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

CDN: 008941
LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Sealy 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 December 18, 2020 , the TEA conducted a policy review of Sealy ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Sealy ISD. The total number of files reviewed for the

Sealy ISD comprehensive desk review was 23 The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Sealy 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	6 of 6
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	19 of 19
Transition	6 of 6	6 of 6

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 January 4, 2021, the TEA Review and Support team received 98 surveys and completed 18 interviews.

Eighty three 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 notices sent home followed by email, the school website, and phone calls.

Many 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, but 30% indicated that they only somewhat agree with that statement.

The most selected areas of special education the participants would like to know about were the School, Family and Community Engagement Network.

Most participants felt training in to help meet the needs of students with disabilities was effective or somewhat effective.

Forty five percent of participants felt there were frequent opportunities to collaborate with related service providers.

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

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

More than 90 percent of participants agree with the importance of including students interests/life goals in the transition process with slightly more than 40 percent of participants strongly agreeing.

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

Sixty three percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in supporting 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.
- made regular contact with students and parents was made to meet academic and emotional needs.
- modified work and provided individualized support.

Participants indicated that during COVID school closure/remote learning they needed professional development is needed, specifically training on how to use virtual platforms for instruction.

Participants indicated that during COVID school closure/remote learning strategies shared devices per family and online submission of assignments were strategies used by their school that were not effective for students with disabilities.

The majority of participants indicated that they agreed or strongly agreed that their school worked with parents/guardians in addressing severe behavior and work refusal.

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

- Parent and family communication and engagement in the ARD process.
- Staff and family knowledge of the ARD process and components of the ARD.
- Training and professional development for both staff and families.

Sealy ISD offers Early Childhood, PPCD, medically fragile classroom, co-teach classroom, behavior program, Life Skills, Resource, Inclusion Support. Th child find duties and referral process is tiered and data driven according to staff interviews. Information shared also suggests that tier one instruction is continuously improving, and the district is focusing on early inventions focusing on the TEKs. Behavior interventions are also an area of intervention that Sealy is prioritizing for intervention. Disciplinary removals are documented, and progress is reported every nine weeks.

Communication/Collaboration Meetings occur every Monday between the Superintendent and Special Education Director. Communication at the campus levels occurs weekly during Professional Learning Community (PLC) meetings for special education and general education staff. Sealy staff uses goggle forms to get feedback from parents before evaluations. We build relationship with the parent to get informed consent for evaluations. Evaluation staff also look at data, academics, progress, observation notes and social emotional concerns when there is a referral for an evaluation.

Parents also feel that they are involved in their child's ARD process and educational needs. They report that they have communication from the staff, and it is a collaborative process. Overall, the family interviews show that staff is supportive, and they feel like students are making good progress.

Extracurriculars Sealy is an inclusive district where students with all abilities are included in everything. The district has dance programs and field trips. One example relayed during interviews is the process of pairing up students with older buddies for activities, especially for events like the special Olympics.

Implementation/monitor effectiveness of Special Education program Sealy ISD interviews reveal that the focus this year has been on reopening schools for students to participate in person for learning. However, the district has also made more than 1500 devices available so that all students can have better access to instruction during remote learning. Time in general education settings and opportunities to socialize are a priority to maximize the least restrictive environment for students.

ARD General education and special education teachers prepare for ARD meetings at a staffing held before ARD. Student files are accessible through e-sped for staff that works with the student. Staff report that they review data, goals, accommodations, present levels, artifacts, and provide feedback prior to ARD. They also report using a checklist to document strengths and weaknesses and ensure

that all staff working with a particular student engages in the process.

Monitoring effectiveness and Online Learning Sealy reports using Google Classroom and Edgenuity for instruction. Special education teachers and staff check weekly on progress and they use daily logs to document minutes, accommodations, and behaviors. Teletherapy was provided during remote access and evaluation staff dropped of toys/manipulatives as needed at the homes. Many ARD amendments have been held to provide virtual learning schedules for remote learning. Teachers are able to meet student needs through synchronous and asynchronous teaching.

Training Trainings provided are effective and useful according to staff interviews and survey results. This year has been noted as particularly challenging regarding trainings due to the impact of COVID-19. Sealy had a virtual academy and then the special education chairs trained their campus staff. The BMP teachers meet with individual teachers to meet student specific behavior needs. Parents received remote learning training and those training videos are now available for new students and families.

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 Sealy ISD:

- There is strong communication between schools and parents/family/caregivers.
- Trainings and professional development opportunities were provided to parents/family/caregivers as well as staff on research-based best practices, supplementary aids and services, differentiating instruction and modifying general education curriculum.
- Sealy took clear steps to make sure students received instruction during the COVID remote learning.

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 Sealy ISD

- Review behavior support procedures, systems, and implementation guidance to ensure effective strategies

TECHNICAL ASSISTANCE

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

Topic	Resource
Behavior and Discipline	[Strategies for Setting Data-Driven Behavioral IEP Goals.](#) **The Progress Center:** The center's mission is to promote progress for students with disabilities. The purpose of this guide to evaluate the quality implementation of behavior goals and problem-solve common implementation challenges.
	[Intervention Central: Behavior Modification.](#) **Intervention Central:** This resource includes interventions and strategies grouped by themes and includes support for schoolwide interventions.
	[Identify and Address Disproportionality: A Guide for School Teams.](#) **Center on Positive Behavioral Interventions and Supports:** The linked information provides school systems with information on using discipline data to identify disproportionality.
School, Family, and Community Engagement Network (SPEDTex)	[School, Family, and Community Engagement Network (SPEDTex)](#) : 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. 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. All parent resources connected to the Special Education Strategic Plan will either be housed or linked on the SPEDTex website.

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](#)