

Center for Special Education

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Director's Update

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Action Items

- Nov. 13, 2025- RDA Determination Level Release in Unmasked Report
- Nov. 21, 2025- STAAR ALT 2
 Justifications and Assurances Form
- Feb. 18, 2026- Save the Date- IDEA-B MOE Training



DIRECTOR'S UPDATES

SPECIAL EDUCATION LIAISON



ESC 14 Special Education Liaisons

Special Education ESC Liaisons directly support districts in the Differentiated Monitoring and Support (DMS) Process including:

- Results Driven Accountability (RDA)
- Significant Disproportionality
- RDA, Cyclical, and Intensive Support
- Strategic Support Plans (SSP)
- Corrective Action Plans (CAP)
- Special Education Performance Diagnostic (SPD)
- Connecting districts with consultants and resources



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Patty Garcia, MS, LSSP pgarcia@esc14.net 325-675-7022

<u>Liaisons serve as connectors of resources and support districts in an effort to proactively improve outcomes</u>

<u>FOR STUDENTS WITH DISABILITIES.</u>



Results Driven Accountability



Dates to Remember:

November 13, 2025 - RDA Release with DL

SSP Due in ASCEND: Friday, December 19,2025 for DL 3 and 4 only

Website Link: RDA



RDA Changes and Activity Calendar

One Pager- RDA Changes

Saxan Education	RDA Ch	anges 2024	- 2026	BLUE BOX INDICATES CHANGE
AREA	ITEM OF CHANGE	2024	2025	2026
Bilingual OSP	Determination Level	Percentile (forced distribution)	Percentile (forced distribution)	Frozen Cut Points DL 1, 2, 3, & 4 based on PL Mean
SPED	Determination Level	Percentile (forced distribution)	Percentile (forced distribution)	Frozen Cut Points DL 1, 2, 8, 3 based on PL Mean *Special Considerations: DL 4 given when district har 3 or more consecutive years at DL 3 AND uncorrected noncompliance (CAP not closed within 1 yea deadline)
OSP SPED	Dyslexia Indicators (across all 3 populations)	Reported through RDA	No longer reported through RDA (Chapter 12, PG 112)	
OSP SPED	Indicator Numbers & Data Notes	No updates	Changed and updated based on indicator removals (Appendix K, PG 30-31)	
Bilingual	BE/ESL/EB Indicator: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years	Report Only	PL Assigned (Appendix K, PG 248)	
Bilingual	RDA Program Area BE/ESL/EB	RDA Program Area BE/ESL/EB	RDA Program Area BE/ESL/EB	RDA Program Area renamed to "Bilingual Education"
Bilingual	Acronym "BE"	Acronym "BE"	Acronym "BE"	Acronym "BE" changed to "Bil"
Bilingual	Alternate Language Program	Alternate Language Program	Alternate Language Program	Renamed to "Alternate Methods"
OSP	OSP Hold Harmless (HH)	Available for certain indicators	Discontinued (Chapter 12, PG 112)	
SPED	SPED Indicator: • SPED OSS and Expulsion > 10 Days • SPED ISS > 10 Days	Report Only	PL Assigned but not calculated into DL (Appendix K, PG 266, 268)	
SPED	SPED Indicator: Total Disciplinary Removals	PL Assigned	PL Assigned but not calculated into DL (Appendix K, PG 269)	
SPED	SPED Indicator: SPED STAAR Alternate 2 Participaion Rate	Reported through RDA	No longer reported through RDA (Chapter 12, PG 112)	
SPED	Indicators receiving "Report Only": • SPED Separate Settings • SPED OSS and Explusion < 10 Days • SPED ISS < 10 Days	Report Only	"No" PL assignment on the RDA Report (Appendix K, PG 263, 265, 267)	
		= 10 0		Vers. 1.2: August 202

Submission Calendar

2025-2026 RDA Special Education Interventions and Submission Calendar



Submissions to the Texas Education Agency (TEA)

Although all local educational agencies (LEA) with a Determination Level (DL) of DL 1 – DL 4 will engage in continuous improvement activities; submissions of the strategic support plan (SSP) will vary by program area and DL. LEAs will not be required to develop a goal for every indicator in the Results Driven Accountability (RDA) Framework. The LEA is encouraged to complete a root cause analysis to identify and prioritize goals represented on the SSP.

