

# Special Education Performance Results

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## 89th Texas Legislature: House Bill 2

“At least once per year, a board of trustees in a school district or governing board of an open-enrollment charter school must specifically discuss the performance of students with disabilities receiving special education services. The Texas Education Agency (TEA) must adopt by rule performance indicators for measuring and evaluating the students’ quality of learning to be used for these discussions, which will be adopted later this school year. (HB 2)”

# Results Driven Accountability (RDA)

## Domain 1: Academic Achievement

These indicators measure the performance and participation of students with disabilities on state assessments

## Domain II: Post-Secondary Readiness

Focuses on student progress toward graduation and successful transition after high school.

## Domain III: Disproportionate Analysis

Identifies disparities in the identification and placement of students.

# RDA Performance Levels

Under each domain there are specific indicators reviewed that receive a Performance Level (PL) which are the following:

PL 0 meeting or exceeding the state standard.

PL 1 slightly below state target. These are typically addressed with the local continuous improvement process.

PL 2 moderate gap between local performance and state target. Focused data analysis is reviewed to identify root causes of lower performance.

PL 3 significant gap from the state target. District is placed in higher intervention categories.

PL 4 furthest distance from the state target and lowest performance level. The most critical need for immediate intervention.

# RDA Determination Levels

A performance level designation is determined by numerical ranges (rates) known as cut points.

The average of the PLs leads to the district's overall Determination Level (DL) for the year.

DL 1 Meets Requirements: High compliance and positive student outcomes.

DL 2 Needs Assistance: The district establishes leadership teams to engage in targeted improvement.

DL 3 Needs Intervention: The district must submit a Strategic Support Plan (SSP) to TEA.

DL 4 Needs Substantial Intervention: Highest level of state intervention

# Domain I: Academic Achievement Results

Sped STAAR 3-8 Passing Rate		PL 0 Cut rates	Rate	Passed	Tested	Performance Level
Math	2025	70.0 - 100.0	37.6	123	327	3
	2024	70.0 - 100.0	40.1	127	317	2
	2023	70.0 - 100.0	49	146	298	2
Reading Language Arts	2025	70.0 - 100.0	33.5	110	328	3
	2024	70.0 - 100.0	34.7	110	317	3
	2023	70.0 - 100.0	41.1	122	297	2
Science	2025	65.0 - 100	32.3	31	96	3
	2024	65.0 - 100	34.8	40	115	3
	2023	65.0 - 100	49.4	42	85	2
Social studies	2025	65.0 - 100	22.9	11	48	3
	2024	65.0 - 100	27.1	13	48	3
	2023	65.0 - 100	28.9	11	38	3

# Domain I: Academic Achievement Results-Continued

<b>SPED STAAR EOC Passing Rate</b>		<b>PL 0 Cut rates</b>	<b>Rate</b>	<b>Passed</b>	<b>Tested</b>	<b>Performance Level</b>
<b>Algebra I</b>	2025	<b>65.0 -100</b>	<b>47.6</b>	<b>30</b>	<b>63</b>	<b>2</b>
	2024	65.0 -100	43.1	25	58	2
	2023	65.0 -100	40.4	21	52	2
<b>Biology</b>	2025	<b>75.0 - 100</b>	<b>61</b>	<b>36</b>	<b>59</b>	<b>2</b>
	2024	75.0 - 100	64.5	40	62	2
	2023	75.0 - 100	56.8	42	74	2
<b>U.S. History</b>	2025	<b>70.0 - 100</b>	<b>60</b>	<b>18</b>	<b>30</b>	<b>1</b>
	2024	70.0 - 100	77.1	27	35	0
	2023	70.0 - 100	80	28	35	0
<b>English I and II</b>	2025	<b>60.0 - 100</b>	<b>19.1</b>	<b>22</b>	<b>115</b>	<b>3</b>
	2024	60.0 - 100	29.3	34	116	3
	2023	60.0 - 100	29.6	37	125	3

# Domain II: Post-Secondary Readiness

<b>SPED Graduation Rate</b>					
	<b>PL 0 Cut Points</b>	<b>Rate</b>	<b>Graduates</b>	<b>Class</b>	<b>Performance Level</b>
	<b>2025</b> 80.0 - 100	<b>84.4</b>	<b>27</b>	<b>32</b>	<b>0</b>
	<b>2024</b> 80.0 - 100	<b>77.1</b>	<b>27</b>	<b>35</b>	<b>0 RI</b>
	<b>2023</b> 80.0 - 100	<b>71</b>	<b>22</b>	<b>31</b>	<b>1</b>

