SPECIAL EDUCATION
CYCLICAL MONITORING REPORT

April 30, 2024

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OVERVIEW OF CYCLICAL MONITORING

Area	Citation	Level	Status	Action

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 Accountabiliw 11.85 0C/.0 Td40.255 0.272 Tw 0.22(D Di)-1 (st)-0.002 Tc 0.005 Tw 508 Td(m

rg /Dr3]TJ 0.002   0   Tci

Residential Facilities (RFs)

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

SUCCESSES

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 documentation are implemented well as evidenced by individual education programs (IEPs) that contain a detailed description of students' intensive program of instruction (IPI).

SUCCESS: Staff demonstrate expansive knowledge and a growth mindset toward special education systems and requirements as evidenced through efficient and effective communication.

TECHNICAL ASSISTANCE

CHILD FIND AND EVALUATION – The Guidance Related to Evaluations: Review of Existing Evaluation Data (REED) and Reevaluation provides TEA guidance pertaining to evaluations and REEDS (see https://tea.texas.gov/index2.aspx?id=2147499970).

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-individual-evaluation).

TRANSITION – The Texas Transition: Centered Transitions Network (SCTN) website provides transition information for students with disabilities (see https://spedsupport.tea.texas.gov/resource-library/texas-transition-and-employment-guide).

DYSLEXIA PROGRAM EVALUATION

Status	Number of Areas Not Meeting Requirements *(shown in Table 9)*	Required Action

If at least one "Did Not Meet Requirements" for the seven dyslexia program areas evaluated, then the overall dyslexia status is T

Area

APPENDIX I: SELF-

APPENDIX II: ADDITIONAL RESOURCES

APPENDIX III: ACRONYMS