Texas Education Agency
2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Manara Academy
CDN: 057844

LEA Compliant ☒	Non-Compliance Identified ☐	Corrective Actions Completed N/A

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Manara 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), and Significant Disproportionality (SD), 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.

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

2019–2020 CYCLICAL REVIEW COMPLIANCE SUMMARY

On September 13, 2019, the TEA conducted a policy review of Manara Academy. On March 13, 2020, the TEA conducted a comprehensive desk review of Manara Academy. The total number of files reviewed for the Manara Academy 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 Manara 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:

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	11 of 11	24 of 24
IEP Development	6 of 6	24 of 24
IEP Content	3 of 3	24 of 24
IEP Implementation	8 of 8	24 of 24
Properly Constituted ARD	7 of 7	24 of 24
State Assessment	5 of 5	24 of 24
Transition	4 of 4	4 of 4

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) Performance Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2019	PL 1—Meets Requirements	COMPLIANT	N/A

*Indicator 11: Child Find
Indicator 12: Early Childhood Transition
Indicator 13: Secondary Transition

2019–2020 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On December 7, 2019, the TEA Review and Support team received 11 surveys during the comprehensive desk review. Respondents to the staff and family survey included parents/guardians, general education teachers, special education teachers, evaluation staff, and administration staff (district and campus). The Review and Support surveys focused on the following review areas:

- Inclusion of special education staff in curriculum planning
- Communication methods

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 the 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 Manara Academy:

- Notices, phone calls, and emails were effective methods to reach out to parents, families, organizations, and other stakeholders concerning special education services.
- Most participants (66.66%) felt the school's best-implemented policies and procedures and meeting timelines.

Considerations

Based on the 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 Manara Academy:

- The district needs to consider within the Individualized Education Program describing the specificity of the frequency, duration, and location for subjects in the intensive programs of support for students who have failed a state assessment.

Technical Assistance

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

Topic	Resource
Intensive Program of Instruction	[Accelerated Instruction and Intensive Program of Instruction](#) – This document provides information regarding the applicability of the laws requiring accelerated instruction and intensive programs of instruction to students with disabilities who participate in special education programs.

For more information about cyclical monitoring and the Differentiated Monitoring and Support process, please visit the [Review and Support website](#)

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](#)