<b>SPED Annual Dropout Rate (Grades 7-12)</b>					
	<b>PL 0 Cut Points</b>	<b>Rate</b>	<b>Dropouts</b>	<b>Attend</b>	<b>Performance Level</b>
	<b>2025</b> 0 - 1.8	*	*	*	<b>0</b>
	<b>2024</b> 0 - 1.8	0.7	*	*	<b>0</b>
	<b>2023</b> 0 - 1.8	1.6	*	*	<b>0</b>

# Domain III: Disproportionate Analysis

## SPED Regular Early Childhood Program Rate (preschool-aged)

	PL 0 Cut Points	Rate	Settings RECP	SPED Students	Performance Level
2025	30.0 - 100	14.3	*	*	2
2024	30.0 - 100	17.6	*	*	NA SE
2023	30.0 - 100	9.4	*	*	NA SE

## SPED Regular Class >= 80% Rate (school-aged)

	PL 0 Cut Points	Rate	Settings >= 80%	Class	Performance Level
2025	70.0 - 100	55.0	*	*	2
2024	70.0 - 100	60.0	*	*	1
2023	70.0 - 100	61.2	*	*	1

## SPED Regular Class <40% Rate (school-aged)

	PL 0 Cut Points	Rate	Settings < 40%	Class	Performance Level
2025	0 - 10.0	21.7	*	*	3
2024	0 - 10.0	19.6	*	*	2
2023	0 - 10.0	19.0	*	*	2

# Domain III: Disproportionate Analysis-Continued

SPED Representation (Ages 3-21)		SPED Students	All Students	Percentage		
	2025	688	5,741	12.0		
	2024	701	5901	11.9		
	2023	645	6,074	10.6		
SPED Total Disciplinary Removals Rate (Ages 3-21)		PL 0 Cut Points	SPED Removals	SPED Students	Performance Level	
	2025	0 - 19.0	31.2	*	*	2
	2024	0 - 19.0	28.2	*	*	1
	2023	0 - 19.0	24.4	*	*	1

# Determination Level (DL) for Special Education

	<b>DL</b>	<b>Classification</b>
2025	3	<b>Needs Intervention</b>
2024	2	Needs Assistance
2023	2	Needs Assistance

# TEA Strategic Support Plan (SSP)

The Strategic Support Plan (SSP) is designed to assist the district's area(s) of growth to improve outcomes identified within the RDA performance indicators. The SSP assists in identifying district goals to support root causes of low performance related to RDA determination levels.

The Strategic Support Plan was submitted to TEA on December 17th, 2025. The follow up meeting with TEA is scheduled for January 21, 2026.

# TEA Strategic Support Plan-Continued

The process of developing the Strategic Support Plan has eight (8) steps:

1. Review Sources of Data
2. Identify Priority Areas
3. Develop Problem Statement(s)
4. Conduct Root Cause Analysis
5. Define Annual Goal(s)
6. Develop Strategies for Implementation
7. Define Implementation Activities
8. Monitor and Report Progress

# Sources of Data

1. RDA (2023, 2024, 2025)
2. Self-assessments (2023, 2024, 2025)
3. District Improvement Plan (DIP) (2025)
4. Campus Improvement Plans (CIP) (2025)
5. High Quality Instructional Materials (HQIM) (2025)

**Key Factor:** *The district's Strategic Support Plan goals are intentionally aligned to the District Improvement Plan to ensure coherence between special education improvement efforts and districtwide priorities for student success, staff effectiveness, community engagement, and operational systems.*

# Annual Goal for Priority Area #1 (Academic Achievement)

## STAAR 3-8 Reading and Math

By the end of the 2025–2026 school year, the percentage of students with disabilities in Canutillo ISD meeting the STAAR passing standard in grades 3–8 Reading will increase from **33.5% to 38.5%** and Mathematics will increase from **37.6% to 42.6%** compared to the 2024–2025 RDA baseline data.

## English I/II EOC

By the end of the 2025–2026 school year the percentage of students with disabilities in Canutillo ISD, grades 9-10 who meet the EOC English I and II passing standard will increase from **19.1% to 24.1%**, compared to the 2024-2025 RDA baseline data.

# Strategies and Implementation

## **Strategy 1.1 — Policies, Procedures, and Practices**

Implement a districtwide instructional framework that aligns grade-level curriculum, specially designed instruction (SDI), and progress monitoring for students with disabilities.

### **Activity Description:**

Develop and implement districtwide guidance outlining expectations for aligned grade-level instruction, SDI, and progress monitoring for students with disabilities.

## **Strategy 1.2 — Training and Professional Development**

Provide ongoing professional development for general education and special education staff focused on:

- Delivering grade-level instruction with appropriate accommodations
- Aligning SDI to IEP goals
- Using data to inform instructional adjustments for students with disabilities

### **Activity Description:**

Provide professional development to general and special education staff on delivering aligned instruction, implementing SDI, and using data to inform instruction for students with disabilities.

