Campuses are located in the following counties: Dallas and Tarrant. The student file review included 13 from grades PK-5, 2 from grades 6-8 and 9 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)
Uplift North Hills Preparatory High	057803002	Dallas	9-12
Uplift Luna Preparatory High	057803005	Dallas	9-12
Uplift Heights Preparatory High	057803006	Dallas	9-12
Uplift Hampton Preparatory High	057803007	Dallas	9-12
Uplift Summit International Preparatory High	057803009	Tarrant	9-12
Uplift Peak Preparatory High	057803010	Dallas	9-12
Uplift Infinity Preparatory High	057803013	Dallas	9-12
Uplift Mighty Preparatory High	057803014	Tarrant	9-12
Uplift Hampton Preparatory Middle	057803044	Dallas	6-8
Uplift Summit International Preparatory Middle	057803047	Tarrant	6-8
Uplift North Hills Preparatory Primary	057803101	Dallas	K-5
Uplift Gradus Preparatory Primary	057803103	Dallas	PK-5
Uplift Heights Preparatory Primary	057803104	Dallas	PK-5
Uplift Pinnacle Preparatory Primary	057803105	Dallas	PK-5
Uplift Triumph Preparatory School	057803106	Dallas	PK-5
Uplift Luna Preparatory Primary	057803107	Dallas	PK-5
Uplift Meridian School	057803108	Tarrant	PK-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) 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) 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 109 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Sixty one percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information about trainings, online trainings, support groups and other available resources concerning special education services is via email followed by notices sent home, phone calls 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.

Twenty two percent of participants strongly agree they have a clear understanding of special education services. Twenty two percent of participants agree they have a clear understanding of special education services. Twenty two percent of participants somewhat agree they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know more about were the School, Family, and Community Engagement network and Child Find, Evaluation and ARD Support networks.

Most participants felt training in using accommodations and modifications was extremely effective or effective to help meet the needs of students with disabilities.

Forty eight percent of participants agree, in varying degrees, that there were frequent opportunities to collaborate with related service providers and forty percent felt there were not frequent opportunities to collaborate with service providers.

The obstacles concerning student's special education programming and services were reported as:

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

A majority participants agree with the importance of including students' interests/life goals in the transition process with 54% of participants strongly agreeing.

The majority of participants indicated they chose the remote learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. Eighteen percent indicated their student did not interact consistently with teachers during remote learning. Fifty five percent reported that remote learning for students receiving special education was either extremely effective, effective or somewhat effective.

## COVID

Forty nine percent of participants felt that during COVID school closures/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 modified work.

Participants indicated that during current COVID school closures/remote learning they needed professional development in how to use virtual platforms and how to teach virtually.

Participants indicated that during COVID school closures/remote learning the top two supports used by the district that did not work well for students with disabilities were a shared device and online submission of assignments.

Most participants indicated they agreed or somewhat agreed that they worked with parents/guardians 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 Uplift Education:

- Development of measurable goals that address areas of needs established in the PLAAFP and how progress will be monitored and reported to the parent.
- 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 areas that must be addressed by Uplift Education:

- Develop processes and provide training related to Transition Planning.
- Develop processes and provide training to ensure all necessary Individualized Education Program (IEP) Committee members are invited, participate, and are documented in the IEP meeting.
- Develop processes and provide training to ensure all Annual ARDs are held by the annual anniversary date.
- Provide training and develop processes for documenting that an Intensive Program of Instruction or Accelerated Program of Instruction was discussed and created for each student that was unsuccessful in any subject on their last STAAR test.

### TECHNICAL ASSISTANCE

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

Topic	Resource
Properly Constituted ARDs	<a href="#">Virtual Meeting Tips</a> : Many ARD committee meetings are transitioning to a virtual setting. The resource was developed in response to state and local educational agencies and parents' requests about holding and participating in virtual individualized education program (IEP) meetings. A section including tips for IEP teams.
Properly Constituted ARDs (CTE)	<a href="#">American Institute for Research (AIR): College and Career Readiness</a> : Readiness for postsecondary education is critical for students' future success and ability to access career opportunities. High school graduation rates have increased, yet evidence suggests that students are not ready for postsecondary education and training required to obtain a job with a living wage. Solutions to this challenge require support for secondary schools to build and implement evidence-based interventions and support and engage cross-sector stakeholders (e.g., education, workforce, industry) to create policy environments that support college and career readiness opportunities for all students.

