Texas Education Agency
2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Huntsville Independent School District
CDN: 236902

LEA Compliant ☐	Non-Compliance Identified ☒	Corrective Actions: Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Huntsville Independent School District 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), and Significant Disproportionality (SD), 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.

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

2019–2020 CYCLICAL REVIEW COMPLIANCE SUMMARY

On August 30, 2019 , the TEA conducted a policy review of Huntsville Independent School District . On March 30, 2020, the TEA conducted a comprehensive desk review of Huntsville Independent School District . The total number of files reviewed for the Huntsville Independent School District comprehensive desk review was 39. The review found overall that 36 files out of 39 files were compliant. An overview of the policy review and student file review for Huntsville Independent School District 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	11 of 11	37 of 39
IEP Development	8 of 8	38 of 39
IEP Content	7 of 7	38 of 39
IEP Implementation	3 of 3	36 of 39
Properly Constituted ARD	6 of 6	38 of 39
State Assessment	4 of 4	39 of 39
Transition	5 of 5	7 of 9

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
2019	PL 1—Meets Requirements	NONCOMPLIANCE: SPP 11	SD Year 1

*Indicator 11: Child Find
Indicator 12: Early Childhood Transition
Indicator 13: Secondary Transition

2019–2020 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff/Administrative/Family Interviews

On March 4 and 5, 2020, the TEA Review and Support team conducted 21 interviews during the on-site visit. Interview participants included parents/guardians, general education teachers, special education teachers, evaluation staff, and administration staff (district and campus). The Review and Support interviews focused on the following review areas:

- Continuum of services,
- Communication/Collaboration,
- Extracurriculars,
- Evaluations, IEPs, Progress Reports and,
- Training.

Continuum of services

Huntsville ISD offers a range of services including Life skills, resource classrooms, and behavior programs. Students are included in all classes with special education support when needed.

Communication/Collaboration

The Special Education team collaborates with general education teachers in PLCs and checks-in with general education teachers as needed.

There is a special education hub coordinator who communicates from central office to campuses. The special education administration team meets weekly to talk about areas of growth, share challenges, and discuss trends in paperwork or corrections that need to be made.

Extracurriculars

Students with disabilities can participate in any extracurricular activity they choose. They can participate in all extra curriculars and they receive support when needed. The district has a Transportation Specialist for accessing programs outside school.

Evaluations, IEPs, and Progress Reports

The ARD committee uses a variety of data sources when making program decisions. They begin with looking at the evaluation, talking to all the student's teachers, and the family. The teachers complete a document prior to the ARD for the PLAAFP, and the ARD committee also looks at benchmark and STAAR testing along with any behavioral or discipline data. After an ARD, new information is shared to the student's teachers, and the teachers sign a form indicating they are aware of changes in the student's program.

Training

Special education teachers are trained in CPI, CPR, and how to read and use data. They receive training on differentiation as well. General Education teachers are provided training with general information about special education at the beginning of each semester. Teachers are trained in assistive technology when needed.

PLC meetings are held for all core content areas and both special education and general education teachers are invited to attend.

Parent training is offered on best practices. Campuses set up different stations to showcase programs available and what is happening in each class. Parents are also given websites to access.

Administrators receive training relevant to ESL, 504, and special education. The district is also conducting more training on behavior interventions and behavior intervention plans. Behavior intervention coaches go to campuses and train on BIPs and accommodations to make sure they are understood.

Staff reported that training in differentiated instruction was a helpful and provided useful strategies. They have been working with Solution Tree to improve, but they still would like more training in differentiated instruction.

Interviews indicated that staff would like more specific training on the implementation of BIPs and collaboration with general education teachers on accommodations and modifications

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 Huntsville Independent School District :

- Transition Planning
- Data Driven Planning
- Improving Tier 1 instruction for all students.

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 Huntsville Independent School District :

- Consider guidance or training to staff regarding the transfer of rights to students upon reaching age 18.

Technical Assistance

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

Topic	Resource
Transfer of Rights	Legal Framework http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=117&DT=G&LID=en

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, Huntsville Independent School District 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 Intervention, Stage, and Activity Manager (ISAM).

The LEA must submit the CAP in ISAM 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 SSP and/or CAP Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	Not applicable		Universal	Not applicable
CAP	Not applicable	Not applicable		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](#)