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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:

Child-specific correction: Individual cases of noncompliance have each been corrected Systemic correction: 100% compliance implementing regulatory requirements

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)	Nonco mpliant	Corrective Action Plan
Transition	TR3-34 CFR §300.321(b)(2)	Systemic (>2 students)	Noncompliant	Corrective Action Plan

Transition §2

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 informatio n about HB 4545, please see the following resources:

House Bill 4545 Implementation Overview (TAA Letter)

House Bill 4545 Overview for Parents (YouTube Video)

# 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 include s 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 disabilitie s receiving special education are provided a ree appropriate public education (FAPE)when attending and being educated at a n RFlocated in their geographical boundary (see <u>TAC§89.1115(d)(1)(i)</u>). 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 §\$300.646647 (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	Meets Requirements	Needs Assistance
	(DL1)	(DL1)	(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:

#### SUCCESSES

The following successes were identified from the monitoring review:

SUCCESS Systems for locating, identifying, and evaluating students suspected of having a disability under Child Find requirements are comprehensive and understood by staff and communicated to parents and other community stakeholders.

SUCCESS: Systems demonstrate a comprehensive continuum of placement options for

related service delivery needs.

SUCCESS: Staff demonstrate expansive knowledge and a growth mindset toward special education systems and requirements as evidenced through efficient and effective communication.

#### 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 .

IEP DEVELOPMENT The Best Practices for Conducting a Virtual Admission, Review, and Dismissal (ARD) Committee Meeting is a webinar that provides information about the basic requirements of an ARD committee meeting, confidentiality considerations, staff and family preparation for a virtual ARD format, tips for engaging ARD committee members, and electronic signature requirements (see https://spedsupport.tea.texas.gov/resource-library/best-practices-conducting-virtual-admission-review-and-dismissal-ard-committee). IEP DEVELOPMENT The Question and Answer Document: Individualized Education Program (IEP) Measurable Annual Goals guidance document provides answers to common questions about IEPs and guidance for writing annual IEP goals that ensure consideration for grade-level academic standards (i.e., standards-based IEP process) (see

https://spedsupport.tea.texas.gov/resource-library/qa-iep-measurable-annual-goals).

TRANSTION The Texas Transition: Centered Transitions Network (SCTN) website provides transition information for students with disabilities (see

https://spedsupport.tea.texas.gov/resource-library/texas-transition-and-employment-guide).

#### 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 meeti ng 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 s uccesses were identified during dyslexia monitoring:

NOT APPLICABLE (NA) NOT APPLICABLE (NA)

# Dyslexia Program Areas of Need

The following a reas of need were need

## APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Table 13 lists self-reported noncomplianc3 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