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# Welcome to the TEA Special Education Webinar

October 21, 2025

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The webinar begins promptly at  
2:00pm CT

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# Presentation Title Slide

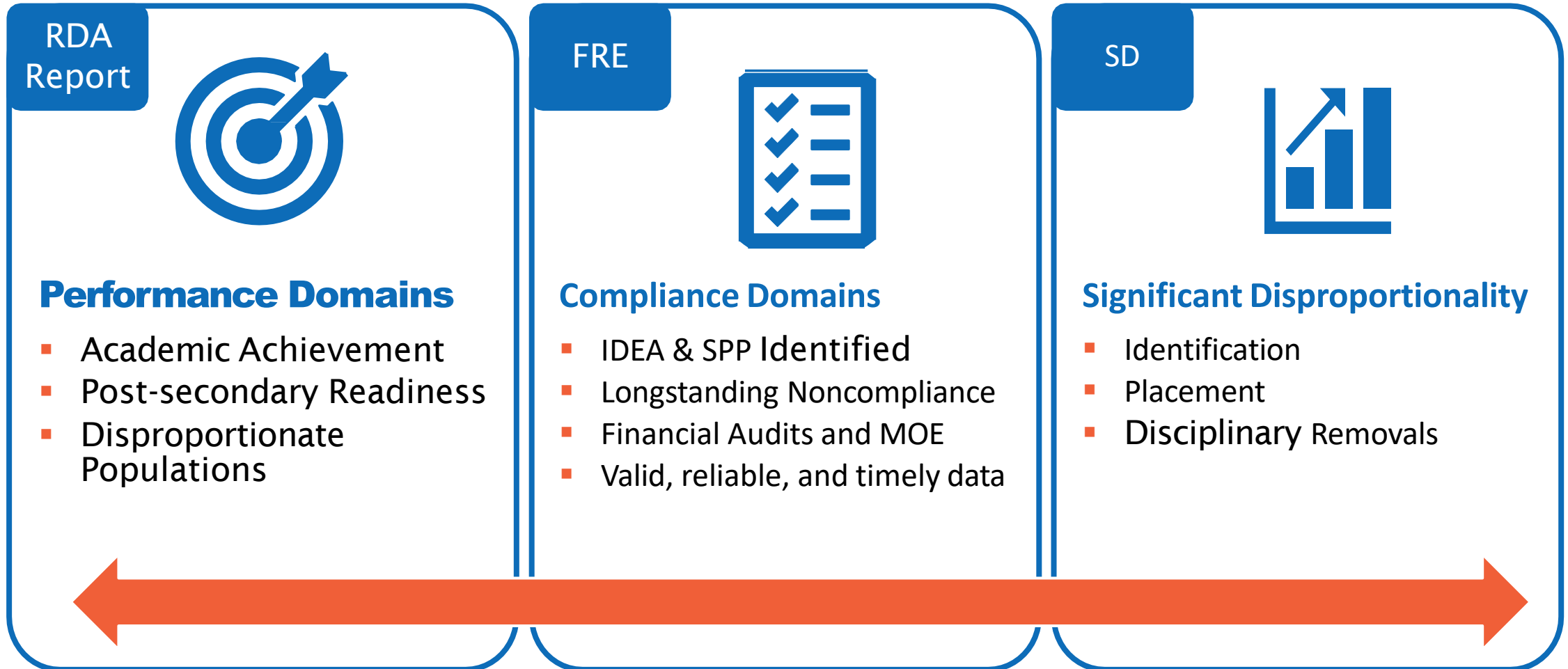
Required for each presentation "Title" slide

- Title of your agenda item
- Name and title of all presenters
- Name of your TEA Division

