



Cycle 2 Group 1

Dates: October -December 2020

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

CDN: 043911

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Princeton 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 December 18, 2020, the TEA conducted a policy review of Princeton ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Princeton ISD. The total number of files reviewed for the Princeton ISD comprehensive desk review was 24. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Princeton 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	6 of 6
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	17 of 17
Transition	6 of 6	6 of 6

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 2

*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 January 4, 2021, the TEA Review and Support team received 25 surveys. The Review and Support surveys focused on the following review areas:

Eighty 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 email followed by notices sent home, phone calls, 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.

Fifty-six percent of 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 is the School, Family, and Engagement Network.

The obstacles concerning student's special education programming and services were reported as knowledge of available services and programming and assuring students receive accommodations and/or modifications as outlined in the IEP

Almost 85 percent of participants agree with the importance of including student interests/life goals in the transition process with 42 percent of participants strongly agreeing.

The majority of participants indicated they chose an in-person learning model and most reported that remote learning for students receiving special education was "somewhat effective."

Almost 60 percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

The use of LMS platforms such as Schoology, Canvas or Google Classroom and drive through packet pick up and drop offs did not work well during the COVID school closures according to participant responses.

The majority of participants indicated that teachers worked with parents/guardians in addressing severe behavior and work refusal during COVID school closures/remote learning.

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 Princeton ISD

- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) were well developed and used data to support the student's strengths and weaknesses in the ARDs for students in grades K-8.
- All evaluations meet timelines and content compliance.

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 Princeton ISD:

- Secondary teacher PLAAFP statements should be better supported by data and evidence of

how the student's disability effects the performance in curriculum areas.

TECHNICAL ASSISTANCE

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

Topic	Resource
Significant Disproportionality	Center on Positive Behavioral Interventions and Support: The center for PBIS provides articles, templates, practice descriptions, fact sheets developed by researchers. Assessment tools to determine Tier 3 support needs include the following: Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff (FACTS) Restorative Discipline: Restorative Discipline Practices
IEP Development	NCII-Set Academic IEP Goals. The National Center on Intensive Intervention – The linked document is guidance on strategies for setting high-quality IEP goals. Technical Assistance: IEP Development. TEA Technical Assistance: IEP Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.

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, Princeton ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Division 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 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.

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		Targeted	60 days
CAP	N/A	N/A		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](#)