

Autism Awareness



2025-2026 Annual Special Education Report



#SPEDFORWARD



Mission:

The Special Education Department of FISD will ignite a passion for lifelong learning through the provision of expert services that ensures advocacy of the unique needs and success of ALL STUDENTS.



Vision:

#SPEDForward, where inclusivity paves the path to optimal success.

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 Instructional Setting

As of May 1, 2026, the Fabens ISD Special Education Department is serving a total 352 students. We currently have 26 pending evaluations.

Fabens ISD							
Campus	00	01	40	41	44	45	Total by Campus
David Sublasky Headstart	19		1				20
Fabens Elementary School	40	1	2	18	21	14	96
Total Per Instructional Arrangement	59	1	3	18	21	14	Total Students: 116

Fabens ISD							
Campus	00	40	41	42	43	44	Total by Campus
Fabens Middle School	7	18	26	24	2	13	90
Total Per Instructional Arrangement	7	18	26	24	2	13	Total Students: 90

Fabens ISD							
Campus	00	40	41	42	43	44	Total by Campus
O'Donnell Intermediate School - Fabens ISD	16	4	41	1	1	12	75
Total Per Instructional Arrangement	16	4	41	1	1	12	Total Students: 75

Fabens ISD						
Campus	01	40	41	42	44	Total by Campus
Fabens High School/CVECHS	2	18	23	20	8	71
Total Per Instructional Arrangement	2	18	23	20	8	Total Students: 71

Special Education Programs Offered at Fabens ISD

Special Education Setting	Description
ECSE – Early Childhood Special Education	Provides specially designed instruction and related services for preschool-aged children with disabilities to support early developmental, academic, communication, and social-emotional skills.
Living Skills	Supports students with significant cognitive and adaptive needs by focusing on functional academics, daily living skills, communication, independence, and vocational readiness.
TLC – Transitional Learning Class	Serves students who are working to close academic gaps of three or more grade levels through intensive academic interventions, structured supports, and individualized instruction.
Specialized Support	Provides targeted small-group or individualized instruction for students who require additional academic and behavioral support beyond the general education classroom.
Inclusion	Provides special education support within the general education classroom to help students access grade-level curriculum alongside their peers.
BIC – Behavior Intervention Class	Supports students with significant behavioral challenges through structured behavioral interventions, social-emotional supports, and individualized behavior management strategies.
Mainstream	Allows students receiving special education services to participate in the general education setting with appropriate accommodations, modifications, and supports as determined by the ARD committee.

Special Education Population: 4-Year Trend

Total Population				Special Education Population				Special Education Percentage			
Year	Texas	Region 19	FISD	Year	Texas	Region 19	FISD	Year	Texas	Region 19	FISD
21-22	5,427,370	166,550	1,991	21-22	635,097	20,111	260	21-22	11.7%	12.08%	13.1%
22-23	5,518,432	165,778	1,908	22-23	702,785	21,102	280	22-23	12.7%	12.73%	14.7%
23-24	5,531,236	163,415	1,874	23-24	774,489	22,269	299	23-24	14.0%	13.63%	15.7%
24-25	5,544,255	160,879	1,868	24-25	856,651	23,634	314	24-25	15.5%	14.69%	16.8%

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

Fabens ISD Special Education Employees

Job Title	Campus/Location	Counts
Sped Teachers	All campuses	22
Sped Paraprofessionals	All Campuses	20
Dyslexia Providers	All campuses	4
Sped Clerks		0
Counselor	All campuses	1
Diagnostician	All campuses	3
Director	All Campuses	1
Transition Specialist	All Campuses	1
Secretary	All Campuses	1
SLP-A	FES/FHS	1
Speech Language Pathologist (SLP)	All Campuses	2
SLP-A Part Time	ODI/FMS	1
Teacher – Visually Impaired/Dyslexia	Contract	1
Certified Occupational Therapist Part Time	All Campuses	1

Fabens ISD Contracted/Stipend/MOU Employees

Job Title	Campus/Location	Counts
Auditory Impairment	All Campuses	1
License Specialist in School Psychology (LSSP)	All Campuses	3
Occupational Therapist	All Campuses	1
Physical Therapist	All campuses	1
Diagnosticians	All Campuses	2
Adaptive PE	All Campuses	1
Orientation and Mobility Region 19	All Campuses	1
Reading Specialist	All Campuses	1

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	42.7	67	157	2
	2024			66	156	
	2023			80	154	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	43.7	69	158	2
	2024			74	158	
	2023			66	153	
<i>(iii) Science</i>	2025	65.0 - 100	24.1	13	54	3
	2024			17	55	
	2023			20	48	
<i>(iv) Social Studies</i>	2025	65.0 - 100	25.8	7	21	3
	2024			*	*	
	2023			7	20	

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	55.6	10	18	1 SA
	2024		*	*	*	
	2023		50.0	*	*	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	85.0	17	20	0
	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	*	*	*	NA SA
	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	55.6	12	24	1
	2024			23	34	
	2023			10	23	
<i>(ii) Biology</i>	2025	75.0 - 100	61.4	10	15	2
	2024			18	26	
	2023			7	16	
<i>(iii) U.S. History</i>	2025	70.0 - 100	72.2	13	18	0
	2024			16	22	
	2023			10	17	
<i>(iv) English I and II</i>	2025	60.0 - 100	31.5	17	54	2
	2024			14	64	
	2023			9	49	

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	69.4	12	21	2
2024			*	*	
2023			14	18	

5. SPED Annual Dropout Rate (Grades 7-12)					
	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2025	0 - 1.8	3.9	*	*	2
2024			*	*	
2023			8	116	

