SPECIAL EDUCATION
CYCLICAL MONITORING REPORT

School Year (SY)2023-2024

Cycle 5, Group 1

October -December

Trinity Charter School (046802)

January 31, 2024

OVERVIEW OF CYCLICAL MONITORING

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Table 1. Summary of the Desk Review (Policy Review and Folder Review) by Priority Area

Priority Area	Policy Review	Folder Review
Child Find/Evaluation/FAPE	100% (16 of 16)	100% (22 of 22)
IEP Development	100% (3 of 3)	82% (18 of 22)
IEP Content	100% (3 of 3)	100% (22 of 22)
IEP Implementation	100% (14 of 14)	100% (22 of 22)
Properly Constituted ARD	100% (7 of 7)	100% (22 of 22)
State Assessment	100% (4 of 4)	100% (22 of 22)
Transition	100% (5 of 5)	64% (14 of 22)

Note. Noncompliant student folders had at least one finding of noncompliance for the priority area .

Noncompliance Findings

This report provides the required written notification for an LEA with a status

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LEAs with an overall noncompliant status must submit a CAP within 30 calendar days of this report. The CAP must include all citations with a noncompliance finding. LEAs should access the CAP resources and submission requirements on the Review and Support TEA webpage.

LEAs must complete the required actions as soon as possible, but in no case later than one year from the date of this notification (see OSEP QA 2301). TEA determines if noncompliance has been addressed according to the following criteria:

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Note. The has seven possible values representing the state-identified priority areas. The contains two possible values: Individual (two or fewer students) and Systemic (more than two students). The column contains two possible values: Corrective Action Plan and No Action Required.

Table 4. Noncompliance Findings from the Policy Review

Area	Citation	Level	Status	Action
NA	NA	NA	NA	NA

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IMPLEMENTATION OF HOUSE BILL 4545:

Accelerated Instruction

House Bill (HB) 4545 was passed during the 87th Regular Texas Legislative Session and signed into law by Governor Abbott on June 16, 2021, and June 7, 2021, respectively. This bill subsequently became codified into Texas Education Code (TEC).

HB 4545 amended TEC §28.0211 and §28.0217, primarily, to establish new requirements related to accelerated instruction

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For more information about HB 4545, please see the following resources:

- x _____
- x _____
- x _____

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LEAs with a cyclical on-site review included an additional dyslexia sample. The dyslexia on-site sample was generated by TEA and includes the stratified random selection of not more than six students that consists of two strata with three students each identified with either dyslexia and special education or dyslexia and Section 504.

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STAKEHOLDER ANALYSIS AND RESULTS

TEA collected stakeholder data through an open survey during the comprehensive cyclical monitoring review from family/guardians, special education providers, general education providers, and district/campus administration. If an on-site review was conducted, stakeholder data was also collected through structured interviews. The purpose of analyzing survey and interview data was to identify positive stakeholder sentiment related to three constructs:

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Table 9 shows stakeholder results for each construct (i.e., understanding, engagement, competency) by role (i.e., family/guardians, special education providers, general education providers, district/campus administration). Stakeholder data were collected using a non-probabilistic sampling method and included respondents who self-identified their role and LEA when completing the online survey or interview. Therefore, inferences and judgments from the stakeholder analysis should be approached with caution. The number of respondents refers to the number of unique respondents for a particular role. Roles with fewer than five respondents are masked. The percentages are the total number of positive responses out of all responses.

Table 9. Stakeholder Results by Role and Construct

Construct	Family / Guardian	Special Education	General Education	Administration (Campus and District)
Number of Respondents	FR	FR	FR	FR
Understanding	*	*	*	*
Engagement	*	*	*	*
Competency	*	*	*	*

Note. FR (Too Few Respondents) denotes respondent ROLE counts <5 AND * denotes masked data for the corresponding percentage values. ** denotes no data reported for LEA.

