

SB 568 Special Education Report

Clyde CISD - School Board Presentation

Aligned to TEA Accountability, TAPR, Federal Report Card, RDA, SPP, PEIMS, and SB 568 reporting components.

Prepared for board discussion of student outcomes, CCMR gaps, risk areas, and improvement actions.

SB 568 Special Education Report

Clyde CISD - School Board Presentation

Annual report aligned to TEA Accountability, RDA, TAPR, PEIMS, Federal Report Card, CMR expectations, and SB 568 reporting requirements.

Includes 2025 RDA, significant disproportionality, discipline and leaver validation, PEIMS data, and 2026 TEA SPED cyclical monitoring findings.

Student-level confidential information is not included; only aggregate counts and rates are used.

DL 1
2025 RDA SPED determination

260
SPED students, ages 3-21

18.7%
SPED representation

Context

- 2025 District Accountability Score: B

Executive Summary

Primary takeaways for board discussion

260
SPED students; 18.7% representation

DL 1
RDA SPED Meets Requirements

93.3%
SPED graduation, RDA 14/15

0.0%
SPED dropout, RDA 0/108

- RDA SPED determination is Meets Requirements (DL 1); federally required elements are Performance Level 0.
- Academic risks are concentrated in SPED STAAR 3-8 performance; all RDA 3-8 subject indicators reported PL 2 or NA SA.
- EOC results are stronger, but English I/II remains rated RI despite PL 0.

- LRE/inclusion requires attention: 71.0% of school-aged SPED students are in regular class at least 80% of the day, below SPP target.
- Discipline is a major RDA risk: total disciplinary removals are 38.7% and Performance Level 2.

Student Population and Program Overview

PEIMS/TAPR population counts and RDA representation

1,392
RDA all students

260
RDA SPED students

18.7%
RDA SPED representation

256
TAPR total students with disabilities

RDA reports 260 SPED students out of 1,392 students for ages 3-21 representation. TAPR reports 256 students with disabilities in membership and 260 in enrollment.

Disability Grouping	Published Share
Intellectual	53.5%
Behavioral	16.8%
Physical	Masked (**)
Autism	Masked (**)
Developmental Disability	Masked (*)

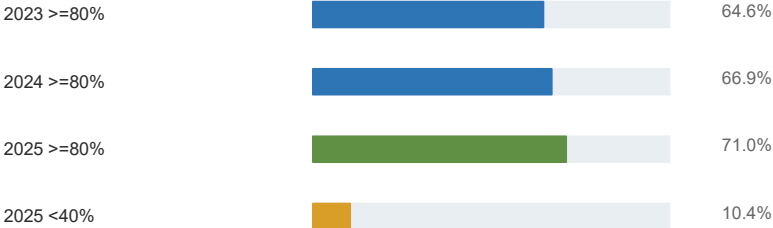
Board interpretation

- Use published district values only.
- The district serves a materially higher SPED share than the state enrollment comparison in TAPR (18.7% vs. 15.5%).

Instructional Settings / Least Restrictive Environment

RDA Domain III inclusion indicators

RDA LRE indicator	2025 result	PL
Regular EC program, preschool	12.5% (1/8)	NA SA
Regular class >=80%, school-aged	71.0% (179/252)	0
Regular class <40%, school-aged	10.4% (26/251)	0 RI
Separate settings, school-aged	0 (0/251)	N/A



Inclusion access has improved across three years, but SPP 5A shows the district did not meet the 74% state target for regular class 80% or more of the day.

Academic Performance: Grades 3-8 STAAR

RDA SPED Domain I Indicators 1-2

2025 SPED STAAR 3-8	Rate	Passed/Tested	RDA PL
Mathematics	47.5%	56/118	2
Reading Language Arts	42.0%	50/119	2
Science	48.5%	16/33	2
Social Studies	50.0%	5/10	NA SA



- All reported RDA grades 3-8 SPED academic indicators are below the respective cut point; Math, RLA, and Science received PL 2.
- Year-after-exit students reported 100.0% in Math, RLA, and Science, but Social Studies had one tested student and is NA SA.

Academic Performance: EOC

RDA SPED Domain I Indicator 3

2025 SPED EOC	Rate	Passed/Tested	RDA PL
Algebra I	68.8%	11/16	0
Biology	75.0%	9/12	0
U.S. History	80.0%	12/15	0
English I and II	52.6%	20/38	0 RI



- EOC results are stronger than grades 3-8 results, with Algebra I, Biology, and U.S. History all at Performance Level 0.
- English I/II should remain an improvement priority because its 52.6% passing rate is marked RI.

