

OVERVIEW OF CYCLICAL MONITORING

Priority Area	Policy Review	Folder Review

as soon as possible, but in no case later than one year

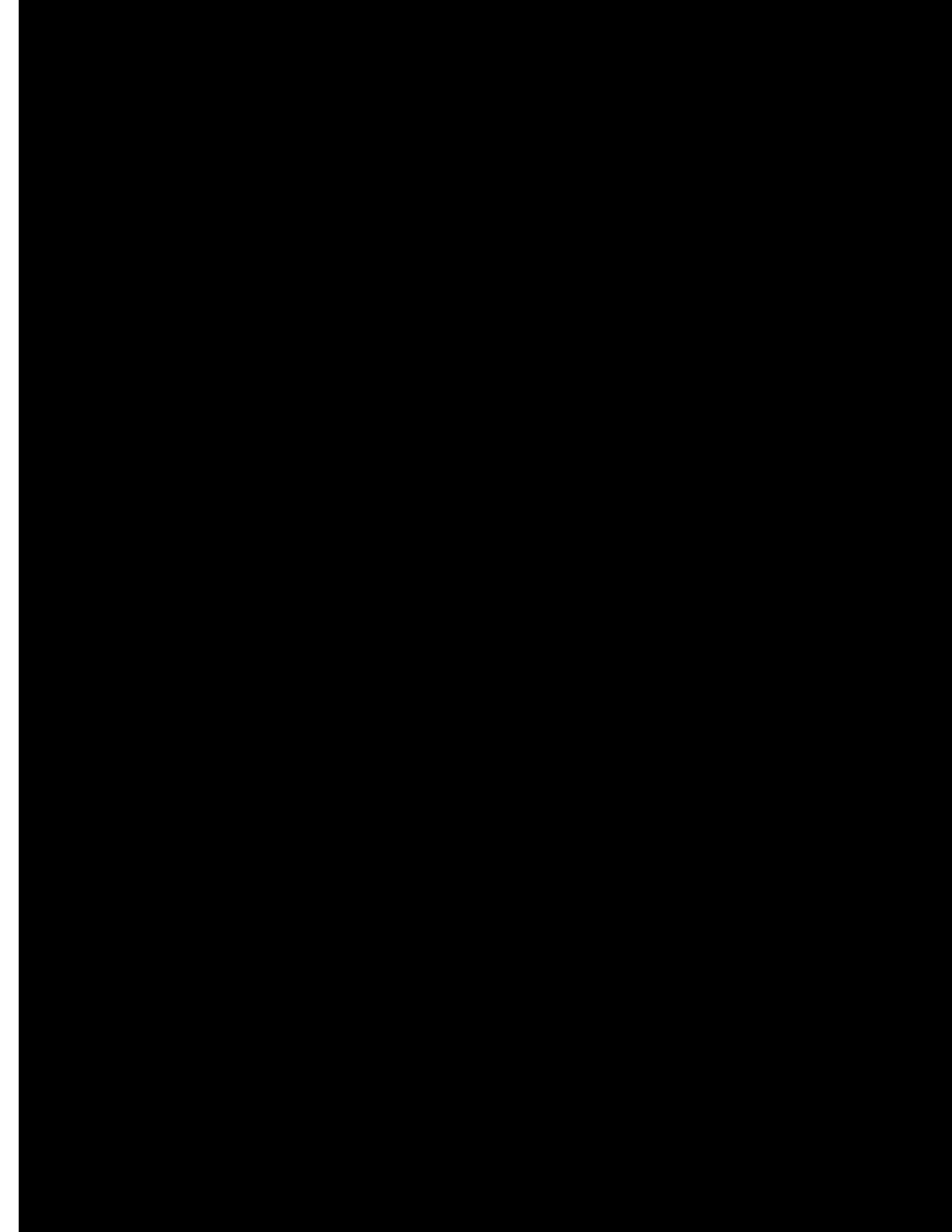
from the date of this notification _____ .

Child-specific correction: Individual cases of noncompliance have each been corrected
Systemic correction: 100% compliance implementing regulatory requirements

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](#)



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>				

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 for supporting student needs are implemented well as evidenced by local education agency (LEA) staff attendance and involvement in the admission, review and programs (IEPs).

SUCCESS: Systems for documentation are implemented well as evidenced by individual of instruction (IPI).

TECHNICAL ASSISTANCE

TRANSITION The Transition Assessments webpage on the Student-Centered Transitions Network (SCTN) website provides information about conducting meaningful transition assessments for students with disabilities (see <https://spedsupport.tea.texas.gov/resource-library/texas-transition-and-employment-guide>).

TRANSITION The Developing Goals resource is part of a module from the IRIS Center at Vanderbilt University that provides information about connecting transition assessments to individualized education program (IEP) goals and includes short case studies and example IEP transition goals (see <https://iris.peabody.vanderbilt.edu/module/transcp/cresource/q2/p03/>).

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

Area	Legal Requirement	Status

SUMMARY OF REQUIRED ACTION

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Area	Citation	Level	Status	Action

APPENDIX II: ADDITIONAL RESOURCES

APPENDIX III: ACRONYMS

Acronym Description

