



Cycle 2 Group 1

Dates: October 2020 – December 2020

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

CDN: 091913

LEA Compliant

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Pottsboro 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 Pottsboro ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Pottsboro ISD. The total number of files reviewed for the Pottsboro ISD comprehensive desk review was 21. The review found overall that 21 files out of 21 files were compliant. An overview of the policy review and student file review for Pottsboro 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:

<b>Compliance Area</b>	<b>Policy Review (# compliant of # reviewed)</b>	<b>Student File Review (# compliant of # reviewed)</b>
Child Find/Evaluation/FAPE	19 of 19	9 of 9
IEP Development	5 of 5	21 of 21
IEP Content	3 of 3	21 of 21
IEP Implementation	21 of 21	21 of 21
Properly Constituted ARD	8 of 8	21 of 21
State Assessment	4 of 4	11 of 11
Transition	6 of 6	21 of 21

## **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.

<b>Year</b>	<b>Results-Driven Accountability (RDA) Determination Level</b>	<b>SPP Indicators 11, 12, 13 Compliance*</b>	<b>Significant Disproportionality</b>
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**

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 December 18, 2020, the TEA Review and Support team received 142 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

All 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.

Most parent/family member participants (78%) felt they would be most comfortable attending

special education information sessions at the school campus.

All 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 were:

- Small and Rural Schools Network,
- Child find evaluation and ARD support network and,
- the Inclusion in Texas Network.

The majority of participants felt all training to help meet the needs of students with disabilities was effective or somewhat effective.

Seventy-eight percent of participants felt there were frequent opportunities to collaborate with related service providers and almost twenty percent felt there was not frequent opportunities to collaborate with service providers.

Fifty percent indicated there were no obstacles concerning student's special education programming and services and the other 50% indicated:

- Timely updates on student progress,
- Scheduling ARD meetings,
- Knowledge of available services and programming and,
- Assuring students receive accommodations and/or modifications as outlined in the IEP.

Ninety percent of participants agree with the importance of including students interests/life goals in the transition process.

Sixty-three percent 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 ways indicated that teachers provided support to students with moderate to severe disabilities were:

- teachers provided supports needed for students to be successful,
- made regular contact with students and parents to meet academic and emotional needs,
- teachers modified work and,
- provided individualized support.

Participants indicated that current COVID school closure/remote learning they needed professional development in all areas.

Participants indicated that shared device per family during COVID school closure/remote learning was the least effective strategy.

The majority of participants (almost 93%) indicated that school staff worked with parent/guardian in addressing sever behavior and work refusal.

Most participants indicated they chose In-Person learning model. The majority participating in remote learning indicated that the students did not interact with teachers consistently. They reported that remote learning for students receiving special education was both effective (58%) or ineffective (38%).

**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 Pottsboro ISD:

- State Assessment results clear and individualized IPI.
- Detailed and relevant goals.
- Detailed schedule of services both for in-person and/or remoted learning environments.
- Accommodations documentation for both in-person and/or remote learning environments.

## 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 Pottsboro ISD:

- Consider reviewing guidance and/or providing staff training related to Individualized Education Plan (IEP) PLAAFP development.
- Consider opportunities and strategies to increase outreach to parents/families/caregivers of students with disabilities who receive special education services in the district.

## TECHNICAL ASSISTANCE

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

Topic	Resource
IEP PLAAFP Development	<p><a href="#">NCII-Set Academic IEP Goals</a>. <b>The National Center on Intensive Intervention</b> – The linked document is guidance on strategies for setting high-quality IEP goals.</p> <p><a href="#">Technical Assistance: IEP Development</a>. <b>TEA Technical Assistance: IEP Development</b> - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p> <p><a href="#">IEP Goal Development</a>. This document is a comprehensive goal writing support document that details the how to as well as the why. Guidance for moving from compliance to quality included.</p>

## 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, Pottsboro 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.

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		Universal	Not applicable
CAP	N/A	N/A		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](#)