

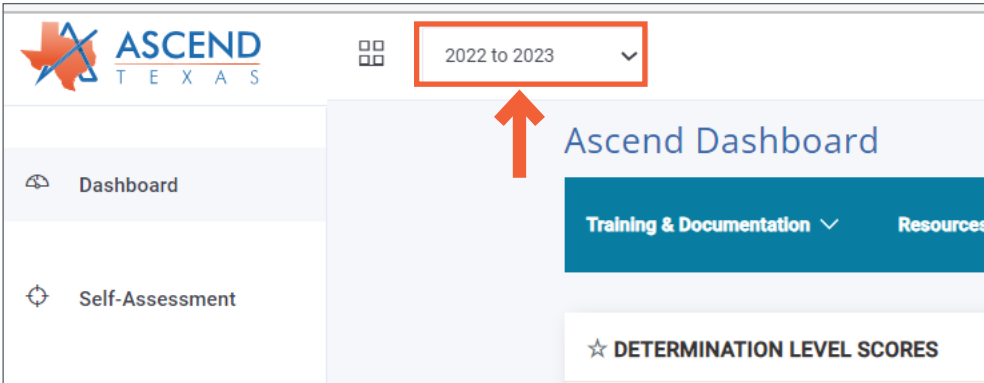
ASCEND TEXAS CAP PROCESS

Updated for the 2023-2024 School Year

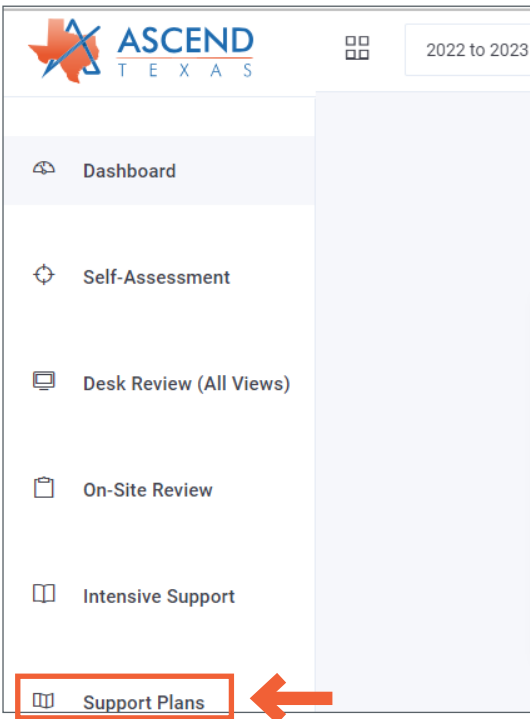


ACCESSING THE CAP

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.



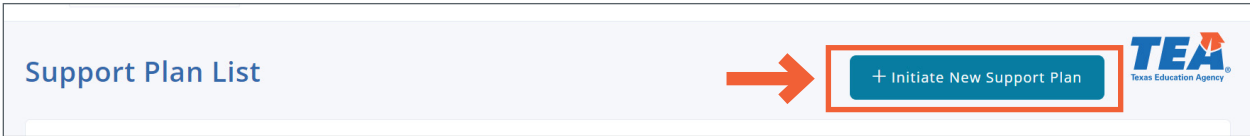
Click **Support Plans** on the left navigation menu.



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.



ASCEND TEXAS CAP PROCESS

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

Create CAP Support Plan

Close

Use Preferred LEAs

1

Select LEA Region

Region 00

2

Select LEA

One LEA assigned (NP/RF OI)

3

Select Year

2022-2023

4

Select Support Plan Type

Create (CAP) Corrective Action Plan

Create (SSP) Strategic Support Plan

Create (CDR) Dispute Resolution

Create (NP CAP) Non-Public Corrective Action Plan

5

Create CAP Support Plan

Cancel

Year noncompliance was identified

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.

No LEA assigned (NP/RF ONLY) Support Plans

[Return to Support Plans List](#)

...

Corrective Action Plan - 7/10/2023

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.

