



Cycle #2 Group #1

Dates: October – December 2020

## TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT ZEYPHR INDEPENDENT SCHOOL DISTRICT

CDN: 026906

Non-Compliance Identified

Corrective Actions To Be Completed

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Zephyr 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 December 18, 2020, the TEA conducted a policy review of Zephyr ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Zephyr ISD. The total number of files reviewed for the Zephyr ISD comprehensive desk review was 11. The review found overall that 2 files out of 11

files were compliant. An overview of the policy review and student file review for Zephyr 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:

<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	11 of 11
IEP Development	5 of 5	11 of 11
IEP Content	3 of 3	11 of 11
IEP Implementation	21 of 21	11 of 11
Properly Constituted ARD	8 of 8	11 of 11
State Assessment	4 of 4	4 of 11
Transition	6 of 6	0 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.

<b>Year</b>	<b>Results-Driven Accountability (RDA) Determination Level</b>	<b>SPP Indicators, 11, 12, 13 compliance</b>	<b>Significant Disproportionality</b>
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**

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 Zephyr ISD:

- Progress reports contained data, such as percentage of successful attempts, rather than an “in progress” statement to show where the student currently is in relation to mastering their goals.
- Many Present Level of Academic Achievement and Functional Performance (PLAAFP) statements contained assessment and classroom data which assists in improving IEP development and writing goals and objectives.

## 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 Zephyr ISD:

- To help prepare students for life after high school, consider incorporating a system to develop measurable employment and training or education goals in transition supplements.
- Incorporate a system to create intensive programs of instruction (IPIs) for students who do not meet expectation on STAAR. IPIs focus on skills needed for the student to obtain proficiency in state standards and provide support needed for the student to be successful.
- Consider a process to include data related to TEKS in PLAAFP statements to inform the annual goals and appropriate services and supports needed for the student to meet those goals.
- Develop procedures to document incoming transfer student information to ensure compliance with state and federal regulations.

## TECHNICAL ASSISTANCE

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

Topic	Resource
Intensive Program of Instruction (IPI)	<a href="https://tea.texas.gov/sites/default/files/FinalAccessibleIEPDevelopment-July%202020_website_locked.pdf">https://tea.texas.gov/sites/default/files/FinalAccessibleIEPDevelopment-July%202020_website_locked.pdf</a> The Texas Education Agency – Specific guidance for the district and state assessment decisions starts on p. 25. IPI on p. 27
PLAAFP Development	<a href="https://tea.texas.gov/sites/default/files/FinalAccessibleIEPDevelopment-July%202020_website_locked.pdf">https://tea.texas.gov/sites/default/files/FinalAccessibleIEPDevelopment-July%202020_website_locked.pdf</a> TEA Technical Assistance: IEP

Transition Planning	<p>Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p> <p><a href="https://www.texastransition.org/page/transition.home">https://www.texastransition.org/page/transition.home</a></p> <p>The Student-Centered Transitions Network 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</p> <p><a href="https://www.texastransition.org/">https://www.texastransition.org/</a> is the TEA Student-Centered Transitions Network (SCTN) website for everything transition in Texas. Click this <a href="#">link</a> to sign up for their newsletter to receive monthly updates about resources and information on transition topics.</p>
Collaborating and developing services for children with disabilities.	<p><a href="http://www.spedtex.org/">http://www.spedtex.org/</a> The School, Family, and Community Engagement Network: The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.</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, Zephyr 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 (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	12/18/2020		N/A	Not applicable
CAP	3/15/2021	1/29/2022		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](#)

## APPENDIX

### 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>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 procedures, including operating guidelines and practices addressing this issue. Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance. Provide evidence of systemic compliance of the noncompliance issue.</p>	Yes

## 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—Not Applicable</p> <p>Systemic—Yes</p> <p>Review and revise 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> <p>Provide evidence of systemic compliance of the noncompliance issue.</p>	Yes
TR10	34 CFR §300.320(b)	TAC 89.1055(l) (1)	Yes	<p>Individual—Yes</p> <p>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 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> <p>Provide evidence of systemic compliance of the noncompliance issue.</p>	Yes



Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR11	34 CFR 300.320(b)	TAC 89.1055(l) (1)	Yes	<p>Individual—Yes</p> <p>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 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> <p>Provide evidence of systemic compliance of the noncompliance issue.</p>	Yes