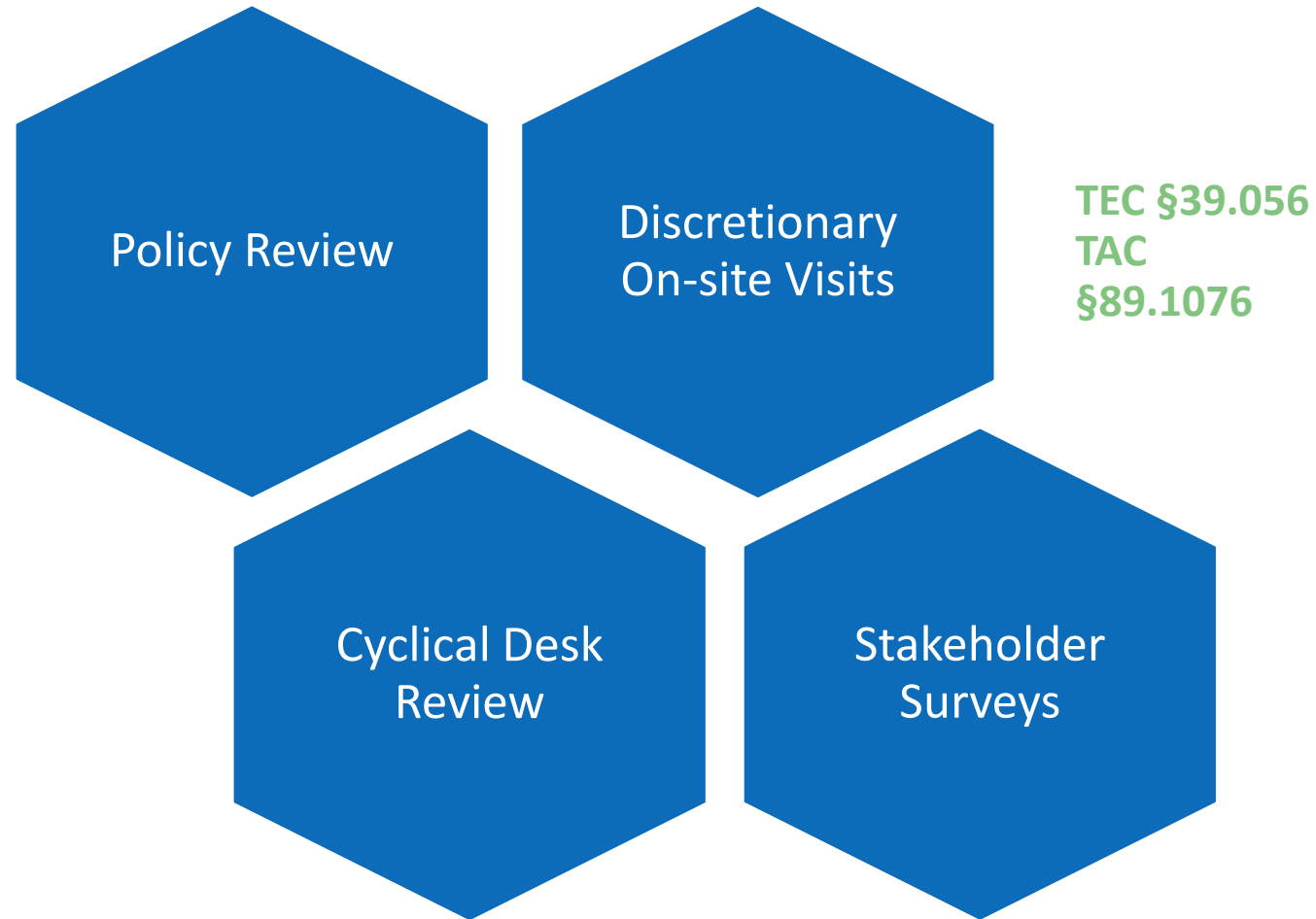


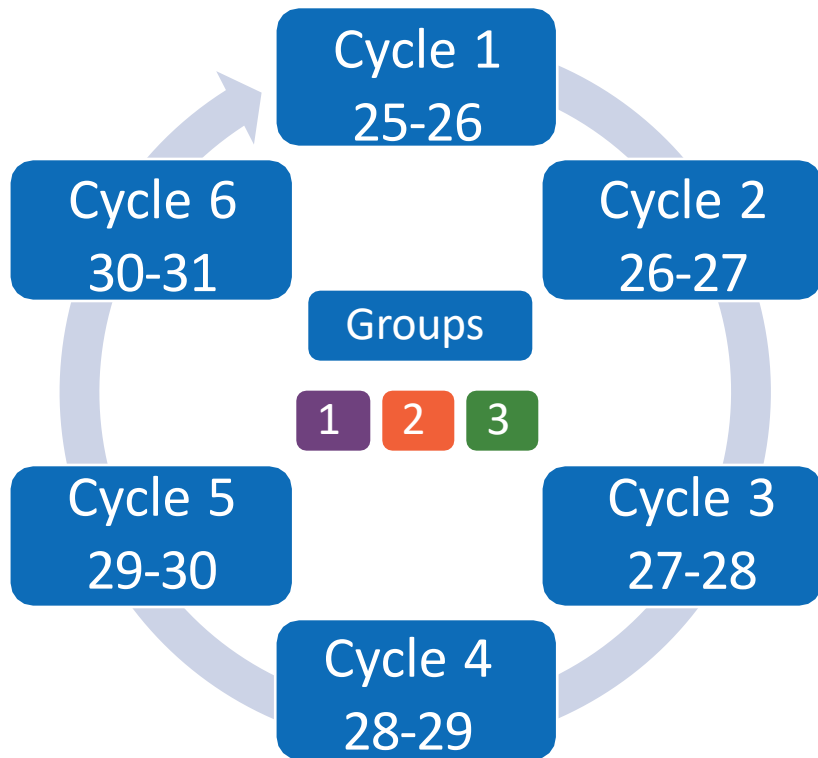
Charter Monitoring & Support

Overview of Special Education Monitoring



Cyclical Monitoring Schedule

