

TAA - Special Education Funding Updates

April 16, 2026	Special Education Programs, Data, and Finance	Urgent Action Required
Region 4 ESC Goal 2: Enable school districts to operate more efficiently and economically.		

Region 4 District Advancement Champion Framing:

This is one of the most important TAAs of the year, as it will impact funding and compliance, as well as special education programming decisions. This model will go into effect on September 1, 2026, so time is of the essence.

As you heard at the last Commissioner's Meeting, Texas is transitioning from funding special education based on instructional setting to a service-intensity model. The new system will have 8 tiers of intensity and at least four service groups. The legislature provided \$250 million statewide to fund this new model.

If not approached strategically, you risk dropping communication between departments that will result in the potential loss of revenue or being out of compliance. Because the state will model the distribution of the \$250 million based on your current data, you will receive funding that will be reconciled at the end of the year. Errors in data will not show up until after the state reconciles data.

Introduction: Why This Matters Now

- This model goes into effect September 1, 2026 and will require significant changes to each district's systems that touch special education services
- If not acted upon, YOU risk:
 - PEIMS Coding Errors
 - Funding errors that may not become clear until the summer of 2027
 - Missed opportunities to ensure your team is trained to support the new system

Executive Summary

- Texas is transitioning to a new service intensity model for special education funding, effective September 1, 2026, as required by HB2, Article 4, and SB 568 from the 89th Regular Session. The new system has a \$250 million increase in funding that will be distributed according to the students' service model, which has 8 tiers of intensity and at least 4 service groups.
- School systems must prepare to report both the old instructional arrangement/setting code AND the new tiers of intensity and service group data by the start of the 2026-27 school year.

- TEA and Region 4 have already reached out to members of your teams they identified through AskTED, so it is possible that work has already started.

Why This is Important

You should pay attention to this TAA because it requires different leaders of your executive team to collaboratively work together within a small time frame. Inter-team challenges could derail the work.

This project is an excellent opportunity to see cross-functional teams working together on a critical project.

Key Superintendent Actions

- Check with your teams to see what they are already doing in service of this new policy
- Direct your special education director and finance team to immediately review all materials on the TEA Special Education Funding webpage.
- Ensure your PEIMS/data team understands dual reporting requirements: instructional arrangement/setting codes must continue for 2026-2027 while simultaneously reporting tiers of intensity and service group allotments.
- Begin training ARD committee members on the new 8-tier intensity system and how to assign students to appropriate tiers based on IEP services.
- Prepare to report students' average number of minutes per instructional day spent in special education settings (a new data element replacing contact hour calculations).
- Register for TEA's monthly special education webinars and the weekly Zoom office hours beginning May 7, 2026.
- Budget for potential changes in special education allotment amounts as the new service intensity formula takes effect September 1, 2026.

Impact if No Action Is Taken

Incorrect LPE funding based on state estimates of how the model will work for your district. The state will use an estimate of the proportional value your district should receive of the additional \$250 million in funding and distribute that to your district. Miscalculations that result in the LPE being higher than PEIMS-reported data will result in a settlement at the end of the year.

Who Should Be Engaged

- Superintendent (strategy, decisions, performance management)
- CFO (financial modeling and forecasting)
- PEIMS/Data Lead (attendance and reporting accuracy)
- Special Education leadership
- Academic Leadership (program expansion)
- Principals and Principal Managers

- Board: Should understand that this will be an increase in funding that is tied to student needs rather than placement setting. Let them know the complexity of the task and how it could impact other projects the affected team is working on.

Tactical: Immediate Actions or Next Steps

- September 1, 2026 - New TEC Sections 48.102 and 48.1021 take effect, implementing tiers of intensity and service group allotments.
- Beginning of 2026-2027 school year - Districts must begin reporting new tiers of intensity and service groups based on 2025-2026 IEPs.
- April 21, 2026, at 2:00 p.m. - TEA monthly special education webinar with funding transition agenda item.
- May 7, 2026 - TEA begins weekly Zoom office hours for special education funding questions.
- Proposed commissioner rules expected for public comment in the Texas Register within weeks of this memo.

Strategic Considerations: Action Steps Operationalized

Consider convening your CFO, Special Ed Director, PEIMS coordinator and Technology director soon to either create the plan or review it.

- Request CFO to work on a model for your district's share of the new funding. The state's LPE model based on 2025-26 data may not match 2026-27 data and could create a discrepancy that will need to be settled up at the end of next fiscal year.
- Assemble your principals' manager team to create an operational plan to train their campus directors, diagnosticians, and special education administrators on the new rules and how it will be systemically implemented.

