Texas Education Agency
2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Pampa Independent School District (ISD)
CDN: 090904

LEA Compliant ☐	Non-Compliance Identified ☒	Corrective Actions: Complete

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Pampa 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 Pampa ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Pampa ISD. The total number of files reviewed for the Pampa ISD comprehensive desk review was 23. The review found overall that 5 files out of 23 files were compliant. An overview of the policy review and student file review for Pampa 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	20 of 23
IEP Development	5 of 5	16 of 23
IEP Content	3 of 3	9 of 23
IEP Implementation	21 of 21	22 of 23
Properly Constituted ARD	8 of 8	23 of 23
State Assessment	4 of 4	22 of 23
Transition	6 of 6	6 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.

Year	Results-Driven Accountability (RDA) Determination Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2020	DL 2—Needs Assistance	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) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID-19 Impact Narrative.

Pampa ISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

☐Yes*   ☒No

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On December 18, 2020, the TEA Review and Support team received 295 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Eighty-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 concerning special education services is via email followed by notices sent home, phone calls and the school website.

Most parent/family member participants (60%) felt they would be most comfortable attending special education information sessions at the school campus.

Eighty-eight 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:

- Small and Rural Schools Network,
- School, Family, and Community Engagement Network and,
- Texas Statewide Leadership for Autism Training.

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

Fifty-eight 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,

- Scheduling ARD meetings,
- Knowledge of available services and programming and,
- Assuring students receive accommodations and/or modifications as outlined in the IEP.

Ninety-one percent of participants agree with the importance of including student interests/life goals in the transition process.

Almost 65% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in supporting student progress.

During COVID closures, support to students with moderate to severe disabilities were provided 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 modified work
- Teacher provided individualized support

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

Participants indicated that during COVID school closure/remote learning, the LMS platform (such as Schoology, Canvas or Google Classroom) and online submission of assignments were strategies used by the school/district to support instructional continuity, however, were not effective for students with disabilities.

The majority of participants (almost 90%) indicated that school staff worked with parents/guardians in addressing sever behavior and work refusal.

Most participants indicated they chose an in-person learning model. The majority (60%) participating in remote learning indicated that the students interacted with teachers consistently. They reported that remote learning for students receiving special education was both effective (52%) or ineffective (35%).

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 Pampa ISD:

- Parent attendance at ARD meetings seems to be a priority and is consistent.

- All reviewed special education policies and practices are linked to the Legal Framework.
- The ARD committee considers and addresses least restrictive environment for each student based on the student's needs.

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 Pampa ISD:

- Review requirements and operating procedures for conducting Full Individual Evaluations and provide training on these requirements to appropriate staff
- Review guidance and provide training on developing student schedule of services, ensuring they are based on individual student-specific needs.
- Review guidance and provide staff training related to IEP goal development, including writing objectives and benchmarks:
    o Goals should be standards-based, but student-specific; and
    o Goals should be based on student's needs due to disability and accessing general education curriculum.
- Review guidance and provide training on developing student-specific transition plans with student-specific goals in education/training, employment, and independent living skills.

Technical Assistance

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

Topic	Resource
Evaluation Timelines	**Child Find, Evaluation and ARD Support Network:** The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities. **Technical Assistance Guidance for Child Find and Evaluations:** The Child Find and Evaluation Technical Assistance Guidance is intended for use by Texas educators to support the implementation of services for students with or suspected of having disabilities. **Special Education Initial Referral Timeline:** A guidance document that provides an overview of the timeline and legal requirements for a referral for an initial special education evaluation.

	Special Education Full and Individual Initial Evaluation Timeline: A flowchart that provides an overview of the various timelines for an initial evaluation and ARD committee meetings where eligibility is determined based upon when the school district received written consent for an FIE.
Schedule of Services (Frequency/Duration)	**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 **Child Find, Evaluation and ARD Support Network:** The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.
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.
Transition Planning	**The Student-Centered Transitions Network:** This 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. **Texas Transition Online:** This online module provides educators in Texas with an understanding of the transition process components, including transition assessments and compliance issues in federal and state law and rule.

	National Technical Assistance Center on Transition (NTACT): A resource supported by the Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RSA). Resources related to transition planning, graduation, post-school success, and data analysis and use are linked in this resource. Effective practices for transition are delineated into evidence-based, research-based, promising practices, and unestablished practices.
Small and Rural Schools Network	**Small and Rural Schools Network:** This network strives to build capacity of small and rural LEAs to provide a more equitable level of access for students with disabilities in these communities. The network will develop state-level infrastructures, resources, and professional development to support LEAs who face unique challenges, such as resource limitations and geographic remoteness.
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 housed or linked on the SPEDTex website.
Texas Statewide Leadership for Autism Training	**Texas Statewide Leadership for Autism Training (TSLAT):** Texas Statewide Leadership for Autism Training (TSLAT) increases LEAs' knowledge, understanding, and implementation of evidence-based practices that ensure the academic, functional, and behavioral needs of students with autism are met. TSLAT provides access to training, technical assistance, support, and resources for educators who serve students with autism. The TSLAT website includes online courses (some in Spanish), webinars, information about opportunities for deeper learning, a video library, and more.

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, Pampa 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	90 days

CAP	3/22/2021	1/29/2022		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](#)

APPENDIX

Child Find/Evaluation

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301(c)(1)(ii)	TAC §89.1011(c) TEC §29.004	☒ Yes ☐ No	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student's free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed. Systemic—Yes Review and revise policies and procedures, including operating procedures and practices, addressing this issue. Provide training on these procedures to the appropriate staff. Develop processes that allow for self-monitoring this area of noncompliance. Demonstrate systemic, ongoing	☒ Yes ☐ No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				compliance in this area.	

IEP Implementation

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IE9		TAC §89.63(b), 1075(e)	☒ Yes ☐ No	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student's free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed. Systemic—Not Applicable	☐ Yes ☒ No

IEP Content

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC3	34 CFR §300.320(a)(7)		☒ Yes ☐ No	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student's free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed. Systemic—Yes Review and revise policies and procedures, including operating procedures and practices, addressing this issue. Provide training on these procedures to the appropriate staff. Develop processes that allow for self-monitoring this area of noncompliance. Demonstrate systemic, ongoing compliance in this area.	☒ Yes ☐ No

IEP Development

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID3	34 CFR § 300.320(a)(2)(i)		☒ Yes ☐ No	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student's free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed. Systemic—Yes Review and revise policies and procedures, including operating procedures and practices, addressing this issue. Provide training on these procedures to the appropriate staff. Develop processes that allow for self-monitoring this area of noncompliance. Demonstrate systemic, ongoing	☒ Yes ☐ No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				compliance in this area.	
ID6	34 CFR §300.320(a)(2)(ii) 34 CFR §300.320(a)(6)	TAC §89.1055(b)	☒ Yes ☐ No	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student's free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed. Systemic—Not Applicable	☐ Yes ☒ No

Transition

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR11	34 CFR 300.320(b)	TAC 89.1055(l) (1)	☒ Yes ☐ No	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student's free, appropriate public education	☐ Yes ☒ No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				(FAPE) has been impacted and determine if compensatory services are needed. Systemic—Not Applicable	