



SPECIAL EDUCATION CYCLICAL MONITORING REPORT

April 30, 2024

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Priority Area	Policy Review	Folder Review

Area	Citation	Level	Status	Action

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

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

Residential Facilities (RFs)

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.

DYSLEXIA PROGRAM EVALUATION

Status	Number of Areas Not Meeting Requirements	Required Action

If at least one "Did Not Meet Requirements" for the seven dyslexia program areas evaluated, then the overall dyslexia status is "Did Not Meet Requirements".

If no "Did Not Meet Requirements" but at least one "Pre-finding Corrected" for the seven dyslexia areas evaluated, then the overall dyslexia status is "Pre-finding Corrected".

If "Meets Requirements" for all dyslexia program areas, then the overall dyslexia status is "Meets Requirements".

SUMMARY OF REQUIRED ACTION

Required Action	Due Date	Support Level	Communication Cadence

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

APPENDIX II: ADDITIONAL RESOURCES



