



Cycle 2 Group 2

Dates: January-March 2021

## TEXAS EDUCATION AGENCY

### 2020-2021 CYCLICAL MONITORING REPORT

### LEADERSHIP PREP SCHOOL

CDN: 061804

Non-Compliance Identified

Corrective Actions To Be Completed

## INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Leadership Prep School 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 Leadership Prep School. On December 18, 2020, the TEA conducted a comprehensive desk review of Leadership Prep School. The total number of files reviewed for the Leadership Prep School comprehensive desk review was 21. The review found overall that 13 files out of 21 files were compliant. An overview of the policy review and

student file review for Leadership Prep School 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	20 of 21
IEP Development	5 of 5	19 of 21
IEP Content	3 of 3	19 of 21
IEP Implementation	21 of 21	20 of 21
Properly Constituted ARD	8 of 8	17 of 21
State Assessment	4 of 4	20 of 21
Transition	6 of 6	5 of 6

## 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 Leadership Prep School 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 Leadership Prep School 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

## 2020-2021 CHARTER CAMPUS INFORMATION

Leadership Prep School. 061804 has 2 Active Campuses and is approved to serve students in K-12th grade. Campuses are located in Denton County. The student file review included 12 files from K-5 grade, 3 files from grades 6-8 and 6 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)
Leadership Prep	061804001	Denton	K-4
Leadership Prep Secondary Campus	061804002	Denton	5-12

## 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

Minimum size requirements not met. Results 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 Leadership Prep School:

- Development of measurable post-secondary goals for education/training and employment for Transition aged students.
- Development of a course of study for Transition aged students.
- Development of measurable goals that address areas of need established in the PLAAFP and how progress will be monitored and be reported to the parent.

## **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 areas Leadership Prep School must address:

- Review and revise policies and procedures, including operating guidelines and practices addressing Evaluation timelines, Properly Constituted ARDs, Consent for Initial Provision of Special Education Services and Annual IEP timelines.
- Provide training on procedures for the areas addressing Evaluation timelines, Properly Constituted ARDs, Consent for Initial Provision of Special Education Services and Annual IEP timelines to the appropriate staff.
- Convene ARD committee meetings for those students whose records indicate noncompliance in the areas Evaluation timelines, Properly Constituted ARDs, Consent for Initial Provision of Special Education Services and Annual IEP timelines to consider if the student's FAPE had been impacted and determine if compensatory services are needed.
- Develop processes that allow for self-monitoring the areas Evaluation timelines, Properly Constituted ARDs, Consent for Initial Provision of Special Education Services and Annual IEP timelines.

## **Technical Assistance**

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

Topic	Resource
Evaluation	<a href="#">Special Education Initial Referral Timeline</a> provides an overview of the timeline and legal requirements for a referral for an initial special education evaluation.
Properly Constituted ARDs	<a href="#">American Institute for Research (AIR): College and Career Readiness</a> : Readiness for postsecondary education is critical for students' future success and ability to access career opportunities. High school graduation rates have increased, yet evidence suggests that students are not ready for postsecondary education and training required to obtain a job with a living wage. Solutions to this challenge require support for secondary schools to build and implement evidence- based interventions and support and engage cross- sector stakeholders (e.g., education, workforce, industry) to create policy environments that support college and career readiness opportunities for all students.
Informed Consent	<a href="#">Procedural Safeguards: Surrogates, Notice, and Consent</a> . Office of Special Education Programs: Linked is a topic brief on the changes under Part B of IDEA 2004 related to procedural safeguards. <a href="#">§ 300.9(b)</a>

## 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, Leadership Prep School 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 Leadership Prep School.

### 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	<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		N/A	N/A
CAP	6/14/2021	4/29/2022		30 days
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

### Child Find/Evaluation

#### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301 (c)(1)(ii)	TAC 89.1011(c); TEC §29.004	Yes	<p>Individual—Yes</p> <p>Within 60 days of notification of noncompliance, convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (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>	Yes

## IEP Implementation

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IE2	34 CFR §300.504		Yes	<p>Individual—Yes</p> <p>Within 60 days of notification of noncompliance, convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p>	No

## 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	Individual—Yes  Within 60 days of notification of noncompliance, convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.  Systemic—Not Applicable	No
PCA9		TAC §89.1050(c) (1)(I)	Yes	Individual—Yes  Within 60 days of notification of noncompliance, convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.  Systemic—Yes  Review and revise policies and procedures, including operating guidelines and practices addressing this issue.  Provide training on these procedures to the appropriate staff.  Develop processes that allow for self-monitoring this area of noncompliance.	Yes

## IEP Content

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IC1	34 CFR §300.324(b)		Yes	<p>Individual—Yes</p> <p>Within 60 days of notification of noncompliance, convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (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>	Yes

## IEP Development

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID1	34 CFR § 300.300(b)		Yes.	<p>Individual—Yes</p> <p>Within 60 days of notification of noncompliance, convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (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>	Yes

## State Assessment

### Student File Review

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA4		TEC §28.0213	Yes	Individual—Yes  Within 60 days of notification of noncompliance, convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.  Systemic—Not Applicable	No

## 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)	Yes.	Individual—Yes  Within 60 days of notification of noncompliance, convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.  Systemic—Not Applicable	<input checked="" type="checkbox"/> No