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

CDN: 161921

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Connally 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, 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 April 22, 2021 , the TEA conducted a policy review of Connally ISD. On May 28, 2021, the TEA conducted a comprehensive desk review of Connally ISD. The total number of files reviewed for the Connally ISD comprehensive desk review was 22. The review found overall that 22 files out of 22 files

were compliant. An overview of the policy review and student file review for Connally 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	22 of 22
IEP Development	5 of 5	22 of 22
IEP Content	3 of 3	22 of 22
IEP Implementation	21 of 21	22 of 22
Properly Constituted ARD	8 of 8	22 of 22
State Assessment	4 of 4	22 of 22
Transition	6 of 6	6 of 6

2020–2021 DYSLEXIA COMPLIANCE SUMMARY

For the 2020-2021 school year, the Texas Education Agency (TEA) identified Connally Independent School District (ISD) for dyslexia monitoring based on the Differentiated Monitoring and Support Cyclical Schedule. The dyslexia monitoring process focuses on three-core elements: Early Intervention and Identification, Program of Instruction and Parent Notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Connally ISD artifacts using the Dyslexia Program Evaluation Rubric 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 Connally ISD are in the Dyslexia Compliance Summary table below.

On May 28, 2021, the TEA concluded a program evaluation of Connally ISD. An overview of the evaluation review for Connally ISD is organized in the chart 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
Progress Monitoring	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 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-19 pandemic.

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

Staff/Family/Administrative surveys and interviews

On June 30, 2021, the TEA Review and Support team received 29 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 Tiered Interventions using Evidenced Based research (TIER)School; Child find evaluation and ARD support network; and Texas Statewide Leadership for Autism Training.

The majority of participants felt trainings in sheltered instruction, special education state assessment determination, using accommodations and modifications, and intensive programs of instruction design and documentation were effective to help meet the needs of students with disabilities. Most respondents felt training in restorative practices was extremely effective in meeting the needs of students with disabilities.

Seventy-eight percent of participants agreed there were frequent opportunities to collaborate with related service providers, with almost 28% strongly agreeing.

The obstacles concerning students' special education programming and services were reported as:

- Timely updates on student progress
- Knowledge of available services and programming

All participants agree with the importance of including students' interests/life goals in the transition process with 85% of participants strongly agreeing.

The majority of participants indicated they chose the in-person learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. They reported that remote learning for students receiving special education was mostly ineffective.

COVID

Almost 58% 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:

- Students received individualized support.
- Teachers provided supports needed for students to be successful.
- Teachers made regular contact with students and parents to meet academic and emotional needs.

Participants indicated that during current COVID school closure/remote learning they mostly needed professional development in how to use virtual platforms, social and emotional learning impact on students, and how to engage students and assess levels of engagement.

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 online submission of assignments and the learning management system (LMS) platform such as Google Classroom.

The majority of participants indicated 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.

The Department of Review and Support conducted a remote onsite visit to Connally ISD that included 20 interviews.

Focus:

- Communication and collaboration
- Implementation of Special Education Services
- Monitoring effectiveness

Connally ISD offers a variety of services for students such as inclusion with support and without, resource, life skills, PASS, and character-building programs. Services are based on assessment data, the student's evaluation, and the needs of the student.

Communication/Collaboration: Parents/families state they are given the opportunity for input in their children's special education program. They receive progress reports and information is sent home. They also know there are staff they can contact at the schools if they have questions or concerns about their child's IEP. They receive information from the school, from teachers, and the district website.

During virtual learning, communication happened via phone calls, email, and Zoom. Principals recorded videos explaining how students and parents were to log in and check lessons. Calls were made and some computer labs were open for those who needed help.

General education teachers receive information about services, accommodations, etc. through email and from the special education teacher directly. Some campuses have a co-teach model and the general education and special education teachers collaborate daily. On other campuses, there are not set times for the general education teacher to collaborate with special education teachers. General education teachers stated they will speak with the special education teacher when needed.

The special education department meets weekly with assessment staff from each campus to discuss concerns and celebrations.

ARD: Parents/families have the opportunity to participate in ARD meetings and are encouraged to ask questions and give input.

Special education teachers send student performance sheets to all teachers. They meet with the teachers to discuss concerns/strengths and review data from work samples, assessments, and STAAR. This information is utilized to create IEP goals.

General education teachers prepare for ARD meetings by reviewing student samples or class work, scores from tests, assignments, iStation, etc. Student performance sheets, provided by the special education teacher, are utilized to support teacher input. The general education teachers also contribute to the development of the IEP by providing information about what accommodations support the student to be successful.

Implementation of Special Education Services: Connally ISD's academic interventions have been successful. Interviewees stated previous state assessments show students receiving special education services may have not passed the tests, but they did improve. Prior to Covid, the district demonstrated growth and success based on state assessment reports. A primary initiative for Connally ISD has been an increase in analyzing state and local assessment data to support data-driven instruction. The district has lesson plan requirements where certain skills must be addressed based on the data from state and local assessments.

