



Cycle 2 Group 2

Dates: January-March 2021

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT JUBILEE ACADEMIES

CDN: 015822

LEA Compliant

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Jubilee Academies 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 Jubilee Academies. On December 18, 2020, the TEA conducted a comprehensive desk review of Jubilee Academies. The total number of files reviewed for the Jubilee Academies comprehensive desk review was 24. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Jubilee Academies 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	24 of 24
IEP Development	5 of 5	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	21 of 21	24 of 24
Properly Constituted ARD	8 of 8	24 of 24
State Assessment	4 of 4	24 of 24
Transition	6 of 6	10 of 10

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 Jubilee Academies 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 Jubilee Academies 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

Jubilee Academies. 015822 has 13 Active Campuses and is approved to serve students in PK-12th grade. Campuses are located in the following counties: Cameron, Bexar, Travis, Kleberg. The student

file review included 8 files from PK-5 grade, 8 files from grades 6-8 and 8 files 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)
JUBILEE SAN ANTONIO	015822001	Bexar	PK-12
JUBILEE HIGHLAND HILLS	015822002	Bexar	PK-8
JUBILEE - LAKE VIEW UNIVERSITY PREP	015822004	Bexar	PK-12
JUBILEE HIGHLAND PARK	015822005	Bexar	PK-8
JUBILEE WELLS BRANCH	015822009	Travis	PK-11
JUBILEE BROWNSVILLE	015822010	Cameron	PK-12
JUBILEE SENDERO	015822014	Bexar	PK-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

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 March 31, 2021, the TEA Review and Support team received 107 surveys. Survey participants were as follows: 14 administrators, 25 general education teachers, 4 special education teachers, 2 evaluation staff, and 62 parent/family/caregivers. The Review and Support interviews and surveys focused on the following review areas:

Eighty-nine percent of participants felt they receive sufficient communication from their school. 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 parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

Approximately forty-seven percent of participants agreed or strongly agreed they have a clear understanding of special education services. With twenty-seven percent of participants stating that they somewhat agreed they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about were the School, Family and Community Engagement Network and the Child Find, Evaluation and ARD Support Network.

The majority of participants felt the training to help meet students' needs with disabilities was effective and somewhat effective.

Forty-six percent of participants agree and strongly agree there were frequent opportunities to collaborate with related service providers. However, thirty-three percent indicated that they somewhat agree, and thirteen percent somewhat disagree there were frequent opportunities to collaborate with related service providers.

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

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

The majority of participants agree with the importance of including students' interests/life goals in the transition process, with thirty-three percent strongly agreeing.

The majority of participants chose the remote learning model and reported their child consistently interacted with teachers. Most participants also reported that remote learning for students receiving special education was somewhat effective.

COVID

Sixty-two percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan effectively improved student progress.

During COVID closures, the top three ways that teachers provided 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.
- Teachers modified work and provided individualized support.

Participants indicated that during COVID school closure/remote learning, they needed professional development on how to engage students and assess levels of engagement as well as how to teach virtually and use virtual platforms.

Participants indicated that during COVID school closure/remote learning strategies, the district's top two supports that did not work well for students with disabilities were shared device per family and online submission of assignments.

Sixty-two percent of participants indicated that school staff 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 Jubilee Academies:

- Review of folders demonstrate strong understanding and practice of Prior Written Notice procedures.
- PLAAFP documentation describes the effect of the student's disability on involvement in the general education curriculum.
- IEP documentation provides evidence the student was invited to attend the ARD committee meeting to consider postsecondary goals and transition needs.

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 Jubilee Academies:

- Consider developing follow up procedures to obtain required physical signatures for Consent for Initial Provision of Services for ARDs conducted virtually or by phone.
- Continue to improve and strengthen School, Family and Community Engagement, Child Find, Evaluation, and ARD processes by providing Professional Development opportunities in these areas.

TECHNICAL ASSISTANCE

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

Topic	Resource
Universal Support	Statewide Technical Assistance Networks : The TEA provides grants for statewide leadership networks to address major, thematic topics critical to support student needs
Child Find, Evaluation, and ARD Supports	Child Find, Evaluation and ARD Support Network : The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.
School, Family and Community Engagement	Partners Resource Network : Partners Resource Network and Region 10 Education Service Center are working with the Texas Education Agency (TEA) on the School, Family, and Community Engagement Network. The goal of this Network is to help school staff and parents build collaborative relationships and increase positive outcomes for students with disabilities.

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, Jubilee Academies 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 Jubilee Academies.

Areas of Strength

Areas of strength for the LEA include their preparation of general education teachers and dyslexia specialists who provide services to students with dyslexia and related disorders. The LEA provided evidence of annual teacher preparation training.

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

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	N/A			
CAP	N/A			
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](#)