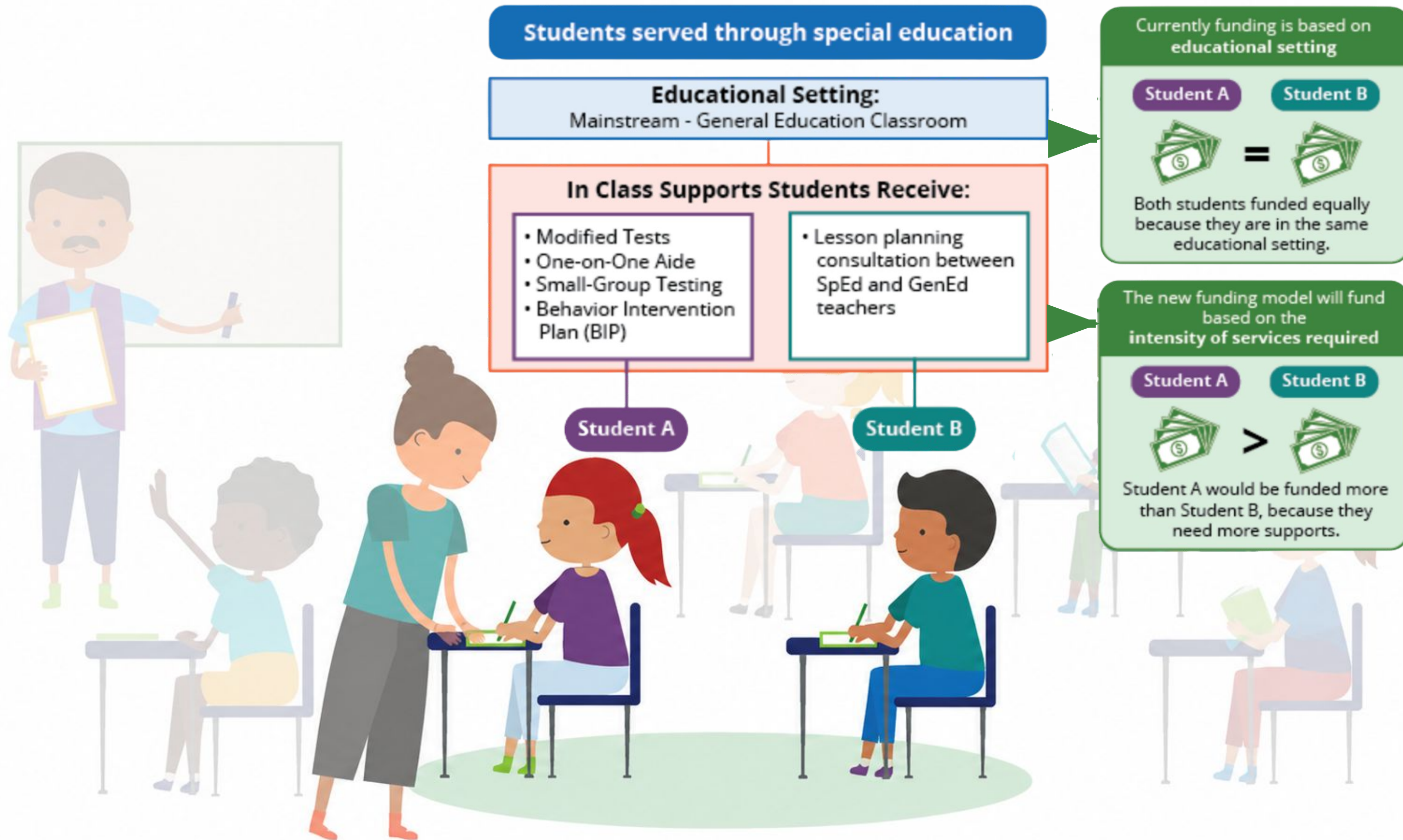




New Intensity of Services Special Education Funding Model

July 23, 2026

Key Shift in Funding Models



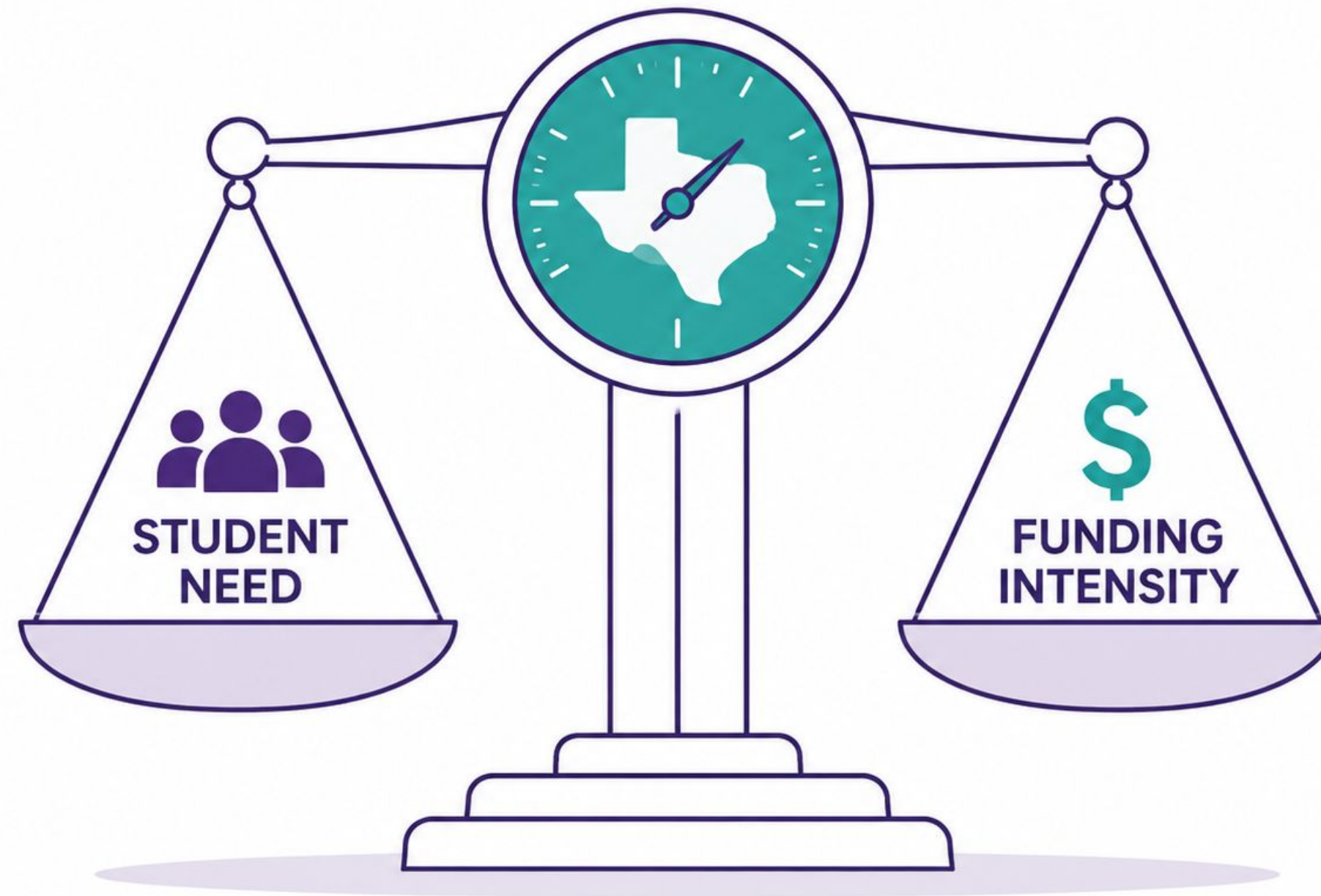
The Paradigm Shift

	Legacy System (Instructional Arrangements)	New System (Service Intensity)
 Core Driver	Location-based (Physical setting) 	Needs-based (IEP-driven SDI) 
 Calculation Method	Percentage of day in special education 	Intensity of supports across 5 Domains 
 Reporting Elements	Single Instructional Setting Code 	Tiers, Service Groups, and SPED Minutes 
 Timeline	Phasing out (Ends after 2026-2027) 	Transitioning now (Full implementation 2027-2028) 

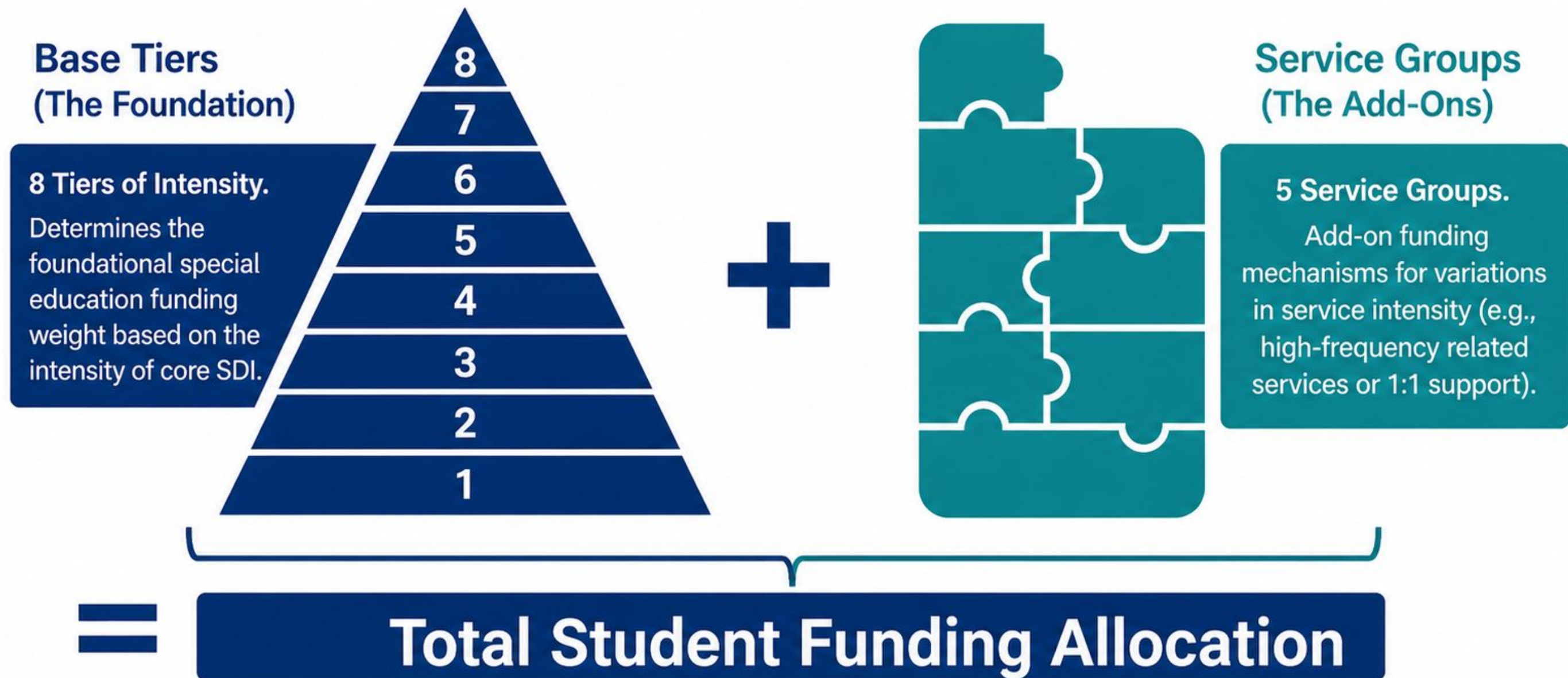
The Paradigm Shift

THE WHY

The shift from “Where” to “How Intensely”



Foundations of New System



General education (regular program) offset - TEC 48.051

- Time spent outside of general education setting
- TSDS/PEIMS data element added for 2026-2027 for minutes of instructional day spent in special education classroom/setting; that will be used to calculate offset

- Statute requires 8 tiers of intensity - TEC 48.102
- Tier 1 = students who receive speech therapy as their ONLY instructional service
- Tier 8 = residential placement by ARD committee

- Statute requires at least 4 service groups - TEC 48.1021
- add-on ancillary funding
- flat dollar amounts or
- lower dollar amount (service group 1) to higher dollar amount

NEW INTENSITY OF SERVICES FUNDING MODEL



1. IEP – SOURCE OF ALL DATA

All ratings and determinations are based on ARD committee decisions documented in the student's IEP.



