**Questions Superintendents Should Ask Right Now:**

**Federal Grants Directors**

* Are we gathering data/working on *USDE ESSER Annual Reporting*(Phase I)?  The due date is January 15, 2025

**Special Education**

1. Have district and charter superintendents had the opportunity to review their newly released 2024 TEA Results Driven Accountability (RDA) reports for special education?
2. Have they either attended the TEA webinar held on September 19, 2024, or ensured that a designated member of their special education team is informed about the recent updates and expectations regarding unmasked data and public reporting from TEA? SPED TEA Webinars (past and upcoming) can be viewed at [TEA Special Education Webinars and Newsletters | Texas Education Agency](https://tea.texas.gov/academics/special-student-populations/special-education/tea-special-education-webinars-and-newsletters#:~:text=The%20Division%20of%20Special%20Education%20Programs%20hosts%20webinars%20on%20a)
3. Is the district staff aware that the window for completing the 2023-2024 school year Special Education Self-Assessment is from April 29, 2024, to September 27, 2024? LEAs are required to complete the 23 compliance/strategy areas.
4. Is the district aware of the recent policy updates:
	* September 18, 2024: TEA Areas of Concern ([RULE §97.1071](https://tea.texas.gov/about-tea/laws-and-rules/commissioner-rules-tac/coe-proposed/25-05-97-1071.pdf))
	* October 1, 2024: SHARS Policy Updates ([SHARS Benefits for Texas Medicaid Will Change on October 1, 2024 | TMHP](https://www.tmhp.com/news/2024-08-16-shars-benefits-texas-medicaid-will-change-october-1-2024))

**Homeless Assistance**

* Are all principals and Assistant principals aware of the guidance regarding disciplinary actions for students experiencing homelessness released by TEA on 8/15/24? This guidance specifically addresses Out of School Suspensions (OSS) <https://tea.texas.gov/sites/default/files/taa-2024-08-15-guidance-regarding-disciplinary-actions-for-students-experiencing-homelessness_0.pdf> and [TEHCY Discipline One-Pager](https://tea.texas.gov/academics/special-student-populations/tehcy-discipline-one-pager-2024.pdf)

**Mathematics**

* How are the connections we see between our progress monitoring data and the fidelity of implementation of intervention strategies, tools, and software informing our support for our junior and senior STAAR Algebra I December re-testers?

**RLA Elementary**

* How are we ensuring to meet the BOY Early Childhood Data Collection requirements?
* What is our process for identifying and keeping track of K-3 principals and teachers required to take the Texas Reading Academies course?
* What does support for continued implementation of the Science of Teaching (STR) practices look like for those teachers who have already completed the Texas Reading Academies?
* How have we handled ensuring compliance with the required use of a phonics curriculum that uses systematic direct instruction in kindergarten through third grade?
* What is the vetting process to make certain that the three-cueing reading practice is not being incorporated into any instruction for the phonics curriculum as mandated by House Bill 1605?

**RLA Secondary**

* How are the connections we see between our progress monitoring data and the fidelity of implementation of intervention strategies, tools, and software informing our support for our English I and II re-testers?

**Dyslexia**

* What is the process for ensuring students in kindergarten and first grade are screened for dyslexia by an individual who is certified/licensed in dyslexia; or a classroom teacher who holds a valid certification for kindergarten and grade 1?
* What communication have parents of **all** students received on the characteristics of dyslexia as mandated by TAC §74.28(f)?
* What progress has been made with moving all students receiving **dyslexia instruction**out of 504 by the end of the 2024-25 school year? (Students continuing with dyslexia instruction should receive an FIIE and move to special education. Students completing the dyslexia instruction in 2024-25 may stay in 504 and be moved to monitor status by the end of the school year.)

**Bilingual/ESL**

* OCTOBER SNAPSHOT:
	+ Have all parental approvals for reclassified students been received and PEIMS coding updated?
	+ Has the identification process and correct EB coding for all incoming students been completed?
	+ Do we have a process for identifying immigrant students who have less than 3 academic years in U.S. Schools?
	+ Have LPAC records for all EB students who have transferred been forwarded to the appropriate schools?
* EXCEPTIONS AND WAIVERS:
	+ Have processes and data collection commenced to complete the Exceptions and Waivers submission, due on Nov 1st?
* PROGRAM EVALUATION:
	+ What is the status of the Program Evaluation Report that is required to be presented to the board by Nov 1st?
* ACCOUNTABILITY
	+ Do any 9th grade EB students who are retesting in December meet eligibility for the English I Special Provision?

**Science and Social Studies**

* How have you navigated recent policy decisions within your school district (i.e., HB 1605), especially lesson internalization for Science and Social Studies who do not have a TEA-directed protocol?
* With the focus of the informational text on the Reading STAAR being mainly Science and Social Studies content, to what extent are K-5 campuses shifting more time back to social studies and science instruction to ensure students have the appropriate background knowledge?