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DYSLEXIA PROGRAM EVALUATION

The Dyslexia Program Evaluation Rubric, aligned to Senate Bill 2075 of the 86th Legislature, TEC 38.003 (c-1), and 19 TAC Chapter 74.28, is utilized for determining program statuses shown in Tables 8 and 9. For any dyslexia area of implementation not meeting requirements, the LEA must complete a Dyslexia Performance Plan (DPP). The DPP guides LEAs through the continuous improvement process to address areas needing growth to positively impact students with dyslexia. LEAs should complete the DPP no later than 120 calendar days after receiving notification of Did Not Meet Requirements The TEA will provide the DPP, or it can be accessed on the Division of Review and Support Dyslexia Program Evaluation webpage and can

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Area	Legal Requirement	Status
Screening ×	TEC §28.006(g), (g-2); TEC §38.003(a); 19 TAC §74.28 (c), (d), (e), (m)	Meets Requirements
Reading Instruments ×	TEC §28.006(b), (b-1), (c), (c-1), (c-2), (d)(2), (g), (g-1), (g-2); TEC §38.003; 19 TAC §74.28(d), (m), (j)	Meets Requirements
Evaluation and Identifica tion ×	TEC §28.006(g),(g-1); TEC §29.0031(a)(1); TEC §38.003(a),(b), (b-1); 19 TAC §74.28 (b), (c), (d), (e), (f), (i), (m)	Meets Requirements
Instruction ×	TEC §38.003(b);19 TAC §74.28(a),(c), (e), (i); TEC§21.054(b)	Meets Requirements
Progress Monitoring	TEC §28.021(b);TEC §29.0031(d)	Meets Requirements

Identified Dyslexia Program Successes

The following s uccesses were i dentified during dyslexia monitoring :

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Dyslexia Program Areas of Need

The following a reas of need were identified during dyslexia monitoring:

Dyslexia Resources

TEA recommends the following resources to support dyslexia program:

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SUMMARY OF REQUIRED ACTION

The required actions from the comprehensive cyclical monitoring review are shown in Table 12. More information about the support levels is in the Differentiated Monitoring and Support Guide.

Table 12. Summary of Required Action

Required Action	Due Date	Support Level	Communication Cadence
Strategic Support Plan (SSP)	NA	Universal (DL 1)	NA
Corrective Action Plan (CAP)	March 1, 2024	Intensive	30 Days
Dyslexia Performance Plan (DPP)	NA	NA	NA

Note . SSP due date was when the initial SSP submission was due. The SSP communication cadence uses the current year's RDA DLs (e.g., 202 3 DL from SY 2022 2023) and includes a check -

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APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Table 13 lists self-reported noncompliance identified by the LEA. This noncompliance is also included in the overall total count of noncompliance in Table 2.

Table 13. Self-Reported Noncompliance

Area	Citation	Level	Status	Action
NA	NA	NA	NA	NA

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APPENDIX II: ADDITIONAL RESOURCES

Differentiated Monitoring and Support System

Differentiated Monitoring and Support Guide

State Performance Plan and Annual Performance Report and Requirements

Race and Ethnicity in Special Education: Difference Between Data Collection and Data Reporting

Results Driven Accountability Reports and Data

Results Driven Accountability District Reports

2023 Accountability Manual, Chapter 12 Results Driven Accountability (RDA)

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APPENDIX III: ACRONYMS

Acronym	Description
ARD	Admission, Review, and Dismissal
CAP	Corrective Action Plan
CFR	Code of Federal Regulations
CISD	Consolidated Independent School District
DMS	Differentiated Monitoring and Support
DPP	Dyslexia Performance Plan
DL	Determination Level
ESC	Education Service Center
FAPE	Free Appropriate Public Education
ISD	Independent Sc hool District
IDEA	Individuals with Disabilities Education Act
LEA	Local Education Agency
OSEP	Office of Special Education Programs
OSPM	Office of Special Populations and Monitoring
PEIMS	Public Education Information Management System
RDA	Results Driven Accountability
RF	Residential Facilities
SD	Significant Disproportionality
SPP	State Performance Plan
SSA	Shared Service Arrangement
SSP	Strategic Support Plan
TAA	To the Administrator Addressed (TAA) Letter
TAC	Texas Administrative C ode
TEA	Texas Education Agency
TEC	Texas Education Code
TSDS	Texas Student Data System

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