

SPECIAL EDUCATION
CYCLICAL MONITORING REPORT

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SCHOOL YEAR (SY): 2023-2024

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% (5 of 5)
IEP Development	100% (3 of 3)	20% (1 of 5)
IEP Content	100% (3 of 3)	100% (5 of 5)
IEP Implementation	100% (14 of 14)	100% (5 of 5)
Properly Constituted ARD	100% (7 of 7)	100% (5 of 5)
State Assessment	100% (4 of 4)	100% (5 of 5)
Transition	100% (5 of 5)	100% (5 of 5)

Noncompliant student folders had at least one finding of noncompliance for the priority area.

Noncompliance Findings

This report provides the required written notification for an LEA with a _____ status requiring corrective actions in Table 2. LEAs must complete the required actions as soon as possible but in no case later than one year from the date of this report (see [OSEP QA 23-01](#)).

The overall compliance status includes noncompliance findings from Tables 3 and 4 and self-reported noncompliance from APPENDIX I. Table 2 also shows the number of noncompliant citations that must be addressed in the corrective action plan (CAP).

Table 2. Overall Cyclical Monitoring Compliance Status

Compliance Status Overall

Area	Citation	Level	Status	Action
NA	NA	NA	NA	NA

The "Area" column has seven possible values representing the state-identified priority areas. The "Citation" column contains two possible values: Individual (two or fewer students) and Systemic (more than two students). The "Level" column contains two possible values: Corrective Action Plan and No Action Required.

Table 4

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 an RF located in their geographical boundary (see

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:

SUCCESES

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 for supporting student needs are implemented well as evidenced by local education agency (LEA) staff attendance and involvement in the admission, review and dismissal (ARD) committee meetings and th

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	2	Dyslexia Performance Plan

The overall dyslexia program status is based on the following three rules:

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Table 13 lists self-reported noncompliance3 RG(-)]TJETQq0 G(-)]TJETQq0 G(-)]TJETQq0 G(-)]TJETQAW* n0 G(non

APPENDIX II: ADDITIONAL RESOURCES

[Differentiated Monitoring and Support System](#)

[Differentiated Monitoring and Support Guide](#)

