

Action Not Required

December 14, 2021

Ms. Jessica Sanchez, Superintendent
Henry Ford Academy Alameda School for Art + Design 015833
501 W Cesar E Chavez Blvd
San Antonio, TX 78205
jsanchez@thealamedaschool.org

Subject: Cycle 2 Review Status Clarification and Update

Dear Ms. Jessica Sanchez,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 2 review and any findings identified as a result of data collected and reviewed during monitoring activities in accordance with the Individuals with Disabilities Education Act (IDEA).

Status of Compliance

After an internal document review, TEA has determined that **Henry Ford Academy Alameda School for Art + Design** received a 2020-2021 Cyclical Monitoring Report that may have contained confusing information regarding compliance standing and requirements for further action. The attached updated report corrects language on page 1, and if applicable in the Appendix.

Specifically, although individual instance(s) not meeting regulatory and/or statutory requirements during the review of LEA provided data were found, the LEA timely corrected those instance(s) prior to any letter of finding from the State being issued. Therefore, no further actions resulting from the LEA's cyclical review are required.

Should you have any questions regarding the cyclical review process and/or questions related to the updated report information, please contact the Office of Special Populations and Monitoring at (512) 463-9414.

Sincerely,

Jennifer Alexander
Interim Deputy Commissioner
Office of Special Populations and Monitoring
Texas Education Agency

cc: LEA Special Education Director
Executive Director, Region 20 Education Service Center
Special Education Contact, Region 20 Education Service Center

Enclosure



Cycle 2 Group 2

Dates: January 2021-March 2021

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Henry Ford Academy Alameda School for Art and Design

CDN: 015833

Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Henry Ford Academy Alameda School for Art and Design 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 January 22, 2021, the TEA conducted a policy review of Henry Ford Academy Alameda School for Art and Design. On February 25, 2021, the TEA conducted a comprehensive desk review of Henry

Ford Academy Alameda School for Art and Design. The total number of files reviewed for the Henry Ford Academy Alameda School for Art and Design comprehensive desk review was 7. The review found overall that 6 files out of 7 files were compliant. An overview of the policy review and student file review for Henry Ford Academy Alameda School for Art and Design 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 | 7 of 7 |
| IEP Development | 5 of 5 | 6 of 7 |
| IEP Content | 3 of 3 | 7 of 7 |
| IEP Implementation | 21 of 21 | 7 of 7 |
| Properly Constituted ARD | 8 of 8 | 7 of 7 |
| State Assessment | 4 of 4 | 7 of 7 |
| Transition | 6 of 6 | 6 of 7 |

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 Henry Ford Academy Alameda School for Art and Design 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 Henry Ford Academy Alameda School for Art and Design 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 |

2020-2021 CHARTER CAMPUS INFORMATION

Henry Ford Academy Alameda School for Art and Design. 015-833 has 1 of Active Campus and is approved to serve students in 9-12 grade. The campus is located in the following counties: Bexar.

The student file review included 0 from PK-5 grade, 0 from grades 6-8 and 7 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) |
|--|---------------|--------|----------------|
| Henry Ford Academy Alameda School for Art and Design | 015833001 | Bexar | 9-12 |

DATA SUMMARY OF RESULTS-DRIVEN ACCOUNTABILITY, STATE PERFORMANCE PLAN INDICATORS, AND SIGNIFICANT DISPROPORTIONALITY

The following supplemental data may be used to support the 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 were 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 Henry Ford Academy Alameda School for Art and Design:

- Transition Post-Secondary goals were written for the area of Individual Living skills for all students.
- Required Admission, Review, and Dismissal (ARD) committee members attend meetings when appropriate to ensure all decisions are properly constituted. .

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 Henry Ford Academy Alameda School for Art and Design:

- Consider reviewing, revising, and/or creating operating procedures for developing transition plans for all students before they turn 14.
- Consider reviewing, revising, and/or creating operating revising procedures to ensure the transfer of rights is provided to students and families a year before the student turns 18..

TECHNICAL ASSISTANCE

As a result of monitoring, the TEA has identified the following technical assistance resources to support Henry Ford Academy Alameda School for Art and Design engaging in **universal** support as determined by the RDA performance level data and artifacts within the compliance review:

| Topic | Resource |
|-------------------|---|
| Transition Plans: | <p>https://www.texastransition.org: 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 post-secondary readiness.</p> <p>Self-Determination Resources. 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 post-secondary readiness. Transfer of Rights Fact Sheet and Additional Resources</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, Henry Ford Academy Alameda School for Art and Design 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 Henry Ford Academy Alameda School for Art and Design.

Areas of Strength

An area of strength for the LEA includes their comprehensive parent education program with clear concise parent friendly language.

Areas of Consideration

The LEA's dyslexia program is in alignment with state and federal requirements. The following resources are recommended to support the implementation of the dyslexia program, 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.MoralesStrittmatter@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 | 12/18/2020 | | Universal | Not applicable |
| CAP | NA | NA | | NA |
| DPP | NA | | | |

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

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) | | Student folder did not meet requirements upon initial review. | None - Individual correction completed prior to issuance of findings. | No CAP required |

Transition

Student File Review

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|-------------------|------------------|---|---|--------------------------|
| TR14 | 34CFR §300.320(c) | TAC §89.1049(a) | Student folder did not meet requirements upon initial review. | None - Individual correction completed prior to issuance of findings. | No CAP required |