NELI – State of the State

Kristin McGuire

Agenda

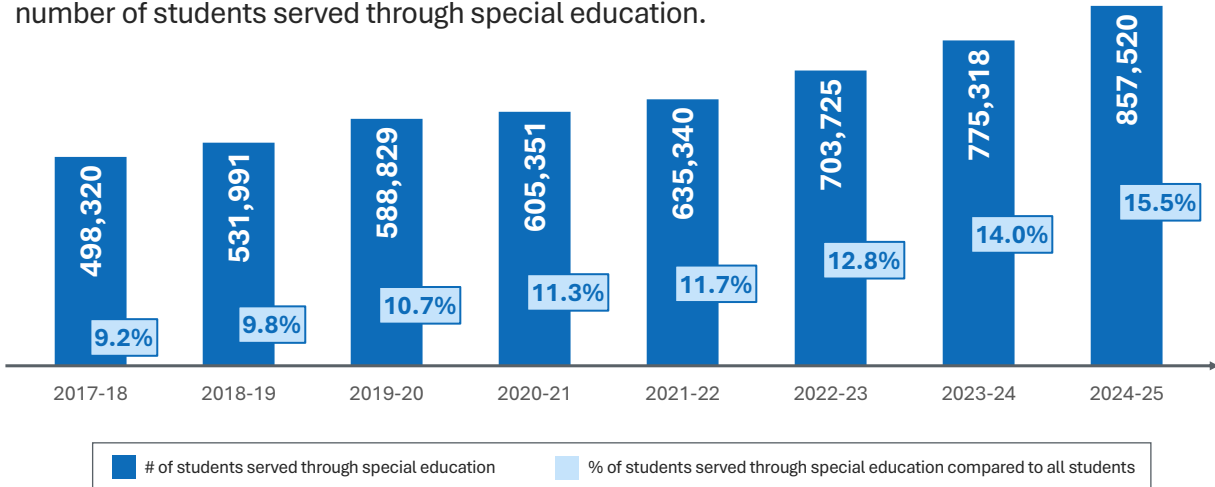Legislative Update

Office/Agency Updates

Students Served by Special Education

TEA — Texas Education Agency

Since the 2017-18 school year, there's been a **72% increase** in the number of students served through special education.

Year	# of students	%
2017-18	498,320	9.2%
2018-19	531,991	9.8%
2019-20	588,829	10.7%
2020-21	605,351	11.3%
2021-22	635,340	11.7%
2022-23	703,725	12.8%
2023-24	775,318	14.0%
2024-25	857,520	15.5%

■ # of students served through special education ■ % of students served through special education compared to all students
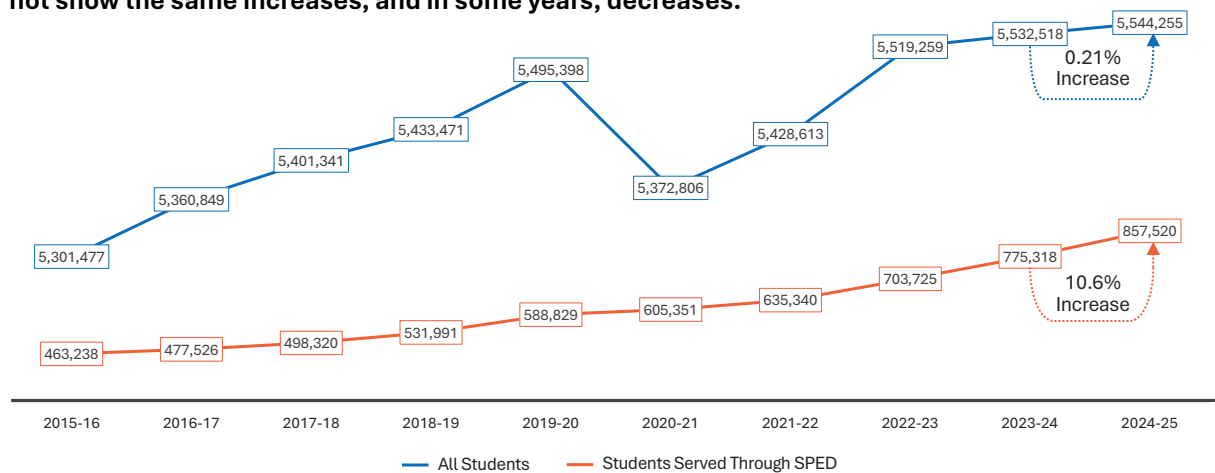
Source data from a. Speced_dis_student24f by unique studentid total is and Windham submission. Dataset was collected as Enrollment in Oct Fall, 2024.

Texas Education Agency

Increase in special education identification

TEA — Texas Education Agency

Special Education identification continues to increase, while the **student population in Texas** does not show the same increases, and in some years, decreases.

Year	All Students	Students Served Through SPED
2015-16	5,301,477	463,238
2016-17	5,360,849	477,526
2017-18	5,401,341	498,320
2018-19	5,433,471	531,991
2019-20	5,495,398	588,829
2020-21	5,372,806	605,351
2021-22	5,428,613	635,340
2022-23	5,519,259	703,725
2023-24	5,532,518	775,318
2024-25	5,544,255	857,520

0.21% Increase (All Students)

10.6% Increase (Students Served Through SPED)

— All Students   — Students Served Through SPED

Note: Graphs are not on the same scale this is to show the change in student populations year over year.

Source data from a. Speced_dis_student24f by unique studentid total is and Windham submission. Dataset was collected as Enrollment in Oct Fall, 2024.

Texas Education Agency

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Legislative Updates

House Bill 2

Article 1. Educator Compensation and Retention Supports

- Creates new "acknowledged" category (effective 2026-27 SY).

- Increases TIA payouts, with top teachers generating up to $36,000 (effective 2026-27 SY).

- Expands technical assistance for TIA.

- Creates the teacher retention allotment and support staff allotment.

