



Cycle 2 Group 3

Dates: April-June 2021

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

CDN: 214901

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Rio Grande City Consolidated Independent School District 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 Rio Grande City Consolidated Independent School District. On May 28, 2021, the TEA conducted a comprehensive desk review of Rio Grande City Consolidated Independent School District. The total number of files reviewed for the Rio Grande City Consolidated Independent School District comprehensive desk review was 24. The review found overall that 15 files out of 24 files were compliant. An overview of the policy review and student file review for Rio Grande City Consolidated Independent School District 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	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	23 of 24
State Assessment	4 of 4	17 of 24
Transition	6 of 6	4 of 9

2020–2021 DYSLEXIA COMPLIANCE SUMMARY

For the 2020-2021 school year, the Texas Education Agency (TEA) identified Rio Grande City Consolidated Independent School District (CISD) for dyslexia monitoring based on the Differentiated Monitoring and Support Cyclical Schedule. The dyslexia monitoring process focuses on three-core elements: Early Intervention and Identification, Program of Instruction and Parent Notification. The TEA Department of Review and Support: Dyslexia Monitoring reviewed Rio Grande City CISD artifacts using the Dyslexia Program Evaluation Rubric 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 Rio Grande City CISD are in the Dyslexia Compliance Summary 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

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 SURVEY

Staff/Family/Administrative surveys and interviews

On June 30, 2021, the TEA Review and Support team received 192 and 25 interviews.

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 (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.

Fifty-two percent of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

All 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, Texas Statewide Leadership for Autism Training, and Texas Sensory Support Network (TxSSN).

Many participants felt training in differentiated instruction was effective or extremely effective to help meet the needs of students with disabilities.

Thirty-nine percent of participants agreed there were frequent opportunities to collaborate with related 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 and scheduling ARD meetings.

Majority of the participants agree with the importance of including students' interests/life goals in the transition process with 51% of participants strongly agreeing.

The majority of participants indicated they chose In-Person learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. They reported that remote learning for students receiving special education was mostly somewhat effective.

COVID

Seventy-six percent 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 methods teachers used to provide support to students with moderate to severe disabilities were:

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

Participants indicated that during current COVID school closure/remote learning they needed professional development in how to use virtual platforms

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 a shared device and online submission of assignments.

Most participants indicated they agreed or strongly agreed that they worked with parent/guardian in addressing severe behavior and work refusal.

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

Focus:

- Communication and collaboration
- Implementation of Special Education Services
- Monitoring effectiveness

Rio Grande City CISD offers a variety of services for students such as Early Childhood Program, Inclusion support, Career Technology Program (CTE), Pull-out programs, Small group instruction, Resource, Self-contained programs, Functional Life-skills, Autism units, Behavior support, and Homebound program.

Communication/Collaboration: Interviews indicate strong collaborative practices. Staff has common

planning time to allow for general and special education teachers to collaborate. PLCs take place on a weekly basis. Rio Grande City CISD is inclusive of all students engaging in extracurricular activities. Participation is encouraged by staff members and supports are provided to students and families. Staff conducts home visits for remote learners to ensure they are supported. Hot spots and laptops have been provided to families and they receive technical support as well. Parent interviews evidence frequent communication, and positive interaction with staff. They feel their students are making good progress. Technology department provides support to students, families, and teachers along with digital trainings.

ARD: Interviews indicate that the ARD committee is focused on collaboration and decision making based on the committee's input to meet student's individual needs. Least Restrictive Environment (LRE) is the focus when making decisions. Multiple sources of data, informal and formal assessments, as well as input from all stakeholders is reviewed at the ARD meeting to inform decisions. Parent interviews indicate their input is valued.

Implementation of Special Education Services: Rio Grande City CISD utilizes different online programs such as Google classroom, Ed puzzle, Nearpod, IXL, to support students in virtual instruction. Students can access interactive review sessions and videos. Many of these programs have accessibility features that are essential, and some programs have diagnostic tools to help adjust instruction based on data. ESPED and DMAC are utilized to track data.