2. FIVE DOMAINS OF SUPPORT (Scored 0–3)

DOMAIN 1 Curriculum & Instruction Supports	DOMAIN 2 Behavior Supports	DOMAIN 3 Communication Supports	DOMAIN 4 Independent Functioning Supports	DOMAIN 5 Personal Care / Health Supports
INCLUDES ✓ Academic SDI, modified content, instructional AT.	INCLUDES ✓ BIPs, counseling, crisis prevention, de-escalation.	INCLUDES ✓ Speech therapy, AAC, interpreters, assistive listening.	INCLUDES ✓ Executive functioning, transition supports, self-management.	INCLUDES ✓ Medical procedures, feeding, toileting, mobility assistance.
DOES NOT INCLUDE ✗ Behavior or Communication systems.	DOES NOT INCLUDE ✗ Academic instruction or independent functioning (unless behavior-driven).	DOES NOT INCLUDE ✗ Academic instructional methods or physical care.	DOES NOT INCLUDE ✗ Personal care/health or expressive communication.	DOES NOT INCLUDE ✗ Instructional methods or behavior plans.



NO SUPPORT REQUIRED OR DOCUMENTED IN IEP	MINIMUM	MODERATE	SIGNIFICANT
No direct academic SPED services are required for FAPE; instructional supplementary aids/services, including academic accommodations, require little staff effort/monitoring. OR No documentation or evidence in the IEP.	One or more of the following is true: - For a student identified with dyslexia, the student's IEP does not require dyslexia instruction through an evidence-based program. At least 1 academic goal or at least one functional goal directly tied to academic performance is present. OR - Direct SDI related to curriculum and instruction supports is targeted, limited in intensity, and addresses specific, discrete needs. This is typically direct SDI provided less than 60 minutes weekly for each core subject area in which direct SDI is required. At least 1 academic goal or at least one functional goal directly tied to academic performance is present.	One or more of the following is true: - For a student receiving dyslexia instruction, the IEP requires the instruction to be delivered through an evidence-based program with fidelity as required by a program adopted under TEC §38.003. At least 1 academic goal or at least one functional goal directly tied to academic performance is present. OR - Direct SDI related to curriculum and instruction supports is necessary to maintain consistent access and progress and is delivered multiple times per week and/or across multiple routines/settings/periods. This is typically direct SDI provided most or all days per week and likely results in at least one to five hours cumulatively per week of SDI for each core subject area in which SDI is required. Multiple academic goals and/or functional goals tied directly to academic performance are present.	One or more of the following is true: - For a student receiving dyslexia instruction, the IEP requires the instruction to be intensified beyond the standard evidence-based dyslexia program protocols. Multiple academic goals and/or functional goals tied directly to academic performance are present. OR - Direct SDI related to curriculum and instruction supports is intensive, frequent, and often pervasive such that the services substantially structure participation throughout the day. This is typically direct intensive SDI provided daily in all core subject areas. Multiple academic goals and/or functional goals tied directly to academic performance are present.

TYPE, NATURE, AND FREQUENCY OF SERVICES PROVIDED

SPECIALIZED ROLE OR PROVIDER REQUIRED

SPECIFIC RATIO REQUIRED

EQUIPMENT OR TECHNOLOGY REQUIRED

LEVELS OF SUPPORT	SCORE
No Support Required for FAPE	Score = 0
Minimum	Score = 1
Moderate	Score = 2
Significant	Score = 3

NEW INTENSITY OF SERVICES FUNDING MODEL

2. FIVE DOMAINS OF SUPPORT (Scored 0–3)

DOMAIN 1
Curriculum &
Instruction
Supports

DOMAIN 2
Behavior
Supports

DOMAIN 3
Communication
Supports

DOMAIN 4
Independent
Functioning
Supports

DOMAIN 5
Personal Care /
Health
Supports

Each domain: 4 factors rated 0–3
(Type/frequency • Personnel • Staffing ratio • Equipment)
Domain score = highest factor rating



3. COMPOSITE SCORE

Sum of all 5 domain scores (max 15)

The highest rated factor within a particular domain equates to that domain score.

4. TIER OF INTENSITY (1–8)

Total Points	Tier
0 – 1	Tier 1
2 – 4	Tier 2
5 – 7	Tier 3
8 – 10	Tier 4
11 – 13	Tier 5
14 (4 Significant + 1 Moderate)	Tier 6
15 (All Significant)	Tier 7

