ASCEND User Guide: Corrective Action Plan (CAP)

Updated for the 2024-2025 School Vear





ACCESSING THE CAP

Login to TEAL to access the Ascend Dashboard and use the navigation bar on the upper left-hand corner to choose the year the citation is given.

Ascend Dashboard	
Training & Documentation \lor Resou	irce:
	Ascend Dashboard Training & Documentation V Resou

Click Support Plans on the left navigation menu.





NOTE: Previously initiated CAPs along with the date of initiation may be listed.



INITIATING CAP SUPPORT PLAN IN ASCEND

On the Support Plan page, click on the Initiate New Support Plan button.



Complete the information using the dropdown menus: LEA Region, LEA, Year, Create (CAP) Corrective Action Plan, and Create Support Plan.

Use Preferred LEAs		
Select LEA Region	Select LEA	3 Select Year
Region 00 🗸 🗸 🗸	One LEA assigned (NP/RF OI $$	2022-2023
Select Support Plan Type		Year noncompliance was identified
Create (CAP) Corrective Action	Plan Create (SSP) Strategic	Support Plan
Create (CDR) Dispute Resolution	on Create (NP CAP) Non-Pub	lic Corrective Action Plan

DIRECTIONS TO COMPLETE ALL CAP FIELDS

Clicking on the Corrective Action Plan hyperlink at the top of the Support Plans page will open the LEA's page and allow the LEA to complete the required steps for the CAP process.

lo LEA assigned (NP/RF ONLY) Suppor	t Plans	Return to Support Plans List
<u>Corrective Action Plan - 7/10/2023</u>	Status None	
Priority Areas No Priority Areas Selected		



Hyperlinks in the right navigation menu will lead to data entry pages for each step in the CAP process.

	an (CAP)	Education Agency
Io LEA assigned (NP/RF C	ONLY) (000000) Return to LEA's Support Plans	Select Priority Areas
Print this screen	☆ Submit Corrective Actio	on Plan
elect Priority Areas		Root Cause Analysis
o Priority Areas Available		Annual Goals
		Strategies for Implementation
	Previous - Implementation Activities Next - Progress Mo	Implementation Activities
		. Summary Report
		O Progress Monitoring

Select Priority Areas

Click on the Select Priority Areas hyperlink to complete the data entry page for Priority Areas.

Corrective Action Plan (CAP)	Corrective Action Plan
No LEA assigned (NP/RF ONLY) (000000) Return to LEA's Support Plans	Select Priority Areas
Print this screen	O Develop a Problem Statement
Select Priority Areas	O Root Cause Analysis
No Priority Areas Available	⊘ Annual Goals
Dravious Junious Activities Activities	Strategies for Implementation
Previous - implementation Activities Next - Progress Monitoring	O Implementation Activities
	Summary Report
	Progress Monitoring
	4

From the Priority Areas overview, the Instructions, CAP Documents from LEA, and Select 2-4 Priority Areas Based on the Data Reviewed in Step 1 sections appear.



Support Plan Priority Areas (CAP)	Corrective Action Plan
No LEA assigned (NP/RF ONLY) (000000) Return to Support Plans	⊘ Select Priority Areas
Instructions	 <u>Develop a Problem Statement</u> <u>Root Cause Analysis</u>
CAP Documents from LEA	<u>Annual Goals</u> <u>Strategies for Implementation</u>
Select 2-4 Priority Areas Based on the Data Reviewed in Step 1	Implementation Activities Summary Report Progress Monitoring
Next - Develop a Problem Stateme	ent





NOTE: Priority Areas must be selected before any other steps in the CAP process can be completed.

Selecting the area(s) of noncompliance. LEAs should use the <u>Desk Review Rubric</u> to select the Diagnostic Domain aligned to each Desk Review question. Click the section heading Select 2-4 Priority Areas to see the areas of critical compliance: Properly Constituted ARD, Behavior, Evaluation, IEP Content, IEP Development, IEP Implementation, State Assessment, and Transition.

Properly Constituted ARD	Implementation	Family Engagement	
Behavior	Implementation	Student Outcomes	
Evaluation	Implementation	Family Engagement	
IEP Content	Implementation		
IEP Development	Implementation	Student Outcomes	
IEP Implementation	Implementation	Family Engagement	
State Assessment	Student Outcomes		
Transition	Implementation	Family	Student

The SPPI Priority Area buttons appear at the bottom: SPP Indicator 13: Secondary Transition, SPP Indicator 12: Early Childhood Transition, and SPP Indicator 11: Timely Initial Evaluation.

