

Action Not Required

December 7, 2021

Dr. Mid Johnson, Superintendent
Timpson ISD 210905
P O Drawer 370
Timpson, TX 75975-0370
district@timpsonisd.com

Subject: Cycle 2 Review Status Clarification and Update

Dear Dr. Mid Johnson,

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 Timpson 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

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Timpson ISD

CDN: 210905

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Timpson Independent School District for their efforts, attention, and time committed to the completion of the review process.

The TEA has developed a monitoring approach that reviews compliance 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 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 demonstrates 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 April 22, 2021, the TEA conducted a policy review of Timpson Independent School District. On May 28, 2021, the TEA conducted a comprehensive desk review of Timpson Independent School District. The total number of files reviewed for the Timpson Independent School District

Year ResultsDrivenAccountability(RDA)
Determination

All of the participants indicated they chose Person learning model.

COVID

Almost 6% 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 teachers used to provide support to students with moderate to severe disabilities were: Teachers provided supports needed for students to be successful and teachers made regular contact with students and parents to meet academic and emotional needs.

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

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 a shared device and online submission of assignments.

The majority of participants indicated they agreed or strongly agreed that they worked with parent/guardian in addressing severe behavior and work issues (13 (21.0)259) 7-00 sc t 2 p 1 1 2 . a [10] Cent
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TECHNICAL ASSISTANCE

The Review and Support team will contact the LEA to provide notification when the CAP has been approved.

Individual Correction

The educational agency has

LEA ACTIONS

Timeline for Strategic Support Plan (SSP) and/or Corrective Action Plan (CAP) Below:

Required Actions

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

StudentFileReview