Other Resources

- TEA has established a [website](#) with additional information on the Intensity of Service Funding Model
- TEC Section 48.102 - Special Education (effective September 1, 2026, establishing 8 tiers of intensity)
- TEC Section 48.1021 - Service Group Allotments (effective September 1, 2026, at least 5 service groups)
- TEC Section 48.1022(b) - Transition Provision for 2026-2027 funding formula determination
- TEC Section 48.051(a) - Basic allotment formula and proportionate reduction for time in special education
- House Bill 2 (HB 2), Article 4, 89th Regular Session
- Senate Bill 568 (SB 568), 89th Regular Session
- 19 TAC (proposed rules for service intensity model expected in Texas Register)

Region 4 and the Bottom Line

Region 4 has already offered sessions with SpEd, PEIMS, and Finance staff from our districts. It is possible that your teams are already well-positioned to implement the new policies. If not, reach out to our team, and we will ensure support is aligned and helpful.

TAA - School Safety Updates

April 16, 2026	School Safety and Security	Urgent Action Required
Region 4 ESC Goal 2: Enable school districts to operate more efficiently and economically.		

Region 4 District Advancement Champion Framing:

The TAA discusses an Enhanced Monitoring Plan for campuses with persistent Intruder Detection Audit (IDA) findings.

The second section of the TAA lists School Safety Rulemaking Updates that are in the proposal process and are expected to be adopted for the 2026-27 school year. These proposals include: ensuring that districts accommodate students and staff who have disabilities in their mandatory school drills, safety during after-school events, and reporting of firearm discovery incidents.

Rules are being considered that would assign a Conservator to school systems that fail to submit to any required school safety-related monitoring, assessment, or audit, or fail to address identified safety issues.

Introduction: Why This Matters Now

This TAA reminds us the high risk of being out of compliance with School Safety and Security Intruder Detection Audit findings.

Look at the proposed "Safety During Extra Curricular Activities" memo to determine what budgetary impacts you should account for next year.

Executive Summary

Don't let IDA findings escape your view. Ensure that you look out for any TEA communications on these audits and build them into whatever communication updates you have with your Operations and Safety teams.

Look at the proposed updates to determine what your schools and ops teams should be doing in preparation for their adoption, especially providing equal access to school safety for students and staff with disabilities and safety during extracurricular activities.

Why This is Important

You should pay attention to this TAA because it requires different leaders of your executive team to collaboratively work together within a small time frame. Inter-team challenges could derail the work.

Also consider reviewing the School Safety Rulemaking updates. The extension of safety considerations in the Multihazard Emergency Operations Plan will require the district to update its plan.

The proposed rule titled Assignment of Conservator should also be in the back of your mind. The proposed rule states, “if a school system fails to submit to any required school safety-related monitoring, assessment, or audit, fails to comply with school safety requirements, or fails to address issues raised by the agency’s monitoring, assessment, or audit of the school system” the state authorizes the Commissioner to assign a Conservator

Key Superintendent Actions

- Determine what, if any, oversight into IDA reports you should have.
- Determine how the proposed updates should be considered regarding budget and school operations.

Impact if No Action Is Taken

- Risks are high if your district has a history of failed Intruder Detection Audits.

Who Should Be Engaged

- Superintendent
- Operations
- School Safety team

Tactical: Immediate Actions or Next Steps

- Have your team report on historical IDA reports
- Review proposed rules and determine what needs to be incorporated into next years’ operations plan now.

Strategic Considerations: Action Steps Operationalized

- Ensure that Operations, School Teams, and Safety teams are all aligned on Intruder Detection Audit importance.
- Consider having School teams report best practices and have an internal workshop on how to operationalize those across the district.