Students with disabilities have the opportunity to participate in school sponsored activities. The special education department communicates with families during parent nights and at ARD meetings to provide information regarding the availability of supports and to emphasize the importance of student involvement. Communication about extracurricular activities is also provided via social media such as Twitter and Facebook.

Monitoring Effectiveness and Training Needs: Special education staff monitors student progress with data collection and work samples. Parents/families report students are making progress. Remote learning has been difficult, but students are slowly progressing.

Principals reported that behavior training has been provided to all teachers. Special education teachers have also received training on inclusion and developing goals and accommodations. General education teachers said most training happens before the school year begins.

Teachers indicated training on differentiated instruction is adequate. Special education teachers are included in curriculum training with general education teachers. Case manager meetings are held monthly, and training is often part of those meetings.

Other trainings for special education staff mentioned during interviews were compliance training, IEP general knowledge, TEA monitoring meetings, special designed instruction, state assessment, and engaging students with remote learning. For general education staff, explicit instruction training has been completed.

Online Teaching

The district supported families by sending surveys to find out what supports were needed for virtual learning. Instructional videos were then created based on parent/family feedback.

Google Classroom and Zoom were used for direct-teaching and provided immediate feedback to students. Teachers uploaded their own TEKS-based lessons for students. Progress monitoring continued through iStation IXL, and iReady. Activities were assigned based on data pertaining to the students' levels.

Many of the accommodations in IEPs are available through the programs (text to speech) or by attaching them (math charts, for example) to assignments. After the spring of 2020 when mostly paper packets were used, the district added other computer programs such as Edunuity and No Red Ink.

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 Connally ISD:

- Alternate schedules for remote learning were included in each IEP. The alternate schedules provided consistency for students as well as flexibility during school closures.
- Descriptive and data rich Present Level of Academic Achievement and Functional Performance (PLAAFP) statements. Information from the Full Individual Evaluation (FIE), state and district assessments, and classroom assignments were included in the PLAAFPs. Multiple sources of data allow for stronger PLAAFP statements which are the basis for annual goals and student services and supports.
- Analysis of data is commonplace on campuses and at the district level which leads to revisions in programs or initiatives and resulted in the district proactively implementing the district-wide discipline program, PASS.

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 Connally ISD:

- Consider implementing consistent planning time on all campuses for general education and special education teachers to collaborate. Consistent collaboration between teachers will support student growth and achievement, in addition to ensuring IEPs are implemented as written.
- Consider further developing the process for referring PASS students to special education if they are not progressing in the program at an expected rate to ensure Child Find operating procedures are embedded and implemented with fidelity. When behavior continues to be a concern, a referral to special education may be necessary to ensure the student has a free appropriate public education (FAPE).

TECHNICAL ASSISTANCE

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

Topic	Resource
Disability Awareness PD	https://iris.peabody.vanderbilt.edu/module/da/cresource/#content Perceptions of Disability module from the Iris Center at Vanderbilt University. This module will assist the learner in recognizing common misconceptions about people with disabilities, understand how perceptions impact people with disabilities, and recognize that the language we use conveys attitudes, perceptions, and emotions. https://iris.peabody.vanderbilt.edu/module/div/#content This module offers a broad overview of how diversity (i.e., culture, language, exceptionality, and socioeconomic status) affects learning and how teachers can better meet the needs of all their students in their classes.
Strategies to neutralize implicit bias in discipline decisions.	https://www.pbis.org/resource/a-5-point-intervention-approach-for-enhancing-equity-in-school-discipline A document from pbis.org describing a 5-point multicomponent approach to reduce disproportionality in schools.
Common Planning time and Collaborative Lesson Plans	https://www.inclusionintexas.org/page/inc.Inclusion%20Resources Guidelines for Co-Teaching in Texas. The purpose of this document is to provide non-regulatory guidance to Local Education Agencies (LEAs) regarding setting up and implementing effective co-teaching models for delivery of specially designed instruction to students who are eligible for special education services. The document is organized with the intent that

LEAs can use it in part or in its entirety, and so you may find that some information is included in more than one section.

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, Connally 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 following strengths, considerations, and technical assistance recommendations for Connally ISD.

Areas of strength include extensive training and preparation for the general education teachers as well as their dyslexia specialists.

Areas of Consideration

Your current dyslexia program is in alignment with state and federal mandates. The following resources are recommended for reflection of current dyslexia program to strengthen 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 Edna Morales in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring by phone at 512-463-9260 or by email at Edna.Morales@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 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 Plan (SSP) and/or Corrective Action Plan (CAP) Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	NA		N/A	N/A
CAP	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](#)