



# SPECIAL EDUCATION CYCLICAL MONITORING REPORT

School Year (SY) 2023-2024

Cycle 5, Group 2

January-March

Jacksonville ISD (037904)

April 30, 2024

## TABLE OF CONTENTS

INTRODUCTION .....	3
OVERVIEW OF CYCLICAL MONITORING .....	4
COMPLIANCE REVIEW AND NONCOMPLIANCE FINDINGS.....	4
Compliance Review .....	4
Noncompliance Findings.....	5
IMPLEMENTATION OF HOUSE BILL 4545 .....	9
DATA REVIEW .....	11
Data Sources .....	11
Student Sample and Campus Information .....	11
Residential Facilities (RFs).....	12
Results Driven Accountability (RDA), State Performance Plan (SPP) Indicators, and Significant Disproportionality (SD) .....	12
STAKEHOLDER ANALYSIS AND RESULTS .....	13
SUCSESSES .....	14
TECHNICAL ASSISTANCE.....	14
DYSLEXIA PROGRAM EVALUATION.....	15
Identified Dyslexia Program Successes .....	16
Dyslexia Program Areas of Need.....	16
Dyslexia Resources.....	16
SUMMARY OF REQUIRED ACTION .....	17
CONTACT .....	18
APPENDIX I: SELF-REPORTED NONCOMPLIANCE.....	19
APPENDIX II: ADDITIONAL RESOURCES.....	20
APPENDIX III: ACRONYMS.....	21

SCHOOL YEAR (SY): 2023-2024





LEAs with an overall noncompliant status must submit a CAP within 30 calendar days of this

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

NA                      NA                      NA                      NA                      NA

Area	Citation	Level	Status	Action
NA	NA	NA	NA	NA

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

Table 4. Noncompliance Findings from the Policy Review

Area	Citation	Level	Status	Action
------	----------	-------	--------	--------

NA NA





For more information 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

Data from the following areas were considered for the cyclical monitoring review:

- AskTED District Identification Data
- Results Driven Accountability (RDA) Data
- Significant Disproportionality (SD) Data
- State Performance Plan (SPP) Data
- Desk Review Data
- On-site Review Data (if applicable)
  - On-site Interviews (e.g., campus administrator, general education teacher, special

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

## 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

## SUCCESSSES

The following successes were identified from the monitoring review:

- SUCCESS: Systems for student involvement are implemented well as evidenced by student invitations and their attendance at admission, review and dismissal (ARD) committee meetings for discussing postsecondary goals and transition needs.
- SUCCESS: Systems for parent involvement are implemented well as evidenced by parent invitations and their attendance at admission, review and dismissal (ARD) committee meetings.
- 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 the development of students' individual education programs (IEPs).

## 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
Meets Requirements	0	NA

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

- If at least one "Did Not Meet Requirements" for the seven dyslexia program areas evaluated, then the overall dyslexia status is "Did Not Meet Requirements".
- If no "Did Not Meet Requirements" but at least one "Pre-finding Corrected" for the seven dyslexia areas evaluated, then the overall dyslexia status is "Pre-finding Corrected".
- If "Meets Requirements" for all dyslexia program areas, then the overall dyslexia status is "Meets Requirements".

The dyslexia monitoring efforts focused on three-core elements:

- Early Intervention and Identification
- Program of Instruction
- Parent Notification

Table 11 shows the status for each of the seven dyslexia program areas evaluated and used for determining the overall dyslexia program status from monitoring activities for the LEA.

Table 11. Program Status for Each Area of Dyslexia Implementation

Area	Legal Requirement	Status
Dyslexia Procedures	TEC §28.006; TEC §38.003; 19 TAC §74.28	Meets Requirements
Communication	19 TAC §74.28 (h), (l)	Meets Requirements

Area	Legal Requirement	Status
------	-------------------	--------

Screening



## SUMMARY OF REQUIRED ACTION

The required actions from the comprehensive cyclical monitoring review are shown in Table 12. More information about the support levels is in the [Differentiated Monitoring and Support Guide](#).

Table 12. Summary of Required Action

Required Action	Due Date	Support Level	Communication Cadence
-----------------	----------	---------------	-----------------------



## 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](#)

