

REGULAR MEETING OF THE MANAGEMENT BOARD
GRAYSON COUNTY SPECIAL EDUCATION CO-OP SSA

September 17, 2025

A regular meeting of the Management Board of the Grayson County Co-op/SSA will be held on September 17, 2025 at 10:30 am at the Howe ISD Administration Building located at 105 W. Tutt St., Howe, TX, 75459.

The subjects to be discussed or considered upon which formal action may be taken are as follows:

1. Call to Order
2. Introduction of Guests
3. Approval of Previous Meeting Minutes from August 20, 2025 meeting.
4. Director's Report
 - a. Co-op Classroom and Services Updates (TEA Back to School Updates)
 - b. TEA Special Education Back to School Update
 - c. CCMR
 - d. Impact of HB2
 - e. Substitute update
 - f. SMRT visits- Collinsville/Gunter- Oct. 22 1-3, Bells/Howe- Nov. 18 10-12, Tioga/Tom Bean- Jan 15 1-3.
 - g. Self-Assessment window 9/26
5. Donations
 - a. Donation for \$1,500 in labor from Ellis Auto
 - b. Donation for \$2,000 from Bob Utter Ford
6. Budget
 - a. Review Monthly Budget
7. Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be in a closed meeting, the board will conduct a closed meeting in accordance with the Open Meeting Act, Government Code, Chapter 551, Subchapters D and E. Before any closed session is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. This notice was posted in compliance with the Open Meeting Act on September 11, 2025 at the Howe ISD Administration Building located at 105 W. Tutt St., Howe, TX, 75459.


GCSEC Director

GRAYSON COUNTY SPECIAL EDUCATION SSA
MINUTES

August 20, 2025

1. The meeting was called to order by Jeff Russell at 10:33 a.m. The meeting was held at Howe Administration office located at 105 W. Tutt St., Howe, TX 75459.
2. Members Present: Josh Weger (Bells), Matt Davenport (Collinsville), Josh Barton (Gunter), Kevin Wilson (Howe), Jeff Russell (S&S), Steve Goodman (Tom Bean), Josh Ballinger (Tioga), Ryan Harper (Whitesboro), and Brian Garner (Whitewright).
2. Guests- No guests were present.
3. Minutes from the June 25, 2025 board meeting were reviewed. A motion was made by Steve Goodman and seconded by Kevin Wilson. The motion passed 9-0.
4. Director's Report
 - Ms. Russell reviewed Co-op classroom updates for the 2025-26 school year, including current numbers in our classrooms and staffing numbers.
 - The SMRT on-site visits were discussed and the scheduled visits were reviewed. District meetings will be combined for efficiency.
 - The SHARS 2025-2026 proposals were reviewed.
 - Cyclical Monitoring was reviewed. Howe ISD is the only district within the Co-op that will be monitored this year.
 - Ms. Russell reviewed the updates from Houston ISD in regards to HHSC and SHARS funding.
 - Ms. Russell reviewed the upcoming HCF deposit awarded to the Co-op.
 - The Self-Assessment window is open, and is due on 9/26/25.
 - The Texas transition guides have been updated and need to be linked in English and Spanish on district websites.
 - HB 1188 regulations were reviewed.
 - Attendance handbook changes were reviewed, and parentally-placed FAQ was reviewed.
 - Dyslexia updates from HB2 were reviewed.
 - Updates to Sped RDA disciplinary indicators were reviewed.
 - Special education teacher certification requirements have been updated, and the new competency worksheet was discussed.
 - HB3- mental health requirements was reviewed.
 - SB 571 and HB 4623 were reviewed.
 - The substitute shortage for the Co-op was discussed. It was decided that each district will supply their substitute list to Collinsville ISD (fiscal agent) unless a substitute opts out of being on the Co-op list. Those substitutes will be added to Collinsville's list of substitutes for the Co-op to use.
 - HB 6, HB 1522, HB 3372, and HB 210 were reviewed.
 - Ms. Russell gave a transportation update, reporting that there were currently 14 routes, and 16 running buses.
5. Budget
 - A. The monthly budget was not reviewed at this month's meeting. It will be reviewed at the September meeting.
6. Personnel
 - A. The following contract recommendations were made by Lacy Russell for the 2025-26 school year: Jessie Gallagher- SLP-A, Laura Boysen- Behavior Specialist, Jennifer Crisp-Johnson (transition from ARD Facilitator to Diagnostician; employed by Whitesboro). A motion was made by Matt Davenport and seconded by Brandon Enos. The motion passed 9-0.
7. The meeting was adjourned at 12:16 p.m.

LAW DAWG'S ED DAILY RECENT POSTS

Toolbox Tuesday!! A “shouldaknown kid” case

The Blue Ridge School District in Pennsylvania expelled a general education student for 180 days, beginning near the end of the 2022-23 school year. The following fall the district did an “expedited evaluation” of the student and determined that he was not eligible for special education. The parent challenged that decision. The hearing officer found the evaluation lacking and ordered an IEE (Independent Educational Evaluation). On the basis of the IEE the district determined that the student was eligible. The parent then asked for a manifestation determination review (MDR). The district refused, noting that seven months had passed from the date of the expulsion. The hearing officer agreed with the district and the parent appealed to court. The court affirmed all three rulings of the hearing officer: the student was not eligible at first; the evaluation was inadequate; the district was not required to do an MDR. The court’s decision was not based on the seven-month gap, but rather, on the fact that at the time of his expulsion the student was not IDEA-eligible and therefore, not entitled to the protections of the law.

