

Cyclical review and Dyslexia program review

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April 2025



What is the **purpose** of the Cyclical Review?

State education agencies have a responsibility under federal law, to establish a system of general supervision that monitors local education agencies' (LEA) implementation of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

The Texas Education Agency (TEA) is accountable to monitor local education agencies (LEAs) to ensure compliance with federal and state regulations and to improve services and results for students with disabilities.

The TEA will conduct IDEA cyclical reviews to determine compliance with federal and state laws for serving students with disabilities; and to assist LEAs in resolving specific issues or concerns that impact services and outcomes for students with disabilities.



Preparation:

In lieu of early retirement, 2 years ago we asked Region 7 to conduct a folder review and mock cyclical review. They shared feedback and we adjusted!



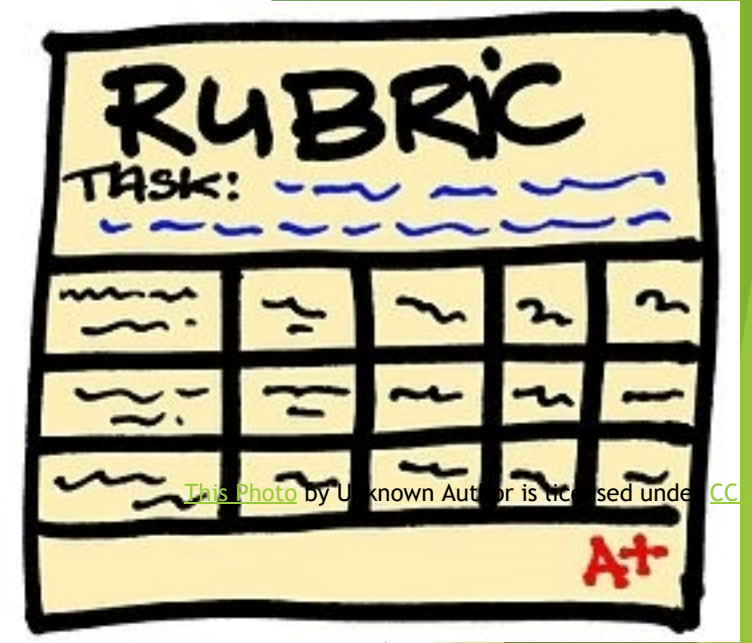
We learned we had some strong, effective practices in place; however, we had some room for improvement. So the work began to ensure that folders were accurate, contained all of the required information, and that IEP goal writing was addressed.

We provided IEP goal writing training to all special education teachers in addition to our regular PD schedule. There is no room for error.

ALL items should be 100%. 99% will not cut it!

What are they looking for?

The rubric



- ▶ <https://tea.texas.gov/academics/special-student-populations/review-and-support/desk-review.pdf>
- ▶ <https://tea.texas.gov/academics/special-student-populations/review-and-support/dyslexia-program-evaluation-rubric-5.pdf>



- Scouting other districts in the region..

Group 1: October-December	Noncompliance Identified	Correction of Noncompliance Due Date	Status
092904 Pine Tree ISD	Yes	February 18, 2026	In Progress
174911 Douglass ISD	Yes	January 30, 2026	In Progress
210906 Excelsior ISD	Yes	January 30, 2026	In Progress
230903 Ore City ISD	Yes	February 18, 2026	In Progress
212804 UT Tyler University Academy	No	N/A	Complete
212910 Winona ISD	Yes	January 30, 2026	In Progress
234904 Grand Saline ISD	Yes	January 30, 2026	In Progress
212801 Cumberland ISD	Yes	January 30, 2026	In Progress

How did we do after the clarification period?



<https://mail.google.com/mail/u/0?ui=2&ik=fbae3502f6&attid=0.1&permmsgid=msg-f:1830859039759716956&th=19688498aab0d25c&view=att&zw&disp=inline>



► SUCCESSES!



- **SUCCESS:** Systems for locating, identifying, and evaluating students suspected of having a disability under Child Find requirements are comprehensive and understood by staff and communicated to parents and other community stakeholders.
- **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 dismissal (ARD) committee meetings and the development of students' individual education programs (IEPs).
- **SUCCESS:** Exceptional record keeping is evidenced by student files, supporting documentation, and artifacts provided to agency staff in a timely, organized, and efficient manner.

- SCREENING – Comprehensive and well-maintained record of trainings for those individuals who administer the selected screening instruments.
- EVIDENCE-BASED DYSLEXIA INSTRUCTION – Extensive training and preparation for dyslexia specialists

What to address in our CAP?

TEA said that some of the IEP goals were “vague” and needed to be more specific. Using words like “appropriate” and “understand” are not narrow enough.



What's next?

Even though we were hopeful for 100% compliance across the board, we know from experience that TEA tends to find something to improve. We will work with TVAH to craft a CAP and implement all of the required actions (additional training, etc...). The CAP is due to TEA by May 30th.



Shout outs:

Jennifer Nelson
Carol McDowell
Robin Turner
Tami Carnes
Katie Marshall
Kayla Barker
Shelby Parker
Lara Hood
Stasha McKinney
Sandra Soltau
Julie Smith