

Action Not Required

December 7, 2021

Dr. Richele B Langley, Superintendent
Marshall ISD 102902
P O Box 43
Marshall, TX 75670
misdtx@marshallisd.com

Subject: Cycle 2 Review Status Clarification and Update

Dear Dr. Richele B Langley,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 2 review and any findings identified as a result of data collected and reviewed during monitoring activities in accordance with the Individuals with Disabilities Education Act (IDEA).

Status of Compliance

After an internal document review, TEA has determined that **Marshall ISD** received a 2020-2021 Cyclical Monitoring Report that may have contained confusing information regarding compliance standing and requirements for further action. The attached updated report corrects language on page 1, and if applicable in the Appendix.

Specifically, although individual instance(s) not meeting regulatory and/or statutory requirements during the review of LEA provided data were found, the LEA timely corrected those instance(s) prior to any letter of finding from the State being issued. Therefore, no further actions resulting from the LEA's cyclical review are required.

Should you have any questions regarding the cyclical review process and/or questions related to the updated report information, please contact the Office of Special Populations and Monitoring at (512) 463-9414.

Sincerely,

Jennifer Alexander
Interim Deputy Commissioner
Office of Special Populations and Monitoring
Texas Education Agency

cc: LEA Special Education Director
Executive Director, Region 7 Education Service Center
Special Education Contact, Region 7 Education Service Center

Enclosure



Cycle 2 Group 2

Dates: January 2021-March 2021

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Marshall ISD

CDN: 102902

Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Marshall 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 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 Marshall Independent School District. On February 25, 2021, the TEA conducted a comprehensive desk review of Marshall Independent School District. The total number of files reviewed for the Marshall Independent School District comprehensive desk review was 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 Marshall 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 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 of 6	8 of 8

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 Marshall 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 Marshall Independent School District 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

2020-2021 RESIDENTIAL FACILITY INFORMATION

Marshall Independent School District 102-902 has 4 Residential Facilities (RFs) according to RF Tracker 2020 collection. The chart below identifies the RFs which were included in the cyclical review. .

RF Name	RF Number	Grade Level(s)
East Texas Open Door	260107	6-8 9-12

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 4—Needs Substantial Intervention	COMPLIANT	SD Year 3

*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 April 1, 2021, the TEA Review and Support team received 174 surveys and 21 interviews.

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

The best way the school/district provides information about (trainings, online training, support groups, and other available resources) concerning special education services is emails, notices sent home, and phone calls according to participants' responses.

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 clearly understood special education services, but almost 10% responded that it is only somewhat clear.

The most selected areas of special education the participants would like to know about were the following networks:

- School, Family, and Community Engagement Network
- Inclusion in Texas Network
- Texas Sensory Support Network
- Small and Rural Schools Network
- Student-Centered Transition Network
- Multiple Exceptionalities and Multiple Needs

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

40% percent of participants felt there were frequent opportunities to collaborate with related service providers. However, almost 60% percent indicated that frequency is not recurring enough.

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

- Assuring students receive accommodations and/or modifications as outlined in the IEP.
- Scheduling ARD meetings
- Timely updates on student progress
- Knowledge of available services and programs
- Receiving ARD paperwork

83% of participants agree with the importance of including students' interests/life goals in the transition process, with almost 40% 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.

52% 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 student work.

Participants indicated that during COVID school closure/remote learning, they needed professional development to teach virtually and use the virtual platforms.

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

More than 50% of participants indicated that they agree or strongly 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.

The Review and Support interviews focused on the following review areas:

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

Marshall ISD offers a variety of services for students ages 3 to 21. Many of the interview participants highlighted instructional coaches, interventionists, Transition specialists, Co-teach, Inclusion, Resource, Life Skills, Behavior Class/Unit, Dyslexia class, 18+ program, Tutorials, and Related services includes Sped Counselors.

Communication/Collaboration

All staff described collaborations to meet students' needs. Descriptions include planning with co-teachers, attending Profession Learning Community (PLC) meetings to focus on academics and behavior, building a community of support for students. Additionally, common planning times and co-teaching model facilitate more consistent and ongoing collaboration. Administrators and teachers indicated that they reciprocally support each other and their students.

Communication with families is also consistently referenced in the interview transcripts. Parents positively expressed their ability to plan goals, share concerns, and be trained by teachers. All parents reported student growth and consistent support. The frequency of progress monitoring reports was also highlighted to collaborate and inform families about student goals.

