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

CDN: 014-902
LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Liberty-Eylau 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 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 April 22, 2021 , the TEA conducted a policy review of Liberty-Eylau ISD. On May 28, 2021, the TEA conducted a comprehensive desk review of Liberty-Eylau ISD. The total number of files reviewed for the Liberty-Eylau ISD comprehensive desk review was 23 The review found overall that 23 files out of 23 files were compliant. An overview of the policy review and student file review for Liberty-Eylau ISD are organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area.

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	18 of 18	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	23 of 23
Transition	6 of 6	7 of 7

2020–2021 DYSLEXIA COMPLIANCE SUMMARY

The dyslexia monitoring process focuses on three-core elements: early identification and intervention, program of instruction, and parent notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Liberty-Eylau ISD artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86th Legislature, Texas Education Code (TEC) 38.03 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The 2020-2021 school year results for Liberty-Eylau ISD are in the table below.

Areas of Implementation	Compliance Status
Dyslexia Procedures	Met Compliance
Parent Communication	Met Compliance
Screening	Met Compliance
Reading Instruments	Met Compliance
Evaluation and Identification	Met Compliance
Instruction	Met Compliance
Dysgraphia	Met Compliance
Professional Development and Training	Met Compliance
Progress Monitoring	Met Compliance

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 3—Needs Intervention	COMPLIANT	SD Year 2

*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 May 28, 2021, the TEA Review and Support team received 101 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

- 71% of respondents feel they receive sufficient communication from their school.
- Majority of respondents reported 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.
- The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.
- 43% of respondents indicated they have a clear understanding of special education services.
- Majority of respondents reported wanting to learn more about School, Family, and Community Engagement, Texas Statewide Leadership for Autism Training, and Tier Interventions using Evidence Based Research (TEIR).
- Respondents felt training in Liberty-Eylau ISD was extremely effective or effective to help meet the needs of students with disabilities.
- Over 50% of respondents felt there were not frequent opportunities to collaborate and plan with related service providers.
- 43% of respondents noted that they have endured the following obstacles during their student's special education programming and services:
  - Timely updates on student progress

- - Knowledge of available services and programming
    - Assuring students receive accommodations and/or modifications as outlined in the IEP
- Over 60% of respondents agreed or strongly agreed with the importance of including students' interests/life goals in the transition process.
- 62% of respondents felt that during COVID school closures/remote learning, the Emergency Contingency Plan was effective in student progress.
- During COVID closures/remote learning students with moderate to severe disabilities were supported through:
    - 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.During COVID school closures/remote learning, respondents reported the following professional development needs to specifically address the needs of students with disabilities:
    - How to teach virtually
- During COVID school closures/remote learning, respondents reported the following strategies used by the district for remote learning did not work well for students with disabilities:
    - Shared device per family
    - Online submission of assignments
- The majority of participants indicated they agreed or somewhat agreed that they worked with parentss/guardian in addressing severe behavior and work refusal.
- Majority of respondents reported that for the 2020-21 school year they opted for an in-person learning model.
- 38% of respondents reported they found remote learning for students receiving special education to be somewhat effective.

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.

Interview participants were as follows: 2 district administrators, 3 campus administrators, 5 general education teachers, 4 special education teachers, 1 related services staff, and 4 parent/family/caregivers.

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

- Communication and collaboration
- Implementation of Special Education Services
- Monitoring effectiveness

Liberty-Eylau ISD offers a range of services for students ages 3 to 21. Services include a continuum of special education services, as well as programming supports for behaviors. A review of the interviews specifically highlighted inclusion support, modified curriculum support in a resource setting, content

mastery and self-contained classes.

Communication/Collaboration

During the assessment process the evaluation staff obtain consent and provide families procedural safeguards. The staff also collects background information from the family, gathers teacher input, and utilizes multiple sources of data incorporated in the evaluation.

Parents are invited to participate in all Admission, Review, and Dismissal (ARD) meetings and they feel supported during remote learning. Parents expressed an interest in participating in additional training opportunities and would participate if offered.

Implementation/monitor effectiveness of Special Education programs

A campus intervention team typically meets with teachers and administrators to talk about student specific concerns. Data and interventions are reviewed by the team as well as work samples and any other relevant data. If the team agrees that a disability is suspected, then consent for an evaluation is requested. The student will have an initial ARD if eligibility is determined.

