SPECIAL EDUCATION
CYCLICAL MONITORING REPORT

April 30, 2024

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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:

Area	Citation	Level	Status	Action

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[House Bill 4545 Implementation Overview](#) (TAA Letter)
[House Bill 4545 Overview for Parents](#) (YouTube Video)

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 PEIMS Data
- LEA Self-Reporting Noncompliance Data (if applicable)

Student Sampling and Campus Information

Residential Facilities (RFs)

Results Driven Accountability (RDA), State Performance Plan Indicators (SPP), and Significant Disproportionality (SD)

Data Source	SY 2021-2022	SY 2022-2023	SY 2023-2024

STAKEHOLDER ANALYSIS AND RESULTS

- **Understanding** – This construct measures positive sentiment about knowledge of special education program requirements and LEA provisions of service.
- **Engagement** – This construct measures positive sentiment regarding engagement with special education and opportunities for involvement in special education training related.
- **Competency in Implementation** – This construct measures positive sentiment of perceived competency required for implementing special education program requirements.

SUCCESSES

- SUCCESS: Systems for student involvement are implemented well as evidenced by student invitations and their attendance at admission, review and dismissal (ARD) committee meetings for discussing postsecondary goals and transition needs.
- 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: Staff demonstrate expansive knowledge and a growth mindset toward special education systems and requirements as evidenced through efficient and effective communication.

DYSLEXIA PROGRAM EVALUATION

Status	Number of Areas Not Meeting Requirements	Required Action

- If at least one "Did Not Meet Requirements" for the seven dyslexia program areas evaluated, then the overall dyslexia status is "Did Not Meet Requirements".
- If no "Did Not Meet Requirements" but at least one "Pre-finding Corrected" for the seven dyslexia areas evaluated, then the overall dyslexia status is "Pre-finding Corrected".
- If "Meets Requirements" for all dyslexia program areas, then the overall dyslexia status is "Meets Requirements".

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Area	Legal Requirement	Status

Identified Dyslexia Program Successes

- INSTRUCTION – Extensive training and preparation for dyslexia specialists.
- PROGRESS MONITORING – Evidence of alignment in procedures and practice of progress monitoring and tracking of accommodations.

Dyslexia Program Areas of Need

- COMMUNICATION – Consider opportunities to increase outreach to parents of students with dyslexia.
- NOT APPLICABLE (NA)

Dyslexia Resources

- [TEA Review and Support: Dyslexia Monitoring](#)
- [TEA Special Education: Dyslexia and Related Disorders](#)
- [Dyslexia: TEA Professional Learning Course: TEALearn Dyslexia Modules](#)

SUMMARY OF REQUIRED ACTION

Required Action	Due Date	Support Level	Communication Cadence

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

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APPENDIX II: ADDITIONAL RESOURCES