

August 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 Program 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 – May 2024

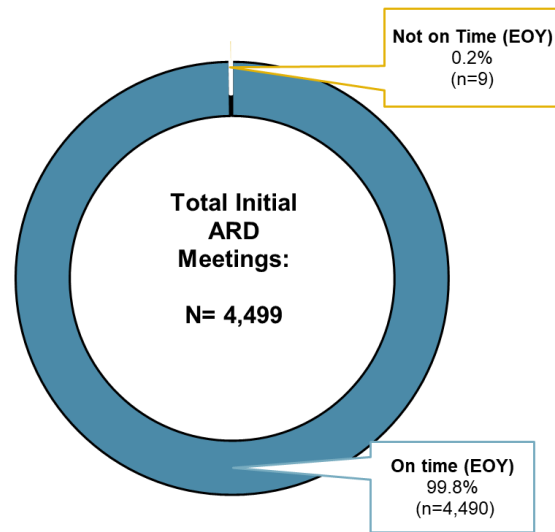
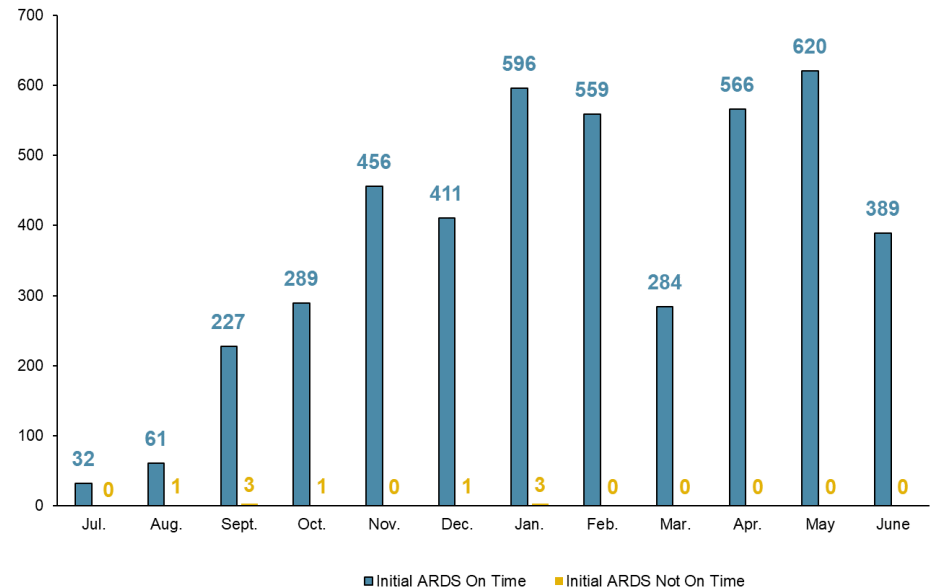


Figure 2. Initial Eligibility ARD meetings held within 30-day timeline by month



Explanation of Data: At the end of the 2022-2023 school year, there were 515 initial ARD meetings that did not occur on time. However, by the end of the 2023-2024 school year, significant improvement was noted with only nine of 4,432 initial ARD meetings missing their scheduled timelines. This improvement resulted in an increase in the district's percentage of initial ARDs held on time, rising from 87% in 22-23 to 99.8% in 23-24. Between August 2023 and January 2024, nine ARDs were completed outside of their timelines. Among these, three delays were attributed to scheduling challenges with parents, while the remaining six were due to delays at the campus level. This progress is credited to the change in the organizational structure which includes a collaborative approach from Division Teams and the Special Education Unit Teams. Special Education Unit Teams provide the Divisions with weekly reports which include upcoming initial ARD meetings across the district. This proactive approach ensures that leadership is informed and is prepared to provide oversight and support. Special Education Unit Teams provide targeted strategies to address specific barriers that may hinder timely initial ARD mtgs.

