



Cycle 2 Group 3

Dates: April-June 2021

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT ACADEMY FOR ACADEMIC EXCELLENCE

CDN: 057814

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Academy for Academic Excellence 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 April 22, 2021, the TEA conducted a policy review of Academy for Academic Excellence. On May 28, 2021, the TEA conducted a comprehensive desk review of Academy for Academic Excellence. The total number of files reviewed for the Academy for Academic Excellence comprehensive desk review was 18.

The review found overall that 12 files out of 18 files were compliant. An overview of the policy review and student file review for Academy for Academic Excellence 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	18 of 18
IEP Development	5 of 5	12 of 18
IEP Content	3 of 3	18 of 18
IEP Implementation	21 of 21	18 of 18
Properly Constituted ARD	8 of 8	17 of 18
State Assessment	4 of 4	18 of 18
Transition	6 of 6	18 of 18

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 Academy for Academic Excellence 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 Academy for Academic Excellence 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 CHARTER CAMPUS INFORMATION

Academy for Academic Excellence 057814 has 4 Active Campuses and is approved to serve students in 5-12th grade. Campuses are located in the following counties: Dallas County. The student file review included 18 from grades 9-12. The chart below identifies the campuses which were included in the cyclical review.

Campus Name	Campus Number	County	Grade Level(s)
057814001	Dallas County Juvenile Justice	Dallas County	5-12
057814002	DRC Campus	Dallas County	9-10
057814003	Medlock Youth Village	Dallas County	7-11
057814005	Letot Campus	Dallas County	8-11

2020-2021 RESIDENTIAL FACILITY INFORMATION

Academy for Academic Excellence 057814 has 4 Residential Facilities (RFs) according to RF Tracker 2020 collection. The chart below identifies the RFs which were included in the cyclical review.

RF Name	RF Number	Grade Level(s)
Dallas County Juvenile Justice	260376	5-12
Letot Emergency Shelter	260377	8-12
Medlock Treatment Center	260378	7-11
Youth Village	260150	7-11

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/Family/Administrative surveys and interviews

On June 30, 2021, the TEA Review and Support team received 11 interviews and 10 stakeholder surveys.

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

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

The Academy for Academic Excellence offers services and supports for students identified with a disability in grades 5-12th while residing at the Dallas County Juvenile Department institution. Benefits include 504 support and specially designed services provided by special education. In addition, many interview participants shared those students may access the general education curriculum through various levels of resource and inclusion supports. Services for speech therapy were also reflected in the interviews.

Communication/Collaboration

The interview shows that the general education and special education staff regularly collaborate and work together in Professional Learning Communities (PLCs). Collaborative planning was highlighted as a particular focus this year and supported during the PLC three times during the 2020-2021 academic year. Interviews also reveal that families are invited to participate in ARD meetings.

Implementation of Special Education Services

The interviews demonstrate overall compliance for implementing special education services. Moreover, all instructional and administrative staff were able to talk about the notification process and details about student services during the interviews.

Monitoring effectiveness and Training Needs

The Academy for Academic Excellence revealed that many of the current systems they have are a direct result of findings from previous on-site visits from the TEA. The implementation of the earlier plans is still effective based on the outcomes of this on-site review. The charter district also talked about specific pieces of training for dyslexia, social-emotional learning (SEL), and supporting students with disabilities. However, the district is encouraged to continue developing training particular to the use of data to inform instructional planning for each student's Individual Education Planning (IEP).

Survey

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

Eighty two percent of participants felt the best way the school/district provides information about trainings, online trainings, support groups and other available resources concerning special education services is via emails, phone calls, and notices sent home.

The majority of participants felt trainings in Differentiated Instruction, Restorative Practices, and

Using Accommodations and Modifications were effective or somewhat effective to help meet the needs of students with disabilities.

Sixty two percent of the participants felt there were frequent opportunities to collaborate with related service providers and almost thirty eight percent felt there were not frequent opportunities to collaborate with service providers.

All participants agree with the importance of including students' interests/life goals in the transition process.

Fifty percent of the participants reported that remote learning for students receiving special education was somewhat effective while fifty percent reported remote learning for students was ineffective.

COVID

Fifty percent of participants felt that during COVID school closures/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:

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

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

- How to teach virtually
- How to use virtual platforms
- How to grade/assess engagement
- Social and emotional learning impact on students

Participants indicated that during COVID school closures/remote learning the following support strategies used by the district did not work well for students with disabilities:

- Transportation
- Delivery of assignments
- Supplies

Most of the participants indicated they strongly agreed that they worked with parents/guardians 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 Academy for Academic Excellence:

- Parents were very pleased with the support provided for students with disabilities.
- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- PLAAFP documentation describes the effect of the student’s disability on involvement in the general education curriculum.
- IEP documentation provides evidence of Notice of Procedural Safeguards provided to parent/guardian.
- IEP annual goals are measurable.

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 Academy for Academic Excellence:

- Consider developing written policies for new staff to guide them through the district/campus procedures and expectations.
- Develop written policies to coordinate LEA activities with the facility to ensure FAPE.
- Review guidance and provide professional development on the requirements for assigning a surrogate parent.
- Review guidance and provide professional development on the documentation of the frequency of IEP progress reports shared with parent.

TECHNICAL ASSISTANCE

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

Topic	Resource
Properly Constituted ARD: Surrogate Parent	Surrogate Policy U.S. Department of Education: OSEP Policy Documents Regarding the Education of Infants, Toddlers, Children, and Youth with Disabilities: Surrogate Parents. Surrogate Parent Decisions Handout The Center for Parent Information and Resources – Linked is a one-page handout to guide surrogate parent decisions. SurrogateParentDecision-MakingFlowchart.pdf
IEP Development: Progress Reporting	Technical Assistance IEPDevelopment.pdf TEA technical assistance to provide LEAs assistance in the IEP Development.

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, Academy for Academic Excellence 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 Academy for Academic Excellence.

Areas of strength include alignment in procedures and practice of progress monitoring and tracking of

accommodation. 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 Academy for Academic Excellence.

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				
CAP	9/14/2021	7/29/2022		30 days
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](#)

[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
PCA16	34 CFR §300.519(h)		Yes	<p>Individual Correction— Not Applicable</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>Systemic correction of the noncompliance has taken place.</p>	No

IEP Development

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID5	34 CFR § 300.320(a)(3)(ii)		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 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>Systemic correction of the noncompliance has taken place</p>	Yes