SPP Priority Area Topics						
SPP Indicator 13: Transition	SPP Indicator 12: Timely C to B Transition	SPP Indicator 11: Timely Evaluation				
SPP Indicator 13: Transition	SPP Indicator 12: Timely C to B Transition	SPP Indicator 11: Timely Evaluation				



Click on the button to select the priority area(s). The button will turn green once selected. To unselect the priority area, click on the green button again, and it will revert to its original format.

Behavior	Implementation	Student Outcomes	
Evaluation	Implementation	Family Engagement	
IEP Content	Implementation		
IEP Development	Implementation	Student Outcomes	
IEP Implementation	Implementation	Family Engagement	
State Assessment	Student Outcomes		
Transition	Implementation	Family Engagement	Student Outcomes
SPP Priority Area Top SPP Indicator 13: Transition	ics SPP Indicator 12: Timely C to B Transition	SPP Indicator 11: Tir	nely Evaluation
SPP Indicator 13: Transition	SPP Indicator 12: Timely C to B Transition	SPP Indicat Eval	or 11: Timely uation

Priorities chosen will then be displayed on the LEA's Support Plan overview page as well as throughout the CAP process. The LEA can then begin entering information into the remaining data entry pages for each step in the CAP process.

Develop a Problem Statement

Priority areas previously selected will automatically appear as headers on the Problem Statements page. For this example, we will focus on Implementation: IEP Development.

upport Plan Problem Statements (CAP) lo LEA assigned (NP/RF ONLY) (000000) Return to Support Plans	Texas Education Agency
Instructions	
State Performance Plan : SPP Indicator 11: Timely Evaluation	Corrective Action
State Performance Plan : SPP Indicator 12: Timely C to B Transition	Corrective Action
Implementation : IEP Development	Corrective Action
Implementation : IEP Content	Corrective Action



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To define the problem to be addressed, click on the heading for the priority area the LEA is working on. This will open a text box that will allow for formatting of any entered text using the toolbar at the top of the box. In the problem statement, the LEA should list the specific issue of noncompliance and identify the probable cause.

	<u>tation : IE</u>	<u>Developme</u>	<u>ent</u>		Corrective Ac
fine the pr	oblem to be a	ddressed within t ⁱ	he area of Imple	mentation: IEP	Development.
BIL	Į)≣ ≔				
IEP Develo	pment, specifi	cally in the area o	f IEP PLAAFP whi	ch describes ho	ow the disability affects
nvolveme	nt and progres	s in the general e	ducation curricul	um: for the </td <td>SERT REASON FOR CAP HERE,</td>	SERT REASON FOR CAP HERE,
.e., SPP, 1	argeted Revie	w, Cyclical Revie	w> some studer	nt files lack evid	lence that the PLAAFP describes
now the di	sability affects	involvement and	progress in the g	general educati	on curriculum.
34 CFR § 3	00.320(a)(1)				
ect the Le	vel of Urgency	:			
ect the Le Critical	evel of Urgency High	Medium	Low		
ect the Le	evel of Urgency	Medium	Low		
ect the Le Critical	evel of Urgency	Medium	Low		Submit Problem Statement

In addition to providing a problem statement, select the Level of Urgency using the buttons below the text box; options include: Critical, High, Medium, and Low. When the level of urgency is clicked, the box will turn white. When all the information is entered, save it by clicking the Submit Problem Statement button. NOTE: The Problem Statement will need to be developed for each Priority Area.

Select the Leve	of Urgency	/:			
Critical	High	Medium	Low		
				\rightarrow	Submit Problem Statement

The LEA can navigate to other sections of the CAP by clicking on the Previous or Next buttons at the bottom of the page or by clicking on thespecifictopic on the right navigation menu.

\rightarrow	Previous - Develop a Problem Statement	Next - Annual Goals



Root Cause Analysis

Priority areas previously selected will automatically appear as headers on the Root Cause Analysis page of Ascend.

