



CDN:

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

Thompsons Residential Treatment Center	260553	5-12
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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.

2020	DL 1—Meets Requirements	COMPLIANT	N/A
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*Indicator 11: Child Find
Indicator 12: Early Childhood Transition
Indicator 13: Secondary Transition

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.

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.

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.

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

Timeline for Strategic Support Plan (SSP) and/or Corrective Action Plan (CAP) Below:

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.

[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](#)