Other Resources

- TEC Section 37.1083 - School Safety requirements (including extracurricular activities and firearm reporting)
- TEC Section 37.1085 - Commissioner authority to assign conservator for safety noncompliance

- Senate Bill 57, 89th Regular Session - Disability access during school drills and emergencies
- 19 TAC Section 103.1209 - Mandatory School Drills (proposed amendment)
- 19 TAC Section 103.1213(e)(3)(D) - Sentinel reporting requirements for firearm discoveries
- 19 TAC Section 103.1215 - School Safety Requirements (new, replacing Section 61.1031)
- 19 TAC Section 103.1217 - Safety During Extracurricular Activities (new)
- 19 TAC Section 103.1219 - Assignment of a Conservator (new)

Region 4 and the Bottom Line

Ken Culbreath and his team at Region 4 are committed to the safety of all students and staff at each Region 4 district. Please reach out to him if you have any questions or concerns:
ken.culbreath@esc4.net

TAA Accountability Pairing Registration Requirements

April 23, 2026	Performance Reporting	Action Required - May 8
Region 4 ESC Goal 1: Champion School Districts in Improving Performance		

Region 4 District Advancement Champion Framing:

TEA has opened the 2026 campus pairing registration for state academic accountability. All campuses serving PK through grade 12 must receive an academic accountability rating. Campuses that serve only non-tested grade levels (PK, K, grade 1, or grade 2) must be paired with another campus in the district or with the district itself. TEA analyzes TSDS PEIMS fall enrollment data to determine which campuses need pairing. Districts may retain prior-year pairings or select new ones via the TEAL Accountability application

Introduction: Why This Matters Now

The campus pairing registration process is open now and closes at 5:00 PM on May 8, 2026.

Executive Summary

Schools serving non-tested grade levels can fall into accountability oversight if they are paired with a school that is at risk of a D or F. If you would like to avoid that extra work, consider reviewing this TAA and determining if there is action required by your team.

Robert Reeves from Region 4 has reviewed this information with superintendents. If this particular TAA needs our support, please have your team reach out before the deadline. His email address is robert.reeves@esc4.net.

Why This is Important

Strategically operate within the rules and avoid unnecessary school improvement oversight work at a PK-2 school if it is paired with an at-risk 3-5 campus.

Key Superintendent Actions

- Determine what, if any, action needs to be taken.
- Ensure updates are filed by May 8 at 5 PM.

Impact if No Action Is Taken

- Risk to any lower elementary that will need to engage in School Improvement work if not paired strategically.

Who Should Be Engaged

- Superintendent
- School Operations
- PEIMS

Tactical: Immediate Actions or Next Steps

- Review the accountability pairings
- Strategically consider
- Reach out to [Robert Reeves](#) for support, if needed.

Strategic Considerations: Action Steps Operationalized

- Decide whether to decouple schools for accountability purposes

Other Resources

- TEC Chapter 39 - Public School System Accountability
- 19 TAC Section 97.1001 - Accountability Rating System
- A-F Accountability Rating System Manual for 2026, Chapter 7 - Other Accountability System Processes

Region 4 and the Bottom Line

Robert Reeves has supported districts in discussing this decision and can be of support in this tight timeline.

[TAA Highest Ranking Graduate](#)

April 16, 2026	Tuition Waiver	Action Required
Region 4 ESC Goal 1: Champion School Districts in Improving Performance		

Region 4 District Advancement Champion Framing:

This is TEA's annual reminder about the Highest Ranking Graduate (HRG) program, which provides a tuition waiver for the top-ranking student in each high school's graduating class. Under TEC §54.301, each public and accredited nonpublic high school in Texas may identify one student to receive a certificate and tuition waiver covering their freshman year at any state-supported college or university. TEA will send separate instructions for completing the certificate and tuition waiver document.

Introduction: Why This Matters Now

Superintendents should review this policy with their teams to ensure they understand it and whether it needs clarification.

Since this requires board action, any adjustments for next school year should begin now.

Executive Summary

This TAA restates that each local school board defines the criteria and process for determining its HRG and that the Commissioner has no role in that process.

It states that in rare cases, there may be a tie, in which case two HRG certificates may be awarded. In no situation will more than two be allowed.

Why This is Important

Since the HRG receives a tuition waiver from a state school, this process can be high-risk if a problem arises with your district's process.

Key Superintendent Actions

- Ensure that you are aware of the HRG process and can defend it to the public.

Impact if No Action Is Taken

- If the HRG process for your district does not address ties or clearly indicate what happens if 3 or more graduates qualify for HRG status, the district risks high-profile problems related to class rank.

- A parent of a child who *thinks* they are on track to be either the HRG or in a tie for HRG (or who is the odd kid out in a three-way tie situation with a less-than-optimal tie-breaker formula) could create political challenges for your board. Just because it hasn't been a problem in the past doesn't mean your district doesn't have a potential problem in its misaligned or unclear policies, websites, or handbooks.

