SPECIAL EDUCATION CYCLICAL MONITORING REPORT

April 30, (NORTm**6**2 **2** re

TABLE OF CONTENTS

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

Area	Citation	Level	Status	Action

<u>House Bill 4545 Implementation Overview (TAA Letter)</u> <u>House Bill 4545 Overview for Parents (YouTube Video)</u>

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)

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Residential Facilities (RFs)

STAKEHOLDER ANALYSIS AND RESULTS

SUCCESSES

Area	Legal Requirement	Status

Identified Dyslexia Program Successes

pra COM MUNICATION Multiple resources and/or opportunities for parent engagement.

- PROGRESSMONITORING Evidence of alignment in procedures and practice of progress monitoring and tracking of accommodations.

Dyslexia Program Areas of Need

SUMMARY OF REQUIRED ACTION

Required Action	Due Date	Support Level	Communication Cadence

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APPENDIX II: ADDITIONAL RESOURCES