

You've Got a Friend in Me: Taking Advantage of TEA's Systems Alignment and Support to Ensure Compliance

December 2025

SPD Performance Routine Agenda – June 2025

- 1 Systems Alignment and Integration – Stephanie

- 2 Special Education Performance Diagnostic (SPD) – Deanna

- 3 Targeted Supports – Lori

- 4 ESC Field and Stakeholder Supports: ESC Sped and Integration Liaisons – Dana

Welcome & Introductions



Dr. Stephanie Wolf
*Special Populations Systemwide
Integration Director*
Texas Education Agency
stephanie.wolf@tea.texas.gov



Lori Merrell
*Director of Monitoring, Review, and
Support*
Texas Education Agency
Lori.Merrell@tea.texas.gov



Deanna Clemens
*Director of Continuous
Improvement and Academic
and Behavior Supports*
Texas Education Agency
Deanna.Clemens@tea.texas.gov



Dana Garza
*Manager of Stakeholder
Engagement, Systems and Field
Supports*
Texas Education Agency
Dana.Garza@tea.texas.gov

Submit Question to TEA Presenters



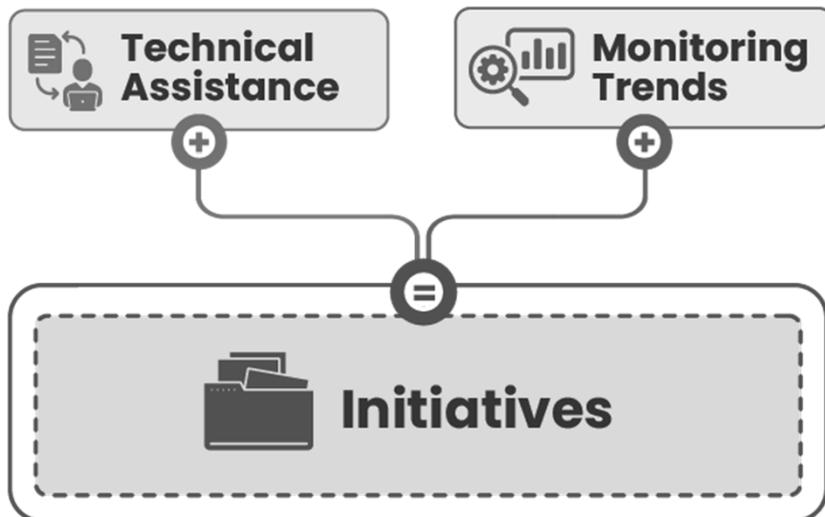
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Systems Alignment and Integration

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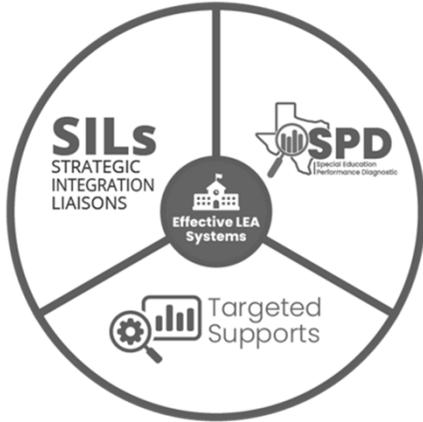
Technical Assistance + Monitoring Trends Drive Our Initiatives



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Integration Approaches

OSPSS Integration Efforts



Cross Agency Integration Efforts

Integration Approaches

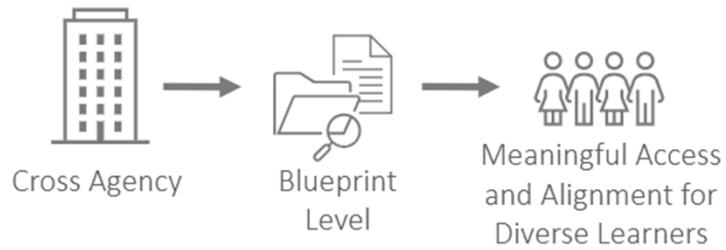
OSPSS Integration Efforts



Cross Agency Integration Efforts

Cross-Agency Integration

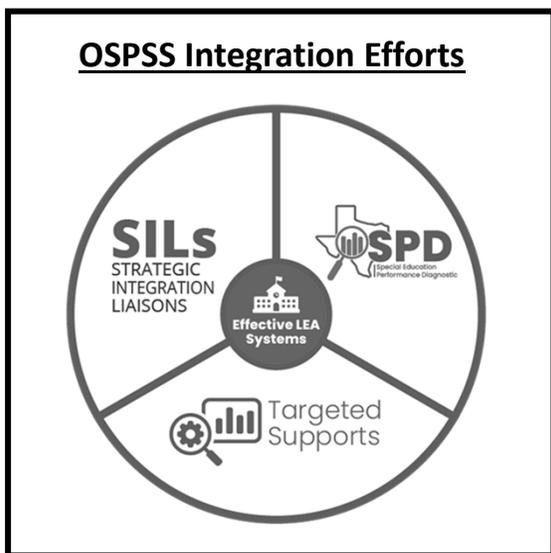
Work with cross-agency teams at the **blueprint level** to support **meaningful access and alignment** of the **needs of diverse learners**.



