

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Plainfield efforts, attention, and time committed to the completion of the review process.

The TEA has developed a monitoring approach that reviews compliance indicators while also looking for best practices. In commitment to the approach, the cyclical monitoring report will provide the results of the LEA 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

conducted a ~~re~~(es)36579 desk review of

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 12 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas: Sixtysix 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 notices sent home, followed by

During COVID closures the top three models teachers used to provide support for students with moderate to severe disabilities were:

- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers provided supports needed for students to be successful.
- Individualized supports were provided.

Participants indicated that during current COVID school closure/remote learning they needed professional development in how to teach virtually and how to use virtual platforms. They also reported needing training in the social and emotional learning impact on students and how to grade or assess engagement during virtual lessons.

Participants indicated that during COVID school closure/remote learning the top two supports used by the district that didn't work well for students with disabilities were online submission of assignments and virtual instruction with their child's teacher.

The majority of participants indicated they agreed or strongly agreed that they worked with parent/guardian in addressing severe behavior and work refusal.

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

REFERENCES

Differentiated Monitoring and Support System

Review and Support General Supervision Monitoring Guide

State Performance Plan and Annual Performance Report and Requirements

ResultsDriven Accountability Reports and Data

ResultsDriven Accountability District Reports

ResultsDriven Accountability Manual