

Special Education Department

San Elizario Independent School District



Annual Special Education Report
2025-2026



San Elizario ISD - Special Education Department

Mission Statement

The San Elizario ISD Special Education Department provides services to students who have qualified for specially designed instruction and/or related services. All students receive a free and appropriate public education in the least restrictive environment through a continuum of services offered to maximize each student's academic and functional abilities.

Vision Statement

To foster an inclusive environment for exceptional students to thrive in school and beyond.



District Special Education Student Snapshot



Special Education Eligibility Definitions

In Texas, students can qualify for Special Education under **13 eligibility categories**, which align with the federal IDEA disability categories and are defined in the **Texas Administrative Code (TAC §89.1040)**.

1. **Auditory Impairment (AI), Deaf or Hard of Hearing (DHH)**
 2. **Autism (AU)**
 3. **Deafblindness (DB)**
 4. **Emotional Disturbance (ED)**
 5. **Intellectual Disability (ID)**
 6. **Multiple Disabilities (MD)**
 7. **Orthopedic Impairment (OI)**
 8. **Other Health Impairment (OHI)** — includes ADHD and many medical/health conditions
 9. **Specific Learning Disability (SLD)** — includes dyslexia, dyscalculia, etc.
 10. **Speech or Language Impairment (SLI)**
 11. **Traumatic Brain Injury (TBI)**
 12. **Visual Impairment (VI)**
 13. **Noncategorical Early Childhood (NCEC)** — ages 3–5 when disability type is not yet clearly defined
- * **Developmental Delay (DD)** – replacing NCEC – extends to ages 3-9



Current Special Education Counts Served by Disability

As of February 17, 2026, the San Elizario ISD Special Education Department is serving a total of **528 students**. Of these students, **156 students** are identified with two disabilities, and **18 students** are identified with three or more disabilities.

Campus	AI/DHH	AU	DB	ED	ID	MD	OI	OHI	SLD	SLI	TBI	VI	NCEC/DD	Campus Total
Loya	1	12	0	0	0	0	0	0	0	50	0	1	11	75
Sambrano	1	15	0	0	6	0	0	14	19	100	0	0	5	160
Alarcon	1	0	0	4	1	0	0	13	35	22	0	0	0	76
Borrego	1	14	0	3	11	0	0	9	63	48	0	2	1	152
GEMS	3	3	0	6	3	0	0	11	47	9	0	0		82
SEHS	3	15	1	10	7	0	1	18	89	10	0	3		157
District Total:	10	59	1	23	28	0	1	65	253	239	0	6	17	702



Special Education Programs Offered at San Elizario ISD

Program	Description
Life Skills (LS)	Students who have significant cognitive disabilities and require intensive, individualized instruction in functional and adaptive skills.
Social Emotional Support (SES)	Specialized educational setting for students who require intensive and specialized support to manage significant social, emotional, and/or behavioral challenges that impede their educational progress.
Structured Learning and Communication (SLC)	Specialized instructional setting designed for students with moderate to severe disabilities, particularly those on the autism spectrum, who require a high degree of structure, consistency, and individualized support to address their academic, social, behavioral, and communication needs.
Academic Self-Contained (ASC)	Self-contained classrooms are considered when a student's Individualized Education Program (IEP) team determines that their needs cannot be adequately met in a less restrictive environment, like an inclusion classroom, even with supplementary aids and services.
Resource (Res)	Specialized educational setting where students with disabilities receive targeted, individualized instruction and support from a special education teacher.
Co-Teach (CT)	Collaborative approach where a general education teacher and a special education teacher share responsibility for planning, instructing, and assessing a diverse group of students, which includes those with disabilities.
In Class Support/ Support Facilitation (SF)	An inclusive service delivery model where special education personnel, such as a special education teacher or paraprofessional, provide support to both the general education teacher and students with disabilities within the general education classroom.
External Support/Mainstream	Provides special education and related services to students with disabilities within the general education classroom, while also providing additional support outside of the regular classroom environment as needed.