Instructions	
State Performance Plan : SPP Indicator 11: Timely Evaluation	🖹 Corrective Action
State Performance Plan : SPP Indicator 12: Timely C to B Transition	Corrective Action
Implementation : IEP Development	🖹 Corrective Action
Implementation : IEP Content	🖹 Corrective Action
Student Outcomes : IEP Development	🖹 Corrective Action
Implementation : Properly Constituted ARD	Corrective Action
Previous - Develop a Problem Statement	Next - Annual Goals

To begin documenting the Root Cause Analysis, click on the heading for the priority area the LEA is working on, then click the Begin Guided Questions Exercise button.

Implementation : IEP Development	🗎 Corrective Action
Problem Statement	
IEP Development, specifically in the area of IEP	PLAAFP which describes how the disability affects
involvement and progress in the general educa	ation curriculum: for the <insert b="" cap="" for="" here,<="" reason=""></insert>
i.e., SPP, Targeted Review, Cyclical Review>	some student files lack evidence that the PLAAFP describes
how the disability affects involvement and prog	gress in the general education curriculum.
34 CFR § 300.320(a)(1)	
Root Cause Statement	
▲ No content entered.	Begin Guided Questions Exercise



Clicking the button will open a new page for the LEA to complete. The page includes Instructions, Questions, and a text box for a Brief Statement.

To enter a Brief Statement, consider the following: Which cause(s) impact multiple priority areas? Which cause(s) does the LEA have the ability to address? Which cause(s) will have the greatest impact on the problem statement? Review: age of students, time of year, LEA staff involved, pervasiveness of concern (i.e., isolated or systemic), infrastructure (i.e., data management system, forms), training, professional development, and self-monitoring.

Instructions - Implementati	on : IEP Development		
<u>Questions</u>			
Guiding Questions Which cause(s) impact multiple Which cause(s) does the LEA ha Which causes will have the grea Brief Statement:	priority areas? ve the ability to address? test impact on the problem st	atement?	
B I U I≡ ≔ Brief Statement			
		Back To Root Cause	Analysis Submit
	Previous - Develop a Pro	blem Statement	Next - Annual Goals

Once all the information has been entered, clicking the Submit button at the bottom of the page will save the information. Clicking Back will take the LEA to the Root Cause Analysis overview page so the LEA can then enter information for any other priority areas.

The LEA can navigate to other sections of the CAP by clicking on the Previous or Next buttons at the bottom of the page or by clicking on thespecifictopic on the right navigation menu.



Annual Goals

Priority areas previously selected will automatically appear as headers on the Annual Goals (CAP) page of Ascend.

upport Plan Annual Goals (CAP) o LEA assigned (NP/RF ONLY) (000000) <u>Return to Suppo</u>	Taxue Education Agency
Instructions	
tate Performance Plan : SPP Indicator 11: Timely Evaluation	Corrective Action
ate Performance Plan : SPP Indicator 12: Timely C to B Tran	Isition 🗎 Corrective Action
mplementation : IEP Development	Corrective Action
nplementation : IEP Content	Corrective Action
tudent Outcomes : IEP Development	Corrective Action
nplementation : Properly Constituted ARD	Corrective Action
Previous - Root Cause Analysis	Next - Strategies for Implementation

Clicking on a priority area will display a text box that allows the LEA to type and format an annual goal for the area selected. Instructions in the text box state that the annual goal should be specific, measurable, and achievable.

Enter Your Annual Goal
Based on your root cause analysis and your source(s) of data available below, create an annual goal for
this priority area.
B I Ų ⊫ ≔
Enter your annual goal for this priority area that is specific, can be measured, and is achievable.
Save Annual Goal
Previous - Root Cause Analysis Next - Strategies for Implementation



Once the annual goal has been recorded, save it by clicking on the Save Annual Goal button.

Goal Example: By CAP due date, all IEP PLAAFPS will include evidence on how the child's disability affects the child's involvement and progress in the general education curriculum.

The LEA can navigate to other sections of the CAP by clicking on the Previous or Next buttons at the bottom of the page or by clicking on thespecifictopic on the right navigation menu.

Strategies for Implementation

Priority areas previously selected will automatically appear as headers on the Strategies for Implementation page of Ascend.

Strategies for Implementation are designed to support the LEA in achieving the annual goal. This is a discrete and reportable action that will be taken by the LEA during the academic year.