Corrective Action Plan (CAP)

No LEA assigned (NP/RF ONLY) (000000)

[Return to LEA's Support Plans](#)

Print this screen

Submit Corrective Action Plan

Select Priority Areas

No Priority Areas Available

Previous - Implementation Activities

Next - Progress Monitoring

Corrective Action Plan

[Select Priority Areas](#)

[Develop a Problem Statement](#)

[Root Cause Analysis](#)

[Annual Goals](#)

[Strategies for Implementation](#)

[Implementation Activities](#)

[Summary Report](#)

[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)

No LEA assigned (NP/RF ONLY) (000000)

[Return to LEA's Support Plans](#)

[Print this screen](#)

[Select Priority Areas](#)

No Priority Areas Available

[Previous - Implementation Activities](#)

[Next - Progress Monitoring](#)

[Submit Corrective Action Plan](#)

TEA

Corrective Action Plan

[Select Priority Areas](#)

[Develop a Problem Statement](#)

[Root Cause Analysis](#)

[Annual Goals](#)

[Strategies for Implementation](#)

[Implementation Activities](#)

[Summary Report](#)

[Progress Monitoring](#)

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)

No LEA assigned (NP/RF ONLY) (000000)

[Return to Support Plans](#)

[Instructions](#)

[CAP Documents from LEA](#)

[Select 2-4 Priority Areas Based on the Data Reviewed in Step 1](#)

[Next - Develop a Problem Statement](#)

TEA

Corrective Action Plan

[Select Priority Areas](#)

[Develop a Problem Statement](#)

[Root Cause Analysis](#)


[Annual Goals](#)

[Strategies for Implementation](#)

[Implementation Activities](#)

[Summary Report](#)

[Progress Monitoring](#)

 **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 [Desk Review Rubric](#) to select the Diagnostic Domain aligned to each Desk Review question. Clicks 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 Engagement Student Outcomes

The SPP 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 13: Transition

SPP Indicator 12: Timely C to B Transition

SPP Indicator 12: Timely C to B Transition

SPP Indicator 11: Timely Evaluation

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 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

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**.

Support Plan | Problem Statements (CAP)

No LEA assigned (NP/RF ONLY) (000000) [Return to Support Plans](#)

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

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.***

Implementation : IEP Development

Corrective Action

Define the problem to be addressed within the area of Implementation: IEP Development.

B I U

IEP Development, specifically in the area of IEP PLAAFP which describes how the disability affects involvement and progress in the general education curriculum: for the **<INSERT REASON FOR CAP HERE, i.e., SPP, Targeted Review, Cyclical Review>** some student files lack evidence that the PLAAFP describes how the disability affects involvement and progress in the general education curriculum.
34 CFR § 300.320(a)(1)

Select the Level of Urgency:

Critical

High

Medium

Low

Submit Problem Statement

ASCEND TEXAS CAP PROCESS

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 Level of Urgency:

Critical

High

Medium

Low

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 the specific topic on the right navigation menu.

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.

Support Plan | Root Cause Analysis (CAP)

No LEA assigned (NP/RF ONLY) (000000) [Return to Support Plans](#)

Instructions

State Performance Plan : SPP Indicator 11: Timely Evaluation

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

Corrective Action

Corrective Action

Corrective Action

Corrective Action

Corrective Action

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 education curriculum: for the **<INSERT REASON FOR CAP HERE, i.e., SPP, Targeted Review, Cyclical Review>** some student files lack evidence that the PLAAFP describes how the disability affects involvement and progress 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 - Implementation : IEP Development

Questions

Guiding Questions

- Which cause(s) impact multiple priority areas?
- Which cause(s) does the LEA have the ability to address?
- Which causes will have the greatest impact on the problem statement?

Brief Statement:

B **I** **U** **☰** **☷**

Brief Statement

Back To Root Cause Analysis

Submit

Previous - Develop a Problem 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 the specific topic on the right navigation menu.

Annual Goals

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

Support Plan | Annual Goals (CAP)

No LEA assigned (NP/RF ONLY) (000000) [Return to Support Plans](#)

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 - 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 U

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

ASCEND TEXAS CAP PROCESS

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 the specific topic 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](#)

[Instructions](#)

Based on your previously entered [root-cause analysis](#), problem statement, and annual goal, please submit an implementation strategy for this priority area.