Additional Special Education Services

Services	Description
Auditory Services	Encompass comprehensive hearing care, including diagnostic evaluations, hearing aid fittings, maintenance, and treatment for tinnitus or balance disorders.
Occupational Therapy	Supports students' academic and functional performance by addressing fine motor, sensory processing, and self-care skills needed for learning
Physical Therapy	Focuses on improving a student's functional mobility, strength, and balance to fully participate in their educational environment.
Special Education Counseling	Provides specialized, goal-focused counseling, and fosters social-emotional growth for students with disabilities.
Dyslexia	Difficulty with decoding, spelling, and reading fluency, requiring tailored, systematic instruction.
Homebound	Provide certified instruction to special education students confined to home or hospital for at least four weeks due to severe medical or mental health conditions, aiming to maintain academic progress.
Private/Homeschool	Homeschooling in Texas is legally classified as private schooling, requiring no state registration, teacher certification, or curriculum approval. Parents must use a bona fide (genuine) curriculum, such as workbooks or online programs, covering reading, spelling, grammar, math, and good citizenship.
Texas School for the Blind and Visually Impaired (TSBVI)	Serves students ages birth-22 who are blind, visually impaired, or deafblind in Texas through a variety of educational programs and services. Located in Austin, TX.
Regional Day School Program for the Deaf (RDSPD)	The El Paso RDSPD is dedicated to serving students with hearing loss that significantly impacts the development of language and/or performance in school through a variety of programming options. Located at Burgess High School.

Current Special Education Counts by Instructional Setting

Setting	Loya	Sambrano	Alarcon	Borrego	GEMS	San Elizario HS	District Total
Life Skills		4		3	4	8	19
SLC		6		6			12
SES			5		4		7
ASC		15		16	6	18	55
Resource		18	15	38	14	12	97
Co-Teach		1	3	11	24	68	107
Support Facilitation	3	4	8	7	11	11	44
Mainstream	1	1	2	3	3	16	26
Speech Only	22	42	5	10	1	0	80
Speech	1	12	3	6		0	22
Dyslexia Instruction	0	4	13	10	2	1	30
Early Childhood	23						23
Visually Impaired	1	0	0	2	0	3	6
Homebound	0	0	0	0	0	1	1
*Private School	0	0	0	0	0	1	1
*Homeschool	0	0	0	1	0	0	1
*Texas School for the Blind and Visually Impaired (TSBVI)	0	0	0	0	0	1	1
*Regional Day School Program for the Deaf (RDSPD)	0	0	0	0	0	1	1



Special Education Population: 4-Year Trend

Total Population			
Year	Texas	Region 19	SEISD
21-22	5,427,370	166,550	3,193
22-23	5,518,432	165,778	3,177
23-24	5,531,236	163,415	3,009
24-25	5,544,255	160,879	2,927
25-26			2,798

Special Education Population			
Year	Texas	Region 19	SEISD
21-22	635,097	20,111	431
22-23	702,785	21,102	464
23-24	774,489	22,269	480
24-25	856,651	23,634	481
25-26			528

Special Education Percentage			
Year	Texas	Region 19	SEISD
21-22	11.70%	12.08%	13.50%
22-23	12.74%	12.73%	14.60%
23-24	14.00%	13.63%	15.85%
24-25	15.45%	14.69%	16.43%
25-26			18.87%

Prior Year Source: Texas Academic Performance Reports (TAPR)

*Dyslexia added to Special Education beginning the 25-26 School Year



District Special Education Faculty and Staff Snapshot



San Elizario ISD Special Education Employees

Job Title	Campus/Location	Counts
Aides	All campuses	23
Autism Specialist	Excell/All campuses	1
Behavior Interventionist/Dyslexia	Excell/All campuses	1
Clerks	Excell	2
Counselor	Excell/All campuses	1
Diagnostician	Excell/All campuses	4
Director	Excell	1
Job Coach	Excell/San Elizario HS/Garcia-Enriquez MS	1
Clerks	Excell	2
Secretary	Excell	1
Speech Language Pathologist (SLP)	Excell/All campuses	5
Teachers	All Campuses	29
Teacher – Visually Impaired/Dyslexia	Excell/All campuses	1



