



Cycle 1 Group 2

Dates: January 2020 – March 2020

Texas Education Agency 2019–2020 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Port Arthur ISD

CDN: 123907

LEA Compliant

Non-Compliance Identified

Corrective Actions: Completed

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Port Arthur ISD for their efforts, attention, and time committed to the completion of the review process.

The TEA has developed a monitoring approach that reviews compliance-based indicators while also looking for best practices. In commitment to the approach, the cyclical monitoring report will provide the results of the LEA's compliance review related to the Individuals with Disabilities Education Act (IDEA) and federal and state statutes, a summary of data related to Results-Driven Accountability (RDA), State Performance Plan (SPP), and Significant Disproportionality (SD), recommend targeted technical assistance and support for LEAs related to special education, and highlight best practices of LEAs that demonstrate success.

CYCLICAL MONITORING

The TEA conducts cyclical reviews of all LEAs statewide over six years. The purpose of cyclical monitoring is to support positive outcomes for students with disabilities and to determine compliance with special education regulations.

LEAs are required to submit artifacts and/or sources of evidence for compliance and promising practices review in the following areas:

- Child Find/Evaluation/FAPE
- IEP Development
- IEP Content
- IEP Implementation
- State Assessment
- Properly Constituted ARD Committees
- Transition

2019–2020 CYCLICAL REVIEW COMPLIANCE SUMMARY

On August 16, 2019, the TEA conducted a policy review of Port Arthur ISD. On March 13, 2020, the TEA conducted a comprehensive desk review of Port Arthur ISD. The total number of files reviewed for the Port Arthur ISD comprehensive desk review was 39. The review found overall that 24 files out of 39 files were compliant. An overview of the policy review and student file review for Port Arthur ISD 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:

Compliance Area	Policy Review (# compliant of # reviewed)	Student File Review (# compliant of # reviewed)
Child Find/Evaluation/FAPE	11 of 11	37 of 39
IEP Development	6 of 6	35 of 39
IEP Content	3 of 3	39 of 39
IEP Implementation	8 of 8	37 of 39
Properly Constituted ARD	7 of 7	35 of 39
State Assessment	5 of 5	31 of 39
Transition	4 of 4	11 of 11

DATA SUMMARY OF RESULTS-DRIVEN ACCOUNTABILITY, STATE PERFORMANCE PLAN INDICATORS, AND SIGNIFICANT DISPROPORTIONALITY

The following supplemental data may be used to support development of the Strategic Support Plan (SSP) for continuous improvement and/or a Corrective Action Plan (CAP) if noncompliance is identified.

Year	Results-Driven Accountability (RDA) Performance Level	SPP Indicators 11, 12, 13 Compliance*	Significant Disproportionality
2019	PL 2—Needs Assistance	NONCOMPLIANCE: SPP 11	SD Year 3

*Indicator 11: Child Find
Indicator 12: Early Childhood Transition
Indicator 13: Secondary Transition

2019–2020 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff/Administrative/Family Interviews

On February 27, 2020, the TEA Review and Support team conducted 7 interviews during the on-site visit. Participants included administrators (campus and district), general education teachers, special education teachers, and parents/guardians. The Review and Support interviews focused on the following review areas:

- Organizational Structure
- Parent communication and teacher involvement
- Teacher training
- Data based decision making

Strengths

Based on results of the policy review and student file review, along with data collected from LEA staff and family interviews and student observations, the Review and Support team identified the following strengths for Port Arthur ISD:

- Parents appreciate the team approach during ARD meetings.
- Restorative practices are in implementation at the campus level.
- Professional Learning Communities (PLCs) are inclusive of all staff.

Considerations

Based on results of the policy review and student file review, along with data collected from LEA staff and family interviews and student observations, the Review and Support team identified the following considerations for Port Arthur ISD:

- Continuum of services provided across the district may need to expand in some schools.
- Identify opportunities and/or approaches to increase the participation of students with disabilities in extracurricular activities.
- Identify methods to strengthen data collection practices to drive Present Levels of Academic Achievement and Functional Performance (PLAAFP)s and measurable annual goals.

Technical Assistance

As a result of monitoring, the TEA has identified the following technical assistance resources to support Port Arthur ISD engaging in **targeted** support as determined by the RDA performance level data and artifacts within the compliance review:

Topic	Resource
Child Find/Evaluation	Child Find Network - The link is to a TEA website with links and resources to support Child Find requirements.

