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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
- · Sgnificant Disproportionality (SD) Data
- State Performance Plan (SPP) Data
- Desk Review Data
- On-site Review Data (if applicable)
  - o On-site Interviews (e.g., campus administrator, general education teacher, special

STAKEHOLDER ANALYSIS AND RESULTS

# SUCCESSES

- SUCCESS Systems for parent involvement are implemented well as evidenced by parent invitations and their attendance at admission, review and dismissal (ARD) committee meetings.
- 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

### DYSLEXIA PROGRAM EVALUATION

| Status | Number of Areas Not Meeting<br>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<br>Cadence |
|--------------------------|---------------|--------------------------|
|--------------------------|---------------|--------------------------|

#### APPENDIX I: SELF-REPORTED NONCOMPLIANCE

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# APPENDIX II: ADDITIONAL RESOURCES

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