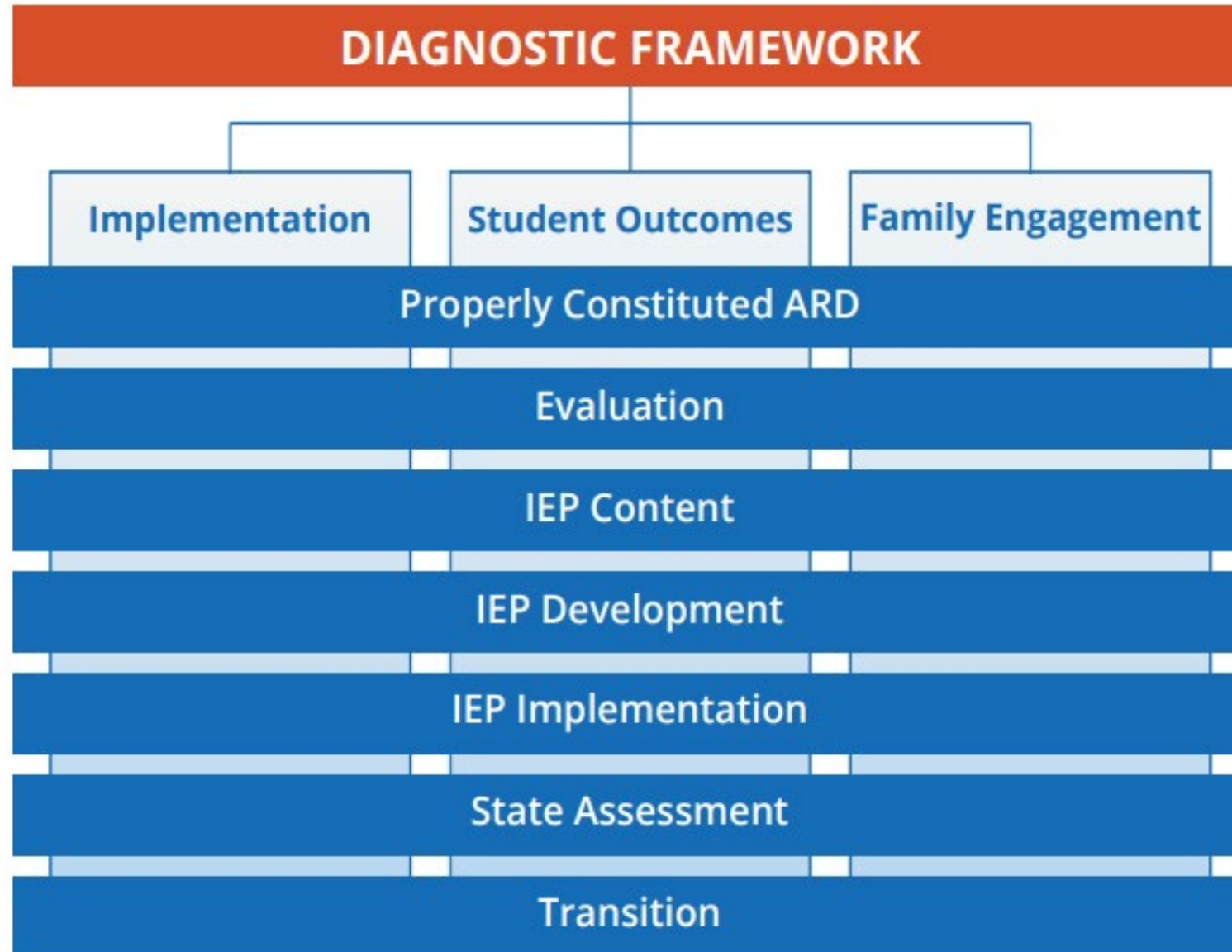
Cyclical monitoring occurs on a six-year rotating schedule, by the end of 6 school years (Cycles) all Texas Local Education Agencies (LEAs) will be monitored.