Support Plan Strategies for Implementation (CAP No LEA assigned (NP/RF ONLY) (000000) Return to Support Plans) Taxas Education Agency
Instructions	
Based on your previously entered <u>root-cause analysis</u> , problem statement, and annual goal, pla implementation strategy for this priority area.	ease submit an
State Performance Plan : SPP Indicator 11: Timely Evaluation	Corrective Action
State Performance Plan : SPP Indicator 12: Timely C to B Transition	Corrective Action
Implementation : IEP Content	Corrective Action
Student Outcomes : IEP Development	Corrective Action
Implementation : IEP Development	Corrective Action

Click on the priority area. This will expand the section and allow the LEA to type the strategies for implementation.

Outline your Strategies for Imple	ementation		
B I <u>U</u> \≡ ⊞			
Enter strategies here.			
	-		
		\rightarrow	Save Strategies



Click the Save Strategies button, once the Strategies for Implementation have been entered into the text box.



NOTE: Strategies for implementation will need to be entered for all priority areas and saved individually. Examples of a Strategies for Implementation include:

- Student Corrections
- Update Procedures
- Professional Development
- Self-Monitoring
- Demonstrate Systemic Compliance

Implementation Activities

Priority areas previously selected will automatically appear as headers on the Implementation Activities page of Ascend along with the number of activities completed. The first-time landing on the page, each priority will show 0 of 0 Activities Completed.

To create implementation activities:

1. Click on the priority area heading, and

Student Outcomes : IEP Development	Corrective Action
TA Dashboard: Student Outcomes IEP Development	

2. Click on the Create New Implementation Activity button.





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Once clicked, a new section on the page will open with fields to Select Citation, record How Noncompliance was Found, provide the Specifically Statement, record the Notification Date, and choose the Required Corrective Action. Additionally, the LEA will need to provide an Activity Title, select a Strategic Support Category, Activity Description, and choose the Timeline for Completion.

Enter a New Implementation Activity	
Select Citation	How Noncompliance was Found
`	•
No Citation Detail for Topic	
Specifically Statement	
BIU ≒≡	
Enter your activity description.	
Notification Date	Required Corrective Action
7/11/2023	~
Activity Title	
Please enter a title for this activity.	
Strategic Support Category	
	~
Activity Description	
B I <u>U</u> ≒ ≔	
Enter your activity description	
Timeline for Completion	
7/7/2024	
▲ Timeline for this activity cannot extend beyond 1 year	
from today.	
	Save Activity Cancel

Once all implementation activity information has been entered, save by clicking on **the Save Activity** button at the bottom of the section.



NOTE: The Timeline for Completion date cannot extend beyond one year.



Information to enter for Implementation Activities

Use the guidance below to enter each required activity. For each priority area, the following implementation activities are required for corrective action:

- 1. Evidence of Child-Specific Correction
- 2. Evidence of Local Policies and Procedures
- 3. Evidence of Training
- 4. Evidence of Self-Monitoring
- 5. Evidence of Systemic Compliance

Implementation Activity 1: Evidence of Correction of Individual Student Noncompliance (Child-Specific Correction)

- Activity Title: Evidence of Child-Specific Correction
- Notification Date: Final Report Distribution Date
- Required Corrective Action: Evidence of Corrective of Student Specific Noncompliance
- Specifically Statement: Expand on Root Cause/Problem Statement A specific statement describing the noncompliance under this citation. Example: Some student files lacked evidence that the PLAAFP describes how the child's disability affects the child's involvement and progress in the general education curriculum.
- Timeline for Completion: Correction of noncompliance due date. All activities must be completed within one year of the due date.
- Strategic Support Category: Correction of Child-Specific Noncompliance
- Activity Description: Convene IEP meetings to address the noncompliance and determine if the noncompliance denied students a FAPE. If compensatory services were determined, document evidence of the fulfillment of the compensatory services.

Implementation Activity 2: Evidence of Local Policies and Procedures

- Activity Title: Evidence of Local Policies and Procedures
- Notification Date: Final Report Distribution Date
- Required Corrective Action: Evidence of Policies and Procedures
- Specifically Statement: Expand on Root Cause/Problem Statement A specific statement describing the noncompliance under this citation. For example: Some student files lacked evidence that the PLAAFP describes how the child's disability affects the child's involvement and progress in the general education curriculum.
- Timeline for Completion: Correction of noncompliance due date. All activities must be completed within one year of the due date.



