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Table 1. Summary of the Desk Review (Policy Review and Folder Review)

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IMPLEMENTATION OF HOUSE BILL 4545:

Accelerated Instruction

House Bill (HB) 4545 was passed during the 87th Regular Texas Legislative Session and signed into law by Governor Abbott on June 16, 2021, and June 7, 2021, respectively. This bill subsequently became codified into Texas Education Code (TEC).

HB 4545 amended TEC §28.0211 and §28.0217, primarily, to establish new requirements

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For more information about HB 4545, please see the following resources:

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DATA REVIEW

Data Sources

Data from the following areas were considered for the cyclical monitoring review:

- o
- o

Student Sampling and Campus Information

Comprehensive cyclical monitoring includes a folder review and, if applicable, an on-site review. The LEA's sample size(s) are shown in Table 7.

Table 7. Sample Sizes for the Comprehensive Monitoring Review

Monitoring Type	Sample Size
Folder Review	24
TXVSN Folder Sample	NA
On-Site Review	NA

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LEAs with a cyclical on-site review included an additional dyslexia sample. The dyslexia on-site sample was generated by TEA and includes the stratified random selection of not more than six students that consists of two strata with three students each identified with either dyslexia and special education or dyslexia and Section 504.

Residential Facilities (RFs)

LEAs must ensure students with disabilities receiving special education are provided a “free appropriate public education” (FAPE) when attending and being educated at an RF located in their geographical boundary (see TAC

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SUCCESSES

The following successes were identified from the monitoring review:

TECHNICAL ASSISTANCE

The following technical assistance (TA) resources are recommended from the monitoring review (Please copy/paste URLs into web browser). If any of the following TA links do not work, please contact the Division of Review and Support.

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DYSLEXIA PROGRAM EVALUATION

The Dyslexia Program Evaluation Rubric, aligned to Senate Bill 2075 of the 86th Legislature, TEC 38.003 (c-1), and 19 TAC Chapter 74.28, is utilized for determining program statuses shown in Tables 8 and 9. For any dyslexia area of implementation not meeting requirements, the LEA must complete a Dyslexia Performance Plan (DPP). The DPP guides LEAs through the continuous improvement process to address areas needing growth to positively impact students with dyslexia. LEAs should complete the DPP no later than 120 calendar days after receiving notification of “Did Not Meet Requirements.” The TEA will provide the DPP, or it can be accessed on the

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Area	Legal Requirement	Status
Screening	TEC §28.006(g), (g-2); TEC §38.003(a); 19 TAC §74.28 (c), (d), (e), (m)	Pre-finding Corrected
Reading Instruments	TEC §28.006(b), (b-1), (c), (c-1), (c-2), (d)(2), (g), (g-1), (g-2); TEC §38.003; 19 TAC §74.28(d), (m), (j)	Meets Requirements
Evaluation and Identification	TEC §28.006(g), (g-1); TEC §29.0031(a)(1); TEC §38.003(a), (b), (b-1); 19 TAC §74.28 (b), (c), (d), (e), (f), (i), (m)	Meets Requirements
Instruction	TEC §38.003(b); 19 TAC §74.28(a), (c), (e), (i); TEC §21.054(b)	Pre-finding Corrected
Progress Monitoring	TEC §28.021(b); TEC §29.0031(d)	Pre-finding Corrected

Identified Dyslexia Program Successes

The following successes were identified during dyslexia monitoring:

Dyslexia Program Areas of Need

The following areas of need were identified during dyslexia monitoring:

Dyslexia Resources

TEA recommends the following resources to support the LEA's dyslexia program:

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CONTACT

The LEA should notify the Division of Review and Support about any concerns within 5 business days from the date of this report. The report will subsequently become publicly available on the TEA Differentiated Monitoring and Support (DMS) website shortly thereafter.

Report Date: July 26, 2024
Deadline to Request Report Corrections: August 2, 2024 at 11:59 PM

For more information about the general supervision and monitoring requirements, required actions, or related resources, please visit the Review and Support website

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APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Table 13 lists self-reported noncompliance identified by the LEA. This noncompliance is also included in the overall total count of noncompliance in Table 2.

Table 13. Self-Reported Noncompliance

Area	Citation	Level	Status	Action
NA	NA	NA	NA	NA

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APPENDIX II: ADDITIONAL RESOURCES

Differentiated Monitoring and Support System

Differentiated Monitoring and Support Guide

State Performance Plan and Annual Performance Report and Requirements

Race and Ethnicity in Special Education: Difference Between Data Collection and Data Reporting

Results Driven Accountability Reports and Data

Results Driven Accountability District Reports

2023 Accountability Manual, Chapter 12—Results Driven Accountability (RDA)

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APPENDIX III: ACRONYMS

Acronym	Description
ARD	Admission, Review, and Dismissal
CAP	Corrective Action Plan
CFR	Code of Federal Regulations
CISD	Consolidated Independent School District
DMS	Differentiated Monitoring and Support
DPP	Dyslexia Performance Plan
DL	Determination Level
ESC	Education Service Center
FAPE	Free Appropriate Public Education
ISD	Independent School District
IDEA	Individuals with Disabilities Education Act
LEA	Local Education Agency
OSEP	Office of Special Education Programs
OSPSS	Office of Special Populations and Student Supports
PEIMS	Public Education Information Management System
RDA	Results Driven Accountability
RF	Residential Facilities
SD	Significant Disproportionality
SPP	State Performance Plan
SSA	Shared Service Arrangement
SSP	Strategic Support Plan
TAA	To the

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