Texas Education Agency
2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Lapoynor ISD
CDN: 107910

LEA Compliant ☒	Non-Compliance Identified ☐	Corrective Actions Completed: NA

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Lapoynor 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, 2019 , the TEA conducted a policy review of Lapoynor ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Lapoynor ISD. The total number of files reviewed for the Lapoynor ISD comprehensive desk review was 24. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Lapoynor 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	7 of 7
IEP Development	5 of 5	17 of 17
IEP Content	3 of 3	17 of 17
IEP Implementation	21 of 21	17 of 17
Properly Constituted ARD	8 of 8	17 of 17
State Assessment	4 of 4	17 of 17
Transition	6 of 6	9 of 9

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 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.

Lapoynor 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 and Family Surveys

On January 4, 2021, the TEA Review and Support team received 36 surveys during the comprehensive desk review. The Review and Support 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.

All 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, phone calls and the school website.

The majority of participants felt they would be most comfortable attending special education information sessions at the school campus or Education Service Center.

All 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 Small and Rural Schools Network.

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

Almost 50% of participants felt there were frequent opportunities to collaborate with related service providers.

Participants did not report any obstacles concerning student's special education programming and services.

All participants agree with the importance of including students interests/life goals in the transition process with 50% of participants strongly agreeing.

The majority of participants indicated they chose an in-person learning model. Thirty percent reported that remote learning for students receiving special education was effective or extremely effective.

Seventy 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.
- 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, more professional development is needed, specifically respondents indicated "how to teach virtually" and "use virtual platforms representing" as areas where they would like to receive further guidance and training.

Participants indicated that during COVID school closure/remote learning the LMS platform (such as Schoology, Canvas or Google Classroom) and online submission of assignments were not effective for students with disabilities.

The majority of participants indicated that they agreed or strongly 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 Lapoynor ISD:

- Based on survey results, teachers have a clear understanding of the Special Education monitoring process, know how to adapt instruction based on needs and know the effectiveness of small group learning.
- Survey results reflect stakeholders have clear understandings of ARD committee member roles
- Effective communication between stakeholders and frequent opportunities to collaborate

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 Lapoynor ISD:

- Teachers would like more professional development regarding programs for students in small and rural schools, and effective academic and behavior strategies for students with Autism.
- Consider providing additional professional development in the areas of teaching virtually and the use of virtual platforms during remote learning to support areas of staff need identified in the survey

Technical Assistance

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

Resource	
Requested Technical	Small and Rural Schools Network: This network strives to build capacity of

Assistance	small and rural LEAs to provide a more equitable level of access for students with disabilities in these communities. The network will develop state-level infrastructures, resources, and professional development to support LEAs who face unique challenges, such as resource limitations and geographic remoteness.
Continuity of Learning for IEP Implementation	Practices and Resources to Support Parents and Families for Students with Disabilities. The Office of Special Education Programs: Continuum of Learning for Parents and Families, Teachers, and Support Providers. Includes access to topic issues related to LRE and webinars: ● Continuity of Learning During COVID-19

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](#)