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SCHOOL YEAR (SY): 2023-2024

MONITORING PATH: Cyclical Monitoring

CYCLE: 5, GROUP: 2 (January-March)

REGION: 20

DISTRICT NAME: San Antonio Preparatory Schools (015840)

SHARED SERVICE ARRANGEMENT (SSA) MEMBER: NA

FISCAL AGENT: NA

TEXAS VIRTUAL SCHOOL NETWORK CAMPUS: NA

RESIDENTIAL FACILITY (RF): NA



Table 1. Summary of the Desk Review (Policy Review and Folder Review) by Priority Area

Priority Area	Policy Review	Folder Review
Child Find/Evaluation/FAPE	100% (16 of 16)	100% (10 of 10)
IEP Development	100% (3 of 3)	50% (5 of 10)
IEP Content	100% (3 of 3)	60% (6 of 10)

LEAs with an overall noncompliant status must submit a CAP within 30 calendar days of this report . The CAP must include all citations with a noncompliance finding. LEAs should access the CAP resources and submission requirements on the [Review and Support TEA webpage](#) .

LEAs must complete the required actions *as soon as possible, but in no case later than one year from the date of this notification* (see [OSEP QA 2301](#)). TEA determines if noncompliance has been addressed according to the following criteria :

LEAs with both pre-finding correction of noncompliance for two or fewer students ( i.e., individual level) and verification of child-specific and systemic corrections by the pre-finding correction deadline do not require a CAP. However, LEAs with an individual level of noncompliance for two or fewer students that has not been corrected by the pre-finding correction deadline or LEAs with a systemic level of noncompliance (i.e., more than two students) require a CAP.

LEAs

Area	Citation	Level	Status	Action
Transition	TR9- TEC §29.011(a)(10); 19 TAC §89.1055(h)(10)	Systemic (>2 students)	Noncompliant	Corrective Action Plan
Transition	TR1- TEC §29.011; 19 TAC §89.1055(h)	Systemic (>2 students)	Noncompliant	Corrective Action Plan
Transition	TR2- 34 CFR §300.321(b)(1); 34 CFR §300.322(b)(2)	Systemic (>2 students)	Noncompliant	Corrective Action Plan
Transition	TR3- 34 CFR §300.321(b)(2)	Systemic (>2 students)	Noncompliant	Corrective Action Plan
Transition	TR4- TEC §29.011(a)(1); 19 TAC §89.1055(h)(1)			

Area	Citation	Level	Status	Action
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA

The "





For more information about HB 4545, please see the following resources:



## DATA REVIEW

### Data Sources

LEAs with a cyclical on-site review included an additional dyslexia sample. The dyslexia on-site sample was generated by TEA and includes the stratified random selection of not more than six students that consists of two strata with three students each identified with either dyslexia and special education or dyslexia and Section 504.

### Residential Facilities (RFs)

LEAs must ensure students with disabilities receiving special education are provided a free appropriate public education (FAPE) when attending and being educated at a non-RF located in their geographical boundary (see [TAC §89.1115\(d\)\(1\)\(i\)](#)). San Antonio Preparatory Schools (015840) had NA based on the NA.

### Results Driven Accountability (RDA), State Performance Plan Indicators (SPP), and Significant Disproportionality (SD)

LEAs are annually assigned special education determination using four determination levels (DLs; see [34 CFR §300.603\(b\)\(1\)](#)): Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4). The DLs are based on results from both the RDA special education program area and the federally required elements (FREs). The State also assigns SD Year 3 designations, per [34 CFR §§300.646-647](#) (see Table 8).

Table 8. RDA, SPP, and SD Year 3 Results

Data Source	SY 2021-2022	SY 2022-2023	SY 2023-2024
Determination	Meets Requirements (DL1)	Meets Requirements (DL1)	Needs Assistance (DL2)

## STAKEHOLDER ANALYSIS AND RESULTS

TEA collected stakeholder data through an open survey during the comprehensive cyclical monitoring review from family/guardians, special education providers, general education providers, and district/campus administration. If an on-site review was conducted, stakeholder data was also collected through structured interviews. The purpose of analyzing survey and interview data was to identify positive stakeholder sentiment related to three constructs:

## SUCSESSES

The following successes were identified from the monitoring review :

## TECHNICAL ASSISTANCE

The following technical assistance (TA) resources are recommended from the monitoring review (Please copy/paste URLs into web browser) . If any of the following TA links do not work, please contact the Division of Review and Support .

## DYSLEXIA PROGRAM EVALUATION

The Dyslexia Program Evaluation Rubric, aligned to Senate Bill 2075 of the 86th Legislature, TEC 38.003 (c-1), and 19 TAC Chapter 74.28, is utilized for determining program statuses shown in Tables 8 and 9. For any dyslexia area of implementation not meeting requirements, the LEA must complete a Dyslexia Performance Plan (DPP). The DPP guides LEAs through the continuous improvement process to address areas needing growth to positively impact students with dyslexia. LEAs should complete the DPP no later than 120 calendar days after receiving notification of Did Not Meet Requirements. The TEA will provide the DPP, or it can be accessed on the [Division of Review and Support Dyslexia Program Evaluation](#) webpage and can be uploaded to the ShareFile link supplied by the dyslexia specialist assigned to the LEA.

The overall dyslexia program status is shown in Table 10. This table includes the dyslexia program status (i.e., Meets Requirements, Pre-finding Corrected, or Did Not Meet Requirements), the number of areas that did not meet requirements, and required actions.

Table 10. Overall Dyslexia Program Status

Status	Number of Areas Not Meeting Requirements	Required Action
Did Not Meet Requirements	4	Dyslexia Performance Plan

Area	Legal Requirement	Status
Communication	19 TAC §74.28 (h), (l)	Meets Requirements
Screening	TEC §28.006(g) (g-2); TEC §38.003(a);19 TAC §74.28 (c), (d), (e), (m)	Not Applicable (NA)
Reading Instruments	TEC §28.006(b), (b-1), (c), (c-1), (c-2), (d)(2), (g), (g-1), (g-2); TEC §8.003; 19 TAC §74.28(d), (m), (j)	Did Not Meet Requirements
Evaluation and Identification	TEC §28.006(g),(g-1); TEC §9.0031(a)(1); TEC §38.003(a),(b), (b-1); 19 TAC §74.28 (b), (c), (d), (e), (f), (i), (m)	Did Not Meet Requirements
Instruction	TEC §38.003(b);19 TAC §74.28(a),(c), (e), (i); TEC §21.054(b)	Did Not Meet Requirements
Progress Monitoring	TEC §28.021(b);TEC §9.0031(d)	Did Not Meet Requirements

### Identified Dyslexia Program Successes

The following successes were identified during dyslexia monitoring :

### Dyslexia Program Areas of Need

The following areas of need were need







## APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Table 13 lists self-reported noncompliance3 RG [(-)] TJ ET Q q 0 G (-)] TJ ET Q q 0 G (-)] TJ ET Q q 0 G

## APPENDIX II: ADDITIONAL RESOURCES

[Differentiated Monitoring and Support System](#)

[Differentiated Monitoring and Support Guide](#)

