

Texas Education Agency
2020-2021

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Ponder 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 126 surveys during the comprehensive desk review.

The Review and Support surveys focused on the following review areas:

Eightythree 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, notices sent home, phone calls and the school website.

The majority of parent/family member participants felt they would be most comfortable attending in person.

by the district that did not work well for students with disabilities were the shared device per family and online submission of assignments.

The majority of participants indicated that they agreed or strongly agreed that they 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 Ponder ISD

- Desk Review results showed evidence of strong practices for IEP Development.
- Desk Review results showed evidence of strong practices for the accurate documentation of State Assessment.
- According to Staff and Family Survey participants reported that they received sufficient communication from their school.

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 Ponder ISD

- Provide professional development opportunities in the areas of Child Find Evaluation and ARD Support network, School, Family and Community Engagement network, and Inclusion in Texas network.

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

Topic	Resource
Child Find, Evaluation and ARD Support Network	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

Network (SPEDTex)	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.
Inclusion in Texas Network	The Inclusion in Texas network and the Texas Special Support Network (TxSSN) : The Inclusion in Texas Network is working to promote a statewide culture of high expectations for students with disabilities and significantly improve academic and functional outcomes for students served by special education. The network assists LEAs build capacity to develop and appropriately implement instructional programs that provide meaningful access to inclusive environments and grade standards, where appropriate.

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, Ponder 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 092.)

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.

REFERENCES

[Differentiated Monitoring and Support System](#)

[Review and Support General Supervision Monitoring Guide](#)

[State Performance Plan and Annual Performance Report and Requirements](#)

[ResultsDrivenAccountability Reports and Data](#)

[ResultsDriven Accountability District Reports](#)