



Cycle 1 Group 3

Dates: October 2020-December 2020

## Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Arrow Academy  
CDN: 021805

LEA Compliant ☐

Non-Compliance Identified ☒

Corrective Actions: Complete

### INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Arrow Academy 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 December 18, 2020, the TEA conducted a policy review of Arrow Academy. On December 18, 2020, the TEA conducted a comprehensive desk review of Arrow Academy. The total number of files reviewed for the Arrow Academy comprehensive desk review was 15. The review found overall that 1 file out of 15 files was compliant. An overview of the policy review and student file review for Arrow Academy is 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.

<b>Compliance Area</b>	<b>Policy Review (# compliant of # reviewed)</b>	<b>Student File Review (# compliant of # reviewed)</b>
Child Find/Evaluation/FAPE	18 of 18	13 of 15
IEP Development	5 of 5	15 of 15
IEP Content	3 of 3	15 of 15
IEP Implementation	21 of 21	5 of 15
Properly Constituted ARD	8 of 8	12 of 15
State Assessment	4 of 4	15 of 15
Transition	6 of 6	0 of 0

## 2020-2021 CHARTER CAMPUS INFORMATION

Arrow Academy (021805) has 4 Active Campuses and is approved to serve students in K-12 grade. Campuses are located in the following counties: Brazos, Fort Bend, and Harris. The student file review included 11 files from 1st-5th grade and 4 files from grade 6th. The chart below identifies the campuses which were included in the cyclical review.

<b>Campus Name</b>	<b>Campus Number</b>	<b>County</b>	<b>Grade Level(s)</b>
Arrow Academy-Save Our Streets Center	021805041	Brazos County	K-6
Arrow Academy-Liberation Academy	021805101	Fort Bend County	K-6
Arrow Academy-Harvest Preparatory Academy	021805102	Harris County	K-6

## 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) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

Arrow Academy 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

Minimum size requirements not met. Results not published within this report due to the limitation of the sample size.

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 Arrow Academy:

- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- IEP documentation reflects timely completion of initial evaluations within the 45-day timeline.
- IEP documentation provides evidence of Notice of Procedural Safeguards provided to parent/guardian.

## 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 Arrow Academy:

- Review guidance and provide professional development on the required elements of the Prior Written Notice (PWN).
- Review guidance and provide professional development on the IEP specified length of instructional day.
- Review guidance and provide professional development on the requirements for LPAC representative in the ARD committee.

## Technical Assistance

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

Topic	Resource
Prior Written Notice: Containing all required elements.	<a href="#">TEA Child Find: Prior Written Notice</a> TEA Child Find, Evaluation, and ARD Supports guidance document.
Instructional Setting and Length of Day: Specifically, length of day.	<a href="#">TEA Individualized Education Program (IEP)</a> TEA Child Find, Evaluation, and ARD Supports guidance document.
Properly Constituted ARD: LPAC participation.	<a href="#">TEA LPAC/ARD Collaboration</a> TEA Child Find, Evaluation, and ARD Supports guidance document.

## 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, Arrow Academy 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		N/A	N/A

CAP	3/22/2021	1/28/2022		30 days
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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

### Child Find/Evaluation

#### STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE3	34 CFR §300.304(a)	TAC §89.1011; TEC §29.004(a)	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	<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> <ul style="list-style-type: none"><li>• Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</li><li>• Provide training on these procedures to the appropriate staff.</li><li>• Develop processes that allow for self-monitoring this area of noncompliance.</li></ul>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Not Applicable



## IEP Implementation

### STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IE9		TAC §89.63(b), 1075(e)	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	<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> <ul style="list-style-type: none"> <li>Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</li> <li>Provide training on these procedures to the appropriate staff.</li> <li>Develop processes that allow for self-monitoring this area of noncompliance.</li> </ul>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Not Applicable

## Properly Constituted ARD

### STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA10		TAC §89.105(c)(1)(J)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<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> <ul style="list-style-type: none"><li>• Review and revise policies and procedures, including operating guidelines and practices addressing this issue.</li><li>• Provide training on these procedures to the appropriate staff.</li><li>• Develop processes that allow for self-monitoring this area of noncompliance.</li></ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable