

April 2024 Constraint Progress Monitoring Report—CPM 2.1 & 2.2

Constraint 2

The Superintendent shall not allow ineffective supports, systems and processes for students receiving SPED services across the district to negatively impact Individual Education Plan development and implementation.

Constraint Progress Measure 2.1

The District will increase the percentage of initial eligibility ARD committee meetings conducted in compliance with federally required timelines from 87% in June 2023 to 100% in June 2024 and maintain 100% compliance through June 2028.

Figure 1. Initial Eligibility ARD meetings, August 2023 – February 2024

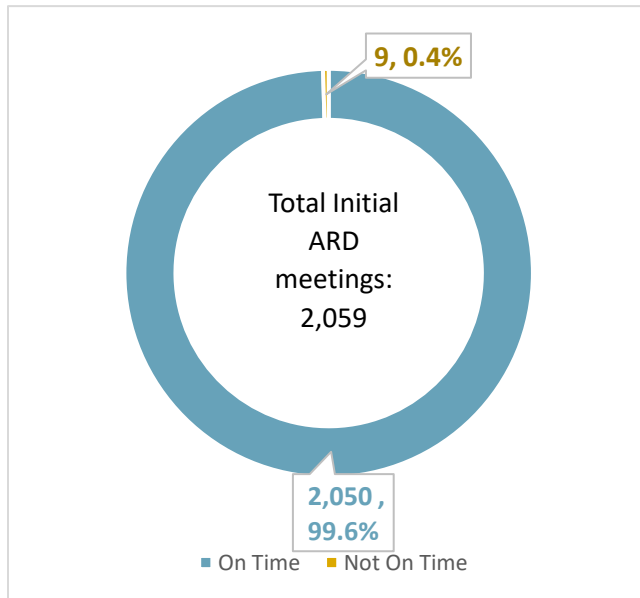
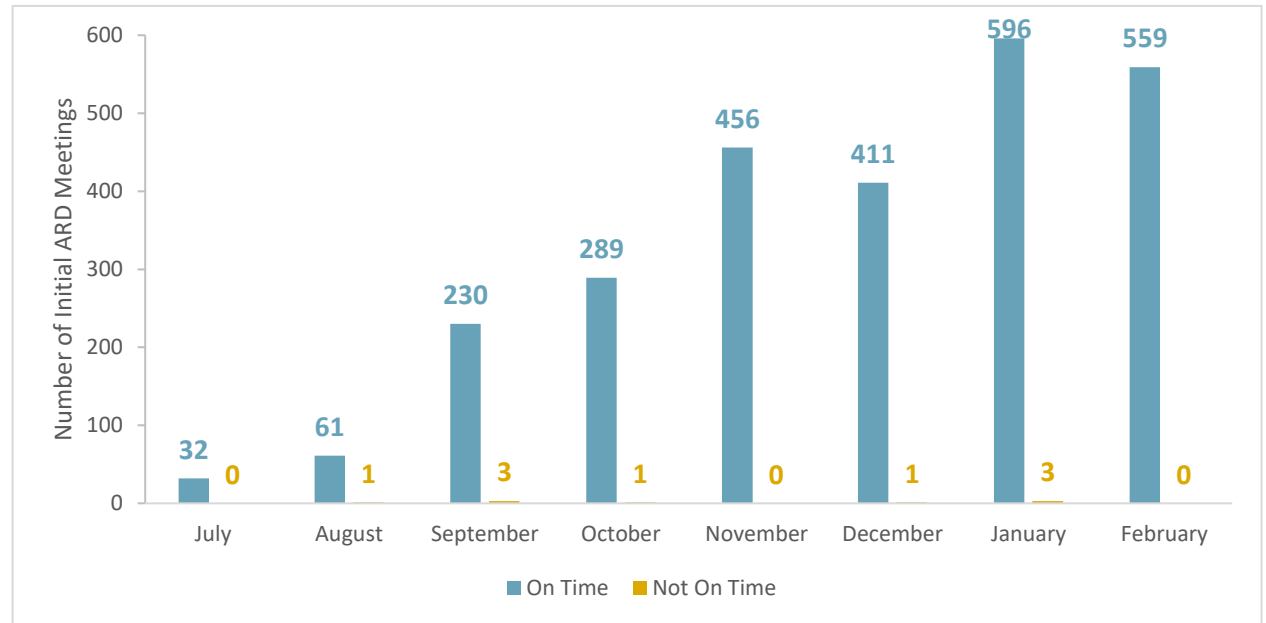


Figure 2. Initial ARD meetings held within 30-day timeline by month



Explanation of Data: During last school year in 2022-23, 515 initial ARD meetings were not held on time. Currently, 99.5% of initial ARD meetings were held within the required timelines, with nine completed outside timelines between July and February. Three of the missed timelines were due to parent delays, and the remaining six were due to campus delays. Although we are not at the 100% federally required indicator, great progress has been made. This progress can be attributed to the change in organizational structure. The Special Education Unit Teams provide Division Superintendents weekly reports, including upcoming initial ARD meetings. Special Education Unit Teams support campuses to meet timelines by providing targeted campus support.

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Action Steps:

The Office of Special Education Services will continue to maintain compliance and strive for the 100% federally required indicator. To continue this progress for the 2024-2025 school year, we have identified the following action areas for improvement:

- Conduct a comprehensive review of the current IEP management system to assess its efficiency and effectiveness, considering the potential need for a request for proposal.
- Automate a compliance dashboard and revise weekly reports to division superintendents to enhance data visualization and prioritize areas needing improvement.
- Collaborate closely with evaluation staff to provide comprehensive support to campuses, addressing any challenges that may arise in meeting ARD timelines.
- Maintain a commitment to ongoing training sessions and compliance summaries for campus principals, ensuring they are equipped with the necessary knowledge and resources to uphold compliance standards effectively.
- Implement proactive measures to increase the number of initial ARDs held within the timeline, employing strategies tailored to the unique needs of each campus while adhering to federal regulations and guidelines.