Group 1: October - December

Group 2: January - March

Group 3: April - June



- TEA collects data from LEAs on sixteen State Performance Plan Indicators (SPPIs) identified by the United States Department of Education's Office of Special Education Programs.
- LEAs are required to provide valid, timely, and reliable data that reflect the measurement for each SPPI.
- Information on indicators, data collection and submission timelines can be found on the [State Performance Plan Indicators | Texas Education Agency](#) page.

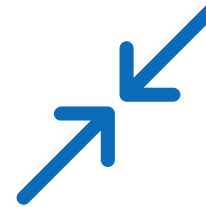
State Performance Plan Monitoring



Indicators 11a, 11b, 12 and 13 are compliance indicators submitted by the LEA in the summer.



The target for each of these indicators is 100%.



LEAs submitting less than 100% may be eligible to participate in [pre-finding corrections](#).



Any LEA unable to correct prefinding noncompliance will receive a notification of noncompliance and engage in the corrective action process.

- LEAs receive a determination level (DL) based on their Results Driven Accountability (RDA) and Federally Required Elements (FRE) Performance Levels (PLS)
- Determination levels:
 - Meets Requirements (DL 1)
 - Needs Assistance (DL 2)
 - Needs Intervention (DL 3)
 - Needs Substantial Intervention (DL4)
- Additional information on RDA, FRE and DLs can be found on the [Results Driven Accountability \(RDA\) | Texas Education Agency](#) page

Strategic Support Plans (SSP)



The SSP is a tool used annually as part of the LEA's continuous improvement process to prioritize essential program elements



When implemented with fidelity, the SSP assists in identifying LEA goals to support root causes of low performance related to RDA determination levels.



For DL 1 and DL2, LEAs develop and retain the SSP at the local level using the ASCEND TEAL application



For DL 3 and DL 4, LEAs develop and submit the SSP using the ASCEND TEAL application and engage with TEA and their local ESC using a structured cadence of meetings and work sessions.

Year One Monitoring Site Visit



Child Find



Professional
Development



Self
Monitoring
Procedures



Effective
Staffing and
Operations



Year One Site Visit Evidence

Element	Required	Additional Considerations
Child Find	✓ School board policies and procedures linked in the Legal Framework	✓ Procedures for reviewing student progress using an intervention framework ✓ In-state and out-of-state student transfer procedures
Professional Development	✓ Training for teachers and staff on special education topics	✓ Training artifacts (presentation handouts, sign-in sheets, etc.) for Special Education
Self-Monitoring Procedures	✓ Internal monitoring system used to evaluate IEP implementation compliance	✓ Forms or checklists used in IEP development (including software) ✓ Progress reporting documents
Effective Staffing and Operations	✓ Certifications of special education staff	✓ System of professional learning Plan ✓ Inter-agency agreements or contracts address qualification requirements

