

**TEXAS EDUCATION AGENCY
2020-2021 CYCLICAL MONITORING REPORT
GARY INDEPENDENT SCHOOL DISTRICT**

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

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.

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 Gary ISD:

- The length of the instructional day and instructional arrangement are addressed for all students.

- Intensive programs of instruction are present for all students who did not meet standards on state assessments.

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 Gary ISD:

- A Career and Technical Education (CTE) representative must be present if CTE is being discussed during the ARD meeting.

- Postsecondary goals should be measurable and address education, employment, and independent living (if applicable).

TECHNICAL ASSISTANCE

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

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 t

Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with State Board of Education (SBOE) dyslexia guidance and Senate Bill 2075 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 TEA or can be accessed in the resources section of the [Review and Support website](#).

LEA ACTIONS

Timeline for Strategic Support P

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

Properly Constituted ARD

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA9		TAC §89.1050 (c)(1)(I)	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student’s free, appropriate public education (FAPE) has 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 in this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes

Transition

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR10	34 CFR §300.320(b)	TAC 89.1055 (l)(1)	Yes	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed Systemic—Not Applicable	No 0.005 Tc efBui4 T0.005 Tc e