



SPECIAL EDUCATION CYCLICAL MONITORING REPORT

July 26, 2024

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SCHOOL YEAR (SY):

MONITORING PATH:

CYCLE: GROUP:

REGION:

DISTRICT NAME:

DISTRICT TYPE:

OVERVIEW OF CYCLICAL MONITORING

| Priority Area | Policy Review | Folder Review |
|---------------|---------------|---------------|
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_____ .
as soon as possible, but in no case later than one year
from the date of this notification _____ .

Child-specific correction: Individual cases of noncompliance have each been corrected
Systemic correction: 100% compliance implementing regulatory requirements

| Area | Citation | Level | Status | Action |
|------|----------|-------|--------|--------|
|------|----------|-------|--------|--------|

[House Bill 4545 Implementation Overview](#) (TAA Letter)

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

[House Bill 4545 Frequently Asked Questions](#)

DATA REVIEW

Data Sources

AskTED District Identification Data
Results Driven Accountability (RDA) Data

STAKEHOLDER ANALYSIS AND RESULTS

SUCCESES

SUCCESS: Systems for student involvement are implemented well as evidenced by student invitations and their attendance at admission, review and dismissal (ARD) committee meetings for discussing postsecondary goals and transition needs.

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: 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 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>).

IEP DEVELOPMENT – The Writing Effective Impact and Needs Statements in the Full and Individual Evaluation (FIE) is a webinar that provides guidance for writing compliant and effective impact and need statements for identifying and developing present levels of academic achievement and functional performance (PLAAFP) statements (see <https://spedsupport.tea.texas.gov/resource-library/writing-effective-impact-and-need-statements-full-and>

DYSLEXIA PROGRAM EVALUATION

| Area | Legal Requirement | Status |
|------|-------------------|--------|
|------|-------------------|--------|

SUMMARY OF REQUIRED ACTION

| Required Action | Due Date | Support Level | Communication Cadence |
|-----------------|----------|---------------|-----------------------|
| | | | |
| | | | |
| | | | |

CONTACT

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

| Area | Citation | Level | Status | Action |
|------|----------|-------|--------|--------|
| | | | | |

APPENDIX II: ADDITIONAL RESOURCES

APPENDIX III: ACRONYMS

Acronym Description

