

Action Not Required

October 28, 2021

Mr. Ken Baugh, Superintendent  
Culberson County-Allamoore ISD, CDN 055901  
PO Box 899  
Van Horn, TX 79855-0899  
kbaugh@ccaids.net

Subject: Cycle 1 Review Status Clarification and Update

Dear Mr. Baugh,

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 **Culberson County-Allamoore ISD** received a **2019-2020 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 18 Education Service Center  
Special Education Contact, Region 18 Education Service Center

Enclosure



Cycle 1 Group 2

January 2020 – March 2020

# TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT CULBERSON COUNTY ALLAMOORE INDEPENDENT SCHOOL DISTRICT

CDN: 055901

Status: Complete-See attached letter

**Updated Clarification 10/2021**-No corrective actions required

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Culberson County-Allamoore 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), and Significant Disproportionality (SD), recommend targeted technical assistance and support for LEAs related to special education, and highlight promising practices of LEAs that demonstrate success.

## CYCLICAL MONITORING

The TEA conducts cyclical reviews of all local education agencies (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.

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

## 2019–2020 CYCLICAL REVIEW COMPLIANCE SUMMARY

On August 27, 2019 , the TEA conducted a policy review of Culberson County-Allamore ISD. On February 10, 2020, the TEA conducted a comprehensive desk review of Culberson County-Allamore ISD. The total number of files reviewed for the Culberson County-Allamore ISD comprehensive desk review was 20. The review found overall that 19 files out of 20 files were compliant. An overview of the policy review and student file review for Culberson County-Allamore 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	11 of 11	20 of 20
IEP Development	6 of 6	20 of 20
IEP Content	3 of 3	20 of 20
IEP Implementation	8 of 8	20 of 20
Properly Constituted ARD	7 of 7	19 of 20
State Assessment	5 of 5	20 of 20
Transition	4 of 4	7 of 7

## 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) Performance Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2019	PL 0—Meets Requirements	COMPLIANT	N/A

\*Indicator 11: Child Find  
Indicator 12: Early Childhood Transition  
Indicator 13: Secondary Transition

# 2019–2020 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

## Staff and Family Surveys

Minimum size requirements not met. Results not published within this report due to the limitation of the sample size.

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 Culberson County-Allamore ISD:

A strength of the Culberson County-Allamore ISD special education program is the facilitation of parent/family engagement as evidenced by family attendance and participation in ARD committee meetings.

Additionally, Culberson County-Allamore implements procedures to ensure timely evaluations and compliance with ARD timelines.

A final strength included the systematic development of Intensive Programs of Instruction (IPI) for students who did not pass the state assessment.

## 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 Culberson County-Allamore ISD:

Consider staff training and revise/review/establish procedures for documenting alternative ARD committee member participation on individualized education program (IEP) (example, via phone)

## Technical Assistance

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

Topic	Resource
Differentiating Instruction	Maximizing the learning of all students: <a href="https://iris.peabody.vanderbilt.edu/module/di/#content">https://iris.peabody.vanderbilt.edu/module/di/#content</a>
Universal Supports	<a href="https://tea.texas.gov/academics/special-student-populations/review-and-support">https://tea.texas.gov/academics/special-student-populations/review-and-support</a> Guide to Universal Technical Assistance options

## 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, Culberson County-Allamoore 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 Intervention, Stage, and Activity Manager (ISAM).

The LEA must submit the CAP in ISAM within 30 school days from the date of this report and 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 SSP and/or CAP Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
SSP	N/A	N/A	Universal	N/A
CAP	N/A	N/A		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](#)