



Cycle 1 Group 2

Dates: January 2020-March 2020

## Texas Education Agency 2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: New Boston ISD  
CDN: 019905

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed N/A

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to New Boston Independent School District (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), 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 September 13, 2019, the TEA conducted a policy review of New Boston Independent School District (ISD). On March 13, 2020, the TEA conducted a comprehensive desk review of New Boston Independent School District (ISD). The total number of files reviewed for the New Boston Independent School District (ISD) comprehensive desk review was 34. The review found overall that 34 files out of 34 files were compliant. An overview of the policy review and student file review for New Boston Independent School District (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	11 of 11	34 of 34
IEP Development	6 of 6	34 of 34
IEP Content	3 of 3	34 of 34
IEP Implementation	8 of 8	34 of 34
Properly Constituted ARD	7 of 7	34 of 34
State Assessment	5 of 5	34 of 34
Transition	4 of 4	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) Performance Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2019	PL 2—Needs Assistance	COMPLIANT	N/A

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

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

## Staff and Family Surveys

On December 7, 2019, the TEA Review and Support team received 60 surveys during the comprehensive desk review. Respondents to the staff and family survey included parents/guardians, general education teachers, special education teachers, evaluation staff, and administration staff (district and campus). The Review and Support surveys focused on the following review areas:

- Family and community outreach
- Inclusion of special education staff in general education curriculum planning

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 New Boston Independent School District (ISD):

- Notices, phone calls, and emails are the most identified ways the district provided information to parents, families, organizations, and other stakeholders concerning special education services.
- Most teachers (62.16%) reported special education staff are included in curriculum training and planning with content and grade level teachers.

## 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 New Boston Independent School District (ISD):

- Professional development to increase IEP content quality. Emphasis on alignment between the Present Level of Academic Achievement and Functional Performance (PLAAFP) and goals for general education and special education staff is a recommendation.

## Technical Assistance

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

## Resource

### Topic

Preset Levels of Academic Achievement and Functional Performance (PLAAFP)

[Texas Project First - PLAAFP Training Components](#) - PLAAFP is another special education acronym that stands for “Present Levels of Academic Achievement & Functional Performance.” Simply put, Present Levels answer the questions: what can this student do and what does he/she know right now?

For more information about cyclical monitoring and the Differentiated Monitoring and Support process, please visit the [Review and Support website](#)

## 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](#)