ARD

Teachers and staff talked about testing, grades, and progress monitoring as sources of data to prepare for ARD meetings. Additional opportunities to observe and discuss student progress is provided upon request.

Training Needs:

The interviews indicated the need for differentiation training in a large group setting and new-teacher training. Most training was provided online this year and through the Region Service Center. Staff members enjoyed the flexibility and content of virtual professional development, but most preferred in person.

Effectiveness:
Teachers and staff feel like Liberty-Eylau ISD provides opportunities to participate in professional development. Beginning of year and beginning of semester training provided information and guidance to teachers and case managers. In prior years, teachers enjoyed the plentitude of training and currently receive additional training and resources upon request.

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 Liberty-Eylau ISD:

- Student file reviews revealed that Courses of study/four-year plans were included the IEP document for each transition age student and shared with students and families as part of postsecondary transition planning.

- In addition to the use of behavior data in IEP development, ARD committees continuously evaluate implementation of student behavior goals; focus on preventative strategies, replacement behaviors, and social skills instruction; and problem solve implementation challenges to minimize student disciplinary removals.
- The district provided, under the leadership of the Special Education Director, support to parents, staff, and students with disabilities. Additionally, the district offered middle school mentoring programs: Boys to Men (for boys) and Help Everyone Rise to Success (for girls).

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 Liberty-Eylau ISD:

- Provide beginning of the year, as well as ongoing training, to all teachers as it relates to understanding of the basics of special education (i.e., Sped 101).
- When developing campus level master schedule, provide specific planning time for special and general education teachers to meet and review academic and behavior progress. (i.e. PLCs, aligning conference periods to provide structured meeting opportunities)
- Review and consider revision of procedures for accepting the Review of Existing Evaluation Data (REED) to ensure the Full Individual Evaluation (FIE) reflects the student's most current Present Levels of Academic Achievement and Functional Performance (PLAAFP).
- Implement a district wide program to provide consistent positive behavior supports for students with disabilities.

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

Topic	Resource
Technical Assistance: Intervention	https://intensiveintervention.org/ The linked resources are intended to help state and local leaders, including school, district, and state administrators and staff responsible for leading multi-tiered systems of support (MTSS) and special education initiatives, find tools and resources to support data-based individualization (DBI) implementation.
Evaluation	https://childfindtx.tea.texas.gov/ The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.

Behavior	https://www.pbis.org/ **Center on Positive Behavioral Interventions and Support:** The center for PBIS provides articles, templates, practice descriptions, fact sheets developed by researchers. Assessment tools to determine Tier 3 support needs include the following: ▪ Individual Student Systems Evaluation Tool (ISSET) ▪ Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff (FACTS)

2020–2021 DYSLEXIA PROGRAM EVALUATION FINDINGS

As a result of the program evaluation review, the TEA Department of Review and Support: Dyslexia Monitoring has identified the following strengths, considerations, and technical assistance recommendations for Liberty-Eylau ISD.

An area of strength includes a comprehensive district-wide procedure manual that includes program procedures for evaluating, identifying, instructing, and screening students with dyslexia.

Your current dyslexia program is in alignment with state and federal mandates. The following resources are recommended for reflection of current dyslexia program to strengthen internal systems and procedures.

The following technical assistance resource(s) are recommended for Liberty-Eylau ISD.

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders
Dyslexia: TEA Professional Learning Course	TEALearn Dyslexia Modules

Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with Senate Bill 2075 of the 86th Legislature,TEC 38.003 (c-1), and 19 TAC 74.28 regarding noncompliance identified through the dyslexia programevaluation, a finding of noncompliance is identified by the citation (i.e., program or process) that is violated.

Dyslexia Performance Plan (DPP)

If noncompliance is identified, the LEA is required to demonstrate correction of all noncompliance in the Dyslexia Performance Plan (DPP). This tool guides LEAs through a continuous improvement process. It addresses areas of growth that will positively impact students with dyslexia or other related disorders. LEAs should complete the DPP no later than 120-days after receiving notification of noncompliance. This document will be provided by the TEA or can be accessed in the resources section of the Review and Support website.

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				
DPP				

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](#)