I’d call this a weird case, but it provides an opportunity to refresh our memories about what I call the “shouldaknown” kids. There are students in your general education program who are entitled to the protections of IDEA when disciplinary action is taken. To provide the simplest example of this, consider this hypothetical. Right now, on September 9 at 9:00 a.m. a parent emails a request to the director of special education requesting an evaluation of the student under IDEA. At 9:30, the student assaults a teacher. That student, though in general education, is entitled to all of the legal protections that IDEA provides. The regulation (34 CFR 300.534) says the district is “deemed to have knowledge” that the student has a disability.

Change the sequence of events and you get a different answer. Suppose that the student assaults a teacher at 9:00, and the parent sends the email at 9:30. The district is not “deemed to have knowledge” that the student is a student with a disability. However, the evaluation should be expedited.

We talk about this in the Toolbox Training our firm provides. Let me know if you want to learn more about that.

The case is *D.S. v. Blue Ridge School District*, decided by the federal court for the Middle District of Pennsylvania on March 31, 2025. It’s cited at 125 LRP 9175.

DAWG BONES, SAMPLE DAWG BONES

TOOLBOX TUESDAY!! HOW OFTEN DO TEACHERS SEND KIDS TO "TIME OUT"?

AUGUST 19, 2025 | JIM WALSH

Toolbox Tuesday!! How often do teachers send kids to "time out"?

"Thus, an IEP or BIP which does not authorize the recurrent use of time-outs effectively prohibits its use."

Let that sink in. This is a Key Quote from the 5th Circuit. The upshot: you can't use "time out" on a "recurrent" basis unless the IEP or BIP says that you can.

The student in this case was frequently directed to a "take-desk." Teachers would do this after redirection and warnings failed to deter the student from inappropriate behavior. The "take-desk" was in the classroom. The student would be sent there for five or ten minutes, to have the opportunity to "pursue replacement behavior, such as drawing."

The school district argued that this was not "time out." The desk was in the same classroom—there was no exclusion happening. Moreover, the student could engage in "preferred activities."

The court cited the very ambiguous definition of "time out" in our Administrative Code and concluded that the district was using "time out," even though it didn't call it that. Key Quote:

While the School District is correct the desk was in O.W.s classroom and that O.W. was allowed to partake in preferred activities, nothing in the administrative definition of "time out" suggests the definition is limited to placement in a separate room or is inapplicable when the student is allowed certain activities. Section 89.1052(b) only requires a "separation from other students for a limited period...."

So if the teacher sends the student to a desk, or a comfy beanbag chair that is in the same classroom but physically "separated" from the rest of the class, it's a "time out." If this is done "recurrently" it has to be



SPECIAL EDUCATION BACK TO SCHOOL UPDATE

2025-2026 SCHOOL YEAR

As the 2025-2026 school year gets underway, here are important special education updates based on legislation passed by the 89th Texas Legislature, Regular Session.

All are effective beginning with the 2025-2026 school year unless stated otherwise.



FUNDING CHANGES (ALL FROM HOUSE BILL [HB] 2)

LEAs will receive **\$1,000** for each initial special education evaluation completed.



Each local educational agency (LEA) will receive \$1,000 for each initial special education evaluation completed to help offset the costs of those evaluations.

Evaluations completed during the 2024-2025 school year will be used as initial estimates when funds begin this fall.

The College, Career, and Military Readiness (CCMR) outcomes bonus for students served by special education increased from \$2,000 to \$4,000 per eligible student.



CCMR outcomes bonus increased by **\$2,000 to \$4,000.**

The mileage reimbursement rate for special education transportation increased from \$1.08 per mile to **\$1.13 per mile.**



Fiscal agents of Regional Day School Programs for the Deaf (RDSPDs) will receive at least \$6,925 for each student served by that RDSPD. That is separate from the state's special education allotment that the student would generate; fiscal agents and member LEAs should work out additional service costs through their written agreements.



RDSPDs will receive **at least \$6,925** per student.

Effective September 1, 2026, LEAs will no longer be limited to reserving a maximum of 20 percent of their dyslexia allotment funds to contract with a private provider to serve eligible students.

Beginning with the 2026-2027 school year, the state will change how it pays for special education by switching to a service intensity model. More information will be shared in the coming months ahead of the next school year.



Coming Soon: A change to state special education funding formula.



CERTIFICATION APPLICATION AND EXAM FEES WAIVED

Individuals seeking certification in special education will now have both their certification exam fee waived for their first attempt and certification application fee waived. A [To the Administrator Addressed \(TAA\)](#) notification was published in June about these fee waivers. ([HB 2](#))



ANNUAL BOARD MEETING TO DISCUSS STUDENT OUTCOMES

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](#))



Boards must discuss students receiving special education services.



SPECIAL EDUCATION BACK TO SCHOOL UPDATE

2025-2026 SCHOOL YEAR



NONEDUCATIONAL COMMUNITY BASED SUPPORT SERVICES GRANTS

The process to access noneducational community based support services has changed. This process will shift to a grant system provided to parents of eligible students rather than parents having to go through their LEAs for access to, and payment for, the services.

Important Program Changes



The main changes are as follows:

- ◆ The grants will be accessible to students who are placed by their ARD committee in an approved residential program or in a day placement program and determined at-risk of being placed in a residential program;
- ◆ Eligible families must be notified about the grant program, and at least one person at the district or open-enrollment charter school must be designated to assist eligible families in accessing these grants; and
- ◆ On request of an eligible parent, an account will be established to assist in accessing approved services.

