

OVERVIEW OF CYCLICAL MONITORING

Priority Area	Policy Review	Folder Review
---------------	---------------	---------------

_____ .
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

#

IMPLEMENTATION OF HOUSE BILL 4545:

Accelerated Instruction

[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

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 education teacher, dyslexia interventionist)
- Classroom Observations (e.g., general education classroom, special education classroom, dyslexia intervention classroom)

Policy Review Data

Stakeholder Survey Data

Residential Facility (RF) Summer PEIMS Data

LEA Self-Reporting Noncompliance Data (if applicable)

Student Sampling and Campus Information

Monitoring Type	Sample Size

STAKEHOLDER ANALYSIS AND RESULTS

Understanding – This construct measures positive sentiment about knowledge of special education program requirements and LEA provisions of service.

Engagement – This construct measures positive sentiment regarding engagement with special education and opportunities for involvement in special education training related.

Competency in Implementation – This construct measures positive sentiment of perceived competency required for implementing special education program requirements.

Construct	Family/ Guardian	Special Education	General Education	Administration
<i>Number of Respondents</i>				

SUCSESSES

DYSLEXIA PROGRAM EVALUATION

Area	Legal Requirement	Status

Identified Dyslexia Program Successes

EVALUATION AND IDENTIFICATION – Comprehensive district-wide dyslexia evaluation and identification procedures.

PROGRESS MONITORING – Evidence of alignment in procedures and practice of progress monitoring and tracking of accommodations.

Dyslexia Program Areas of Need

NOT APPLICABLE (NA)

NOT APPLICABLE (NA)

Dyslexia Resources

[TEA Review and Support: Dyslexia Monitoring](#)

[TEA Special Education: Dyslexia and Related Disorders](#)

[Dyslexia: TEA Professional Learning Course: TEALearn Dyslexia Modules](#)

SUMMARY OF REQUIRED ACTION

Required Action	Due Date	Support Level	Communication Cadence

90

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Area	Citation	Level	Status	Action

APPENDIX II: ADDITIONAL RESOURCES

APPENDIX III: ACRONYMS

Acronym Description