SPECIAL CASES



Speech-Only
→ Tier 1
Exception

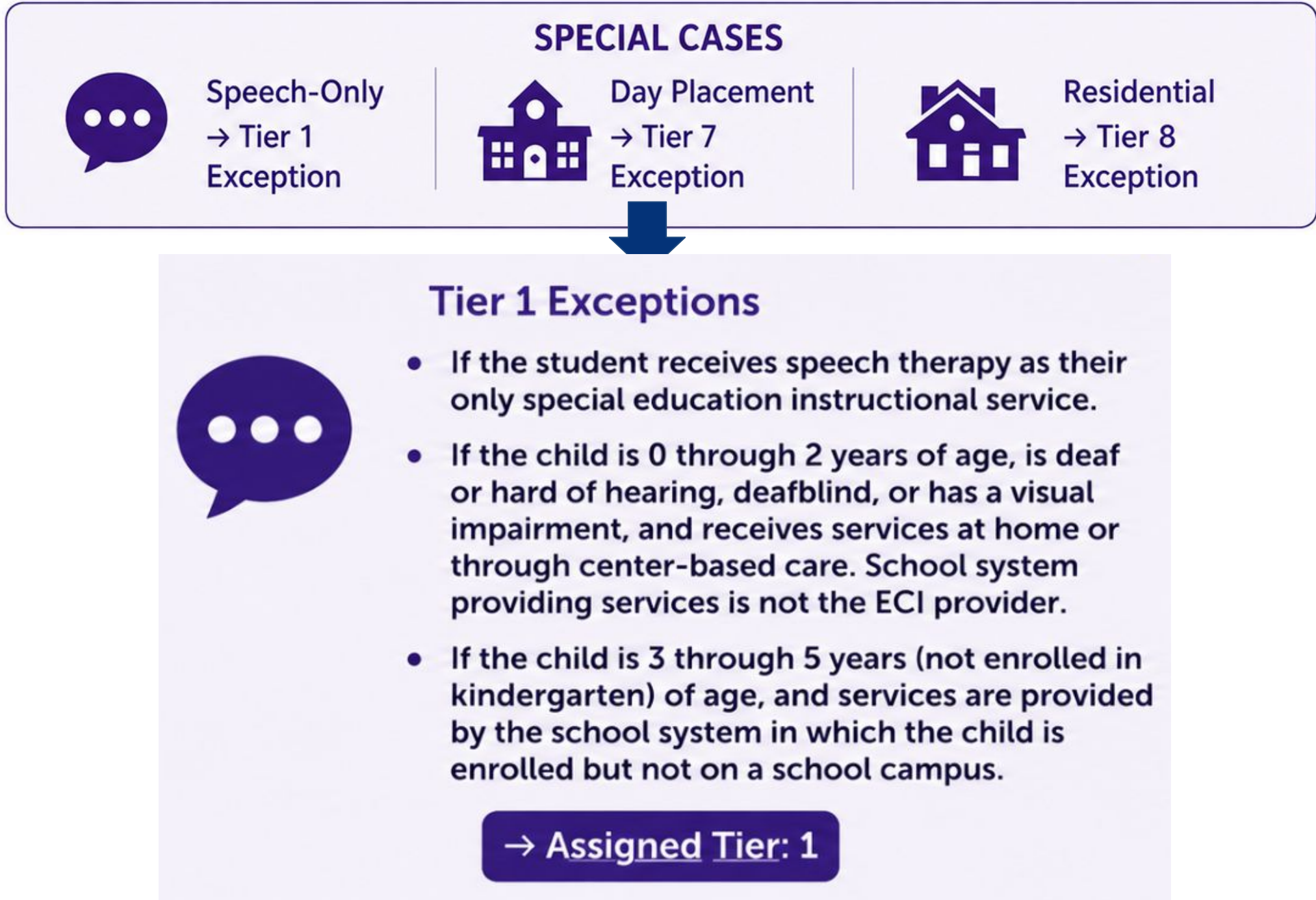


Day Placement
→ Tier 7
Exception



Residential
→ Tier 8
Exception

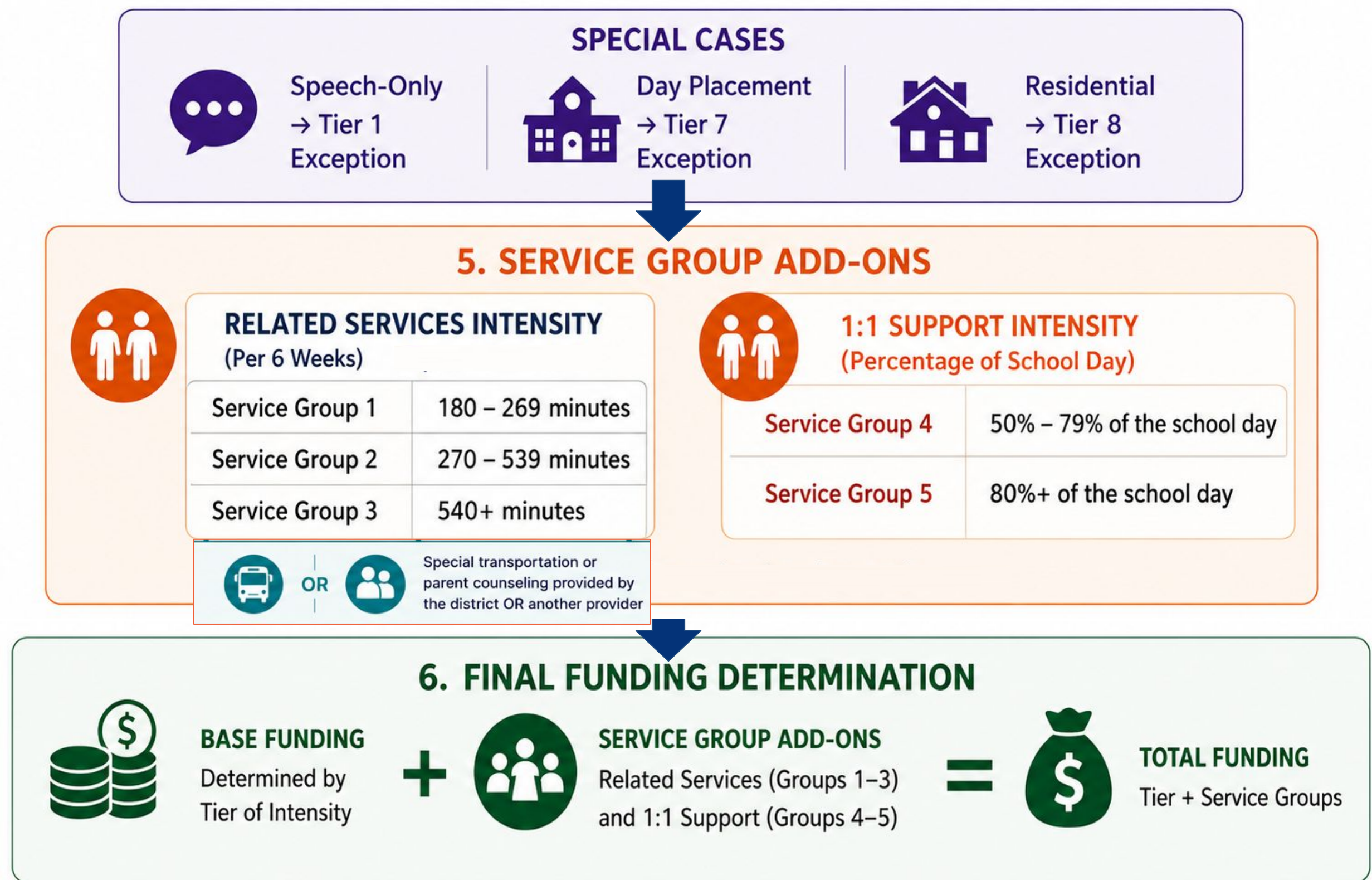
NEW INTENSITY OF SERVICES FUNDING MODEL



TEA will add \$250 million statewide for special education in 2026–2027 to help set the weight and dollar amounts under the new funding system.



NEW INTENSITY OF SERVICES FUNDING MODEL



TEA will add \$250 million statewide for special education in 2026–2027 to help set the weight and dollar amounts under the new funding system.



