

SCHOOL YEAR (SY): 2023-2024
MONITORING PATH: Cyclical Monitoring
CYCLE: 5, GROUP: 1 (October-December)
REGION: 06
DISTRICT NAME: Trinity ISD (228903)

OVERVIEW OF CYCLICAL MONITORING

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

Priority Area	Policy Review	Folder Review
Child Find/Evaluation/FAPE	100% (16 of 16)	100% (22 of 22)
IEP Development	100% (3 of 3)	73% (16 of 22)
IEP Content	100% (3 of 3)	

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 related to accelerated instruction

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

[House Bill 4545 Implementation Overview](#) (TAA Letter)

[House Bill 4545 Overview for Parents](#) (YouTube Video)

[House Bill 4545 Frequently Asked Questions](#)

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

STAKEHOLDER ANALYSIS AND RESULTS

TEA collected stakeholder data through an open survey during the comprehensive cyclical monitoring review from family/guardians, special education providers, general education providers, and district/campus administration. If an on-site review was conducted, stakeholder data was also collected through structured interviews. The purpose of analyzing survey and interview data was to identify positive stakeholder sentiment related to three constructs:

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

DYSLEXIA PROGRAM EVALUATION

The Dyslexia Program Evaluation Rubric, aligned to §§ 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 [Division of Review and Support Dyslexia Program Evaluation](#) webpage and can be uploaded to the ShareFile link [sup2tl\(Di\)4\(vi\)-5\(sio\)-4\(n\)JTJETQq0.00000912 0 612 612 792 reW* nBTee3\(h](#)

Area	Legal Requirement	Status
Communication	19 TAC §74.28 (h), (l)	Did Not Meet Requirements
Screening	TEC §28.006(g), (g-2); TEC §38.003(a); 19 TAC §74.28 (c), (d), (e), (m)	Did Not Meet Requirements
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)	Did Not Meet 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)	Did Not Meet Requirements
Instruction	TEC §38.003(b); 19 TAC §74.28(a), (c), (e), (i); TEC §21.054(b)	Did Not Meet Requirements
Progress Monitoring	TEC §28.021(b); TEC §29.0031(d)	Did Not Meet Requirements

Identified Dyslexia Program Successes

The following successes were identified during dyslexia monitoring:

NOT APPLICABLE (NA)
 NOT APPLICABLE (NA)

Dyslexia Program Areas of Need

The following areas of need were identified during dyslexia monitoring:

PROCEDURES – Ensure dyslexia program procedures are consistent across the local education agency.
 SCREENING/READING INSTRUMENT – Maintain organized records of trainings on reading instrument and dyslexia screeners.

Dyslexia Resources

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

[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

The required actions from the comprehensive cyclical monitoring review are shown in Table 12. More information about the support levels is in the [Differentiated Monitoring and Support Guide](#).

Table 12. Summary of Required Action

Required Action	Due Date	Support Level	Communication Cadence
Strategic Support Plan (SSP) Corrective Action Plan (CAP)	NA	Universal (DL 1)	NA

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

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 \(RDA\)](#)

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
OSPM	Office of Special Populations and Monitoring
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 Administrator Addressed (TAA) Letter
TAC	Texas Administrative Code
TEA	Texas Education Agency
TEC	Texas Education Code
TSDS	Texas Student Data System