- Requires TEA to contract with state-supported, low-cost options for liability insurance for teachers.

House Bill 2

Article 2. Educator Preparation and Certification

- Limits uncertified teachers in foundation subjects: K-5 Reading and Math in 26-27, all other grade levels 27-28, ability to apply for an extension until 29-30
- $1K grant per uncertified teacher who is certified by 26-27. Must be have been an employee during the 22-23 or 23-24 school years.
- Defines new high-quality preservice preparation pathways: residency, traditional, and preservice alternative
- **Creates new Preparing and Retaining Educators Through Partnership (PREP) Allotment:**
  - **Recruitment:** New State Funding for Teacher Recruitment with Grow Your Own Programs:
    - 40 prospective teacher candidates (LEA employees, paraprofessionals)
    - $8-12K allotment per individual
    - Requires partnership with IHE, implementation of a HS E&T pathway, and time for GYO candidate coursework and practice
  - **Preparation:** New State Funding for Preparation, paying cost for training candidates before they begin teaching
    - 40 residents ($24-39.5K)
    - 80 Trad/Preservice ACP ($10-21.5K)
  - **Mentoring:** Increase State Funding for New Teacher Mentoring
    - 40 new teachers ($3K)

House Bill 2

Article 3. Educator Bill of Rights

- Increases teacher rights related to student discipline, grievances, threat assessments, unpaid leave and contract abandonment.

- Provides exam fee waivers for the first time a candidate takes the bilingual or special education certification exam.

- Provides Teacher Quality Assistance for strategic compensation, staffing, scheduling, and behavior management support.

- Directs TEA to collect additional data on teacher positions and vacancies.

House Bill 2

Article 4. Special Education Supports

- Board of Trustees must include a discussion of the performance of students receiving special education services (Effective 2025-2026 school year).

- CCMR Outcomes bonus for students receiving SPED services increased from $2,000 to $4,000 (2025-2026 SY).

- SPED transportation mileage reimbursement rate increased from $1.08 to $1.13 per mile (2025-2026 SY).

- SPED initial evaluation cost offset of $1,000 for each evaluation completed (2025-2026 SY).

House Bill 2

Article 4. Special Education Supports (continued).

- Start-up and maintenance funding for day placement programs (2025-2026 SY but likely not funded until 2026-2027 school year in order to set up rules and program guidelines).

- Regional day school programs for the deaf funding will move to FSP rather than a separate budget rider in the GAA (2025-2026 SY).

- Many changes around deaf and hard of hearing, visual impairment, and deafblind.

House Bill 2

Article 4. Special Education Supports (continued).

- Clarifies when a student who receives special education services can receive distinguished level of achievement.

- TEA must make behavioral support training available.

- Districts must be provided an opportunity to request assistance from TEA or ESC in establishing classroom environments conducive to learning for students with disabilities.

- Crisis prevention and intervention training requirements (actually Article 7 but will impact restraint and timeout rules).

House Bill 2

Article 4. Special Education Supports (continued).

- HHSC must develop materials around residential placement options to provide TEA, which then must provide them to districts.

- Expands TEA authority around day placement and residential programs.

- Changes to how parents can access noneducational community-based support services.

- Changes statewide IEP facilitation so that it is allowed prior to a dispute occurring, rather than only when a dispute has occurred.

House Bill 2

Article 4. Special Education Supports (continued).

- **NEW special education funding framework:**
  - 8 tiers for the base special education allotment (2026-2027 SY).
  - At least 4 service groups (2026-2027 SY).
  - Commissioner will determine formulas to ensure estimated statewide amount is approximately $250M more under the tiers and service groups than what would have been provided under (former) special education system as existed on 9/1/25 (2026-27 SY).
  - Commissioner must submit to LBB proposed weights for the tiers and amounts for the service groups (By Dec 1 of each even-numbered year).

House Bill 2

Article 5. Measures to Support Early Childhood Education.

- Creates reading and math intervention academies
- Requires the commissioner to adopt list of reading and mathematics instruments for districts to use in kindergarten-grade 3 to measure foundational literacy and numeracy skills
- Requires districts to administer instruments from the commissioner's list at beginning, middle, and end of year and report results to the commissioner and local boards of trustees
- Provides students who fail consecutive early literacy assessments or the third grade STAAR with grants for direct tutoring services

House Bill 2

Article 5. Measures to Support Early Childhood Education (cont).

- Requires TEA to develop and implement an adaptive vocabulary assessment pilot to assess vocabulary development of students in kindergarten-grade 3

- Makes children of classroom teachers eligible for free prekindergarten

- Requires the commissioner to designate at least four appropriate entities to serve as prekindergarten partnership intermediaries to develop partnerships between school districts and private childcare providers

- Entitles a district to an annual allotment equal to the basic allotment multiplied by .01 for each K-grade 3 student in average daily attendance and an additional .1 for educationally disadvantaged and emergent bilingual students

House Bill 2

Article 6. College, Career, and Military Readiness.
Also see HB 120

- Requires TEA to publish on its website postsecondary outcomes for 10 cohorts of students

- Establishes a course of study in JROTC as part of a CTE program

- Increases the number of IBC assessment subsidies that students may receive from one to two and entitles an educator who passes a certification exam to receive a subsidy

- Establishes a military pathway grant program

- Increases the per student entitlement for P-TECH students from $50 to $150 and removes this entitlement for students enrolled in a new tech network campus

House Bill 2

Article 6. College, Career, and Military Readiness (cont).

