Action Not Required

October 28, 2021

Dr. Pedro Galaviz, Superintendent
Canutillo ISD, CDN 071907
PO Box 100
Canutillo, TX 79835-0100
lrodriguez@canutillo-isd.org

Subject: Cycle 1 Review Status Clarification and Update

Dear Dr. Galaviz,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 1 review and any findings identified as a result of data collected and reviewed during monitoring activities in accordance with the Individuals with Disabilities Education Act (IDEA).

Status of Compliance

After an internal document review, TEA has determined that **Canutillo ISD** received a **2020-2021 Cyclical Monitoring Report** that may have contained confusing information regarding compliance standing and requirements for further action. The attached updated report corrects language on page 1, and if applicable in the Appendix.

Specifically, although individual instance(s) not meeting regulatory and/or statutory requirements during the review of LEA provided data were found, the LEA timely corrected those instance(s) prior to any letter of finding from the State being issued. Therefore, no further actions resulting from the LEA's cyclical review are required.

Should you have any questions regarding the cyclical review process and/or questions related to the updated report information, please contact the Office of Special Populations and Monitoring at (512) 463-9414.

Sincerely,

Jennifer Alexander
Interim Deputy Commissioner
Office of Special Populations and Monitoring
Texas Education Agency

cc: LEA Special Education Director
        Executive Director, Region 19 Education Service Center
        Special Education Contact, Region 19 Education Service Center

Enclosure

TEXAS EDUCATION AGENCY
2020-2021 CYCLICAL MONITORING REPORT
CANTUILLO ISD

CDN: 071907

Status: Complete-See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Canutillo 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 August 30, 2019, the TEA conducted a policy review of Canutillo ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Canutillo ISD. The total number of files reviewed for the Canutillo ISD comprehensive desk review was 24. The review found overall that 23 files out of 24 files were compliant. An overview of the policy review and student file review for Canutillo 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	18 of 18	24 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	23 of 24
IEP Implementation	20 of 20	24 of 24
Properly Constituted ARD	7 of 7	24 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	6 of 6

DATA SUMMARY OF RESULTS-DRIVEN ACCOUNTABILITY, STATEPERFORMANCE 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
2020	PL 4–Needs Substantial Intervention	NONCOMPLIANCE: SPP 12	N/A

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

2020-2021 COVID-19 IMPACT NARRATIVE SUBMISSION

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, ADMINISTRATORINTERVIEWS/SURVEY

Staff/Family/Administrative surveys

On December 18, 2020, the TEA Review and Support team received 179 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas: Seventy-two 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 and phone calls.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

Ninety-one percent of 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 Tiered Interventions using Evidenced-Based Research (TIER) and School, Family, and Community Engagement network.

Most participants felt trainings in using accommodations and modifications, differentiated instruction, and positive behavioral supports were effective or extremely effective to help meet the needs of students with disabilities.

Almost 46% of participants agreed or strongly agreed there were frequent opportunities to collaborate with related service providers, and approximately 18% felt there were 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/or modifications as outlined in the IEP.
- Timely updates on student progress.
- Knowledge of available services and programming.

Over 95% of respondents agree with the importance of including students' interests/life goals in the transition process with almost 57% of participants strongly agreeing.

The majority of participants indicated they chose In-Person learning model. Those participating in remote learning indicated that the students interacted with teachers consistently. Over 70% reported that remote learning for students receiving special education was at least somewhat effective. Twelve percent found it to be extremely ineffective.

COVID

Almost 78% 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 methods indicated that teachers provided support to 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.
- 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, and the social and emotional learning impact on students.

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that didn't work well for students with disabilities were a shared device per family and online submission of assignments.

The majority of participants indicated that they agreed or strongly agreed that the district worked with parents/guardians 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 and family surveys, the Review and Support team identified the following strengths for Canutillo ISD:

- On-line post-secondary resources are included in the transition supplements. This practice provides the opportunity for students and families to explore different avenues and services after high school.
- Intensive programs of instruction (IPIs) were written for all students who were not successful on the STAAR exam providing additional support for attainment of progress and academic growth.
- Communication is provided to families promoting special education resources which increases family/caregiver engagement in development and intervention of special education programming for their students.

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 Canutillo ISD:

- Consistent inclusion of assessment (STAAR and local) data related to TEKs in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements to inform the annual goals and appropriate services and supports required for the student to meet those goals.
- Consider reviewing/revising system to facilitate collaboration and communication with families to ensure required timelines are met.
- Include transition goals that are achievable annually within the IEP, in addition to the goals in the transition supplement. This practice can help guide students step-by-step towards their goals after high school.

Technical Assistance

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

Topic	Resource
PLAAFP Writing	https://tea.texas.gov/sites/default/files/FinalAccessibleIEPDevelopment-July%202020_website_locked.pdf TEA Technical Assistance: IEP Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.
Transition Planning	https://www.texastransition.org/ is the TEA Student-Centered Transitions Network (SCTN) website for everything transition in Texas. Click this link to sign up for their newsletter to receive monthly updates about resources and information on transition topics. Developing Goals: This is a short resource that is part of a longer module from the IRIS Center at Vanderbilt University. It gives information about connecting transition assessments to goals. It includes short case studies with examples of possible transition goals for the highlighted students.
Collaborating and developing services for children with disabilities.	http://www.spedtex.org/ The School, Family, and Community Engagement Network: The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.

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

The TEA Department 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	12/18/2020		Intensive	30 days
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](#)

APPENDIX

IEP Content

STUDENT FILE REVIEW

Updated clarification 10/2021

1 Student folder was found in violation of 34 CFR §300.324 upon initial review. LEA corrected the individual student folder prior to any issuance of findings by the State. No additional corrective actions are required.

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC1	34 CFR §300.324(b)		1 student folder did not meet requirements under 34 CFR §300.324 upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required