



Cycle 2 Group 3

Dates: April - June 2021

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

CDN: 014906

Non-Compliance Identified

Corrective Actions To Be Completed

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Killeen 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, 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 April 22, 2021, the TEA conducted a policy review of Killeen ISD. On May 28, 2021, the TEA conducted a comprehensive desk review of Killeen ISD. The total number of files reviewed for the

Killeen ISD comprehensive desk review was 24 The review found overall that 22 files out of 24 files were compliant. An overview of the policy review and student file review for Killeen 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	22 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	6 of 6

## 2020–2021 DYSLEXIA COMPLIANCE SUMMARY

For the 2020-2021 school year, the Texas Education Agency (TEA) identified Killeen Independent School District (ISD) for dyslexia monitoring based on the Differentiated Monitoring and Support Cyclical Schedule. The dyslexia monitoring process focuses on three-core elements: Early Intervention and Identification, Program of Instruction and Parent Notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Killeen ISD artifacts using the Dyslexia Program Evaluation Rubric which is aligned to Senate Bill 2075 of the 86th Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The 2020-2021 school year results for Killeen ISD are in the Dyslexia Compliance Summary table below.

<b>Areas of Implementation</b>	<b>Compliance Status</b>
Dyslexia Procedures	Met Compliance
Parent Communication	Met Compliance
Screening	Met Compliance
Reading Instruments	Met Compliance
Evaluation and Identification	Met Compliance
Instruction	Met Compliance
Dysgraphia	Met Compliance
Professional Development and Training	Met Compliance
Progress Monitoring	Met Compliance

## 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) Determination Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2020	DL 2—Needs Assistance	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 June 30, 2021, the TEA Review and Support team received 547 surveys. The Review and Support surveys focused on the following review areas:

Sixty 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 email followed by notices sent home, phone calls, and the school website.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school/campus, followed by the educational service center and online format.

75% of participants indicated they have a clear understanding of special education services.

Participants selected the School, Family, and Community Engagement Network; Child Find, Evaluation and ARD Support network; and Texas Statewide Leadership for Autism Training Network as the areas of special education that they would like to know more about.

The majority of participants felt training provided on Special Education State Assessment Determination was effective or somewhat effective to help meet the needs of students with disabilities.

Forty-seven percent of participants felt there were frequent opportunities to collaborate with related service providers and fifty three percent felt there was not frequent opportunities to collaborate with service providers.

The obstacles concerning student’s special education programming and services were reported as:

- Assuring students receive accommodations and modifications as outlined in the IEP
- Timely updates on student progress
- Knowledge of available services and programming

98% of participants agree with the importance of including students' interests/life goals in the transition process with 50% of those participants strongly agreeing.

## **COVID**

The majority of participants indicated they chose the in-person learning model. 56% of those 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 ineffective or extremely ineffective.

65% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was ineffective in student progress.

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

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

Participants indicated that during current COVID school closure/remote learning they needed professional development in:

- How to use virtual platforms
- How to teach virtually
- How to engage students and assess levels of engagement

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 the learning management system (LMS) platform and online submission of assignments.

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

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  
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and family surveys, the Review and Support team identified the following strengths for Killeen ISD:

- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are descriptive, organized, and provide detailed information along with supportive data. Having a clear understanding of a student’s present levels builds a foundation for growth that guides the IEP development.
- Deliberations are detailed and provide additional information regarding student progress and services needed. Clear deliberations increase understanding of committee discussion and decisions across individuals involved in IEP implementation and progress monitoring.

## 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 Killeen ISD:

- Consider reviewing/revising procedures and additional training for required staff on completing evaluations within the required timeline, including contingency plans for periods of time when face to face instruction/evaluations are not possible.
- Survey results indicate Killeen ISD should consider reviewing/revising procedures that provide opportunities for collaboration between staff and related services providers.
- Consider additional training on the topic of remote learning and virtual instruction, if applicable. Developing consistency with distance learning platforms is likely to improve student outcomes.

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

Topic	Resource
Evaluation Timeline Resources	<a href="#">.Technical Assistance Guide for Child Find and Evaluations.</a> : The Child Find and Evaluation Technical Assistance Guidance is intended for use by Texas educators to support the implementation of services for students with or suspected of having disabilities.
Related Service Collaboration Resource	<a href="https://childfindtx.tea.texas.gov/">https://childfindtx.tea.texas.gov/</a> The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.
Virtual Learning Resource	<a href="https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-instructional-continuity-planning">https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-instructional-continuity-planning</a> The purpose of Instructional Continuity planning is to help districts launch "at-home Schools" that maximize the amount of instructional time for students this school year and support student mastery of grade-level standards.

## 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, Killeen ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Department of Review and Support 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 Texas.

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.

## 2020–2021 DYSLEXIA PROGRAM EVALUATION FINDINGS

As a result of the program evaluation review, the TEA Department of Review and Support: Dyslexia Monitoring has identified the following strengths, considerations, and technical assistance recommendations for Killeen ISD.

Areas of strength include the tracking of accommodations and modification for students identified with dyslexia.

### Areas of Consideration

Your current dyslexia program is in alignment with state and federal mandates. The following resources are recommended for reflection of current dyslexia program to strengthen internal systems and procedures.

Topic	Resource
TEA Review and Support	<a href="#">Dyslexia Monitoring</a>
TEA Special Education	<a href="#">Dyslexia and Related Disorders</a>
Dyslexia: TEA Professional Learning Course	<a href="#">TEALearn Dyslexia Modules</a>

If you have questions about the contents of this dyslexia review summary, please contact Edna Morales in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring by phone at 512-463-9260 or by email at [Edna.Morales@tea.texas.gov](mailto:Edna.Morales@tea.texas.gov).

### Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with State Board of Education (SBOE) dyslexia guidance and Senate Bill 2075 regarding noncompliance identified through the dyslexia program evaluation, a finding of noncompliance is identified by the citation (i.e., program or process) that is violated.

### Dyslexia Performance Plan (DPP)

If noncompliance is identified, the LEA is required to demonstrate correction of all noncompliance in the Dyslexia Performance Plan (DPP). This tool guides LEAs through a continuous improvement process. It addresses areas of growth that will positively impact students with dyslexia or other related disorders. LEAs should complete the DPP no later than 120-days after receiving notification of noncompliance. This document will be provided by TEA or can be accessed in the resources section of the [Review and Support website](#).

## 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	12/1/2020		Targeted	90 days
CAP	9/14/2021	7/30/2022		30 days
DPP	N/A			

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](#)



## APPENDIX

### Child Find/Evaluation

#### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301(c)(1)(ii)	TAC 89.1011(c); TEC §29.004	Yes	<p>Individual—Yes</p> <p>Individual student ARDs must be held to discuss the findings, review progress, and discuss whether compensatory services are recommended.</p> <p>Systemic—Yes</p> <p>Review the LEAs procedures with regards to the specific area of noncompliance and make corrections/updates as necessary.</p> <p>Provide training to required staff on the revised policies and procedures. Submit agenda(s) and sign-in sheet(s).</p> <p>Review the LEAs self-monitoring system to correct specific area of noncompliance and submit evidence of revision.</p> <p>Submit student records required to evidence systemic correction.</p>	Yes