December

- Follow up from Onsite
- Education Service Center (ESC) Resources
- Dyslexia Screeners/State Assessment

March

- Follow up from December
- Staffing for upcoming school year
- Differentiated Monitoring System (DMS) Overview

May/June

- Follow up from March
- State Performance Plan Indicators (SPPI)
- Professional Development Plan

Child Find

Technical Assistance: Child Find and Evaluation | Texas Special Education (SPED) Support

Students with Disabilities Who Transfer In-State and Out-of-State Quick Guide | Texas SPED Support

Special Education Referral for Initial Evaluation Quick Guide | Texas SPED Support

Individualized Education Program (IEP) Development

Technical Assistance: Individualized Education Program Development | Texas SPED Support

Standards-Based Individualized Education Program (IEP) Process Training | Texas SPED Support

Question and Answer: Individualized Education Program (IEP) Measurable Annual Goals | Texas SPED Support

IEP Implementation

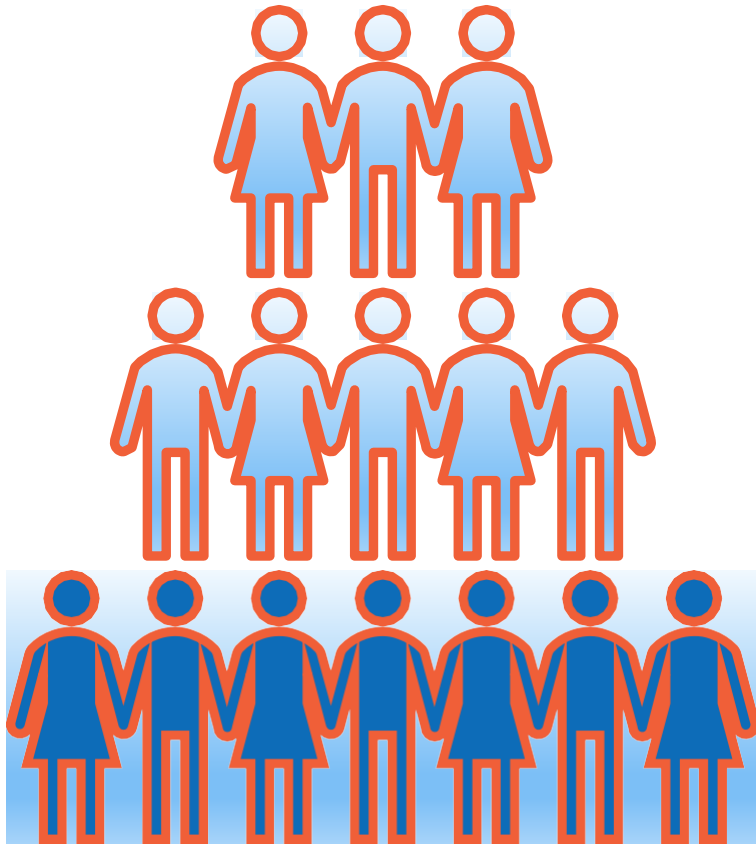
Admission, Review, Dismissal (ARD) Committee Manager Training | Texas SPED Support

