



Cycle 1 Group 3

Dates: October-December 2020

## Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Mexia ISD

CDN: 147-903

LEA Compliant

Non-Compliance Identified

Corrective Actions: Complete

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Mexia 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 August 27, 2019, the TEA conducted a policy review of Mexia ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Mexia ISD. The total number of files reviewed for the Mexia ISD comprehensive desk review was 23. The review found overall that 20 files out of 23 files were compliant. An overview of the policy review and student file review for Mexia 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	18 of 18	20 of 23
IEP Development	5 of 5	23 of 23
IEP Content	3 of 3	23 of 23
IEP Implementation	20 of 20	23 of 23
Properly Constituted ARD	7 of 7	23 of 23
State Assessment	4 of 4	23 of 23
Transition	6 of 6	6 of 6

## 2020-2021 RESIDENTIAL FACILITY INFORMATION

Mexia ISD 147-903 has 1 of Residential Facility. The chart below identifies the RF which was included in the cyclical review.

RF Name	RF Number	Grade Level(s)
Mexia State Supported Living Center	260111	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	COMPLIANT	SD Year 1

	Requirements		
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\*Indicator 11: Child Find  
 Indicator 12: Early Childhood Transition  
 Indicator 13: Secondary Transition

## 2020-2021 COVID-19 IMPACT NARRATIVE SUBMISSION

In the 2020-2021 academic year, Local Education Agencies (LEAs) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

Mexia ISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

Yes     No

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

### Staff/Family/Administrative surveys and interviews

On December 18, 2020, the TEA Review and Support team received 51 Surveys and 20 Interviews.

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

#### Interviews

**Description of services** Mexia ISD offers Early Childhood, Life Skills, Resource Support, Inclusion Support, Related services, as well as Autism specialist provides services on all campuses. Students who reside at the Mexia State Supported Living Center are served by Mexia ISD. Most of the students attend the school at the Developmental center. Wide range of electives, behavior settings, self-contained and inclusion model. Services are individualized according to student needs. Least Restrictive Environment is always considered. District level interventionists assists with the RTI process. Continuum of services include self-contained classrooms to resource, and inclusion support.

**Interventions and Strategies** The interventionist provides reading interventions, Tier 2 is in the classroom targeting skills through different assessments, universal screening, and TPRI. Reviewing data to make informed decisions for students is an ongoing process. 6-week RTI meetings are documented in DMAC. Behavior interventions are used based on positive reinforcement, data trackers and following the BIP. Building good relationships between staff and students is essential. All campuses engage in training related to behavior interventions. Mexia ISD makes every effort to help students with challenging behaviors before making discipline referrals.

**Communication/Collaboration** Parents/ families state they receive progress reports and information is sent home regularly. They also indicate they feel comfortable contacting the school if they have

questions or concerns about their child's IEP. Covid-19 impact has allowed more communication with parents. There are areas of growth when it comes to communicating with parents with diverse language needs, but this is an area that has improved and is an area of focus for the LEA. Communication from campus is through newsletters and emails, but before Covid-19 there were parent trainings offered in person. Parents feel involved in their child's education. Staff at Mexia ISD feels supported and feels positively about the small community that is supportive and caring. The Mexia ISD staff came together to support each other and the community during the pandemic. Staff collaborates daily and are informed about the supports the LEA provides for students with disabilities in their classes. All student related paperwork is accessible to the staff that works with the student. While all efforts are made to collaborate, it is noted there is room for growth in looking at the staff schedules to ensure there is flexibility for different staff members to meet and collaborate on a regular basis. Communication between the Mexia State Supported Living Center and the administrator of the development center occurs on a regular basis. Both entities report an improvement in communication in the last two years and are responsive when support is needed.

**Extracurriculars** Mexia ISD is inclusive of all students. Before Covid-19, students had equal opportunity to go on field trips and participate in extracurricular activities. Students with exceptional needs are included and offered the same opportunities as their general education peers.

**Implementation/monitor effectiveness of Special Education programs** Mexia ISD is continuously adding trainings for staff to help improve special education programs. All staff collaborates to meet the students' needs. Interventions are based on diverse data sources and assessment data. Reading interventionist attends all RTI meetings. Teachers are allowed to take ownership for initiatives to improve programs. DMAC program allows for tracking and assessing as well as re-assessing students to ensure continuous progress. Besides inclusion support, all students are offered tutoring and can receive it from any number of teachers as it is offered widely on all campuses.

**ARD** Parents/families have the opportunity to participate and are part of the process. Parents of students at the state supported living center are provided an option to participate via phone when needed. General education and special education teachers prepare for ARD meetings by reviewing data and student progress on previous year's goals. The special education department has a system where all ARD related documents are located and reviewed as a team. The team meets and collaborates to prepare for the ARD.

**Monitoring effectiveness and Online Learning** Mexia ISD continuously monitors students to ensure progress. The programs used such as Edgenuity monitors progress and assignment completion. It is based on student skill level. TPRI scores, IXL scores, and other assessments are taken into account when monitoring progress and developing goals. Parents/families who were interviewed reported students are making progress in their annual goals and they receive IEP progress reports as scheduled. They like the level of support and inclusion opportunities. Parents report that staff cares for their child's well-being. Staff reported that they go above and beyond to ensure their students are learning and supported. To guarantee that an IEP is implemented as designed, staff members consult with each other, with general education co-teacher, review progress reports, and use a student accommodation sheet to ensure all supports are documented. They utilize teacher conferences to plan, develop IEPs and review data as a team to be sure all staff members understand the plan and have the opportunity to discuss and provide input on effectiveness of accommodations. Data

meetings are held every 9 weeks to review IEP progress. Special education staff monitors student progress with data collection, work samples, mastery checks, and reteach as needed.

