Action Not Required

October 28, 2021

Ms. Elda Alejandro, Superintendent
Knippa ISD, CDN 232901
PO Box 99
Knippa, TX 78870-0099
elda.alejandro@knippaisd.net

Subject: Cycle 1 Review Status Clarification and Update

Dear Ms. Alejandro,

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 **Knippa 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 20 Education Service Center
       Special Education Contact, Region 20 Education Service Center

Enclosure

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

CDN: 232901
Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Knippa 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 and 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 Knippa ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Knippa ISD. The total number of files reviewed for the Knippa ISD comprehensive desk review was 16. The review found overall that 14 files out of 16 files were compliant. An overview of the policy review and student file review for Knippa 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	16 of 16
IEP Development	5 of 5	15 of 16
IEP Content	3 of 3	16 of 16
IEP Implementation	21 of 21	16 of 16
Properly Constituted ARD	8 of 8	16 of 16
State Assessment	4 of 4	15 of 16
Transition	6 of 6	16 of 16

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 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, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On December 18, 2020, the TEA Review and Support team received 29 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Sixty-seven 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 were:

- Notices sent home
- Phone calls,
- Emails
- The school website

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

All participants indicated they somewhat agree or strongly agree that they have a clear understanding of special education services.

The area of special education the participants would like to know about was the School, Family, and Community Engagement network.

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

Eighty-one 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

All participants agree with the importance of including student interests/life goals in the transition process with 61% of participants strongly agreeing.

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

During COVID closures, students with moderate to severe disabilities were supported using the following methods:

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

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

During COVID school closure/remote learning, the following strategies were identified that did not work well for students with disabilities:

- Online submission of assignments
- 1:1 device
- Shared device per family
- Drive through packet pick up and drop off

All participants indicated they chose an in-person learning model. The majority reported that remote learning for students receiving special education was "somewhat effective."

The majority of participants indicated that they agreed or strongly agreed that school staff 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 Knippa ISD:

- The ARD committee ensures that parents/caregivers receive a copy of Procedural Safeguards annually.
- The ARD committee considers and addresses least restrictive environment for each student based on the student's needs.
- The ARD committee includes all necessary members relevant for the student's education.

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 Knippa ISD:

- Review guidance and provide staff training related to IEP goal development to ensure goals are standards-based and student-specific.
- Review procedures and internal monitoring processes for Intensive Program of Instruction (IPI).

Technical Assistance

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

Topic	Resources
IEP Goal Development	Technical Assistance: Individualized Education Program (IEP) Development: A technical assistance guidance document intended to support implementation of services for students with disabilities. This guide focuses on IEP development and includes information on writing PLAAFPs and goals. Individual Education Program (IEP) Annual Goal Development: A question and answer document that guides the reader through annual goal development. The National Center on Intensive Intervention: A guidance document on strategies for setting high-quality IEP goals.
Intensive Program of Instruction	Technical Assistance: Individualized Education Program (IEP) Development: A technical assistance guidance document intended to support implementation of services for students with disabilities. This guide focuses on IEP development and includes information on STAAR testing and intensive programs of instruction. The Student Success Initiative Educator Guide: An educator guide that provides administrative guidance on the SSI process.
School, Family, and Community Engagement network	School, Family, and Community Engagement Network (SPEDTex) : The School, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities. As part of the School, Family, and Community Engagement Network, SPEDTex (the Texas Special Education Information Center)

| | optimizes information and responds with technical assistance in a succinct and useful format that is user friendly, culturally responsive, and accessible to all individuals. All parent resources connected to the Special Education Strategic Plan will either be housedor linked on the SPEDTex website. |

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, Knippa 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	Not applicable	Not applicable		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 Development

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

State Assessment

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
SA4		TEC §28.0213	1 student folder did not meet requirementsupon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required