# From Targeted Monitoring to Targeted Support

# Targeted Monitoring: Phase 1 Monitoring

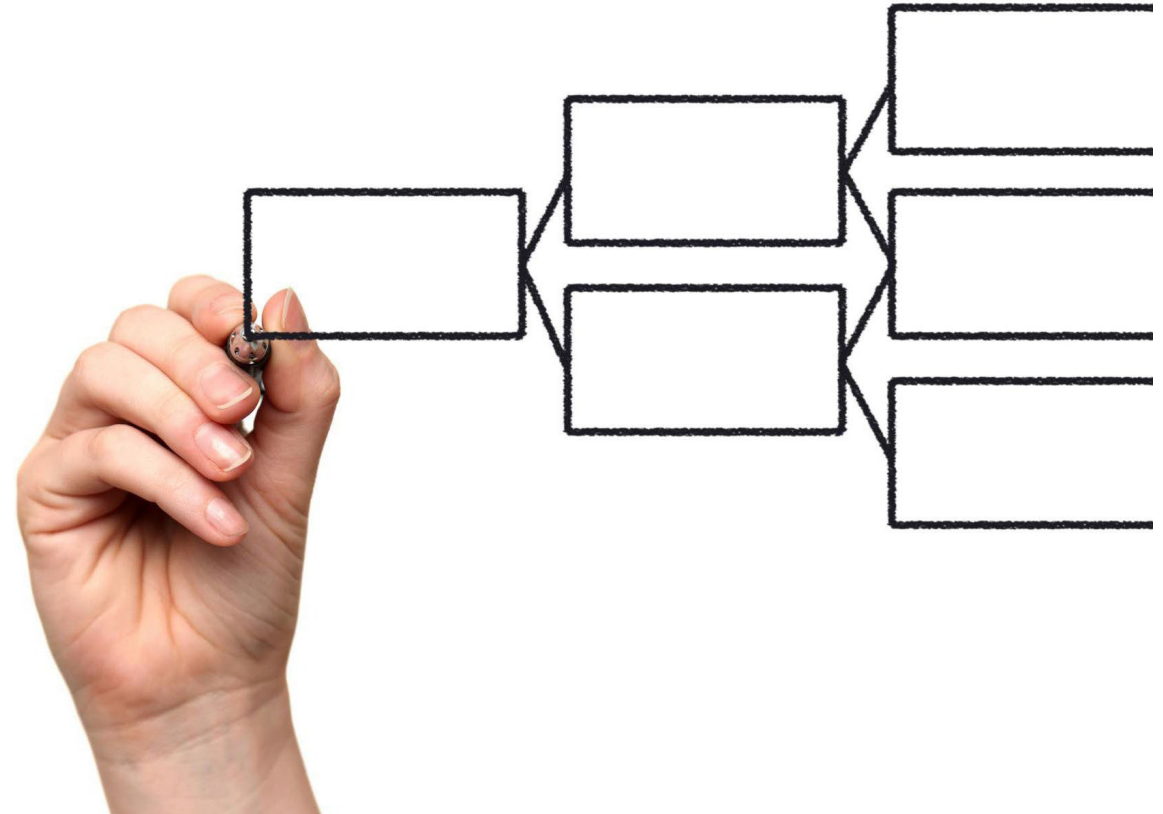
## Existing Phase 1 factors used for Targeted Monitoring



- LEA feedback:
  - Move away from a norm calculation model to allow LEAs to replicate scores
  - Add fiscal elements to facilitate increased engagement by LEA leadership teams outside special education
- Additional stakeholder feedback:
  - Special education complaints data
  - Due Process hearing data
  - Audit findings from other areas of TEA
  - Teacher certification data
  - LEA Self-assessment ratings

# Phase 2: Transitioning from Targeted Monitoring to Targeted Supports

- The process name has changed to reflect enhanced support strategies.
- Targeted Supports emphasize collaboration and continuous improvement.
- New terminology aligns with updated monitoring and assistance frameworks.
- The focus is evolving from solely monitoring LEA compliance to a more balanced approach that emphasizes continuous improvement.
- This change fosters a proactive approach to identifying and addressing needs.



# Phase 2 Risk-based Analysis

Multi-year data for a more comprehensive trend analysis

Continuous improvement approach

Criterion model

LEAs can replicate calculations for self-monitoring and progress evaluation

Ensures that the highest-need LEAs engage in targeted supports

# Risk Factors & Weighting

| Risk Based Factor                                               | Weight           |
|-----------------------------------------------------------------|------------------|
| Continued Noncompliance - Federally Required Element #3 (FRE 3) | .30              |
| Maintenance of Effort Noncompliance (MOE_NC)                    | .20              |
| Performance Level Mean (PL_Mean derived from RDA data report)   | .10              |
| State Performance Plan Indicator 11A (SPPI-11A)                 | .10              |
| State Performance Plan Indicator 11B (SPPI-11B)                 | .10              |
| State Performance Plan Indicator 12 (SPPI-12)                   | .05              |
| State Performance Plan Indicator 13 (SPPI-13)                   | .05              |
| Federally Required Element 2 (FRE 2)                            | .05              |
| Dyslexia Screening Exception Code                               | .05              |
| RDA Determination Level (DL)                                    | Rule-based model |

- **RDA Determination Level (DL):** The TEA makes annual RDA determinations on the performance and compliance of LEAs using four determination levels (DLs):
  - Meets Requirements (DL 1),
  - Needs Assistance (DL 2),
  - Needs Intervention (DL 3), and
  - Needs Substantial Intervention (DL 4).
- LEAs are included under the rule-based risk criteria if they have a previous year Determination Level (DL) 4, or a DL 3 for two to four of the past consecutive years.
- Data Source: RDA Report and PBM Data

The new approach utilizes a threshold-based, multi-year weighted composite score model to identify high-risk LEAs.