Monitoring effectiveness and Training Needs: Interviews indicate Rio Grande City CISD has processes in place to review the effectiveness of the programs and interventions. Interventions have been effective based on the benchmark scores, and other assessment data. Programs such as IXL has a diagnostic feature that allows staff to evaluate the efficacy of the instruction and adjust instruction as needed. Initiatives for all students are monitored closely for effectiveness with ongoing data review. RTI (Response to Intervention) data is reviewed frequently, along with high level focus on PLCs.

Trainings: Interviews indicate Rio Grande City CISD offers a variety of trainings for staff. Trainings are based on staff needs, including a focus on English Language Learners (ELL). Some of the trainings provided were Admission, Review, and Dismissal (ARD), scheduled PLCs, Behavior related topics, Individualized Education Plan (IEP), Harry Wong training for first year teachers, Kurzweil training, and trainings for virtual instruction. Rio Grande City CISD provides training opportunities to all general education as well as special education staff. Parent interviews indicate they receive information about trainings via different sources such as phone calls, newsletters, emails, social media page, and text messages.

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 Rio Grande City Consolidated Independent School District:

- All monitored special education policies follow federal and state requirements and operating procedures are linked to the Legal Framework.
- Interviews indicate systematic procedures for gathering data and ARD input from staff for ARD preparation, as well as, disseminating student IEPs to pertinent staff.
- All full and individual evaluations (FIE) were completed within 45 school days of the date the district received written consent for evaluation.

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 Rio Grande City Consolidated Independent School District:

- Consider additional procedures and training on the topic of intensive programs of instructions for students receiving special education services who do not meet expectations on the state assessments. .
- Consider revising procedures and provide trainings to allow for development of detailed and individualized transition plans..
- Consider additional procedures, training, and monitoring to ensure Present Levels of Academic Achievement and Functional Performance (PLAAFPs) provide detailed information on student needs, areas of strengths and weaknesses with supportive data to align with student specific goals and objectives.

TECHNICAL ASSISTANCE

As a result of monitoring, the TEA has identified the following technical assistance resources to support Rio Grande City Consolidated Independent School District engaging in universal support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
PLAAFP	.Technical Assistance: Individualized Education Program (IEP) Development.: PLAAFP pp. 9-11
Transition	Student-Centered Transitions Network (SCTN): 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 post-secondary readiness.
Intensive Programs of Instruction	Accelerated Instruction and Intensive Programs of Instruction.
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.
Texas Statewide Leadership for Autism Training	Texas Statewide Leadership for Autism Training (TSLAT): TSLAT provides access to training, technical assistance, support, and resources for educators who serve students with autism.

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, Rio Grande City Consolidated Independent School District will receive formal notification of noncompliance in addition to this report.***

The TEA Department of Review and Support 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.

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 Rio Grande City CISD.

Areas of strength include parent education program that includes parent guide to dyslexia and related disorders with information and resources.

Areas of Consideration

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.

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders
Dyslexia: TEA Professional Learning Course	TEALearn Dyslexia Modules

If you have questions about the contents of this dyslexia review summary, please contact Edna Morales in the Texas Education Agency Department of Review and Support: Dyslexia Monitoring, by phone at 512-463-9260 or by email at Edna.Morales@tea.texas.gov.

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	N/A		N/A	N/A
CAP	9/14/2021	7/30/2022		30 days
DPP	N/A			

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

Properly Constituted ARD

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA9		TAC §89.1050(c) (1)(I)	Yes	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) had been impacted and determine if compensatory services are needed. Systemic—Not Applicable	No

State Assessment

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA4		TEC §28.0213	Yes	<p>Individual—Yes</p> <p>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) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes

TRANSITION

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR10	34 CFR §300.320(b)	TAC 89.1055 (I) (1)	Yes	<p>Individual—Yes</p> <p>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) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes
TR11	34 CFR 300.320(b)	TAC 89.1055 (I) (1)	Yes	<p>Individual—Yes</p> <p>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) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</p> <p>Provide training on these procedures to the appropriate staff.</p> <p>Develop processes that allow for self-monitoring this area of noncompliance.</p> <p>Demonstrate systemic, ongoing compliance in this area.</p>	Yes