TEA must adopt rules to administer this revised program, so the **grants will not be available until those rules are effective.** (HB 2)



NEW ARD COMMITTEE RESPONSIBILITIES



LIDDA
Resource
for Families

When a student is initially determined eligible for special education services under the identifications of

developmental delay or intellectual disability, each admission, review, and dismissal (ARD) committee must give the student's parent information about their local intellectual and developmental disability authority (LIDDA), as well as various state waiver programs. (HB 1188)

When **residential placement** is discussed by an ARD committee, the ARD committee must give the student's parent information developed by the Health and Human Services Commission (HHSC)

about educational residential placement options for children who may qualify for placement at a state supported living center (SSLC). HHSC is expected to finalize that information early this fall. (HB 2)



GRADUATING WITH THE DISTINGUISHED LEVEL OF ACHIEVEMENT

In addition to the existing ability to earn the distinguished level of achievement (DLA) without modified curriculum, a student receiving special education and related services may now receive the DLA with modified curriculum as long as the ARD committee feels the modified curriculum was sufficiently rigorous and documents this decision in the student's individualized education program (IEP). (HB 2)



PERSONAL COMMUNICATION DEVICES (HB 1481)

HB 1481, with limited exception, prohibits the use of personal communication devices on school property during the school day. TEA published a TAA on July 31 with model policy language to assist districts in complying with the bill. The prohibition on use has three separate and unique exceptions described in the bill, which allow for use if necessary a) to implement a student's IEP or Section 504 accommodation plan; b) because a student has a documented need, based on a directive from a qualified physician; or c) to comply with a health or safety requirement imposed by law or by the district's safety protocols. Note that the state law must not be used to circumvent or supplant federal disability protections. For example, if an ARD or Section 504 committee determines that use is necessary to provide a student a free appropriate public education (FAPE), the committee can add that accommodation to an IEP or 504 plan and the district cannot also require a medical directive. Likewise, existing accommodations allowing for use of a personal communication device should not automatically be removed from an IEP or Section 504 plan because this bill passed; all decisions must be made in accordance with what is necessary to provide the student FAPE.



SPECIAL EDUCATION BACK TO SCHOOL UPDATE

2025-2026 SCHOOL YEAR



STUDENT DISCIPLINE

Several bills impact how schools will address student discipline. **LEAs will need to ensure that discipline for students with disabilities receiving special education services follows federal and state law** while aligning with TEA's materials regarding student discipline changes resulting from the most recent legislative session. TEA published a [TAA](#) on August 14 with more information about legislation related to student discipline.



STUDENT ACCOMMODATIONS DURING EMERGENCIES AND DRILLS

TEA must establish by rule recommendations regarding accommodations for students with Section 504 plans or IEPs during mandatory school drills, as well as guidelines regarding documentation of those accommodations in LEA emergency operations plans to ensure the safety of students and staff with disabilities during drills, disasters, and emergencies. In addition, the guidelines adopted by rule must provide for communication between campus administrators and staff regarding any required accommodations and between campus administrators and members of the safety and security committee to advise on recommendations for updates to the LEA's emergency operations plan. TEA will begin updating guidelines to comply with the new law soon. ([Senate Bill \[SB\] 57](#))



SPECIAL EDUCATION REPRESENTATION ON VARIOUS TEAMS/COMMITTEES

When a threat assessment is being conducted by the campus safe and supportive school team under TEC 37.115, a **person with knowledge of the student's disability and how the disability manifests must serve on the team**. This person could be a special education teacher who provides instruction to the student, a behavior analyst, social worker, or school psychologist. ([HB 6](#), [HB 121](#))

One of the two superintendent designees who serve on an LEA's safety and security committee must be an administrator of special education in the district. ([SB 57](#))



STUDENT ABSENCES

The following mandatory excused absence changes are not exclusive to students with disabilities but are good for special education practitioners to know:

- ◆ Temporary absences for health care appointments include mental health care appointments. ([SB 207](#))
- ◆ A district must adopt a form for a physician to certify the student's illness, a statement that the illness is serious or life threatening, the anticipated period of absence, and a statement that the illness makes attendance infeasible during the anticipated period of absence. ([HB 367](#))



LITERACY AND NUMERACY ASSESSMENTS, INCLUDING DYSLEXIA SCREENERS

The reading diagnostic instruments previously administered to students in kindergarten through grade 2 will **evolve into literacy and numeracy instruments** to measure foundational skills and will be administered to students in **kindergarten through grade 3**. Additionally, the universal dyslexia screeners required for students in kindergarten and grade 1 will eventually be addressed through these instruments rather than separate screeners. You can find out more information about expectations for this school year in the [TAA](#) published earlier in August. ([HB 2](#))



DISPUTE RESOLUTION PROCESS CHANGES

Non-attorneys representing parents in due process hearings must be able to demonstrate knowledge of all dispute resolution options available to parents under federal and state law. TEA will propose rulemaking to amend the rule and update the form that a non-attorney representative uses to affirm this knowledge later this school year. ([HB 2](#))



SPECIAL EDUCATION BACK TO SCHOOL UPDATE

2025-2026 SCHOOL YEAR

Statewide IEP facilitation can now be used prior to a dispute rather than once a dispute has already occurred. Once rules are addressed through the rulemaking process, TEA will begin operating under this change. ([HB 2](#))



NEW DEAF AND HARD OF HEARING (DHH), VISUALLY IMPAIRED (VI), AND DEAFBLIND STATEWIDE PLAN

TEA will engage with stakeholders to develop a new statewide plan for students who are DHH, VI, or deafblind in the coming months. This plan will help TEA and educators focus specifically on goals and outcomes of students with these disabilities and the educators who serve them. ([HB 2](#))



CHANGES TO LANGUAGE ACQUISITION REQUIREMENTS FOR CHILDREN 8 YEARS OF AGE AND YOUNGER

For several years educators have been assessing expressive and receptive language acquisition of children who are DHH eight years old and younger through assessments and tools approved by a group of state agencies, including TEA. That process will shift to the use of commissioner of education approved tools and assessments that will be administered on a schedule determined by the commissioner. The data will be reported through the Public Education Information Management System (PEIMS) or another method set by commissioner rule. More information about this revised process will be communicated later this school year through the rulemaking process. Once the required data begins to be submitted and after an analysis of the data, the agency will seek out grant opportunities or determine whether to award grants with the goal of improving outcomes for these students. ([HB 2](#))



EDUCATION SAVINGS ACCOUNTS (ESAs)

Beginning in the 2026-2027 school year, parents will be able to utilize ESAs for their children in accordance with [SB 2](#). The ESA program will be administered by the [Texas Comptroller of Public Accounts](#). An eligible student with a disability

ESAs will begin

2026-27
school
year

who is approved to use an ESA is entitled to state special education funding even though the student is not entitled to or receiving a free appropriate public education (FAPE) in their resident LEA. Funding will be dependent on the development of an IEP similar to those receiving FAPE in a public school. More information about LEA expectations around evaluations and IEP development, as well as a parent question and answer document will be published soon.



REQUIRED WEBSITE POSTINGS

Although not related to legislation, TEA is often asked about any resources or websites that an LEA must link or provide on their own websites. While TEA encourages all LEAs to be as transparent and communicative as possible with stakeholders, including the community at large and families of enrolled students, **the following are the required postings related only to special education:**

- ◆ Per [TEC §29.0112\(e\)](#), each LEA is required to download and post the [Texas Transition and Employment Guide](#) to their public-facing website;
- ◆ Per the annual Special Education Consolidated Grant Program Guidelines, LEAs must post to their public-facing website the **logo, hyperlink, description, and contact information for SPEDTex**, the [Special Education Information Center](#).



SPEDSUPPORT.
TEA.TEXAS.GOV



SPEDTEX.ORG
1-855-773-3839

2025 College, Career, and Military Readiness (CCMR) Tracker Part II

The CCMR Tracker provides districts with a means to track CCMR indicator completion throughout high school for students reported as enrolled in grades 9–12 on the TSDS PEIMS October 2024 snapshot date. **Corrections cannot be submitted to TEA; this report is for informational purposes only.** If districts find errors, they are encouraged to work with testing vendors to make corrections prior to the student’s graduation. When TSDS PEIMS data are submitted they are considered final.

The 2025 CCMR Tracker is released in two stages:

- Part I - March 28, 2025: CCMR outcomes reported through TSDS PEIMS, TSIA results, and OnRamps course completion through the **2023–24** school year; SAT, ACT, AP, IB and level I/II certificate results through the **2022–23** school year
- Part II - July 24, 2025: CCMR outcomes for SAT, ACT, AP, IB, and level I/II certificate data are updated to include results through the **2023–24** school year

Note, the CCMR Tracker contains lagging data. While the CCMR Tracker contains students who were in grades 9–12 on the 2024–25 PEIMS snapshot, it does not contain results from school year 2024–25 as those data have yet to be reported.

Student Demographic Information

- campus name and campus number
- grade level
- name
- social security number
- TSDS unique ID
- local ID
- date of birth
- race/ethnicity
- Economically Disadvantaged status
- Emergent Bilingual/English Learner status
- Special Education status

2025 College, Career, and Military Readiness (CCMR) Tracker Part II

CCMR Tracker Data Identifiers

Field	Explanation
CCMR	Indicates whether the student has demonstrated CCMR through any one of the available indicators Y: Met one or more CCMR indicator(s) N: Did not meet any CCMR indicators
TSI ELA/Reading & Math	Indicates whether the student met the Texas Success Initiative (TSI) criteria college readiness standards in both ELA/reading <u>and</u> mathematics; specifically, meeting the college-ready criteria on the TSI assessment (TSIA), SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 Y: Yes N: No - : No data available
TSI ELA	Indicates whether the student met the ELA/reading TSI criteria on the TSIA, SAT, ACT, or by earning credit for a college prep course Y: Yes N: No - : No data available
TSIA ELAR	Indicates whether the student met the ELA/reading TSI criteria on the ELAR TSIA Y: Yes N: No - : No data available
ACT ELA	Indicates whether the student met the ELAR TSI criteria on the ACT English and ACT super composite <u>or</u> met ACT Reading and ACT English combined score Y: Yes N: No - : No data available
SAT ELA	Indicates whether the student met the ELA/reading TSI criteria on the ELA SAT Y: Yes N: No

2025 College, Career, and Military Readiness (CCMR) Tracker Part II

Field	Explanation
	- : No data available
College Prep ELA	Indicates whether the student met the ELA/reading TSI criteria by earning credit for an ELA college prep course Y: Yes N: No - : No data available
College Prep ELA Grade NEW	College Prep ELA grade is displayed for informational purposes
TSI Math	Indicates whether the student met the math TSI criteria on the TSIA, SAT, ACT, or by earning credit for a college prep course Y: Yes N: No - : No data available
TSIA Math	Indicates whether the student met the math TSI criteria on the math TSIA Y: Yes N: No - : No data available
ACT Math	Indicates whether the student met the math TSI criteria on the math ACT and ACT super composite result <u>or</u> met ACT math score Y: Yes N: No - : No data available
SAT Math	Indicates whether the student met the math TSI criteria on the math SAT Y: Yes N: No - : No data available

2025 College, Career, and Military Readiness (CCMR) Tracker Part II

Field	Explanation
College Prep Math	Indicates whether the student met the math TSI criteria by earning credit for a math college prep course Y: Yes N: No - : No data available
College Prep Math Grade NEW	College Prep Math grade is displayed for informational purposes
AP/IB	Indicates whether the student earned a score of 3 or more for an AP examination or 4 or more for an IB examination Y: Yes N: No - : No data available
Dual Credit	Indicates whether the student earned at least three credit hours in ELA or mathematics or at least nine credit hours in any subject Y: Yes N: No - : No data available
Industry Cert** UPDATED	Indicates whether a student in grade 12 has a CTE Learner status of Concentrator or Completer in a Program of Study and earned an aligned industry-based certification or a student in grades 9-11 has a CTE Learner status of Completer Y: Yes N: No - : No data available
Industry-Based Certification Code*	Industry-based certification code
Industry-Based Certification Status	Industry-based certification status
Industry-Based Certification Title*	Industry-based certification title

2025 College, Career, and Military Readiness (CCMR) Tracker Part II

Field	Explanation
Met CCMR with Sunsetting IBC only	Indicates whether the student met CCMR criteria only because they have earned a sunsetting IBC through August 31, 2024. The student has not met any other CCMR indicators. Y: Yes N: No - : No data
Expected Graduation Year	Expected Graduation Year based on current grade level and taking four years to graduate
Level I or II Cert	Indicates that the student earned a level I or level II certificate in any workforce education area Y: Yes - : No data available
Assoc Degree	Indicates whether the student earned an associate degree Y: Yes N: No - : No data available
OnRamps	Indicates whether the student completed an OnRamps course and qualified for at least three hours of university or college credit in any subject area Y: Yes N: No - : No data available
OB College	On track to meet CCMR Outcomes Bonus for college: • earns associate degree or • meets Texas Success Initiative** criteria and enrolls in a postsecondary institution immediately following high school† Y: Yes† N: No
OB Career	On track to meet CCMR Outcomes Bonus for career: • meets Texas Success Initiative criteria** and earns Industry-based certification or • meets Texas Success Initiative criteria** and earns a level 1 or 2 certificate Y: Yes

2025 College, Career, and Military Readiness (CCMR) Tracker Part II

Field	Explanation
	N: No
Excluded	Student is excluded from accountability: 1=Yes, due to attribution code, - = Not excluded

*The industry-based certification codes and titles reflected in the Spring 2025 CCMR Tracker can be found here, [\(V3\) 2022-24 IBC list](#).

§The alignment between industry-based certifications and programs of study can found in the [IBC to Program of Study Crosswalk](#).

**Texas Success Initiative (TSI) criteria for CCMR Outcomes Bonus does not include College Prep courses. TSIA, SAT, and ACT scores are used to determine TSI criteria for CCMR Outcomes Bonus. For more information, see [CCMR in Accountability vs Outcomes Bonus one pager](#).

#Postsecondary enrollment is not available at this time.

2025 College, Career, and Military Readiness (CCMR) Tracker Part II

New Download in 2025: IBC and Aligned Programs of Study

This download contains the IBC(s) earned by each student, all aligned programs of study for each IBC, as well as the student's CTE status in each program of study. Note that an IBC may be represented on multiple rows for an individual student. This is because an IBC can be aligned to multiple programs of study, and a student's CTE status in each program of study may vary.

Field	Explanation
Industry-Based Certification Code*	Industry-based certification code
Industry-Based Certification Title*	Industry-based certification title
Industry-Based Certification Status	Industry-based certification status
Program of Study Code [§]	Program of study code
Program of Study Title [§]	Program of study title
CTE Status	6: CTE Concentrator 7: CTE Completer

*The IBC codes and titles reflected in the Summer 2025 CCMR Tracker can be found in here, [\(V3\) 2022-24 IBC list](#).

§The alignment between industry-based certifications and programs of study can be found in the [IBC to Program of Study Crosswalk](#).

2025 College, Career, and Military Readiness (CCMR) Tracker Part II

Sources and Years of Data

TSDS PEIMS data used for CCMR	Data for	Requirement for Credit
Earn an Industry-Based Certification	Certifications earned during school years: 2020-21, 2021-22, 2022-23, and 2023-24	Earn
Earn an Associate Degree	Degrees earned during school years: 2020-21, 2021-22, 2022-23, and 2023-24	Earn
Complete College Prep Course	Courses completed during school years: 2020-21, 2021-22, 2022-23, and 2023-24	Complete and earn credit
Dual Credit Course Completion	Courses completed during school years: 2020-21, 2021-22, 2022-23, and 2023-24	3 hours in ELA/math or 9 hours in any subject
Other data used for CCMR	Data reported for examinations taken as of	Requirement for Credit
ACT college admissions test	Tests from 2019-20 through February 15, 2023, administration	ACT English score $\geq$ 19 AND 23 Composite score
	Tests from February 16, 2023, through July 2024 administration	ACT Math score $\geq$ 19 AND 23 Composite score
		ACT Combined English + Reading score $\geq$ 40
		ACT Math score $\geq$ 22
AP examination	Tests from 2020-21 through July 2024 administration	Any combination of scores from above to meet criteria
IB examination	Tests from 2020-21 through May 2024 administration	Any subject area score of 3 or better
TSL assessment	Tests from 2020-21 through May 2024 administration	Any subject area score of 4 or better
SAT college admissions test	Tests from June 2014 through October 2024 administration	See below
OnRamps dual enrollment course completion	Tests from 2020-21 through June 2024 administration	SAT ELA Score—480
	Courses completed from 2020-21 through 2023-24 school year	SAT Math Score—530
Level I and level II certificates	Certificates earned from 2020-21 through 2023-24 school year	Qualify for 3 hours of college credit
		Earn

