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

CDN: 169908

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Montague 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 Montague ISD. On May 28, 2021, the TEA conducted a comprehensive desk review of Montague ISD. The total number of files reviewed for the Montague ISD comprehensive desk review was 10. The review found overall that 10 files out of 10 files were compliant. An overview of the policy review and student file review for Montague 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	19 of 19	10 of 10
IEP Development	5 of 5	10 of 10
IEP Content	3 of 3	10 of 10
IEP Implementation	21 of 21	10 of 10
Properly Constituted ARD	8 of 8	10 of 10
State Assessment	4 of 4	10 of 10
Transition	6 of 6	1 of 1

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 Montague 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 Montague 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, STATEPERFORMANCE 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 15 surveys during the comprehensive desk review.

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

Participants indicated they prefer to receive special education resources and/or communication via email or direct communication from classroom teacher/campus staff.

Participants indicated they have a somewhat clear understanding of special education services.

The most selected areas of special education the participants would like to know about were the School, Family, and Community Engagement network, Texas Statewide Leadership for Autism Training, and Texas Sensory Support network.

The majority of participants felt training in differentiated instruction, using accommodations and modifications, and classroom management were effective or somewhat effective to help meet the needs of students with disabilities.

Thirty six percent of participants strongly agreed that there were frequent opportunities to collaborate with related service providers while forty five percent only somewhat agreed.

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

● Knowledge of available services and programming.

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

Those participating in remote learning indicated that the students did not interact with teachers

consistently. They reported that remote learning for students receiving special education was effective or somewhat effective, with seventeen percent of participants reporting remote learning was ineffective.

COVID

Almost eighty five percent of participants felt that during COVID school closures/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures the top three methods teachers used to provide 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 provided individualize support.

Participants indicated that during current COVID school closures/remote learning they needed professional development in

- How to grade/assess engagement.
- How to provide connectedness with students.

Participants indicated that during COVID school closures/remote learning strategies the top support used by the district that did not work well for students with disabilities was a shared device per family.

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 Montague ISD:

- All monitored special education policies and practices follow federal and state requirements.
- Results of the Desk Review indicate practices in the documentation of IEP Implementation ensuring consideration of Least Restrictive Environment.
- When determining a student's eligibility for special education and related services, ARD committees consider multiple data sources. Outside evaluations are appropriately considered by the evaluation team. ARD committee members are aware of related service options and refer students for these services when appropriate.

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 Montague ISD:

- Consider reviewing guidance and providing staff training related to IEP goal development to ensure goals are standards-based, but student-specific.

TECHNICAL ASSISTANCE

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

Topic	Resource
IEP Goal Development	Technical Assistance: Individualized Education Program (IEP) Development: A technical assistance guidance document intended to support implementation of services for students with disabilities. This guide focuses on IEP development and includes information on writing PLAAFPs and goals. Individual Education Program (IEP) Annual Goal Development: A question and answer document that guides the reader through annual goal development. The National Center on Intensive Intervention: A guidance document on strategies for setting high-quality IEP goals.
Student, Family, and Community Engagement Network	Student, Family, and Community Engagement Network
Texas Statewide Leadership for Autism Training	Texas Statewide Leadership for Autism Training
Texas Sensory Support Network	Texas Sensory Support Network

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, Montague ISD 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 following strengths, considerations, and technical assistance recommendations for Montague 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 Montague 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	N/A			
CAP	N/A			
DPP	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](#)