- Allows the new instructional facilities allotment to be used for a renovated portion of an instructional facility to be used for the first time to provide high cost and undersubscribed CTE programs
- Updates requirements for industry-based certifications for public school accountability
- Rural Pathways in Excellence Partnerships (RPEP) Updates
  - Increases the RPEP funding cap to $20M from $5M
  - Grandfathers districts who have previously met the RPEP requirement of less than 1,600 students but no longer meet that requirement as eligible for funding; Caps growth for funding purposes at 110%
  - Allows TEA to stand up an RPEP grant program if funds are appropriated

House Bill 2

Article 7. School Finance

- Facility Usage Report: School districts must report detailed information about their facilities to TEA. TEA must publish an annual public report on school district land and facilities. The commissioner may adopt rules to implement this section, including how to determine student capacity based on staffing, student-teacher ratios, and facility size.
- Charter School Funding: Increases small-mid allotment funding and facilities funding (contingent on certain eligibility requirements). Stipulates uses of funds.
- Basic Allotment: Provides conforming changes for special education and increases the BA to $6,160 plus new Guaranteed Yield Increment Adjustment (GYIA) for each student in regular program ADA.

House Bill 2

Article 7. School Finance (continued)

- Small and Mid-Sized Allotment: Increases weights and excludes students enrolled in full-time virtual programs that do not reside in the district from the district's ADA under this section.
- School Safety Allotment: Increases the current annual school safety allotment from $10 to $20 for each student in average daily attendance and from $15,000 to $33,540 per campus. Transfers Section 48.115 to Subchapter D, Chapter 48, Education Code, and redesignates as Section 48.160.
- Allotment for Basic Costs: Each school district receives $106 per enrolled student annually. The funds can only be used for specific operational costs.

Senate Bill 569

Virtual Instruction

- The bill repeals existing Texas Education Code (TEC), Chapter 30A, State Virtual School Network, and establish TEC, Chapter 30B: Virtual and Hybrid Campuses, Programs and Courses.
- LEAs may offer virtual/hybrid courses and programs by certifying that they cover the TEKS and meet either Commissioner-adopted or nationally-recognized standards (two-year transition period for existing providers)
- LEAs may offer full-time virtual/hybrid campuses after receiving authorization from the Commissioner (expedited authorization process for existing campuses).
- The bill requires TEA to adopt rules to administer the chapter and consult school systems and parents in adoption of rules. TEA may also establish an advisory committee.
- Implementation Planning: TEA will launch advisory committee this summer.

House Bill 6

TEA Texas Education Agency

Student Discipline

- Single person designated as campus behavior coordinator; duties added for coordinator to monitor disciplinary referrals and report to threat assessment team certain behaviors and trends. [also requires coordinator to be a part of that team]
- Board may adopt a policy for parental involvement in disciplinary placements; could result in reduction in the period of placement if parent and student comply.
- Teacher removals from the classroom expanded and new return-to-class plan required. (also in HB 2)
- In school suspension has no limit but must be reviewed every 10 school days.
- Changes to e-cigarette possession and use – if first time offense, can be ISS for 10 school days.
- Can expel in certain cases to a virtual expulsion program. [Note that SB 569 requires that, before expulsion, district must consider appropriateness and feasibility of full-time hybrid or virtual program or campus]
- Districts of innovation cannot exempt themselves from Chapter 37, TEC.
- Employee cannot be subject to disciplinary proceeding if reports Chapter 37 offenses or removes a student from classroom in good faith.

Senate Bill 2

TEA Texas Education Agency

Education Savings Accounts

- The bill establishes an Education Savings Account (ESA) program to be administered by the Comptroller. The program fund would be an account in the General Revenue Fund.
- The bill requires the Comptroller to adopt rules necessary to implement the bill by May 15, 2026, and the program would begin with the 2026-2027 school year.
- TEA Components: Verification of students enrolled in public school, per student funding calculations, rules for special education evaluations and appeals; and components for the annual report to the Legislature
  - TEA is required to compile, analyze and share a variety of data with the comptroller; provide data and support to certified educational assistance organizations (CEAOs)
- Implementation Planning: Comptroller

Senate Bill 57

Accommodations During Drills and Emergencies

- Commissioner must establish recommendations for accommodations for students with IEPs or 504 plans during mandatory school drills.

- Commissioner must establish guidelines for documentation of those accommodations in emergency operations plans; required communication between campus administrators and staff regarding the accommodations; and required communication between campus administrators and school safety and security committee.

- School safety and security committees must include a district administrator of special education.

House Bill 121 / House Bill 6

Threat Assessment and Safe and Supportive School Team

- Campus behavior coordinator must be a member of this team.

- If a threat assessment is being conducted for a student receiving special education services, someone with knowledge of disabilities and how disabilities manifest themselves must be a member of this team.

Parental Rights

SB 204 –
- Parental rights handbook

SB 12 –
- No infringement of parental rights
- Boards must develop plans for parental participation
- Information about parental rights and options
- Beginning of each semester, an instructional plan or course syllabus must be posted on district website for each class
- Parental engagement policy that provides for a portal to submit comments to board and campus or district administrators; boards must review them in meetings

Students in Conservatorship of the State

HB 1211 –
- Students previously in conservatorship of the state now have until age 27 to receive free tuition and fees from institution of higher education.

SB 226 –
- Establishing residency for purposes of enrolling in school for children subject to parental child safety placement agreements.

Student Issues/Daily Operations

HB 1481 –
- Each board of a district or open enrollment charter school must adopt, implement, and ensure compliance with policy prohibiting students from using personal communication devices while on school property during the school day.

SB 207 –
- Adds to existing statute at TEC 25.087 for excusing temporary absences resulting from appointments with health care professionals that this includes mental health care appointments.

SB 991 –
- Tracking chronically absent and truant students.

HB 367 –
- Specifying what is required to document excused absences for severe or life threatening absences.

House Bill 2243

Texas Commission on Teacher Job Satisfaction and Retention

- Composed of 13 members.
- Report due not later than 12/31/26.

Early Childhood Charges

In addition to Article 5, House Bill 2...

HB 3963 –

- Establishing an integrated data system between TEA, HHSC, TWC.

HB 4903 –

- Establishing the Quad-Agency Child Care Initiative/Commission.

