



Special Education Funding Updates

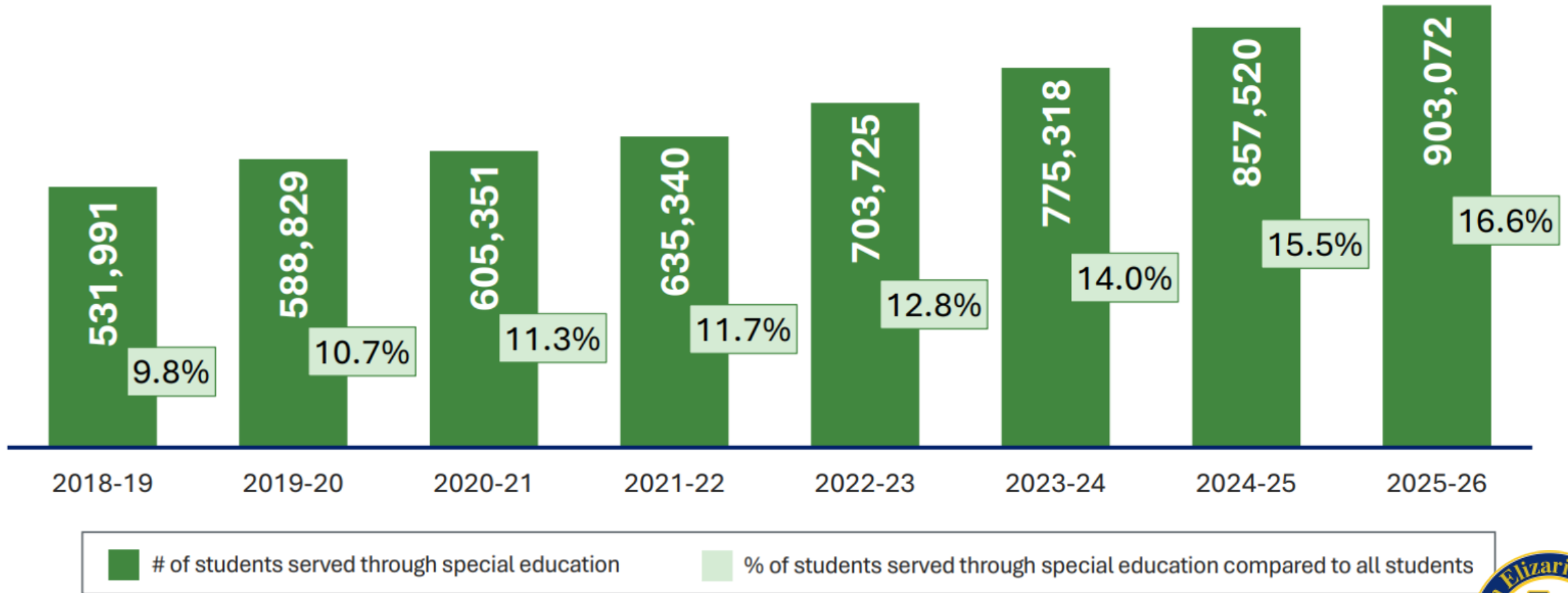
April 16, 2026



#SEISDCommitmentValorYCorazon

Students Served Through Special Education

Since the 2018-19 school year, there's been a **70% increase** in the number of students served through special education.