The superintendent of the LEAs engaging in RDA continuous improvement activities should appoint a DCSI to facilitate the SSP process. The DCSI should be an individual serving in a position to impact and/or influence the implementation of best practices aligned to increasing positive student outcomes.

Special Education (SPED) Determination Level (DL)

Determination Level 1 - Meets Requirements

- o Establish a DCSI and DLT
- o Engage in Continuous Improvement
- o Maintain the SSP Locally

Determination Level 2 - Needs Assistance

- o Establish a DCSI and DLT
- o Engage in Continuous Improvement
- o Maintain the SSP Locally

Determination Level 3 - Needs Intervention

- o Establish a DCSI and DLT
- o Engage in Continuous Improvement
- o Submit the SSP to the TEA

Determination Level 4 - Needs Substantial Intervention

- o Establish a DCSI and DLT
- o Engage in Continuous Improvement
- Submit the SSP to the TEA



Cyclical Review Schedule



Cycle 1 - 2025-2026				
	209901	ALBANY ISD		
Group 1:	067904	GORMAN ISD		
Oct-Dec	047905	SIDNEY ISD		
	168903	WESTBROOK ISD		
Group 2:	127906	STAMFORD ISD		
The state of the s	030902	CLYDE CISD		
Jan-March	030901	CROSS PLAINS ISD		
Group 3: April-June	067902	CISCO ISD		

STRATEGIC INTEGRATION LIAISON

STRATEGIC INTEGRATION LIAISON (SIL) PROJECT-MTSS

VISION

The vision of the SIL project is to improve and sustain student outcomes through a Multi-Tiered System of Supports (MTSS) and Inclusive Practices systems-level change by providing targeted and ongoing support, systems coaching, and technical assistance to districts across Executive Leadership Teams.



SIL IMPLEMENTATION PROCESS

CONNECT AND PARTNER -

- Conduct District Screener Interview with the Executive Leadership Team
- · Sign Commitment Acknowledgement to begin work with the SIL

DISCOVER AND DEFINE-

· Engage in a needs analysis process to identify and define a district challenge

ANALYZE AND PROBLEM SOLVE-

 Analyze data to determine successes, opportunities for growth, and variables that cause or contribute to the district challenge

PLAN DEVELOPMENT

 Develop a District Action Plan (DAP) using a structured framework for evidence-based approaches including goals to set up the necessary infrastructure and resources to support a systemic change process

IMPLEMENT AND MONITOR -

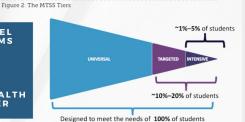
- Develop a plan to support continuous improvement and implementation effectiveness
- Reflect on achievements and assess goal progress at determined intervals

THE SIL PROCESS

EMPOWERS DISTRICT-LEVEL
CHANGE FOR MTSS SYSTEMS

ENHANCES ACADEMICS,
BEHAVIOR, AND MENTAL HEALTH
SYSTEMS ACROSS ALL TIER
LEVELS

Source: MTSS Overview, TIER Network, University of Texas/Texas Education Agency, Texas SPED Support



ALIGNS AND SUPPORTS TEA INIATIVES AND FRAMEWORKS

STRONG FOUNDATIONS
HIGH QUALITY INSTRUCTIONAL MATERIALS

STRONGER CONNECTIONS

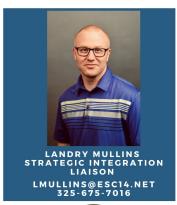
TEXAS INSTRUCTIONAL LEADERSHIP EFFECTIVE SCHOOLS FRAMEWORK

TEXAS STRATEGIC LEADERSHIP EFFECTIVE DISTRICT FRAMEWORK

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FOR MORE
INFORMATION, PLEASE
USE THE QR CODE TO
COMPLETE THE ESC 14
SIL INQUIRY FORM









The Multi-Tiered System of Supports (MTSS) is a comprehensive framework that integrates various support systems, including data-based individualization (DBI), response to intervention (RTI), and positive behavior intervention and supports (PBIS).

