



Cycle 2 Group 1

Dates: October 2020- December 2020

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT BRIDGEWAY PREPARATORY ACADEMY

CDN: 057851

Non-Compliance Identified

Corrective Actions To Be Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Bridgeway Preparatory 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 Bridgeway Preparatory Academy. On December 18, 2020, the TEA conducted a comprehensive desk review of Bridgeway Preparatory Academy. The total number of files reviewed for the Bridgeway Preparatory Academy comprehensive

desk review was 12 files. The review found overall that 4 files out of 12 files were compliant. An overview of the policy review and student file review for Bridgeway Preparatory Academy 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	3 of 3
IEP Development	5 of 5	7 of 12
IEP Content	3 of 3	8 of 12
IEP Implementation	21 of 21	12 of 12
Properly Constituted ARD	8 of 8	6 of 12
State Assessment	4 of 4	12 of 12
Transition	6 of 6	0 of 0

2020-2021 CHARTER CAMPUS INFORMATION

Bridgeway Preparatory Academy 057-851 has 1 Active Campus and is approved to serve students in Pre-K-5th grade. The Campus is located in Dallas County. The student file review included 12 from PK-5 grade, 0 from grades 6-8 and 0 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)
Bridgeway Preparatory Academy	057-851	Dallas	PK-5

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

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

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 Bridgeway Preparatory Academy:

- Bridgeway Preparatory Academy remains committed to ensuring students with disabilities are served in inclusive settings alongside general education peers whenever possible.
- During the review activities, staff were very engaged and immediately addressed internal processes that needing refinement.
- Behavior support services include a wide variety of services, including in home training and parent training. The agility in this area specifically continued throughout COVID-19 closures to help families set their children up for successful in-home learning.

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 Bridgeway Preparatory Academy:

- Bridgeway Preparatory Academy should look at internal practices for ARD scheduling to ensure all ARDC members are present for a properly constituted ARD meetings.
- Provide training to continue to the development of comprehensive IEPs for students including data-rich Present Levels of Academic Achievement and Functional Performance (PLAAPF) statements and annual goals that are aligned to the needs of the students.

Technical Assistance

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

Topic	Resource
PLAAFP Statements	<p>Intensive Interventions. The National Center on Intensive Intervention – The linked page is intended to help state and local leaders, including school, district, and state administrators and staff responsible for leading multi-tiered systems of support (MTSS) and special education initiatives, find tools and resources to support data-based individualization (DBI) implementation.</p> <p>High Quality PLAAFP Statements. This IRIS Center module focuses on the key components of high quality PLAAFP statements.</p>
Measurable Annual Goals	<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>
IEP Development and Properly Constituted ARD Committees	<p>IRIS Center. Page 4: Procedural Requirements: Guidelines & Common Errors: This IRIS Center module provides clarification on commonly made errors and how to remedy each item specifically.</p> <p>ARD 101 Webinar Training: This virtual workshop provided by TEA's Child Find, Evaluation, and ARD Supports Network reviews the requirements of an ARD committee meeting, including membership and participation. Participants will gain an understanding of the different types of ARD committee meetings and the processes for a mutual agreement. Learn best practices of a compliant ARD committee meeting and process.</p>

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, Bridgeway Preparatory 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		Universal	Not applicable
CAP	3/22/2021	1/29/2022		30 days

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
PCA3	34 §CFR 300.321(a)	TAC §89.105(c)(1)(B) TEC §29.005	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area to ensure all members of the ARDC are present. Consider whether the students’ free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</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 systematic, ongoing compliance in this area.</p>	Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA4	34 CFR §300.321 (a)	TAC §89.1050(c) (1)(C) TEC §29.005	Yes	Individual—Yes Convene ARD committee meetings for student whose records indicate noncompliance in this area to ensure all members of the ARDC are present. Consider whether the students’ free, appropriate public education (FAPE) has been impacted and whether compensatory services are required. Systemic—Not Applicable	No
PCA7	34 CFR §300.321 (a)	TAC §89.105(c) (1)(D)	Yes	Individual—Yes Convene ARD committee meetings for student whose records indicate noncompliance in this area to ensure all members of the ARDC are present. Consider whether the students’ free, appropriate public education (FAPE) has been impacted and whether compensatory services are required. Systemic—Not Applicable	No
PCA8	34 CFR §300.321 (a)	TAC §89.105(c) (1)(E)	Yes	Individual—Yes Convene ARD committee meetings for student whose records indicate noncompliance in this area to ensure all members of the ARDC are present. Consider whether the students’ free, appropriate public education (FAPE) has been impacted and whether compensatory services are required. Systemic—Not Applicable	No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA10		TAC §89.105(c)(1)(J)	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area to ensure all members of the ARDC are present. Consider whether the students’ free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</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 systematic, ongoing compliance in this area.</p>	Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA20		TEC §29.005(b-1)	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area and ensure to document whether the parent agreed or disagreed with the decisions of the ARD committee. Consider whether the students' free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</p> <p>Systemic—Not Applicable</p>	No

IEP Content

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC3	34 CFR §300.320(a)(7)		Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area and ensure to document the frequency and duration of services being provided. Consider whether the students’ free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</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 systematic, ongoing compliance in this area.</p>	Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC6	34 CFR §300.106	TAC §89.1065	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area and ensure to document evidence of ESY considerations. Consider whether the students’ free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</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 systematic, ongoing compliance in this area.</p>	Yes

IEP Development

Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID2	34 CFR § 300.320(a)(1)		Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area to ensure all identified areas of weaknesses are addressed through their annual goals. Consider whether the students’ free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</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 systematic, ongoing compliance in this area.</p>	Yes
ID3	34 CFR § 300.320(a)(2)(i)		Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area to ensure all annual goals are measurable. Consider whether the students’ free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</p> <p>Systemic—Not Applicable</p>	No
ID4	34 CFR § 300.320(a)(3)		Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area to ensure all annual goals include a statement on how the student’s progress will be measured. Consider whether the students’ free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</p> <p>Systemic—Not Applicable</p>	No

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID6a	34 CFR § 300.320(a)(2)(ii)		Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student's whose records indicate noncompliance in this area to ensure benchmark objectives are present when it is determined a student should participate in alternative assessment. Consider whether the students' free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</p> <p>Systemic—Not Applicable</p>	No
ID6b	34 CFR § 300.320(a)(6)	TAC § 89.1055(b)	Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for student's whose records indicate noncompliance in this area to ensure there is sufficient information in the IEP to justify a student should participate in alternative assessment. Consider whether the students' free, appropriate public education (FAPE) has been impacted and whether compensatory services are required.</p> <p>Systemic—Not Applicable</p>	No