



School District. The total number of files reviewed for the Colorado Independent School District comprehensive desk review was 21. The review found overall that 14 files out of 21 files were compliant. An overview of the policy review and student file review for Colorado Independent School District are organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area. Itemized details of these findings are in the appendix:



2020

student did not meet standard is reflected within the IEP document.

As a result of monitoring, the TEA has identified the following technical assistance resources to support Colorado Independent School District engaging in universal support as determined by the RDA performance level data and artifacts within the compliance review:

IEP Development; PLAFFP	<a href="#">Intensive Interventions</a> . The National Center on Intensive Intervention – The linked page is intended to help state and local leaders, including school, district, and state administrators and staff responsible for leading multi-tiered systems of support (MTSS) and special education initiatives, find tools and resources to support data-based individualization (DBI) implementation.
Transition; Post-Secondary Goals	<a href="http://www.transitionta.org">www.transitionta.org</a> . National Technical Assistance Center on Transition (NTACT): A resource supported by the Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RSA). Resources related to transition planning, graduation, post-school success, and data analysis and use are linked in this resource. Effective practices for transition are delineated into evidence-based, research-based, promising practices, and unestablished practices.
State Assessment: Intensive Program of Instruction	<a href="#">Student Success Initiative Educator Guide</a> . The Texas Education Agency – STAAR resources For LEAs.



The TEA reviews data collected from the dyslexia program evaluation to ensure compliance with federal and state regulatory requirements. In accordance with Senate Bill 2075 of the 86<sup>th</sup> Legislature, TEC 38.003 (c-1), and 19 TAC 74.28 regarding noncompliance identified through the dyslexia program evaluation, a finding of noncompliance is identified by the citation (i.e., program or process) that is violated.

If noncompliance is identified, the LEA is required to demonstrate correction of all noncompliance in the Dyslexia Performance Plan (DPP). This tool guides LEAs through a continuous improvement process. It addresses areas of growth that will positively impact students with dyslexia or other related disorders. LEAs should complete the DPP no later than 120-days after receiving notification of noncompliance. This document will be provided by the TEA or can be accessed in the resources section of the [Review and Support website](#).

[Differentiated Monitoring and Support System](#)

[Review and Support General Supervision Monitoring Guide](#)

[State Performance Plan and Annual Performance Report and Require 68054 Tc 0.054 Tw 0.96 \(j6.3 \(e\)6.4 \( 68054 Tc 0.Ari \)TET\)-5](#)

ID2	34 CFR § 300.320(a)(1)		Yes	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed.</p> <p>Systemic—Not Applicable</p>	No
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