The framework addresses academic, behavioral, and mental health needs for all students by identifying those requiring additional support and providing evidence-based interventions.



The vision of Region 14 is to be the trusted choice for quality service equipping educators to inspire students to higher levels of excellence.

meet the WTSS team



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Contact us for collaboration and professional learning opportunities!





the power of TIERS: MTSS insights

Bi-monthly MTSS Brief!

Click <u>HERE</u> to join the listserv to receive future editions.

DYSLEXIA

PDI Office Hours:

November 21, 2025 - PDI Office
 Hours

Flyers for the following workshops:

 November 10, 2025 - The Magic of Reading and the Science Behind It

December 2, 2025 - The Price Is
 Write

Texas Dyslexia Academies:

- TDA 2 November 12th
- TDA 4 December 3rd

Online at TEA LEARN:

<u>Texas Dyslexia Academies</u>

Guidance for the ComprehensiveEvaluation of a Specific LearningDisability

Asynchronous Options for Texas Dyslexia Academy

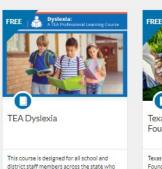
Districts must prioritize the individual(s) to serve as the representative of the MDT (Multi Disciplinary Team) when dyslexia or a related disorder is being considered. (TEC 28.0031).

If an LDT (Licensed Dyslexia Therapist or CALT (Certified Academic Language Therapist) is not available the district should appoint an individual with reading knowledge who:

- Will register and complete the Texas Dyslexia Academies (6 modules)
- Will register and complete TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability
- Has training in current research and evidence based assessment that are used to identify the most common characteristics of dyslexia

[Dyslexia Handbook – 2024 Update pg 31-32]

Individuals have ONE YEAR to complete the required training!















Texas Dyslexia Academy 3: Considerations for Emergent Bilingual Students

Texas Dyslexia Academy (TDA) 3: Considerations for Emergent Bilingual (EB) Students provides a general overview of the unique needs of EB students as it relates to dyslexia risk factors, identification, and...



Self-naced FREE | 6 credits





Texas Dyslexia Academy 4: Dyslexia: From Child Find through the Admission...

Texas Dyslexia Academy (TDA) 4: Dyslexia: From Child Find through the Admission, Review, and Dismissal (ARD) Committee Process is designed to build background knowledge about the Individuals with...



FREE | 6 credits





12. The purpose is to empower educators to

serve and advocate for students with or...

+ TEALearn

Ends Aug 31, 2024

FREE | 6 credits

Texas Dyslexia Academy 5: Screening for Dyslexia

Texas Dyslexia Academy (TDA) 5: Screening for Dyslexia focuses on the universal screening process for dyslexia and reading development.

+ TEALearn

Self-paced FREE | 6 credits



FREE | 6 credits

ALL TEXAS DYSLEXIA ACADEMY MODULES WILL BE AVAILABLE IN AN ONLINE FORMAT

To register for TEALearn online

TDA Courses

In person options available in PITStop

Guidance for the Comprehensive Evaluation of Specific Learning Disabilities

FREE

Guidance for the Comprehensive Evaluation of Specific Learning Disabilities

Unlock a deeper understanding of how to identify and evaluate students with specific learning disabilities (SLD) in Texas. This self-paced course provides educators and evaluation personnel with a step-by-step...



Self-paced FREE | 12 credits



Posted 5/12/2025

Course on TEA Learn

The second requirement of the MDT, the Specific Learning Disability Course was released (5/12/2025) on TEA Learn.

