



Cycle 2 Group 2

Dates: January 2021 – March 2021

TEXAS EDUCATION AGENCY

2020-2021 CYCLICAL MONITORING REPORT KATY INDEPENDENT SCHOOL DISTRICT

CDN: 101914

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Katy 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 Katy ISD. On February 25, 2021, the TEA conducted a comprehensive desk review of Katy ISD. The total number of files reviewed for the Katy ISD comprehensive desk review was 24. The review found overall that 24 files out of 24 files

were compliant. An overview of the policy review and student file review for Katy 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	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

The dyslexia monitoring process focuses on three-core elements: early identification and intervention, program of instruction, and parent notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Katy ISD artifacts using a program evaluation protocol 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 Katy ISD are in the table below.

Areas of Implementation	Compliance Status
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

2020-2021 RESIDENTIAL FACILITY INFORMATION

Katy ISD .101914 has 1 Residential Facility according to RF Tracker 2020 collection. The chart below identifies the RF which was included in the cyclical review..

RF Name	RF Number	Grade Level(s)
Avante Residential & Community Services	265059	PK-5

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 1—Meets Requirements	COMPLIANT	SD Year 1

*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 February 25, 2021, the TEA Review and Support team received 798 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

- 90% of respondents feel they receive sufficient communication from their school such as weekly updates/emails/newsletters to stay connected.
- Majority of respondents reported that the best way their school/district provides information concerning special education services are through email, notices sent home and the school website.
- Majority of respondents reported feeling comfortable attending special education information sessions or trainings if offered at the school campus.
- Over 50% of respondents reported having a clear understanding of special education services and supports.

- Majority of respondents reported wanting to learn more about Texas Statewide Leadership for Autism Training, Inclusion in Texas network and the School, Family, and Community Engagement network.
- Respondents reported the following trainings as most effective:
 - Differentiated Instruction
 - Classroom Management
 - Using accommodations and modifications
- Majority of respondent somewhat that there are frequent opportunities to collaborate and plan with related service providers.
- Respondents noted that they have endured the following obstacles during their students' special education programming and services:
 - Assuring students receive accommodations and/or modifications as outlined in the IEP.
 - Knowledge of available services and programming
- Over 80% of respondents reported that they either agree or strongly agree that they understand the importance of including the student's interests/life goals in the transition process
- Over 60% of respondents reported that during COVID school closures/remote learning they were aware of an Emergency Contingency Plan effective for students' progress.
- During the COVID school closures/remote learning students with moderate to severe disabilities were supported through:
 - Teachers providing supports needed for students to be successful.
 - Teachers making regular contact with students and parents to meet emotional and academic needs.
 - Teachers modifying work.
- During COVID school closures/remote learning, respondents reported the following professional development needs to specifically address the needs of students with disabilities:
 - How to teach virtually
 - How to use virtual platforms
 - How to engage students and assess levels of engagement
- During COVID school closures/remote learning, respondents reported the following strategies used by the district for remote learning did not work well for students with disabilities:
 - Shared device per family
 - Online submission of assignments
 - Learning Management System (LMS) platform such as Schoology, Canvas, or Google Classroom
- Over 70% of respondents reported that during COVID school closures/remote learning, school staff worked with parents/guardians in addressing severe behavior and work refusal.
- 84% of respondents reported that for the 2020-2021 school year they opted for an in-person learning model.
- Over 80% of respondents reported that during remote learning, their child interacted with students and teachers consistently.
- 36% of respondents reported that they found remote learning to be somewhat effective.

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 Katy ISD:

- Writing Present Levels of Academic Achievement and Functional Performance (PLAAFPs) and including aligned measurable annual goals. I was also able to easily identify the Intensive Programs of Instruction (IPI) for students who do not pass the STAAR assessment as compliant, and support student achievement.
- Student IEPs that were reviewed included required post-secondary transition planning elements and well-developed goals.

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 Katy ISD:

- Consider reviewing guidance and providing staff training related to alternative measures for discipline issues and behavior intervention strategies.

Technical Assistance

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

Topic	Resource
Behavior	.IDEA Behavior .OSEP Behavior

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, Katy 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 Katy ISD.

Areas of Strength

Areas of Consideration

The LEA's dyslexia program is in alignment with state and federal requirements. The following resources are recommended to support the implementation of the dyslexia program, internal systems, and procedures.

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders
Dyslexia: TEA Professional Learning Course	TEA Learn Dyslexia Modules

Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with Senate Bill 2075 of the 86th Legislature, TEC 38.003 (c-1), and 19 TAC 74.28 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 the 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	12/18/2020		Universal	90 days
CAP	N/A	N/A		N/A
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](#)