



SPECIAL EDUCATION CYCLICAL MONITORING REPORT

April 30, 2024

TABLE OF CONTENTS

Priority Area	Policy Review	Folder Review

Noncompliance Findings

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

DATA REVIEW

Data Sources

- 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

STAKEHOLDER ANALYSIS AND RESULTS

SUCCESES

- 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 programs (IEPs).
- SUCCESS: Systems demonstrate a comprehensive continuum of placement options for related service delivery needs.

TECHNICAL ASSISTANCE

- 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>)

DYSLEXIA PROGRAM EVALUATION

Area	Legal Requirement	Status
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SUMMARY OF REQUIRED ACTION

Required Action	Due Date		Communication Cadence
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APPENDIX I: SELF-REPORTED NONCOMPLIANCE

APPENDIX II: ADDITIONAL RESOURCES



