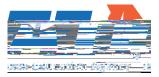
07-ZAVALLAISD-003906-2024



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 (APRILJUNE)

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

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

<u>House Bill (HB) 4545</u> was passed during the 87th Regular Texas Legislative Session and signed into law by Governor Abbott on June 16,

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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) o On-site Interviews (e.g., campus administrator, general education teacher, special education teacher, dyslexia interventionist) o 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 include s 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 **D**omprehensive Monitoring Review

Monitoring Type Sample Size

LEAs with a cyclical on-site review included an additional dyslexia sample. The dyslexia on -site sample was generated by TEA and include s 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 ree appropriate public education (FAPE)when attending and being educated at a n RFlocated in their geographical boundary (see <u>TAC§89.1115(d)(1)(i)</u>). ZAVALLA ISD (003906)had 0 RFsbased 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 <u>34 CFR §300.603(b)(1</u>): 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 <u>34 CFR §§300.646647</u> (see Table 8).

Data Source	SY 2021-2022	SY 2022-2023	SY 2023-2024
Determination	Meets Requirements	Meets Requirements	Meets Requirements
	(DL1)	(DL1)	(DL1)
SPR-11A Status	Compliant (100%)	Compliant (100%)	Compliant (100%)
SPPI11B Status	NA	NA	Compliant (100%)
SPPI12 Status	Compliant (100%)	Compliant (100%)	NA

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

SUCCESSES

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<u>Differentiated Monitoring and Support (DMS)</u> 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 <u>Review and Support website</u> 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