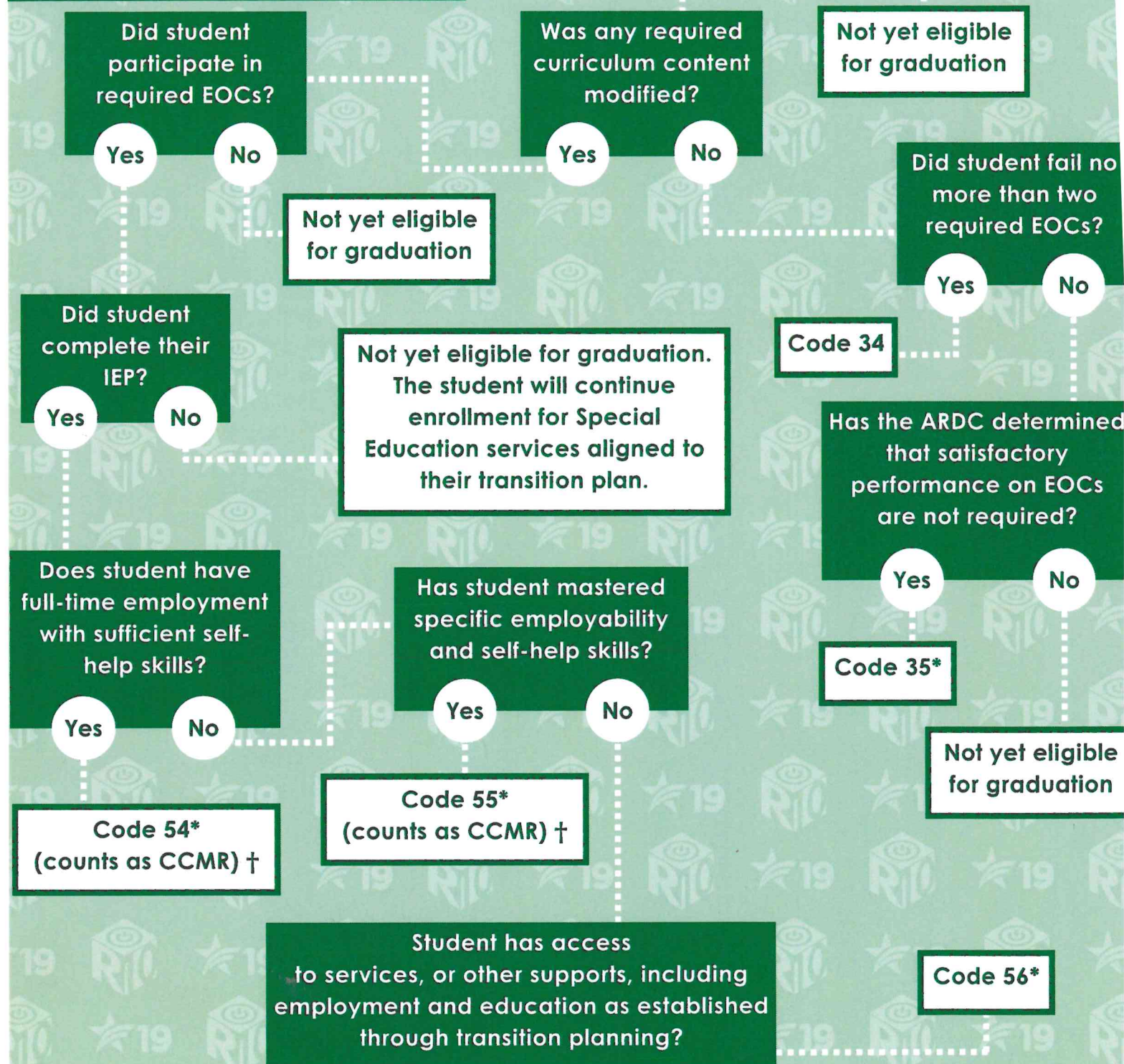
2025 College, Career, and Military Readiness (CCMR) Tracker Part II

TSIA Criteria

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2				
		AND				
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

DETERMINING DIPLOMA TYPE CODES FOR SPECIAL EDUCATION STUDENTS

025



Accessible Version

Students who graduate with codes 35, 54, 55, or 56 may return for additional IDEA services.

CCMR (College Career or Military Ready) is a factor in state accountability.

• Diploma Type Codes 54 and 55 count for CCMR under Workforce Readiness.

RECEIVING SPECIAL ED SERVICES

The student is eligible for endorsement if all five of the following requirements are met:

1

The student has completed the Foundation High School program, with or without modifications to required curriculum.

2

The student has completed the additional credit requirements in math, science and elective courses required for the endorsement, with or without modified curriculum.

3

The student has completed the four endorsement-specific courses, with or without modifications to the curriculum.

4

If any curriculum was modified in the four endorsement-specific courses, the student's admission, review and dismissal committee (ARDC) determined that the curriculum, as modified, was sufficiently rigorous.

5

The student has passed required EOCs, or the student's ARDC has determined that satisfactory performance on the required end-of-course assessment is not required for graduation.

Additional College, Career and Military Readiness (CCMR) Qualifiers for Special Education Students

Graduate Under an Advanced Diploma Plan: requires that the graduation plan type is identified as Foundation High School Plan with an Endorsement, or Foundation High School Plan with a Distinguished Level of Achievement.

IEP Continuers

TEC §39.053(g-2) allows for students who have not met graduation criteria to continue as determined by their ARD committee. These students must be at least 18 years of age by September 1st, have satisfied credit and curriculum requirements, are working on their IEP, and are currently served through special education. These students are excluded from state longitudinal rates for accountability. In TSDS-Web Enabled Data Standards (TWEDS) under Student Characteristic select Descriptor Table-C344 and 09-IEP Continuer.