Who Should Be Engaged

- Superintendent
- School Team
- PEIMS

Tactical: Immediate Actions or Next Steps

- Review board policy to ensure it is clear and aligned to state policy. Ensure that it is aligned to SB 1191 (March 26, 2026 TAA) that establishes GPA weighting methodology.
- Ensure the board policy addresses ties.
- Once aligned, share updates with high school principals and guidance counselors. Ensure they understand the two-certificate maximum and prohibition against awarding HRG status to anyone other than the highest-ranking student per board policy. Ensure they don't substitute any school tradition or school policy for board policy.
- Review HRG policies as published in any school handbooks that might be legacy documents and risk being misaligned with your board policy.
- Ask ChatGPT to look at your websites and summarize the HRG policies to see what it says your policies say.
- Clarify what the process is for providing the physical certificate to the HRG and ensure that the parent and student understand that it must be physically present at the college or university to be filed in their system.
- Counsel the HRG recipient directly about how to use the tuition waiver — many students and families don't understand they need to physically present it upon college admission. Consider including this in your senior awards or graduation counseling process.

Strategic Considerations: Action Steps Operationalized

- Ensure that registrars and counselors are clear on messaging for HRG.
- Ensure websites for the district and schools are accurate and up-to-date. Especially consider what comes up in Google searches for your district, its schools, and “valedictorian” or other such searches.
- Ensure high school personnel are clear on this process as anything that they say will be what parents hold the district accountable for.

Other Resources

- TEC §54.301 — The governing statute for the Highest Ranking Graduate tuition waiver program (originally §54.201, re-designated by the 82nd Legislature)
- Attorney General Opinion No. MW-529 (1989) — Authorizes institutions of higher education to issue scholarships to more than one student in a certified tie

Region 4 and the Bottom Line

This type of policy is low-key until it isn't. New superintendents should reach out for context and ensure that their district's policies are aligned with TEC and the HRG policies. We encourage you to use your Region 4 network for support in this area.

[TAA Certification of 2026-27 Indirect Cost Rates for Independent School Districts \(ISDs\) Only](#)

April 16, 2026	Funding Implications and Pending Deadline	Action Required - May 15
Region 4 ESC Goal 2: Enable school districts to operate more efficiently and economically.		

Region 4 District Advancement Champion Framing:

This TAA is a standard informational communication.

Introduction: Why This Matters Now

This is a standard update, and your district should already have processes to ensure it is completed.

Executive Summary

TEA has uploaded the completed Indirect Cost Rate Proposals (ICRPs) in GFFC Reports and Data Collections. ISDs that requested an indirect cost rate must review, approve, and certify their ICRP data by May 15, 2026. This applies only to ISDs — charter schools use a separate process. The certification serves as your district's final approval of both the restricted and unrestricted indirect cost rates you'll use on all 2026-27 federal grant applications. If you miss this deadline, your district will not have certified rates for next year's grants.

If your district did not submit the ICRP Additional Costs Workbook (ACW) by the January 16, 2026 deadline, TEA did not calculate and will not issue rates for the 2026-27 school year.

Why This is Important

This rate determines critical funding allowances on all of your 2026-27 federal grant applications.

This is how the state calculates allowable indirect costs (administrative overhead) of administering federal grants.

Key Superintendent Actions

- Request your CFO or grants coordinator to show you the proposed restricted and unrestricted cost rates for accuracy and explain them, if necessary.
- Ensure that the district reviews, approves, and certifies the information through the ICRP webpage .
- May 15 is a hard deadline.

Impact if No Action Is Taken

- If your district misses this deadline, there are numerous financial consequences to your district.
- If your district didn't submit the ICRP Additional Costs Workbook (ACW) by the January 16, 2026 deadline, TEA did not calculate and will not issue rates for the 2026-27 school year. Contact compliance@tea.texas.gov immediately to understand your options.

Who Should Be Engaged

- Superintendent
- CFO
- Federal and State Grants Department

Tactical: Immediate Actions or Next Steps

- July 1, 2026 - TEA will post the Indirect Cost Rate notification letters in GFFC Reports and Data Collection. That is when they become effective.
- Schedule a time to review with your CFO prior to the deadline. Ask for a comparison between the 2025-26 rates and the 2026-27 rates. Any discrepancies are PEIMS-based and need to be addressed prior to certification.

Strategic Considerations: Action Steps Operationalized

- Ensure that your grants team and CFO are aligned on submissions.