HB 2310 –

- Developing a strategic plan for the improvement and expansion of early learning and educational opportunities for young children with disabilities.

HB 117 –

- Establishing the governor's task force on the governance of early childhood education and care.

Senate Bill 1952

School Health and Related Services (SHARS) Program

- HHSC is sole state agency responsible for administering SHARS program.
- HHSC will collaborate with ESCs and oversee participation of LEAs.
- HHSC and TEA must enter into an MOU to identify responsibilities.

Senate Bill 2185 (and Article 7, House Bill 2)

Bilingual Allotment

- Authorizes TEA to collect additional data regarding alternative language methods used in relation to ESL and bilingual programs.

- Awards the bilingual allotment for those in alternative methods (up to $10 million over the biennium).

- Adjusts the allowable uses of the bilingual allotment to be used for salaries rather than just salary supplements.

House Bill 1188

Notifying Parents of Local LIDDA and Waiver Programs

- At a student's first initial ARD committee meeting at which their IEP is developed, district must provide to a parent of a student with an intellectual disability or developmental delay information about services and public benefits provided by the local intellectual and developmental disability authority (LIDDA) that serves the child's county.

- Must also include information about the waiver programs.

- TEA in collaboration with HHSC will develop the materials.

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Mental and Physical Health Awareness

HB 6 –
- Sets up expansion of T-CHATT (Texas Child Health Access Through Telemedicine) program in schools.

SB 25 –
- Each district must offer an elective on nutrition and wellness.
- Prohibits employee from restricting participation in recess or other physical activity.
- Nutrition education must be part of the health TEKS in K-8.

SB 2398 –
- Accommodations for students with concussions or other brain injuries.

SB 12 –
- Consent before administering well-being questionnaires or health screenings.

Collaborative Task Force on Public School Mental Health Services will expire December 1, 2025.

Recognized Months/Weeks/Days

HCR 12 –
- September will be Deaf Awareness month.

HCR 64 –
- First full week in April is Gifted and Talented Students Week.

HB 3096 –
- March 17 is Profound Autism Awareness Day.

Higher Education Connections

TEA
Texas Education Agency

SB 769 –

- Texas Higher Education Coordinating Board must submit a report on enrollment and success in higher education for students with disabilities.

HB 2081 –

- Establishing the Building Better Futures Program to support educational and occupational skills training opportunities for students with intellectual and developmental disabilities.

Graduation / High School Changes

TEA
Texas Education Agency

HB 27 –

- New required half credit in personal financial literacy.

SB 1191 –

- Commissioner must develop standard method for computing grade point average.

SB 2314 –

- Creates the My Texas Future platform; creates new graduation requirement that a student must elect whether to opt in to allow the sharing of the student's data and education records with institutions of higher education.

Budget Bill – SB 1

TEA
Texas Education Agency

- **Rider 3 -** $100,000,000 each fiscal year for gifted and talented allotment (same as previous budget)

- **Rider 5 –** Transportation Allotment – will change from $1.08 to $1.13 per miles for special education transportation

- **Rider 12 –** Summer School for Children who are Emergent Bilingual - $3,800,000 each fiscal year out of federal funds (unclear if these federal funds will be appropriated)

- **Rider 13 –** Consolidates most of the former individual special education riders to this one

- No more innovative autism grant funding.

- No longer a separate rider for RDSPD (going into foundation school program funding)

Rider 13 – SB 1

TEA
Texas Education Agency

From federal IDEA discretionary funds…

- Not more than $13,500,000 accessibility remediation and instructional materials, captioning, braille, large print, and related materials (same as previous budget)

- Set-aside of 10.5 percent over the biennium for capacity building projects and MTSS (same as previous budget)

- $1,297,281 each fiscal year to TSBVI (slightly different amount as previous budget)

- $457,679 each fiscal year to TSD (same as previous budget)

- $150,000 each fiscal year to provide TA to dyslexia specialists at ESCs (same as previous budget)

- Not more than $200,000 in each fiscal year to provide state adopted instructional materials using digital audio technology (same as previous budget)

- Not more than $1,500,000 in each fiscal year for an outreach program to provide instructional materials in accessible formats (same as previous budget)

- High-risk pool (same as previous budget)

Rider 13 – SB 1

- From School Improvement funds, $1,250,000 each fiscal year for Best Buddies Program. *(increase from previous budget by $250,000)*
- From General Revenue funds...
    - $5,655,268 each fiscal year for visual impairment initiatives under TEC 30.0021. *(same as previous budget)*
    - $987,300 each fiscal year for non-educational community support services. *(same as previous budget)*
    - $125,000 each fiscal year to provide TA to dyslexia specialists at ESCs. *(same as previous budget)*
    - $3,000,000 each fiscal year for Unified Sports. *(same as previous budget)*
    - Up to $200,000 each fiscal year on state level professional development for school personnel and parents of students with autism, including a focus on identification. *(same as previous budget)*
    - Set aside of $16,498,102 each fiscal year to HHSC for ECI eligibility and transition. *(same as previous budget)*

Budget Bill – SB 1

- New this session: Funding for Texas Juvenile Justice Department (TJJD) will be formula funded (meaning special education and bilingual allotments through foundation school program).
- **Rider 31 –** Student Success Initiative/Community Partnerships – same at $5,245,000 each fiscal year.
- **Rider 58 –** PDSES $30,000,000 each fiscal year.
- **Rider 67 –** $5,000,000 Adaptive Equipment to Be an Angel *(same as previous budget).*
- New: **Rider 88 -** Audit of TEA by State Auditor's Office.

Budget Bill – SB 1

Miscellaneous

- $900,000 each year of federal funds to TSBVI support professional preparation of VI teachers executed between TSBVI, Texas Tech, and Stephen F Austin University. (*same as previous budget*)

- $720,000 each year to TSBVI to provide statewide assistive technology training to districts. (*same as previous budget*)

- $90,000 each year to support short term programs for students. (*same as previous budget*)

- **New** TJJD rider requiring the development and maintenance of system to track special education and dyslexia services. Report due to LBB by August 31, 2026.

