SPECIAL EDUCATION
CYCLICAL MONITORING REPORT

School Year (SY) 2023-2024

Cycle 5, Group 3

APRIL-JUNE

COMPASS ROSE PUBLIC SCHOOLS (015838)

July 26, 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

SUCCESSES 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

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OVERVIEW OF CYCLICAL MONITORING

TEA conducts a comprehensive cyclical monitoring review once every six years for each LEA. The balanced monitoring review supports positive student outcomes and ensures the LEA maintains compliance with the requirements and purposes of the Individuals with Disabilities Education Act (IDEA), per 34 CFR § 300.600 State Monitoring and Enforcement.

The comprehensive cyclical monitoring review includes different monitoring activities to evaluate the LEA's

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Area	Citation	Level	

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

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DATA REVIEW

Data Sources

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

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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 p

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STAKEHOLDER ANALYSIS AND RESULTS

TEA collected stakeholder data through an open survey during the comprehensive cyclical monitoring review from family

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SUCCESSES

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.

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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

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CONTACT

The LEA should notify the Division of Review and Support about any concerns within 5 business days from the date of this report. The report will subsequently become publicly available on the TEA

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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

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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)

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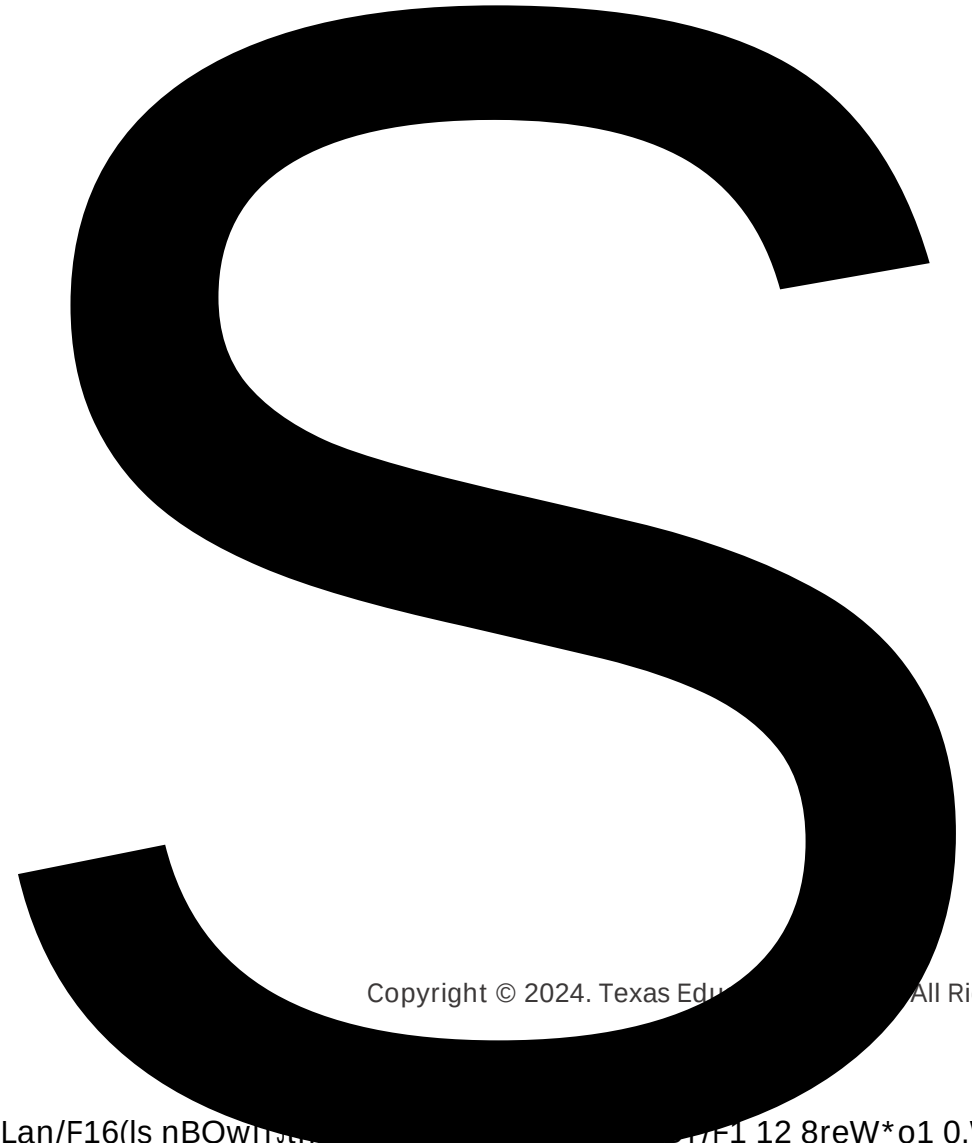
APPENDIX III: ACRONYMS

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	



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