

Cycle1 Group3

Dates: OctoberDecember 2020

# TexasEducationAgency 2020-2021CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Nanagraves ISD CDN083901

LEA Compliant Non-Compliance Identified Corrective Actions Complete M./A

#### INTRODUTION

The Texas Education Agency (TEA) would like to extend appreciation to Seagraveth Deforts, attention and time committed to the completion of the review process.

The TEA has developed a monitoring approach that reviews complications while also looking for best practices. In commitment to the approach, the cyclical monitoring report wildprove the results of the LEA compliance reviewelated to the Individuals with Disabilities Education Act (IDEA) and federal and state statutes, a summary of data related esults Driven Accountability (RDA), State Performance Plan (SPP), Signification Distinguish (SD) and dyslexia program evaluation will recommend targeted technical assistance and support for LEAs related to special education, and highlight bestractices of LEAs that demonstrate success.

#### CYCLICAL MONITORING

The TEA conducts cyclical reviews of all **IsEAs** wide 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 dyslexia program regulations

LEAs are required to submit artifastand/or sources of evidence for compliance prodmising practices reviewin the following areas:

- Child FindEvaluation/FAPE
- IEP Development
- IEP Content
- IEP Implementation
- State Assessment
- Properly Constituted ARD Committee
- Transition

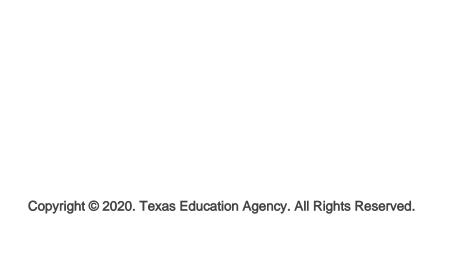
Yes No

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

## Staff and Family Surveys

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On December 18, 2020, the TEA Review and Support teaeiveed 20 Surveys The .251s P(71)e001 Tw.p-] TJ



Transition Goals

Transitions Networkbuilds 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 goalsom 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 edutian 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.

The TEA partment 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  $\Theta$ 92.)

Before the TEA can report that noncompliance has been corrected, it must first verify the LEA:

- Has corrected each individual case of nompliance (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

## Corrective Action Plan (CAP)

The LEA will develop a CAP to address any items identified as noncompliance in this summary r-a (o)10

#### **Individual Correction**

The educational agency has 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 Stategic Support Plan (SSP) nd/or Corrective Action PlanC(AP) Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	N/A	N/A	N/A	N/A
CAP	N/A	N/A	N/A	N/A

For more information about cyclical monitoring and the Differentiated Monitoring and Support process, please visit the Review and Support website

<sup>\*\*</sup>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

ResultsDriven Accountability Manual