**Training** Due to Mexia ISD's location and salary scale, staffing is an area of concern. There are many new teachers each year. Mexia ISD makes every effort to make sure the teachers learn the skills they need to become effective educators. Annually during the Inservice days, staff is trained on all campuses. Special education administrative staff facilitate and provide updates at each campus including IEP, and accommodations training. Professional development also includes appropriate resources availability, utilizing inclusion staff, and co-teach methods. Paraprofessionals are included in all trainings to review IEPs and services. Staff also attends trainings at Region 12. Some staff members expressed that they would like to have more training opportunities in the future. New trainings have been provided to meet the needs of in-person and virtual learning.

## Surveys

About 89% 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 notices sent home, emails, and phone calls.

About 67% of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus, followed by about 8% participants in each category selecting public library, Education Service Center, district event center, and community center.

About 57% of participants agreed they have a clear understanding of special education services, about 29% strongly agreed, followed by about 14% that strongly disagreed.

The most selected areas of special education the participants would like to know about were Child Find Evaluations; ARD support network, School, family, and Community engagement network; and Small and Rural Schools Network.

The majority of participants felt training to help meet the needs of students with disabilities was somewhat effective, closely followed by trainings being effective.

About 41% of participants somewhat agree that there were frequent opportunities to collaborate with related service providers, 14% agreed, followed by 18.18% of participants that strongly disagreed.

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

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

68% of participants strongly agree with the importance of including student's interests/life goals in the transition process, followed by 28% of participants who agreed.

About 71% of participants indicated they chose In-Person learning model, followed by about 29% that chose remote. 100% of those participating in remote learning indicated students interacted with teachers consistently. About 38% participants reported that remote learning for students receiving special education was somewhat effective, and about 21% indicated it was ineffective.

## **COVID**

About 59% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress, followed by about 41% indicating it was not effective.

During COVID closures the top three methods 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 in all areas with the top three being: how to teach virtually, how to use virtual platforms, how to grade/assess engagement.

Participants indicated that during COVID school closure/remote learning, the main supports used by the district that did not work well for students with disabilities were the: drive through packet pick up and drop off; online submission of assignments; and LMS platform such as Schoology, Canvas, or Goggle Classroom. Some comments indicate concerns regarding lack of student progress.

About 58% of participants indicated that they agreed, followed by about 15% that strongly agreed, and about 15% somewhat agreed that school staff worked with parent/guardian in addressing severe behavior and work refusal during Covid-19 school closure/remote learning.

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 Mexia ISD:

- Detailed communication logs demonstrate family/student engagement and communication during Covid-19 school closure/virtual learning.
- Covid-19 narrative demonstrates the pandemic impact and efforts by Mexia ISD to continue student services as outlined in student's Individualized Education Program (IEP).

- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are descriptive to provide a complete profile of student strengths/needs and provide basis for development of goals and objectives.
- Intensive Program of Instruction (IPI) focuses on the skills that require specialized instructional support, identified by the most recent state assessment data.

## 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 Mexia ISD:

- Consider incorporating a system to ensure initial evaluation timeline compliance with legal framework.
- 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 training in the area of individualized transition planning and the development of wraparound services for students with significant disabilities who require support from outside agencies.

## Technical Assistance

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

Topic	Resource
<ul style="list-style-type: none"> <li>● Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Evaluations During the 20-21 School Year</a> Child Find, Evaluation and ARD Support Network: This virtual workshop addresses planning the FIE, using multiple methods and sources of data to inform decisions, collection and interpretation of data given issues related to test administration and observations, and factors influencing decision-making.</li> <li>● <a href="#">Special Education Initial Referral Timeline</a> provides an overview of the timeline and legal requirements for a referral for an initial special education evaluation.</li> </ul>
<ul style="list-style-type: none"> <li>● Transition</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.texastransition.org">https://www.texastransition.org</a>. <b>The Student-Centered Transitions Network</b> 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</li> </ul>

	childhoodthroughhigh school graduation and postsecondary readiness.
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## 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, Mexia ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Department 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.

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	Not applicable
CAP	3/22/2021	1/29/2022	N/A	30 days

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

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301(c)(1)(ii)	TAC 89.1011(c); TEC §29.004	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <ul style="list-style-type: none"> <li>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s Free and Appropriate Public Education (FAPE) has been impacted and determine if compensatory services are needed.</li> </ul> <p>Systemic—Yes</p> <ul style="list-style-type: none"> <li>Review and revise</li> </ul>	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>policies and procedures, including operating guidelines and practices addressing this issue.</p> <ul style="list-style-type: none"> <li>● Provide training on these procedures to the appropriate staff.</li> <li>● Develop processes that allow for self-monitoring this area of noncompliance.</li> <li>● Provide evidence of systemic correction of noncompliance has taken place.</li> </ul>	