



# SPECIAL EDUCATION CYCLICAL MONITORING REPORT

School Year (SY)2023-2024

Cycle 5, Group 3

APRIL-JUNE

ZAVALLA ISD (003906)

July 26, 2024



SCHOOL YEAR (SY): 2023-2024

MONITORING PATH: Cyclical Monitoring

CYCLE: 5, GROUP: 3 (APRIL-JUNE)

REGION: 07

DISTRICT NAME: ZAVALLA ISD (003906)

DISTRICT TYPE: INDEPENDENT

SHARED SERVICE ARRANGEMENT (SSA) MEMBER: NA

FISCAL AGENT: NA

RESIDENTIAL FACILITY (RF): NA

MONITORING TYPE: Comprehensive Desk Review

SELF-REPORTED NONCOMPLIANCE: No

COMPLIANCE STATUS: Noncompliant

ACTION REQUIRED:

# OVERVIEW OF CYCLICAL MONITORING



LEAs with an overall noncompliant status must submit a CAP within 30 calendar days of this report . The CAP must

Area	Citation	Level	Status	Action
IEP Content	IB10 - 34 CFR §300.530(d)(1)(ii)	Individual (<=2 students)	Pre-finding Corrected	No Action Required
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA

The " " has seven possible values representing the state -identified priority area s. The

Area	Citation	Level	Status	Action
NA	NA	NA	NA	NA

The " contains  
of applicable laws /



## 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,



## DATA REVIEW

### Data Sources

Data from the following areas were considered for the cyclical monitoring review:

- 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

Comprehensive cyclical monitoring includes a folder review and, if applicable, an on-site review. The sample size(s) are shown in Table 7.

Table 7. Sample Sizes for the Comprehensive Monitoring Review

Monitoring Type	Sample Size
Folder Review	

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.

### Residential Facilities (RFs)

LEAs must ensure students with disabilities receiving special education are provided a free appropriate public education (FAPE) when attending and being educated at a n RF located in their geographical boundary (see [TAC §89.1115\(d\)\(1\)\(i\)](#)). ZAVALLA ISD (003906) had 0 RFs based on the 2023 RF Tracker annual data submission in the Texas Student Data System (Oracle Database).

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

LEAs are annually assigned special education determination using four determination levels (DLs; see [34 CFR §300.603\(b\)\(1\)](#)): Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4). The DLs are based on results from both the RDA special education program area and the federally required elements (FREs). The State also assigns SD Year 3 designations, per [34 CFR §§300.646647](#) (see Table 8).

Table 8. RDA, SPP, and SD Year 3 Results

Data Source	SY 2021-2022	SY 2022-2023	SY 2023-2024
Determination	Meets Requirements (DL1)	Meets Requirements (DL1)	Meets Requirements (DL1)
SPP-11A Status	Compliant (100%)	Compliant (100%)	Compliant (100%)
SPP-11B Status	NA	NA	Compliant (100%)
SPP-12 Status	Compliant (100%)	Compliant (100%)	NA



## SUCCESES

The following successes were identified from the monitoring review :

SUCCESS: Systems for documentation are implemented well as evidenced by descriptive and detailed present levels of academic achievement and functional performance (PLAAFPs) supported by student data.

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

# DYSLEXIA PROGRAM EVALUATION







## CONTACT

The LEA should notify the Division of Review and Support about any concerns within 5 business days from the date of this report. The report will subsequently become publicly available on the TEA [Differentiated Monitoring and Support \(DMS\)](#) website shortly thereafter.

- Report Date: July 26, 2024
- Deadline to Request Report Corrections: August 2, 2024 at 11:59 PM

For more information about the general supervision and monitoring requirements, required actions, or related resources, please visit the [Review and Support website](#) or contact:

Office of Special Populations and Monitoring  
Department of Special Populations and General Supervision



Phone: (512) 463

## 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

## 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 \(RDA\)](#)

## 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 School District
IDEA	Individuals with Disabilities Education Act
LEA	Local Education Agency
OSEP	Office of Special Education Programs
OSPSS	Office of Special Populations and Student Supports
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 Code
TEA	Texas Education Agency
TEC	Texas Education Code
TSDS	Texas Student Data System

