

Action Not Required

December 7, 2021

Dr. Donald Mills, Superintendent
Lighthouse Public Schools 015825
8138 Westshire Dr
San Antonio, TX 78227
donald.mills@lighthousesa.org

Subject: Cycle 2 Review Status Clarification and Update

Dear Dr. Donald Mills,

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 **Lighthouse Public Schools** 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 1

Dates: Oct 2020 – Dec 2020

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Lighthouse Charter School

CDN: 015825

Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Lighthouse Charter 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 Lighthouse Charter School. On December 18, 2020, the TEA conducted a comprehensive desk review of Lighthouse Charter School.

The total number of files reviewed for the Lighthouse Charter School comprehensive desk review was 12. The review found overall that 10 files out of 12 files were compliant. An overview of the policy review and student file review for Lighthouse Charter 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:

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	19 of 19	12 of 12
IEP Development	5 of 5	12 of 12
IEP Content	3 of 3	12 of 12
IEP Implementation	21 of 21	12 of 12
Properly Constituted ARD	8 of 8	10 of 12
State Assessment	4 of 4	11 of 12
Transition	6 of 6	3 of 3

2020-2021 CHARTER CAMPUS INFORMATION

Lighthouse Charter School 015825 has two Active Campuses and is approved to serve students in Early Education – 12th grade. Campuses are in the following county: Bexar County. The student file review included seven from PK-5 grade, 5 from grades 6-8 and zero 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)
Lighthouse Charter School	015825101	Bexar	PK-1
Lighthouse Charter School-B Camp	015825001	Bexar	2-8

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 SURVEY STAFF AND FAMILY SURVEYS

On December 18, 2020, the TEA Review and Support team received 23 surveys. The Review and Support surveys focused on the following review areas:

All 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 email followed by phone calls, notices sent home, and the school website.

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

Eighty-three percent of participants indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about is the Texas Statewide Leadership for Autism Training.

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

Almost 80% of participants agreed or somewhat agreed that there were frequent opportunities to collaborate with related service providers.

The obstacle most concerning student's special education programming and services is assuring students receive accommodations and/or modifications as outlined in the IEP.

Almost 85% of participants agree with the importance of including student interests/life goals in the transition process with 39% of participants strongly agreeing.

The majority of participants indicated they chose a remote learning model. Those participating in remote learning indicated that the students interacted with teachers consistently. They also reported that remote learning for students receiving special education was somewhat effective.

Eighty three percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in student progress.

During COVID closures the top three ways indicated that teachers provided support to students with moderate to severe disabilities were:

- teachers provided supports needed for students to be successful.
- made regular contact with students and parents to meet academic and emotional needs.
- and modified work and provided individualized support.

Participants indicated that teaching virtually and using virtual platforms was the most requested professional development during the COVID school closure/remote learning.

Participants indicated that the LMS platform such as Schoology, Canvas or Google Classroom and shared devices per family did not work well for students with disabilities during COVID school closure/remote learning.

The majority of participants indicated that staff worked with parents/guardians in addressing severe behavior and work refusal during COVID school closures/remote learning.

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 Lighthouse Charter School:

- Transition services are provided to students with disabilities and postsecondary goals are identified for students 16 years old and older.
- PLAAFP statements are comprehensive and 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 Lighthouse Charter School:

- The CTE representative should be separate from the LEA representative and should not serve a dual role.
- An intensive program of instruction should be identified for all students who have not met standards on state assessments.

TECHNICAL ASSISTANCE

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

Topic	Resource
Properly Constituted ARD – CTE Representative	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.
Intensive Program of Instruction	Technical Assistance - IEP Development . The Texas Education Agency – Specific guidance for the district and state assessment decisions starts on p. 25. ▪ Page 27 for IPI.
The Texas Statewide Leadership for Autism Training	Texas Statewide Leadership for Autism Training (TSLAT) : Texas Statewide Leadership for Autism Training (TSLAT) increases LEAs' knowledge, understanding, and implementation of evidence-based practices that ensure the academic, functional, and behavioral needs of students with autism are met. TSLAT provides access to training, technical assistance, support, and resources for educators who serve students with autism. The TSLAT website includes online courses (some in Spanish), webinars, information about opportunities for deeper learning, a video library, and more.

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, Lighthouse Charter School 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 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	N/A
CAP	N/A	N/A		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

Properly Constituted ARD

Student File Review

Updated clarification 12/2021

LEA corrected the individual student folders prior to any issuance of findings by the State. No additional corrective actions are required.

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA9		TAC §89.1050(c)(1)(I)	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required

State Assessment

Student File Review

Updated clarification 12/2021

LEA corrected the individual student folders prior to any issuance of findings by the State. No additional corrective actions are required.

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA4		TEC §28.0213	Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required