- **New** TJJD rider regarding dyslexia services. Reports by December 1 of each year.

Office and Agency Updates

Texas SPED Support
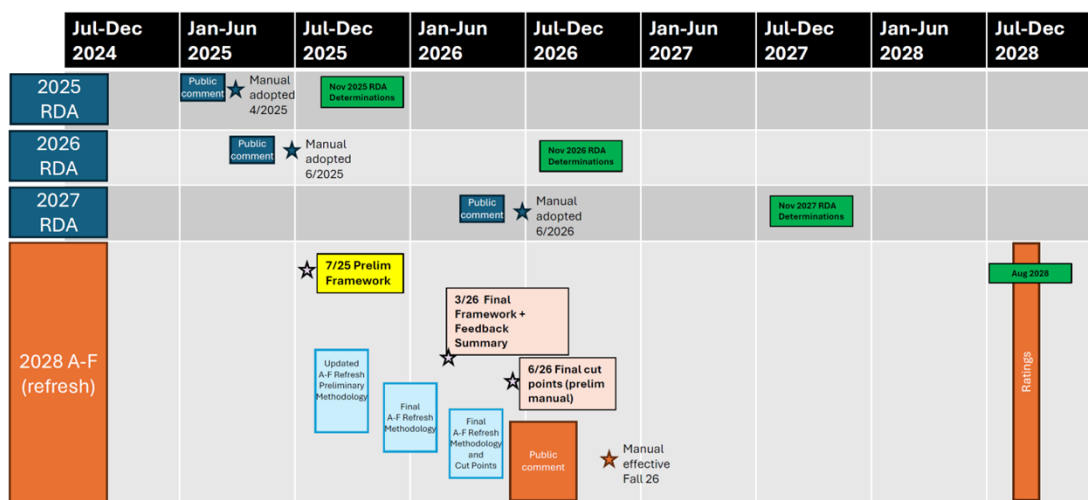
Texas SPED Support

TEA's website Texas SPED Support houses all special education technical assistance resources in one place.

- Easily searchable by type of resource, audience, topic, featured resources, and most popular resources
- Users can create their own profile and save favorite resources
- Users can share resources with colleagues with a click of a button

spedsupport.tea.texas.gov

Results Driven Accountability (RDA)

### RDA Timeline for 2025 through 2028 A-F Accountability Refresh

	Jul-Dec 2024	Jan-Jun 2025	Jul-Dec 2025	Jan-Jun 2026	Jul-Dec 2026	Jan-Jun 2027	Jul-Dec 2027	Jan-Jun 2028	Jul-Dec 2028
2025 RDA		Public comment / Manual adopted 4/2025	Nov 2025 RDA Determinations						
2026 RDA		Public comment / Manual adopted 6/2025			Nov 2026 RDA Determinations				
2027 RDA				Public comment / Manual adopted 6/2026			Nov 2027 RDA Determinations		
2028 A-F (refresh)			7/25 Prelim Framework; Updated A-F Refresh Preliminary Methodology; Final A-F Refresh Methodology	3/26 Final Framework + Feedback Summary; Final A-F Refresh Methodology and Cut Points; Public comment	6/26 Final cut points (prelim manual); Manual effective Fall 26				Aug 2028; Ratings

Updated on 2/28/2025

Empowering ECSE Educators Grant – Cycle 2

TEA Texas Education Agency

The Empowering Early Childhood Special Education (ECSE) Educators to Improve Student Outcomes Cycle 2 grant is the second year this grant is being offered.

It will provide funding support for Local Education Agencies (LEAs) and Education Service Centers (ESCs) seeking training and certification for ECSE professionals during the 2025-2026 school year.

- Trainings must focus on behavior management and inclusive opportunities and will increase ECSE educators' skills to improve student outcomes for children with disabilities, ages 3 through 5 and receiving ECSE services.
- LEAs also can apply for funding through the program to support prekindergarten teachers with dual certification in special education and general education.
- Grant application window will open in Fall of 2025 – *specific dates coming soon!*
- Priority will be given to LEAs that are working to certify highly qualified ECSE teachers.
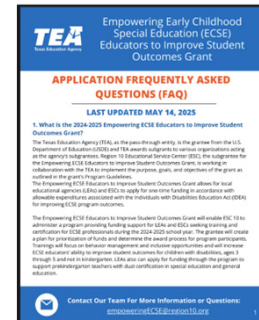
Application Frequently Asked Questions Resource

A Parent's Guide to Special Education Referrals for Children Ages 3-5: New Resource!

TEA Texas Education Agency
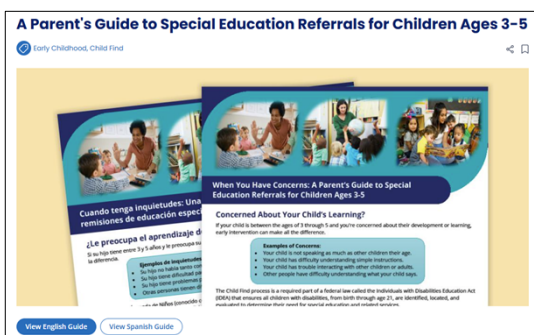
Educators & Early Childhood Professionals:
Do you work with families of young children who may have developmental or learning concerns?

Share this valuable resource:
What To Do When You Have Concerns: A Parent's Guide to Special Education Referrals for Children Ages 3–5

This resource helps families:

- Understand their right to request a special education evaluation
- Navigate the referral process for children aged 3–5
- Learn about early intervention services and IDEA protections
- Available in English and Spanish

Aligned! 2025 FREE Virtual Conference

TEA — Texas Education Agency

Registration Open!

July 30-31 – Virtual Only

Join education professionals from across the state for this exciting free virtual conference as we explore child find, evaluation, admission, review, and dismissal (ARD) supports, transition, and early childhood special education (ECSE) topics.