Current System vs New System

Legacy System (Instructional Arrangements)

Current Law Inputs for Example Student

- BA = \$6,215, Small-Mid Adjusted BA = \$6,420
- 170 days present (0.944 ADA)
- **Instructional Arrangement = Resource Room (2.89 contact hours, FTE weight 3.0)**
- **FTE 0.45, weighted FTE 1.35**

Total Sped Funding
\$8,668



Reg Pgm Allotment
\$3,070



Total FSP Tier I
Entitlement \$11,738

New System (Service Intensity)

New Law Inputs for Example Student

- BA = \$6,215, Small-Mid Adjusted BA = \$6,420
- 170 days present (0.944 ADA)
- **Tier Weight* = 1.5**
- **21% of the day in sped**
- **Service Group Dollar Amount* = \$400**

Total Sped Funding
\$9,491



Reg Pgm Allotment
\$4,635



Total FSP Tier I
Entitlement \$14,126



* Tier Weights and Service group dollar amounts have not been determined because data is not yet available. Any data presented here is illustrative, for example purposes only.

Funding Model Resources

TEA has established a [webpage](#) and made the following resources available now to allow school systems to start learning about this transition and to offer extensive collaboration and calibration activities ahead of and during the 2026-2027 SY.



[Topics](#)
[Resources](#)
[Learning](#)
[Opportunities](#)
[Contacts](#)

Search this site

Intensity of Services Special Education Funding Model Resources

- [Understanding the Funding Model](#)
- [Intensity Tiers](#)
- [Service Groups](#)
- [Resources and Guidance](#)
- [Funding Tool](#)
- [Funding Framework](#)
- [Frequently Asked Questions](#)
- [1. Funding Basics](#)
- [2. Impact and Timeline](#)
- [3. How Funding Works](#)
- [4. Data and Reporting](#)
- [5. Using the Tool](#)
- [6. Roles and Support](#)
- [Contact, Training Dates and Other Supports](#)

[Home](#) / [Resource Library](#)

Intensity of Services Special Education Funding Model Resources

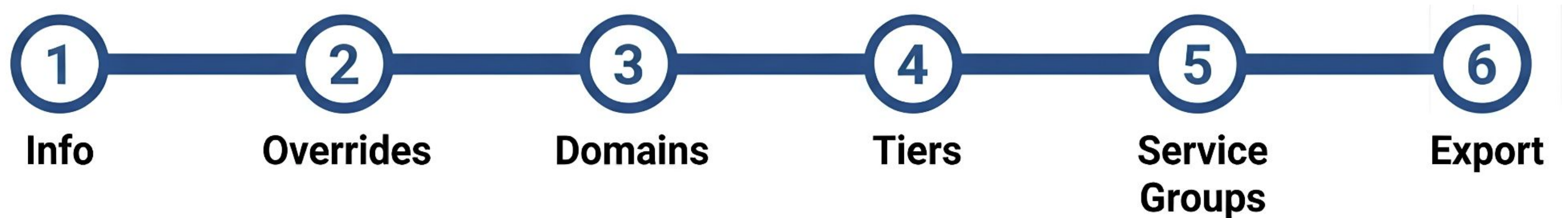
[State Guidance, ARD/IEP Supports](#)



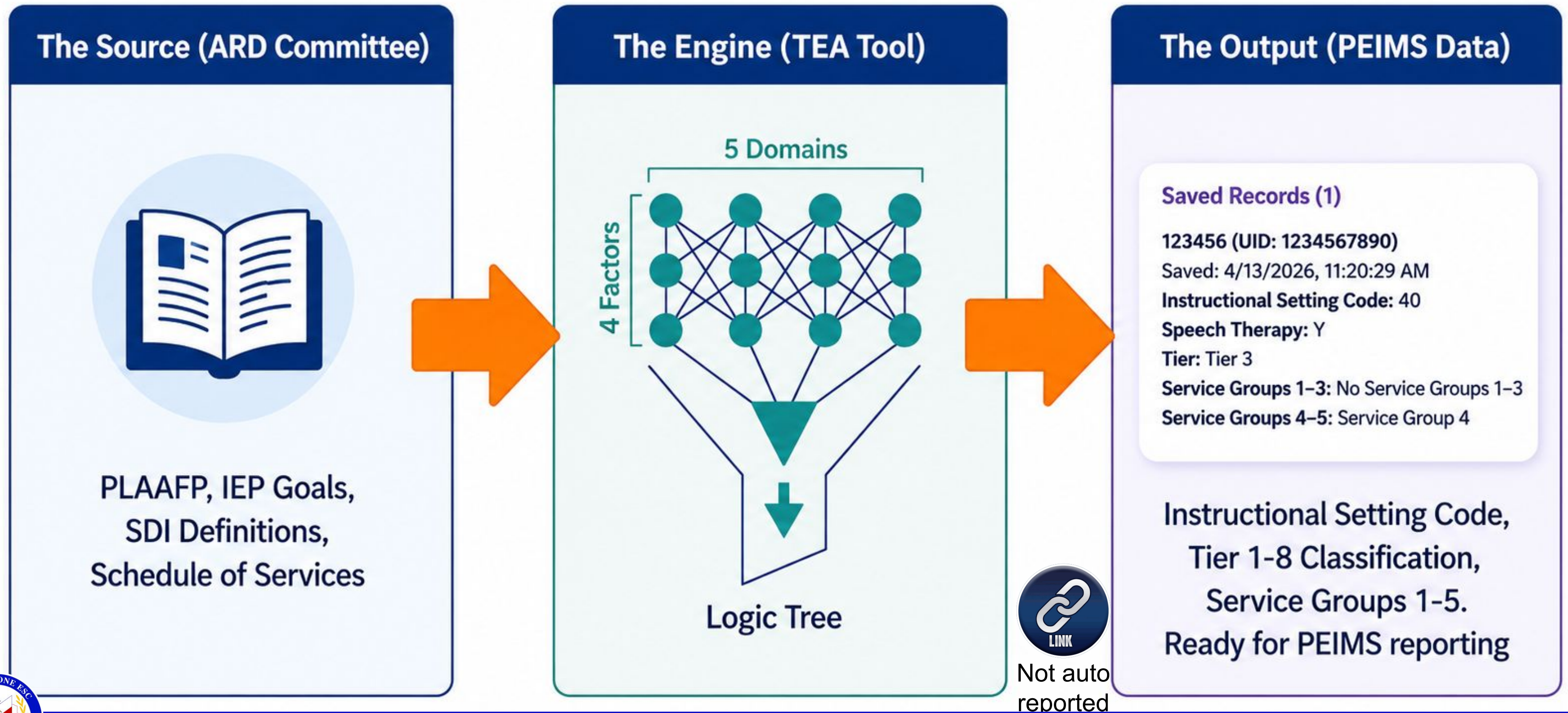


Navigating the TEA Web Tool

The [TEA Tool](#) translates your ARD committee's **qualitative IEP documentation** into **quantitative PEIMS data**, following these 6 steps.