Inclusion	Inclusion Network - The Inclusion in Texas Network works in collaboration with the Texas Education Agency (TEA) to build a statewide culture of high expectations for students with disabilities and significantly improve academic and functional outcomes for students served by special education.
Continuum of Services	Texas Complex Access Network – The Texas CAN mission is to put effective, evidence-based tools and strategies into the hands of teachers, and parents, to help them on their journey.
PLAAFPs	TIER Network - Resources for academic and behavioral interventions
Measurable Annual Goals	IEP Development - Individualized Education Program (IEP) Annual Goal Development: Question and Answer

Findings of Noncompliance

A finding is made when noncompliance is identified with the Review and Support report findings, SPP notification, and/or individualized education program (IEP) requirements. Noncompliance that is systemic in nature must be included in a comprehensive corrective action plan (CAP) with action steps to address each of the noncompliance findings. ***When noncompliance has been identified as part of this cyclical review, Port Arthur ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Division of Special Education Monitoring will further advise the LEA on the corrective action process, if applicable.

The TEA follows procedures for the correction of noncompliance consistent with federal guidelines (OSEP Memo 09-02.)

Before the TEA can report that noncompliance has been corrected, it must first verify the LEA:

- Has corrected each individual case of noncompliance (Prong 1); and
- Is correctly implementing the specific regulatory requirements (i.e., subsequently achieved 100% compliance) (Prong 2).

The TEA is required to monitor the completion of a corrective action plan if any noncompliance is discovered. The corrective action plan must be designed to correct any and all areas of noncompliance ***as soon as possible, but in no case later than one year from the date of notification.***

Corrective Action Plan (CAP)

The LEA will develop a CAP to address any items identified as noncompliance in this summary report. An approved form for the CAP can be accessed on the Review and Support website or in the resources located in Intervention, Stage, and Activity Manager (ISAM).

The LEA must submit the CAP in ISAM within 30 school days from the date of this report and/or

formal notification of noncompliance. The TEA will review the CAP submitted by the LEA for approval. If the TEA determines that a revision(s) is necessary, the LEA will be required to revise and resubmit. The Review and Support team will contact the LEA to provide notification when the CAP has been approved.

Individual Correction

The educational agency has **60 school days** from the date of this summary report to correct all identified findings of noncompliance for individual students, unless noted otherwise in the report.

LEA ACTIONS

Timeline for SSP and/or CAP Below:

Required Actions	Submission Due Date	Completion Due Date	Support Level	Communication Schedule
CAP	8/3/2020	6/1/2021		30 days

For more information about cyclical monitoring and the Differentiated Monitoring and Support process, please visit the [Review and Support website](#)

**LEA may have previously identified corrective actions in addition to findings in this report.

REFERENCES

[Differentiated Monitoring and Support System](#)

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

[State Performance Plan and Annual Performance Report and Requirements](#)

[Results-Driven Accountability Reports and Data](#)

[Results-Driven Accountability District Reports](#)

[Results-Driven Accountability Manual](#)

APPENDIX

Child Find/Evaluation

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SE1	34 CFR §300.301(c)(1)(ii)	TAC 89.1011(c); TEC §29.004	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>A CAP is in effect for SPP 11 at this time. These folders should be corrected, and the current CAP will be completed.</p>	<input checked="" type="checkbox"/> Yes

IEP Implementation

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
IE9		TAC §§89.63(b), 1075(e)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Submit evidence of policies and procedures, evidence of training, evidence of student-specific corrections, evidence</p>	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				of self-monitoring procedures, and evidence of systemic compliance.	

Properly Constituted ARD

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
PCA9		TAC §89.1050(c)(1)(I)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Submit evidence of policies and procedures, evidence of training,</p>	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				evidence of student specific corrections, evidence of self-monitoring procedures, and evidence of systemic compliance.	

IEP Development

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
ID2	34 CFR § 300.320(a)(1)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				<p>Systemic—Yes</p> <p>Submit evidence of policies and procedures, evidence of training, evidence of student specific corrections, evidence of self-monitoring procedures, and evidence of systemic compliance.</p>	
ID3	34 CFR § 300.320(a)(2)(i)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Individual—Yes</p> <p>Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed.</p> <p>Systemic—Yes</p> <p>Submit evidence of policies and procedures,</p>	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				evidence of training, evidence of student specific corrections, evidence of self-monitoring procedures, and evidence of systemic compliance.	

State Assessment

STUDENT FILE REVIEW

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
SA4		TEC §28.0213	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Individual—Yes Convene ARD committee meetings for those students whose records indicate noncompliance in this area to consider whether the student’s free, appropriate public education (FAPE) has been impacted and determine if compensatory services are needed. Systemic—Yes Submit evidence of policies and procedures, evidence of training, evidence of student-	<input checked="" type="checkbox"/> Yes

Item	IDEA Citation	TEC/TAC Citation	Evidence of Findings	Required Actions	Must Be Addressed in CAP
				specific corrections, evidence of self-monitoring procedures, and evidence of systemic compliance.	