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 Implementation

B

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≡

Enter strategies here.

→

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

0 OF 0 ACTIVITIES COMPLETED

TA Dashboard: Student Outcomes IEP Development

Corrective Action

2. Click on the **Create New Implementation Activity** button.

Create New Implementation Activity

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

B I U

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

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 Individual 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 Individual Correction

- **Activity Title:** Evidence of Individual 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 Individual Student Noncompliance (Prong I)
- **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 and/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 Compliance

- **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 (Prong II)
- **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.

Save ActivityCancel

Evidence of Individual Correction

→ ... Status: Open

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
⚠ No personnel entered.

Supervision of Implementation Personnel
⚠ No personnel entered.

Edit ActivityDelete Activity

→ Add Personnel

ASCEND TEXAS CAP PROCESS

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

×

Bob Cratchit

bc@g.com

Supervision of Implementation Personnel

×

Ebenezer Scrooge

es@g.com

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 Development

0 OF 1 ACTIVITY COMPLETED

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.

Corrective Action Plan (CAP)
 No LEA assigned (NP/RF ONLY) (000000) [Return to LEA's Support Plans](#)

[Print this screen](#) [Submit Corrective Action Plan](#)

[Select Priority Areas](#)

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 - 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 TEXAS 2022 to 2023 137:15:58

Ascend Dashboard

Training & Documentation **Resources**

☆ DETERMINATION LEVEL SCORES

Anywhere ISD	BE/ESL/EB DL2	OSP DL4 DL1 DL2	SPED DL1 DL1 DL2	BE/ESL/EL DL1 DL1
RDA Report	---	---	---	---

Learn A Lot ISD

BE/ESL/EB DL1	OSP DL1 DL1 DL1	SPED DL1 DL1 DL1	BE/ESL/EL DL1 DL1
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STATE PERFORMANCE PLAN COMPLIANCE

LEA	SPP 11	SPP 12	SPP 13
Anywhere ISD	100% COMP	100% COMP	100% COMP
Learn A Lot ISD	100% COMP	100% COMP	100% COMP
Learning ISD	95.2% NC	100% COMP	100% COMP

MESSAGES [Manage Subscriptions](#)

- 06/07/2023 Learn A Lot ISD has uploaded progress monitoring documents. [P4 Ascend Alert Submission](#)
- 06/07/2023 Learn A Lot ISD has uploaded progress monitoring documents. [P9 Ascend Alert Submission](#)
- 06/06/2023 Learn A Lot ISD has uploaded progress monitoring documents. [P9 Ascend Alert Submission](#)