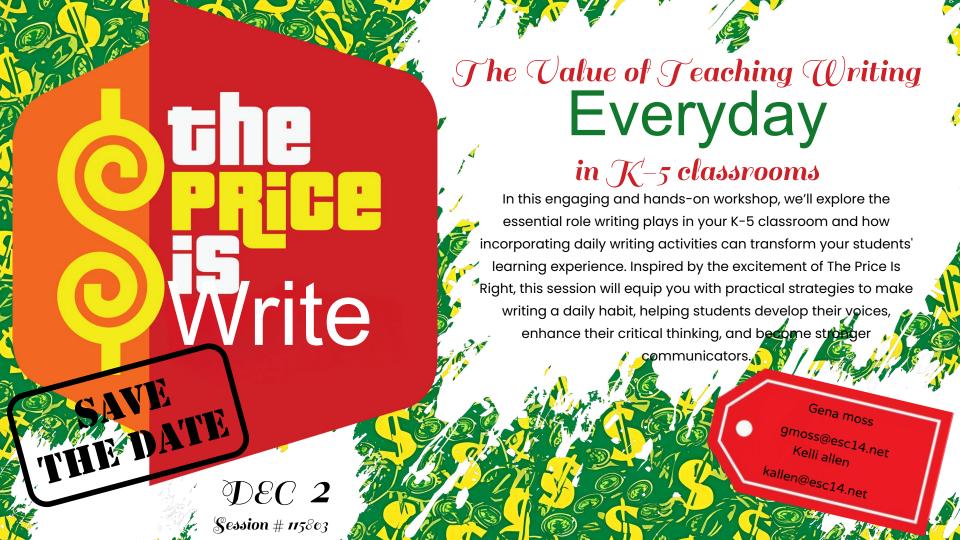
Please click the link above to access the 12 hour training to meet this requirement.

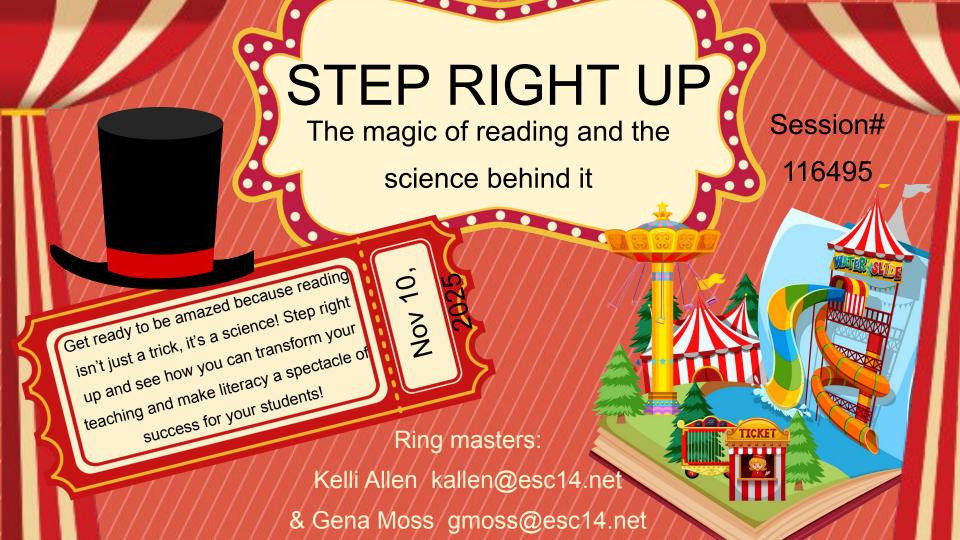
The picture links to the course as well.

Below are the MDT training requirements from page 29 of the Dyslexia Handbook for your reference.

Understanding the limitations of availability of the individuals who meet the credentials of items (1) and (2) above, an LEA may identify another individual to serve in this role who, within one calendar year from the date of being designated as such member, must:

- register and complete the Texas Education Agency's (TEA's) Texas Dyslexia Academies (TDAs);
- register and complete the TEA's Guidance for the Comprehensive Evaluation of a Specific Learning
 Disability training; and
- document that the member has training in current research and evidence-based assessments that are used to identify the most common characteristics of dyslexia.





AUTISM/SPEECH-LANGUAGE PATHOLOGY



Extravaganza

GUEST SPEAKERS

Education Service Center

Meg Ferrell, MS OTR/L

OCCUPATIONAL
THERAPIST &
FOUNDER OF LEARN
PLAY THRIVE

Amber Davies,
MS CCC-SLP

EMCEE, AUTISM CONSULTANT FOR REGION 14 ESC

FEBRUARY 24th

HUNTER WELCOME CENTER

1949 ACU DRIVE | ABILENE, TX 79699

9:00 AM - 4:00 PM

RESOURCE FAIR OPEN 8:30 AM - 4 PM

TSHA & AOTA CES PROVIDED FREE

www.esc14.net Registration opens in Dec.





