

Action Not Required

October 28, 2021

Mr. David Hedges, Superintendent
Petrolia ISD, CDN 039903
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Petrolia, TX 76377-0176
david.hedges@petroliacisd.org

Subject: Cycle 1 Review Status Clarification and Update

Dear Mr. Hedges,

The purpose of this letter is to clarify your district of its status related to the special education Cycle 1 review and any findings identified as a result of data collected and reviewed during monitoring activities in accordance with the Individuals with Disabilities Education Act (IDEA).

Status of Compliance

After an internal document review, TEA has determined that **Petrolia ISD** received a **2019-2020 Cyclical Monitoring Report** that may have contained confusing information regarding compliance standing and requirements for further action. The attached updated report corrects language on page 1, and if applicable in the Appendix.

Specifically, although individual instance(s) not meeting regulatory and/or statutory requirements during the review of LEA provided data were found, the LEA timely corrected those instance(s) prior to any letter of finding from the State being issued. Therefore, no further actions resulting from the LEA's cyclical review are required.

Should you have any questions regarding the cyclical review process and/or questions related to the updated report information, please contact the Office of Special Populations and Monitoring at (512) 463-9414.

Sincerely,

Jennifer Alexander
Interim Deputy Commissioner
Office of Special Populations and Monitoring
Texas Education Agency

cc: LEA Special Education Director
Executive Director, Region 9 Education Service Center
Special Education Contact, Region 9 Education Service Center

Enclosure

TEXAS EDUCATION AGENCY 2019-2020 CYCLICAL MONITORING REPORT PETROLIA INDEPENDENT SCHOOL DISTRICT

CDN: 039903

Status: Complete – See attached letter

Updated clarification 10/2021 – No corrective actions are required.

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Petrolia 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 September 19, 2019, the TEA conducted a policy review of Petrolia ISD. On March 13, 2020, the TEA conducted a comprehensive desk review of Petrolia ISD. The total number of files reviewed for the Petrolia ISD comprehensive desk review was 25. The review found overall that 23 files out of 25 files were compliant. An overview of the policy review and student file review for Petrolia 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	24 of 25
IEP Development	6 of 6	24 of 25
IEP Content	3 of 3	25 of 25
IEP Implementation	8 of 8	25 of 25
Properly Constituted ARD	7 of 7	24 of 25
State Assessment	5 of 5	25 of 25
Transition	4 of 4	8 of 8

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

The following supplemental data may be used to support the 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 1—Meets Requirements	COMPLIANT	N/A

*Indicator 11: Child Find

Indicator 12: Early Childhood Transition

Indicator 13: Secondary Transition

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

Staff and Family Surveys

Minimum size requirements not met. Results not published within this report due to the limitation of the sample size.

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 the 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 Petrolia ISD:

- Requirements for IEP Implementation met compliance for all files reviewed in the sample.
- In IEPs reviewed in the sample for students with Autism, there was evidence of peer-reviewed research-based strategies.

Considerations

Based on the 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 Petrolia ISD:

- Improvement for the development of the IEP should include general education and special education staff to understand how the Present Levels of Academic Achievement and Functional Performance (PLAAFP) is aligned to goals, state assessment, and placement decisions.
- Review campus level procedures for ensuring timelines for annual ARDs and properly constituted ARDs are maintained.

Technical Assistance

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

Topic	Resource
Present Levels of Academic Achievement and Functional Performance (PLAAFP)	Developing High-Quality IEPs - The linked IRIS module details the process of developing high-quality individualized education programs (IEPs) for students with disabilities.

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](#)