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ACTION STEPS CPM 2.1:

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 new management system.
- 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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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 Program 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

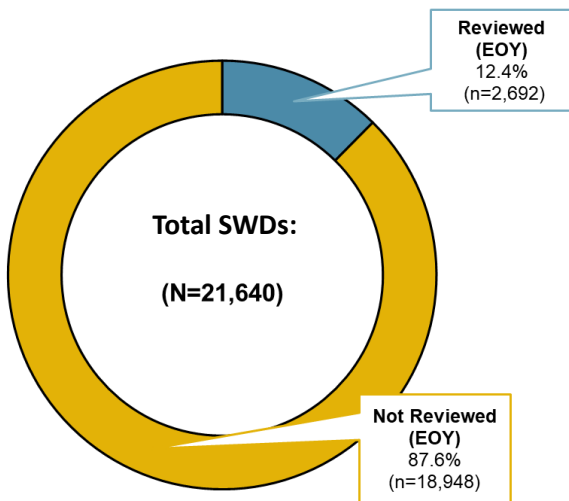
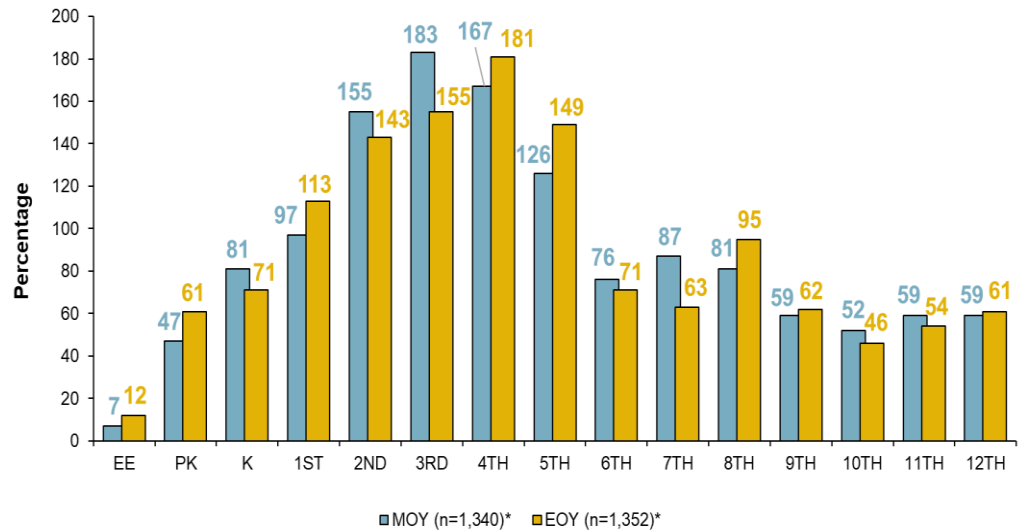


Figure 4. SPED Folders Reviewed by Grade Level, Spring, 2024 (2,692 folders)



**Some student grade-level information was not captured at time of pull due to mobility.*

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 at middle-of-year (MOY) and end-of-year (EOY). Out of the 21,640 students with IEPs, folder reviews were conducted on 2,692 folders. Up to 10 folders were reviewed at each campus, and each campus principal received a folder review summary from their Special Education Unit Team. Special Education Unit Teams worked collaboratively with campuses to address areas of need and to provide professional development in identified areas. Information from the folder reviews was utilized to create professional development plans, review and revise processes and procedures, and enhance monitoring systems.

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ACTIONS STEPS CPM 2.2:

The Office of Special Education Services will continue to conduct targeted folder reviews at all campuses to assess compliance and the effectiveness of special education services across the district. To further advance this initiative for the 2024-2025 school year, we have identified the following key areas for improvement:

- The District is currently in the Request For Proposal process and soliciting vendors for an IEP management system.
- The District is currently developing a compliance dashboard which would provide enhanced reports with data visualization to division superintendents.
- Provide specific training to campus staff based on the targeted folder review results.
- 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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General Terms

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

Constraint 2

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)