# Strategies and Implementation-Continued

## **Strategy 1.3 — Technical Assistance**

Provide targeted technical assistance to campuses to support implementation of aligned instructional practices and progress monitoring systems for students with disabilities.

### **Activity Description:**

Provide ongoing technical assistance and coaching to campuses to support instructional alignment and progress monitoring for students with disabilities.

## **Strategy 1.4 — Other (Continuous Improvement Alignment)**

The district will intentionally embed Special Education academic achievement priorities into existing district continuous improvement structures, including MTSS processes, curriculum implementation cycles, and campus improvement planning.

Special Education leadership will collaborate with Curriculum and Instruction and campus leadership to ensure that instructional expectations, progress monitoring, and data review for students with disabilities are aligned with districtwide practices rather than implemented as a separate initiative.

Special Education academic progress will be reviewed during existing data meetings and planning cycles to monitor implementation fidelity and inform instructional adjustments.

## **Annual Goal for Priority Area #2 (Least Restrictive Environment)**

By the end of the 2025–2026 school year, Canutillo ISD percentage of students with disabilities served in instructional settings less than 40% of the day will decrease from 21.7% to 16.7%, as measured by RDA data.

# Strategies and Implementation

## **Strategy 2.1 — Policies, Procedures, and Practices**

Establish and implement districtwide expectations for inclusive instructional practices that support students with disabilities in accessing instruction in the general education setting.

### **Activity Description:**

Establish districtwide expectations and guidance for inclusive instructional practices and service delivery models to support students with disabilities in general education settings.

## **Strategy 2.2 — Training and Professional Development**

Provide professional development to campus staff on inclusive service delivery models, including co-teaching, Universal Design for Learning (UDL), and effective use of accommodations.

### **Activity Description:**

Provide professional development to campus staff on inclusive practices, co-teaching, and effective use of accommodations.

# Strategies and Implementation-Continued

## **Strategy 2.3 — Technical Assistance**

Provide campus-based coaching and support to strengthen inclusive practices and ensure appropriate placement decisions aligned to student needs.

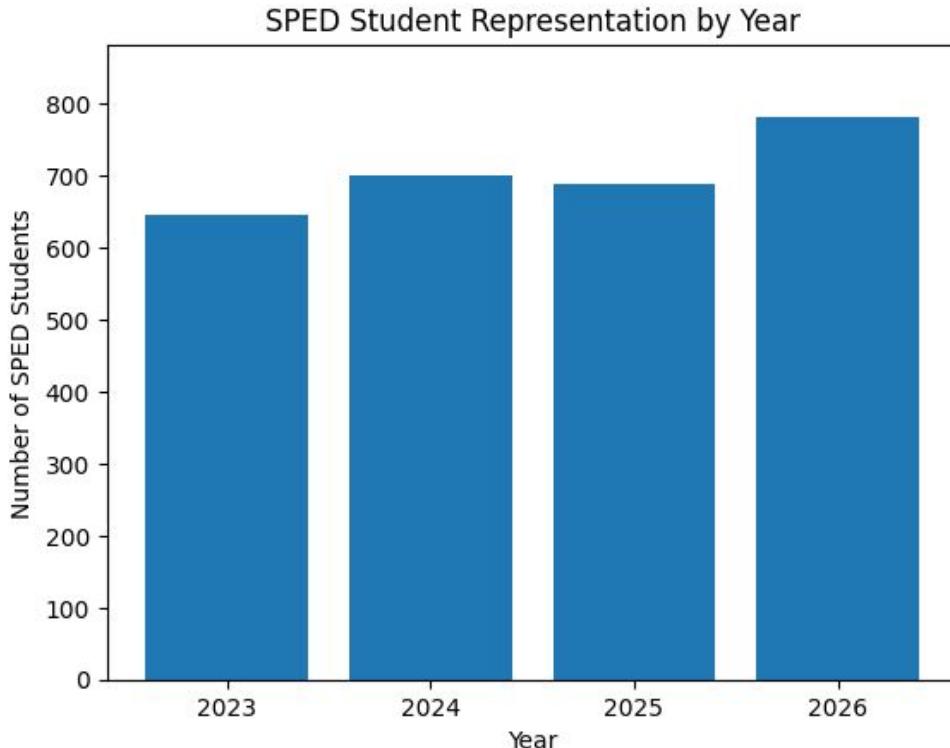
### **Activity Description:**

Provide targeted coaching and support to campuses to strengthen inclusive instructional practices and ensure appropriate placement decisions.

## **Strategy 2.4 — Other (Continuous Improvement Alignment)**

Integrate LRE improvement efforts within the district's MTSS and instructional monitoring systems.

# Special Education Numbers



- The data shows a general upward trend in special education enrollment over time, with one minor dip in 2025 followed by a notable rise in 2026. This suggests growth in identified need, enrollment, and services, rather than inconsistent practices.

