Present Levels of Academic Achievement and Functional Performance (PLAAFP) Essential Elements Required for Compliance

Note: These elements are required by IDEA [34 CFR, §300.320(a)(1)] and 19 TAC §89.1055(c) for a PLAAFP statement.

Elements for Compliance	Questions to Answer
The PLAAFP must include **how** each disability affects the student's involvement and progress in the general education curriculum, or, for preschool children, how the disability affects the student's participation in appropriate activities, and all disability characteristics unique to the student and the student's related services needs. [19 TAC §89.1055(c)(1-2)]	Unique characteristics of each disability and related services needs: What are the unique characteristics of **each** disability and related services needs demonstrated by the student? Impact of each disability: What specific examples are provided that show **how each** disability affects the student's involvement and progress in the general education curriculum, or, for preschool children, how the disability affects the student's participation in appropriate activities (e.g., learning, behavior, communication) in the areas of critical need? **Note**: • Descriptions must be clear, observable, and avoid words such as "may" or "could."
The student's strengths are described. The student's areas of critical needs are identified by describing what non-disabled grade-level peers are expected to do in the general education curriculum in academic areas. Baseline data that describes the student's current skills in academic areas of critical need **and** current skills or behaviors in functional areas of critical need are identified. [19 TAC §89.1055(c)(3-5)]	Strengths: What information identifies the student's **strengths** in academic, functional, and/or developmental areas? Grade level expectations: What information provides a summary of the enrolled grade-level general education curriculum skills the student is expected to demonstrate in **area(s) of critical need**? Baseline data: What baseline data for the student's current academic skills has been reported in the **area(s) of critical need**? What baseline data for the student's current functional skills has been reported in the **area(s) of critical need**? **Note**: • All grade-level curriculum standards should **not** be listed. Briefly summarize grade-level expectations in the areas of critical need. • Baseline data typically comes from curriculum-based measures (CBM) or targeted skills assessments. This information serves as the starting point for developing the annual goal. • If there are no academic areas of critical needs, a statement that the student is performing at a level comparable to grade-level peers and meeting curriculum expectations is appropriate. • If there are no functional areas of critical needs, a statement that the student demonstrates age-appropriate behavior, social skills, and independence is appropriate.

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Quality PLAAFP Essential Elements

Note: These elements contribute to a comprehensive PLAAFP statement.

Quality Elements	Questions to Answer
Other data related to the **area(s) of critical need** (e.g., observations, grades, universal screeners, district benchmarks, state assessment) are included.	When reporting scores (e.g., on universal screeners, district benchmark tests, state assessments), what data is reported that compares the student's scores to peer performance or expectation?
Information about the amount of progress over the past year is included.	What data has been reported on progress in academic and/or functional skills (e.g., intervention progress monitoring, measurable annual goals progress) over the past year? What explanation is provided when no progress or limited progress is made?
Information (frequency, duration, location) about current services and supports, including accommodations, the student receives in the **areas of critical need**, as well as their effectiveness, are included.	What are the services and supports (e.g., interventions, specially designed instruction (SDI), related services, program modifications) the student has been receiving? What information is included to demonstrate their effectiveness? What accommodations does the student receive? If 'with and without' accommodation data is available for baseline data, it is helpful to include it.

Overall, the PLAAFP includes **multiple sources of current data**.
Consider synthesizing and interpreting data sources into a brief narrative that describe the student's strengths, needs, and educational impact, rather than presenting data as bullet points.

What data is reported from:

- Informal data (e.g., parent/student/teacher input, grades, attendance, discipline)?
- Curriculum-based (e.g., intervention progress monitoring data, CBMs)?
- Criterion-referenced (e.g., universal screeners, district benchmarks, state assessments)?
- Norm-referenced (e.g., summarized standardized assessment information that describes skills and needs based on error analysis or observations)?

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