

Action Not Required

December 7, 2021

Mr. Charles Cook, Superintendent
Texas College Preparatory Academies 221801
P O Box 292730
Lewisville, TX 75029
ccook@responsived.com

Subject: Cycle 2 Review Status Clarification and Update

Dear Mr. Charles Cook,

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 **Texas College Preparatory Academies** 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 14 Education Service Center
Special Education Contact, Region 14 Education Service Center

Enclosure



Cycle 2 Group 1

Dates: October 2020- December 2020

TEXAS EDUCATION AGENCY 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Texas College Preparatory Academies

CDN: 221801

Status: Complete – See attached letter and updated Appendix

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Texas College Preparatory 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 Texas College Preparatory Academies. On December 18, 2020, the TEA conducted a comprehensive desk review of Texas College Preparatory Academies. The total number of files reviewed for the Texas College Preparatory 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 Texas College Preparatory Academies is organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area.

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	8 of 8

2020-2021 CHARTER CAMPUS INFORMATION

Texas College Preparatory Academies 221801 has 38 active campuses and is approved to serve students in Early Education- 12th grade. Campuses are located in the following counties: Walker County, Randall County, Dallas County, Denton County, Montgomery County, Tavis County, Taylor County, Hidalgo County, Houston County, Tyler County, Harris County, Jefferson County, Williamson county, Collin county, Galveston county, Guadalupe County, Midland County, and El Paso County.

The student file review included 13 files from K-5 grade, 5 files from grades 6-8 and 6 files from grades 10-11. The chart below identifies the campuses which were included in the cyclical review.

Campus Name	Campus Number	County	Grade Level(s)
Carrollton Classical Academy	221801023	Dallas County	K-9
Founders Classical Academy-Frisco	221801065	Collin county	K-9
Founders Classical Academy-Leander	221801058	Williamson County	K-12
Founders Classical Academy-Corinth-Upper School	221801020	Denton County	7-11
Ischool Virtual Academy of Texas	221801022	Denton County	3-12
Founders Classical-Schertz	221801066	Guadalupe County	K-10
STEM Academy-Lewisville	221801034	Denton County	6-12
Vista Academy of Willis	221801025	Montgomery County	K-8
Vista Academy of Edinburg	221801044	Hidalgo county	PK-8
Amarillo Collegiate Academy	221801011	Randall County	K-12

Founders Classical Academy	221801043	Denton County	K-12
Founders Classical Academy-Corinth	221801064	Denton County	K-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 December 18, 2020, the TEA Review and Support team received 241 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

Seventy-six 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 email followed by notices sent home, phone calls 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.

The majority 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 were the Child find evaluation and ARD support networks, the School, Family and Community Engagement network and the Texas Sensory Support Network (TxSSN).

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

Approximately seventy percent of participants felt there were frequent opportunities to collaborate with related service providers and almost eighteen percent felt there were not frequent opportunities to collaborate with service providers.

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

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

Thirty-six percent of participants agree with the importance of including students interests/life goals in the transition process with fifty-one percent of participants strongly agreeing.

The majority of participants indicated they chose an In-Person learning model. Those participating in remote learning indicated that the students did interact with teachers consistently. Participants reported that remote learning for students receiving special education ranged from extremely effective to extremely ineffective.

COVID

Almost sixty percent of participants felt that during COVID school closures/remote learning, the Emergency Contingency Plan was effective in 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 need.
- Teachers modified work and provided individualized support.

Participants indicated that during current COVID school closures/remote learning they needed professional development in all areas.

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

The majority of participants indicated that they agreed or strongly agreed that they 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 Texas College Preparatory Academies:

- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- IEP documentation reflects timely completion of initial evaluation within the 45-day timeline.
- IEP documentation provides evidence of parent attendance and participation at ARD meetings.
- PLAAFP documentation describes the effect of the student’s disability on involvement in the general education curriculum.

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 Texas College Preparatory Academies:

- Review guidance and provide professional development on the documentation of the need for Transportation Services.
- Review guidance and provide professional development on the documentation of the frequency of IEP progress reports shared with parent.

TECHNICAL ASSISTANCE

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

Topic	Resource
Transportation Services	School Transportation Guidance Texas Education Agency: General Information regarding funding, allotment, transportation status, and templates can be found here.
Transportation Services	Specifying Related Services in the IEP Center for Parent Information and Resources: The IEP must contain a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child.

Progress Reporting	Technical Assistance: IEP Development Texas Education Agency: Frequency for reporting the student's progress to parents.
Child find evaluation and ARD support	Child Find, Evaluation and ARD Supports 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	TEA: School, Family and Community Engagement The School, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.
Texas Sensory Support	Texas Sensory Support Network The Inclusion in Texas Network is working to promote a statewide culture of high expectations for students with disabilities and significantly improve academic and functional outcomes for students served by special education. The network assists LEAs build capacity to develop and appropriately implement instructional programs that provide meaningful access to inclusive environments and grade-level standards, where appropriate.

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, Texas College Preparatory Academies 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 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.

LEA ACTIONS

Timeline for Strategic Support Plan (SSP) and/or Corrective Action Plan (CAP) Below:

Required Actions	Submission Date	Completion Date	Support Level	Communication Level
SSP	N/A		N/A	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

IEP Implementation

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
IE4	34 CFR §300.320(a)(4)		Student folder did not meet requirements upon initial review.	None - Individual correction completed prior to issuance of findings.	No CAP required

IEP Development

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
ID	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