## **How it works:**

- The sum of the weighted factor scores across multiple years is used to calculate a weighted total composite score for each LEA.
- This score is then combined with a value based on an LEA's past determination levels 3 and/or 4 (DLs) when applicable
- The combined score creates the Total Risk Composite Score which is the sum of the weighted scores for each year.
- LEAs with a score exceeding a frozen threshold are flagged for risk-based, targeted supports.

# Improvements with the new targeted supports model

- Leverages multi-year data for comprehensive trend analysis
- Follows a continuous improvement approach
- Uses a criterion-based model rather than a normed comparison
- Enables LEAs to replicate calculations for self-monitoring and progress tracking
- Demonstrates field improvements to stakeholders
- Activates targeted supports when unique circumstances or emerging data warrant intervention
- Aligns TEA support with SPD lever self-assessment tools, data analysis and targeted technical assistance

# Special Education Performance Diagnostic (SPD)

# How Healthy Is my Special Education System?



The Special Education Performance Diagnostic provides districts with a framework for understanding the overall health of their special education systems. The framework is organized around levers, essential actions, and key practices that define what a district should do to ensure that students with disabilities are effectively served in schools.

# The SPD is organized around 7 Levers, each with Essential Actions, Key Practices and Success Criteria



| SPD LEVERS |                                    |
|------------|------------------------------------|
| 1          | Integrated Systems                 |
| 2          | Talent                             |
| 3          | Identification and Evaluation      |
| 4          | IEP Development                    |
| 5          | Special Education Service Delivery |
| 6          | Meaningful Access                  |
| 7          | Family and Community Engagement    |



# SPD Application Key Features

Key Practice Self-Assessment  
Scoring and Graphing



Tools to help teams gather  
additional data, sources of  
evidence, or action plan

Recommendations for  
Local Data Collection



Customizable  
Reports

Data Pages - Every  
lever includes  
prepopulated data for  
district teams to explore



Resources to support  
understanding (e.g.,  
glossaries, user manuals)





**2025-2026 Transition Year**

- **Transition from Targeted Monitoring to Targeted Supports**
- **Field Testing Focus Areas:**
  - Analyze risk-based data
  - Incorporate SPD key practice self-assessment
  - Implement targeted supports collaboratively (TEA, ESCs, LEAs)
  - Revise strategic support plan design for continuous improvement
  - Gather feedback on processes, resources, and tools
- **SPD Application Test and Feedback Process:**
  - Snapshot Tab
  - Related Data Tab
  - Self-Assessment Tab
  - Overall Lever Health Tab
  - Resources Tab

# Benefits of Combining Efforts

- **Empowering LEAs:** The SPD is designed to provide you with the data and tools needed to develop strong improvement plans. Piloting with a group of LEAs at risk is a natural fit.
- **Validation and Efficiency:** This pilot allows us to validate the use of the SPD in developing a Strategic Support Plan (SSP) with a group that needs to submit one. Utilizing the targeted supports field testing group eliminates the need to recruit volunteer districts only for the SPD pilot, saving time and money.
- **Feedback and Alignment:** Feedback from ESC liaisons assigned to support at-risk LEAs will allow us to make changes and support increased alignment prior to state-wide launch.
- **Meaningful Development:** This approach benefits LEAs by providing meaningful and streamlined SSP development, reducing redundancies.

# Participating Districts & Timeline Overview



- November/December 2025:
  - Targeted Support notifications sent to identified LEAs
  - Information and QA sessions (recorded)
    - December 9, 2025, 11 am or 1pm
- January 2026:
  - SPD Pilot Training (attend one date from each session)
    - Session 1: 1/22/26 am or 1/23/26 am
    - Session 2: 1/28/26 am or 1/29/26 am
- Jan-May 2026: Engage with SPD levers, support sessions, and work sessions collecting feedback
- April 1, 2026: Submission of Strategic Support Plans

**More information to come  
November 2025**