



Cycle2 Group2

Dates: JanuaryMarch 2021

2020–2021 CYCLICAL REVIEW COMPLIANCE SUMMARY

On December 18, 2020, the TEA conducted a policy review of Yes Prep Schools IN. On December 18, 2020, the TEA conducted a comprehensive review of Yes Prep Schools IN. The total number

Copyright © 2020. Texas Education Agency. All Rights Reserved.

of files reviewed for the Yes Prep Schools In-COmprehensive desk review was 24. The review found overall that 23 files out of 24 files were compliant. An overview of the policy review and student file review for Yes Prep Schools In-CO is 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	23 of 24
IEP Development	5 of 5	24 of 24

2020-2021 CHARTER CAMPUS INFORMATION

Yes Prep Schools INC 101845 has 17 Active Campuses and is approved to serve students in PK grade. Campuses are located in Harris County. The student file review included files from PK grade, 10 files from grades 6 and 8 and 10 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)
YesPrep Hobby	101845014	Harris County	6-8

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On February 25, 2021, the TEA Review and Support team received 22 survey participants were as follows: 4 administrators, 3 special education teachers, 1 evaluation staff, and 14 parent/family/caregivers. The Review and Support surveys focused on the following review areas:

All participants felt they received 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 emails, phone calls, notices sent home and social media.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at school campus and the district event center.

During COVID closures, the top ways indicated 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.
- Teachers met with students 1:1 while maintaining social distance.

Participants indicated that during COVID school closure/remote learning, they needed support development on how to teach virtually, the social and emotional learning impact on students and the use of virtual platforms.

Participants indicated that during COVID school closure/remote learning strategies, the district's top supports that did not work well for students with disabilities were shared device per family, virtual instruction with child's teacher, and delivery of assignments and supplies.

Most participants indicated that school staff worked with parents/guardians in addressing inappropriate 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 Yes Prep Schools INC

- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- ARD documentation reflects timely notice of ARD meeting and communication log for documentation of multiple attempts to notify parent.
- 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.
- IEP annual goals are measurable

Considerations

- Review guidance and provide professional development on IEP documentation to include specified instructional length of day.
- Review guidance and provide professional development on timely completion of initial evaluation within the 45day timeline.

Areas of Strength

An area of strength for the LEA includes written documents that include clear and concise language making them accessible to parents and educators.

Areas of Consideration

The LEA's dyslexia program is in alignment with state and federal requirements. The following resources are recommended to support the implementation of the dyslexia program, internal systems, and procedures.

Topic	Resource
TEA Review and Support	Dyslexia Monitoring
TEA Special Education	Dyslexia and Related Disorders

Dyslexia: TEA Professional Learning Course

REFERENCES

[Differentiated Monitoring and Support System](#)

[Review and Support General Supervision Monitoring Guide](#)

