



Cycle 1 Group 2

Dates: January 2020 – March 2020

Texas Education Agency 2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Laneville ISD
CDN: 201903

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Laneville 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), and Significant Disproportionality (SD), 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.

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

2019–2020 CYCLICAL REVIEW COMPLIANCE SUMMARY

On August 30, 2019, the TEA conducted a policy review of Laneville ISD. On May 13, 2020, the TEA conducted a comprehensive desk review of Laneville ISD. The total number of files reviewed for the Laneville ISD comprehensive desk review was 14. The review found overall that 14 files out of 14 files were compliant. An overview of the policy review and student file review for Laneville 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	11 of 11	14 of 14
IEP Development	6 of 6	14 of 14
IEP Content	3 of 3	14 of 14
IEP Implementation	8 of 8	14 of 14
Properly Constituted ARD	7 of 7	14 of 14
State Assessment	5 of 5	14 of 14
Transition	4 of 4	2 of 2

DATA SUMMARY OF RESULTS-DRIVEN ACCOUNTABILITY, STATE PERFORMANCE PLAN INDICATORS, AND SIGNIFICANT DISPROPORTIONALITY

The following supplemental data may be used to support the 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) Performance Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2019	PL 0—Meets Requirements	COMPLIANT	N/A

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

2019–2020 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On March 13, 2020, the TEA Review and Support team received 12 surveys during the comprehensive desk review. Respondents to the staff and family survey included parents/guardians, general education teachers, special education teachers, evaluation staff, and administration staff (district and campus). The Review and Support surveys focused on the following review areas:

- Communication with parents
- Providing individualized supports
- Special education teacher training and support

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 the 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 Laneville ISD:

- The comprehensive desk review indicated Laneville ISD consistently provides notice to parents and gaining consent for evaluation.
- The comprehensive desk review indicated, for the student folders reviewed, the district completed evaluations within given timeline.
- In IEPs reviewed for students age 16 and older, the IEPs included appropriate planning for postsecondary outcomes, including courses of study.
- The district communicates with stakeholders concerning special education services through notices sent home, phone calls, and emails.
- Survey respondents highlighted individualized support to students as a perceived area of strength.

Considerations

Based on the 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 Laneville ISD:

- When developing annual IEP goals for students, determine and clearly specify the conditions for each measurable annual goal.
- Consider opportunities and strategies to increase outreach to parents/families/caregivers of

students with disabilities who receive special education services in the district.

- Based on survey responses collected, consider further opportunities for involvement of special education staff in curriculum training with content and grade level education teachers.

Technical Assistance

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

Topic	Resource
Writing measurable annual goals.	Writing Measurable Goals : Texas Project FIRST guidance on development of measurable IEP goals.
Family Engagement	School, Family, and Community Engagement Network : 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.

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](#)