Implementation

Marshall ISD described procedural supports to support state and federal IEP compliance. Accommodations are systematized, referenced, and tracked in a notebook. Consistent Staff meetings and Evaluation Team meetings discuss students, procedures, and considerations for revamping needs. Modifications are planned based on students' needs identified in Individual Education Plans (IEPs). However, there was some concern that accommodations and modifications have required ongoing support and amendments to support students in a virtual learning platform.

Monitoring effectiveness

Evidence of progress monitoring for student growth was noted in multiple interviews. Evidence included reference to reflective practice models, analyzing student work by TEK, data rooms, portfolios, coded with subgroups, digital data walks, and PLCs. All administrators are expected to do 20 walkthroughs a week, TEKS deep dives, to ensure all students learn. Daily data tracking, advanced lesson planning, benchmark testing, observations, teacher consultations, and student work samples also provide monitoring effectiveness. Teachers also described their comfort level with differentiated instruction in positive terms.

Professional Development

Much of the professional development was described as taking place throughout the year during the PLC meetings. Instructional coaches predominately provide the training and follow up with staff as necessary. Probing questions revealed that staff training needs to move beyond compliance to best practices for instructing students based on their unique needs. However, participants also talked about various instructional methods and training on technology platforms that occur during PLCs. Staff also have opportunities to attend in-service training and on-demand training.

COVID-19

During COVID and remote learning, data collection sheets were utilized to maintain a consistent

routine with minimal distractions during online learning. The online platform provided research-based, multi-linguistic instruction and related supports. Video instruction and guides were posted on our website for those who could not attend scheduled in-person training for students and families. Additional support during remote learning included technology helpdesk, calls to family and caregivers, and a guided step by step on how to access support.

Parents and Teachers consistently reported support was provided in multiple ways. Teachers were noted as flexible and gracious with their time, and respondent statements indicate the interview participants believe all students are growing.

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 Marshall Independent School District:

- IEP annual goals are measurable and include objectives.
- Transition plans developed appropriate post-secondary goals, including Independent Living Skills for all students.
- The ARD committee considered and documented the student's strengths, preferences, and interests for secondary transition..
- Teachers utilize compliance sheets to track the use of student-specific accommodations.
- The LEA offers instructional and computer program online training for parents and teachers.
- PLAAFP documentation describes the effect of the student's disability on involvement in the general education curriculum.

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 Marshall Independent School District:

- Review guidance and provide professional development on the documentation of the need for transportation services.
- Review guidance and provide professional development on the requirements for assigning surrogate parents.
- Review procedures for ensuring parent participation (Notification of IEP meeting, parent response, contact log/multiple attempts, and deliberations documentation) to reflect LEA efforts to involve parent.

TECHNICAL ASSISTANCE

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

Topic	Resource
Transportation Services	<p>School Transportation Guidance. Texas Education Agency: General Information regarding funding, allotment, transportation status, and templates can be found here.</p> <p>Transportation as a Related Service. Center for Parent Information and Resources: Within related services guidelines is a working definition and examples of transportation as a related service for students in two situations: if a district provides transportation to and from school for the general student population, then it must provide transportation for a child with a disability; and if a school district does not provide transportation for the general student population, then the issue of transportation for children with disabilities <i>must be decided on a case-by-case basis if the IEP Team has determined that transportation is needed by the child and has included it on his or her IEP</i>. The Center for Parent Information and Resources provides a definition and explanation of each related service under IDEA. Linked is the section specific to transportation.</p>
Surrogate Parents	<p>Surrogate Policy. U.S. Department of Education: OSEP Policy Documents Regarding the Education of Infants, Toddlers, Children, and Youth with Disabilities: Surrogate Parents.</p> <p>Surrogate Parent Decisions Handout. The Center for Parent Information and Resources: Linked is a one-page handout to guide surrogate parent decisions</p> <p>Procedural Safeguards: Surrogates, Notice, and Consent. Office of Special Education Programs: Linked is a topic brief on the changes under Part B of IDEA 2004 related to procedural safeguards.</p>

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, Marshall 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 Marshall Independent School District.

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 as well as 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	12/18/2020		Intensive	30 days
CAP	NA	NA		NA
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

Child Find/Evaluation

Student File Review

Updated clarification 12/2021

LEA corrected the individual student folders prior to any issuance of findings by the State. No additional corrective actions are required.

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301(c)(1)(i)	TAC 89.1011(c); TEC §29.004	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required