RESOURCE REQUIREMENTS

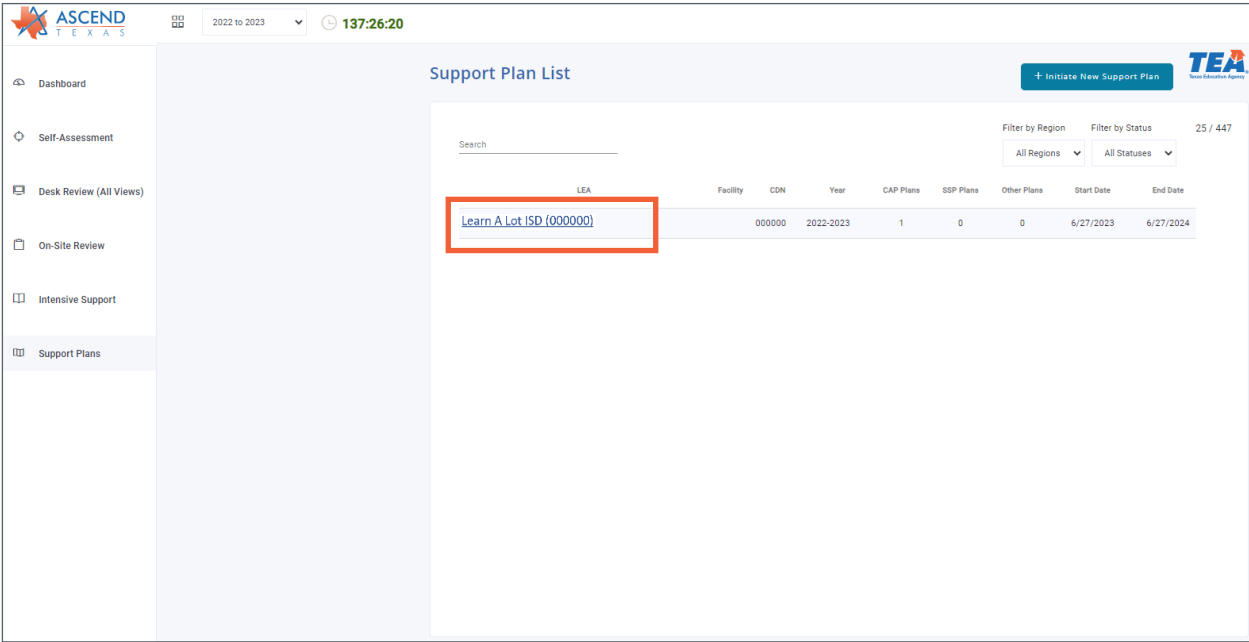
2020 Federally Required Elements (FRE) Matrix
 Resource document that describes the federally required elements States are required to consider under the Individuals with Disabilities Education Act (IDEA) to make annual determinations about the performance of LEAs. [Federally Required Element Matrix 2020 Info Page.pdf](#)

2021 Federally Required Elements (FRE) Matrix
 Resource document that describes the federally required elements States are required to consider under the Individuals with Disabilities Education Act (IDEA) to make annual determinations about the performance of LEAs. [fre21-performance-level-matrix.pdf](#)


2021 RDA Performance Framework

ASCEND TEXAS CAP PROCESS

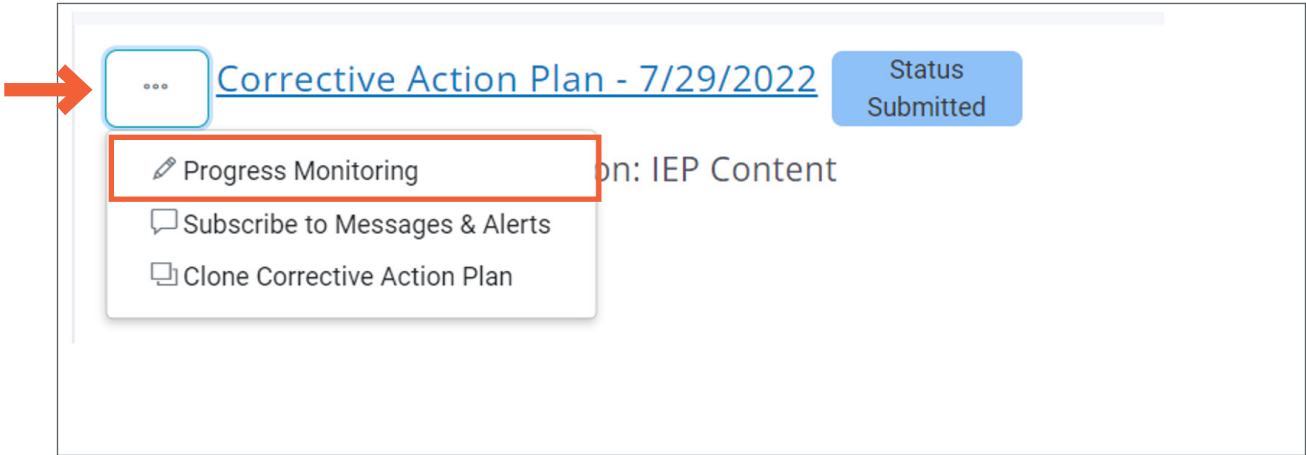
Select the hyperlink with the LEA's name.



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. Click [here](#) to go to the next step.



