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AskTED District Identification Data
Results Driven Accountability (RDA) Data
Significant Disproportionality (SD) Year 3 Data

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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 student involvement are implemented well as evidenced by student invitations and their attendance at admission, review and dismissal (ARD) committee meetings for discussing postsecondary goals and transition needs.
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 dismissal (ARD) committee meetings and the development of students' individual education programs (IEPs).

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IEP DEVELOPMENT – The Question and Answer Document: Individualized Education Program (IEP) Measurable Annual Goals guidance document provides answers to common questions about IEPs and guidance for writing annual IEP goals that ensure consideration for grade-level academic standards (i.e., standards-based IEP process) (see https://spedsupport.tea.texas.gov/resource-library/qa-iep-measurable-annual-goals).
IEP DEVELOPMENT – The TEA 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-library/technical-assistance-individualized-education-program-development).
IEP DEVELOPMENT –

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