



Cycle 2 Group 3

Dates: April 2021- June 2021

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

CDN: 116906

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Lone Oak 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 Lone Oak ISD. On May 28, 2021, the TEA conducted a comprehensive desk review of Lone Oak ISD. The total number of files reviewed for the

Lone Oak ISD comprehensive desk review was 21 The review found overall that 21 files out of 21 files were compliant. An overview of the policy review and student file review for Lone Oak 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	21 of 21
IEP Content	3 of 3	21 of 21
IEP Implementation	21 of 21	21 of 21
Properly Constituted ARD	8 of 8	21 of 21
State Assessment	4 of 4	21 of 21
Transition	6 of 6	6 of 6

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 Lone Oak ISD artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86th Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The 2020-2021 school year results for Lone Oak 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

2020-2021 RESIDENTIAL FACILITY INFORMATION

Lone Oak ISD (057916) has 1 of Residential Facility (RF) according to RF Tracker 2020 collection. The chart below identifies the RF which was included in the cyclical review.

RF Name	RF Number	Grade Level(s)
Thompsons Residential Treatment Center	260553	5-12

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

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 and Family Surveys

On June 30, 2021, the TEA Review and Support team received 20 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

- 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 participants felt training in Lone Oak ISD was effective to help meet the needs of students with disabilities.
- 42% percent of participants felt there were frequent opportunities to collaborate with related service providers.
- 57% of participants strongly agreed with the importance of including students' interests/life goals in the transition process.
- 66% reported that remote learning for students receiving special education was effective.

COVID

83% of participants felt that during COVID school closures/remote learning, the Emergency Contingency Plan was effective in student progress.

During the COVID closures, the top three methods teachers used to provide support to students with moderate to severe disabilities were:

- Teachers modified work,
- Teachers provided supports needed for students to be successful,
- Individualized support.

Participants indicated that during COVID school closures/remote learning they needed professional development in how to use virtual platforms.

Participants indicated that during COVID school closures/remote learning the support used by the district that did not work well for students with disabilities was the online submission of assignments.

85% of participants indicated they agreed or strongly agreed that they worked with parent/guardian 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 Lone Oak ISD:

- There is a positive relationship between the student's home and their campus.
- Staff training in Lone Oak ISD has been effective to help meet the needs of students with disabilities.
- Remote learning was successful because teachers provided supports needed for students to be successful.

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 Lone Oak ISD:

- If the District implements remote learning, the staff needs professional development on how to use virtual platforms.
- Provide training on a multi-tiered system of support for both academic and behavior interventions.

TECHNICAL ASSISTANCE

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

Topic	Resource
The National Center on Intensive 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.

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 Lone Oak ISD.

Areas of strength include alignment in procedures and practice of progress monitoring and tracking of accommodation.

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 Lone Oak 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 program evaluation, 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](#)