

Action Not Required

October 28, 2021

Mr. Brandon Dennard, Superintendent
Red Lick ISD, CDN 019911
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Texarkana, TX 75503-4821
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Subject: Cycle 1 Review Status Clarification and Update

Dear Mr. Dennard,

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 **Red Lick 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 8 Education Service Center
Special Education Contact, Region 8 Education Service Center

Enclosure



Cycle 1 Group 3

Dates: October 2020 – December 2020

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT RED LICK INDEPENDENT SCHOOL DISTRICT

CDN: 019911

Status: Complete-See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Red Lick 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 August 30, 2019, the TEA conducted a policy review of Red Lick ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Red Lick ISD. The total number of files reviewed for the Red Lick ISD comprehensive desk review was 14. The review found overall that 12 files out of 14 files were compliant. An overview of the policy review and student file review for Red Lick 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	4 of 4
IEP Development	5 of 5	12 of 14
IEP Content	3 of 3	14 of 14
IEP Implementation	20 of 20	14 of 14
Properly Constituted ARD	7 of 7	14 of 14
State Assessment	4 of 4	4 of 4
Transition	6 of 6	3 of 3

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 SUBMISSION

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 24 surveys during the comprehensive desk review. Participants were as follows: 10 parent/family members, 10 general education teachers, 2 special education teachers, 1 evaluation staff, and 1 administrative staff. The Review and Support surveys focused on the following review areas:

Sixty-three 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, phone calls, and notices sent home.

Most participants felt they would be most comfortable attending special education information sessions at the school, but they also indicated they would feel comfortable at Education Service Centers, district event centers, community center or the public library.

Eighty-three percent of participants indicated they have a clear understanding of special education services.

Participants indicated they would like to learn about the following networks:

- Child Find, Evaluation, and ARD Support Network
- School, Family, and Community Engagement Network
- Inclusion in Texas Network
- Texas Complex Access Network (Texas CAN)
- Texas Sensory Support Network (TxSSN)
- Small and Rural Schools Network

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

Eighty-six 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.

Eighty-two percent of participants agree with the importance of including students interests/life goals

in the transition process.

Almost 67% of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures the top three ways indicated that teachers provided support to students with moderate to severe disabilities were:

- teachers provided supports needed for students to be successful,
- made regular contact with students and parents to meet academic and emotional needs, and
- teachers modified work.

Participants indicated that current COVID school closure/remote learning they needed professional development to teach virtually, use virtual platforms, engage students and use formative assessments.

Participants indicated that during COVID school closure/remote learning strategies the top two supports used by the district that did not work well for students with disabilities were the LMS platform such as Schoology, Canvas or Google Classroom and Online submission of assignments.

The majority of participants (almost 92%) indicated that school staff worked with parent/guardian in addressing severe behavior and work refusal.

Most participants indicated they chose In-Person learning model. They reported that remote learning for students receiving special education was both effective (50%) or ineffective (42%).

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 Red Lick ISD:

- Prior Written Notices (PWN) contained all required elements.
- Evaluations meet timeline requirements.
- Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are clearly aligned to goals.

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 Red Lick ISD:

- Consider reviewing guidance and provide staff training related to Individualized Education Plan (IEP) Goal Development.

- Consider opportunities and strategies to increase outreach to parents/families/caregivers or students with disabilities who receive special education services in the district.

Technical Assistance

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

Topic	Resource
IEP Goal Writing	<p>NCII-Set Academic IEP Goals. The National Center on Intensive Intervention – The linked document is guidance on strategies for setting high-quality IEP goals. NCII-Set Academic IEP Goals</p> <p>Technical Assistance: IEP Development. TEA Technical Assistance: IEP Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency.</p> <p>IEP Goal Development. This document is a comprehensive goal writing support document that details the how to as well as the why. Guidance for moving from compliance to quality included.</p>
Family Engagement	<p>School, Family, and Community Engagement Network: 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.</p>
Inclusion in Texas Network	<p>The Inclusion in Texas network: 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>
Child Find, Evaluation, and ARD Support Network	<p>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.</p>
School, Family, and Community Engagement Network	<p>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. Allparent resources connected to the Special Education</p>

	Strategic Plan will either be housed or linked on the SPEDTex website.
Texas Complex Access Network (Texas CAN)	Texas Complex Access Network (Texas CAN) : The Texas CAN Network provides statewide leadership and support to increase the capacity of LEAs and families to meet the needs of students with significant cognitive disabilities. The network provides resources and supports that provide for the complex and intensive educational and functional needs of students with significant cognitive disabilities.
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.
Texas Sensory Support Network (TxSSN)	Texas Sensory Support Network (TxSSN) : The Texas Sensory Support Network (TxSSN) ensures the provision of support to infants, toddlers, children, and youth with sensory impairments, their families, and the professionals who serve them. This network provides information and strategies for development of communication, mobility, tactile skills, and environmental adaptations. Additionally, TxSSN addresses diagnosis, evaluation, and educational programs for services to students in their home communities in support of the comprehensive statewide education plan for this student population.

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, Red Lick ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Department 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.

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	N/A	N/A		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 Development

STUDENT FILE REVIEW

Updated clarification 10/2021

1 Student folder was found in violation of 34 CFR §300.324 upon initial review. LEA corrected the individual student folder 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)		1 student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required