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	16.60%		18.87%

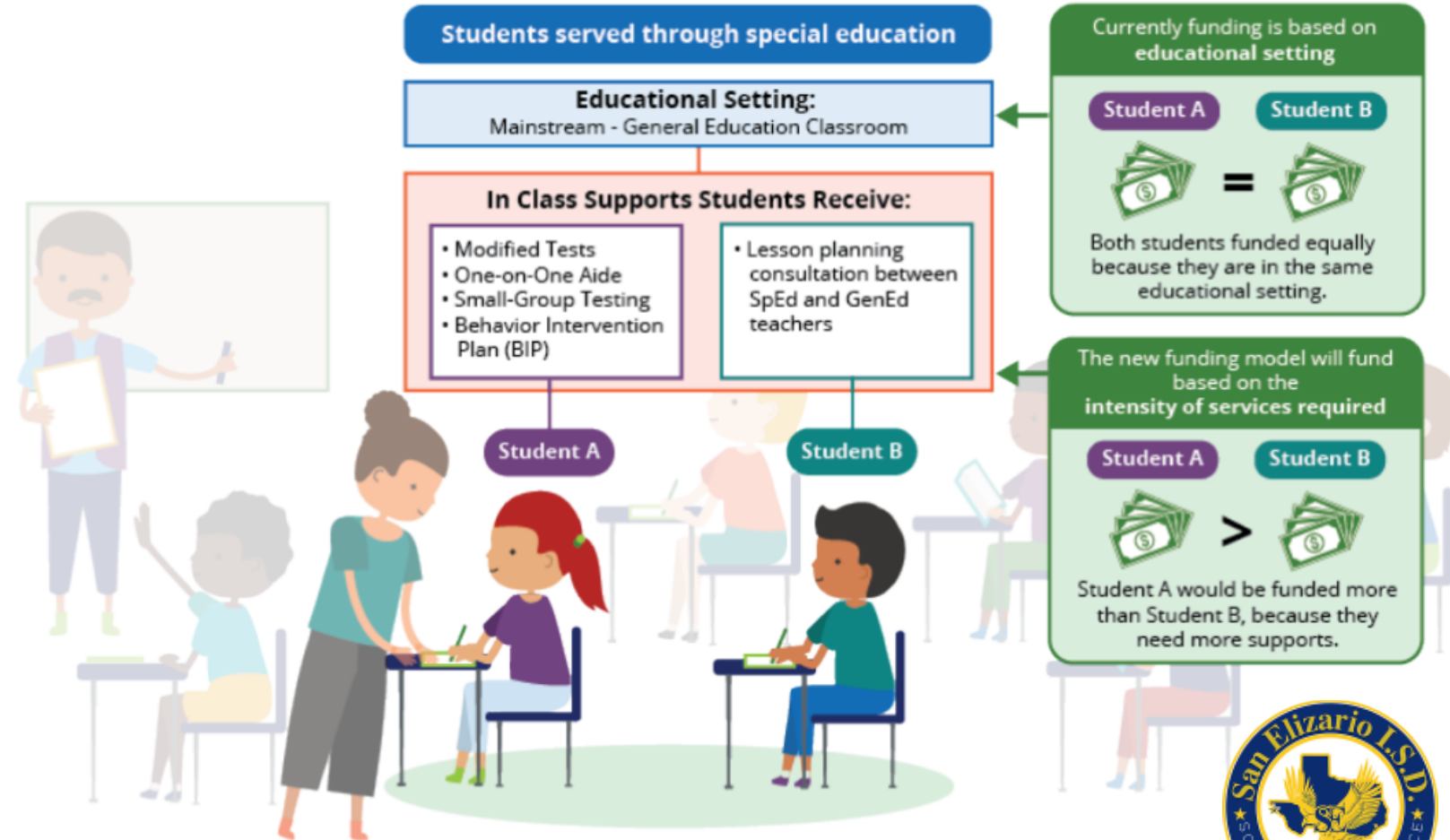
Prior Year Source: Texas Academic Performance Reports (TAPR)

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



Special Education Funding: Shifting from Instructional Arrangement to Intensity of Services

Historically, special education has been funded based on the instructional setting, not the relative cost of services required.



- Statute requires 8 tiers of intensity – TEC 48.102
 - bookends are established by statute –
 - Tier 1 = students who receive speech therapy as their ONLY instructional service;
 - Tier 8 = residential placement by ARD committee
- Statute requires at least 4 service groups – TEC 48.1021
 - add-on ancillary funding;
 - flat dollar amounts;
 - lower dollar amount (service group 1) to higher dollar amount
- General education (regular program) offset – TEC 48.051
 - time spent outside of general education setting –
 - TSDS/PEIMS data element added for 2026-2027 for minutes of instructional day spent in special education classroom/setting; that will be used to calculate offset



Tiers are aligned with the following descriptions:

Tier 1 – students who receive speech therapy as their only instructional service or receive minimal special education services