Academic Growth

A-F School Progress Domain / accountability growth monitoring

Annual growth measure	District	SPED	Gap
Both subjects	68%	50%	-18 pts
ELA/Reading	68%	44%	-24 pts
Mathematics	67%	57%	-10 pts

50%

SPED expected growth,
both subjects

68%

District expected growth,
both subjects

-18

Growth gap

Expected growth is available and shows a material SPED gap across both subjects, with the largest gap in ELA/Reading. Use interim assessment data to distinguish access, accommodation, and specially designed instruction issues.

Graduation and Dropout Outcomes

RDA SPED Domain II Indicators 4-5 and leaver validation context

93.3%
SPED graduation rate

14/15
SPED graduates/class

0.0%
SPED annual dropout

0/108
SPED dropouts/attended

PL 0
RDA level

- RDA reports a 93.3% SPED graduation rate for 2025, based on 14 graduates in a class of 15.
- RDA reports 0.0% SPED annual dropout for grades 7-12, based on 0 dropouts out of 108 attended.

TAPR district measure	Result
Class of 2024 graduated	98.2%
Annual dropout Gr 9-12	0.6%
Special Ed longitudinal graduation	100.0%

Sources: TAPR Report; RDA 2025 Reports; Federal Report Card Reports; PEIMS Reports; School Report Card; STAAR Accountability Growth Reports; Summary of Finances Report; LEA MOE Certification; Summary of Finances Report; Federal Report Card Reports; Post School Outcomes Reports; and State Performance Plan Indicator Targets Report. Masked cells (*) and suppressed values are not inferred. | 8

CCMR Outcomes for SPED Students

Required by SB 568; annual graduates and TAPR CCMR indicators

SPED CCMR pathway	Reported rate
Overall CCMR	Masked (*)
TSI ELA	69.2%
TSI Math	69.2%
TSI Both Subjects	61.5%
Industry-Based Certification	46.2%
IEP workforce readiness	7.7%

Board interpretation

- SPED overall CCMR is masked in TAPR; do not infer a rate.
- Published SPED pathway data show relatively strong TSI and IBC results.
- IEP workforce readiness is a small share of SPED annual graduates in 2023-24.

Recommended follow-up: disaggregate local CCMR by IEP, pathway, endorsement, IBC earned, dual credit, TSI, and workforce readiness to determine whether students have multiple viable pathways.

Disaggregated Performance and Disproportionality

Closing the Gaps / RDA significant-disproportionality screen

All grades/all subjects	Meets	Masters
District	57%	23%
White	58%	24%
Hispanic	54%	19%
Economically disadvantaged	49%	17%
Emergent bilingual/EL	53%	7%
SPED	28%	8%

RDA SE disproportionality screen	Result
SPED representation	No SD status shown
Regular class <40%	No SD status shown
Separate settings	No SD status shown
OSS/Expulsion and ISS	No SD status shown
Total disciplinary removals	No SD status shown

- The achievement gap remains substantial: SPED Meets is 28% compared with 57% districtwide.
- The 2025 SE indicators report shows risk ratios for small groups; no Significant Special Education Disproportionality was indicated.

Discipline Data

RDA Domain III and 2025 discipline data validation

RDA SPED discipline indicator	2025 result	PL
OSS/Expulsion <=10 days	11 / 300	N/A
OSS/Expulsion >10 days	0.0% (0/300)	0
ISS <=10 days	36 / 300	N/A
ISS >10 days	0.7% (2/300)	0
Total disciplinary removals	38.7% (116/300)	2

38.7%
Total disciplinary removals

PL 2
RDA discipline concern

116
SPED removals

- RDA total removals exceed the 19.0 cut point.
- Prior-year removal counts were also elevated: 110 in 2024 and 96 in 2023.
- Focus on behavior supports, manifestation determination documentation, and early intervention.

Leaver Records Validation

Context for dropout and leaver-code defensibility

Leaver validation measure	2024 result
Leaver reason code 16	2 of 15 (13.3%)
Leaver reason code 60	8 of 15 (53.3%)
Leaver reason code 66	1 of 15 (6.7%)
Leaver reason code 82	4 of 15 (26.7%)
Dropout codes 20/88/89	0 of 3 each

- Student-level leaver records are confidential and are not included in this board report.
- Validation showed three total dropouts for the selected dropout-code indicator; no leavers were reported in codes 20, 88, or 89.

Board interpretation: leaver validation should be used as a defensibility check, while RDA SPED dropout remains the primary aggregate SPED outcome for SB 568 discussion.

Transition and Postsecondary Outcomes

RDA/SB 568 alignment and remaining data needs

Postsecondary enrollment measure	Reported rate
Texas public postsecondary	57%
Texas private postsecondary	8%
Out-of-state institutions	Masked (*)

- RDA 2025 provides SPED graduation/dropout data; Federal Report Card postsecondary enrollment for CWD is masked.
- District all-student in-state public postsecondary enrollment is 57%; in-state private is 8%.
- Continue aligning transition services to CCMR pathways, IEP workforce readiness, employment, and postsecondary training outcomes.

100%

SPP 13 secondary transition

85.7%

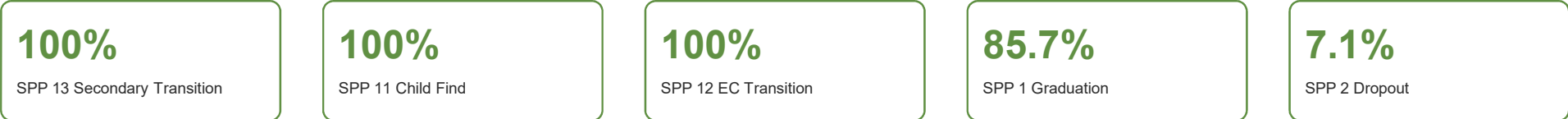
SPP 1 graduation

7.1%

SPP 2 dropout

SPP Targets: Transition and Post-School Outcomes

2026 District Profile, school year 2024-25



SPP indicator	State target	LEA rate	Met
11: Child Find	100%	100.0%	YES
12: Early Childhood Transition	100%	100.0%	YES
13: Secondary Transition	100%	100.0%	YES
1: Graduation	48%	85.7%	YES
2: Dropout	10%	7.1%	YES

- Transition compliance is a strength: SPP 13 is 100.0% and met target.
- SPP graduation and dropout met state targets.

Sources: TAPR Report; RDA 2025 Reports; Federal Report Card Reports; PEIMS Reports; School Report Card; STAAR Accountability Growth Reports; Summary of Finances Report; LEA MOE Certification; Summary of Finances Report; Federal Report Card Reports; Post School Outcomes Reports; and State Performance Plan Indicator Targets Report. Masked cells (*) and suppressed values are not inferred. | 14

SPP Targets: Academic Participation, Proficiency and LRE

Target attainment view from the 2026 District Profile

Participation rates	LEA	Met
Grade 4 Reading	94.4%	NO
Grade 8 Reading	100.0%	YES
High School Reading	100.0%	YES
Grade 4 Math	94.4%	NO
Grade 8 Math	100.0%	YES
High School Math	94.4%	NO

Regular assessment proficiency	LEA	Met
Grade 4 Reading	13.3%	NO
Grade 8 Reading	28.6%	NO
High School Reading	27.8%	NO
Grade 4 Math	26.7%	NO
Grade 8 Math	14.3%	NO
High School Math	31.3%	YES

LRE / Early childhood	LEA	Met
5A >=80%	71.0%	NO
5B <40%	10.3%	YES
5C Separate/RF/HB	0.4%	YES
6A Regular EC	12.5%	NO
6B Separate EC	0.0%	YES
6C Home services	0.0%	YES

SPP reinforces the academic and inclusion narrative: several participation and proficiency targets are not met, and 5A/6A LRE targets require attention.

Compliance Indicators and Risk Areas

RDA federally required elements and remaining local compliance data

Federally required element	Performance level
SPP Compliance Indicators	0
Valid, Reliable, and Timely Data	0
Status of Uncorrected Noncompliance	0
Financial Audits	0
SPED Determination	Meets Requirements (DL 1)

Clyde CISD received its Special Education Cyclical Monitoring Report from the Texas Education Agency for the 2025–2026 school year on April 30, 2026. The report reflects a comprehensive desk review of the district’s special education systems, including policy review, student folder review, stakeholder feedback, and compliance across state-identified priority areas.

RDA summary supports a positive overall SPED determination.

MOE certification and local current-year compliance data should be reviewed alongside RDA and cyclical monitoring evidence.