The Aligned! 2025: From Child Find to IEP Implementation conference provides expertise, best practices, and networking supports to assist public school district and charter schools.

Topics Include:

- Child Find and Evaluation
- IEP Content and Development
- ECSE
- Transition
- Speech-Language Pathologists

ALIGNED! 2025 — From Child Find to IEP Implementation

Register Today

Students with Disabilities Who Transfer Quick Guide

TEA — Texas Education Agency

Students with Disabilities Who Transfer In-State and Out-Of-State Quick Guide
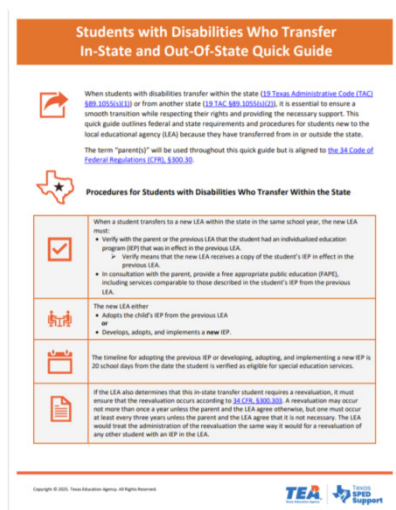
New Year, New Students?
Be ready to support students with disabilities who transfer in or out-of-state with this quick guide.

- Understand legal timelines for adopting or developing IEPs

- Know what to do when a student transfers during an evaluation

- Apply consistent procedures for summer enrollments

- Ensure compliance with state and federal regulations

Standards-Based Individualized Education Program (IEP) Process: Implications for Administrators Training

Calling All School Administrators!
Are you ready to lead with confidence in your role on the ARD committee?

Join TEA's online **Standards-Based IEPs for Administrators Training** and ensure every student with disabilities receives the support they deserve.

- Understand your responsibilities as an LEA representative
- Learn how to guide the development of strong PLAAFP statements and measurable goals
- Support your special education team with effective supervision and progress monitoring
- Perfect for administrators who supervise or appraise special education teachers.

Standards-Based Individualized Education Program (IEP) Process: Implications for Administrators Training

ARD/IEP Supports, State Guidance

View Course   3 Credits

3 FREE Credit Hours!

State Performance Plan Indicator (SPPI) 14

- Post-school outcomes survey conducted one year after exit from public school.

- The summer 2025 survey for the 2023-24 cohort will be conducted from June to September.

- The report from the summer 2024 survey is available on the Post-School Outcomes page on the TEA website.

- A collection of videos to understand and use SPPI 14 results is available:

  SPPI 14 Post-School Outcomes Survey

Using SPPI 14 Information

Transition

Using State Performance Plan Indicator 14 Information

State Performance Plan Indicator 14

SPPI 14

The second in the SPPI 14 video series, this episode helps school administrative teams learn how to read and use data from the SPPI 14 reports.

Texas Transition and Employment Guide

- Updated version will be published in June.

- Chapters added: Transportation and Technology.

- Resources included for each topic.

- [Texas Transition and Employment Guide](#)
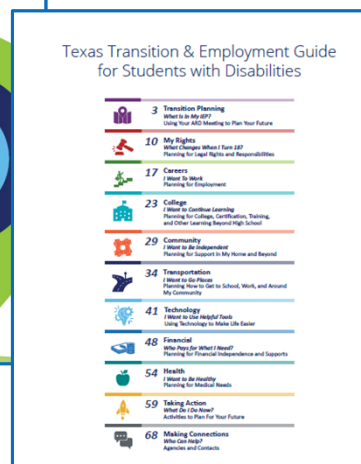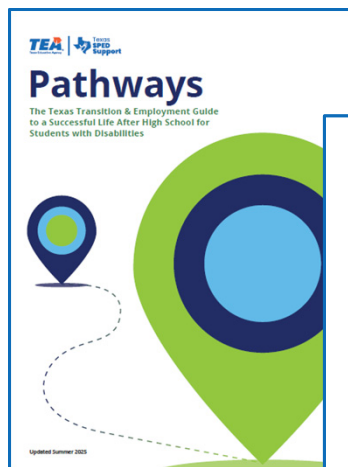
Watch for FAQs

- An updated version of the Career and Technical Education (CTE) and Special Education Frequently Asked Questions (FAQ) resource will be published in fall

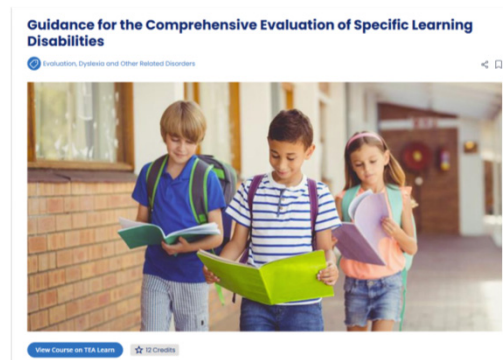- NEW RESOURCE: Graduation and Special Education FAQ will be published in June

Trainings for Required MDT/ARD Dyslexia Member are LIVE!

TEA's Texas Dyslexia Academies (TDAs)
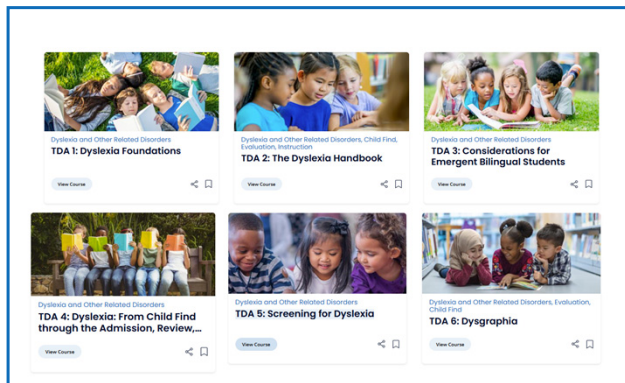
TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability Online Course

Texas Autism Conference

Registration Open Until June 12, 2025

June 19-20 Hybrid (In-Person at Education Service Center Region 13, Austin, TX)

June 21st Virtual Only – Family Day (Free)

The 33rd Texas Autism Conference's goal is to promote increased awareness and understanding of evidence-based practices, interventions, standards, and services in the area of autism. This year's sessions will include both lectures and hands-on workshops with performance feedback.