Tier 2 – low intensity academic or communication supports

Tier 3 – moderate, targeted special education services

Tier 4 – sustained, multi-domain support

Tier 5 – high intensity instructional and/or behavioral support

Tier 6 – very high intensity, complex needs

Tier 7 – pervasive, school-day-dominant support

Tier 8 – residential placement

What's Involved in Assigning a Tier of Intensity

5 DOMAINS OF SUPPORT	4 FACTORS CONSIDERED IN EACH DOMAIN	0-3 POINT SCALE FOR EACH FACTOR
<ul style="list-style-type: none">1. Curriculum and Instruction2. Behavioral3. Communication4. Independent Functioning5. Personal Care/Health	<ul style="list-style-type: none">A. the type, frequency, and nature of services provided to a student;B. the required certifications, licensures, or other qualifications for personnel serving the student;C. any identified or curriculum-required provider-to-student ratios for the student to receive the appropriate services; andD. any equipment or technology required for the services.	<ul style="list-style-type: none">0 – Support not required for FAPE1 – Minimal services required for FAPE2 – Moderate services required for FAPE3 – Significant services required for FAPE

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



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Setting	Loya	Sambrano	Alarcon	Borrego	GEMS	San Elizario HS	District Total
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Current:
Same funding for each student in a unit regardless of services



Example: Instructional Setting - Life Skills

Setting	Loya	Sambrano	Alarcon	Borrego	GEMS	San Elizario HS	District Total
Life Skills		4		3	4	8	19
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*Regional Day School Program for the Deaf (RDSPD)	0	0	0	0	0	1	1

Student A

Student B

Student C

Student D

New:
Funding will be based on the individual student within the unit



Example: Domains of Support - Life Skills

Setting	Loya	Sambrano	Alarcon	Borrego	GEMS	San Elizario HS	District Total
Life Skills		4		3	4	8	19
SLC		6		6			12
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Student A

Student B

Student C

Student D

Curriculum and Instruction

Behavioral

Communication

Independent Functioning

Personal Care/Health

New:
Funding will be based on the individual student within the unit



Example: Factors for Each Domain - Life Skills

Setting	Loya	Sambrano	Alarcon	Borrego	GEMS	San Elizario HS	District Total
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ASC		15		16	6	16	55
Resource		18				1	
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Support Facilitation	3	4		7	11	1	
Mainstream	1	1				1	
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Student A

Student B

Student C

Student D

Curriculum and Instruction

Behavioral

Communication

Independent Functioning

Personal Care/Health

0 – Support not required for FAPE

1 – Minimal Services for FAPE

2 – Moderate Services for FAPE

3 – Significant Services for FAPE



2026-27 SY is a transition funding year

Sec. 48.1022. SPECIAL EDUCATION TRANSITION FUNDING.

(b) For the 2026-2027 school year, the commissioner shall determine the formulas through which school districts receive funding under Sections [48.102](#) and [48.1021](#). In determining the formulas, the commissioner shall ensure the estimated statewide amount provided by the sum of the allotments under Sections [48.102](#) and [48.1021](#) for the 2026-2027 school year is approximately \$250 million greater than the amount that would have been provided under the allotment under Section [48.102](#), as that section existed on September 1, 2025, for that school year, calculating both amounts using the basic allotment in effect for the 2026-2027 school year.

Because 2026-27 has target funding based upon prior law, during 2026-27 only, school systems will report **BOTH** the old law instructional arrangement information **AND** the new law intensity of services information for every student receiving special education.

To ensure correct funding calculations for 2026-27 and estimations for 2027-28, school systems will begin entering this information for all students with 1st Six-week PEIMS Attendance Submission (due 10/8).

Additionally, a subset of school systems representing about 15% of the state will submit this information earlier (by 8/14) to enable TEA to pre-populate estimates for all school systems in the attendance projection module that opens in October.



Prepare for New Formula Data Entry Requirements



- Near term:
 - Special Education & Data Personnel should become familiar with 3 new data elements: [Tiers of Intensity](#); [Service Groups](#), and [Number of Minutes in SPED](#) by visiting the [sped funding website](#) and attending [webinars](#) and [office hours](#).
- Prepare for 1st six weeks data entry:
 - New intensity of service funding information must be entered into PEIMS for each student by the October 8 submission.
- Volunteer advanced submission:
 - Districts who are willing should submit early data to TEA to help with attendance projections by August 14. They can submit a comprehensive Excel file through a secure [Sharefile](#) link.



San Elizario ISD Special Education Department

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Questions?

