



Cycle 2 Group 1

Dates: October 2020-December 2020

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT MERIDIAN WORLD SCHOOL LLC

CDN: 246801

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Meridian World School LLC 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 December 18, 2020, the TEA conducted a policy review of Meridian World School LLC. On December 18, 2020, the TEA conducted a comprehensive desk review of Meridian World School LLC. The total number of files reviewed for the Meridian World School LLC 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 Meridian World School LLC is organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area.

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 CHARTER CAMPUS INFORMATION

Meridian World School LLC (246801) has one Active Campuses and is approved to serve students in Early Education through 12th grade. The campus is located in Williamson County. The student file review included 14 files from K-5 grade, 5 files from grades 6-8 and 3 files from grades 9-11. The chart below identifies the campuses which were included in the cyclical review.

Campus Name	Campus Number	County	Grade Level(s)
Meridian School	246801001	Williamson County	PK-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 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 December 18, 2020, the TEA Review and Support team received 38 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Eighty-eight percent of 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 email followed by notices sent home, and the school website.

Fifty-four percent of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus followed by an online option.

The majority of 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 Multiple Exceptionalities and Multiple Needs, School, Family and Community Engagement network, the Inclusion in Texas network, and the Texas State Leadership for Autism Training.

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

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

- Timely updates on student progress.
- Knowledge of available services and programming.
- Assuring students receive accommodations and/or modifications as outlined in the IEP.

All participants agree with the importance of including students interests/life goals in the transition process with fifty-four percent of participants strongly agreeing.

The majority of participants indicated they chose an In-Person learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. The majority reported that remote learning for students receiving special education was effective or somewhat effective.

COVID

Sixty-two percent of participants felt that during COVID school closures/remote learning, the Emergency Contingency Plan was effective in student progress.

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

- Teachers met with students 1:1 while maintaining social distance.
- Teachers made regular contact with students and parents to meet academic and emotional

- need.
- Teachers provided individualized support.

Participants indicated that current COVID school closures/remote learning they needed professional development in all areas.

Participants indicated that during COVID school closures/remote learning the top two supports used by the district that did not work well for students with disabilities were the LMS platform such as Schoology, Canvas or Google Classroom and virtual instruction with the child's teacher.

The majority of participants indicated they agreed that they 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 Meridian World School LLC:

- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- IEP documentation reflects timely completion of initial evaluations within the 45-day timeline.
- IEP documentation provides evidence of Notice of Procedural Safeguards provided to parent/guardian.
- 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 Meridian World School LLC:

- Review guidance and provide professional development on when progress reports will be shared with the parent.
- Review guidance and provide professional development on Multiple Exceptionalities and Multiple Needs, School, Family and Community Engagement Network, Inclusion in Texas Network and the Texas State Leadership for Autism Training.

TECHNICAL ASSISTANCE

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

Topic	Resource
IEP Development: Progress Reporting	Technical Assistance IEPDevelopment.pdf TEA technical assistance to provide LEAs assistance in the IEP Development.
Multiple Exceptionalities and Multiple Needs	Multiple Exceptionalities & Needs Network A student with multiple exceptionalities and multiple needs is a student served by special education and identified in one or more of the following special populations: gifted and talented (GT), English learner (EL), or highly mobile family situation, including military, migrant, foster, or homeless. The multifaceted needs of these students require planned and purposeful coordination.
School, Family and Community Engagement Network	TEA: School, Family and Community Engagement The School, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.
Inclusion in Texas Network	Inclusion in Texas The Inclusion in Texas Network is working to promote a statewide culture of high expectations for students with disabilities and significantly improve academic and functional outcomes for students served by special education.
Texas State Leadership for Autism Training	Texas Statewide Leadership for Autism Training (TSLAT) Texas Statewide Leadership for Autism Training (TSLAT) increases LEAs' knowledge, understanding, and implementation of evidence-based practices that ensure the academic, functional, and behavioral needs of students with autism are met.

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, Meridian World School LLC will receive formal notification of noncompliance in addition to this report.***

The TEA Division 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 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.

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
CAP	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](#)

**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](#)