



SPECIAL EDUCATION CYCLICAL MONITORING REPORT

April 30, 2024

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SCHOOL YEAR (SY):

MONITORING PATH:

CYCLE: GROUP:

REGION:

DISTRICT NAME:

DISTRICT TYPE:

SHARED SERVICE ARRANGEMENT (SSA) MEMBER:

as soon as possible, but in no case later than one year
from the date of this notification _____ .

[House Bill 4545 Implementation Overview](#) (TAA Letter)
[House Bill 4545 Overview for Parents](#) (YouTube Video)

DATA REVIEW

Data Sources

Residential Facilities (RFs)



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

STAKEHOLDER ANALYSIS AND RESULTS

SUCCESSSES

- SUCCESS: Systems for locating, identifying, and evaluating students suspected of having a disability under Child Find requirements are comprehensive and understood by staff and communicated to parents and other community stakeholders.
- 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 dismissal (ARD) committee meetings and the development of students' individual education programs (IEPs).
- SUCCESS: Staff demonstrate expansive knowledge and a growth mindset toward special education systems and requirements as evidenced through efficient and effective communication.

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>).
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DYSLEXIA PROGRAM EVALUATION

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	Legal Requirement	Status

Identified Dyslexia Program Successes

- PROCEDURES – Comprehensive dyslexia program procedures are implemented across the local education agency.
- NOT APPLICABLE (NA)

Dyslexia Program Areas of Need

- SCREENING/READING INSTRUMENT – Maintain organized records of trainings on reading instrument and dyslexia screeners.
- NOT APPLICABLE (NA)

Dyslexia Resources

- [TEA Review and Support: Dyslexia Monitoring](#)
- [TEA Special Education: Dyslexia and Related Disorders](#)
- [Dyslexia: TEA Professional Learning Course: TEALearn Dyslexia Modules](#)

SUMMARY OF REQUIRED ACTION

Required Action	Due Date	Support Level	Communication Cadence

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

APPENDIX II: ADDITIONAL RESOURCES



