



BOARD OF TRUSTEES

Date: 02/23/2026 Prepared By: D. Latham

Subject: Region 11 Special Education Audit Report

Presentation

BACKGROUND INFORMATION:

In March 2025, Administration contacted Region 11 Special Education Division and requested an audit of our MISD Special Education Services, at all three campuses. In April and May 2025, Region 11 consultants started with a thorough audit of records at the Parker County Special Education Cooperative, followed by on-site reviews and interviews with staff. At the end of May, MISD received the audit results. These results were shared with a committee of parents, MISD Administration, and Coop Director, in the Fall 2025.

Dale Latham, Deputy Superintendent, will present information provided in the audit report.

RECOMMENDATION:

None required.

BOARD ACTION REQUIRED

None required.

Elementary

Results compiled from data reviewed and compiled in:  Working Doc for Audit

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
Family Engagement	SE2	34 CFR §300.304(a); 34 CFR § 300.503	Did the school provide Prior Written Notice (PWN) to the student's parent/guardian, containing all required elements, including: describing all evaluation procedures it proposed to conduct...	100%
Implementation	SE4	34 CFR §300.304(c)	Were evaluation instruments provided and administered in the student's native language ...	100%
Implementation	SE6	34 CFR §300.306(a)(1)	For all evaluations including dyslexia, did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability	100%
Family Engagement	IE1	34 CFR §300.322(a)(1)	Was the parent/guardian notified of the ARD meeting (including purpose, time, and location) at least five (5) school days prior to the meeting, or within a shorter time period if agreed upon by the parent?	100%
Family Engagement	IE2	34 CFR §300.504	Was the parent/guardian provided a copy of the Notice of Procedural Safeguards in their native language at least annually?	100%

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
Implementation	IE4	34 CFR §300.116(b)	Is LRE determined based on the child's needs in the IEP?	100%
Implementation	IE6	19 TAC §89.63(b), 89.1075(e)	Does the IEP include information on the student's instructional setting and length of day?	100%
Family Engagement	PCA1	34 CFR §300.322(a)	Did the parent attend the ARD committee meeting (in person or by alternate means)?	93%
Family Engagement	PCA2	34 CFR §300.322 (d)	Is there evidence of multiple attempts to obtain parent participation if parent was not in attendance?	100%
Implementation	PCA2 PCA3 PCA4 PCA8	34 CFR §300.321(a)(2) 34 CFR §300.321(a)(3) 34 CFR §300.321(a)(4)	Did a general educator, special educator, and LEA representative attend the ARD meeting?	100%
Implementation	PCA12	19 TAC §89.1050(c)(1) (J)	For a student identified as emergent bilingual, did a professional member of the LPAC attend the ARD committee meeting?	99%

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
Family Engagement	PCA13	34 CFR §300.321(e)(2) ; 34 CFR §300.321(a)(2) - (a)(5)	If any required ARD committee members were not in attendance, is there evidence of written consent for excusal from parent and written input into the development of the IEP?	99%
Implementation	PCA19	TEC §29.005(b-1)(3); 19 TAC§ 89.1055(q)(3)	Does the IEP indicate whether the child's parent, the adult student, if applicable, and the administrator agreed or disagreed with the decisions of the ARD committee?	94%
Implementation	IC1	34 CFR §300.324(b)(1) (i)	Is the date of the annual IEP within one calendar year of the previous IEP?	100%
Student Outcomes	ID2	34 CFR §300.320(a)(1)	Does the PLAAFP for this student describe the child's present levels of academic achievement and functional performance including a description of the effect of the student's disability on involvement and progress in the general education curriculum?	100%
	ID2		Impact Statement - utilizes the word "impact" - a description of the effect of the student's disability on involvement and progress in the general education curriculum?	16%

