

Action Not Required

December 7, 2021

Dr. Brian Holt, Superintendent
Randolph Field ISD 015906
P O Box 2217
Universal City, TX 78148-1217
salinas@rfisd.net

Subject: Cycle 2 Review Status Clarification and Update

Dear Dr. Brian Holt,

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 **Randolph Field 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 20 Education Service Center
Special Education Contact, Region 20 Education Service Center

Enclosure

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Randolph Field ISD

CDN: 015906

Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Randolph Field 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 Randolph Field ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Randolph Field ISD. The total number of files reviewed for the Randolph Field ISD comprehensive desk review was 22. The review found overall that 19 files out of 22 files were compliant. An overview of the policy review and student file review for Randolph Field 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	19 of 19	22 of 22
IEP Development	5 of 5	21 of 22
IEP Content	3 of 3	20 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	9 of 9

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 December 18, 2020, the TEA Review and Support team received 68 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas: Ninety-five 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, and phone calls.

Most parent/family member participants (53%) felt they would be most comfortable attending special education information sessions at the school campus followed by the Education Service Center.

All survey 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:

- Inclusion in Texas Network
- School, Family, and Community Engagement Network
- Tiered Interventions using Evidenced-Based Research (TIER).

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

Seventy-six percent of participants felt there were frequent opportunities to collaborate with related service providers.

Fifty percent indicated no obstacles concerning student's special education programming and services and the other fifty percent reported obstacles as:

- Timely updates on student progress
- Scheduling ARD meetings
- Knowledge of available services and programming
- Assuring students receive accommodations and/or modifications as outlined in the IEP

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

Eighty-two percent 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 was provided through the following methods:

- 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 and,
- Teachers provided individualized support.

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

During COVID school closure/remote learning, participants indicated the following strategies used by the district to support instructional continuity did not work well for students with disabilities:

- Virtual instruction with child's teacher
- LMS platform such as Schoology, Canvas or Google Classroom

- Online submission of assignments

The majority of participants (almost 97%) indicated that school staff worked with parents/guardians in addressing severe 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 (66%) or ineffective (31%).

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 Randolph Field ISD:

- All reviewed special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- When determining a student's eligibility for special education and related services, ARD committees consider multiple data sources. Outside evaluations are appropriately considered by the evaluation team. ARD committee members are aware of related service options and refer students for these services when appropriate.
- 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 Randolph Field ISD:

- Consider reviewing guidance and providing staff training related to IEP goal development to ensure goals are standards-based and student-specific
- Consider reviewing guidance and providing training on developing student schedules of services, ensuring they are based on individual student-specific needs.
- Consider reviewing guidance and providing training on developing student-specific transition plans with measurable post-secondary 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 Randolph Field ISD engaging in **universal** support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
IEP Goal Development	<p data-bbox="548 247 1471 447"><u>Technical Assistance: Individualized Education Program (IEP) Development</u>: 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.</p> <p data-bbox="548 510 1471 636"><u>Individual Education Program (IEP) Annual Goal Development</u>: A question and answer document that guides the reader through annual goal development.</p> <p data-bbox="548 699 1471 783"><u>The National Center on Intensive Intervention</u>: A guidance document on strategies for setting high-quality IEP goals.</p>
Schedule of Services (Frequency/Duration)	<p data-bbox="548 856 1471 1056"><u>Technical Assistance: Individualized Education Program (IEP) Development</u>: 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</p> <p data-bbox="548 1119 1471 1390"><u>Child Find, Evaluation and ARD Support Network</u>: 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.</p>

Transition Planning	<p><u>The Student-Centered Transitions Network</u>: 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.</p> <p><u>Texas Transition Online</u>: 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.</p> <p><u>National Technical Assistance Center on Transition (NTACT)</u>: 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.</p>
Inclusion in Texas Network	<p><u>The Inclusion in Texas network</u>: 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-level standards, where appropriate.</p>
School, Family, and Community Engagement Network	<p><u>School, Family, and Community Engagement Network (SPEDTex)</u>: 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.</p>

Tiered Interventions using Evidenced-Based Research (TIER)	<u>Tiered Interventions using Evidence-Based Research (TIER):</u> The Tiered Interventions using Evidence-based Research (TIER) network is developing comprehensive and coherent trainings and resources for evidence-based intervention practices across the state. The network strives to increase LEA and ESC capacity to develop and implement an effective, integrated, comprehensive framework for intervention that is grounded in differentiated instruction and aligns the systems that are fundamental for all students' academic, behavioral, and social achievement.
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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, Randolph Field 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	Not applicable
CAP	Not Applicable	Not Applicable		Not applicable

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 Content

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
IC3	34 CFR §300.320(a)(7)		Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required

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
ID3	34 CFR § 300.320(a)(2)(i)		Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required