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

CDN: 071906
LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Anthony 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 January 22, 2021 , the TEA conducted a policy review of Anthony ISD. On January 22, 2021, the TEA conducted a comprehensive desk review of Anthony ISD. The total number of files reviewed for

the Anthony ISD comprehensive desk review was 20. The review found overall that 20 files out of 20 files were compliant. An overview of the policy review and student file review for Anthony 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	20 of 20
IEP Development	5 of 5	20 of 20
IEP Content	3 of 3	20 of 20
IEP Implementation	21 of 21	20 of 20
Properly Constituted ARD	8 of 8	20 of 20
State Assessment	4 of 4	20 of 20
Transition	6 of 6	5 of 5

2020–2021 DYSLEXIA COMPLIANCE SUMMARY

The dyslexia monitoring process focuses on three-core elements: early identification and intervention, program of instruction, and parent notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Anthony ISD artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86th Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The **2020-2021** school year results for Anthony ISD are in the table below.

Areas of Implementation	Compliance Status
Dyslexia Procedures	Met Compliance
Parent Communication	Met Compliance
Screening	Met Compliance
Reading Instruments	Met Compliance
Evaluation and Identification	Met Compliance
Instruction	Met Compliance
Dysgraphia	Met Compliance
Professional Development and Training	Met Compliance

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.

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

On April 1, 2021, the TEA Review and Support team received 51 Surveys.

The Review and Support surveys focused on the following review areas: Fifty percent of participants felt they receive sufficient communication from their school, while the other fifty percent felt they do not. The best way the school/district provides information about (trainings, online trainings, support groups and other available resources) concerning special education services is via email, notices sent home, and the school website.

Most of the parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus, Education Service Center, district event center, community center, or public library.

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

The most selected areas of special education the participants would like to learn about were the Child find; evaluation; ARD support network; and School, Family, and Community Engagement network.

Most of the participants felt training in using accommodations and modifications, instructional grouping, positive behavioral supports, and differentiated instruction was effective to help meet the needs of students with disabilities.

Most of the participants agree that there were frequent opportunities to collaborate with related service providers.

The only obstacle concerning student's special education programming and services was reported as:

- Assuring students receive accommodations and/or modifications as outlined in the Individualized Education Program (IEP).

All participants strongly agree or agree with the importance of including students' interests/life goals in the transition process.

Most participants indicated they chose remote learning model. Those participants indicated that the students interacted with teachers consistently. They reported that remote learning for students receiving special education was somewhat effective.

COVID

Almost ninety percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures the top three methods teachers used to provide support to students with moderate to severe disabilities were:

- Individualized support
- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers modified work.

Participants indicated that during current COVID school closure/remote learning they needed professional development in all areas with the main three being: Social and emotional learning or counseling, how to engage students and assess levels of engagement, and how to use virtual platforms.

Participants indicated that during COVID school closure/remote learning, strategies used by the district that did not work well for students with disabilities were: Shared device; Online submission of assignments; and Virtual instruction with child's teacher.

Most participants indicated that they agreed or strongly agreed that school staff 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.

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 Anthony ISD:

- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are based on multiple sources of data to guide development of standards-based goals and objectives for students with disabilities.
- Thorough documentation of the referral and evaluation process as evidenced by meeting student evaluation timeline.
- COVID-19 related contingency plans ensured students continued to receive services according to their Individualized Education Program (IEP).

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 Anthony ISD:

- Consider reviewing and revising procedures for development of Intensive Program of Instruction (IPI) to inform instructional practices for students who do not meet state assessment standards.
- Consider implementing a system for including measurable transition goals that are achievable annually, in addition to measurable transition supplement goals related to education and training, employment, and independent living beyond high school, as determined by the Admission Review and Dismissal (ARD).
- Consider implementing a system to ensure documentation of all pertinent sections of the ARD to ensure that all stakeholders have a clear understanding of the student's Individualized Education Program (IEP).

TECHNICAL ASSISTANCE

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

Topic	Resource
Intensive Program of Instruction (IPI)	Legal Framework and Accelerated Instruction and Intensive Programs of Instruction: Applicability of the laws requiring accelerated instruction and intensive programs of instruction to students with disabilities who participate in special education programs.
Transition	https://www.texastransition.org. 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.
Properly Constituted ARD	https://childfindtx.tea.texas.gov/ARD_committee.html. The Child Find, Evaluation and ARD Supports Network: The network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities. The specific link focus is on ARD Committees.

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, Anthony ISD will receive formal notification of noncompliance in addition to this report.*

The TEA Department of Review and Support 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 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 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.

2020–2021 DYSLEXIA PROGRAM EVALUATION FINDINGS

As a result of the program evaluation review, the TEA Department of Review and Support: Dyslexia Monitoring has identified the LEA has met all state and federal requirements pertaining to the implementation of the dyslexia program. Additionally, the TEA has identified the following strengths, considerations, and technical assistance recommendations for Anthony ISD.

Areas of Strength

An area of strength for the LEA includes a comprehensive district-wide procedure manual that includes program procedures for evaluating, identifying, instructing, and screening students with dyslexia.

Areas of Consideration

The LEA's dyslexia program is in alignment with state and federal requirements. The following resources are recommended to support the implementation of the dyslexia program, internal systems, and procedures.

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders
Dyslexia: TEA Professional Learning Course	TEALearn Dyslexia Modules

If you have questions about the contents of this dyslexia review summary, please contact Faith Hightower in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-4140 or by email at faith.hightower@tea.texas.gov.

Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with Senate Bill 2075 of the 86th Legislature, TEC 38.003 (c-1), and 19 TAC 74.28. 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 the 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	N/A
CAP	N/A	N/A	N/A	N/A
DPP	N/A			

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