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
	ID2		Baseline Data - Was there measurable and observable data included in the PLAAFP?	34%
Family Engagement	ID4	34 CFR §300.320(a)(3)(ii)	Does the IEP indicate when progress reports will be provided to the parent?	95%
Student Outcomes	ID10	34 CFR §300.320(a)(2)(i)	Does the IEP include a statement of measurable annual goals including: timeframe, condition, behavior, and criterion, designed to meet the student's needs related to the disability to enable the student to be involved in and make progress in the general education curriculum and to meet the student's other educational needs that result from the disability?	100%
Student Outcomes	ID6a	34 CFR §300.320(a)(2)(ii)	In addition to measurable annual goals, does the IEP include benchmarks or short-term objectives aligned to alternate achievement standards ?	100% -compliant 8%- of elementary require due to alternate achievement standards
Student Outcomes	ID13	34 CFR §300.320(a)(6)(i)	Does the IEP contain a statement of any individual appropriate accommodations	100%

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
Student Outcomes	SA1	34 CFR §300.160(a); 34 CFR §300.320(a)(6)	Did the ARD committee address state assessments to be taken during the current school year?	100%
Student Outcomes	SA3	TEC §28.0211(i)	For the student who did not perform satisfactorily on a STAAR or EOC assessment (excluding STAAR-ALT), is there evidence that at the next annual ARD committee meeting, the committee reviewed the student's participation and progress in, as applicable, accelerated instruction, supplemental instruction, or an accelerated education plan?	19.5% - <i>only utilized 4th and 5th grade data for this category.</i>
Student Outcomes	IB1	34 CFR §300.324(a)(2)(i)	Is there evidence that the student's behavior impedes his/her learning or that of others?	100% - compliant 4% of elementary students displayed evidence
Student Outcomes	IB2	34 CFR §300.324(a)(2)(i)	If so, is there evidence that the ARD committee considered positive behavioral intervention strategies and supports to address behavior?	100% compliant 12% of students require PBIS support

Middle School

Results compiled from data reviewed and compiled in:  Middle and High School Working Audit

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
Family Engagement	SE2	34 CFR §300.304(a); 34 CFR § 300.503	Did the school provide Prior Written Notice (PWN) to the student's parent/guardian, containing all required elements, including: describing all evaluation procedures it proposed to conduct...	100%
Implementation	SE4	34 CFR §300.304(c)	Were evaluation instruments provided and administered in the student's native language ...	100%
Implementation	SE6	34 CFR §300.306(a)(1)	For all evaluations including dyslexia, did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability	100%
Family Engagement	IE1	34 CFR §300.322(a)(1)	Was the parent/guardian notified of the ARD meeting (including purpose, time, and location) at least five (5) school days prior to the meeting, or within a shorter time period if agreed upon by the parent?	100%
Family Engagement	IE2	34 CFR §300.504	Was the parent/guardian provided a copy of the Notice of Procedural Safeguards in their native language at least annually?	100%

Middle School

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
Implementation	IE4	34 CFR §300.116(b)	Is LRE determined based on the child's needs in the IEP?	100%
Implementation	IE6	19 TAC §89.63(b), 89.1075(e)	Does the IEP include information on the student's instructional setting and length of day?	100%
Family Engagement	PCA1	34 CFR §300.322(a)	Did the parent attend the ARD committee meeting (in person or by alternate means)?	98%
Family Engagement	PCA2	34 CFR §300.322 (d)	Is there evidence of multiple attempts to obtain parent participation if parent was not in attendance?	100%
Implementation	PCA2 PCA3 PCA4 PCA8	34 CFR §300.321(a)(2) 34 CFR §300.321(a)(3) 34 CFR §300.321(a)(4)	Did a general educator, special educator, and LEA representative attend the ARD meeting?	100%
Implementation	PCA12	19 TAC §89.1050(c)(1) (J)	For a student identified as emergent bilingual, did a professional member of the LPAC attend the ARD committee meeting?	67% 3 Students with LPAC needs and 1 meeting without a rep indicated

