

Participants indicated that during current COVID school closure/remote learning they needed professional development in all areas, specifically in how to address the social and emotional impact on students, how to teach virtually, and how to assess and engage students during virtual learning.

Participants indicated that during COVID school closure/remote learning the top two supports used by the district that didn't work well for students with disabilities were shared devices per family, drive through packet pickup, virtual instruction, and online submission of assignments.

The majority of participants indicated that 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.

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 El Paso Leadership Academy:

- Present Levels of Academic and Functional Performance were written in a way that highlighted progress in all circumstances. Statements utilized the term "scholar" when referring to students, which acknowledges the academic efforts of all learners. This positive approach creates an optimistic ARD planning process with parents/families/caregivers and reflects an encouraging learning environment.
- Annual Goals were written in a specific and measurable manner. Goals were written in a way that were understandable and straightforward, lending them to be implemented by a variety of teachers and service providers and resulting in positive student outcomes.

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 El Paso Leadership Academy:

- Consider conducting staff training in the area of IEP development, building on their current goal writing strengths and encouraging specification within the goal which subject area is being addressed. When goals are individualized to subject areas and environments, they can be tailored to meet the specific need of students and what improvements are needed in that academic area.
- Consider conducting campus wide transition training to solidify understanding of best practices in transition planning and adherence to transition timelines. When staff fully understands what is expected based on state and federal guidelines, they are invested in maintaining compliance and improving students' post-secondary outcomes.

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.

The educational agency has _____ from the date of this summary report to correct all identified findings of noncompliance for individual students, unless noted otherwise in the report.

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

SSP	12/18/2020		Universal	Not applicable
CAP	N/A	N/A		Not applicable

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.

[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](#)

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

TR1	34 CFR §300.320(b)	TAC 89.1055(j); TEC §29.0111	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of fiTc -9 -0 0 12 4 (Tc -9 -6mc
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