







# OVERVIEW OF CYCLICAL MONITORING

Priority Area	Policy Review	Folder Review
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\_\_\_\_\_ .  
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

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IMPLEMENTATION OF HOUSE BILL 4545:

Accelerated Instruction

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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 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

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Required Action	Due Date	Support Level	Communication Cadence





## APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Area	Citation	Level	Status	Action

## APPENDIX II: ADDITIONAL RESOURCES

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## APPENDIX III: ACRONYMS

Acronym      Description

