

SPECIAL EDUCATION CYCLICAL MONITORING REPORT

January 31, 2024

OVERVIEW OF CYCLICAL MONITORING

| Priority Area | Policy Review | Folder Review |
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| Noncomp | liance | Find | ings |
|---------|--------|------|------|
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| Compliance Status | Number of Noncompliance to be | Required Action |
|-------------------|-------------------------------|-----------------|
| Overall | Addressed | Overall |
| | | |

LEAs with at least one finding of noncompliance from the folder review, on-site review, policy review, or self-reported noncompliance are assigned an overall compliance status of Noncompliant require a CAP.

LEAs with no findings of noncompliance from the folder review, on-site review, policy review, or self-reported noncompliance but at least one pre-finding correction of noncompliance are assigned an overall compliance status of Pre-finding Corrected and

(i.e., LEA does not require a CAP).

LEAs with no findings of noncompliance or pre-finding correction from the folder review, onsite review, or self-reported noncompliance are assigned an overall compliance status of (i.e., LEA does not require a CAP).

| Area | Citation | Level | Status | Action |
|------|----------|-------|--------|--------|
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IMPLEMENTATION OF HOUSE BILL 4545:

Accelerated Instruction

DATA REVIEW

Data Sources

AskTED District Identification Data Results Driven Accountability (RDA) Data S

| Residential Facili | ties (RFs) | | |
|--|--------------|--------------|--------------|
| | | | |
| | | | |
| Results Driven Ad Indicators (SPP), | | | |
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| | | | |
| | | | |
| Data Source | SY 2021-2022 | SY 2022-2023 | SY 2023-2024 |
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STAKEHOLDER ANALYSIS AND RESULTS

SUCCESSES

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

DYSLEXIA PROGRAM EVALUATION

| Status | Number of Areas Not Meeting Requirements | Required Action |
|--------|---|-----------------|
| | | |

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".

Early Intervention and Identification Program of Instruction Parent Notification

| Area | Legal Reguirement | Status |
|---------|----------------------|--------|
| 7 ti Ca | Legar Regail erriert | Status |

| Area | Legal Requirement | Status |
|------|-------------------|--------|
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Identified Dyslexia Program Successes

PROCEDURES Comprehensive dyslexia program procedures are implemented across the local education agency.

COMMUNICATION Parent education program includes extensive information and resources.

Dyslexia Program Areas of Need

NOT APPLICABLE (NA) NOT APPLICABLE (NA)

Dyslexia Resources

TEA Review and Support: Dyslexia Monitoring

TEA Special Education: Dyslexia and Related Disorders

Dyslexia: TEA Professional Learning Course: TEALearn Dyslexia Modules

SUMMARY OF REQUIRED ACTION

| Require | d Action | Due Date | Support Level | Communication Cadence |
|---------|----------|----------|---------------|--------------------------|
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APPENDIX I: SELF-REPORTED NONCOMPLIANCE

| Area | Citation | Level | Status | Action |
|------|----------|-------|--------|--------|
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| PPENDIX II: ADDI | TIONAL RESOL | IRCES | |
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APPENDIX III: ACRONYMS

Acronym Description