Other Resources

- 2 CFR Part 200 (Uniform Guidance) — Federal regulations governing indirect cost rates for recipients of federal awards
- EDGAR (Education Department General Administrative Regulations) — Federal framework for grant administration
- TEA Financial Accountability System Resource Guide (FASRG) — State-level guidance on indirect cost rate applications
- Prior TAA (October 30, 2025) — Original TAA establishing the ACW submission process and January 16, 2026 deadline

Region 4 and the Bottom Line

This is a standard system your district has been doing for years. If you are new, have your team take the time to explain it and its implications in your budget. Ask for changes over time and why those changes happened. Region 4 is here to support. Reach out to our team if you have any questions.

[TAA HB 1416 Ratio Waiver List for the 2026-27 School Year](#)

April 16, 2026	Accelerated Instruction	Action Required
Region 4 ESC Goal 1: Champion School Districts in Improving Performance		

Region 4 District Advancement Champion Framing:

When students don't achieve, it is our moral imperative to close their learning gaps. The state has mandated that districts deliver accelerated instruction to any student not meeting the Approaches level. Current law requires a 4:1 student-to-tutor ratio that can be overridden by waiver that allows a district to use approved technology products.

If your district has a waiver, the state has tightened up on what can be used as an approved product. Your team should align itself with the intent of the law and see its effectiveness over time in achieving its intent of increasing student achievement for Did Not Meets students.

Introduction: Why This Matters Now

If your district needs to pivot, now is the time to procure the products, ensure systems are aligned to deliver professional development around that product, and that misaligned products are removed from the system.

Executive Summary

TEA has published the updated HB 1416 Ratio Waiver List (RWL) of approved supplemental instructional products for the 2026-27 school year. Under TEC Section 28.0211, students who do not achieve Approaches Grade Level on STAAR in grades 3-8 or EOC exams must receive accelerated instruction at a 4:1 student-to-tutor ratio. HB 1416 allows districts to waive that ratio when using TEA-approved automated or computerized instructional products. Reading products not submitted for the IMRA Cycle 2026 review have been removed from the list. Minimum usage requirements must be met for the waiver to apply.

Why This is Important

Texas law requires that any student who does not earn Approaches Grade Level or higher on STAAR in grades 3-8 or EOC exams receive accelerated instruction as outlined in TEC §28.0211.

The default rule requires a 4:1 student-to-tutor ratio. HB 1416 allows districts to waive that ratio if they use a TEA-approved product.

The approved list has gotten more restrictive, as many products were removed for not going through the IMRA process, and no new products were approved this cycle.

Key Superintendent Actions

- See the list of approved products below
- Ensure that ST Math is no longer allowed for grades 6-8
- Ensure that Read 180 Flex is no longer used in grades 4-5
- Ensure that the district's school teams are clear on what products are allowed to be used for the waiver and that all non-approved products are removed

Impact if No Action Is Taken

- If your district has asked for a waiver, it must exclusively use allowed products.

Who Should Be Engaged

- Superintendent
- School Teams
- Technology
- Academics
- Compliance
- PEIMS

Tactical: Immediate Actions or Next Steps

- Audit every campus current accelerated instruction product usage against the list below and ensure they match up. Remove any misaligned products for next school year.
- Any school that needs to change should procure that new product and prepare to implement its usage next year, or be prepared to comply with the 4:1 ratio for accelerated instruction.
- Ensure that the school has operationalized minimum usage requirements for each product it has adopted.
- There is a new PEIMS data element that districts must report starting with the 2025-26 summer submission.
- Determine if the product meet CIPA and local suitability requirements. If a product on this list is later found to contain content that violates TEC §31.1011 or local standards, the district bears the responsibility.

Strategic Considerations: Action Steps Operationalized

- Ensure that all relevant managers are clear on their individual responsibilities and understand the strategic importance of implementing accelerated instruction as a core part of your district's success.
- Are student learning outcomes demonstrating the expectations you have for the Acceleration products?
- What goals does each campus have for demonstrating individual student growth and achievement for each product? Does the data match the goals?
- What processes does the district use to review software for CIPA and local suitability requirements?

Other Resources

2026-27 approved products (the complete list):

Subject	Product Name (Publisher)	Approved Grades for HB 1416
Math	IXL Math (IXL Learning)	4-11
Math	ST Math (MIND Education)	4-5 grades 6-8 removed to match w/IMRA approval
Math	Zearn Math (Zearn)	4-5
RLA	Amira Learning Distributed by Amira or HMH (Amira Learning, Inc.)	4-6
RLA	HMH Read 180 Flex (HMH)	6-11 grades 4-5 removed to match w/IMRA approval
RLA	IXL Language Arts (IXL Learning)	4-11

Region 4 and the Bottom Line

Accelerated learning is a critical responsibility of the district. If your district is using a waiver to allow for technology to be substituted for the 4:1 acceleration ratio, is it aligned with the new product list? More importantly, is each product effective as utilized in your schools in achieving the goals you have set for student learning performance?