ASCEND TEXAS CAP PROCESS

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

Learn A Lot ISD (000000) | Support Plans

[Return to Support Plans List](#)

...

Corrective Action Plan - 6/27/2023

Status
Priority Areas

Priority Areas

State Performance Plan: SPP Indicator 11: Timely Evaluation

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.

ASCEND
TEXAS

2022 to 2023

Dashboard

Self-Assessment

Desk Review (All Views)

On-Site Review

Intensive Support

Support Plans

Corrective Action Plan (CAP)

[Return to LEA's Support Plans](#)

Print this screen

Select Priority Areas

State Performance Plan : SPP Indicator 11: Timely Evaluation

State Performance Plan : SPP Indicator 12: Timely C to B Transition

Previous - Implementation Activities

Next - Progress Monitoring

Corrective Action Plan

Select Priority Areas

Develop a Problem Statement

Root Cause Analysis

Annual Goals

Strategies for Implementation

Implementation Activities

Summary Report

Progress Monitoring

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

ASCEND
TEXAS

2022 to 2023

Dashboard

Self-Assessment

Desk Review (All Views)

On-Site Review

Intensive Support

Support Plans

[Return to Support Plans](#)

Instructions

State Performance Plan : SPP Indicator 11: Timely Evaluation

0 OF 5 ACTIVITIES COMPLETED

State Performance Plan : SPP Indicator 12: Timely C to B Transition

0 OF 5 ACTIVITIES COMPLETED

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

State Performance Plan : SPP Indicator 11: Timely Evaluation

0 OF 5 ACTIVITIES COMPLETED

Corrective Action

Problem Statement

Learn A Lot ISD did not complete students' FIEs within the 45 school-day timeline.

Summary of potential root causes

No content entered.

Root Cause Statement

Learn A Lot ISD did not have an adequate monitoring system to ensure that students' FIEs are completed within the 45 school-day timeline.

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 [Progress Monitoring](#)

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 student for purposes of special education services shall be completed as follows, except as otherwise provided by this section:
§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 but the student is absent from 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 timeline 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 Framework and update how the monitoring system will be implemented. The Special Education Director, Special Education Coordinator, and Assessment team will meet to review and update 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.'

ASCEND TEXAS CAP PROCESS

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

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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

< Back 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

New Comment

B I U

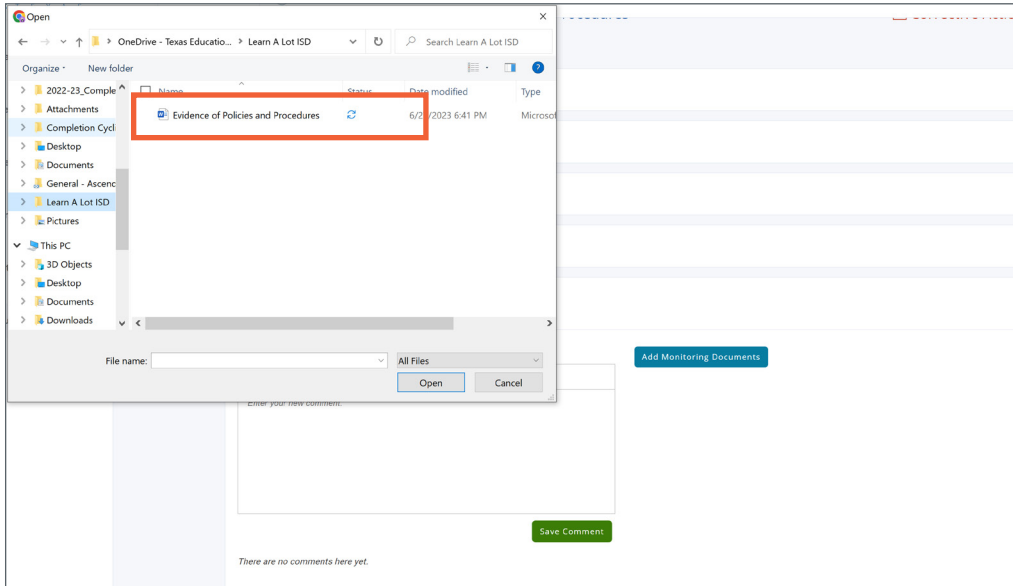
Enter your new comment.

