

SPECIAL EDUCATION  
CYCLICAL MONITORING REPORT

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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





\_\_\_\_\_ .  
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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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



## 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 for documentation are implemented well as evidenced by individual education programs (IEPs) that contain a detailed description of students' intensive program of instruction (IPI).
- SUCCESS: Exceptional record keeping is evidenced by student files, supporting documentation, and artifacts provided to agency staff in a timely, organized, and efficient manner.

## 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>).
- IEP DEVELOPMENT – The Writing Effective Impact and Needs Statements in the Full and Individual Evaluation (FIE) is a webinar that provides guidance for writing compliant and effective impact and need statements for identifying and developing present levels of academic achievement and functional performance (PLAAFP) statements (see <https://spedsupport.tea.texas.gov/resource-library/writing-effective-impact-and-need-statements-full-and-individual-evaluation>).

# 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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Area



## SUMMARY OF REQUIRED ACTION

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

## APPENDIX II: ADDITIONAL RESOURCES