TAA Facility Usage and Reporting Requirements

April 9, 2026	School Finance & Operations	Action Required - May 15 (ISDs only)
Region 4 ESC Goal 2: Enable school districts to operate more efficiently and economically.		

Region 4 District Advancement Champion Framing:

With school enrollment shrinking and legacy building sitting below capacity, the state is looking to collect data that it can report to the legislature on facility usage.

Understand that this data will guide state-level conversations on how district property and facilities are being utilized across the state.

Getting the data right here will help you to avoid future discussions about consolidations or under-utilization reports that might reflect poorly on the district.

Introduction: Why This Matters Now

This will take significant time and effort to complete. Ensure that your team is organizing itself around this deadline and that you have time to check quality and accuracy of the data.

Executive Summary

This is a brand-new reporting requirement created by the 89th Texas Legislature. TEC §7.0611 requires every independent school district in Texas to report annually to TEA on how its buildings and spaces are being used. This is the first year of this mandate — there is no prior-year template to follow. Districts must complete an online survey via Smartsheet reporting detailed facility data for every building in the district.

All required submissions must be received no later than May 15, 2026

Why This is Important

This is new and will require quick work by your operations team if it hasn't already been started.

Under TEC §7.0611, independent school districts must report: total square footage and land size; student capacity by campus and grade level; current enrollment figures; facility usage status (e.g., instructional, administrative, food service facility, transportation facility, career and technology center, fine arts center); and ownership status (leased or owned).

Key Superintendent Actions

- Ensure that the COO or director of facilities is working on this report.
- Understand the scope of the report will require more time than anyone has in their normal workflow. Consider requesting a workplan that details what additional resources will be needed to complete the report, if not already completed.
- Look closely at “Facility Usage Status” to ensure that facilities are being coded correctly. Document the actual current use. Don’t report what it was built for, document what it currently is being used for.

Impact if No Action Is Taken

- This is like all other TEA requirements with the appropriate amount of urgency.

Who Should Be Engaged

- Superintendent
- COO or Operations Teams
- Facilities plant managers or operations liaisons

Tactical: Immediate Actions or Next Steps

- Every facility must be inventoried, including transportation yards, warehouses, food service facilities. This includes leased space.
- You will need to report land size, square footage, capacity, enrollment, usage type, and lease/own status
- Ensure your team has downloaded the resources linked below under “Other Resources”
- **Register your facilities team for TEA's office hours** to resolve any data questions:
 - **Thursday, April 18, 9:00–10:00 a.m. CT** — [Register here](#)
 - **Tuesday, May 5, 9:00–10:00 a.m. CT** — [Register here](#)
 - Note: Office hours are structured as open question-and-answer sessions; no formal presentation will be provided.
- **Complete the survey** at the [Facility Usage Data Collection link](#) by May 15, 2026.

Strategic Considerations: Action Steps Operationalized

- There is no template to follow, so be sure that you have time to review data before it is submitted to ensure accuracy. If your person over this department might need help, move quickly.
- Because this is a new report without an existing workflow, it could be a great opportunity for an up-and-coming leader to own with appropriate oversight and guidance.

Other Resources

- [Facility Usage Data Collection Quick Reference Guide](#) — definitions and instructions
- [FAQ document](#) — answers to common questions
- [Data Collection webpage](#) — central hub

Region 4 and the Bottom Line

We can facilitate conversations between districts to see if anyone has a good process and share that information between superintendents.

TAA Mandatory Safe and Supportive Schools Program Reporting

April 2, 2026	School Safety and Security	Action Required - July 31
Region 4 ESC Goal 2: Enable school districts to operate more efficiently and economically.		

Region 4 District Advancement Champion Framing:

Student and staff safety are the first priority for all districts. It is easy to delegate Threat Assessments to others with the understandable expectation that the district pays people to do this work. A nightmare scenario happens regularly across our nation and you want to make sure that your district has addressed how it handles threat assessments.

Understand that this is one of the most important and high-risk issues that we all wish we didn't have to deal with. Consider ways to gather as much information as feasible to have a clear and aligned system to handle threat assessments.

