

TEXAS EDUCATION AGENCY

2020-2021 CYCLICAL MONITORING REPORT

LULING INDEPENDENT SCHOOL DISTRICT

CDN: 028903

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Luling Independent School District 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 January 22, 2021, the TEA conducted a policy review of Luling Independent School District. On February 25, 2021, the TEA conducted a comprehensive desk review of Luling Independent School District. The total number of files reviewed for the Luling Independent School District comprehensive desk review was 22. The review found overall that 18 files out of 22 files were compliant. An overview

of the policy review and student file review for Luling Independent School District 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	19 of 19	20 of 22
IEP Development	5 of 5	22 of 22
IEP Content	3 of 3	22 of 22
IEP Implementation	21 of 21	22 of 22
Properly Constituted ARD	8 of 8	21 of 22
State Assessment	4 of 4	22 of 22
Transition	6 of 6	6 of 8

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 Luling Independent School District artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 and The Dyslexia Handbook. The **2020-2021** school year results for Luling Independent School District are in the table below.

On March 26, 2021, the TEA concluded a program evaluation of Luling ISD. An overview of the evaluation review for Luling ISD is organized in the chart 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

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	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 April 1, 2021, the TEA Review and Support team received 99 surveys during the comprehensive desk review.

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

One hundred percent 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 emails, notices sent home, and school website.

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

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 Child find evaluation and ARD support network and Inclusion in Texas network.

The majority of participants felt the training to help meet students' needs with disabilities was effective.

Thirty nine percent of participants felt there were frequent opportunities to collaborate with related service providers and fifty six percent felt there was not frequent opportunities to collaborate with service providers.

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

- Timely updates on student progress.

Majority of participants agree with the importance of including students' interests/life goals in the transition process, with 44% strongly agreeing.

The majority of participants indicated they chose the in-person learning model. Most participants also reported that remote learning for students receiving special education was somewhat effective.

COVID

Half of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan effectively improved 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 to provide information on how to teach virtually and the use of virtual platforms.

Participants indicated that during COVID school closure/remote learning strategies, the district's top two supports that didn't work well for students with disabilities were shared device per family and drive through packet pick up and drop off.

More than 36% of participants indicated that they agree that school staff 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 Luling Independent School District:

- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are descriptive and provide detailed information along with supportive data.
- IEP documentation provides evidence that students attended the ARD committee meeting to consider postsecondary goals and transition needs.

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 Luling Independent School District:

- Consider reviewing and/or revising operating procedures, provide training, and create internal monitoring system on the topic of Evaluation.
- Consider revising procedures and provide trainings to allow for development of detailed and individualized transition plans, to include measurable goals.
- Consider additional training on the topic of remote learning and virtual instruction.

TECHNICAL ASSISTANCE

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

Topic	Resource
Initial Evaluation Timelines	Technical Assistance Guidance for Child Find and Evaluations : The Child Find and Evaluation Technical Assistance Guidance is intended for use by Texas educators to support the implementation of services for students with or suspected of having disabilities. Link to the guidance
Transition Planning	Texas Transition Online (3 CPE Hours) . Texas Transition Online provides educators in Texas with an understanding of the transition process components, including transition assessments and compliance issues in federal and state law and rule. Texas Special Education Graduation Options Online (2 CPE Hours) Texas Transition and Employment Guide Online (1 CPE Hour)
The Child Find, Evaluation and ARD Supports Network	https://childfindtx.tea.texas.gov/ARD_committee.html The Child Find, Evaluation and ARD Supports Network : The 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.
Remote Learning	Texas Home Learning : The agency has developed at-home learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of educational resources in this time of public health crisis.

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, Luling Independent School District will receive formal notification of noncompliance in addition to this report.***

The TEA Department of Review and Support 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 Texas.

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.

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 LEA has met all state and federal requirements pertaining to the implementation of the dyslexia program. Additionally, the TEA has identified the following strengths, considerations, and technical assistance recommendations for Luling ISD.

Areas of Strength

An area of strength for the LEA includes operating procedures that identifies LEA personnel responsible for implementation and samples of dyslexia/dysgraphia student progress reports for elementary and secondary intervention classes.

Areas of Consideration

The LEA's dyslexia program is in alignment with state and federal requirements. The following resources are recommended to support the implementation of the dyslexia program, internal systems, and procedures.

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

If you have questions about the contents of this dyslexia review summary, please contact Edna Morales in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-9260 or by email at Edna.MoralesStrittmatter@tea.texas.gov.

Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with State Board of Education (SBOE) dyslexia guidance and Senate Bill 2075 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 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	Not applicable		Not applicable	Not applicable
CAP	6/14/2021	4/30/2022		30 days
DPP	Not applicable			

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

Child Find/Evaluation

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301 (c)(1)(ii)	TAC 89.1011(c) TEC §29.004	Yes	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 policies and operating procedures addressing this issue. Develop processes that allow for self-monitoring this area of noncompliance. Provide training on these procedures to the appropriate staff. Demonstrate systemic, ongoing compliance in this area.	Yes
SE1a	34 CFR §300.301 (c)(1)(ii) §300.301(d)	TAC §89.1011(c)	Yes	Individual—Yes – Systemic—Yes Review and revise policies and operating procedures addressing this issue. Develop processes that allow for self-monitoring this area of noncompliance. Provide training on these procedures to the appropriate staff. Demonstrate systemic, ongoing compliance in this area.	Yes

Transition

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR10-14	34 CFR §300.320(b)	TAC 89.1055(l)(1)	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for the 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.</p> <p>Systemic—Yes</p> <p>Review and revise policies and operating procedures addressing this issue.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes