



SPECIAL EDUCATION CYCLICAL MONITORING REPORT

School Year (SY) 2023-2024

Cycle 5, Group 1

October-December

Yoakum ISD (062903)

January 31, 2024

SCHOOL YEAR (SY): 2023-2024
MONITORING PATH: Cyclical Monitoring
CYCLE: 5, GROUP: 1

OVERVIEW OF CYCLICAL MONITORING

Table 1. Summary of the Desk Review (Policy Review and Folder Review) by Priority Area

Priority Area	Policy Review	Folder Review
Child Find/Evaluation/FAPE	100% (16 of 16)	100% (24 of 24)
IEP Development	100% (3 of 3)	38% (9 of 24)
IEP Content	100% (3 of 3)	100% (24 of 24)

LEAs with an overall noncompliant status must submit a CAP within 30 calendar days of this report. The CAP must include all citations with a noncompliance finding. LEAs should access the CAP resources and submission requirements on the [Review and Support TEA webpage](#).

LEAs must complete the required actions *as soon as possible, but in no case later than one year from the date of this notification* (see [OSEP QA 23-01](#)). TEA determines if noncompliance has been addressed according to the following criteria:

LEAs with both pre-finding correction of noncompliance for two or fewer students (i.e., individual level) and verification of child-specific and systemic corrections by the pre-finding correction deadline do not require a CAP. However, LEAs with an individual level of noncompliance for two or fewer students that has not been corrected by the pre-finding correction deadline or LEAs with a systemic level of noncompliance (i.e., more than two students) require a CAP.

Area	Citation	Level	Status
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IMPLEMENTATION OF HOUSE BILL 4545:

Accelerated Instruction

[House Bill \(HB\) 4545](#) was passed during the 87th Regular Texas Legislative Session and signed into law by Governor Abbott on June 16, 2021, and June 7, 2021, respectively. This bill subsequently became codified into Texas Education Code (TEC).

HB 4545 amended TEC [§28.0211](#) and [§28.0217](#), primarily, to establish new requirements related to accelerated instruction (including accelerated learning committees and modified teacher assignment) for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR). For students served by special education, the ARD committee serves as the Accelerated Learning Committee for students in grades 3, 5, and 8 who were not successful on the STAAR math or reading assessment. Table 5 shows the overall compliance findings related to accelerated instruction requirements. In 2023, HB 1416 updated the requirements previously established under HB 4545. LEAs in Cycle 5 may have folders that based on the IEP development date fall under the previous HB4545 requirements or the new HB 1416 updates. For IEPs developed in the 2022-2023 school year, the HB 4545 requirements outlined below were applied to the desk review. IEPs developed in the 2023-2024 school year were reviewed using the requirement set forth below.

For more information about HB 4545, please see

DATA REVIEW

Data Sources

Data from the following areas were considered for the cyclical monitoring review:

LEAs with a cyclical on-site review included an additional dyslexia sample. The

STAKEHOLDER ANALYSIS AND RESULTS

SUCSESSES

The following successes were identified from the monitoring review:

TECHNICAL ASSISTANCE

The following technical assistance (TA) resources are recommended from the monitoring review (Please copy/paste URLs into web browser). If any of the following TA links do not work, please contact the Division of Review and Support.

Area	Legal Requirement	Status
Screening	TEC §28.006(g), (g-2); TEC §38.003(a); 19 TAC §74.28 (c), (d), (e), (m)	Meets Requirements
Reading Instruments	TEC §28.006(b), (b-1), (c), (c-1), (c-2), (d)(2), (g), (g-1), (g-2); TEC §38.003; 19 TAC §74.28(d), (m), (j)	Meets Requirements
Evaluation and Identification	TEC §28.006(g), (g-1); TEC §29.0031(a)(1); TEC §38.003(a), (b), (b-1); 19 TAC §74.28 (b), (c), (d), (e), (f), (i), (m)	Meets Requirements
Instruction	TEC §38.003(b); 19 TAC §74.28(a), (c), (e), (i); TEC §21.054(b)	Pre-finding Corrected
Progress Monitoring	TEC §28.021(b); TEC §29.0031(d)	Meets Requirements

Identified Dyslexia Program Successes

The following successes were identified during dyslexia monitoring:

Dyslexia Program Areas of Need

The following areas of need were identified during dyslexia monitoring:

Dyslexia Resources

TEA recommends the following resources to support the LEA's dyslexia program:

SUMMARY OF REQUIRED ACTION

The required actions from the comprehensive cyclical monitoring review are shown in Table 12. More information about the support levels is in the [Differentiated Monitoring and Support Guide](#).

Table 12. Summary of Required Action

Required Action	Due Date	Support Level	Communication Cadence
Strategic Support Plan (SSP)	NA	Universal (DL 1)	NA
Corrective Action Plan (CAP)	March 1, 2024	Intensive	30 Days
Dyslexia Performance Plan (DPP)	NA	NA	NA

. SSP due date was when the initial SSP submission was due. The SSP communication cadence uses the current year's RDA DLs (e.g., 2023 DL from SY 2022–2023) and includes a check-

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Table 13 lists self-reported noncompliance identified by the LEA. This noncompliance is also included in the overall total count of noncompliance in Table 2.

Table 13. Self-Reported Noncompliance

Area	Citation	Level	Status	Action
NA	NA	NA	NA	NA

APPENDIX II: ADDITIONAL RESOURCES

[Differentiated Monitoring and Support System](#)

[Differentiated Monitoring and Support Guide](#)

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

[Race and Ethnicity in Special Education: Difference Between Data Collection and Data Reporting](#)

[Results Driven Accountability Reports and Data](#)

[Results Driven Accountability District Reports](#)

[2023 Accountability Manual, Chapter 12—Results Driven Accountability \(RDA\)](#)

APPENDIX III: ACRONYMS

Acronym	Description
ARD	Admission, Review, and Dismissal
CAP	Corrective Action Plan
CFR	Code of Federal Regulations
CISD	Consolidated Independent School District
DMS	Differentiated Monitoring and Support
DPP	Dyslexia Performance Plan
DL	Determination Level
ESC	Education Service Center
FAPE	Free Appropriate Public Education
ISD	Independent School District
IDEA	Individuals with Disabilities Education Act
LEA	Local Education Agency
OSEP	Office of Special Education Programs
OSPM	Office of Special Populations and Monitoring
PEIMS	Public Education Information Management System
RDA	Results Driven Accountability
RF	Residential Facilities
SD	Significant Disproportionality
SPP	State Performance Plan
SSA	Shared Service Arrangement
SSP	Strategic Support Plan
TAA	To the Administrator Addressed (TAA) Letter
TAC	Texas Administrative Code
TEA	Texas Education Agency
TEC	Texas Education Code
TSDS	Texas Student Data System

