Texas Education Agency
2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Plains ISD
CDN: 251-902

LEA Compliant ☒	Non-Compliance Identified ☐	Corrective Actions Completed N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Plains 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 August 30, 2019, the TEA conducted a policy review of Plains ISD. On December 18, 2020, the TEA

conducted a comprehensive desk review of Plains ISD. The total number of files reviewed for the Plains ISD comprehensive desk review was 15. The review found overall that 15 files out of 15 files were compliant. An overview of the policy review and student file review for Plains 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	18 of 18	15 of 15
IEP Development	5 of 5	15 of 15
IEP Content	3 of 3	15 of 15
IEP Implementation	20 of 20	15 of 15
Properly Constituted ARD	7 of 7	15 of 15
State Assessment	4 of 4	15 of 15
Transition	6 of 6	4 of 4

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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) Performance 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 SUBMISSION

In the 2020-2021 academic year, Local Education Agencies (LEAs) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

Plains ISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

☐Yes   ☒No

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On December 18, 2020, the TEA Review and Support team received 12 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas: Sixty-six 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 notices sent home, followed by phone calls, emails, and the school website.

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

All participants agreed or somewhat agreed 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, School, Family, and Community Network, and the Inclusion in Texas network.

The majority of participants felt training in classroom management, differentiated instruction, and sheltered instruction were the most effective trainings to help meet the needs of students with disabilities.

Forty-five percent of participants agreed and 36% somewhat agreed that there were frequent opportunities to collaborate with related service providers.

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

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

All participants agree with the importance of including students' interests/life goals in the transition process with 46% of participants strongly agreeing.

The majority of participants indicated they chose the in-person learning model. Fifty-four percent reported that remote learning for students receiving special education was somewhat effective and twenty-three percent indicated it was effective.

COVID

Almost 92% 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 models teachers used to provide support for students with moderate to severe disabilities were:

- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers provided supports needed for students to be successful.
- Individualized supports were provided.

Participants indicated that during current COVID school closure/remote learning they needed professional development in how to teach virtually and how to use virtual platforms. They also reported needing training in the social and emotional learning impact on students and how to grade or assess engagement during virtual lessons.

Participants indicated that during COVID school closure/remote learning the top two supports used by the district that didn't work well for students with disabilities were online submission of assignments and virtual instruction with their child's teacher.

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 Plains ISD:

- Many Present Levels of Academic Achievement and Functional Performance statements (PLAAFPs), a fundamental component of an IEP and the foundation of annual goals, were data-rich with information from several areas (STAAR, iStation, Moby Max, classroom, etc.) that support development of comprehensive, customized individualized education plans.
- The continuum of Least Restrictive Environment (LRE) considerations was thoroughly documented with "Provided", "Considered", and "Tried" within the IEPs. This is important to provide a clear picture of what services and supports a student needs to be successful.

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 Plains ISD:

- Consider a system for development of goals that narrowed down for better focus. Specificity allows for individualization and better drives the instruction.

Technical Assistance

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

Topic	Resource
PLAAFP development and goal writing	**Technical Assistance: IEP Development.** This TEA guidance document covers requirements and best practices in developing Individualized Education Programs for students with disabilities.
IEP Goal Development Online Course	**https://txr20.escworks.net/catalog/session.aspx?session_id=72163** This course was produced through a collaborative project between the Texas Education Agency and the Statewide Progress in the General Curriculum Network at Education Service Center 20. The course focuses on the portion of the ARD process related to developing a student's PLAAFP, using the PLAAFP to create enrolled grade level measurable annual academic goals, and progress monitoring.

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, Plains 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 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	Not applicable
CAP	N/A	N/A		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](#)