TABLE OF CONTENTS

INTRODUCTION 3

OVERVIEW OF CYCLICAL MONITORING 4

COMPLIANCE REVIEW AND NONCOMPLIANCE FINDINGS 4

- Compliance Review 4
- Noncompliance Findings 5

IMPLEMENTATION OF HOUSE BILL 4545 9

DATA REVIEW 11

- Data Sources 11
- Student Sample and Campus Information 11
- Residential Facilities (RFs) 12
- Results Driven Accountability (RDA), State Performance Plan (SPP) Indicators, and Significant Disproportionality (SD) 12

STAKEHOLDER ANALYSIS AND RESULTS 13

SUCCESSES 14

TECHNICAL ASSISTANCE 14

DYSLEXIA PROGRAM EVALUATION 15

- Identified Dyslexia Program Successes 16
- Dyslexia Program Areas of Need 16
- Dyslexia Resources 16

SUMMARY OF REQUIRED ACTION 17

CONTACT 18

APPENDIX I: SELF-REPORTED NONCOMPLIANCE 19

APPENDIX II: ADDITIONAL RESOURCES 20

APPENDIX III: ACRONYMS 21

Copyright © 2024. Texas Education Agency. All Rights Reserved.

LEAs with an overall noncompliant status must submit a CAP within 30 calendar days of this report . The CAP must include all citations with a noncompliance finding. LEAs should access the

Copyright © 202 4. Texas Education Agency. All Rights Reserved.

Area	Citation	Level	Status	Action
NA	NA	NA	NA	

Copyright © 202 4. Texas Education Agency. All Rights Reserved.

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)

Copyright © 2024. Texas Education Agency. All Rights Reserved.

DATA REVIEW

Data Sources

Copyright © 2024. Texas Education Agency. All Rights Reserved.

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

Copyright © 2024. Texas Education Agency. All Rights Reserved.

SUCCESSES

The following successes were identified from the monitoring review :

SUCCESS: Systems for locating, identifying, and evaluating students suspected of having a disability under Child Find requirements are comprehensive and understood by staff and communicated to parents and other community stakeholders.
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: Staff demonstrate expansive knowledge and a growth mindset toward special education systems and requirements as evidenced through efficient and effective communication.

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 .

IEP DEVELOPMENT The Technical Assistance: Individualized Education Program (IEP) Development guidance document provides information on the requirements and best practices for developing IEPs (see https://spedsupport.tea.texas.gov/resource

Copyright © 202 4. Texas Education Agency. All Rights Reserved.

Area	Legal Requirement	Status
Screening		

Copyright © 202 4. Texas Education Agency. All Rights Reserved.

SUMMARY OF REQUIRED ACTION

The required actions from the comprehensive cyc lical 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	[redacted]	Communication Cadence

Copyright © 202 4. Texas Education Agency. All Rights Reserved.

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Table 13 lists self-reported noncomplianc3 RG [(-)] TJ ET Q q 0 G (-)] TJ ET Q q 0 G (-)] TJ ET Q q 0 G

Copyright © 202 4. Texas Education Agency. All Rights Reserved.

APPENDIX II: ADDITIONAL RESOURCES

Differentiated Monitoring and Support System

Differentiated Monitoring and Support Guide

Copyright © 2024. Texas Education Agency. All Rights Reserved.