The IEP to PEIMS Pipeline



Sample Findings

Instructional Setting Code	Speech Therapy (Y/N)	Minutes	Tier	SG 1-3	SG 4-5	Date/Time Saved
40	N	12	Tier 1	0	0	6/2/2026, 10:29:35 AM
40	N	18	Tier 2	0	0	6/2/2026, 10:21:35 AM
40	N	12	Tier 3	0	0	6/2/2026, 10:21:40 AM
40	N	12	Tier 2	0	0	6/2/2026, 10:22:46 AM
40	N	12	Tier 1	0	0	6/2/2026, 10:29:35 AM



The Critical Role of the IEP

IEP Documentation Drives Funding Outcomes

Precision in IEPs directly impacts both funding and compliance.

**If services are under-documented
→ funding is lost**



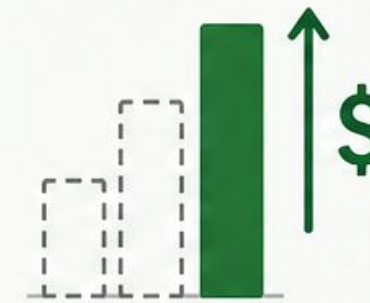
Less funding
than the student
actually needs



Consequences

- Fewer resources for students
- Reduced ability to provide appropriate services
- Student needs may go unmet

**If documentation is strong
→ funding aligns to need**



Funding
that matches
student needs



Outcomes

- Appropriate resources for students
- Stronger services and supports
- Better student outcomes



Accurate, complete, and precise IEP documentation ensures we receive the funding our students need and minimizes compliance risk.

The Critical Role of the IEP

IEP Documentation Drives Funding Outcomes

Precision in IEPs directly impacts both funding and compliance.

ACCURATE FUNDING DETERMINATION

The foundation that connects documentation to the resources students need.



Accurate documentation informs the **right tier**, **service group**, and **funding level**.



Accurate, complete, and precise IEP documentation ensures we receive the funding our students need and minimizes compliance risk.



2026 - 2027 Transition Year



2026–2027 is a vital transition and data-gathering year. To ensure the new tier weights are accurate for future funding, school systems need to run both systems simultaneously.

THE PAST
Old setting codes



2026–2027 SY

Transition Zone

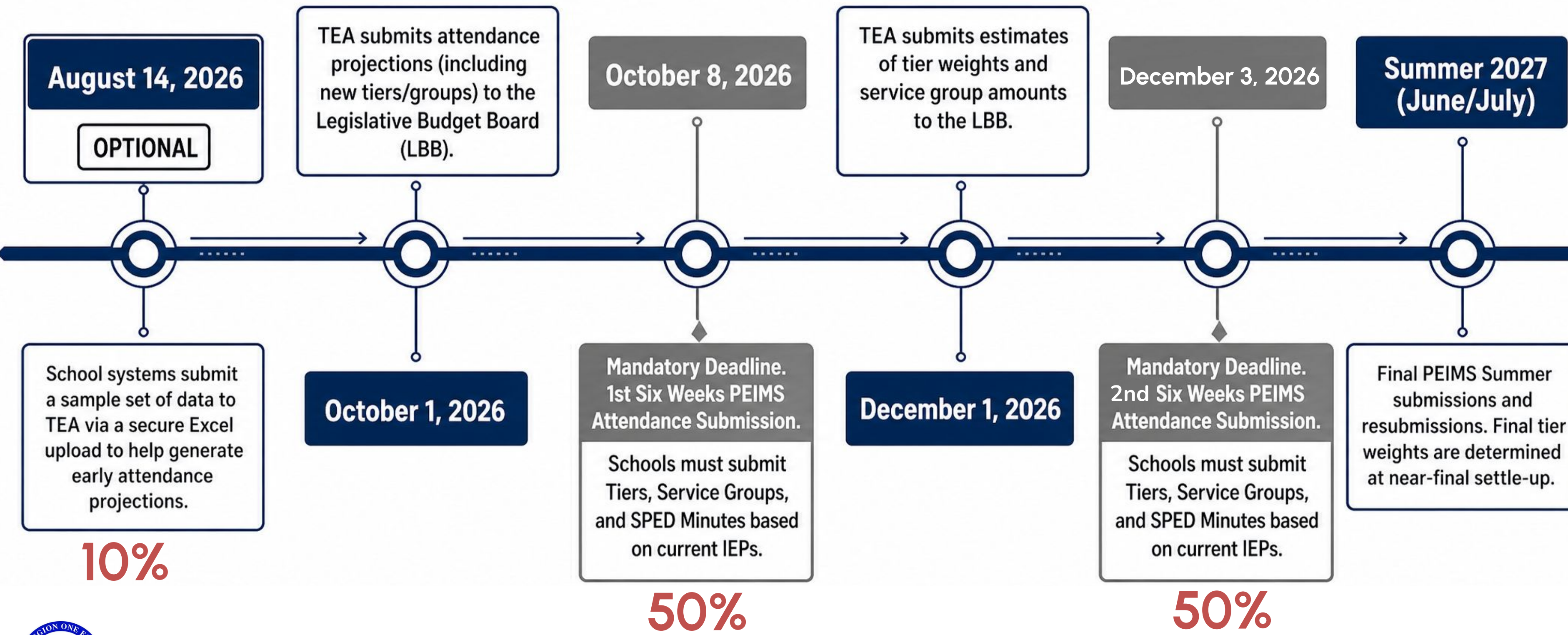
THE FUTURE
New intensity codes



The Dual-Reporting Year

School systems must maintain the old setting codes while actively learning and applying the new intensity codes.