Teamwork and Transitions | Texas SPED Support

ARD 101 | Texas SPED Support

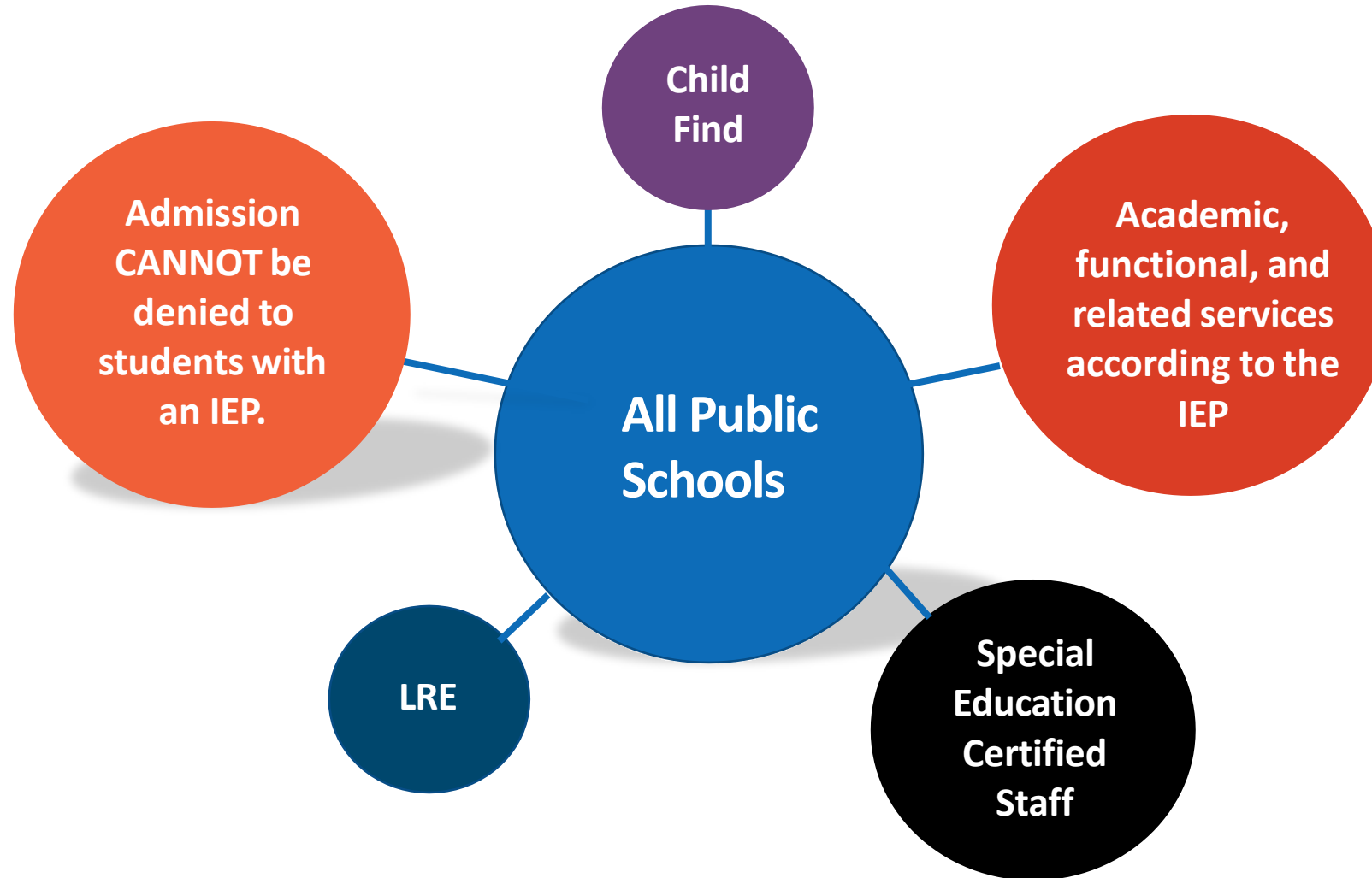
FAQ

Who Supports Special Populations?



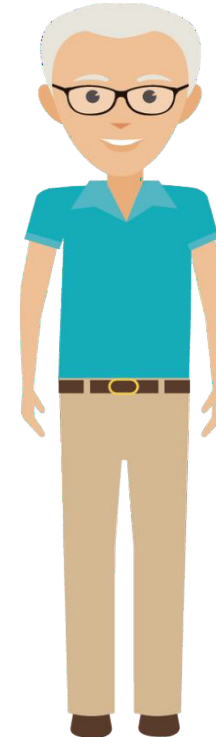
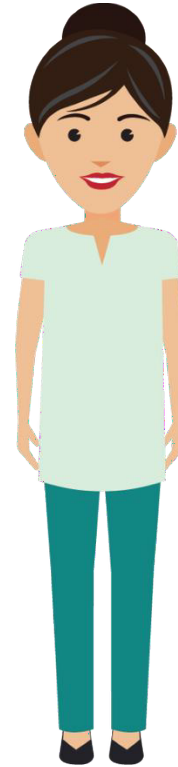
Everyone

Special Education Requirements are the SAME for ALL LEAs



Do Special Education Staff Need to Be Certified?