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
Family Engagement	PCA13	34 CFR §300.321(e)(2) ; 34 CFR §300.321(a)(2) - (a)(5)	If any required ARD committee members were not in attendance, is there evidence of written consent for excusal from parent and written input into the development of the IEP?	99%
Implementation	PCA19	TEC §29.005(b-1)(3); 19 TAC§ 89.1055(q)(3)	Does the IEP indicate whether the child's parent, the adult student, if applicable, and the administrator agreed or disagreed with the decisions of the ARD committee?	99%
Implementation	IC1	34 CFR §300.324(b)(1) (i)	Is the date of the annual IEP within one calendar year of the previous IEP?	100%
Student Outcomes	ID2	34 CFR §300.320(a)(1)	Does the PLAAFP for this student describe the child's present levels of academic achievement and functional performance including a description of the effect of the student's disability on involvement and progress in the general education curriculum?	100%
	ID2		Impact Statement - utilizes the word "impact" - a description of the effect of the student's disability on involvement and progress in the general education curriculum?	16%

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
	ID2		Baseline Data - Was there measurable and observable data included in the PLAAFP?	18%
Family Engagement	ID4	34 CFR §300.320(a)(3)(ii)	Does the IEP indicate when progress reports will be provided to the parent?	100%
Student Outcomes	ID10	34 CFR §300.320(a)(2)(i)	Does the IEP include a statement of measurable annual goals including: timeframe, condition, behavior, and criterion, designed to meet the student's needs related to the disability to enable the student to be involved in and make progress in the general education curriculum and to meet the student's other educational needs that result from the disability?	100%
Student Outcomes	ID6a	34 CFR §300.320(a)(2)(ii)	In addition to measurable annual goals, does the IEP include benchmarks or short-term objectives aligned to alternate achievement standards ?	100% compliant 1% of Middle School students require due to alternate achievement standards
Student Outcomes	ID13	34 CFR §300.320(a)(6)(i)	Does the IEP contain a statement of any individual appropriate accommodations	100%

Middle School

Diagnostic Domain	Item	Citation	Compliance Question	
Student Outcomes	SA1	34 CFR §300.160(a); 34 CFR §300.320(a)(6)	Did the ARD committee address state assessments to be taken during the current school year?	100%
Student Outcomes	SA3	TEC §28.0211(i)	For the student who did not perform satisfactorily on a STAAR or EOC assessment (excluding STAAR-ALT), is there evidence that at the next annual ARD committee meeting, the committee reviewed the student's participation and progress in, as applicable, accelerated instruction, supplemental instruction, or an accelerated education plan?	71% There were 13 students that did not meet standards and there was not information in the deliberations related to AIP/AEP
Student Outcomes	IB1	34 CFR §300.324(a)(2) (i)	Is there evidence that the student's behavior impedes his/her learning or that of others?	100% compliant 3% of middle school students displayed evidence
Student Outcomes	IB2	34 CFR §300.324(a)(2) (i)	If so, is there evidence that the ARD committee considered positive behavioral intervention strategies and supports to address behavior?	100% 11% of students require PBIS and/or accommodation support for behavior

High School

Results compiled from data reviewed and compiled in: Middle and High School Working Audit

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
Family Engagement	SE2	34 CFR §300.304(a); 34 CFR § 300.503	Did the school provide Prior Written Notice (PWN) to the student's parent/guardian, containing all required elements, including: describing all evaluation procedures it proposed to conduct...	100%
Implementation	SE4	34 CFR §300.304(c)	Were evaluation instruments provided and administered in the student's native language ...	100%
Implementation	SE6	34 CFR §300.306(a)(1)	For all evaluations including dyslexia, did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability	100%
Family Engagement	IE1	34 CFR §300.322(a)(1)	Was the parent/guardian notified of the ARD meeting (including purpose, time, and location) at least five (5) school days prior to the meeting, or within a shorter time period if agreed upon by the parent?	100%
Family Engagement	IE2	34 CFR §300.504	Was the parent/guardian provided a copy of the Notice of Procedural Safeguards in their native language at least annually?	100%

