



SPECIAL EDUCATION CYCLICAL MONITORING REPORT

School Year (SY) 2023-2024

Cycle 5, Group 2

January-March

Palmer ISD (070910)

April 30, 2024

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SCHOOL YEAR (SY): 2023-2024
MONITORING PATH: Cyclical Monitoring
CYCLE: 5, GROUP: 2 (January-March)

REGION: 10
DISTRICT NAME: Palmer ISD (070910)
DISTRICT TYPE: Independent

SHARED SERVICE ARRANGEMENT (SSA) MEMBER: NA
FISCAL AGENT: NA

TEXAS VIRTUAL SCHOOL NETWORK CAMPUS: NA
RESIDENTIAL FACILITY (RF): NA

MONITORING TYPE: Comprehensive Desk Review
SELF-REPORTED NONCOMPLIANCE: No
COMPLIANCE STATUS: Noncompliant

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

For more information about HB 4545, please see the following resources:



DATA REVIEW

Data Sources

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

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-
-
-
-
-
-
-
-
-
-
-

Student Sampling and Campus Information

Comprehensive cyclical monitoring includes a

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

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:

-
-
-

Table 9 shows stakeholder results for each construct (i.e., understanding, engagement, competency) by role (i.e., family/guardians, special education providers, general education providers, district/campus administration). Stakeholder data were collected using a non-probabilistic sampling method and included respondents who self-identified their role and LEA when completing the online survey or interview.

SUCSESSES

The following successes were identified from the monitoring review:

-
-
-

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.

-
-
-

Area	Legal Requirement	Status
Screening	TEC §28.006(g), (g-	

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
Strategic Support Plan (SSP)	NA	Universal (DL 1)	NA
Corrective Action Plan (CAP)	May 30, 2024	Intensive	30 Days
Dyslexia Performance Plan (DPP)	NA	NA	NA

. SSP due date was when the initial SSP submission was due. The SSP communication cadence uses the current year's RDA DLs (e.g., 2023 DL from SY 2022-2023) and includes a check-in frequency of 30 days (DL 4), 60 days (DL 3), or 90 days (DL 2).

DLs and includes three possible values: Intensive (DL 4 or 3), Targeted (DL 2), and Universal (DL 1).

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](#)