Save Comment

Add Monitoring Documents

ASCEND TEXAS CAP PROCESS

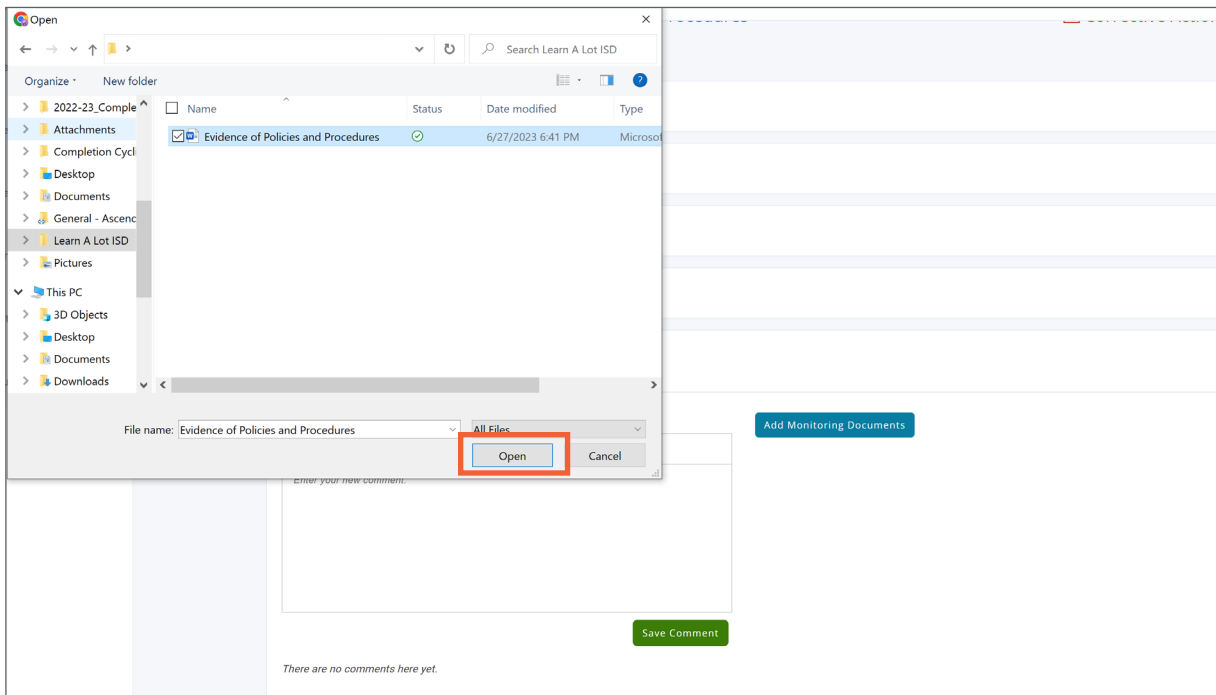
Step 5. Click on the file that the LEA is uploading as evidence for the implementation activity.



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 Individual 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.



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

[Back 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

New Comment

Enter your new comment.

Add Monitoring Documents

Evidence of Policies and Procedures.docx JUL 8, 2023

Save Comment

NOTE: To ensure evidence is uploaded correctly, the Implementation Activity should match the area and the document uploaded.

Support Plan | Progress Monitoring

Implementation Activity: Evidence of Policies and Procedures

Corrective Action

[Back 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

New Comment

Enter your new comment.

Add Monitoring Documents

Evidence of Policies and Procedures.docx JUN 27, 2023

TEA
Texas Education Agency

Updated for the
2023-2024 School year

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ASCEND TEXAS CAP PROCESS

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.

The screenshot shows a web interface for uploading evidence. At the top, there is a link labeled "Evidence of Policies and Procedures". Below this, there is a "New Comment" section with a text area containing the placeholder "Enter your new comment." and a "Save Comment" button. To the right of the comment box is a button labeled "Add Monitoring Documents". Below this button, there is a link labeled "Evidence of Policies and Procedures.docx JUN 27, 2023".