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The Superintendent shall not allow ineffective supports, systems and processes for students receiving SPED services across the district to negatively impact Individual Education Plan development and implementation.

Constraint Progress Measure 2.2

The percentage of IEPs reviewed by an independent team from the Special Education Department for compliance and delivery of services will increase from **7%** in January 2024 to **20%** in June 2028.

Figure 3. Students Receiving SPED Folders Reviewed, Fall 2023

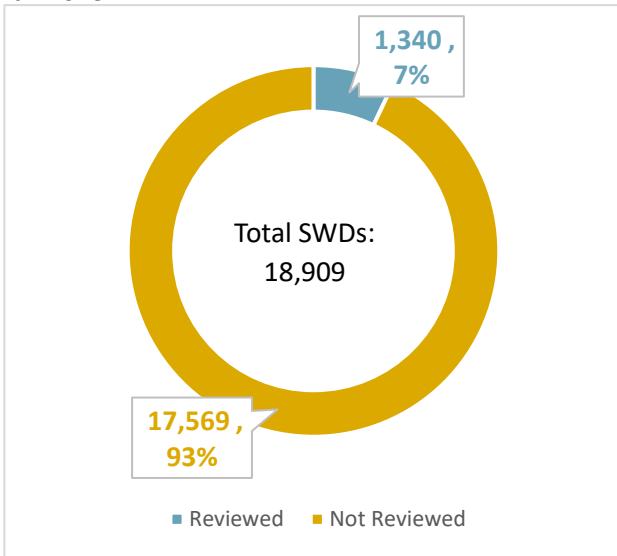
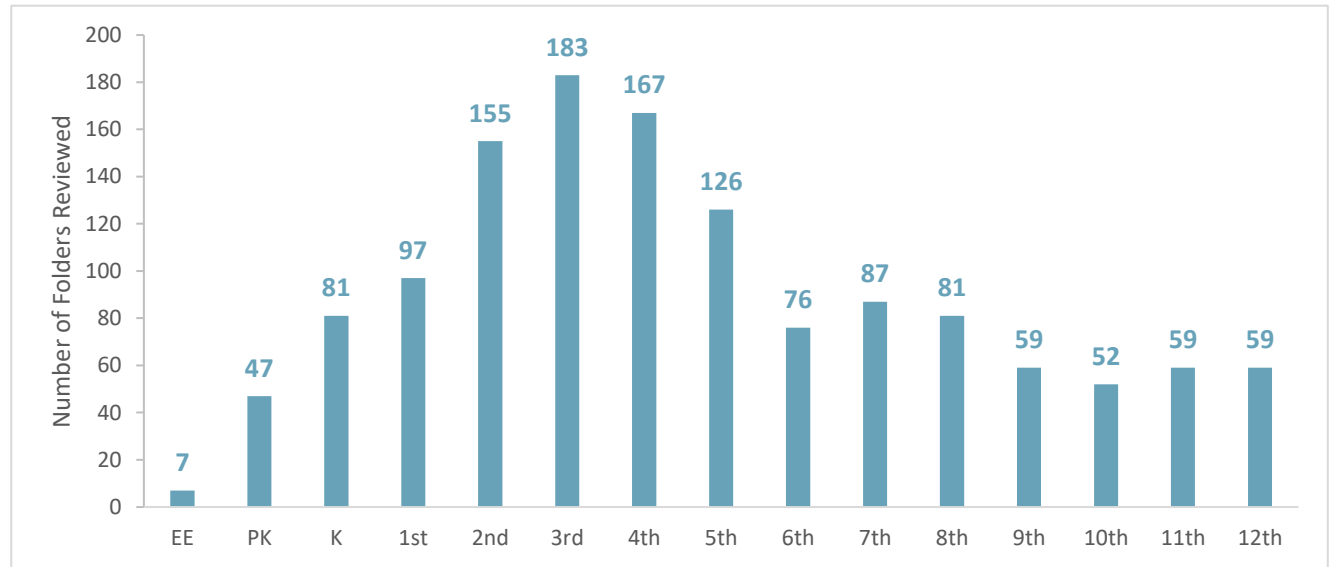


Figure 4. Folders Reviewed by Grade Level, Fall 2023 (N=1,340 folders)



Explanation of Data: The Office of Special Education Services created a targeted folder review process in the Fall and trained Special Education Unit Teams on the process. Special Education Unit teams then conducted targeted folder reviews at all campuses. Out of the 18,909 students with IEPs, folder reviews were conducted on 1,340 folders. Up to 5 folders were reviewed at each campus. Each campus principal received a folder review summary from their Special Education Unit Team. Special Education Unit Teams then worked collaboratively with campuses to address areas of need and to provide professional development in identified areas. Information from the folder reviews is utilized to create professional development plans, review and revise processes and procedures, and enhance monitoring systems.

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General Terms

Constraint 2

Abbreviation	Term
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
SWDs	Students with Disabilities
EB	Emergent Bilingual
Econ Dis	Economically Disadvantaged
Two+	Two or More Ethnicities
NES/A	New Education System, New Education System Aligned

Abbreviation	Term	Definition
ARD	Annual Review and Dismissal	Required committee meeting to discuss student’s special education status and services.
IEP	Individualized Education Plan	Document the ARD committee creates and approves that dictates individualized accommodations and services as needed.
SPED	Special Education	Also known as Special Education services, provided through OSES in HISD (Office of Special Education Services)

Highlighted text indicates that these percentages have been updated since initial constraint progress measure setting.