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OVERVIEW OF CYCLICAL MONITORING

Priority Area	Policy Review	Folder Review

Noncompliance Findings

[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

Residential Facilities (RFs)

0%

0%

0%

0%

0%

0%

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

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 demonstrate a comprehensive continuum of placement options for determining students' least restrictive environment (LRE) to meet their instructional and related service delivery needs.

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).

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 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->

DYSLEXIA PROGRAM EVALUATION

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