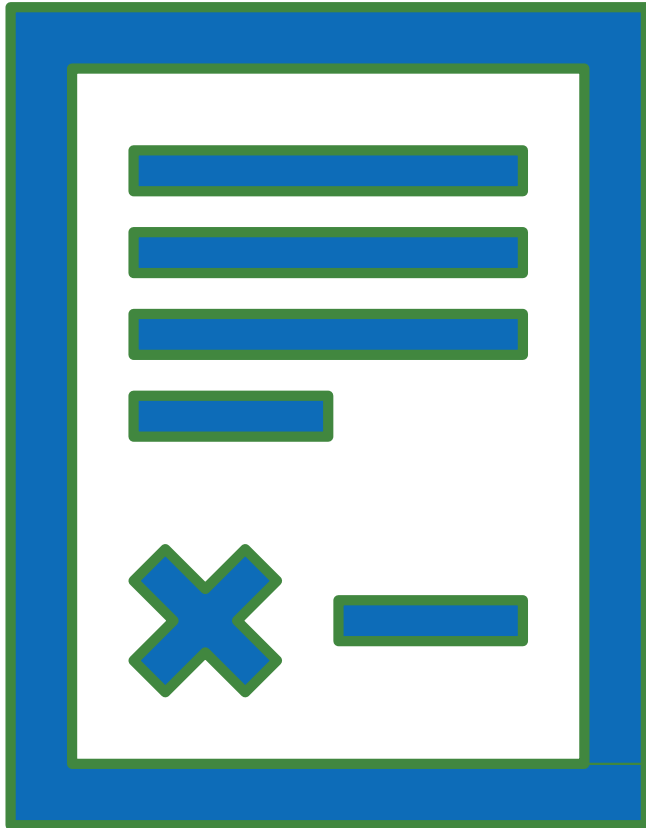
Charter Schools have the same certification, endorsement, and licensing requirements for special education providers as all other public schools



34 Code of Federal Regulations, §300.156; the Texas Education Code (TEC), §§ 21.002, 21.003. and 29.304



Can I Contract with a Third Party for Special Education Services?



LEAs are accountable for all oversight and provision of services provided by any contracted agreement.

Who Can Make a Referral to SPED?



