



Cycle 2 Group 3

Dates: April – June 2021

CDN: 169908

LEA Compliant

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.

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

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

DL 1—Meets Requirements	COMPLIANT	N/A
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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

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

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.***

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

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

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.

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.

[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](#)