San Elizario ISD Contracted Employees

Job Title	Campus/Location	Counts
Auditory Impairment	Excell/All campuses	1
License Specialist in School Psychology (LSSP)	Excell/All campuses	1
Occupational Therapist	Excell/All campuses	1
Physical Therapist (vacant)	Excell/All campuses	1
Transition Specialist	Excell/GEMS/SEHS	1



Special Education Data



2025 Results Driven Accountability District Report

Special Education (SPED)

Domain I - Academic Achievement (Indicators 1-3)

Domain II - Post-Secondary Readiness (Indicators 4-5)

Domain III - Disproportionate Analysis (Indicators 6-15)



Texas Education Agency's 2025 RDA Special Education Determination Level Framework

Performance Level	Description
Best Performance (PL 0)	Strong results, minimal TEA concern.
High Performance (PL 1)	Better than statewide average.
Moderate Concern (PL 2)	Some performance issues.
Significant Concern (PL 3)	Low statewide performance.
Lowest Performance (PL 4)	Highest level of concern/intervention.
Not Assigned (NA)	When the LEA cannot be evaluated due to a lack of data. Usually occurs when there are no students in that specific population.
Special Analysis (SA)	Used to assign a performance level when an LEA has very small student populations that do not meet standard size
No Data	The LEA had no students in the specific population being measured for that indicator.
Required Improvement (RI)	When a (LEA) has achieved the highest possible performance rating (PL 0) for a specific indicator by meeting the <u>Required Improvement (RI)</u> criteria



Texas Education Agency's 2025 RDA Special Education Determination Level Framework

Determination Level	Description
Meets Requirements (DL1)	Indicates the LEA is meeting IDEA requirements and demonstrates adequate performance.
Needs Assistance (DL2)	Indicates performance concerns that require state monitoring and intervention supports. TEA may take enforcement actions if an LEA remains at DL2 for multiple years.
Needs Intervention (DL3)	Indicates significant performance issues requiring targeted or intensive interventions. If an LEA remains at DL3 for three or more consecutive years, TEA is required to take enforcement action.
Needs Substantial Intervention (DL4)	Indicates severe noncompliance or substantial failure to meet IDEA conditions. TEA may take immediate enforcement action at this level.

Performance Level's measure performance on the **components**.
Determination Level's measures the performance of the **system**.

Domain I – Academic Achievement

Indicator 1

1. SPED STAAR 3-8 Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	40.8	91	223	2
	2024			104	225	
	2023			105	191	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	38.9	88	226	3
	2024			92	224	
	2023			76	195	
<i>(iii) Science</i>	2025	65.0 - 100	25.0	19	76	3
	2024			24	67	
	2023			22	75	
<i>(iv) Social Studies</i>	2025	65.0 - 100	28.1	9	32	3
	2024			7	32	
	2023			10	40	



Domain I – Academic Achievement

Indicator 2

2. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	71.4	15	21	0
	2024			*	*	
	2023			*	*	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	66.7	14	21	NA SA
	2024			*	*	
	2023			*	*	
<i>(iii) Science</i>	2025	65.0 - 100	60.0	*	*	NA SA
	2024			*	*	
	2023			*	*	
<i>(iv) Social Studies</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	



Domain I – Academic Achievement

Indicator 3

3. SPED STAAR EOC Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Algebra I</i>	2025	65.0 - 100	58.3	28	48	1
	2024			29	49	
	2023			30	41	
<i>(ii) Biology</i>	2025	75.0 - 100	66.7	28	42	1
	2024			31	44	
	2023			33	42	
<i>(iii) U.S. History</i>	2025	70.0 - 100	89.2	33	37	0
	2024			14	18	
	2023			29	32	
<i>(iv) English I and II</i>	2025	60.0 - 100	23.7	28	118	3
	2024			27	105	
	2023			28	79	



Domain II – Post Secondary Readiness

Indicator 4-5

4. SPED Graduation Rate					
	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2025	80.0 - 100	80.6	25	31	0
2024			17	23	
2023			21	32	

5. SPED Annual Dropout Rate (Grades 7-12)					
	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2025	0 - 1.8	3.4	7	205	2
2024			*	*	
2023			9	211	