Request to Return

For students who receive a diploma according to subsections (b)(2) ; (b)(3) (A), (B), or (C) of this section, the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

Maximum Age Eligibility

A student who has reached maximum age eligibility in accordance with §89.1035 of this title **without needing the credit, curriculum, and assessment requirements** specified in subsection (b) of this section is not eligible to receive a diploma but **may receive a certificate of attendance** as described in TEC, §28.025(f).

CCMR Accountability Data Sources



Indicator	Data Source (TSDS PEIMS) and Accepted Values	TSDS PEIMS PDM Report
Dual Credit	DUAL-CREDIT-INDICATOR-CODE (C088, E1011) - Value = 1 COLLEGE-CREDIT-HOURS (E1081) - Value = Total credit hours earned PASS/FAIL-CREDIT-INDICATOR-CODE (C136, E0949) - Value = 01 or 08	SUMMER - Course Completion: Student Completing Courses with Advanced/Dual Credit/Enrollment (PDM3-133-002) - Student: Students with Dual Credit Courses and College Credit Hours (PDM3-120-008) EXTENDED YEAR - Student: Students with Dual Credit Courses and College Credit Hours (PDM4-133-001)
Industry Certification	POST-SECONDARY-CERTIFICATION-LICENSURE-CODE (C214, E1640) - Value = Select code to match the IBC POST-SECONDARY-CERTIFICATION-LICENSURE-RESULT (C232, E1733) - Value = 01	SUMMER - Student: Student Advanced Academic Roster by Grade (PDM3-120-010) FALL - Student: Student Advanced Academic Roster by Grade (PDM1-120-016)
Associates Degree	ASSOCIATE-DEGREE-INDICATOR-CODE (C088, E1596 Fall 2023-24 Submission 1); (C235, E1596 starting with Summer 2023-24 Submission 3) - Value = 1	SUMMER - Course Completion: Student Advanced Academic Roster by Grade (PDM3-120-010) FALL - Leaver: Graduate Roster by Graduation Type (PDM1-124-007)
College Prep Courses	SERVICE-ID (C022, E0724) - Value = CP110100 (RLA) or CP111200 (Math) COURSE-SEQUENCE-CODE (C135, E0948) - Value = 0, 2, 5, 9, D0, D2, D5, or D9 PASS/FAIL-CREDIT-INDICATOR-CODE (C136, E0949) - Value = 01 or 08	SUMMER - Course Completion: Students Completing Courses by Pass/Fail Indicator (PDM3-133-001) EXTENDED YEAR - Course Completion: Students Completing Courses by Pass/Fail Indicator (PDM4-133-002)
IEP and Workforce Readiness Graduates	GRADUATION-TYPE-CODE (C062, E0806) - Value = 04, 05, 54, or 55	FALL Leaver: Graduate Roster by Graduation Type (PDM1-124-007)

CCMR Accountability Data Sources



Indicator	Data Source (TSDS PEIMS) and Accepted Values	TSDS PEIMS PDM Report
SpEd Graduate with Adv Grad Plan	<i>Complete one attendance data element</i> • TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT (E0940) ◦ Value = Days present for specific instructional setting • RS-TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT (E1688) ◦ Value = Days present for specific instructional setting • RA-TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT (E1689) ◦ Value = Days present for specific instructional setting • ELIGIBLE-DAYS-PRESENT-IN-INSTR-SETTING (E0944) ◦ Value = Days present for specific instructional setting • FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE (E1049) ◦ Value = Days present for specific instructional setting • FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING (E1051) ◦ Value = Days present for specific instructional setting • GRADUATION-TYPE-CODE (C062, E0806) ◦ RHSP Value = 19, 22, 25, 28, or 31; ◦ DAP Value = 20, 23, 26, 29, or 32; ◦ FHSP* Value = 34, 35, 54, 55, 56 or 57 <i>*If an FHSP code is used, an Endorsement Element ID must also be entered:</i> • FHSP-DISTING-LEVEL-ACHIEVE-INDICATOR-CODE (C199, E1542) ◦ Value = 2 • STEM-ENDORSEMENT-INDICATOR-CODE (C199, E1544) ◦ Value = 2 • BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE (C199, E1545) ◦ Value = 2 • PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE (C199, E1546) ◦ Value = 2 • ARTS-AND-HUMANITIES-ENDORSEMENT-INDICATOR-CODE (C199, E1547) ◦ Value = 2 • MULTI-DISCIPLINARY-STUDIES-ENDORSEMENT-INDICATOR-CODE (C199, E1548) ◦ Value = 2	FALL • Leaver: Graduate Roster by Graduation Type (PDM1-124-007)

Indicator	Data Source (Non-TSDS PEIMS)
STAAR, STAAR EOC	Cambium>CAF>PR
TELPAS, STAAR Alternate 2, TELPAS Alternate	Cambium>CAF>PR
Onramps	Onramps Program> PR
AP	College Board>Research>PR
IB	IB>Research>PR
SAT	College Board>Research>PR
ACT	ACT>Research>PR
TSIA	College Board>THECB>Research>PR
Level I & Level II Certificates	THECB>Research>PR
Military Readiness	DD Form4>LEA>TEAL>PR

