



Cycle 2 Group 1

Dates: October 2020- December 2020

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

CDN: 133906

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

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

for the Kennard ISD comprehensive desk review was 14. The review found overall that 10 files out of 14 files were compliant. An overview of the policy review and student file review for Kennard 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	14 of 14
IEP Development	5 of 5	10 of 14
IEP Content	3 of 3	14 of 14
IEP Implementation	21 of 21	14 of 14
Properly Constituted ARD	8 of 8	14 of 14
State Assessment	4 of 4	14 of 14
Transition	6 of 6	6 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) Determination 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 and Family Surveys

On December 18, 2020 the TEA Review and Support team received 9 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

All participants agree that 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 the school website followed by notices sent home, phone calls and emails from the school.

Most 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.

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

Forty percent of participants felt there were frequent opportunities to collaborate with related service providers.

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

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

Seventy percent of participants agree with the importance of including students interests/life goals in the transition process with twenty-eight percent of participants strongly agreeing.

The majority of participants indicated they chose an In-Person learning model. Twenty-eight percent of respondents reported that remote learning for students receiving special education was effective.

Almost seventy percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in supporting student progress.

During COVID closures the top three ways indicated that teachers provided support to students with moderate to severe disabilities were:

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

Participants indicated that during current COVID school closure/remote learning additional professional development is needed.

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 the shared devices per family and the drive through packet pickup.

The majority of participants indicated that they agreed or strongly agreed that their school 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 Kennard ISD:

- Kennard ISD demonstrated a commitment to encouraging parental involvement by providing various methods for parents to participate in ARD meetings despite COVID-19.
- It was evident that students' voices and preferences in Kennard ISD are a critical and valued component in the transition planning for their post-secondary life.

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 Kennard ISD:

- Present Levels of Academic and Functional Performance (PLAAFP) statements should provide a clear picture of the student's current performance and how their disability impacts their progress in the general education setting.
- Consider additional training on IEP development to support the use of high quality measurable annual goals based on the student's present levels in each area of need.

TECHNICAL ASSISTANCE

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

Topic	Resource
PLAAFP Statements	<p data-bbox="548 226 1448 436">Intensive Interventions. The National Center on Intensive Intervention: The linked page is intended to help state and local leaders, including school, district, and state administrators and staff responsible for leading multi-tiered systems of support (MTSS) and special education initiatives, find tools and resources to support data-based individualization (DBI) implementation.</p> <p data-bbox="548 478 1448 541">High Quality PLAAFP Statements. This IRIS Center module focuses on the key components of high quality PLAAFP statements.</p>
Measurable Annual Goals	<p data-bbox="548 552 1448 646">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.</p>

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

The TEA Division 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 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.

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	3/22/2021	1/28/2022		30 days

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 Development

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID2	34 CFR § 300.320(a)(1)		Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area to ensure all identified areas of weaknesses are addressed through their annual goals. Consider whether the students' free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring in this area of noncompliance.</p> <p>Demonstrate systematic, ongoing compliance in this area.</p>	Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID3	34 CFR § 300.320(a)(2)(i)		Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area to ensure all annual goals are measurable. Consider whether the students' free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</p> <p>Systemic—Not Applicable</p>	No