Introduction: Why This Matters Now

Connect this to the April 16 School Safety Updates TAA. That memo introduced 19 TAC §103.1219, which authorizes the Commissioner to assign a conservator if a district fails to comply with school safety-related monitoring, assessments, or audits. SSSP reporting is exactly the kind of safety-related reporting that could trigger conservator assignment if missed or incomplete.

This is no longer just a data collection exercise — **it has enforcement teeth**. Brief your cabinet and principals on the connection.

Executive Summary

TEA is announcing the SSSP data collection timeline for the 2025-26 school year. In accordance with TEC §37.115, school boards must establish a threat assessment and safe and supportive school program team for each campus. These teams must conduct threat assessments that include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior. Teams are required to report information regarding their activities to TEA.

This is an annual mandatory data collection, not a new requirement — but the deadlines and webinar schedule are specific to this cycle. Reporting will begin on Monday, June 1, 2026, and will conclude at 11:59 p.m. on Friday, July 31, 2026. All reporting is done through the Sentinel portal at the campus level.

Why This is Important

Being out of compliance with this directive puts your district at risk of being assigned a conservator.

Key Superintendent Actions

- Confirm every campus in your district has an active, properly constituted threat assessment and safe and supportive school program team as required by TEC §37.115. This is a board-mandated requirement — if any campus lacks a team or has a team that doesn't meet the statutory membership requirements, that's a compliance gap that needs to be fixed before the reporting window opens.
- Ensure campus-level data is being captured throughout the year. The reporting window opens June 1, but the data covers the entire 2025-26 school year. If campuses haven't been tracking their threat assessments and team activities consistently, they'll be scrambling to reconstruct records in June. Direct principals to audit their records now.
- Ensure that Campus Admin roles in Sentinel are accurate.
- Ensure principals have registered and have your teams report any issues.
- Build an internal deadline two weeks before so that you can ensure everything is accurate.
- Submit campus-level SSSP data for every campus by July 31, 2026. Each school system is responsible for ensuring that SSSP data is reported for each campus by the deadline.

Impact if No Action Is Taken

Being out of compliance with this directive puts your district at risk of being assigned a conservator.

Who Should Be Engaged

- Superintendent
- School Safety teams
- Principals and their managers

Tactical: Immediate Actions or Next Steps

- **Register your safety coordinators and principals for TEA's webinars.** Four sessions are available through Sentinel:
 - **April 21, 2026, at 11:00 a.m.**
 - **May 5, 2026, at 11:00 a.m.**
 - **May 19, 2026, at 11:00 a.m.**
 - **June 9, 2026, at 11:00 a.m.**

Strategic Considerations: Action Steps Operationalized

- Do you have any large campuses that report zero threat assessments? It is probably a sign of a systems issue.
- What systems are in place to update Sentinel when you have staff turnover?

Other Resources

- TEC §37.115 — Threat Assessment and Safe and Supportive School Teams (the governing statute requiring campus-level teams, threat assessments, and reporting to TEA)
- TEC Chapter 37 — Discipline; Law and Order (broader school safety framework)
- TEC §37.1085 — Commissioner authority to assign a conservator for safety noncompliance (cross-reference from the April 16, 2026, School Safety Updates TAA — noncompliance with safety reporting could trigger conservator assignment)

Region 4 and the Bottom Line

Region 4 has a phenomenal team that is ready to help. Contact Ken Culbreath for support.

TAA College, Career, and Military Readiness (CCMR) Tracker Part I

April 2, 2026	Performance Reporting	Action Required - July 31
Region 4 ESC Goal 2: Enable school districts to operate more efficiently and economically.		

Region 4 District Advancement Champion Framing:

This is not an up-to-date report for tracking this year's CCMR performance as it is lacking current data. It is a supplement to your internal tracking system. It is a year behind, so use it for what it is worth.

If this is the extent of your CCMR tracking strategy, call us and we will help you develop a strategy that does not have such a significant lag.

Introduction: Why This Matters Now

This is valuable to help with students new to your district on their CCMR status.

Executive Summary

TEA has released Part I of the 2026 CCMR Tracker in the TEAL Accountability application. This is a district's tool for monitoring student-by-student progress toward CCMR indicators that directly feed into your 2026 A-F accountability ratings under Domain 1 (Student Achievement) and Domain 4 (Closing the Gaps). It enables districts to track completion of CCMR indicators throughout high school for students enrolled in grades 9–12 on the 2025-2026 TSDS PEIMS Fall Snapshot Date.