Critical Milestones for the Transition Year



ANTICIPATED TIME TO COMPLETE

ESTIMATE

1. INPUT

Minutes per Student (avg)

×

Number of Students

(Minutes per Student × Students = Total Minutes)

2. CALCULATE

Total Minutes

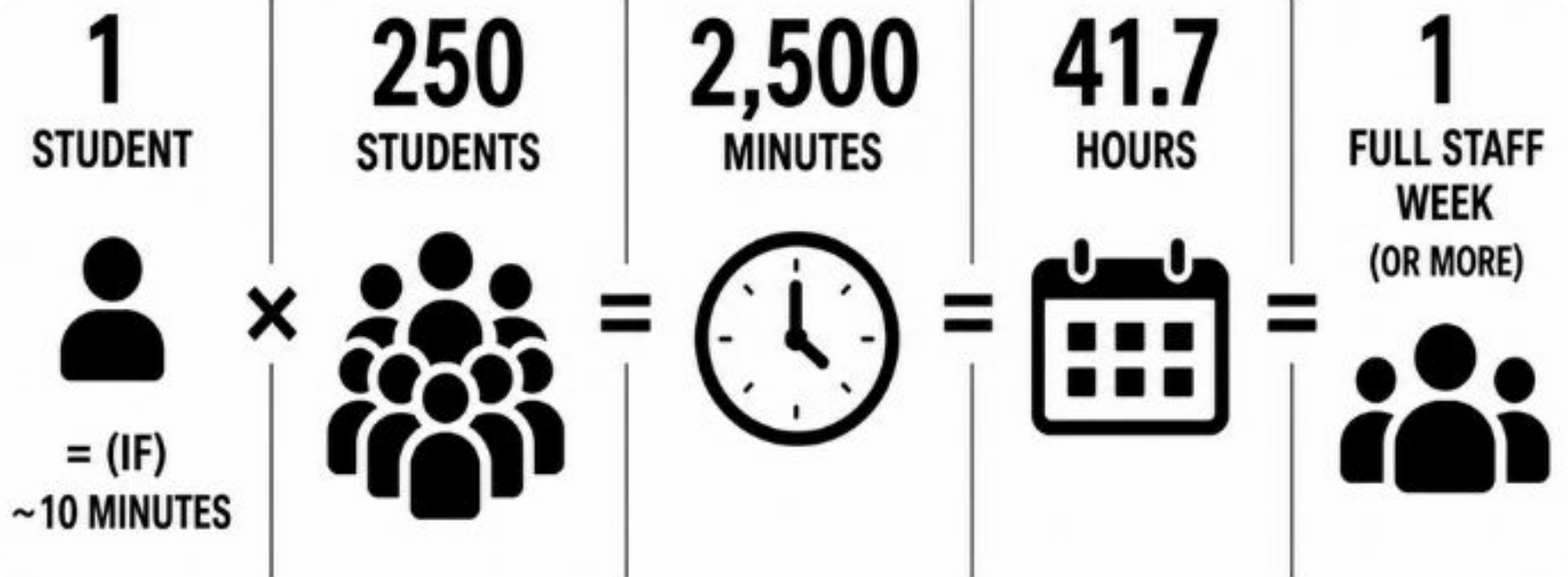
÷

60

Total Minutes ÷ 60 minutes = Total Hours

Total Hours

EXAMPLE:



Actual time may vary based on student complexity and team experience.

Next Steps



Staffing & Ownership

- Who will complete the initial tiering?
- Who updates intensity ratings after rollout?
- What staffing supports are needed?



Timelines & Workflow

- Estimated average time per student
- What will internal deadlines and checkpoints be?
- Prioritization process if timelines become tight



Calibration & Consistency

- What calibration process will be used?
- How will disagreements be resolved?
- How will consistency across campuses be maintained?



Documentation & Monitoring

- What systems will monitor documentation quality?
- What artifacts will be retained?
- How will alignment between IEPs, schedules, and PEIMS data be verified?



Sustainability & Training

- How will staff be trained?
- What recurring review cycles will occur?
- How will implementation feedback inform continuous improvement?

Available Grant Opportunity



DEADLINE TO SUBMIT APPLICATION:

AUGUST 6, 2026



2026 SUMMER SPECIAL EDUCATION DATA SUPPORT GRANT

The 2026 Summer Special Education Data Support Grant is currently closed. The application window will open June 12, 2026 - August 6, 2026

[Grant Application](#)

[Grant FAQ](#)



KEY ELIGIBILITY & REQUIREMENTS



Available Grant to Provide Financial Support During the Summer



IEP reviews and identifying required data elements over the summer



Eligible school systems or SSAs must have 50+ students in special education



Submit at least 10% of total population of students receiving special education services



Available Grant Opportunity



DEADLINE TO SUBMIT APPLICATION:
AUGUST 6, 2026



2026 SUMMER SPECIAL EDUCATION DATA SUPPORT GRANT

The 2026 Summer Special Education Data Support Grant is currently closed. The application window will open June 12, 2026 - August 6, 2026

[Grant Application](#)

[Grant FAQ](#)



MAXIMUM ELIGIBLE AMOUNT



The maximum amount a school system is eligible for can be calculated as the **number of special education students** at Fall 2025 Snapshot **divided by 2 times 25**.



Number of
Special Education
Students at
Fall 2025 Snapshot



2



25



Maximum
Eligible
Amount

EXAMPLE



Pretend ISD

Pretend ISD had **200 students** in special education on their 2025 Fall Snapshot report.

200
students



2



25



\$2,500.00

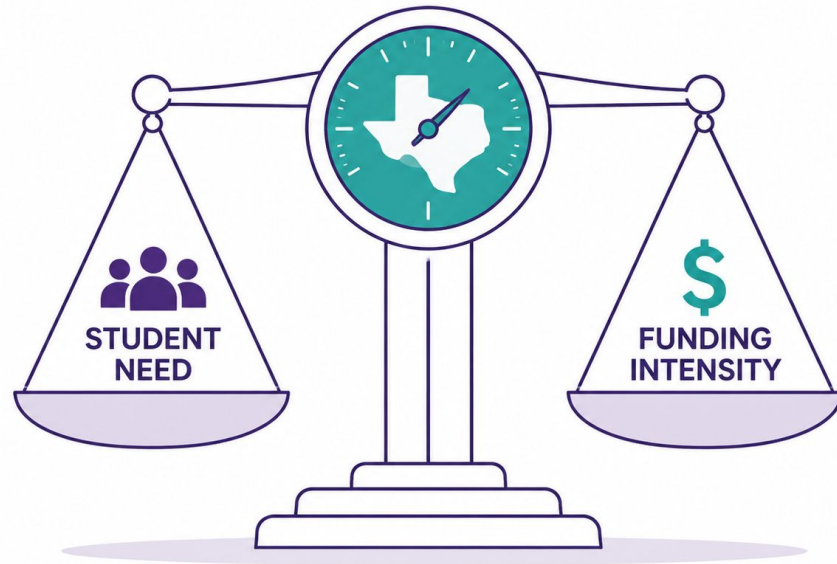
The fund formula is: 200 students = 200 / 2 * 25 = \$2,500.00



School System Priorities

THE WHY

The shift from “Where” to “How Intensely”



1

Ensure Staff Readiness

- Special Education & Data Personnel should become familiar with 3 new data elements: Tiers of Intensity; Service Groups; and SPED Minutes.
- Visit the SPED funding website and attend TEA webinars and office hours.



