

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

CDN: 014902

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to San Elizario ISD 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 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), flexia program evaluation, 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

the San Elizario ISD Comprehensive desk review as of 2/23. The review found overall that 21 files out of 23 files were compliant. An overview of the policy review and student file review for San Elizario 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:

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

Year	ResultsDrivenAccountability (RDA) DeterminationLevel	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2020	DL 2—Needs Assistance	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 pandemic.

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEW/SURVEY

Staff and Family Surveys

On June 30, 2021, the TEA Review and Support team received 57 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

One hundred percent of participants 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 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.

All participants indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about were the School, Family, and Community Engagement network and Multiple Exceptionalities and Multiple Needs.

The majority of participants felt the most effective training to help meet the needs of students with disabilities were Differentiated Instruction, Positive Behavioral Supports, English Language Proficiency Standards (ELPS), and Reading Instruction.

Almost 69% of participants agreed or somewhat agreed there were frequent opportunities to collaborate with related service providers and fifteen 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:

- Scheduling ARD meetings

and family surveys, the Review and Support team identified the following strengths for San Elizario ISD

- The Present Level of Academic Achievement and Functional Performance (PLAAFP) statements in many IEPs are data-rich which helps inform the development of high quality goals.
- The schedule of services page contains details about how the minutes for speech therapy are divided up during each nine-week grading period.
- Many progress reports explicitly explain the student's current progress toward mastering the goal
- Alternate schedules for remote learning are included in most IEPs which ensure consistency of services

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 San Elizario ISD

- ~~Consideration 1: The IEP team should ensure that the IEP includes a schedule of services that is consistent with the student's needs and the LEA's policies and procedures.~~

Transition Planning

<https://www.texastransition.org/>

Evaluation Timeline

An approved form for the CAP can be accessed on the Review and Support site 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 re-submit. 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

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 and other related disorders. LEAs should complete the DPP no later than 30 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 Plan (SSP) and/or Corrective Action Plan (CAP) Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	N/A		N/A	N/A
CAP	9/14/2021	7/30/2022		30 days

REFERENCES

[Differentiated Monitoring and Support System](#)

[Review and Support General Supervision Monitoring Guide](#)

[State Performance Plan and Annual Performance Report and Requirements](#)

[ResultsDriven Accountability Reports and Data](#)

[ResultsDriven Accountability District Reports](#)

[ResultsDriven Accountability Manual](#)