- Strategic Support Category: Policies, Procedures, and Practices
- Activity Description: Review or revise local policies and procedures, including operating guidelines and practices addressing this issue.

Implementation Activity 3: Evidence of Training

- Activity Title: Evidence of Training
- Notification Date: Final Report Distribution Date
- Required Corrective Action: Evidence of Training
- Specifically Statement: Expand on Root Cause/Problem Statement A specific statement describing the noncompliance under this citation. For example: Some student files lacked evidence that the PLAAFP describes how the child's disability affects the child's involvement and progress in the general education curriculum.
- Timeline for Completion: Correction of noncompliance due date. All activities must be completed within one year of the due date.
- Strategic Support Category: Training and Professional Development
- Activity Description: Provide training on these procedures to the appropriate staff.

Implementation Activity 4: Evidence of Self-Monitoring

- Activity Title: Evidence of Self-Monitoring
- Notification Date: Final Report Distribution Date
- Required Corrective Action: Evidence of Self-Monitoring System
- Specifically Statement: Expand on Root Cause/Problem Statement A specific statement describing the noncompliance under this citation. For example: Some student files lacked evidence that the PLAAFP describes how the child's disability affects the child's involvement and progress in the general education curriculum.
- Timeline for Completion: Correction of noncompliance due date. All activities must be completed within one year of the due date.
- Strategic Support Category: Self-Monitoring Activities
- Activity Description: Develop processes that allow for self-monitoring this area of noncompliance.

Implementation Activity 5: Evidence of Systemic Correction of Noncompliance (Systemic Correction)

- Activity Title: Evidence of Systemic Compliance
- Notification Date: Final Report Distribution Date
- Required Corrective Action: Evidence of Systemic Compliance



- Specifically Statement: Expand on Root Cause/Problem Statement A specific statement describing the noncompliance under this citation. For example: Some student files lacked evidence that the PLAAFP describes how the child's disability affects the child's involvement and progress in the general education curriculum.
- Timeline for Completion: Correction of noncompliance due date. All activities must be completed within one year of the due date.
- Strategic Support Category: Systemic Correction of Noncompliance
- Activity Description: Demonstrate systemic, ongoing compliance in this area. Prior to clearing this area of noncompliance, the LEA will submit the required number of student files evidencing correction of this area of noncompliance.

After saving an implementation activity, a new hyperlink at the bottom of the section along with a *Status: Open* button will appear.



The *Status: Open* button shows the status of the CAP; only the TEA user can update the CAP status. The hyperlink will open a new section with options to *Edit Activity, Delete Activity,* and *Add Personnel*.

Description:			
Convene IEP meetings to address the noncompliance and determine if the noncompliance denied students a			
FAPE. If compensatory services were determined, document evidence of the fulfillment of the compensatory			
services.			
Implementation Personnel	Supervision of Implementation Personnel		
▲ No personnel entered.	\triangle No personnel entered.		
☑ Edit Activity	Add Personnel		



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Clicking Edit Activity will populate the fields at the top of the section with the saved information and allow edits to be made. Clicking Delete Activity will generate a pop up confirming the request to remove the activity. Clicking Yes, Delete Implementation Activity will remove the activity from the system. To add implementation personnel to the activity, click the Add Personnel button. This will open new fields to complete including text fields for entering the individual's First Name, Last Name, and Email Address. Additionally, there is a drop-down to record what the individual is Responsible for; options are either Implementation or Supervision.

Assign Personnel to	this Activity		
First Name	Last Name	Email Address	Responsible for
			Implementation Supervision Save Person Cancel

Clicking the Save Person button will populate the corresponding field (Implementation Personnel or Supervision of Implementation Personnel) of the activity and clear the Assign Personnel to these Activity fields.

Implementation Personnel	Supervision of Implementation Personnel
X Bob Cratchit <u>bc@g.com</u>	Ebenezer Scrooge

To create a new implementation activity, fill out the Enter a New Implementation Activity field again with the new activity information, and click the Save Activity button after each new entry.

Once all the information has been entered, the number of activities created will be reflected in the priority area headings.

