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| **LEA Name:** Click or tap here to enter text. | **Date of Review:** Click or tap here to enter text. |

The **purpose** of the Summary of Files sheet is to visualize patterns that may be developing in the LEA’s system that may require administrative attention, training or support to create more positive outcomes for students with special needs.

**Directions:** After reviewing the Student File Worksheets for up to 10 students, summarize the LEA’s findings concerning the LEA’s practices as reflected in each student's series of IEPs in the following grid. Information may include details related to changes needed to create IEPs more directly linked to individual student needs, outcomes, and progress and/or areas of noncompliance that require direct attention to foster collaboration within programs with a focus on positive student outcomes.

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| **Student File No.** | **Evaluations to Determine Eligibility and Services** | **Present Levels of Academic Achievement and Functional Performance** | **Areas of Need** (Requiring Specialized Academic and/or Functional Support) | **Goals and Objectives** | **Services/Accom/**  **Mod/Special Factors** | **Progress on Goals** | **Adjustments made in the IEP Due to Lack of Progress** |
| ***Example:*** | ***Compliant:​****Assessments: Both Psych and Speech and language assessments were thorough, and reports were detailed. BASC-3 Parent and Teacher input and Connors used to clarify needs.*  *Good level of input from teachers, students and parents.*  *Only ​1 short observation (concerning). Need clearer data to show that assessment in the student's primary language was not needed.* | ***Compliant:​***  *Grade level benchmark scores identified in math/ELA, phonological processing struggles showing in learning behaviors and motivation, state assessments scores incl., teacher input provided*  *in social-emotional in class and at recess, w/peers attention, behavior reported effecting student learning, Good overall, but some was copied from last year* | ***Compliant:​***  *All areas of need identified in the evaluations and present levels were documented as areas of need. Areas of need: Decoding, written expression, Behavior: attention and peer relationships*  *articulation and phonological processing, 2nd language learner* | ***Noncompliant:​***  *No mention of behavior/SEL goal or supports: Eval states at-risk attention and conduct, easily distracted, controlling behavior, Connors-learning conduct* | ***Compliant:​***  *Resource Pull out/push in support​.*  *SLI services​.*  *Accommodations could more closely align to disability, behavior and learning needs* | ***Noncompliant:​***  *SLI goals met. Comprehension goal-not met. Decoding-not me​t.*  *Writing goal-not met. Baseline data is not consistent with present levels.*  *Multiple goals have not been met*  *or adjusted over 2 or more years; Goals are not based on CCSS. Lack of alignment to gen ed core instruction.* | ***Noncompliant:***  *No Amendments, addendums, manifestation determinations, BIP.*  *Academic goals were* ***not adjusted*** *over 2 or more years to support the*  *student to make progress.* |
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