



Cycle 1 Group 3

Dates: October – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Floydada ISD

CDN: 077-901

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed: N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Floydada 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 27, 2019 , the TEA conducted a policy review of Floydada ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Floydada ISD. The total number of files reviewed for the Floydada ISD comprehensive desk review was 18. The review found overall that 18 files out of 18 files were compliant. An overview of the policy review and student file review for Floydada 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	18 of 18
IEP Development	5 of 5	18 of 18
IEP Content	3 of 3	18 of 18
IEP Implementation	20 of 20	18 of 18
Properly Constituted ARD	7 of 7	18 of 18
State Assessment	4 of 4	18 of 18
Transition	6 of 6	4 of 4

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	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.

Floydada 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 21 Surveys.

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

100% 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 email followed by notices sent home, phone calls and the school website.

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

60% participants strongly agreed they have a clear understanding of special education services, and 40% agreed.

Most selected areas of special education the participants would like to know about were Child Find; evaluation; ARD support network; School, family, and Community engagement network; and Texas statewide leadership Autism training.

Participants felt training to help meet the needs of students with disabilities was somewhat effective.

40% of participants somewhat agree and 20% agree that there were frequent opportunities to collaborate with other service providers. 20% disagree, followed by 10% of participants who somewhat disagree, and 10% strongly disagree that there were opportunities to collaborate with other 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.
- Scheduling ARD meetings.

60% strongly agree with the importance of including student's interests/life goals in the transition process, followed with 40% of participants who agreed.

100% of participants indicated they chose In-Person learning model. Those participating in remote learning did not respond when asked if students interacted with teachers consistently. 36% participants reported that remote learning for students receiving special education was effective, 36% indicated remote learning was somewhat effective.

COVID

About 67% 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 methods indicated that teachers provided 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 modified work and provided individualized support.

Participants indicated that during COVID school closure/remote learning they needed professional development in all areas with the top three being: how to teach virtually, how to use virtual platforms, grade and assess levels of engagement.

Participants indicated that during COVID school closure/remote learning the main supports used by the district that did not work well for students with disabilities were the: delivery of assignments and supplies; shared device per family; LMS platform such as Schoology, Canvas or Google Classroom; virtual instruction with child's teacher; and online submission of assignments.

About 55% of participants indicated that they agreed, followed by 27% that strongly agreed school staff 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 Floydada ISD:

- Student goals are based on multiple sources of data resulting in individualized goals to support growth for students with disabilities.
- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are

descriptive and provide detailed information along with supportive data to support development of standards-based goals and objectives.

- Intensive Plan of Instruction (IPI) is developed based on multiple sources of data including the most recent state assessment data, and the PLAAFP to ensure adequate support for students who were not successful on the state assessment.
- Parent involvement is evidenced at the Admission Review and Dismissal (ARD) meetings with parent input documented in the Individualized Education Program (IEP) which fosters a collaborative relationship with families in developing effective IEPs for students with disabilities.
- COVID-19 related contingency plans ensured students continued to receive services according to their IEP.

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 Floydada ISD:

- Consider reviewing or developing a system to include measurable transition goals within the IEP with clear metrics, in addition to measurable transition supplement goals based upon age-appropriate transition assessments related to education and training, employment, and independent living beyond high school, as determined by the ARD.
- Consider a system for consistent inclusion of multiple sources of assessment data in the PLAAFP to inform annual goals, appropriate services, and supports required to meet those goals.

Technical Assistance

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

Topic	Resource
<ul style="list-style-type: none"> ● Transition 	<ul style="list-style-type: none"> ● www.texastransition.org The Student-Centered Transitions Network builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness. ● Transition and Employment Guide (T&E Guide): Texas Education Agency's T&E Guide per TEC §29.0112 provides information on statewide services and programs that assist in the transition to life outside of the public school system. This guide includes transition services; employment and supported employment services; social

<ul style="list-style-type: none"> ● IEP Development (PLAAFP) 	<p>security programs; community and long-term services and support; postsecondary educational programs and services; information sharing with health and human services agencies and providers; guardianship, alternatives to guardianship, including a supported decision-making agreement under Chapter 1357, Estates Code; self-advocacy, person-directed planning, and self-determination; and contact information for all relevant state agencies.</p> <ul style="list-style-type: none"> ● Intensive Interventions. The National Center on Intensive Intervention—The linked page is intended to help state and local leaders, including school, district, state administrators, and staff lead multi-tiered systems of support (MTSS) and special education initiatives, find tools and resources to support data-based individualization (DBI) implementation.
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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, Floydada 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	N/A	N/A	N/A	N/A
CAP	N/A	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](#)