adavies@esc14.net

NEW LEA Autism Grant

In a surprise for us, the 89th Texas Legislature appropriated funds for a new LEA autism grant. Here is what we know, with more to come:

- Open to districts and open-enrollment charter schools.
- Competition to run early spring 2026.
- \$20M available across the biennium. \$10M each fiscal year.
- There will be a maximum award amount per grantee. No minimum award amount.
- Grants will be for school years 26-27 and 27-28.
- Collaborations across multiple districts and/or open enrollment charters will be prioritized.
- All grant information and updates, including application link, will be housed here (no longer on the old ESC 13 webpage):

https://spedsupport.tea.texas.gov/opportunities/grant/2026-2028-innovative-services-students-autism-grant

Some more technical pieces -

- Funding comes from Rider 13(f)(5) in the General Appropriations Act. The enrolled version of the bill can be found here:
 - https://capitol.texas.gov/BillLookup/Text.aspx?LegSess=89R&Bill=SB1
- There is no longer an authorizing statute tied to this funding. Previously was TEC 29.026.
- There is no longer mention of technology or interactive technology in the rider.



- → Blended Learning Course
- → Intermediate Physical Skills
- → 1 year certification for LEA staff

Register through PITStop: November 10, 2025

(Spring registration opens in December)

FALL 2025 ESC SUP WEBINARS

September 12, 2025 (9 am - 12:15 pm) | **Session ID:** 116468



Navigating Ethical Landscapes: A Map for SLPs

Sherry Sancibrian, M.S, CCC-SLP

This session is designed to equip school-based speech-language pathologists (SLPs) with the knowledge and skills necessary to navigate the complex ethical dilemmas encountered in educational settings. Please find additional webinar content description by clicking session ID.

October 17, 2025 (9 am - 12:15 pm) | Session ID: 116469



Enhancing Executive Functions in Students: A Collaborative Approach

Sherry Sancibrian, M.S, CCC-SLP

This session is designed for professionals seeking to enhance their knowledge and skills in assessing and addressing executive function (EF) deficits in students. Please find additional webinar content description by clicking session ID.

November 14, 2025 (9 am - 12:15 pm) | Session ID: 116470



3.0

Pixels, Play, and Progress: Harnessing Digital Tools to Support Communication Growth

Erik Raj, PhD; CCC-SLP

This session is designed for 21st-century speech-language pathologists working with school-age children and adolescents who experience communication challenges, including social pragmatic differences and stuttering. Please find additional webinar content description by clicking session ID.

December 12, 2025 (9 am - 12:15 pm) | **Session ID: 116471**

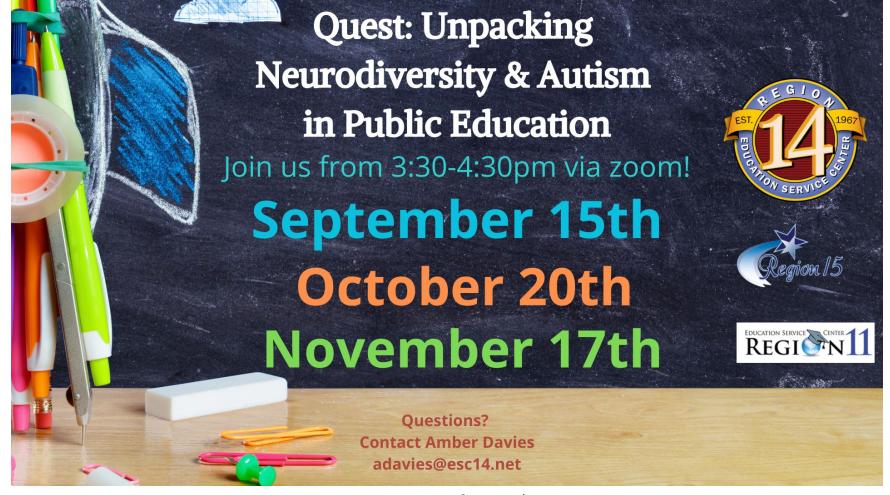


Collaborative Models for Comprehensive Literacy: Bringing Meaningful Literacy Instruction to AAC Users

McKinzee Steve, M.S., CCC-SLP & Kendra Everette, M.Ed. CCC-SLP

This session will explore push-in therapy models to support AAC users' language and literacy development. Please find additional webinar content description by clicking session ID.





