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

CDN: 057906

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Richardson 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 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 April 22, 2021, the TEA conducted a policy review of Richardson ISD. On May 28, 2021, the TEA conducted a comprehensive desk review of Richardson ISD. The total number of files reviewed for the Richardson ISD comprehensive desk review was 24. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Richardson ISD are organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area.

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	19 of 19	24 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	24 of 24
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 Richardson ISD artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86th 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 Richardson ISD are in the table below.

Areas of Implementation	Compliance Status
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

2020-2021 RESIDENTIAL FACILITY INFORMATION

Richardson ISD (057916) has 1 Residential Facility (RF) according to RF Tracker 2020 collection. The chart below identifies the RF which was included in the cyclical review.

RF Name	RF Number	Grade Levels
Autism Treatment Center	261840	EC-12

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 June 30, 2021, the TEA Review and Support team received 856 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

76% 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.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

88% 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 the School, Family, and Community Engagement network, Child Find, Evaluation and ARD Support network and Texas Statewide Leadership for Autism Training.

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

41% of participants felt there were frequent opportunities to collaborate with related service providers and 59% percent felt there were not frequent opportunities to collaborate with service providers.

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

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

31% participants agree with the importance of including students' interests/life goals in the transition process with 52% of participants strongly agreeing.

COVID

70% of participants indicated they chose an In-Person learning model. 13% reported that remote learning for students receiving special education was effective.

51% of participants felt that during COVID school closures/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures the top methods teachers used to provide support to students with moderate to severe disabilities were:

- Teachers made regular contact with students and parents to meet academic and emotional needs
- Teachers provided supports needed for students to be successful

Participants indicated that during current COVID school closures/remote learning they needed professional development in

- How to teach virtually
- How to use virtual platforms

Participants indicated that during COVID school closures/remote learning strategies the top two supports used by the district that did not work well for students with disabilities were virtual

instruction with their child's teacher and online submission of assignments.

The majority of participants indicated they agreed or strongly agreed that they 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 Richardson ISD:

- Communication between the home and school was best with the local campus,
- There was a clear understanding of special education services,
- Training was effective to meet the needs of students with disabilities.

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 Richardson ISD.

- Consistently and with fidelity Implement accommodations and/or modifications as outlined in the Individual education Program (IEP)
- Become knowledgeable of available services and programming in the district for students with disabilities
- Identify students who would benefit from special education and/or related services (Child Find)
- Conduct Autism training

Technical Assistance

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

Topic	Resource
Training (Autism	**Texas Statewide Leadership for Autism Training** https://www.txautism.net/ Training, support, and resources for educators serving students with autism.
Parent Participation	**The School, Family, and Community Engagement Network (SPEDTEX)** – https://www.spedtex.org/ The network provides resources and professional development to build educators' capacity to work collaboratively with families and community members 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.
Child Find/Evaluation	**Child Find, Evaluation and ARD Support Network** https://childfindtx.tea.texas.gov The Child Find, Evaluation and ARD support Network assists LEAs by providing resources and training that are aligned with implementing admission, review and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.

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 following strengths, considerations, and technical assistance recommendations for Richardson ISD.

Areas of strength include alignment in procedures and practice of progress.

Your current dyslexia program is in alignment with state and federal mandates. The following resources are recommended for reflection of current dyslexia program to strengthen internal systems and procedures.

The following technical assistance resource(s) are recommended for Richardson ISD.

Topic	Resource
TEA Review and Support	[Dyslexia Monitoring](#)
TEA Special Education	[Dyslexia and Related Disorders](#)
Dyslexia: TEA Professional Learning Course	[TEALearn Dyslexia Modules](#)

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 86th 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				
DPP				

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](#)