



# **SPECIAL EDUCATION CYCLICAL MONITORING REPORT**

**April 30, 2024**

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## OVERVIEW OF CYCLICAL MONITORING







Area	Citation	Level	Status	Action



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- [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 308 Td(m

esiOn

rg /Dr3]TJ 0.002.

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Tci

## **Residential Facilities (RFs)**



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



## SUCCESSSES

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

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Status	Number of Areas Not Meeting Requirements ( <i>shown in Table 9</i> )	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

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## APPENDIX III: ACRONYMS