Register in PITStop for each session

Updated Guides from TEA

Autism Supplement Guidance Document

Texas regulations (TAC 89.1055) require ARD committees to consider eleven strategies for students with autism at every ARD meeting. This guidance document outlines considerations, best practice tips, key points, and IEP example statements for each of the strategies.

Strategies for Personnel to Effectively Transport Students with Disabilities

This resource is intended for school transportation staff and includes information on how to support students with disabilities on the school bus. This resource includes sections for supporting student behavior on the bus, disability characteristics, disability-specific support strategies, and examples of actions to take or avoid as transportation staff in support of students with disabilities.

Autism Supplement Guidance Document

Questions and Answers, Key Points, and Examples to Help Implement the Commissioner's Rule Related to Autism



Strategies for Personnel to Effectively Transport Students with Disabilities

Enhancing Student Support and Safety During Transportation



INCLUSION

Meaningful Access

Universal Design for Learning











Training and Coaching Opportunities

- January 23, 2025 Meaningful Access for
 Administrators UDL
- January 26, 2025 <u>Co-Teaching: Universal</u>
 <u>Design for Learning</u>
- February 10, 2025 Meaningful Access Universal Design for
 Learning

Meaningful Access

Designing learning environments that promote meaningful access for all students.

Through real-world scenarios and collaborative activities

You will gain practical strategies to design lessons that provide meaningful access and engagement for all students.

We look forward to collaborating with you to develop meaningful lessons.

Who should attend:

General Education Teachers

Special Education Teachers

Instructional Coaches

Campus Leaders

All Professional Staff responsible for designing learning environments and delivering high quality instruction

Join us on February 10th

Click below to register!

Meaningful Access - UDL





Meaningful Access

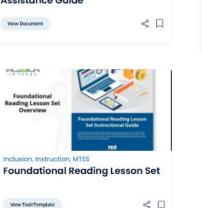
ILATTROUCKA Foundational Reading Lesson Set Overview

Inclusion, Instruction, MTSS

View Tool/Template



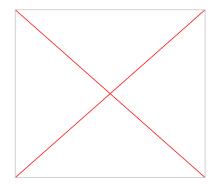




Courses







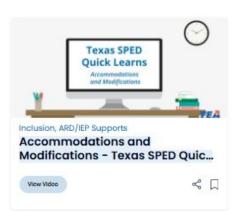


Working with Paraprofessionals

Inclusion, ARD/IEP Supports, Instruction

Working With Paraprofessionals

Texas SPED Quick Learns













STATEWIDE ASSESSMENT

JUSTIFICATION FOR ASSESSING GREATER THAN 1% OF STUDENT POPULATION ON ALTERNATIVE ASSESSMENT ~ 2024-2025

The STAAR Alternate 2 Justifications and Assurances Form must be submitted by Friday, November 21, 2025.

The district testing coordinator or special education director in the LEA must complete this form by:

- 1. providing LEA contact information,
- 2. entering the number of students who were assessed with STAAR Alternate 2 in spring 2025 by primary disability code,
- 3. providing an explanation of the circumstances that necessitate the LEA assess more than 1.0 percent of its students with STAAR Alternate 2,
- 4. determining whether there is disproportionality found in the STAAR Alternate 2 participation data of the LEA, and
- 5. responding to each assurance statement.

Find Forms on the STAAR ALT 2 Resources Page [Texas ESSA 1.0 Waiver]

EVALUATION/TRANSITION

Standards-Based IEPs

The focus of this training is on developing present levels of academic achievement and functional performance (PLAAFP) development based on student data, drafting annual goals (academic and/or functional) and collecting data for reporting progress.

FEBRUARY 13 & 16

SAVE the DATE - SESSION ID PENDING

Must attend BOTH DAYS FOR CREDIT

Location:

R 14 NORTH ST HIGHWAY 351

For additional information, contact: Pam Loper - 325-675-8633 ploper@esc14.net Gena Moss - 675-8697 gmoss@esc14.net