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	*	*	*	NA SA
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	70.6	*	*	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	15.0	*	*	1
2024			*	*	
2023			*	*	

9. SPED Separate Settings Rate (school-aged)					
			Separate Settings	SPED Students	
2025			*	*	

10. SPED Representation (Ages 3-21)					
			SPED Students	All Students	
2025			314	1,865	

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

Year	Determination Level
2022	*Needs Intervention (DL 3)
2023	*Needs Intervention (DL 3)
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 Plans from 2020, 2021, 2022, 2023

We are currently not engaging with TEA with a Corrective Action Plan or a Strategic Support Plan

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.
 - **8 Tiers of Intensity:** Funding will be determined by the specific level of support required for each student.
 - **4 Service Groups:** The Commissioner will categorize students into at least four groups based on service types.
 - **Impact:** Districts receive an estimated **\$250 million more** collectively than under the previous model.



Transition Program

**PREPARING OUR STUDENTS
FOR POST SECONDARY
CAREERS**

**Recycling
Thrift Store
Community Job Sites**






But First, Coffee

SEPTEMBER 25
09 AM - 10:30 AM
Coffee & Network with
Special Education Director



Transition Center
601 Mike Maros, Fabens, TX 79838

Trainings

Trainings provided by Sped Director
Sped Staff and Region 19

SPED Training Events
Fall 2024

#SPEDFORWARD

8/6-8/7 CPI Crisis Prevention intervention Presenting on TAC 88 8:30-3:30 All District Staff	8/7-8/8 Dyslexia BOV Dyslexia Training Materials, Scheduling, Lesson Planning 8/7- 8:00-11:00 am 8/8- 12:00-3:30 pm All Dyslexia providers	8/15 Goals and Objectives Writing goals and objectives that align with TEA Follow Up Coaching 8:00 - 11:30 12:30 - 3:30 All Sped Teachers	08/22 XLOGS Half day training on trouble shooting the program 8:30-11:30 All District Staff
08/27 Success Ed Half day training on trouble shooting the program 8:30-11:30 12:30-3:30 All staff using Success ed	9/17 Classroom Management FBA/BIP General Ed, Sped, Paras, Admin and all other staff 8:00 - 3:00 pm	9/26 Paraprofessional Academy Sessions will focus on classroom interventions, behavior techniques and more 8:00 am to 3:00 pm All SPED Paraprofessionals	10/22-10/23 CPI Crisis Prevention intervention Presenting on TAC 88 10/22 8:30-3:30 All District Staff
10/29 Visual Supports Mike and Take A hands on training where teachers/parents leave with ready made tasks 8:30 to 3:30 Sped Teachers and Paras	11/14 Sped 101 ABA Interventions General Ed, Sped, Paras, Admin and all other staff 8:00 - 3:00 pm	11/19 Accommodations Modifications Implementing effective accommodations/mods 8:30 to 3:30 Sped and Gen Ed Teachers	12/19 Paraprofessional Academy Part 2 Focus on 3 weeks Based Practices 8:30 to 3:30 Sped Paraprofessionals

Please scan QR code to register for each session. The form will have additional information for the training.
For additional information: Diane F. Flores, Sped Director 915-765-2690

AUTISM
MAKE AND TAKE
SUPPORTS FOR HOME AND COMMUNITY

AUG 14	VISUAL SCHEDULES
SEPT 11	VISUAL TASK ANALYSIS
OCT 16	BEHAVIOR CARDS
NOV 13	SOCIAL STORIES
DEC 11	HOLIDAY VISUAL SUPPORTS
JAN 8	VISUAL STRUCTURES
FEB 12	COMMUNITY VISUALS
MAR 19	BEHAVIOR BOARDS
APR 9	SCHOOL WORK AT HOME
MAY 14	SUMMER VISUAL SUPPORTS

WEDNESDAYS
9:00 AM TO 11:00 AM
REGISTER WITH

TRANSITION CENTER 601 MARK MAROS



NETWORKING WITH SPED DIRECTOR 2024 2025

Please come by and enjoy some lunch and sped topics

AUG 16	BBQ AND DYSLEXIA HANDBOOK	
	CHICKEN TACOS AND EVIDENCE BASED PRACTICES	SEPT 20
OCT 18	HAMBURGERS AND CRISIS PREVENTION INTERVENTION	
	POZOLE AND FAPE/LRE	NOV 15
DEC 20	CHILI BEANS/RICE AND SPECIALLY DESIGNED INSTRUCTION	
	HOT DOGS, CHIPS AND ARD PROCESS	JAN 17
FEB 21	PIZZA, SNACKS AND LEGAL FRAMEWORK	
	TACO SALAD, AGUAS FRESCAS AND GOALS AND OBJECTIVES	MAR 21
APRIL 25	SUBS/TORTAS AND SPECIAL EDUCATION DISABILITIES	
	SPAGHETTI/SALAD AND LIFE AFTER HIGH SCHOOL	MAY 16

PARENT SUPPORT
GRUPO DE APOYO PARA PADRES

GROUP *Thursdays*
Fueves
Childcare Provided
Se hace cuidado infantil

5 - 7 PM
9.19.2024

REGISTER



Connect with other parents and learn how to support your child's growth as we partner with PEN Project
Conéctese con otros padres y aprenda cómo apoyar al crecimiento de su hijo mientras nos asociamos con el Proyecto PEN

Fobens Elementary Library / Biblioteca 1200 Mike Maros St., Fabens, 79838

Fabens ISD Special Education Department

What do the best do
better than any body
else?

They strive to become
better each and every
day!

Questions?



All Heart and Gold