Student's Parents or
Legal Guardian



School Personnel



Another Person Involved
in the Education or Care
of the Student

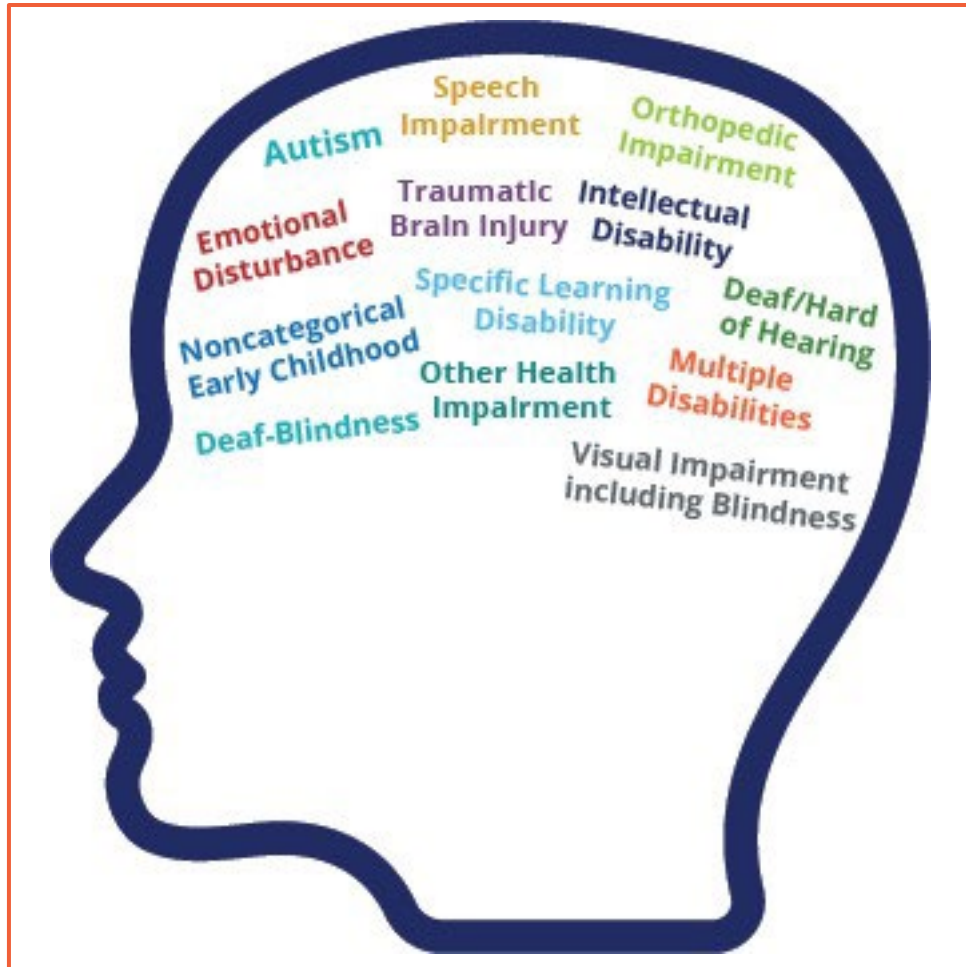
POINTS TO REMEMBER

Referrals Can be made verbally and NOT required to be in writing

All LEAs must respond no later than 15 School Days after receiving request

Prior to beginning an evaluation, LEA's MUST give parents prior written notice AND Notice of Procedural Safeguards

Who Qualifies for Special Education?



A Child is eligible to receive special education and/or related services if the child:



Is determined to have a disability



As a result of the disability, needs special education and related services

How Long Do I have to Complete an Initial Evaluation?

LEAs have **15 school days** to respond to a written request for an evaluation.

Full and Individual Initial Evaluation (FIE) must be completed in **45 school days** after consent from the family.

ARD meeting must be held **30 calendar days** from the date of the FIE report.

Who Attends the ARD?

Required members at the ARD Meeting:	
	Parent or Adult Student
	Regular Education Teacher
	Special Education Teacher
	LEA Representative
	Individual who can interpret instructional implications of evaluation results

Additional participants who may be required to attend based on student needs or eligibility:			
	Student with a disability		TVI
	Agency Representation		TODHH
	LPAC Members		JJAEF Administrator
	CTE Representative		ECI Representative
	Others with knowledge or special expertise (e.g. related service providers)		Dyslexia Specialist



What are IEP Content Considerations?



Accommodations and/or Modifications

Frequency/Duration of Services

Consideration for Extended School Year (ESY)

Transition Supports

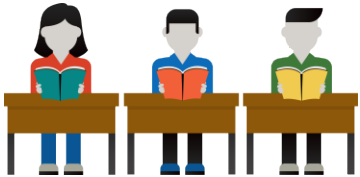
Training

LRE mandates Charter Schools, like all public schools, must provide a continuum of alternative placements to students with disabilities.

This continuum includes the following placement options, as noted in 19 TAC §89.63, instructional arrangements and settings. The entire continuum can be seen in The Legal Framework at this [site](#), here are some examples:

MAINSTREAM:

Provides services in the **general education classroom** in accordance with the student's IEP.



RESOURCE ROOM/SERVICES:

Provides services in a setting other than general education classroom for less than 50% of the regular school day



SELF-CONTAINED:

Provides services in a self-contained program for 50% or more of the regular school day



HOMEBOUND:

Provides services to students who are served at home or hospital bedside



What is meant by Special Education Transportation?

The ARD committee determines if a student will require transportation as a related service in order to attend and participate in

- academic services,
- extracurricular programs,
- and related services.

The IEP must describe the way the transportation services will be provided



Individualized Education Program (IEP) Development



Technical Assistance:

Individualized Education Program (IEP) Development



[Link to IEP Development
Guidebook](#)



What is a Section 504 Plan?

**Section 504 plans are formal plans that the
Section 504 committees develop to give
students with disabilities the support they need.
The plan covers any condition that limits daily
activities in a major way.**



Texas SPED Support Technical assistance and support needs for the state. Discover [resources](#) and [learning opportunities](#) from experts in the field.

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Webinars and Newsletters

[Special Student Populations](#)



“Together, we are committed to high expectations and strong systems that achieve equitable outcomes for every student with a disability.”

Thank You



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