

# SPECIAL EDUCATION CYCLICAL MONITORING REPORT

July 26, 2024

SCHOOL YEAR (SY): MONITORING PATH: CYCLE: GROUP:

REGION: DISTRICT NAME: DISTRICT TYPE:

SHARED SERVICE ARRANGEMENT (SSA) MEMBER: FISCAL AGENT:

TEXAS VIRTUAL SCHOOL NETWORK CAMPUS: RESIDENTIAL FACILITY (RF):

MONITORING TYPE: SELF-REPORTED NONCOMPLIANCE: COMPLIANCE STATUS: ACTION REQUIRED:

STRATEGIC SUPPORT PLAN (SSP) DUE DATE: CORRECTIVE ACTION PLAN (CAP) DUE DATE:

DYSLEXIA STATUS: DYSLEXIA ACTION REQUIRED DYSLEXIA PERFORMANCE PLAN (DPP) DUE DATE:

INTRODUCTION

OVERVIEW OF CYCLICAL MONITORING

as soon as possible, but in no case later than one year from the date of this notification

Child-specific correction: Individual cases of noncompliance have each been corrected Systemic correction: 100% compliance implementing regulatory requirements

Area	Citation	Level	Status	Action

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## DATA REVIEW

#### Data Sources

AskTED District Identification Data Results Driven Accountability (RDA) Data Significant Disproportionality (SD) Data State Performance Plan (SPP) Data Desk Review Data On-site Review Data (if applicable)

- On-site Interviews (e.g., campus administrator, general education teacher, special education teacher, dyslexia interventionist)
- Classroom Observations (e.g., general education classroom, special education classroom, dyslexia intervention classroom)

Policy Review Data Stakeholder Survey Data Residential Facility (RF) Summer PEIMSData LEA Self-Reporting Noncompliance Data (if applicable)

#### Student Sampling and Campus Information

Monitoring Type

Sample Size

STAKEHOLDER ANALYSIS AND RESULTS

## SUCCESSES

SUCCESS: Systems for parent involvement are implemented well as evidenced by parent invitations and their attendance at admission, review and dismissal (ARD) committee meetings.

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

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programs (IEPs).

SUCCESS Staff demonstrate expansive knowledge and a growth mindset toward special education systems and requirements as evidenced through efficient and effective communication.

### TECHNICAL ASSISTANCE

CHILD FIND AND EVALUATION The Guidance Related to Evaluations: Review of Existing Evaluation Data (REED) and Reevaluation provides TEA guidance pertaining to evaluations and REEDS (see https://tea.texas.gov/index2.aspx?id=2147499970). IEP DEVELOPMENT The TEA Technical Assistance: Individualized Education Program (IEP) Development guidance document provides information on the requirements and best practices for developing IEPs (see https://spedsupport.tea.texas.gov/resourcelibsdL&&2 reVMBT/F4 12 Tf1 0 0 1 97.2 5&28Tm0.255 0.251 0.259 (IEP)b5&4 0:92 Tm8Tm0.255 0.251 0.259 rg0 DYSLEXIA PROGRAM EVALUATION

Area	Legal Requirement	Status

# CONTACT

Report Date: Deadline to Request Report Corrections:

# APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Area	Citation	Level	Status	Action

# APPENDIX II: ADDITIONAL RESOURCES

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## APPENDIX III: ACRONYMS

Acronym Description

