

Action Not Required

December 7, 2021

Dr. Andy Baker, Superintendent  
Kilgore ISD 092902  
301 N Kilgore St  
Kilgore, TX 75662-5499  
info@kisd.org

Subject: Cycle 2 Review Status Clarification and Update

Dear Dr. Andy Baker,

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 **Kilgore 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 7 Education Service Center  
Special Education Contact, Region 7 Education Service Center

Enclosure



Cycle 2 Group 1

Dates: October 2020 – December 2020

## TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Kilgore ISD

CDN: 092902

**Status: Complete – See attached letter and updated Appendix**

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Kilgore 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 Kilgore ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Kilgore ISD. The total number of files reviewed for the Kilgore ISD comprehensive desk review was 23. The review found overall that 19 files out of

23 files were compliant. An overview of the policy review and student file review for Kilgore 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	23 of 23
IEP Development	5 of 5	20 of 23
IEP Content	3 of 3	23 of 23
IEP Implementation	21 of 21	23 of 23
Properly Constituted ARD	8 of 8	22 of 23
State Assessment	4 of 4	23 of 23
Transition	6 of 6	8 of 8

## **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.

<b>Year</b>	<b>Results-Driven Accountability (RDA) Determination Level</b>	<b>SPP Indicators 11, 12, 13 Compliance*</b>	<b>Significant Disproportionality</b>
2020	DL 3—Needs Intervention	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 and interviews**

On December 18, 2020, the TEA Review and Support team received 75 surveys and 15 interviews during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Fifty-four percent of participants felt they receive enough 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 are notices sent home, followed by email, phone calls and the school website.

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

Seventy 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 the Student-Centered Transition Network (SCTN).

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

Fifty three 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:

- Scheduling ARD meetings.
- Knowledge of available services and programming.
- 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 50% of participants strongly agreeing.

The majority of participants indicated they chose an in-person learning model. Fifty percent also reported that remote learning for students receiving special education was effective or somewhat effective.

Eighty-five 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 more professional development is needed.

Participants indicated that during COVID school closure/remote two learning strategies used by the district that did not work well for students with disabilities were drive through packet pick up and 1:1 device provision.

Many participants indicated that they agreed or strongly agreed that their school worked with parents/guardians in addressing severe behavior and work refusal.

Kilgore ISD offers a range of services including dyslexia, life skills, Early Childhood Special Education (ECSE), inclusion support, and modified curriculum supports. Services are supported in co-teach models, inclusion classrooms, resource support models, and self-contained environments. Staff also shared appreciation for service areas like the sensory room and the support provided by behavior a behavior therapist and behavior interventionist.

#### Communication/Collaboration

Kilgore ISD has focused on building relationships, and strategies to limit overidentification of students with disabilities. Interviews also relayed that work on the Strategic Support Plan was an opportunity to collaborate across the district to implement restorative discipline practices and improve inclusion models and push in services for students with life skills services.

Special Education is under the direct leadership of the Assistant Superintendent. The special education director has on-going, recurring meetings with district leadership, campus leadership and campus support providers.

District communication has been updated because of COVID-19. For example, there are nurses who provide services including some therapists that are going to the home during the day. Teachers are described as being very engaged with parents and caregivers using Google Classroom and a visual platform for tracking progress called, Vizzle.

Parents have opportunities to participate in ARD meetings and share concerns. Communication is also received through email, text messages, backpack mail, and events directed by the school or district.

#### Extracurriculars

Students with disabilities have opportunity to participate in the same extracurricular opportunities as nondisabled peers. A PASS program was also described as process where students push into the life skills classroom to engage with nondisabled peers.

#### Implementation/monitor effectiveness of Special Education programs

The district has gone through three reorganizations in the last five years. Efforts to streamline the RTI process and documentation for FIEs are described as areas of continuous improvement.

#### ARD

Preparations for ARD includes data driven practices, review of evaluation(s), grades, focus on assessment data, and universal screeners. Staff described effort to determine why a student may require a more restive setting and work to meet student needs with other options when possible.

#### Monitoring effectiveness

Internal monitoring is maintained through Success Ed. The director assigns the diagnosticians responsible for initial evaluations. Consent dates and information are entered into the program. Success Ed reports are used to put evaluation deadlines on calendars and track reevaluation status. The same system and process is also used to track all ECI referrals.

Training: The following training opportunities were particularly highlighted in the interviews:

- Positive Behavior Interventions and Supports,
- Continuous progress monitoring and how to measure growth and accountability.
- Use of data folders.
- Special education specific training on accommodations and IEPs

Training Needs:

A review of the interviews showed that recent trainings have been positive, and the district is continuing to focus on the implementation of transition practices. Kilgore ISD is also engaging trainings to improve discipline management at the campus level.

Effectiveness:

The interviews also reveal that Kilgore ISD is committed to providing relevant training to meet the diverse needs of students.

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 Kilgore ISD:

- Accommodations and modifications are provided to students according to IEPs as evidenced by artifacts and work samples.
- Postsecondary goals for students who reach the age of transition are based on student preferences.
- Instructional setting and length of school day are present in each IEP, and explicitly clear to anyone providing services.

## **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 Kilgore ISD:

- Consider an internal process to ensure all annual goals are measurable.

- PLAAFP statements should include information about how the student’s disability affects progress in the general curriculum.
- An LPAC representative should be present for all ARDs in which the student is an English Learner.

## TECHNICAL ASSISTANCE

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

Topic	Resource
IEP Development (PLAAFP)	<a href="#">.Technical Assistance: IEP Development</a> . 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.
Measurable Annual Goals and Objectives	<a href="#">.NCII-Set Academic IEP Goals</a> . The National Center on Intensive Intervention – The linked document is guidance on strategies for setting high-quality IEP goals
Properly Constituted ARD	<a href="#">.English Learner Support   Texas Education Agency</a> . Texas Education Agency: English Learner Support: The English Learner Support Division provides direction and leadership on the implementation of state and federal guidance regarding program services for English learners (ELs).
Technical Assistance Network Request	<a href="#">.The Student-Centered Transitions Network</a> : 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, Kilgore 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	12/18/2020		Targeted	60 days
CAP	N/A	N/A		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

### Properly Constituted ARD

#### 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
PCA10		TAC §89.105(c)(1)(J)	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required
PCA11	34 §CFR 300.321(e)(2)		Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required

## IEP Development

### 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
ID2	34 CFR § 300.320(a)(1)		Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required
ID3	34 CFR § 300.320(a)(2)(i)		Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required