2

Monitor Implementation Timeline

- Key dates to know and monitor.
- Ensure the district is on track for required deadlines.



3

Ensure IEP Quality & Alignment

- Every student IEP must be reviewed and coded.
- Documentation must clearly reflect the level of support.



4

Support System & Data Readiness

- New PEIMS data elements required.
- Ensure cross-team coordination (SPED, PEIMS, admin).
- Ongoing updates as IEPs change.



5

Understand Operational Impact

- Increased workload across campuses.
- Need for consistent calibration across teams.
- Risk of funding loss or compliance findings if misaligned.

Transition to the New Funding Model



What we **DO** know:



- New funding model has 5 Domains, 0–3 scoring systems, 8 tiers, 5 service groups



- LEAs should plan for the 2026–2027 school year using **current** funding allotments based on instructional arrangements.



- During the settle-up process, if a student's TIER funding data indicates a lower funding level than the previous year, LEAs are assured they will receive at least the same amount as the prior year—not less.



What we **DON'T** know:



- Tier Weights



- Service group dollar amounts



- Final funding impact

Resources



TEA Website: Funding
Update Page



To the Administrator Addressed
Correspondence, April 16, 2026



New Intensity of Service
Model - Narrative (Factor
Rating Rubric included)



To the Administrator Addressed
Correspondence, May 28, 2026



TEA Funding Tool



TEA Funding Tool
How-To Guide



Intensity of Services FAQ



Related Services FAQ

TEA Training Supports

- TEA's OSPSS will begin holding weekly Zoom "office hours" beginning on May 7, 2026. To provide flexibility to stakeholders who have routine commitments that would prevent them from attending office hours if scheduled at only one time of day, **TEA will host two weekly office hours in 30-minute increments, from 9-9:30 a.m. and 4-4:30 p.m. every Thursday.** The [registration link](#) to join these office hours will remain the same.
- OSPSS will include special education funding on each monthly webinar it hosts for school systems; registration can be found on the [webinar and newsletter page](#).
- Dedicated e-mail address to submit questions or feedback: spedfunding@tea.texas.gov.
- [TEA Special Education Webinars and Newsletter](#)



ESC Supports

HOW WE CAN HELP

We recognize that this transition will require thoughtful planning, and we are available to support your team in a variety of ways, including:



Facilitating overview sessions to build shared understanding of the new funding model.



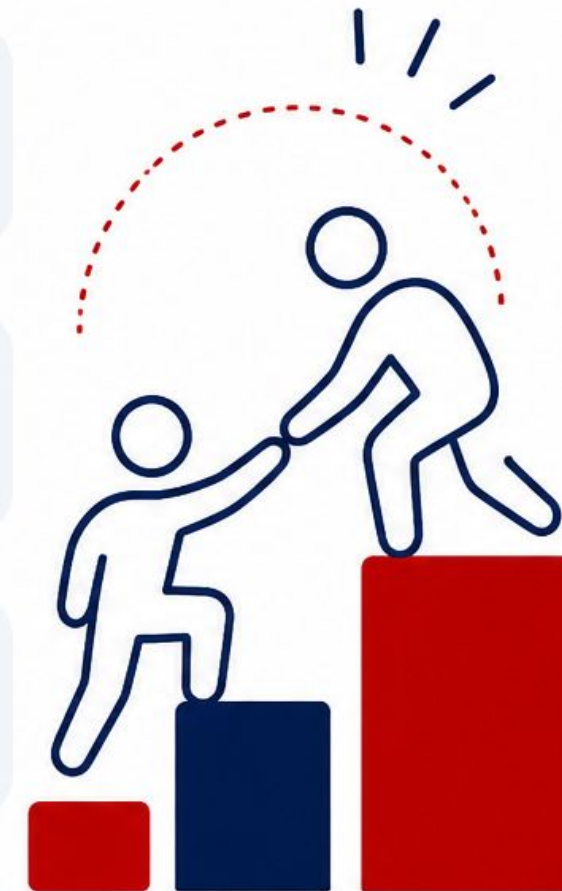
Supporting conversations around implementation and planning for next steps.



Connecting your team with relevant tools, resources, and professional development opportunities.



As part of this transition, there are upcoming data collection and submission timelines, and we are happy to support your team in planning for those requirements.



ESC Supports



REGION ONE EDUCATION SERVICE CENTER

★ NEW SPED FUNDING SUPPORT ★



WORK SESSIONS AT REGION ONE

- Face to Face: [June 23, 2026](#)
[Laredo Area](#)
- Face to Face: [July 16, 2026](#)
- Virtual: [July 29, 2026](#)

REGISTER NOW



Led by Region One ESC



TECHNICAL ASSISTANCE

SCHEDULE SUPPORTS WITH REGION ONE LIAISON:

Amy Ruvalcaba
(956) 984-6205

aruvalcaba@esc1.net

Vanessa Villagran
(956) 984-6198

vvillagran@esc1.net

TEA OFFERS OFFICE HOURS:

TEA will host two weekly office hours in 30-minute increments, from 9–9:30 a.m. and 4–4:30 p.m. every Thursday.

[Registration link](#)





CONTACT US



Amy Ruvalcaba

**Sp Ed Coordinator/
TEA-ESC Liaison**

(956) 984-6205
ARUVALCABA@ESC1.NET



Vanesa Villagran

**Sp Ed Coordinator/
TEA-ESC Liaison**

(956) 984-6198
VVILLAGRAN@ESC1.NET

QUESTIONS



More Information
www.escl.net

Intellectual Property Statement

All materials, content, and forms contained in this training/presentation are the intellectual property of Region One ESC®. All rights reserved.

They are intended for use by session participant at the classroom, campus, or district level only. Materials are to be used “as is” without modification.

Materials may not be used for personal benefit or financial gain or for use outside of the school system.