Topics Include:
- Communication (Workshop)
- Executive Functioning
- Challenging Behavior
- Social Skills
- Discrete Trial Training (Workshop)
- Natural Environment Teaching (Workshop)
- 18+ Programs
- Mental Health

Updates to Behavior Supports TA- In Development

- Simplified behavior analytic language and jargon for the field.

- Added clarity and definition for "interfering behavior".

- Updated FBA guidance from OSEP and OSERS (November 2024)

- Updated Guidance on Autism Supplement and relocation of previous TSLAT resources.

- Added clarity for "Prohibited Aversive Techniques" to comply with changes in 19 TAC 89.1053(l)

- Updated guidance on the use of restraint.***

Technical Assistance:
Behavior Supports and Guidance for Students with Disabilities

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Ongoing Stakeholder Engagement

Stakeholder Engagement: Share Information and Gather Insights

TEA/LEA SPED Webinars
The Division of Special Education Programs hosts webinars to provide the most current information regarding special education in Texas. TEA decides topics based on needs in the field. Agendas & recordings posted to TEA Special Education Webinars & Newsletters

Texas Continuous Improvement Steering Committee (TCISC)
The purpose of the Texas Continuous Improvement Steering Committee (TCISC) meeting is to share information and gather stakeholder input regarding the Texas Continuous Improvement Process (TCIP). Specifically, the committee will review the Annual Performance Report (APR) and other state performance data in support of setting targets for the State Performance Plan (SPP), discussing statewide activities around general supervision, and providing feedback to assist in improvement planning efforts. (OSEP QA; 2301; Q-C-6)

Ongoing Stakeholder Engagement

Stakeholder Engagement: Share Information and Gather Insights

SPED Director Panel
This panel allows TEA to connect with district special education leaders from across Texas. The group's purpose is to provide critical feedback and information from the field and to discuss agency work to help move us toward our shared goal of improved outcomes for students served by special education in Texas.

The Continuing Advisory Committee (CAC)
This group is the state advisory panel required by the Individuals with Disabilities Education Act (IDEA) and membership is appointed by the Office of the Governor. This group supports identifying unmet needs within the state in the education of children with disabilities and provides advice in development of data reporting, corrective action plans, and implementing policies. CAC for Special Education webpage

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New Resources Launched in 2024-2025

### COLLABORATION AND FLEXIBLE GROUPING

Courses (19) include engaging professional learning pathways for educators (special ed & general ed) and instructional leaders to develop skills in collaborative instruction, data-driven decision-making, and student-centered, small-group planning.

TEXAS SPED QUICK LEARNS

A set of 6 videos covering essential topics for supporting students receiving special education services in a collaborative setting.
Topics include:
- Co-teaching approaches & core principles (2 videos)
- Working with paraprofessionals
- Accommodations vs. Modifications
- Specially designed instruction
- Integrating instructional models
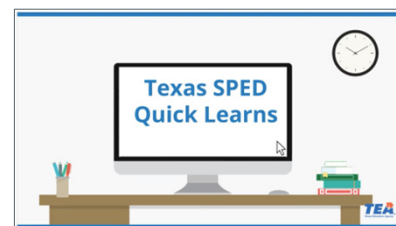
New Resources Launched in 2024-2025

ASSISTIVE TECHNOLOGY

Texas AT Support website offers a comprehensive library of assistive technologies aimed at enhancing learning for students with diverse needs. It provides valuable resources on integrating these technologies effectively, including guides on selecting the right tools, training materials for both students and staff, and examples of best practices.
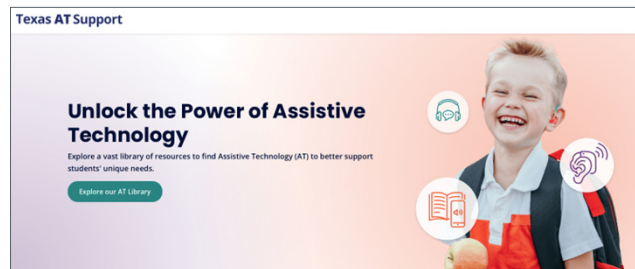
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District Systems Level Change

District Systems Level Change

Special Education Systems

**District Aligned Systems:
MTSS and Inclusive Practices**

District Systems Level Change

Special Education Systems

**District Aligned Systems:
MTSS and Inclusive Practices**

How Healthy Is my Special Education System?

The Special Education Performance Diagnostic provides districts with a framework for understanding the overall health of their special education systems.

The framework is organized around levers, essential actions, and key practices that define what a district should do to ensure that students with disabilities are effectively served in schools.