Domain III – Disproportionate Analysis Indicator 6-10

6. SPED Regular Early Childhood Program Rate (preschool-aged)

	PL 0 Cut Points	Rate	Settings RECP	SPED Students	Performance Level
2025	30.0 - 100	42.0	*	*	0
2024			*	*	
2023			*	*	

7. SPED Regular Class ≥80% Rate (school-aged)

	PL 0 Cut Points	Rate	Settings ≥80%	SPED Students	Performance Level
2025	70.0 - 100	81.0	*	*	0
2024			*	*	
2023			*	*	

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

	PL 0 Cut Points	Rate	Settings <40%	SPED Students	Performance Level
2025	0 - 10.0	12.6	*	*	0 RI
2024		15.3	*	*	
2023			*	*	

9. SPED Separate Settings Rate (school-aged)

	Separate Settings	SPED Students
2025	*	*

10. SPED Representation (Ages 3-21)

	SPED Students	All Students
2025	481	2,927

Domain III – Disproportionate Analysis Indicator 11-15

11. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

		SPED OSS/EXP≤10	SPED Students
2025		*	*

12. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED OSS/EXP>10	SPED Students	Performance Level
2025	0 - 1.0	*	*	*	0

13. SPED ISS ≤10 Days Rate (Ages 3-21)

		SPED ISS≤10	SPED Students
2025		*	*

14. SPED ISS >10 Days Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED ISS>10	SPED Students	Performance Level
2025	0 - 1.3	0.7	*	*	0

15. SPED Total Disciplinary Removals Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED Removals	SPED Students	Performance Level
2025	0 - 19.0	26.2	*	*	1
2024			*	*	
2023			*	*	

RDA Special Education Determination Level Framework Overall Summary (Last 4 Years)

Year	Determination Level
2022	*Needs Intervention (DL 3)
2023	Needs Assistance (DL 2)
2024	Needs Assistance (DL 2)
2025	Needs Assistance (DL 2)

***If the LEA is a DL 3 or DL 4, this triggers intensive monitoring and mandatory improvement actions from TEA.**

***We are out of the Corrective Action Plan from 2022.**



Legislative Updates



Senate Bill 2

School Choice and Educational Savings Account (ESA)

- It establishes a statewide voucher-style ESA program starting in 2026–27.
- It provides up to \$30,000/year for students with disabilities for tuition, therapies, tutoring, etc.
- It requires public school districts to conduct evaluations and create ESA-specific IEPs for students seeking ESA eligibility, even if homeschooled or in private school.



House Bill 2

Funding for Initial Special Education Evaluations

HB 2 created Texas Education Code (TEC), §48.159, which provides \$1,000 for each full individual and initial evaluation (FIIIE) completed by a school system.



House Bill 2

Impact of HB 2 on Special Education Language Acquisition (SELA) Data Collection and Reporting

- HB 2 amended TEC, §29.316, which requires data collection and reporting of the language acquisition and literacy development of children eight years and younger who are deaf or hard of hearing (DHH).
- To accommodate the timeline for adopting commissioner rules to regulate TEC, §29.316, the SELA data collection in TSDS is suspended for the SY 2025–26.
- More information will be communicated on the tools and assessments that will be required and the timeline for that collection and reporting as we approach the SY 2026–27.



House Bill 2

Special Education Transportation

- The Transportation Allotment modified by HB 2 in TEC, §48.151, increases the special transportation rate for eligible students who receive this as a related service from \$1.08 per mile to \$1.13 per mile.



House Bill 2

College, Career, and Military Readiness (CCMR) Outcomes Bonus

- The College, Career, and Military Readiness (CCMR) Outcomes Bonus amount modified by HB 2 in TEC, §48.110, is increased for annual graduates in special education cohorts from \$2,000 to \$4,000.



House Bill 2

Additional Special Education Funding Changes

- HB 2 creates a new special education funding framework, beginning with **SY 2026–27**, which:
- Modifies special education funding to weights to be set by the commissioner using eight tiers of intensity; and
- Directs the commissioner to establish at least 4 service groups.





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Questions?