# Special Education Numbers by Primary Disability

DD 11

TBI 1

AU 144

SI 161

SLD 261

ED 11

ID 57

DB 1

VI 5

DHH 5

OHI 116

OI 3

# Continuum of Services

Placement decisions are guided by a requirement to provide education in the least restrictive environment (LRE). The goal of LRE is to have students included in classrooms and settings with students without disabilities as much as appropriate based on each student's unique needs.

## Special Education Settings



## In-Class Supports

The student remains in the general education classroom with their peers and learns the same grade-level material, but with extra assistance, such as accommodations and/or inclusion (meaningful access) support. The grade-level material is not altered.

Location of In-Class Supports:

Every Campus

# Resource

A special education setting designed for students who are served in the general education classroom but require targeted and grade level material that is altered in specific subject areas. Instruction is provided by special education staff and prioritizes the essential TEKS and individualized IEP goals.

Location of Resource classes:

Every Campus

# Instructional Skills Classroom (ISC)

A special education setting designed for students who require core grade level material that is moderately altered to a level of foundational understanding and basic skills. Instruction is provided by special education staff and aligns the essential TEKS with student's foundational understanding and basic skills as indicated in the IEP.

Location of the ISC Classroom:

Garcia Elementary

Canutillo Middle School

Canutillo High School

# Early Childhood Special Education (ECSE)

A self-contained special education classroom designed for eligible students ages 3-5 who require specialized support and personal care services due to developmental delays or disabilities. This classroom provides a highly structured, language-rich environment with a low staff-to-student ratio and a modified/alternative curriculum to support individualized learning in the areas of communication, social-emotional development, motor skills, self-help skills, cognitive development, and early academics. Students may be provided with opportunities to participate in the general education setting to the maximum extent appropriate based on their individual strengths and needs.

Location of the ECSE Classroom:

Damian Elementary

# Behavior Intervention Class (BIC)

A self-contained special education classroom designed for students with disabilities whose behavior interferes with their learning or the learning of others to such an extent that a specialized program of instruction in a more structured setting is necessary. This program addresses the student's academic needs while providing the student with explicit behavioral supports such as coping skills, self-regulation and/or replacement behaviors, in order to make progress toward returning to a less restrictive environment. The overarching goal of the program is to return the student to the general education setting to the maximum extent appropriate.

Location of the BIC Classroom:

Davenport Elementary

Canutillo Middle School

Canutillo High School

# Structured Learning Classroom (SLC)

A highly structured self-contained special education setting designed for students with significant needs related to development, behavior, social skills, and communication. This classroom emphasizes a highly structured environment, behavior regulation, social-emotional development, daily living skills, and functional academics. Students receive direct instruction from special education staff using evidence-based strategies including structured routines, visual supports, communication systems, and positive behavioral interventions.

Location of the SLC Classroom:

Bill Childress Elementary

Alderete Middle School

Canutillo High School

# Developmental Skills Classroom (DSC)

A self-contained special education classroom designed for students whose disability severely impacts their daily living skills and functional academic acquisition. Students in this classroom typically have goals that are aligned to prerequisite skills significantly below enrolled grade level TEKS in ALL content areas. They have significant needs that impact their access and progress in ALL academic areas, which affect the student's ability to function independently. Students typically display a need for personal care services in order to safely and effectively access school/community environments.

Location of the DSC Classroom:

Canutillo Elementary

Alderete Middle School

Canutillo High School

# TEA Cyclical Monitoring

The TEA reviews data collected as part of any monitoring review activity to ensure compliance with federal and state regulatory requirements. The TEA conducts cyclical reviews of all local education agencies (LEAs) statewide over six years. Cyclical monitoring activities determine compliance related to federal requirements, including the Individuals with Disabilities Education Act (IDEA), and state laws to assist LEAs in resolving specific issues or concerns that impact services and outcomes for students with disabilities. The cyclical monitoring reports provide the results of the LEA's compliance review related to state general supervision requirements.

This is our year for a Cyclical Review.

Timeline: January-March 2026.

# Overview of Cyclical Review

Initial Planning Meeting with TEA: Held on 1/9/26.

Policy Review: Special Education Policies and Procedures.

Comprehensive Desk Review: Properly Constituted ARD, Evaluation, IEP Content, Development, and Implementation, State Assessment, Transition.

Clarifications: Pre-finding Corrections

Stakeholder Surveys: anonymous survey of stakeholders to gather additional information regarding the implementation of programs and services.

Report of Findings: Noncompliance, Corrections, Overview of Corrective Action

Service Quality Survey based on TEA's support with the Cyclical Review

# Thank you CISD

“Meaningful outcomes for students with disabilities happen when educators, families, and leadership work together as one accountable team”- Council for Exceptional Children