Action Not Required

December 7, 2021

Mr. Andy Ball, Superintendent
Clifton ISD 018901
1102 Key Ave
Clifton, TX   76634-1029
andy.ball@cliftonisd.org

Subject: Cycle 2 Review Status Clarification and Update

Dear Mr. Andy Ball,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 2 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 **Clifton 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 12 Education Service Center
       Special Education Contact, Region 12 Education Service Center

Enclosure

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Clifton ISD

CDN: 018901

Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Clifton 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 Clifton ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Clifton ISD. The total number of files reviewed for

the Clifton ISD comprehensive desk review was 21. The review found overall that 19 files out of 21 files were compliant. An overview of the policy review and student file review for Clifton 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	19 of 19	21 of 21
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	21 of 21
Transition	6 of 6	4 of 6

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
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/Family/Administrative surveys

On December 18, 2020, the TEA Review and Support team received 22 surveys. The Review and Support surveys focused on the following review areas:

Eighty-three percent of survey participants felt that they received sufficient communication from their school. The best way to communicate information about (training, support groups, and other resources) concerning special education services is 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.

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 Child Find; Evaluation; ARD Support Network; School, Family, and Community Engagement Network; and the Small and Rural Schools Network.

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

Seventy five percent of participants felt there were frequent opportunities to collaborate with related service providers and twenty five percent felt there were not frequent opportunities to collaborate with service providers.

The only obstacle concerning student's special education programming and services reported was assuring students receive accommodations and/or modifications as outlined in the IEP.

All participants agree with the importance of including students' interests/life goals in the transition process with fifty three percent of participants strongly agreeing.

COVID

All participants indicated they chose In-Person learning model for the 2020-2021 school year.

Almost sixty seven 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 methods indicated that teachers provided 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 an emotional need.
- Teachers modified work and provided individualized support.

Participants indicated that during current COVID school closure/remote learning they needed professional development in the areas of how to teach virtually, how to use virtual platforms, and how to assess engagement and learning.

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 LMS platform such as Schoology, Canvas or Google Classroom and online submission of assignments.

The majority of participants indicated that they agreed or strongly 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 and family surveys, the Review and Support team identified the following strengths for Clifton ISD:

- Dyslexia elements were clearly written and closely aligned with state guidelines. Recommendations for dyslexia are supported by evaluation results and are focused on student outcomes. Students benefit from adherence to procedures and best practices being implemented.
- Contingency plans for virtual learning were well documented. Students are likely to benefit from these individualized plans that have considerations for meeting their needs in numerous scenarios.

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 Clifton ISD:

- Consider implementing district wide trainings and reviewing, revising, or developing procedures to ensure transition timeline requirements are clearly communicated across staff members and implemented with fidelity to support attainment of post-secondary goals and long-term success for students.
- Based on survey results, consider connecting stakeholders with resources, including: Child Find, Evaluation, ARD Support Network, School, Family, and Community Engagement Network, and the Small and Rural Schools Network. Developing an easily accessible location on the school website to link to TEA resources may be a way to connect stakeholders with resources available. Student outcomes tend to improve when all members of a student's support team are aligned in their strategies and understanding of state guidance.

TECHNICAL ASSISTANCE

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

Topic	Resource
Child Find, Evaluation, and ARD Support Network	https://childfindtx.tea.texas.gov/ 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.
School, Family, and Community Engagement Network	http://www.spedtex.org/ 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.
Small and Rural Schools Network	https://www.smallandruralschools.org/ TEA is committed to providing effective supports and guidance to Texas public schools in their implementation of strong and effective programs for students with disabilities. The Small and Rural Schools Network (SRSN) was created to help these LEAs meet the challenges unique to their size and region.
Transition Support	https://www.texastransition.org The Student-Centered Transitions Network builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness.

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, Clifton 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	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](#)

APPENDIX

Transition

Student File Review
Updated clarification 12/2021
LEA corrected the individual student folders 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
TR1	34 CFR §300.320(b)	TAC 89.1055(j); TEC §29.0111	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required