CCMR Accountability vs Outcomes Bonus

Posted May 14, 2025

CCMR Indicator	CCMR in Accountability	CCMR in Outcomes Bonus
College Ready	Meets Texas Success Initiative (TSI) criteria (through the ACT, SAT, TSIA or College Preparatory courses) or Earns dual course credits or Meets criteria on AP/IB exams or Earns an associate degree or Qualifies for OnRamps course credits	Earns an associate degree by August 31st immediately following high school graduation ----- OR ----- Meets ACT, SAT, or TSI college readiness criteria (college preparatory courses not applicable), and enrolls at a postsecondary educational institution immediately following high school graduation
Career Ready	Earns an industry-based certification and aligned program of study completer* or Graduates with completed IEP and workforce readiness or Graduates with an advanced diploma plan and received special education services or Earns a level I or level II certificate	Meets ACT, SAT, or TSI college readiness criteria (college preparatory courses not applicable), and Earns an industry-based certification* or earns a level I or level II certificate by August 31st immediately following high school graduation
Military Ready	Enlists in the U.S. Armed Forces/Texas National Guard <i>Included as of 2024 accountability with 2023 graduates.</i>	Enlists in the U.S. Armed Forces/Texas National Guard <i>Included as of 2023 graduates Outcomes Bonuses.</i>

* See [Phase-In Schedule for Sunsetting IBCs and alignment with Programs of Study in Chapter 2 of the 2025 Accountability Manual \(p.18-19\)](#). IBC + Program of Study Completer (3-year phase in) will begin with the class of 2024 for 2025 accountability. The program of study requirement for IBCs for CCMR in accountability does not apply to CCMR Outcomes Bonus.

Reporting Time Frames

CCMR Outcomes Bonus Counts by District are reported on the webpage.

Graduating Class	Accountability Reported	Outcomes Bonus Reported
2021-22 Graduates	Preliminary 2023 ratings – April 2025 Final 2023 ratings – August 2025	Early 2022 Counts - April 2024 Final 2022 Counts - July 2024
2022-23 Graduates	Preliminary 2024 ratings - Delayed	Early 2023 Counts – September 2024 Final 2023 Counts - May 2025
2023-24 Graduates	Preliminary 2025 ratings - August 2025 Final 2025 ratings – December 2025	Early 2024 Counts – Fall 2025 Final 2024 Counts - Spring 2026
2024-25 Graduates	Preliminary 2026 ratings - August 2026 Final 2026 ratings – December 2026	Early 2025 Counts – Fall 2026 Final 2025 Counts - Spring 2027
2025-26 Graduates	Preliminary 2027 ratings - August 2027 Final 2027 ratings – December 2027	Early 2026 Counts – Fall 2027 Final 2026 Counts - Spring 2028
2026-27 Graduates	Preliminary 2028 ratings - August 2028 Final 2028 ratings – December 2028	Early 2027 Counts – Fall 2028 Final 2027 Counts - Spring 2029

Impact of HB2 - At a Glance

HB 2 (incl SB 568, HB 120, SB 260) and SB 569 increased school funding formulas in several ways



School boards determine:

- how funds are spent within a district, and
- whether extra funding streams are accessed by a district

In total, the factors under an LEA's control can increase M&O funds generated by well over 15%

Many different funding components make up total M&O funding

ATTENDANCE-BASED

- Regular Program (BA)
- Early Education
- School Safety (in part)
- Career and Technology
- Special Education
- Bilingual Education
- Support Staff Retention Allotment

SPENDING-BASED

- Teacher Retention Allotment
- Transportation Allotment
- TRS On-Behalf
- Special Ed Evals
- NIFA
- College Readiness Assessments
- IBCs

TAX RATE-DEPENDENT

- Tier I Tax Rate
- Tier II Tax Rate
- LOHE

ENROLLMENT-BASED

- Compensatory Education
- Allotment for Basic Costs
- TIMA
- Gifted & Talented
- Dyslexia

DISTRICT-BASED

- Small and Mid-Sized
- Fast Growth
- School Safety (in part)
- Regional Wind Insurance

DISTRICT ACTION-DEPENDENT

- Teacher Incentive Allotment
- CTE Sequences
- CCMR Outcomes Bonus
- P-TECH
- R-PEP
- PREP: Mentor Program
- PREP: Grow Your Own
- PREP: Preservice Teachers
- Dual Language
- Additional Days School Year
- SB 1882 Partnerships
- Resource (ACE) Campuses
- Non-Enrolled UIL Participation
- HQIM (SBOE & OER)
- Blended Learning
- Hybrid Learning
- Dropout Recovery
- Day Placement Campus
- Reading Intervention Allotment
- K-3 Reading Summer School
- PreK (direct & partnership)

Items in green were created or expanded by the 89th legislature

HB2-Evaluation Funding

Special Education Full Initial and Individual Evaluations (FIIIE):

- HB 2 establishes new funding to offset costs for Special Education FIIIEs under Section 48.159, Education Code
 - **\$1,000 for each completed initial special education evaluation**
- The SY 2025–2026 Summary of Finance reports will be updated with estimates based on SY 2024–2025 until actual FIIIE data for SY 2025–2026 is reported to TEA - then there will be a settle up
 - Incorporated in September 2026 as part of the near-final settle up process.
 - Detailed correspondence about reporting FIIIEs information and obtaining funding under this provision will be communicated later this year.

HB2 - Special Education Allotment

HB 2 creates a new special education funding framework, beginning with SY 2026–2027, including:

- Modifies special education funding to weights to be set by the commissioner using eight tiers of intensity
- Directs the commissioner to establish at least 4 service groups
- Commissioner will determine formulas to ensure estimated statewide amount is approximately \$250 million more under the tiers and service groups than what would have been provided under (former) special education system as existed on September 1, 2025

Commissioner must submit to LBB proposed weights for the tiers and amounts for the service groups (by December 1 of each even-numbered year). HB 2 continues provision under Section 48.102, Education Code, of extended school year (ESY) with funding provided at the highest tier of intensity for which the student qualifies and removes current limitations on funding for ESY that restrict amounts to 75 percent of calculated amounts and impose an annual statewide cap of \$10 million. More detailed guidance will be provided in future correspondence.