



Cycle 2 Group 2

Dates: January-March 2021

TEXAS EDUCATION AGENCY

2020-2021 CYCLICAL MONITORING REPORT LEXINGTON INDEPENDENT SCHOOL DISTRICT

CDN: 144902

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Lexington Independent School District 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 January 22, 2021, the TEA conducted a policy review of Lexington Independent School District. On February 25, 2021, the TEA conducted a comprehensive desk review of Lexington Independent School District. The total number of files reviewed for the Lexington Independent School District comprehensive desk review was 21. The review found overall that 15 files out of 21 files were

compliant. An overview of the policy review and student file review for Lexington Independent School District 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 21 |
| IEP Development | 5 of 5 | 20 of 21 |
| IEP Content | 3 of 3 | 21 of 21 |
| IEP Implementation | 21 of 21 | 16 of 21 |
| Properly Constituted ARD | 8 of 8 | 20 of 21 |
| State Assessment | 4 of 4 | 20 of 21 |
| Transition | 6 of 6 | 21 of 21 |

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 Lexington Independent School District 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 Lexington Independent School District are in the table below.

On March 26, 2021, the TEA concluded a program evaluation of Lexington ISD. An overview of the evaluation review for Luling 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 |

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 10 surveys during the comprehensive desk review.

The Review and Support surveys focused on the following review areas: ..

All participants felt they receive sufficient communication from their school. The best way the school/district provides information about (trainings, online trainings, support groups, and other available resources) concerning special education services is via notices sent home, emails, and school website...

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at school campus...

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

The selected area of special education the participants would like to know about is Texas Statewide Leadership for Autism Training...

The majority of participants felt the training to help meet students' needs with disabilities was effective...

One hundred percent of participants felt there were frequent opportunities to collaborate with related service providers. ..

All participants agree with the importance of including students' interests/life goals in the transition process, with 50% strongly agreeing. ..

The majority of participants indicated they chose the in-person learning model. Most participants also reported that remote learning for students receiving special education was somewhat effective.

COVID

A quarter of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan effectively improved student progress.

During COVID closures, the top three ways indicated that teachers provided support to students with moderate to severe disabilities were:

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

Participants indicated that during COVID school closure/remote learning, they needed professional development to provide information on how to use virtual platforms and how to grade/assess engagement.

Participants indicated that during COVID school closure/remote learning strategies, the district's top two supports that did not work well for students with disabilities were shared device per family and online submission of assignments.

More than 46% of participants indicated that they agree that school staff worked with parents/guardians 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 Lexington Independent School District:

- All full and individual evaluations (FIE) were completed within 45 school days of the date the district received written consent for evaluation.
- All participants indicated they have a clear understanding of special education 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 Lexington Independent School District:

- Consider additional procedures and training to ensure Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are descriptive and provide detailed information on student needs, areas of strengths and weaknesses with supportive data.
- Considering reviewing/revising procedures and additional training to ensure the ARD invitations are disseminated with advance notice or at least 5 days prior in addition to documenting evidence of multiple attempts to obtain parent participation.

Technical Assistance

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

| Topic | Resource |
|--|---|
| IEP Implementation: ARD invitations | Planning for the IEP Meeting (ARD in Texas) . IRIS Center: Procedural requirements and guidelines are provided for school administrators to support the implementation of high-quality IEPs. |
| IEP Implementation: LRE | IRIS Least Restrictive Environment Information Brief . IRIS Center: The IRIS Center provides an information brief that provides introductory information about the Least Restrictive Environment requirements to provide a free appropriate public education (FAPE) under IDEA: |
| IEP Development: Present Levels of Academic Achievement and Functional Performance (PLAAFPs) | Technical Assistance: IEP Development . TEA Technical Assistance: IEP Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency. Technical Assistance: IEP Development p.27 : The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency. |
| State Assessment: Intensive Program of Instruction | Accelerated Instruction and Intensive Programs of Instruction . |
| Properly Constituted | https://www.spedtex.org/ : The School, Family, and Community Engagement Network (SPEDTEX) – The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members supporting positive outcomes for students with disabilities. As part of the School, Family, and Community Engagement Network, SPEDTex (the Texas Special Education Information Center) optimizes information and responds with technical assistance in a succinct and useful format that is user friendly, culturally responsive, and accessible to all individuals. |

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, Lexington Independent School District 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 Lexington Independent School District.

Areas of Strength

An area of strength for the LEA includes their comprehensive parent education program with clear concise parent friendly language posted on the LEA website.

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 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.MoralesStrittmatter@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 | N/A | | Universal | N/a |
| CAP | 6/14/2021 | 4/30/2022 | | 30 days |
| DPP | NA | | | |

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](#)

APPENDIX

IEP Implementation

Student File Review

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|--------------------|------------------|----------------------|---|--------------------------|
| IE1 | 34 CFR §300.322 | TAC §89.1050(d) | Yes | <p>Individual—Yes</p> <p>Convene ARD Committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and operating procedures addressing this issue.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p> | Yes |
| IE8 | 34 CFR §300.116(b) | | Yes | <p>Individual—Yes</p> <p>Convene ARD Committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p> | No |

Properly Constituted ARD

Student File Review

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|-------|---------------|------------------------|----------------------|--|--------------------------|
| PCA10 | | TAC §89.105 (c) (1)(J) | Yes | <p>Individual—Yes</p> <p>Convene ARD Committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p> | No |

IEP Development

STUDENT FILE REVIEW

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|------------------------|------------------|----------------------|---|--------------------------|
| ID2 | 34 CFR § 300.320(a)(1) | | Yes | <p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p> | No |

State Assessment

Student File Review

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|------------------|----------------------|--|--------------------------|
| SA4 | | TEC §28.0213 | Yes | Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Systemic—Not Applicable | No |