Implementation : IEP Develo		
0 OF 1 ACTIVITY COMPLETED	合 Corrective	Action



SUBMITTING THE CAP IN ASCEND

After adding the 5 required implementation activities for each priority area, the LEA will click on the Submit Corrective Action Plan button.

Print this screen 🗳 Sut	omit Corrective Action Plan
ect Priority Areas	
itate Performance Plan : SPP Indicator 11: Timely Evaluation	Corrective Action
State Performance Plan : SPP Indicator 12: Timely_C to B Transition	合 Corrective Action
Implementation : IEP Development	Corrective Action
mplementation : IEP Content	🗎 Corrective Action
Student Outcomes : IEP Development	合 Corrective Action
Implementation : Properly Constituted ARD	Corrective Action
Previous - Implementation Activities	Next - Progress Monitoring

UPLOADING CAP EVIDENCE INTO PROGRESS MONITORING SECTION

Once the Corrective Action Plan has been submitted, the LEA is able to upload evidence for each of the required Implementation Activities, as they are completed based on the 'Timeline for Completion Date'.

Accessing the CAP in ASCEND

To access the Corrective Action Plan (CAP), click on **Support Plans** on the left side of the navigation menu.

	Ascend Dashbo	bard						
Dasnooard	Training & Documentation	~ Resources ~		~ ©				
Self-Assessment			d other procession			105	1111111111111	Č.
	> DETERMINATION LE	VEL SCORES	I STATE PERFORMA	ODD ODD	COMPLIA	SDD	U MESSAGES	Manage subscription
Desk Review (All Views)	Anywhere ISD	BE/ESL/EB DL2 ····		11	12	13	06/07/2023 Learn A Lot ISD ha	as uploaded progress
	RDA Report	SPED DL1 DL1 DL2 V	Anywhere ISD	100%	100%	100%	monitoring docum	nents.
On-Site Review		BE/ESL/EL DL1 DL1		COMP	COMP	COMP	06/07/2023	
	Learn A Lot ISD	BE/ESL/EB DL1 ····	Learn A Lot ISD	100%	100%	100%	Learn A Lot ISD ha	is uploaded progress
	RDA Report	OSP DL1 DL1 DL1 DL1 ····		COMP	COMP	COMP	M Ascend Alert Submit	ssion
Intensive Support		BE/ESL/EL DL1 DL1 ····	Learning ISD	95.2%	100%	100%	06/06/2023	
				NC	COMP	COMP	Learn A Lot ISD ha	as uploaded progress
J Support Plans			COMP = Compliant / NC = Nonco	mpliance / CNC	= Cont. Nor	compliance		
	RESOURCE REQUIRE	MENTS						
	2020 Federally Required El Resource document that di are required to consider un Act (IDEA) to make annual Federally Required Element	lements (FRE) Matrix escribes the federally required eleme ider the Individuals with Disabilities E determinations about the performan t Matrix 2020 info Page.odf	nts States ducation be of LEAs.					
	2021 Federally Required El Resource document that di are required to consider un Act (IDEA) to make annual	ements (FRE) Matrix escribes the federally required eleme ider the Individuals with Disabilities E determinations about the performan	DL hts States ducation					



Select the hyperlink with the LEA's name.

	Select Current School Year	137:26:20										
Dashboard			Support Plan List						+ Ini	tiate New Suppo	ort Plan	TEA
Ö Self-Assessment			Search						Filter by Regio	on Filter by	Status atuses 🗸	25 / 447
Desk Review (All Views)			LEA	Facility	CDN	Year	CAP Plans	SSP Plans	Other Plans	Start Date	End Date	
On-Site Review			Learn A Lot (SD (000000)		000000	2022-2023	R	0	0	6/27/2023	6/27/2024	
Intensive Support												
D Support Plans												

The LEA will then be taken to the LEA's Support Plan page. Here the LEA will see all Support Plans created, once the Support Plan is submitted the date of initiation will be in the title.

NOTE: If the LEA has created other Support Plans for the current school year they will be listed here. The Support Plans are saved by date.

There are two ways to get to Progress Monitoring to upload evidence.

The first way is to click on the three radials and then click on Progress Monitoring.

Progress Monitoring	on: IEP Content	
🖵 Subscribe to Messages & Alerts		
🖵 Clone Corrective Action Plan		



The second way is to click the Corrective Action Plan that the LEA is uploading evidence for.