Program Effectiveness and Trends

2-3 year indicators across inclusion, academics, and discipline

Trend indicator	2023	2024	2025
Regular class >=80%	64.6%	66.9%	71.0%
Regular class <40%	8.7%	11.4%	10.4%
Total removals	40.7%	42.1%	38.7%
SPED Math 3-8 pass	52.6%	46.8%	47.5%
SPED RLA 3-8 pass	52.6%	45.1%	42.0%

- Strengths: regular class >=80% placement improved to 71.0%.
- Gaps: SPED RLA 3-8 declined across the 3-year display.
- Risk: disciplinary removals remain high and above RDA cut point.

TEA Cyclical Monitoring Evidence

2025-2026 Cycle 1, Group 2 comprehensive desk review: compliance context

100%

Policy review all priority areas

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Priority area	Policy Review	Folder Review
Child Find/Evaluation/FAPE	100% (17/17)	100% (16/16)
IEP Development	100% (3/3)	56% (9/16)
IEP Content	100% (4/4)	100% (16/16)
IEP Implementation	100% (10/10)	100% (16/16)
Properly Constituted ARD	100% (8/8)	100% (16/16)
State Assessment	100% (3/3)	100% (16/16)
Transition	100% (6/6)	100% (2/2)

Overall, the report highlights many strengths within Clyde CISD's special education program. The district received 100% compliance in several major areas, including Child Find/Evaluation/FAPE, IEP Content, IEP Implementation, Properly Constituted ARD, State Assessment, and Transition. The report also recognized Clyde CISD for strong Child Find systems, well-developed documentation practices, detailed PLAAFP statements supported by student data, and exceptional record keeping. These findings reflect the district's continued commitment to serving students with disabilities and maintaining strong systems of support.

56%

IEP Development folder review

The one area identified for corrective action was IEP Development. Specifically, the concern involved IEP goals that were missing one of the required measurable components: timeframe, behavior, condition, or criteria. Because this concern was found in more than two student records, TEA required the district to complete a Corrective Action Plan, commonly referred to as a CAP.

A Corrective Action Plan is a formal process used by TEA to ensure that any identified area of noncompliance is fully corrected. A CAP typically requires the district to identify the root cause of the concern, provide staff training, review and correct affected records, implement stronger internal procedures, and submit evidence showing that the concern has been resolved. The purpose of the CAP is not simply to correct individual files, but to demonstrate that the district has put systems in place to ensure ongoing compliance.

Monitoring Successes and Program Implications

Compliance strengths should support outcome-focused improvement work

TEA-identified successes	Evidence
Child Find	Comprehensive systems communicated to staff, parents, and community stakeholders
Documentation	Detailed PLAAFPs supported by student data
Record keeping	Timely, organized files and artifacts

Clyde CISD has responded proactively and has already completed four of the five CAP requirements, all of which have been approved. The district has completed training with special education teachers, reviewed IEP goals to ensure compliance, analyzed goals for the required components, and corrected any goals found to be missing a required element. These actions demonstrate the district’s commitment to continuous improvement and to ensuring that IEP goals are clear, measurable, and aligned with student needs.

For the final CAP requirement, Clyde CISD has submitted data for Area 5 to the auditor for 12 students. This information was provided so TEA can verify that the district has corrected the area of concern and is now consistently meeting compliance expectations. Once TEA completes its review of the submitted student files and verifies accuracy, the district expects closure of the CAP by June 14, 2026.

Clyde CISD is optimistic that, following TEA’s review, the district will be released from the Corrective Action Plan and found to be in compliance. The district’s timely response, completed training, internal review process, and corrected documentation reflect a strong commitment to accountability, student support, and high-quality special education services.

Improvement Recommendations and Required Board Discussion

Target strategies to academic, CCMR, inclusion, transition, and compliance gaps

- Academic performance: set SPED Meets/Masters targets by grade/subject; prioritize grades 3-8 RLA/Math and English I/II.
- Growth: create a SPED growth dashboard with expected/accelerated growth flags after each interim assessment cycle.
- CCMR: use local unmasked data to expand TSI, dual credit, IBC, and workforce pathways.
- Inclusion/LRE: improve 5A/6A target performance while monitoring service quality and co-teaching implementation.
- Discipline: conduct root-cause review of removal patterns and strengthen behavior supports before exclusionary discipline.

Required board discussion prompts

- Which SPED academic outcome gaps should be prioritized for the next improvement cycle?
- What evidence will show CCMR pathways are expanding beyond a single pathway?
- How will the district monitor LRE quality, not just placement percentage?
- What follow-up is needed on discipline and leaver data-validation items?