



Cycle 1 Group 3

Dates: October 2020 – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Universal Academy
CDN: 057808

LEA Compliant

Non-Compliance Identified

Corrective Actions: Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Universal 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), 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 Universal Academy. On December 18, 2020, the TEA conducted a comprehensive desk review of Universal Academy. The total number of files reviewed for the Universal Academy comprehensive desk review was 18. The review found overall that 11 files out of 18 files were compliant. An overview of the policy review and student file review for Universal 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 | 19 of 19 | 18 of 18 |
| IEP Development | 5 of 5 | 16 of 18 |
| IEP Content | 3 of 3 | 18 of 18 |
| IEP Implementation | 21 of 21 | 14 of 18 |
| Properly Constituted ARD | 8 of 8 | 15 of 18 |
| State Assessment | 4 of 4 | 18 of 18 |
| Transition | 6 of 6 | 3 of 4 |

2020-2021 CHARTER CAMPUS INFORMATION

Universal Academy (057808) has 2 Active Campuses and is approved to serve students in PK – 12th grade. Campuses are located in Dallas county. The student file review included 10 files from PK-5 grade, 5 files from grades 6-8 and 3 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) |
|--------------------------|----------------------|---------------|-----------------------|
| Universal Academy | 057808101 | Dallas | PK- 12 |
| Universal Academy Coppel | 057808102 | Dallas | K - 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 | SD Year 3 |

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

2020-2021 COVID-19 IMPACT NARRATIVE SUBMISSION

In the 2020-2021 academic year, Local Education Agencies (LEAs) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

Universal Academy submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

Yes No

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR SURVEY

Staff and Family Surveys

On December 18, 2020 the TEA Review and Support team received 165 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

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

Seventy-seven percent of participants felt there were frequent opportunities to collaborate with related service providers and approximately sixteen percent felt there were not frequent opportunities to collaborate with service providers.

The majority of participants agree with the importance of including student's interests/life goals in the transition process with fifty-two percent of participants strongly agreeing.

COVID

Almost eighty-five 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 needs.
- 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 Universal Academy:

- Full and Individual Evaluation (FIE) timelines were met districtwide.
- Universal Academy demonstrates a commitment to inclusive practices and exercises appropriate consideration of the Least Restrictive Environment.
- Results of the Desk Review show Universal Academy has strong practices related to parent participation.

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 that must be addressed by Universal Academy:

- Develop processes and provide training to ensure the IEP documents the length of instructional day.
- Develop processes and provide training to ensure LPAC representatives at ARDs met the criteria to serve as such.
- Develop processes and provide training to ensure students that are scheduled to take STAAR ALT2 have developed objectives/benchmarks for the goals in the subjects in which they are to test.

Technical Assistance

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

| Topic | Resource |
|---|--|
| Length of School Day | Child Find, Evaluation, and ARD Supports Network : Support to understand the importance of the instructional setting and length of day during in-person school and at home-learning. |
| LPAC Representative | Technical Assistance: IEP Development . TEA Technical Assistance: IEP Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency. <ul style="list-style-type: none"> • Page 5 |
| Goals and Objectives for STAAR ALT 2 Students | Technical Assistance: IEP Development . TEA Technical Assistance: IEP Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency. <ul style="list-style-type: none"> • Page 14 |
| Significant Disproportionality | Disproportionality and Equity . This website contains links to symposium presentations, webinars, and resource documents related to significant disproportionality as well as links to topics that impact significant disproportionality. |

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, Universal Academy 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 Due Date | Completion Due Date | Support Level | Communication Schedule |
|------------------|---------------------|---------------------|---------------|------------------------|
| SSP | N/A | | Universal | Not applicable |
| CAP | 3/22/2021 | 1/28/2022 | | 30 days |

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

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|------------------------|--|--|---|
| IE9 | | TAC §89.63(b), 1075(e) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Individual—Yes The educational agency has 60 school days from the date of this summary report to convene ARD committee meetings and consider whether the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Systemic—Yes <ul style="list-style-type: none">Review and revise policies and procedures, including operating | <input checked="" type="checkbox"/> Yes |

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|------------------|----------------------|---|--------------------------|
| | | | | <p>guidelines and practices addressing this issue.</p> <ul style="list-style-type: none"> • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance. | |

Properly Constituted ARD

STUDENT FILE REVIEW

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|-------|---------------|----------------------|--|--|---|
| PCA10 | | TAC §89.105(c)(1)(J) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <p>Individual—Yes</p> <p>The educational agency has 60 school days from the date of this summary report to convene ARD</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable |

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|------------------|----------------------|--|--------------------------|
| | | | | <p>committee meetings and consider whether the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <ul style="list-style-type: none"> • 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. | |

IEP Development

STUDENT FILE REVIEW

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|----------------------------|------------------|--|--|---|
| ID5a | 34 CFR § 300.320(a)(2)(ii) | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <p>Individual—Yes</p> <p>The educational agency has 60 school days from the date of this summary report to convene ARD committee meetings and consider whether the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <ul style="list-style-type: none"> Review and revise policies and procedures, including operating guidelines and practices addressing this issue. Provide training on these procedures to the appropriate staff. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable |

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|------------------|----------------------|--|--------------------------|
| | | | | <ul style="list-style-type: none"> Develop processes that allow for self-monitoring this area of noncompliance. | |

Transition

STUDENT FILE REVIEW

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|--------------------|--------------------|--|--|---|
| TR11 | 34 CFR §300.320(b) | TAC 89.1055(l) (1) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Individual—Yes The educational agency has 60 school days from the date of this summary report to convene ARD committee meetings and consider whether the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Systemic—Not | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not Applicable |

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|------------------|------------------|----------------------|------------------|--------------------------|
| | | | | Applicable | |