Driority Aroos	Ctote Derformance Diani CDD Indicator 11: Timely Syclustion	
Priority Areas	State Performance Plan: SPP Indicator 12: Timely Cto P Transition	
	State Performance Plan. SPP indicator 12. Timely C to B Transition	
	Implementation: IEP Development	
	Implementation: IEP Content	
	Student Outcomes: IEP Development	
	Implementation: Properly Constituted ARD	

Click on Progress Monitoring or the Next-Progress Monitoring button.

	B 2022 to 2023 v	
Dashboard Dashboar	Corrective Action Plan (CAP)	Corrective Action Plan
O Self-Assessment	Print this screen Select Priority Areas	Service Problem Statement Root Cause Analysis
Desk Review (All Views)	State Performance Plan : SPP Indicator 11: Timely Evaluation	Annual Goals Strategies for Implementation Jinplementation Activities
Dn-Site Review	State Performance Plan : SPP Indicator 12: Timely C to B Transition	Summary Report J. Progress Monitoring
D Intensive Support	Previous - Implementation Activities	
Support Plans		

Click on the priority area where the LEA will be submitting evidence.

		TE
⊃ Dashboard	Return to Support Plans	Troos Education
Self-Assessment	Instructions	
Desk Review (All Views)	State Performance Plan : SPP Indicator 11: Timely Evaluation 0 OF 5 ACTIVITIES COMPLETED	Corrective Act
] On-Site Review	State Performance Plan : SPP Indicator 12: Timely C to B Transition	Corrective Act
Intensive Support		
Support Plane		



Step 1. Click on the Implementation Activity link that the LEA is uploading evidence to.

O OF 5 ACTIVITIES COMPLETED		Corrective Action
Problem Statement Learn A Lot ISD did not complete students' FIIEs within the 45 school-day timeline.		
Summary of potential root causes		
A No content entered.		
Root Cause Statement Learn A Lot ISD did not have an adequate monitoring system to ensure that students' FIIEs are completed within the 45 school-day timelin	е.	
Evidence of Policies and Procedures	•••• Status: Open	Progress Monitoring
Evidence of Training	•••• Status: Open	Progress Monitoring
Evidence of Corrective of Student Specific Noncompliance	••• Status: Open	Progress Monitoring
Evidence of Self-Monitoring System	••• Status: Open	Progress Monitoring
Evidence of Systemic Compliance	•••• Status: Open	Progress Monitoring

Step 2. Click on the Progress Monitoring button.

Evidence of Policies and Procedures	*** Status: Open						
Citation: Evaluation: Initial FIE: Timeline	How Noncompliance was Found: State Performance Plan Indicators						
§29.004(a) A written report of a full individual and initial evaluation of a this section:	student for purposes of special education services shall be completed as follows, except as otherwise provided by						
§29.004(a-1) If a school district receives written consent signed by a student's parent or legal guardian for a full individual and initial evaluation of a student at least 35 but less than 45 school days before the last instructional day of the school year, the evaluation must be completed and the written report of the evaluation must be provided to the parent or legal guardian not later than June 30 of that year. The student's admission, review, and dismissal committee shall meet not later than the 15th school day of the following school year to consider the evaluation. If a district receives written consent signed by a student's parent or legal guardian less than 35 school days before the last instructional day of the school year or if the district receives the written consent at least 35 but less than 45 school days before the last instructional day of the school year or if the district receives the written consent at least 35 but less than 45 school days before the last instructional day of the school year or if the district receives the written consent at least 35 but less than 45 school days before the last instructional day of the school year or if the district receives the written consent at least 35 but less than 45 school days before the last instructional day of the school during that period on three or more days, Subsection (a)(1) applies to the date the written report of the full individual and initial evaluation is required.							
Notification Date: Oct 10, 2023	Required Corrective Action: Evidence of Policies and Procedures						
Specifically Statement:							
Learn A Lot had 50 students in noncompliance for the 45 school-day timeli	ie for the initial evaluation.						
Timeline for Completion: Jun 10, 2024							
Strategic Support Category Policies, Procedures, and Practices							
Description:							
Learn A Lot will review the Operating Procedures loaded in Legal Framewo	k and update how the monitoring system will be implemented. The Special Education Director, Special						
Education Coordinator, and Assessment team will meet to review and upd	te the procedures.						



