



Cycle 2 Group 3

Dates: April-June 2021

# TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT CEDARS INTERNATIONAL ACADEMY

CDN: 227817

Non-Compliance Identified

Corrective Actions To Be Completed

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Cedars International 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 April 22, 2021, the TEA conducted a policy review of Cedars International Academy. On May 28, 2021, the TEA conducted a comprehensive desk review of Cedars International Academy. The total number of files reviewed for the Cedars International Academy comprehensive desk review was 19.

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The review found overall that 15 files out of 19 files were compliant. An overview of the policy review and student file review for Cedars International 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.

<b>Compliance Area</b>	<b>Policy Review (# compliant of # reviewed)</b>	<b>Student File Review (# compliant of # reviewed)</b>
Child Find/Evaluation/FAPE	19 of 19	19 of 19
IEP Development	5 of 5	19 of 19
IEP Content	3 of 3	19 of 19
IEP Implementation	21 of 21	19 of 19
Properly Constituted ARD	8 of 8	19 of 19
State Assessment	4 of 4	19 of 19
Transition	6 of 6	15 of 19

## 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 Cedars International Academy artifacts using a program evaluation protocol which is aligned to Senate Bill 2075 of the 86<sup>th</sup> 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 Cedars International Academy are in the table below.

<b>Areas of Implementation</b>	<b>Compliance Status</b>
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

Cedars International Academy 227817 has 2 active campuses and is approved to serve students in PreK-12<sup>th</sup> grade. Campuses are located in Travis County. The student file review included 6 from PK-5 grade, 7 from grades 6-8 and 6 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)
Cedars International Academy	227817101	Travis County	PK-5 6-8
Cedars Academy Next Generation HS at Highland	227817001	Travis County	9-12

## 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 24 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Participants said the best way the school/district provides information such as trainings, online trainings, support groups and other available resources concerning special education services is via email followed by notices sent home and phone calls.

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

Thirty percent of participants felt there were frequent opportunities to collaborate with related service providers and seventy percent felt there was not frequent opportunities to collaborate with

service providers.

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

- Timely updates on student progress
- Knowledge of available services and programming
- Assuring students receive accommodations and/or modifications as outlined in the IEP

All participants agree with the importance of including students' interests/life goals in the transition process with 45.45% of participants strongly agreeing.

## **COVID**

Almost 23% 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:

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

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

- Social and emotional learning impact on students
- How to teach virtually
- How to provide connectedness with students
- How to engage students and assess levels of engagement

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

- Shared device per family
- Virtual instruction with child's teacher
- Transportation delivery of assignments and supplies

The majority of participants indicated they somewhat 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 Cedars International Academy:

- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- IEP documentation provides evidence of Notice of Procedural Safeguards provided to parent/guardian.
- PLAAFP documentation describes the effect of the student’s disability on involvement in the general education curriculum.
- 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 Cedars International Academy:

- Review guidance and provide professional development on documentation of LPAC representative at ARD.
- Review guidance and provide professional development on the documentation of the frequency of IEP progress reports shared with parent.
- Review guidance and provide professional development on the documentation of the transition requirements.

## Technical Assistance

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

Topic	Resource
PCA LPAC	<p><a href="#">English Learner-Support</a> Texas Education Agency: English Learner Support: The English Learner Support Division provides direction and leadership on the implementation of state and federal guidance regarding program services for English learners (ELs).</p> <p><a href="#">Guidance Related to ARDC and LPAC collaboration</a> Supporting English Learners in Texas: Compliance and Accountability: This includes following the standardized, statewide process for identifying, serving, and reclassifying/exiting English learners and for monitoring their English language acquisition and academic progress. In addition, Texas school districts must also ensure equitable access of English learners to other program services, including special education services and services for gifted and talented students. The following Tools are specific to supporting students with special education services.</p>

IEP Goals	<a href="#">Technical Assistance IEPDevelopment.pdf</a> TEA technical assistance to provide LEAs assistance in the IEP Development.
Transition Requirements	<a href="#">Texas Transition</a> The Student-Centered Transitions Network builds collaborative infrastructures among students, families, schools, LEAs, and communities. 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 postsecondary readiness.

## 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, Cedars International Academy 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 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 Cedars International Academy.

Areas of **strength** include extensive training and preparation for the general education teachers as well as their dyslexia specialists.

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 Cedars International Academy.

Topic	Resource
TEA Review and Support	<a href="#">Dyslexia Monitoring</a>
TEA Special Education	<a href="#">Dyslexia and Related Disorders</a>
Dyslexia: TEA Professional Learning Course	<a href="#">TEALearn Dyslexia Modules</a>

### 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 86<sup>th</sup> 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			
CAP	9/14/2021	7/29/2022		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

### Transition

#### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
TR1	34 CFR §300.320(b)	TAC 89.1055(j); TEC §29.0111	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—Not Applicable</p>	No
TR14	34CFR §300.320(c)	TAC §89.1049(a)	Yes	<p>Individual—Yes</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