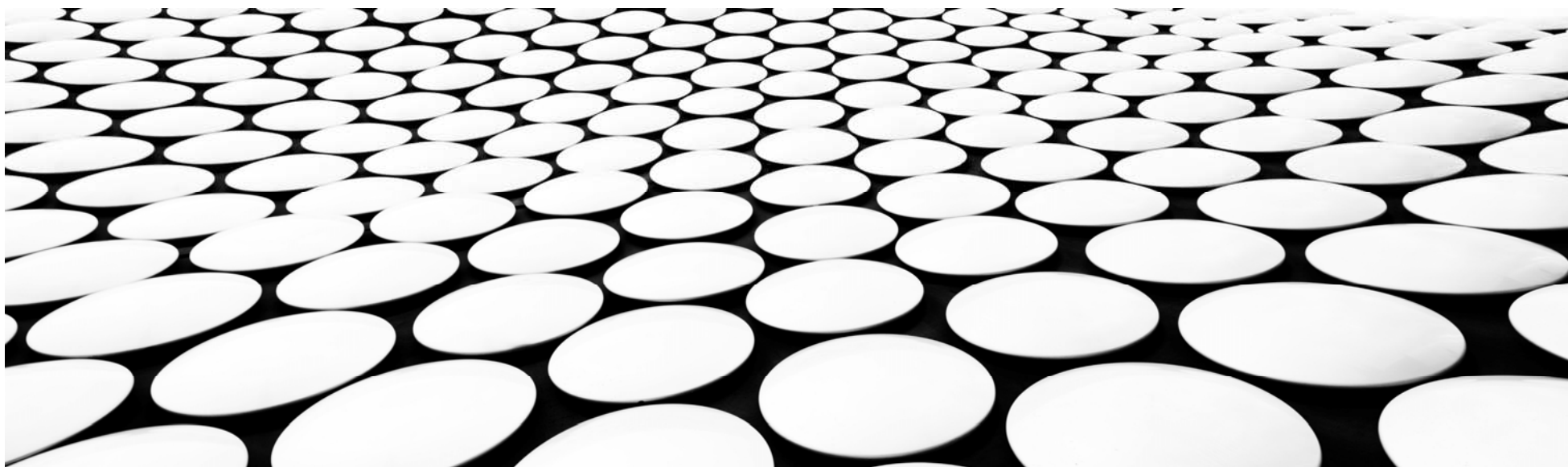

TEA CYCLICAL MONITORING REPORT

SPECIAL EDUCATION AUDIT





TEA SPECIAL EDUCATION AUDIT

WHY WERE WE AUDITED?

- They are on a 6 year cycle to monitor every special education department in the state of Texas
- Looking at best practices throughout districts
- Reviewing program for compliance, both state and federal
- Their purpose is to support positive outcomes for students with disabilities.



WHAT AREAS OF SPECIAL EDUCATION DID THEY EVALUATE?

- Child Find/Evaluation/ FAPE
- IEP Development
- IEP Content
- IEP Implementation
- State Assessment
- Properly Constituted ARD Committees
- Transition

DISTRICT REQUIREMENTS

- Review of District Policy
- 23 Files (6 Initial, 6 Transition, 4 Dyslexia, 7 Varied)
- Stakeholder Surveys
- Onsite Interviews via Zoom (6 Administration, 5 Special Education Teachers, 3 General Education Teachers, 4 parents)
- Self Assessment

COMPLIANCE SUMMARY (POLICY AND FILE REVIEWS)

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	18 of 18	23 of 23
IEP Development	5 of 5	23 of 23
IEP Content	3 of 3	23 of 23
IEP Implementation	21 of 21	23 of 23
Properly Constituted ARD	8 of 8	23 of 23
State Assessment	4 of 4	23 of 23
Transition	6 of 6	6 of 6

DATA SUMMARY OF RESULTS DRIVEN ACCOUNTABILITY (RDA), STATE PERFORMANCE PLAN INDICATORS, AND SIGNIFICANT DISPROPORTIONALITY

Year	Results-Driven Accountability (RDA) Performance Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2020	DL 1—Meets Requirements	COMPLIANT	N/A

*Indicator 11: Child Find
 Indicator 12: Early Childhood Transition
 Indicator 13: Secondary Transition

Data Summary of Results Driven Accountability (RDA) – A data system that reports annually on the performance of districts in selected areas (bilingual education/English as a second language, career and technical education, certain federal title programs and special education).

State Performance Plan Indicators – SPP 11 Initial evaluation Compliance, SPP 12 Early Childhood Transition, SPP 13 Secondary Transition

Significant disproportionality – based on race or ethnicity with respect to identification, placement and disciplinary removals.

O U T C O M E S

Strengths

Sense of culture and community within staff and parents

RTI at each campus.

PASS program on each campus

Consideration

Training for general education teachers

Parent Cohort

Giving resources to parents for the outside community

Accommodations in the virtual environment