Click the **Save Comment** button and the comment will appear below the comment box.

The screenshot shows the same web interface as before, but now the comment has been saved. The "New Comment" section is empty. Below the "Save Comment" button, there is a new comment box containing the text "I have uploaded the specific Policies and Procedures that were reviewed with all staff during professional development on January 4, 2023." and a "Delete" button. The date "Jun 29, 2023" is also visible next to the comment.

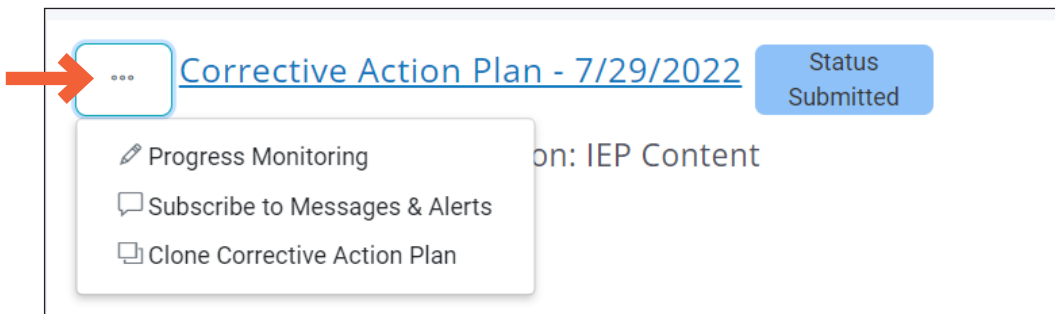
CAP Evidence for Submission

1. Evidence of Individual 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

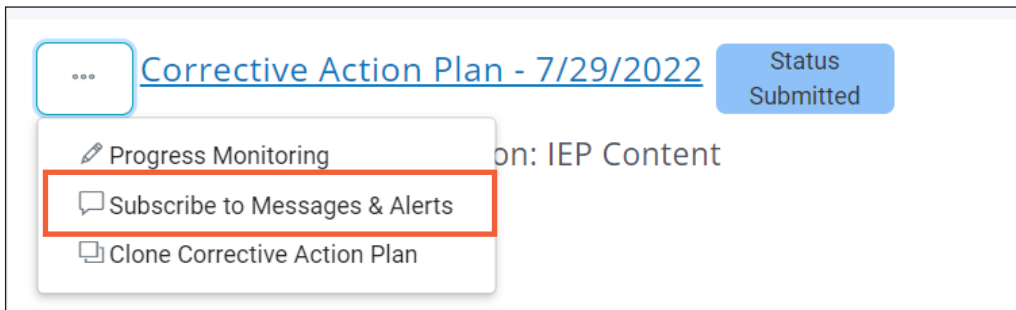
2. Evidence of Local Policies and Procedures
 - a. Submit a copy of revised local procedures that address the area of noncompliance.
3. Evidence of Training
 - a. Submit artifacts from trainings for area(s) of non-compliance such as: meeting agenda, handouts, certificates, and a sign-in sheet of all 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 self-monitoring 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



ASCEND TEXAS CAP PROCESS

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.

The screenshot shows the Ascend Texas Dashboard. On the right side, there is a 'MESSAGES' section. A red box highlights the 'Manage Subscriptions' button. An orange arrow points down from this button. The dashboard also displays 'DETERMINATION LEVEL SCORES' for 'Anywhere ISD' and 'Learn A Lot ISD', and a 'RESOURCE REQUIREMENTS' section.

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

The screenshot shows the Ascend Texas Dashboard with the 'Message Subscription Manager' pop-up open. An orange arrow points down to the pop-up. A red arrow points to the 'X' icon next to the subscription 'Strategic Support Plan for Learn A Lot ISD 2022-2023'. The pop-up lists three subscriptions with links to view them or remove them. The background dashboard shows the same 'DETERMINATION LEVEL SCORES' and 'RESOURCE REQUIREMENTS' sections.