

## TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT LUBBOCK INDEPENDENT SCHOOL DISTRICT

CDN: 152901

LEA Compliant

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Lubbock 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, 2020, the TEA conducted a policy review of Lubbock ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Lubbock ISD. The total number of files reviewed

for the Lubbock 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 Lubbock 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:

<b>Compliance Area</b>	<b>Policy Review (# compliant of # reviewed)</b>	<b>Student File Review (# compliant of # reviewed)</b>
Child Find/Evaluation/FAPE	19 of 19	24 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	6 of 6

## 2020-2021 RESIDENTIAL FACILITY INFORMATION

Lubbock ISD 152-901. has 37 Residential Facilities (RFs) and is approved to serve students in K - 12 grade(s). The chart below identifies the RFs which were included in the cyclical review. ...

<b>RF Name</b>	<b>RF Number</b>	<b>Grade Level(s)</b>
Children's Hope	261990	K - 12
Up Bring Agency	261992	K - 12
Lubbock County Juvenile Justice Center	260083	K - 12
Annadale Manor Inc	261329	K - 12
Blair Foundation	261998	K - 12
Restoration Empowerment Center	261931	K - 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 2—Needs Assistance	COMPLIANT	SD Year 1

\*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 December 18, 2020, the TEA Review and Support team received 335 Surveys. The Review and Support surveys focused on the following review areas: About 74% 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, phone calls and the school website.

About 51% parents/family member participants felt they would be most comfortable attending special education information sessions at the school campus, followed by Education Service Center, and public library.

About 33% of participants agreed they have a clear understanding of special education services, 25% participants strongly agreed, and about 23% somewhat agreed.

Most selected areas of special education the participants would like to know about were Child Find; evaluation; ARD support network; School, family, and Community engagement network; and Texas Sensory Support Network (TxSSN).

The majority of participants felt training to help meet the needs of students with disabilities was effective, followed by trainings being somewhat effective.

About 30% of participants agree that there were frequent opportunities to collaborate with related service providers and 11.38% strongly agree. About 12% of participants somewhat disagree.

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

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

- Scheduling ARD meetings.
- Knowledge of available services and programming.

57% of participants strongly agree with the importance of including student's interests/life goals in the transition process, with 32% of participants who agreed.

About 69% of participants indicated they chose In-Person learning model, with 31.17% indicating remote learning. About 58% of those participating in remote learning agreed and/or strongly agreed that students and teachers interacted consistently, followed by about 24% that somewhat disagreed. 35% of participants reported that remote learning for students receiving special education was somewhat effective, 21% indicated remote learning was ineffective, followed by 15% indicating it was effective, and 12% indicated it was somewhat ineffective.

## **COVID**

About 65% 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 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 they needed professional development in all areas with the top three being: how to teach virtually, how to use virtual platforms, and social and emotional learning impact on students. Participant comments indicate many different trainings and resources were provided.

Participants indicated that during COVID school closure/remote learning strategies, the main supports used by the district that did not work well for students with disabilities were as following: shared device per family, online submission of assignments, and virtual instruction with child's teacher.

About 40% of participants indicated that they agreed, followed by 27% that strongly agreed, and about 19% somewhat disagreed that school staff worked with parents/guardians in addressing severe behavior and work refusal during Covid-19 school closure/remote learning.

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 ISD:

- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are descriptive and provide a complete profile of student strengths and needs necessary for developing standards-based goals to meet student needs.
- Intensive Program of Instruction (IPI) focuses on the skills that require specialized instructional support, identified by the most recent state assessment data.
- Deliberations detail information on all areas of the Admission Review and Dismissal (ARD) meeting which allows an informed overview of all key areas discussed to facilitate common understanding and agreement during the ARD process.

## 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 ISD:

- Consider incorporating a system for documenting any student absences during the evaluation process to ensure meeting evaluation timelines.
- Consider reviewing and revising a system to include measurable transition goals that are achievable annually, in addition to measurable transition supplement goals related to education and training, employment, and independent living beyond high school, as determined by the ARD.

## TECHNICAL ASSISTANCE

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

Topic	Resource
Evaluations	<p><a href="#">Evaluations During the 20-21 School Year</a> - Child Find, Evaluation and ARD Support Network: This virtual workshop addresses planning the FIE, using multiple methods and sources of data to inform decisions, collection and interpretation of data given issues related to test administration and observations, and factors influencing decision-making.</p> <p><a href="#">Special Education Initial Referral Timeline</a> provides an overview of the timeline and legal requirements for a referral for an initial special education evaluation.</p>
Transition	<p><a href="https://www.texastransition.org">https://www.texastransition.org</a>. <b>The Student-Centered Transitions Network</b> 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.</p>

## 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 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 Copyright © 2020. Texas Education Agency. All Rights Reserved.

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	Targeted	90 days
CAP	N/A	N/A	N/A	N/A

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](#)