SPECIAL EDUCATION

CYCLICAL MONITORING REPORT

January 31, 2024

OVERVIEW OF CYCLICAL MONITORING

Priority Area	Policy Review	Folder Review

Noncompliance Findings

_____ .

Compliance Status Overall	Number of Noncompliance to be Addressed	Required Action 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, on-site 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

IMPLEMENTATION OF HOUSE BILL 4545:

Accelerated Instruction

DATA REVIEW

Data Sources

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

Residential Facilities (RFs)

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

Data Source	SY 2021–2022	SY 2022–2023	SY 2023-2024

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 Requirement	Status

Area	Legal Requirement	Status

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

Required Action	Due Date	Support Level	Communication Cadence

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Area	Citation	Level	Status	Action

APPENDIX II: ADDITIONAL RESOURCES

APPENDIX III: ACRONYMS

Acronym	Description