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Integration Approaches

OSPSS Integration Efforts

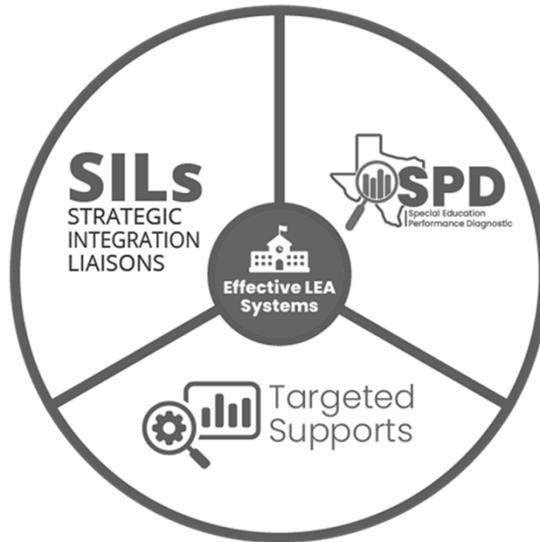


Cross Agency Integration Efforts



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OSPSS District Systems Level Change Initiatives



Website for Texas Special Education Resources

Previously:



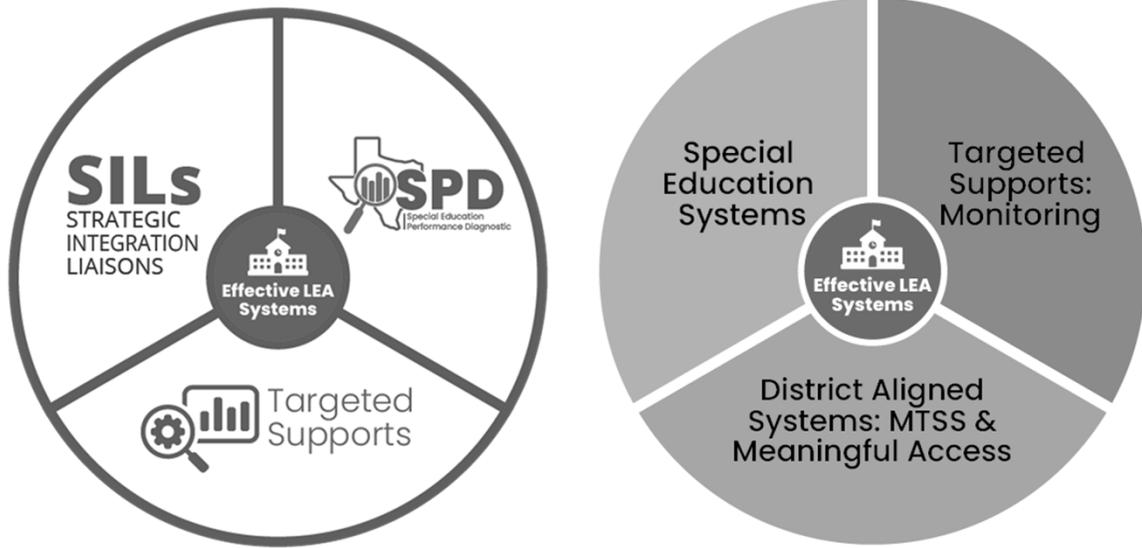
10 different websites for educators to search and find resources.

August 2023 we launched



spedsupport.tea.texas.gov

OSPSS District Systems Level Change Initiatives



Special Education Performance Diagnostic (SPD)

How Healthy Is my Special Education System?

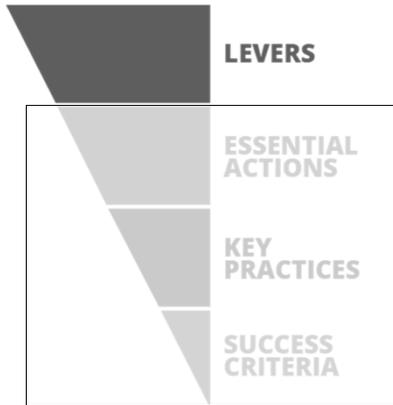


The Special Education Performance Diagnostic provides districts with a framework for understanding the overall health of their special education systems. The framework is organized around levers, essential actions, and key practices that define what a district should do to ensure that students with disabilities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

SPD framework organization

LEVERS	Levers describe broad areas of focus for districts related to diagnosing and improving the health of their special education systems.
ESSENTIAL ACTIONS	Essential actions describe what effective districts do to create, implement, and continuously improve special education systems that benefit students with disabilities.
KEY PRACTICES	Key practices help define what the essential action entails when implemented with fidelity. They describe the highest-leverage activities for each essential action.
SUCCESS CRITERIA	Success Criteria describe what successful implementation of key practices looks like (evidence). Success criteria are collected or observed through sources of evidence to demonstrate successful implementation.