Properly Constituted ARDs (LPAC)	<a href="#">Supporting English Learners in Texas: Leadership Portal</a> : The linked web portal provides information and resources that are relevant, accessible, and impactful for leaders working with English learners and pursuing professional development.
IEP Content(Annual Timeline)	<a href="#">Child Find, Evaluation and ARD Support Network: The Child Find, Evaluation and ARD Supports Network</a> assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.
Transition	<a href="#">The Student-Centered Transitions Network</a> 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.

## 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, Uplift Education 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 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 Uplift Education.

Areas of strength include parent education program that includes the website page with information and resources.

Your current dyslexia program is in alignment with state and federal mandates. The following resources are recommended for reflection of current dyslexia program to strengthen internal systems and procedures.

The following technical assistance resource(s) are recommended for Uplift Education.

Topic	Resource
TEA Review and Support	<a href="#">Dyslexia Monitoring</a>
TEA Special Education	<a href="#">Dyslexia and Related Disorders</a>
Dyslexia: TEA Professional Learning Course	<a href="#">TEALearn Dyslexia Modules</a>

### Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with Senate Bill 2075 of the 86<sup>th</sup> Legislature, TEC 38.003 (c-1), and 19 TAC 74.28 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 the 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				
CAP	9/14/2021	7/29/2022		30 days
DPP				

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

### Child Find/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)	TAC 89.1011(c); TEC §29.004	Yes	Individual—Yes  The LEA has 60 school days from the date of this summary report to 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  Systemic—Not Applicable	No

## IEP Implementation

### STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IE1	34 CFR §300.322	TAC §89.1050(d)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Not Applicable</p>	No
IE9		TAC §§89.63(b), 1075(e)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Not Applicable</p>	No

## Properly Constituted ARD

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA1	34 CFR §300.321(a)	TAC §89.1050 (c) (1)(A)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p>	Yes

PCA3	34 §CFR 300.321(a)	TAC §89.1050(c)( 1)(B)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance</p>	Yes
------	-----------------------	------------------------------	-----	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

PCA4	34 CFR §300.321(a)	TAC §89.1050(c)(1)(C)  TEC §29.005	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p>	Yes
PCA5		TAC §89.105(c)(3)(A)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Not Applicable</p>	No

PCA7	34 CFR §300.321(a)	TAC §89.1050(c)(1)(D)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Yes Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p>	Yes
PCA8	34 CFR §300.321(a)	TAC §89.105(c)(1)(E)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Yes Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p>	Yes



PCA9		TAC §89.1050 (c) (1)(I)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p>	Yes
PCA10		TAC §89.105 (c)(1)(J)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p>	Yes

PCA20		TEC §29.005 (b-1)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p>	Yes
-------	--	----------------------	-----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

## IEP Content

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC1	34 CFR §300.324(b)		Yes	<p>Individual—Yes The LEA has 60 school days from the date of this summary report to 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>Systemic-Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue. procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance</p>	Yes

## IEP Development

### STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID7		TAC §89.1055(e)	Yes	Individual—Yes  The LEA has 60 school days from the date of this summary report to 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  Systemic—Not Applicable	No

## State Assessment

### STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA4		TEC §28.0213	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Not Applicable</p>	No

## Transition

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR1	34 CFR §300.320(b)	TAC 89.1055(j)  TEC §29.0111	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Not Applicable</p>	No

TR4	34 CFR §300.43		Yes	<p>Individual—Yes</p> <p>The LEA has 60 schooldays from the date o this summary report to convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider ifthe student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on theseprocedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoringthis area of noncompliance.</p>	Yes
TR5		TAC §89.1055(j)(1)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Not Applicable</p>	No

TR6		TAC 89.1055(j)(5)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Not Applicable</p>	No
TR7		TAC §89.1055(j)(9)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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</p> <p>Systemic-Not Applicable</p>	No
TR9		TAC §89.1055(j)(2)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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</p> <p>Systemic-Not Applicable</p>	No

TR10	34 CFR §300.320(b)	TAC 89.1055(l) (1)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date o this summary report to 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>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p>	Yes
TR11	34 CFR 300.320(b)	TAC 89.1055(l) (1)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p>	Yes



TR13	34 CFR	TAC §89.1055(l)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p>	Yes
------	--------	--------------------	-----	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

TR14	34CFR §300.320(c)	TAC §89.1049(a)	Yes	<p>Individual—Yes</p> <p>The LEA has 60 school days from the date of this summary report to 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>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p>	Yes
------	----------------------	--------------------	-----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----