

Action Not Required

December 7, 2021

Jim Knight, Superintendent  
Lamesa ISD 058906  
P O Box 261  
Lamesa, TX 79331-0261  
jknight@lamesa.esc17.net

Subject: Cycle 2 Review Status Clarification and Update

Dear Jim Knight,

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 **Lamesa 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 17 Education Service Center  
Special Education Contact, Region 17 Education Service Center

Enclosure



Cycle 2 Group 2

Dates: January – March 2021

## TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Lamesa ISD

CDN: 058906

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

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Lamesa 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 January 22, 2021, the TEA conducted a policy review of Lamesa ISD. On January 22, 2021, the TEA conducted a comprehensive desk review of Lamesa ISD. The total number of files reviewed for the Lamesa ISD comprehensive desk review was 22. The review found overall that 21 files out of 22 files were compliant. An overview of the policy review and student file review for Lamesa 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	22 of 22
IEP Development	5 of 5	21 of 22
IEP Content	3 of 3	22 of 22
IEP Implementation	21 of 21	22 of 22
Properly Constituted ARD	8 of 8	22 of 22
State Assessment	4 of 4	22 of 22
Transition	6 of 6	6 of 6

## 2020–2021 DYSLEXIA COMPLIANCE SUMMARY

The dyslexia monitoring process focuses on three-core elements: early identification and intervention, program of instruction, and parent notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Lamesa ISD artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86<sup>th</sup> Legislature, Texas Education Code (TEC) 38.003 (c-1), and 19 Texas Administrative Code (TAC) Chapter 74.28. The **2020-2021** school year results for Lamesa ISD are in the table below.

<b>Areas of Implementation</b>	<b>Compliance Status</b>
Dyslexia Procedures	Met Compliance
Parent Communication	Met Compliance
Screening	Met Compliance
Reading Instruments	Met Compliance
Evaluation and Identification	Met Compliance
Instruction	Met Compliance
Dysgraphia	Met Compliance
Professional Development and Training	Met Compliance
Progress Monitoring	Met Compliance

## 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 April 1, 2021, the TEA Review and Support team received 110 Surveys.

The Review and Support surveys focused on the following review areas: About thirty-three percent of participants felt they received sufficient communication from their school, while about sixty-seven percent felt they do not. The best way the school/district provides information about (trainings, online trainings, support groups and other available resources) concerning special education services is via email followed by notices sent home, phone calls, and emails.

Fifty percent of the parent/family member participants felt they would be most comfortable attending special education information sessions at the school/campus, followed by the rest of the participants selecting public library, community center, and Education Service Center.

Most of the participants agree or somewhat agree that they have a clear understanding of special education services.

The most selected areas of special education the participants would like to learn about were the Child find; evaluation; ARD support network; School, Family, and Community Engagement network; and Tiered Interventions using Evidenced-Based research (TIER).

Most of the participants felt training in using accommodations and modifications, instructional grouping, English Language Proficiency Standards (ELPS), differentiated instruction, and classroom management were effective to help meet the needs of students with disabilities.

About half of the participants agree or somewhat agree that there were frequent opportunities to collaborate with related service providers, followed by the rest of the participants that disagreed.

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

- Assuring students receive accommodations and/or modifications as outlined in the Individualized Education Program (IEP).
- Timely updates on student progress.
- Knowledge of available services and programming.

Most participants strongly agree or agree with the importance of including students' interests/life goals in the transition process.

Most participants indicated they chose In-Person learning model. One participant strongly disagreed that the students interacted with teachers consistently during remote learning. Fifty percent of participants reported that remote learning for students receiving special education was somewhat effective.

## **COVID**

About fifty-seven percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress, followed by about forty-three percent of the participants that disagreed.

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.
- Teachers made regular contact with students and parents to meet academic and emotional needs.
- Teachers modified work.

Participants indicated that during current COVID school closure/remote learning they needed professional development in all areas with the main three being: How to teach virtually, how to engage students and assess levels of engagement, and how to use virtual platforms.

Participants indicated that during COVID school closure/remote learning, strategies used by the district that did not work well for students with disabilities were: Online submission of assignments; LMS platform such as Schoology, Canvas, or Google Classroom; and drive through packet pick up and drop off.

