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LEAs with at least one finding of noncompliance from the folder review, on-site review, or self-ŃŜLJƣŃŭŜŘ yƣyŎƣYˇLJƭƛl·yŎŜ l·ŃŜ l·ăăƛƎyŜŘ l·yˇƣØŜŃl·ff ŎƣYˇLJƭƛl·yŎŜ ăŭl·ŭdzăƣŦ ábƣyŎƣYˇLJƭƛl·yŭε and require a CAP.

LEAs with no findings of noncompliance from the folder review, on-site review, or self-reported noncompliance but at least one pre-finding correction of noncompliance are l·ăăƛƎyŜŘ l·yˇƣØŜŃl·ff ŎƣYˇLJƭƛl·yŎŜ ăŭl·ŭdzăƣŦ átŃŜ-ŦƛyŘƛyƎ /ƣŃŃŜŎŭŜŘε l·yŘ Kl·ØŜ ábƣ !ŎŭƛƣyˇwŜljdzƛŃŜŘε óƛΦŜΦΣ [9! ŘƣŜăyƣŭŃŜljdzƛŃŜ l· / ! túΦ

LEAs with no findings of noncompliance or pre-finding correction from the folder review, on-site review, or self-reported noncompliance are assigned an overall compliance status of á/ƣYˇLJƭƛl·yŭε l·yŘ Kl·ØŜ ábƣ !ŎŭƛƣyˇwŜljdzƛŃŜŘε óƛΦŜΦΣ [9! ŘƣŜăyƣŭŃŜljdzƛŃŜ l· / ! t).

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AskTED District Identification Data
Results Driven Accountability (RDA) Data
Significant Disproportionality (SD) Year 3 Data
State Performance Plan (SPP) Data
Desk Review Data
On-site Review Data (if applicable)
Stakeholder Interview Data
Residential Facility (RF) Summer PEIMS Data
Self-Reporting Noncompliance Data (if applicable)

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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 documentation are implemented well as evidenced by descriptive and detailed present levels of academic achievement and functional performance (PLAAFPs) supported by student data.
SUCCESS: Systems demonstrate a comprehensive continuum of placement options for ŘŜŭŜŃŸλŷλŷ∃ ăŭdzŘŜŷŭăΩ fŜl·ăŭ ŃŜăŭŃλŎŭλØŜ ŜŷØλŃ2ŷŸŜŷŭ ó[w9ú ŭ2 ŸŜŜŭ ŭKŜλŃ λŷãŭŃdzŎŭλ2ŷl·f l·yŘ related service delivery needs.

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IEP DEVELOPMENT ς 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 ς The TEA Guidance: Goals, Accommodations, and Modifications training video provides information on the sections of the IEP Development Guidebook pertaining to IEP goals, accommodations, and modifications (see https://www.youtube.com/watch?v=lSG25kaVT0Y&feature=youtu.be).
IEP DEVELOPMENT ς 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).

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