



Cycle 1 Group 3

Dates: October 2020-December 2020

## Texas Education Agency

Local Education Agency (LEA) Name: Bridgeport ISD  
CDN: 249903

LEA Compliant

Non-Compliance Identified

Corrective Actions Completed: N/A

The Texas Education Agency (TEA) would like to extend appreciation to Bridgeport 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.

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

On December 18, 2020 , the TEA conducted a policy review of Bridgeport ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Bridgeport ISD. The total number of files reviewed for the Bridgeport ISD comprehensive desk review was 23. The review found overall that 23 files out of 23 files were compliant. An overview of the policy review and student file review for Bridgeport 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:

Child Find/Evaluation/FAPE	18 of 18	23 of 23
IEP Development	5 of 5	23 of 23
IEP Content	3 of 3	23 of 23
IEP Implementation	21 of 21	23 of 23
Properly Constituted ARD	8 of 8	23 of 23
State Assessment	4 of 4	23 of 23
Transition	6 of 6	9 of 9





parents/guardians.

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 Bridgeport ISD:

- Develop a process to document length of instructional day in IEP consistently.
- Provide professional development and resources on Child Find, Evaluation and ARD support networks and Inclusion in Texas network.

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

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Inclusive Practices	<a href="#">The Inclusion in Texas Network</a> - The Inclusion in Texas Network promotes a statewide culture of high expectations for students with disabilities and significantly improves academic and functional outcomes for students served by special education. The network assists LEAs to build capacity to develop and appropriately implement instructional programs that provide meaningful access to inclusive environments and grade-level standards, where appropriate.
Child Find	<a href="#">Child Find, Evaluation and ARD Support Network</a> : The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education

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.*

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.

