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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:

STRATEGIC SUPPORT PLAN (SSP) DUE DATE:

CORRECTIVE ACTION PLAN (CAP) DUE DATE:

DYSLEXIA STATUS:

DYSLEXIA ACTION REQUIRED

DYSLEXIA PERF26496eW5EaATUSEMEN3UE ATED5.30.4615 reeW\*nBT/F2 109f1 0 0 1 332!









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.,

Residential Facilities (RFs)

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

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## STAKEHOLDER ANALYSIS AND RESULTS

## SUCCESES

- 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 demonstrate a comprehensive continuum of placement options for determining students' least restrictive environment (LRE) to meet their instructional and related service delivery needs.
- SUCCESS: Staff demonstrate expansive knowledge and a growth mindset toward special education systems and requirements as evidenced through efficient and effective communication.

## TECHNICAL ASSISTANCE

- IEP DEVELOPMENT – The Question and Answer Document: Individualized Education Program (IEP) Measurable Annual Goals guidance document provides answers to common questions about IEPs and guidance for writing annual IEP goals that ensure consideration for grade-level academic standards (i.e., standards-based IEP process) (see <https://spedsupport.tea.texas.gov/resource-library/qa-iep-measurable-annual-goals>).
- 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/resource-library/technical-assistance-individualized-education-program-development>).
- PROPERLY CONSTITUTED ARD – The ARD Members section of the Legal Framework provides information about the legal requirements for ARD committee members (see <http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=109&SearchTerm=members>).

# DYSLEXIA PROGRAM EVALUATION

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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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## SUMMARY OF REQUIRED ACTION

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Required Action	Due Date	Support Level	Communication Cadence
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## APPENDIX I: SELF-REPORTED NONCOMPLIANCE

## APPENDIX II: ADDITIONAL RESOURCES