Most participants indicated that they strongly agreed, agreed, or somewhat agreed that school staff worked with parent/guardian 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 Lamesa ISD:

- Student IEP goals are based on multiple sources of data resulting in individualized goals to support growth for students with disabilities.
- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are based on multiple sources of data to guide development of standards-based goals and objectives aligned to the strengths and areas of need for students with disabilities.
- Deliberations details information on all areas of the Admission Review and Dismissal (ARD) meeting which allows an informed overview of all key areas discussed.

## 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 Lamesa ISD:

- Consider reviewing and revising operating procedures for development of Intensive Program of Instruction (IPI) to inform instructional practices for students who do not meet state assessment standards.
- Consider consistent implementation of methods and systems to measure student progress in all areas of instruction to ensure development of Individualized Education Program (IEP) goals and objectives based on current student ability and need.
- Consider developing and implementing a system to ensure inclusion of benchmarks or short-term objectives aligned to alternate achievement standards in addition to the annual goals.

## TECHNICAL ASSISTANCE

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

Topic	Resource
IEP Development (Student Progress)	<a href="https://www.inclusionintexas.org/">https://www.inclusionintexas.org/</a> . <b>The Inclusion in Texas Network-</b> The Inclusion in Texas Network promotes a statewide culture of high expectations for students with disabilities and significantly improves academic and functional outcomes for students served by special education. The network assists LEAs to build capacity to develop and appropriately implement instructional programs that provide meaningful access to inclusive environments and grade-level standards, where appropriate.
IEP Development (Annual Goals and Short-Term Objectives)	<a href="#">Technical Assistance- IEP Development</a> . <b>The Texas Education Agency-</b> Specific guidance for Benchmarks or Short-Term Objectives starts on p.14.
Intensive Program of Instruction (IPI)	<a href="#">Legal Framework</a> and <a href="#">Accelerated Instruction and Intensive Programs of Instruction</a> : Applicability of the laws requiring accelerated instruction and intensive programs of instruction to students with disabilities who participate in special education programs.

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

The TEA Department of Review and Support 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.

## **2020–2021 DYSLEXIA PROGRAM EVALUATION FINDINGS**

As a result of the program evaluation review, the TEA Department of Review and Support: Dyslexia Monitoring has identified the LEA has met all state and federal requirements pertaining to the implementation of the dyslexia program. Additionally, the TEA has identified the following strengths, considerations, and technical assistance recommendations for Lamesa ISD.

### **Areas of Strength**

Areas of strength for the LEA include a comprehensive district-wide procedure manual that includes program procedures for evaluating, identifying, instructing, and screening students with dyslexia and dysgraphia. In addition, the parent night brochure was informative and used parent friendly language.

## Areas of Consideration

The LEA's dyslexia program is in alignment with state and federal requirements. The following resources are recommended to support the implementation of the dyslexia program, internal systems, and procedures.

Topic	Resource
TEA Review and Support	<a href="#">Dyslexia Monitoring</a>
TEA Special Education	<a href="#">Dyslexia and Related Disorders</a>
Dyslexia: TEA Professional Learning Course	<a href="#">TEALearn Dyslexia Modules</a>

If you have questions about the contents of this dyslexia review summary, please contact Faith Hightower in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-4140 or by email at [faith.hightower@tea.texas.gov](mailto:faith.hightower@tea.texas.gov).

## Corrective Action

The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with Senate Bill 2075 of the 86<sup>th</sup> Legislature, TEC 38.003 (c-1), and 19 TAC 74.28. regarding noncompliance identified through the dyslexia program evaluation, a finding of noncompliance is identified by the citation (i.e., program or process) that is violated.

## Dyslexia Performance Plan (DPP)

If noncompliance is identified, the LEA is required to demonstrate correction of all noncompliance in the Dyslexia Performance Plan (DPP). This tool guides LEAs through a continuous improvement process. It addresses areas of growth that will positively impact students with dyslexia or other related disorders. LEAs should complete the DPP no later than 120-days after receiving notification of noncompliance. This document will be provided by the TEA or can be accessed in the resources section of the [Review and Support website](#).

## 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	N/A	N/A	N/A
CAP	N/A	N/A	N/A	N/A
DPP	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

### 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
ID6	34 CFR §300.320(a)(2)(ii) 34 CFR §300.320(a)(6)	TAC §89.1055(b)	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required