



SPECIAL EDUCATION CYCLICAL MONITORING REPORT

January 31, 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:

OVERVIEW OF CYCLICAL MONITORING

Priority Area	Policy Review	Folder Review

as soon as possible, but in no case later than one year

from the date of this notification _____ .

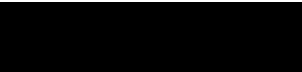
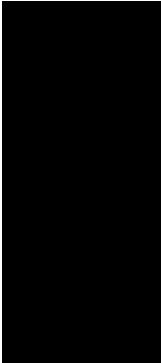
Child-specific correction: Individual cases of noncompliance have each been corrected
Systemic correction: 100% compliance implementing regulatory requirements

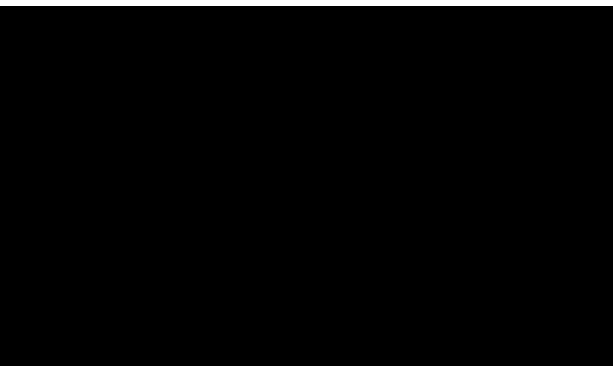
Area	Citation	Level	Status	Action

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IMPLEMENTATION OF HOUSE BILL 4545:

Accelerated Instruction

Citation	Compliance Question	Compliance Finding
<hr/> <hr/>	<i>Does the LEA have board policies for parent grievances?</i>	
	 <i>did not meet standards in grades 3, 5, or reading on the state assessments previous school year, did the LEA establish learning committees comprised of (1) or the principal's designee, (2) the parents or guardians, and (3) the subjects</i>	



[House Bill 4545 Implementation Overview \(TAA Letter\)](#)

[House Bill 4545 Overview for Parents \(YouTube Video\)](#)

[House Bill 4545 Frequently Asked Questions](#)

Residential Facilities (RFs)

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.

SUCCESES

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: 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).

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>).

TRANSITION – The Developing Goals resource is part of a module from the IRIS Center at Vanderbilt University that provides information about connecting transition assessments to individualized education program (IEP) goals and includes short case studies and example IEP transition goals (see <https://iris.peabody.vanderbilt.edu/module/transcp/cresource/q2/p03/>).

Area

Legal

SUMMARY OF REQUIRED ACTION

Required Action	Due Date	Support Level	Communication Cadence

CONTACT

Report Date:

Deadline to Request Report Corrections:

Office of Special Populations and Monitoring
Department of Special Populations and General Supervision
Division of Review and Support

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Area	Citation	Level	Status	Action

APPENDIX II: ADDITIONAL RESOURCES

APPENDIX III: ACRONYMS

Acronym Description

