Texas Education Agency
2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Plano ISD
CDN: **043910**

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

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Plano 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 Plano Independent School District (ISD). On March 13, 2020, the TEA conducted a comprehensive desk review of Plano Independent School District (ISD). The total number of files reviewed for the Plano Independent School District (ISD) comprehensive desk review was 41 The review found overall that 41 files out of 41 files were compliant. An overview of the policy review and student file review for Plano 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	41 of 41
IEP Development	6 of 6	41 of 41
IEP Content	3 of 3	41 of 41
IEP Implementation	8 of 8	41 of 41
Properly Constituted ARD	7 of 7	41 of 41
State Assessment	5 of 5	35 of 35
Transition	4 of 4	10 of 10

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	COMPLIANT	SD Year 3

*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 1,030 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:

- Communications with families and community members
- Staff development and curriculum planning
- Communication methods include notices, phone calls and emails to many stakeholders concerning special education services.
- The methods the district uses to communicate with stakeholders regarding special education services were indicated as the top three, preferred methods of communication by survey respondents
- Almost 80 percent of staff who completed the survey noted that special education staff are included in curriculum training and planning with content and grade level teachers.

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 Plano Independent School District (ISD):

- Communication methods include notices, phone calls and emails to many stakeholders concerning special education services.
- The methods the district uses to communicate with stakeholders regarding special education services were indicated as the top three, preferred methods of communication by survey respondents
- Almost 80 percent of staff who completed the survey noted that 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 Plano Independent School District (ISD):

- The district may consider the specificity of the frequency, duration, and location for subjects in the intensive programs of support for students who have failed a state assessment.

Technical Assistance

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

Topic	Resource
Topic- Intensive Program of Instruction	**Resource-** Accelerated Instruction and Intensive Program of Instruction – Description of how to document an Intensive Program of Instruction for an ARD meeting.

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](#)