



Cycle 1 Group 3

Dates: October 2020 – December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Port Neches Groves ISD
CDN: 123908

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed: NA

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Port Neches Groves ISD. Port Neches Groves 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), Significant Disproportionality (SD), and dyslexia program evaluation will 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 and dyslexia program 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

2020–2021 CYCLICAL REVIEW COMPLIANCE SUMMARY

On December 18, 2019 , the TEA conducted a policy review of Port Neches Groves ISD On December 18, 2020, the TEA conducted a comprehensive desk review of Port Neches Groves ISD The total number of files reviewed for the Port Neches Groves ISD comprehensive desk review was 24. The review found overall that 24 files out of 24 files were compliant. An overview of the policy review and student file review for Port Neches Groves 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 | 18 of 18 | 6 of 6 |
| IEP Development | 5 of 5 | 24 of 24 |
| IEP Content | 3 of 3 | 24 of 24 |
| IEP Implementation | 21 of 21 | 24 of 24 |
| Properly Constituted ARD | 7 of 7 | 24 of 24 |
| State Assessment | 4 of 4 | 16 of 16 |
| Transition | 6 of 6 | 6 of 6 |

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) Determination Level | SPP Indicators 11, 12, 13 Compliance* | Significant Disproportionality |
|------|---|--|-----------------------------------|
| 2020 | DL 2—Needs Assistance | COMPLIANT | N/A |

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

2020-2021 COVID-19 IMPACT NARRATIVE SUBMISSION

In the 2020-2021 academic year, Local Education Agencies (LEAs) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

Port Neches Groves ISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

Yes* No

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

January 4, 2020, the TEA Review and Support team received 117 surveys during the comprehensive desk review. The Review and Support surveys focused on the following review areas:

- Parent and family communication and engagement in the ARD process.
- Staff and family knowledge of the ARD process and components of the ARD.
- Training and professional development for both staff and families.

Eighty-seven percent of participants felt they receive sufficient communication from their school. The best way the school/district provides information about (trainings, online trainings, support groups and other available resources) concerning special education services is via email followed by notices sent home, phone calls and the school website.

The majority of parent/family member participants felt they would be most comfortable attending special education information sessions at the school campus.

Eighty-three percent of participants indicated they have a clear understanding of special education services.

The most selected areas of special education the participants would like to know about were the School, Family, and Community Engagement Network and the Texas Student-Centered Transition Network.

Most participants felt training in to help meet the needs of students with disabilities was effective or somewhat effective.

Thirty-five percent of participants agree or strongly agree that there were frequent opportunities to collaborate with related service providers and almost fifty-three percent indicated that there were not enough frequent opportunities to collaborate with service providers.

The obstacles concerning student's special education programming and services were reported as:
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- Timely updates on student progress.
- Knowledge of available services and programming.
- Assuring students receive accommodations and/or modifications as outlined in the IEP.

Over eighty percent of participants agree with the importance of including students interests/life goals in the transition process with 28% of participants strongly agreeing.

Most participants indicated they chose an In-Person learning model. Those participating in remote learning indicated that the students somewhat interacted with teachers consistently.

Fifty-one percent of participants felt that during COVID school closure/remote learning, the Emergency Contingency Plan was effective in supporting student progress.

During COVID closures the top three ways indicated that teachers provided support to students with moderate to severe disabilities were:

- teachers provided supports needed for students to be successful.
- made regular contact with students and parents to meet academic an emotional need.
- and modified work and provided individualized support.

Participants indicated that current COVID school closure/remote learning they needed professional development in all areas and comments also indicated, but how to use virtual platforms was the most requested.

Participants indicated that during COVID school closure/remote learning strategies the top three supports used by the district that didn't work well for students with disabilities were the shared devices per family, the LMS platform such as Schoology, Canvas or Google Classroom and Online submission of assignments.

Many participants indicated that they agreed or strongly agreed that they worked with parents/guardians in addressing severe behavior and work refusal.

This survey was approved by the Texas Education Agency's data governance board. Participation in this survey was both voluntary and anonymous. No data was collected identifying a name so that individual responses cannot be linked to any respondent. Participants were given the option to stop the survey at any time.

Strengths

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

- The survey results indicate that most parent's felt there was sufficient communication from their school.

- The desk review of the student records reviewed during this cyclical review indicated Port Neches Groves has systems to ensure compliant student IEPs in place across grade levels.

Considerations

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

- It was noted that 44% of survey respondents want to know more about the development of special education topics that include identification procedures, effective intervention practices, and least restrictive environments that support outcomes for students.
- Survey respondents also noted the need for more guidance on the implementation of IEPs to address the impacts of COVID-19.

Technical Assistance

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

| Topic | Resource |
|--------------------------------------|--|
| IEP Implementation | COVID ARD Committee Meeting Guidance . Texas Education Agency: ARD committee considerations during COVID-19 include notifying the parent if some portions of an ARD meeting can be completed without face-to-face interactions, developing a plan with the parent/guardian to receive information best, and documenting all communication regarding the plan when normal operations resume. |
| IEP Development | Technical Assistance: IEP Development . TEA Technical Assistance: IEP Development - The IEP Development document is part of an ongoing series to provide technical assistance to LEAs from the Texas Education Agency. |
| Technical Assistance Network Request | <p>School, Family, and Community Engagement Network (SPEDTex): The School, Family, and Community Engagement Network provides resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities. As part of the School, Family, and Community Engagement Network, SPEDTex (the Texas Special Education Information Center) optimizes information and responds with technical assistance in a succinct and useful format that is user friendly, culturally responsive, and accessible to all individuals. All parent resources connected to the Special Education Strategic Plan will either be housed or linked on the SPEDTex website.</p> <p>The Student-Centered Transitions Network: The Student-Centered Transitions Network builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with</p> |

| | |
|--|---|
| | disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness. |
|--|---|

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 Neches-Groves 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 Ascend Texas.

The LEA must submit the CAP in Ascend 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 Strategic Support Plan (SSP) and/or Corrective Action Plan (CAP) Below:

| Required Actions | Submission Due Date | Completion Due Date | Support Level | Communication Schedule |
|------------------|---------------------|---------------------|---------------|------------------------|
| SSP | 12/18/2020 | | Targeted | 90 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](#)