NOTE: When the implementation activity is expanded, the 'Required Corrective Action: Evidence of Policies and Procedures' identifies the correct pathway. The LEA can click directly on the Progress Monitoring button and select the appropriate 'Required Corrective Action.'



Updated for the 2024-2025 School year

Step 3. Click on Evidence of Policies and Procedures. If repeating this step, click on the appropriate 'Required Corrective Action' pathway: Evidence of Systemic Compliance, Evidence of Corrective of Student Specific Noncompliance, Evidence of Self-Monitoring System, or Evidence of Training.

Support Plan Progress Monitoring	
No LEA assigned (NP/RF ONLY) (000000)	
Implementation Activity: Evidence of Policies and Procedures	Corrective Action
Sack to Implementation Activities View Comment Log	
Instructions	
Evidence of Systemic Compliance	
Evidence of Correction of Student Specific Noncompliance	
Evidence of Self-Monitoring System	
Evidence of Training	
Evidence of Policies and Procedures	

Step 4. Click on the Add Monitoring Documents button.

Support Plan Progress Monitoring	
Implementation Activity: Evidence of Policies and Procedures	Corrective Action
<u>Kernel Activities</u> View Comment Log	
Instructions	
Evidence of Systemic Compliance	
Evidence of Correction of Student Specific Noncompliance	
Evidence of Self-Monitoring System	
Evidence of Training	
Evidence of Policies and Procedures	
New Comment Add Monitoring Documents	
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Step 5. Click on the file that the LEA is uploading as evidence for the implementation activity.

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NOTE: When saving evidence use the following naming conventions for each piece of evidence that will be uploaded in the following steps.

- 1. Evidence of Child-Specific Correction
- 2. Evidence of Policies and Procedures
- 3. Evidence of Training
- 4. Evidence of Self-Monitoring
- 5. Evidence of Systemic Compliance

Step 6. Click the Open button to upload the specified file.

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Updated for the 2024-2025 School year

The document that was uploaded will be accessible under the Add Monitoring Documents button, as shown below.

Support Plan Progress Monitoring	
Implementation Activity: Evidence of Policies and Procedures	Corrective Action
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NOTE: To ensure evidence is uploaded correctly, the Implementation Activity should match the area and the document uploaded.

Support Plan Progress Monitoring	
mplementation Activity <mark>: Evidence of Policies and Procedures</mark>	Corrective Action
Back to Implementation Activities View Comment Log	
Instructions	
Evidence of Systemic Compliance	
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Repeat steps 1-6 to upload the evidence for each of the implementation activities for all priority areas.

Once the evidence has been added to the required corrective action area, the LEA may leave a comment by typing in the New Comment box.

Evidence of Policies and Procedures	
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Click the Save Comment button and the comment will appear below the comment box.

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CAP Evidence for Submission

- 1. Evidence of Child-Specific Correction
 - a. First page of ARD meeting
 - b. Documentation of corrected area(s) of noncompliance
 - c. Deliberations with statements addressing FAPE and the reason for the meeting.
 - d. Signature page



- 2. Evidence of Local Policies and Procedures
 - a. Submit a copy of revised local procedures that address the area of noncompliance.
- 3. Evidence of Training
 - a. Submit artifacts from trainings for area(s) of non-compliance such as: meeting agenda, handouts, certificates, and a sign-in sheet of all those who attended (list attendees job role).
- 4. Evidence of Self-Monitoring
 - a. Submit the tracking system or other documentation kept that verifies the LEA is selfmonitoring the area of noncompliance. Provide a brief description of how the tracking system is utilized and how the district monitors the implementation of use.
- 5. Evidence of Systemic Compliance
 - a. First page of current ARD meeting
 - b. Documentation of area(s) in the IEP non-compliance was identified.
 - c. Deliberations
 - d. Signature page

Subscribing to the Messages and Alerts for Support Plans

Click the three radials and a box will open with three choices.



Click on Subscribe to Messages & Alerts





When the LEA is on the Dashboard in Ascend, Messages & Alerts can be managed by clicking on Manage Subscriptions. The LEA can access the Support Plan by clicking on the hyperlink.

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Click on the link to enter the Progress Monitoring or Click the Red x to remove the subscription.

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