Two important enhancements this year: New for 2026, the CCMR Tracker also contains data for 2025 annual graduates and non-graduates, and a new enhanced download showing IBCs earned by each student with aligned programs of study and CTE completer status.

Why This is Important

While the CCMR Tracker includes students who were in grades 9–12 on the 2025–26 PEIMS Fall Snapshot, the 2026 Tracker does not include results for the 2025–26 school year, as those data have not yet been reported to TEA. Part II (summer 2026) will update SAT, ACT, AP, IB, and level I/II certificate data through the 2024-25 school year.

Additionally, indicators reported upon or after graduation (IEP/workforce-readiness graduates, special education advanced diploma graduates, and military enlistment) do not appear in the tracker at all.

Key Superintendent Actions

- Your accountability coordinator and high school principals should access the CCMR Tracker in TEAL immediately for data on past years and students new to your district.

Impact if No Action Is Taken

This data report should prompt aligned work on CCMR tracking, using it as one tool among others.

Who Should Be Engaged

- Superintendent
- PEIMS
- CCMR leadership
- High School Principals and their Managers

Tactical: Immediate Actions or Next Steps

- Only working submissions with validated corrections related to CCMR indicators will be considered for accountability ratings beginning with 2026 accountability ratings.
- **All PEIMS Working Submissions must be confirmed, as indicated via email from TSDS PEIMS, by June 26, 2026, to be included in 2026 accountability ratings calculations.**
- **Review the [2026 Interpreting CCMR Tracker Methodology and Sources Part I](#) document** carefully. District personnel are encouraged to carefully review this document, as data sources may vary slightly for students currently in grades 9-12, 2025 annual graduates, and those reported in grade 12 in 2024-25 who did not graduate.
- April 2, 2026 — CCMR Tracker Part I now available in TEAL Accountability
- June 26, 2026 — All PEIMS Working Submissions must be confirmed to be included in 2026 accountability ratings
- Summer 2026 — CCMR Tracker Part II released with updated SAT, ACT, AP, IB, and certificate data through 2024-25

Strategic Considerations: Action Steps Operationalized

- What legacy CCMR systems haven't been addressed and evaluated for performance? Are there any sacred programs that are not producing outcomes, and what can you do strategically and politically to align strategy with tactics in order to achieve the outcomes you have set as goals?
- What systems can you put in place to develop your leaders as you manage this critical outcome of your system's work?

Other Resources

The table below provides the years included in the CCMR Tracker for each indicator and release. District personnel are encouraged to carefully review the document [2026 Interpreting CCMR Tracker Methodology and Sources Part I](#), which is posted on the [Accountability System](#)

[webpage](#) and within TEAL, as data sources may vary slightly for students currently in grades 9-12, 2025 annual graduates, and those reported in grade 12 in 2024-25 who did not graduate.

Indicator	Data Reported in Part I	Data Updated in Part II
Dual credit course completion*	Courses completed during school years: 2021-22, 2022-23, 2023-24, and 2024-2025	
Industry-based certification*	Certifications earned during school years: 2021-22, 2022-23, 2023-24, 2024-2025	
Associate degree*	Degrees earned during school years: 2021-22, 2022-23, 2023-24, and 2024-2025	
OnRamps dual enrollment course completion	Courses completed from 2021-22 through the 2024-25 school year	
TSI assessment	Tests from June 2015 through October 2025 administration	
Level I and level II certificates	Certificates earned from 2020-21 through 2023-24 school year	Updated through the 2024-25 school year
ACT college admissions test	Tests from grade 9 through the July 2024 administration	Updated through the July 2025 administration

AP examination	Tests from 2020-21 through May 2024 administration	Updated through the May 2025 administration
IB examination	Tests from 2020-21 through May 2024 administration	Updated through the May 2025 administration
SAT college admissions test	Tests from 2020-21 through June 2024 administration	Updated through the June 2025 administration

- TEC Chapter 39 — Public School System Accountability (governs A-F ratings system)
- 19 TAC §97.1001 — Accountability Rating System (Commissioner's rules implementing A-F)
- 19 TAC §55.1001(b) — Texas Education Data Standards used by districts for PEIMS submissions
- A-F Accountability Rating System Manual for 2026 — Details CCMR methodology within Domain 1 and Closing the Gaps
- HB 2, 89th Legislature — Enhanced TIA and CCMR accountability changes

Region 4 and the Bottom Line

This only looks at what is currently in your system. You will notice that everything is lagging by a year. Call us if you need a better solution.