SPECIAL EDUCATION
CYCLICAL MONITORING REPORT

July 26, 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:

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

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

INTRODUCTION

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

“

IMPLEMENTATION OF HOUSE BILL 4545:

Accelerated Instruction

House Bill 4545 Implementation Overview (TAA Letter)
House Bill 4545 Overview for Parents (YouTube Video)
House Bill 4545 Frequently Asked Questions

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

Monitoring Type	Sample Size

SUCCESSES

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 dismissal (ARD) committee meetings and the development of students' individual education programs (IEPs).
SUCCESS: Exceptional record keeping is evidenced by student files, supporting documentation, and artifacts provided to agency staff in a timely, organized, and efficient manner.
SUCCESS: Systems for meeting all Individuals with Disabilities Education Act (IDEA), Part B, requirements are well established and evidenced by compliance with the required rules and regulations.

TECHNICAL ASSISTANCE

CHILD FIND AND EVALUATION – The Texas Web-Enabled Data Standards (TWEDS) provide a complete list of data elements, code tables, definitions, timelines, and rules for collecting and submitting data related to the Texas Student Data System (TSDS) Child Find collection (see https://tealprod.tea.state.tx.us/TWEDS/96/472/0/0/DataComponents).
IEP DEVELOPMENT – The A Step Toward IEP Quality and Rigor is an asynchronous course from the Texas Complex Access Network (TX CAN) that provides support for educators developing high quality individual education plans (IEPs) for students with significant cognitive disabilities (see https://spedsupport.tea.texas.gov/resource-library/iep-quality-and-rigor-rubric).
PROPERLY CONSTITUTED ARD – The Guidance for Inviting Agency Representatives to the Admission, Review, and Dismissal Committee Meeting webpage provides guidance about inviting agency representatives to ARD Meetings (see https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education_SPED/Programs_and_Services/State_Guidance/Guidance_for_Inviting_Agency_Representatives_to_Admission%2C_Review%2C_and_Dismissal_Committee_Meeting/).

Area

CONTACT

Report Date:
Deadline to Request Report Corrections:

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Area	Citation	Level	Status	Action

APPENDIX II: ADDITIONAL RESOURCES

APPENDIX III: ACRONYMS

Acronym	Description