Texas Education Agency
2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Lubbock-Cooper ISD
CDN: 152-906

LEA Compliant ☐	Non-Compliance Identified ☒	Corrective Actions: Complete

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Lubbock-Cooper 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 August 30, 2019, the TEA conducted a policy review of Lubbock-Cooper ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Lubbock-Cooper ISD. The total number of files reviewed for the Lubbock-Cooper ISD comprehensive desk review was 24. The review found overall that 15 files out of 24 files were compliant. An overview of the policy review and student file review for Lubbock-Cooper 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	24 of 24
IEP Development	6 of 6	24 of 24
IEP Content	3 of 3	23 of 24
IEP Implementation	8 of 8	24 of 24
Properly Constituted ARD	7 of 7	24 of 24
State Assessment	5 of 5	17 of 24
Transition	4 of 4	5 of 6

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) Performance 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.

Lubbock-Cooper 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 December 18, 2020, the TEA Review and Support team received 183 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas: Ninety-four percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services is via email followed by notices sent home, and the school website.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

All participants who responded indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to learn about were the School, Family, and Community Engagement network; Texas Statewide Leadership for Autism Training; and Student-Centered Transitions Network (SCTN).

The majority of participants felt Differentiated Instruction and Classroom Management trainings were the most effective to help meet the needs of students with disabilities.

Forty percent of participants felt there were frequent opportunities to collaborate with related service providers.

The obstacles concerning student's special education programming and services were reported as:

- Knowledge of available services and programming
- Timely updates on student progress
- Assuring students receive accommodations and/or modifications as outlined in the IEP.

All participants agree with the importance of including students' interests/life goals in the transition process with 62% of participants strongly agreeing.

The majority of participants indicated they chose In-Person learning model. Those participating in remote learning indicated that the students consistently interacted with teachers. They reported that remote learning for students receiving special education was somewhat effective.

COVID

Over 72% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures the top three ways teachers provided support to students with moderate to severe disabilities were:

- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers provided supports needed for students to be successful.
- Teachers modified work and provided individualized support.

Participants indicated that during current COVID school closure/remote learning they needed professional development in how to teach virtually and how to use virtual platforms.

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that didn't work well for students with disabilities were sharing one device per family and online submission of assignments.

The majority 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 Lubbock-Cooper ISD:

- Many PLAAFP statements contain data related to TEKs and results from local and state assessments. Some teachers provide information about social or behavioral skills in addition to academics. The inclusion of assessment data and social and behavior skills information in PLAAFPs supports development of goals and objectives to meet the academic and social needs of students with disabilities.
- Data is recorded in progress reporting. This gives a clear picture of how the student is progressing toward their annual goals, rather than a broad statement of "in progress". Progress reports from the Spring of 2020 contained a statement referencing COVID-19 and interpreting the results with caution since all instruction was virtual.
- Deliberations from IEPs developed this school year (2020-2021) contain a statement about remote learning and changes in the students' schedules if applicable.

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 Lubbock-Cooper ISD:

- Consider a system to develop detailed intensive programs of instruction, IPIs, for students who do not meet expectation on STAAR to ensure adequate annual progress for students with disabilities.
- Develop a procedure for scheduling ARD meetings that allows for confirmation and changes to the schedule, while being cognizant of timelines and documenting any parent requests.
- Consider reviewing and/or revising the process to ensure requirements of secondary transitions are completed within mandatory timelines.

Technical Assistance

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

Topic	Resource
Intensive Program of Instruction (IPI)	https://tea.texas.gov/sites/default/files/FinalAccessibleIEPDevelopment-July%202020_website_locked.pdf The Texas Education Agency – Specific guidance for the district and state assessment decisions starts on p. 25. IPI on p. 27 https://intensiveintervention.org/ The National Center for on Intensive Intervention – The linked document and additional resources are designed to help state and local program leaders find time for intensive supports through scheduling strategies.
Transition Planning	https://www.texastransition.org/page/transition.home The Student-Centered Transitions Network builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness. https://www.texastransition.org/ is the TEA Student-Centered Transitions Network (SCTN) website for everything transition in Texas. Click this link to sign up for their newsletter to receive monthly updates about resources and information on transition topics.
Collaborating and developing services for children with disabilities.	http://www.spedtex.org/ The School, Family, and Community Engagement Network: The network provides resources and professional development to build educators' capacity to work collaboratively with

families and community members in supporting positive outcomes for students with disabilities.

Findings of Noncompliance

A finding is made when noncompliance is identified with the Review and Support report findings, SPP notification, and/or individualized education program (IEP) requirements. Noncompliance that is systemic in nature must be included in a comprehensive corrective action plan (CAP) with action steps to address each of the noncompliance findings. ***When noncompliance has been identified as part of this cyclical review, Lubbock-Cooper ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Department of Special Education Monitoring will further advise the LEA on the corrective action process, if applicable.

The TEA follows procedures for the correction of noncompliance consistent with federal guidelines (OSEP Memo 09-02.)

Before the TEA can report that noncompliance has been corrected, it must first verify the LEA:

- Has corrected each individual case of noncompliance (Prong 1); and
- Is correctly implementing the specific regulatory requirements (i.e., subsequently achieved 100% compliance) (Prong 2).

The TEA is required to monitor the completion of a corrective action plan if any noncompliance is discovered. The corrective action plan must be designed to correct any and all areas of noncompliance *as soon as possible, but in no case later than one year from the date of notification.*

Corrective Action Plan (CAP)

The LEA will develop a CAP to address any items identified as noncompliance in this summary report. An approved form for the CAP can be accessed on the Review and Support website or in the resources located in ASCEND.

The LEA must submit the CAP in ASCEND within 30 school days from the date of this report and/or formal notification of noncompliance. The TEA will review the CAP submitted by the LEA for approval. If the TEA determines that a revision(s) is necessary, the LEA will be required to revise and resubmit. The Review and Support team will contact the LEA to provide notification when the CAP has been approved.

Individual Correction

The educational agency has **60 school days** from the date of this summary report to correct all identified findings of noncompliance for individual students, unless noted otherwise in the report.

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	12/18/2020		N/A	Not applicable
CAP	3/22/2021	1/29/2022		30 days

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](#)

APPENDIX

IEP Content

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC1	34 CFR §300.324(b)		☒ Yes ☐ No	Individual—Not Applicable The IEP has been updated and is now current. Systemic—Yes • Review and revise procedures, including operating guidelines and practices addressing this issue. • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance. • Provide evidence of systemic compliance of the noncompliance issue.	☒ Yes

State Assessment

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA4		TEC §28.0213	☒ Yes ☐ No	**Individual—Yes** • Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student's free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. **Systemic—Yes** • Review and revise procedures, including operating guidelines and practices addressing this issue. • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance. • Provide evidence of systemic compliance of the noncompliance issue.	☒ Yes

Transition

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR14	34CFR §300.320(c)	TAC §89.1049(a)	☒ Yes ☐ No	Individual—Not Applicable The transfer of rights document has been signed. Systemic—Yes • Review and revise procedures, including operating guidelines and practices addressing this issue. • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance. • Provide evidence of systemic compliance of the noncompliance issue.	☒ Yes