Levers were identified based on critical areas that make for a strong Special Education system

LEVERS

ESSENTIAL ACTIONS

KEY PRACTICES

SUCCESS CRITERIA

SPD LEVERS	
1	Integrated Systems
2	Talent
3	Identification and Evaluation
4	IEP Development
5	Special Education Service Delivery
6	Meaningful Access
7	Family and Community Engagement

DS0   Level setting here since it has been a year.
Davis, Samora, 2025-05-14T19:23:27.596

Future State for SPD Framework and Resources Access

The SPD Framework, tools, resources, and general information (i.e., videos) will be housed publicly on the Texas SPED Support website.
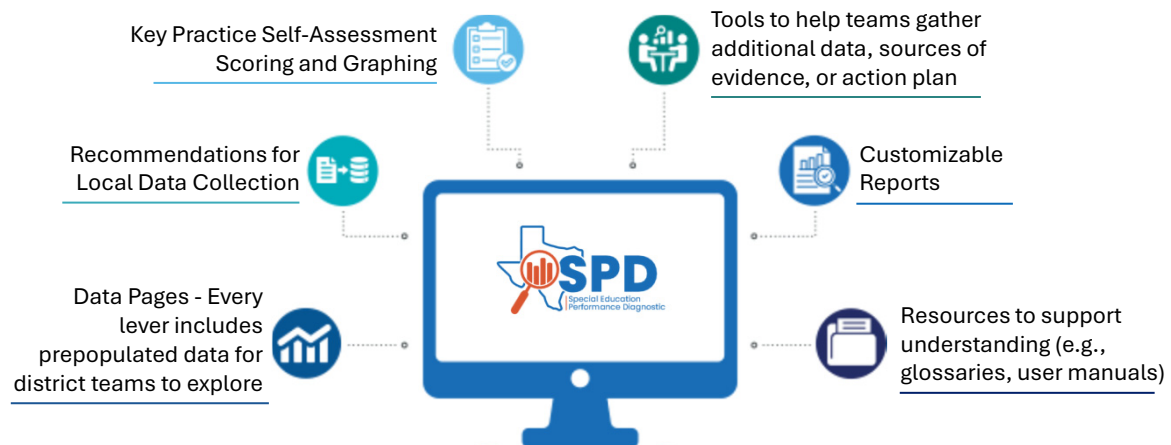
TSS will also house a back-end Training Portal to log in for access to turn-key training materials and resources.

District Special Education Directors will primarily engage with SPD through the TEAL Application connected to ASCEND.

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SPD Application Key Features

Key Practice Self-Assessment Scoring and Graphing

Tools to help teams gather additional data, sources of evidence, or action plan

Recommendations for Local Data Collection

Customizable Reports

Data Pages - Every lever includes prepopulated data for district teams to explore

Resources to support understanding (e.g., glossaries, user manuals)

District Systems Level Change

Special Education Systems Change

**District Aligned Systems Change: MTSS and Inclusive Practices**

What is a SIL?

SIL Definition: Who

The Strategic Integration Liaison (SIL) serves as a liaison between Executive Leadership Teams, the Texas Education Agency, and Educational Service Centers for the purpose of improving outcomes for students with disabilities through systems-level change. A SIL is a connector, capacity builder, and a coach to district leadership teams.
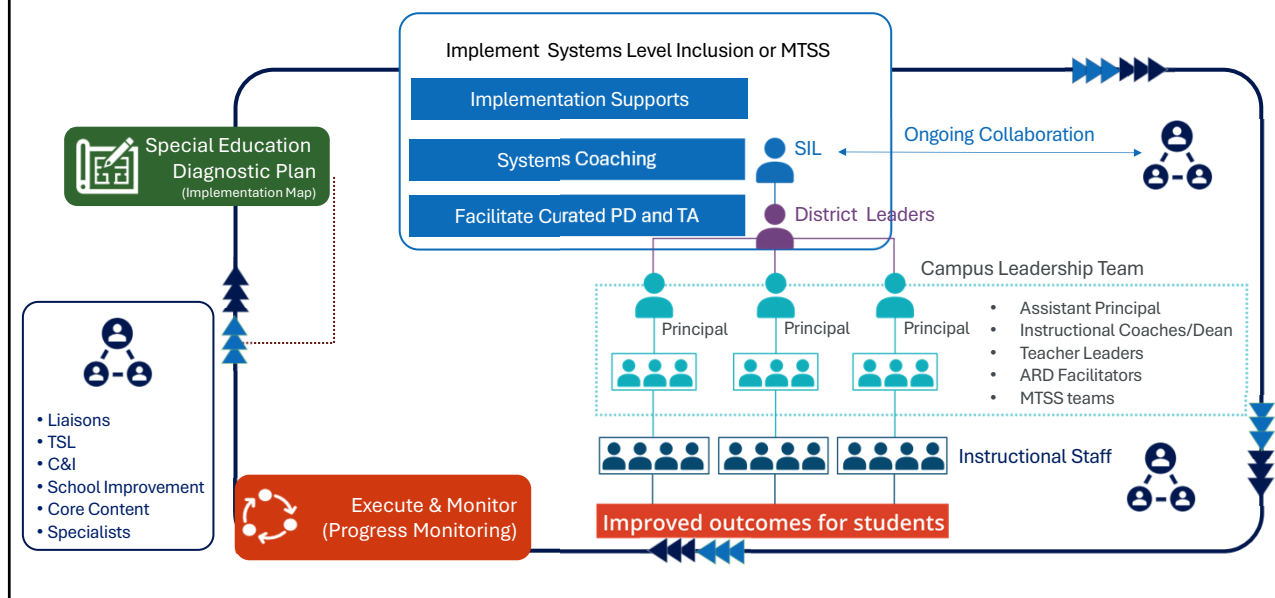
SIL Process: How

The SIL process integrates principles of implementation science and change management to promote systems-level change within districts. By leveraging evidence-based practices, the SIL process aids districts in the effective implementation of MTSS and meaningful access for students with disabilities.

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SIL Process
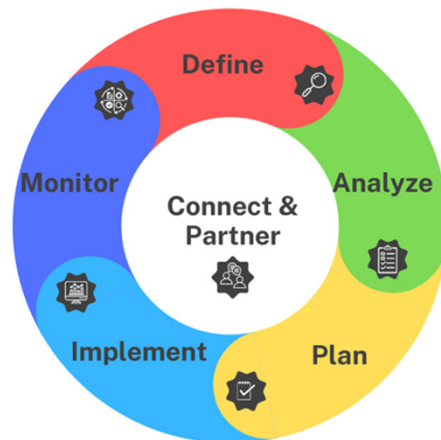
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How do SILs align support for LEA implementation?

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Thank you!