



Special Education Performance Diagnostic (SPD) and Other Special Education Updates

Superintendent Call - September 2026

How TEA Understands the Health of Local Special Education Systems



- Cyclical Monitoring (once every 6 years)
- Targeted Monitoring (when data shows longstanding or trending noncompliance)
- State Performance Plan (SPP) / Annual Performance Report (APR)
- Results Driven Accountability (RDA) – leads to federally required determination level
 - Support through LEA development and implementation of Strategic Support Plans (SSPs)
- Review of LEA annual self assessments

Coming Soon: Tool for School Systems to Understand the Health of Their Special Education System



[SPD Introduction Video \(1 min.\)](#)

The Special Education Performance Diagnostic (SPD) provides school systems 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.

Four levers are planned for initial SPD launch and self-assessment



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



SY 26-27 these levers are available for districts for self-assessment January 2027

Information about the SPD

- Review the [August 6, 2026 To the Administrator Addressed \(TAA\) Special Education Performance Diagnostic and Transition to Self-Assessment Requirements](#)
- Topics:
 - **Overview of the Special Education Performance Diagnostic**
 - **Special Education Self-Assessment**
 - **Special Education Performance Diagnostic Training**
 - **Special Education Performance Diagnostic Representative**
 - **Special Education Performance Diagnostic Resources**

State Guidance

Special Education Performance Diagnostic Collection

The Special Education Performance Diagnostic (SPD) collection provides resources for school systems to learn about and engage with the framework.

[View Collection](#)



<https://spedsupport.tea.texas.gov/resource-library/special-education-performance-diagnostic-collection>

■ In SY 2026-2027, SPD Replaces Previous Self Assessment

- When made available in January 2027, school systems will choose one SPD lever (i.e., area) from the four available options to complete the key practice self-assessment within the SPD TEAL application.
- Replacing previous assessment offers better opportunities for data analysis and tangible ways to justify performance ratings.

■ Prioritize the Required Training this Fall/Winter

- In partnership with ESCs, TEA is hosting in-person and virtual SPD training opportunities between September 2026 and January 2027. [Training Flyer with Dates and Registration Links](#)
- Each school system will designate **at least one representative** with decision-making authority to complete the required one-day training and lead the self-assessment process within their school system team.
- A school system that participates in a **shared services arrangement (SSA)** is **still expected to name school system representative**, rather than solely the SSA special education director or another SSA employee as its representative.

■ In SY 2027-28, SPD Becomes Self Assessment AND Full Diagnostic Framework

- TEA will expand the available SPD self-assessment to seven levers.

Update on Transition to Intensity of Services Funding Model

Also, a Reminder: First Data Submission for New Funding Formula due October 8, 2026

- **By the first PEIMS Attendance Submission reporting period (1st Six Weeks Attendance), due October 8, 2026,** each school system is expected to review IEPs that are in place as of the first day of the 2026-2027 SY **for at least 50 percent of their students** receiving special education services and enter:
 - the student's tier of intensity,
 - any applicable service group(s), and
 - the average number of minutes per instructional day the student spends in a special education setting.

These data elements will be reported with a begin date of the first day of the school year.

- **By the second PEIMS Attendance Submission reporting period (2nd Six Weeks Attendance), due December 3, 2026,** school systems must report data regarding a student's eligible days present in the tier of intensity, applicable service group(s), and the average number of minutes per instructional day the student spends in a special education setting **for students whose data was not included in the first Attendance Submission.** The begin date for these students will still be the first day of the school year, unless an Admission, Review, and Dismissal (ARD) committee meeting results in a revision to the student's IEP services that affects the tier of intensity, service group(s), or minutes in a special education setting.
- By the second PEIMS Attendance Submission, **eligible days present will be reported for both the instructional arrangement/setting and the tier of intensity for all students** served in special education and who are eligible for funding.

Questions or Need Support?

SPD email: SPD@tea.texas.gov

General special education questions:
sped@tea.texas.gov

Special education funding questions:
spedfunding@tea.texas.gov –

[Texas Sped Support](#) Special Education
Funding Information

Zoom office hours on funding occur every Thursday from 9 to 9:30 am and 4 to 4:30 pm. [Zoom meeting link](#). We will continue to host these through October 8 (the first data deadline).