High School

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
Implementation	IE4	34 CFR §300.116(b)	Is LRE determined based on the child's needs in the IEP?	100%
Implementation	IE6	19 TAC §89.63(b), 89.1075(e)	Does the IEP include information on the student's instructional setting and length of day?	100%
Family Engagement	PCA1	34 CFR §300.322(a)	Did the parent attend the ARD committee meeting (in person or by alternate means)?	87%
Family Engagement	PCA2	34 CFR §300.322 (d)	Is there evidence of multiple attempts to obtain parent participation if parent was not in attendance?	100%
Implementation	PCA2 PCA3 PCA4 PCA8	34 CFR §300.321(a)(2) 34 CFR §300.321(a)(3) 34 CFR §300.321(a)(4)	Did a general educator, special educator, and LEA representative attend the ARD meeting?	100%
Implementation	PCA12	19 TAC §89.1050(c)(1) (J)	For a student identified as emergent bilingual, did a professional member of the LPAC attend the ARD committee meeting?	100%

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
Family Engagement	PCA13	34 CFR §300.321(e)(2) ; 34 CFR §300.321(a)(2) - (a)(5)	If any required ARD committee members were not in attendance, is there evidence of written consent for excusal from parent and written input into the development of the IEP?	100%
Implementation	PCA19	TEC §29.005(b-1)(3); 19 TAC§ 89.1055(q)(3)	Does the IEP indicate whether the child's parent, the adult student, if applicable, and the administrator agreed or disagreed with the decisions of the ARD committee?	100%
Implementation	IC1	34 CFR §300.324(b)(1) (i)	Is the date of the annual IEP within one calendar year of the previous IEP?	100%
Student Outcomes	ID2	34 CFR §300.320(a)(1)	Does the PLAAFP for this student describe the child's present levels of academic achievement and functional performance including a description of the effect of the student's disability on involvement and progress in the general education curriculum?	100%
	ID2		Impact Statement - utilizes the word "impact" - a description of the effect of the student's disability on involvement and progress in the general education curriculum?	52% Several utilized a general statement that included "impact"

High School

Diagnostic Domain	Item	Citation	Compliance Question	% Compliance
	ID2		Baseline Data - Was there measurable and observable data included in the PLAAFP?	50%
Family Engagement	ID4	34 CFR §300.320(a)(3)(ii)	Does the IEP indicate when progress reports will be provided to the parent?	100%
Student Outcomes	ID10	34 CFR §300.320(a)(2)(i)	Does the IEP include a statement of measurable annual goals including: timeframe, condition, behavior, and criterion, designed to meet the student's needs related to the disability to enable the student to be involved in and make progress in the general education curriculum and to meet the student's other educational needs that result from the disability?	100%
Student Outcomes	ID6a	34 CFR §300.320(a)(2)(ii)	In addition to measurable annual goals, does the IEP include benchmarks or short-term objectives aligned to alternate achievement standards ?	100%-compliant 9%- of high school require due to alternate achievement standards
Student Outcomes	ID13	34 CFR §300.320(a)(6)(i)	Does the IEP contain a statement of any individual appropriate accommodations	100%

High School

Diagnostic Domain	Item	Citation	Compliance Question	
Student Outcomes	SA1	34 CFR §300.160(a); 34 CFR §300.320(a)(6)	Did the ARD committee address state assessments to be taken during the current school year?	100%
Student Outcomes	SA3	TEC §28.0211(i)	For the student who did not perform satisfactorily on a STAAR or EOC assessment (excluding STAAR-ALT), is there evidence that at the next annual ARD committee meeting, the committee reviewed the student's participation and progress in, as applicable, accelerated instruction, supplemental instruction, or an accelerated education plan?	98% Only 1 student that was not successful was missing the review of progress and supplemental instruction / AIP
Student Outcomes	IB1	34 CFR §300.324(a)(2) (i)	Is there evidence that the student's behavior impedes his/her learning or that of others?	100% - compliant 6% of high school students displayed evidence
Student Outcomes	IB2	34 CFR §300.324(a)(2) (i)	If so, is there evidence that the ARD committee considered positive behavioral intervention strategies and supports to address behavior?	100% compliant 15% of students require PBIS support