





SCHOOL YEAR (SY): 2023-2024

MONITORING PATH: Cyclical Monitoring

CYCLE: 5, GROUP: 1 (October-December)

REGION: 01

DISTRICT NAME: Pharr-San Juan-Alamo ISD (108909)

DISTRICT TYPE: Independent

SHARED SERVICE ARRANGEMENT (SSA) MEMBER: NA

FISCAL AGENT: NA

TEXAS VIRTUAL SCHOOL NETWORK CAMPUS: NA

# OVERVIEW OF CYCLICAL MONITORING

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% (24 of 24) |
| IEP Development            | 100% (3 of 3)   | 79% (19 of 24)  |
| IEP Content                | 100% (3 of 3)   | 100% (24 of 24) |
| IEP Implementation         | 100% (14 of 14) | 100% (24 of 24) |
| Properly Constituted ARD   | 100% (7 of 7)   | 100% (24 of 24) |





## IMPLEMENTATION OF HOUSE BILL 4545:

### Accelerated Instruction

[House Bill \(HB\) 4545](#) was passed during the 87th Regular Texas Legislative Session and signed into law by Governor Abbott on June 16, 2021, and June 7, 2021, respectively. This bill subsequently became codified into Texas Education Code (TEC).

HB 4545 amended TEC [§28.0211](#) and [§28.0217](#), primarily, to establish new requirements related to accelerated instruction



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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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 [TAC §89.1115\(d\)\(1\)\(i\)](#)). Pharr-San Juan-Alamo ISD (108909) had 0 RFs based on the 2023 RF Tracker annual data submission in the Texas Student Data System (Oracle Database).

### Results Driven Accountability (RDA), State Performance Plan Indicators (SPP), and Significant Disproportionality (SD)

LEAs are annually assigned special education determination using four determination levels (DLs; see [34 CFR §300.603\(b\)\(1\)](#)): Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4). The DLs are based on results from both the RDA special education program area and the federally required elements (FREs). The State also assigns SD Year 3 designations, per [34 CFR §§300.646-647](#) (see Table 8).

Table 8. RDA, SPP, and SD Year 3 Results

| Data Source     | SY 2021–2022             | SY 2022–2023             | SY 2023–2024             |
|-----------------|--------------------------|--------------------------|--------------------------|
| Determination   | Needs Intervention (DL3) | Meets Requirements (DL1) | Meets Requirements (DL1) |
| SPPI-11A Status | Compliant (100%)         | Compliant (100%)         | Noncompliant (92%)       |
| SPPI-11B Status | NA                       | NA                       | Noncompliant (95.0%)     |
| SPPI-12 Status  | Compliant (100%)         | Compliant (100%)         | Noncompliant (97.1%)     |
| SPPI-13 Status  | Compliant (100%)         | Compliant (100%)         | Compliant (100%)         |
| SD Year 3       | NA                       | NA                       | NA                       |

SPP indicators are assigned one of two compliance statuses: Noncompliant (<100%), or Compliant (100%). The LEA results are also published online in the [results driven accountability \(RDA\) report](#) and the [District Profile of State Performance Plan Indicators Report](#).

## 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. Therefore, inferences and judgments from the stakeholder analysis should be approached with caution. The number of respondents refers to the number of unique respondents for a particular role. Roles with fewer than five respondents are masked. The percentages are the total number of positive responses out of all responses.

Table 9. Stakeholder Results by Role and Construct

| Construct                    | Family/ Guardian | Special Education | General Education | Administration |
|------------------------------|------------------|-------------------|-------------------|----------------|
| <i>Number of Respondents</i> | FR               | FR                | FR                | FR             |
| Understanding                | *                | *                 | *                 | *              |
| Engagement                   | *                | *                 | *                 | *              |
| Competency                   | *                | *                 | *                 | *              |

"FR" (Too Few Respondents) denotes respondent ROLE counts <5 AND "\*" denotes masked data for the corresponding percentage values. "\*\*\*" denotes no data reported for LEA.

## SUCSESSES

The following successes were identified from the monitoring review:

## 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

| Area                          | Legal Requirement  | Status             |
|-------------------------------|--|--------------------|
| Screening                     | TEC §28.006(g), (g-2); TEC §38.003(a); 19 TAC §74.28 (c), (d), (e), (m)  | Meets Requirements |
| Reading Instruments           | TEC §28.006(b), (b-1), (c), (c-1), (c-2), (d)(2), (g), (g-1), (g-2); TEC §38.003; 19 TAC §74.28(d), (m), (j)           | Meets Requirements |
| Evaluation and Identification | TEC §28.006(g), (g-1); TEC §29.0031(a)(1); TEC §38.003(a), (b), (b-1); 19 TAC §74.28 (b), (c), (d), (e), (f), (i), (m) | Meets Requirements |
| Instruction                   | TEC §38.003(b); 19 TAC §74.28(a), (c), (e), (i); TEC §21.054(b)  | Meets Requirements |
| Progress Monitoring           | TEC §28.021(b); TEC §29.0031(d)  | Meets Requirements |

## Identified Dyslexia Program Successes

The following successes were identified during dyslexia monitoring:

## 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)    | March 1, 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-





## APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Table 13 lists self-reported noncompliance identified by the LEA. This noncompliance is also included in the overall total count of noncompliance in Table 2.

Table 13. Self-Reported Noncompliance

| Area | Citation | Level | Status | Action |
|------|----------|-------|--------|--------|
| NA   | NA       | NA    | NA     | NA     |

## APPENDIX II: ADDITIONAL RESOURCES

[Differentiated Monitoring and Support System](#)

[Differentiated Monitoring and Support Guide](#)

[State Performance Plan and Annual Performance Report and Requirements](#)

[Race and Ethnicity in Special Education: Difference Between Data Collection and Data Reporting](#)

[Results Driven Accountability Reports and Data](#)

[Results Driven Accountability District Reports](#)

[2023 Accountability Manual, Chapter 12—Results Driven Accountability \(RDA\)](#)

## APPENDIX III: ACRONYMS

| Acronym | Description                                    |
|---------|--|
| ARD     | Admission, Review, and Dismissal               |
| CAP     | Corrective Action Plan                         |
| CFR     | Code of Federal Regulations                    |
| CISD    | Consolidated Independent School District       |
| DMS     | Differentiated Monitoring and Support          |
| DPP     | Dyslexia Performance Plan                      |
| DL      | Determination Level                            |
| ESC     | Education Service Center                       |
| FAPE    | Free Appropriate Public Education              |
| ISD     | Independent School District                    |
| IDEA    | Individuals with Disabilities Education Act    |
| LEA     | Local Education Agency                         |
| OSEP    | Office of Special Education Programs           |
| OSPM    | Office of Special Populations and Monitoring   |
| PEIMS   | Public Education Information Management System |
| RDA     | Results Driven Accountability                  |
| RF      | Residential Facilities                         |
| SD      | Significant Disproportionality                 |
| SPP     | State Performance Plan                         |
| SSA     | Shared Service Arrangement                     |
| SSP     | Strategic Support Plan                         |
| TAA     | To the Administrator Addressed (TAA) Letter    |
| TAC     | Texas Administrative Code                      |
| TEA     | Texas Education Agency                         |
| TEC     | Texas Education Code                           |
| TSDS    | Texas Student Data System                      |

