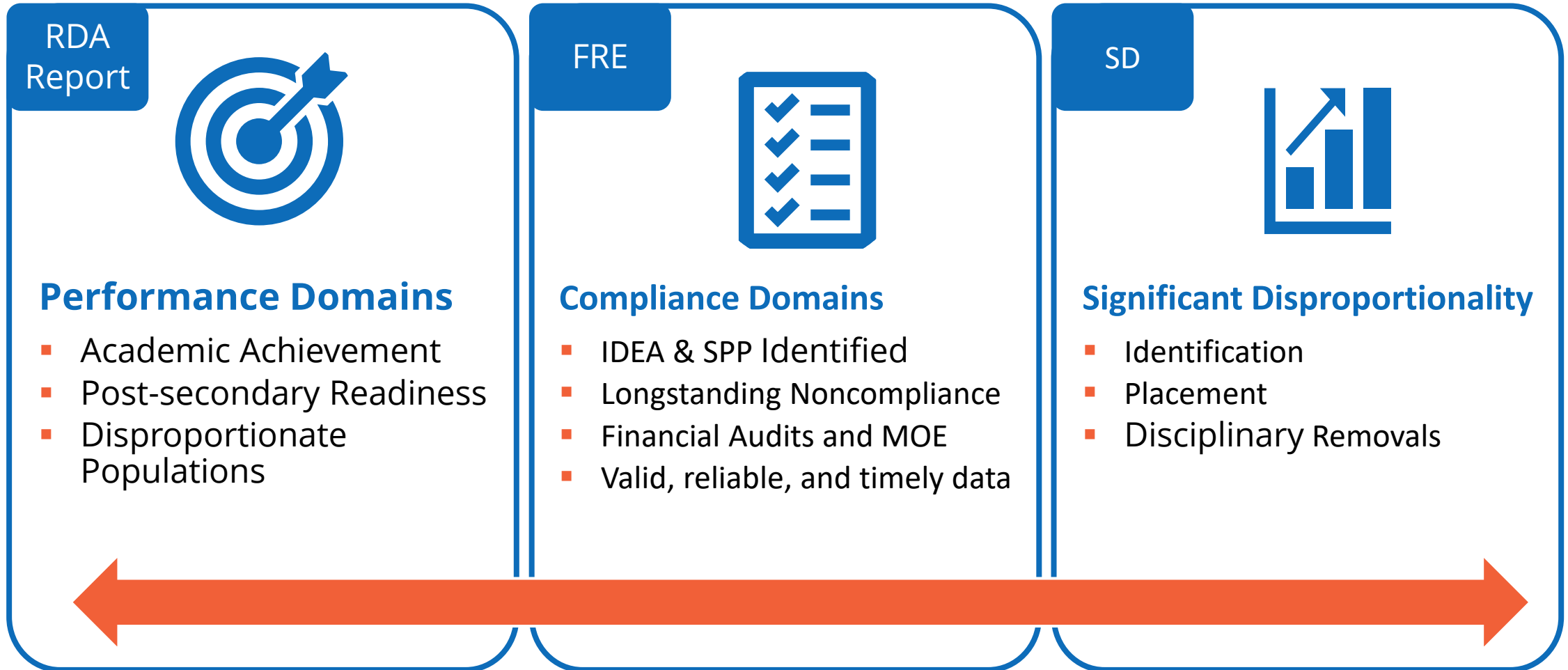


From Targeted Monitoring to Targeted Support

Targeted Monitoring: Phase 1 Monitoring

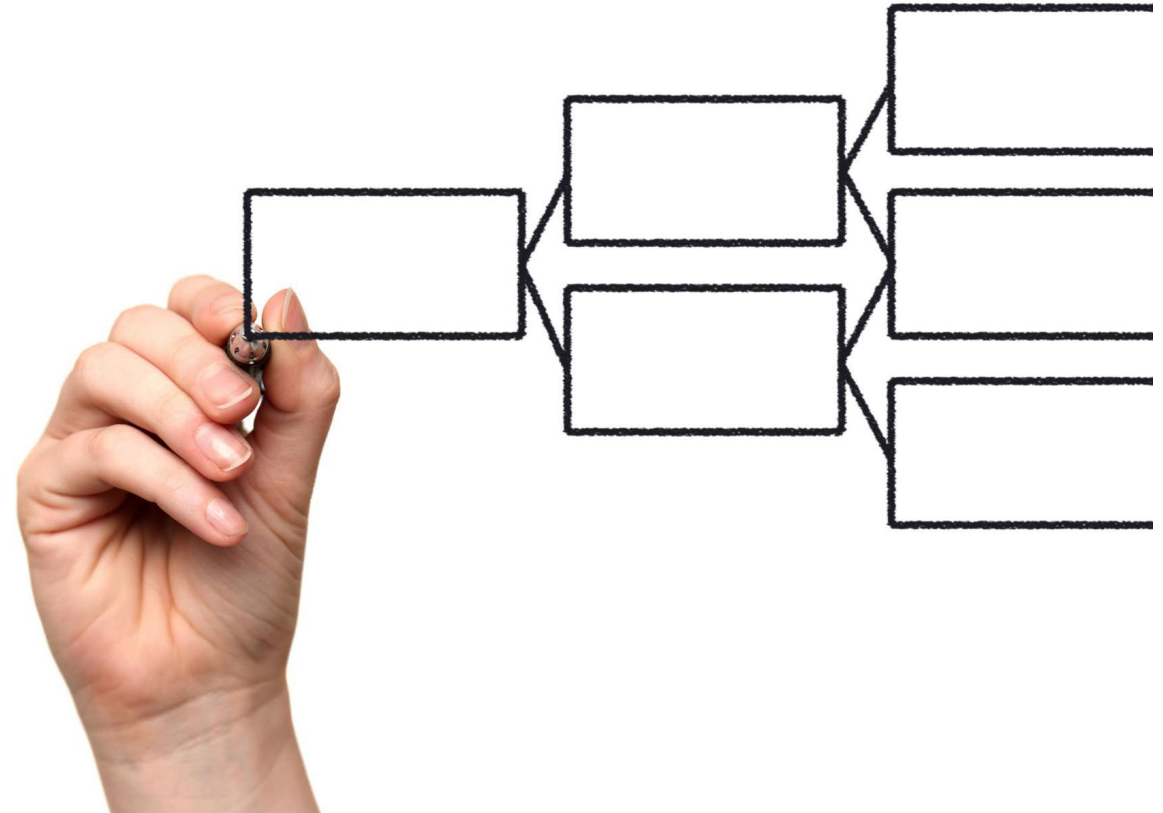
Existing Phase 1 factors used for Targeted Monitoring



- 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.

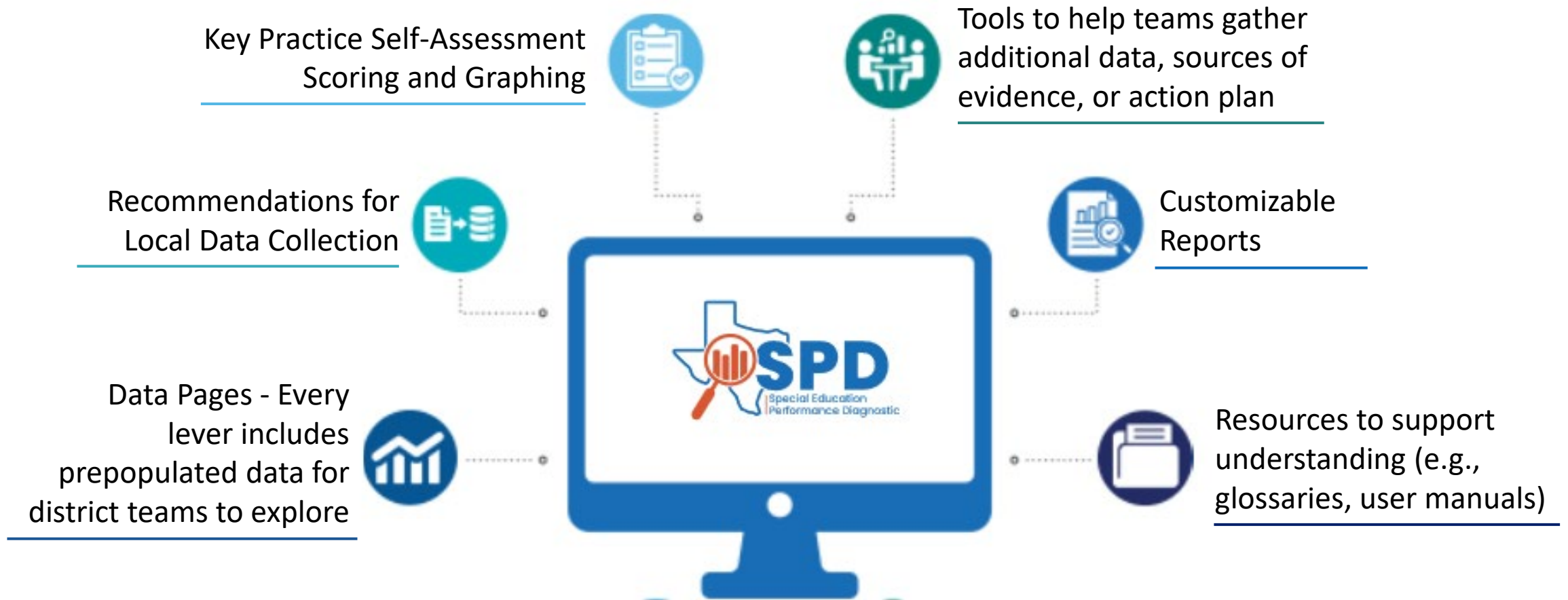
The SPD is organized around 7 Levers, each with Essential Actions, Key Practices and Success Criteria



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





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: 1/29/26 pm or 1/30/26 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**