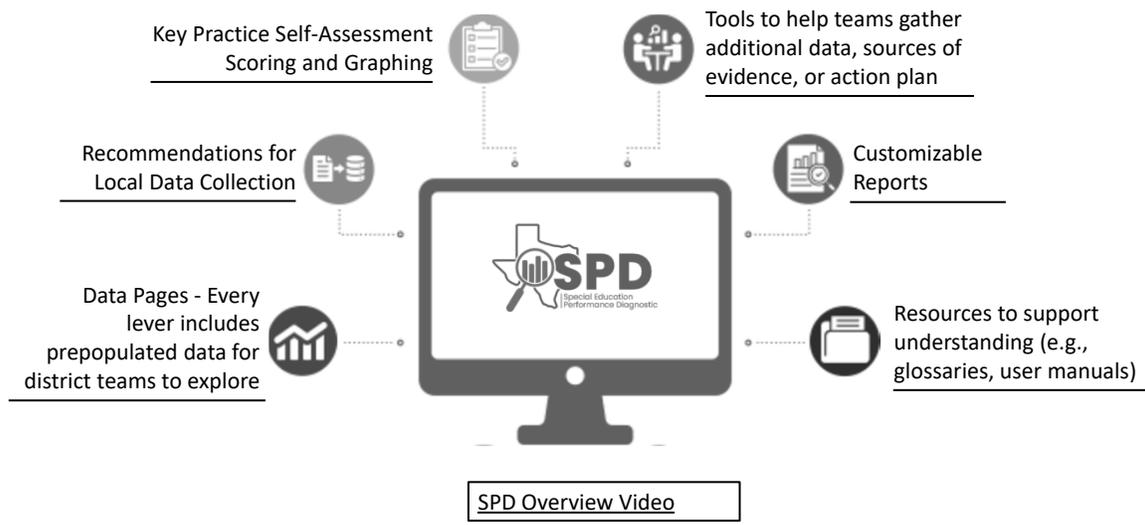
Levers were identified based on critical areas that make for a strong Special Education system



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



Multi-year continuous improvement



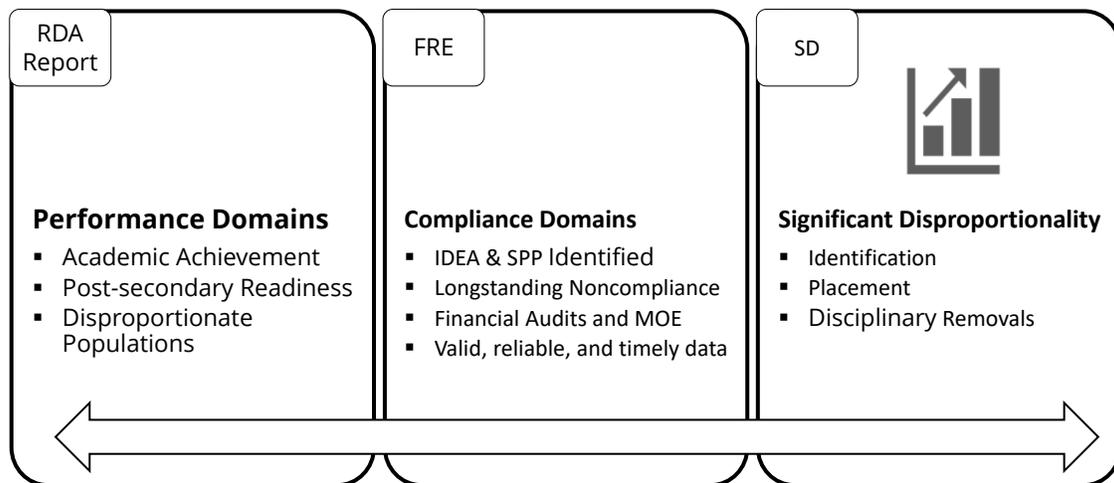
The SPD is positioned as a key driver for supporting districts in multi-year, continuous improvement efforts. By aligning SPD with existing monitoring systems, strategic support plans, and ESC support, districts are equipped with a cohesive framework to guide decision-making and improvement strategies.

These aligned efforts enhance district capacity to identify key improvement strategies and ultimately leads to stronger special education systems and improved outcomes for students with disabilities.

**From Targeted Monitoring to
Targeted Support**

Targeted Monitoring: Phase 1 Monitoring

Existing Phase 1 factors used for Targeted Monitoring



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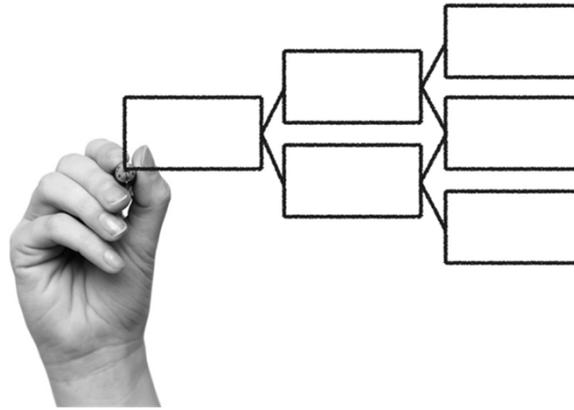
Targeted Monitoring: Stakeholder Feedback

- 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

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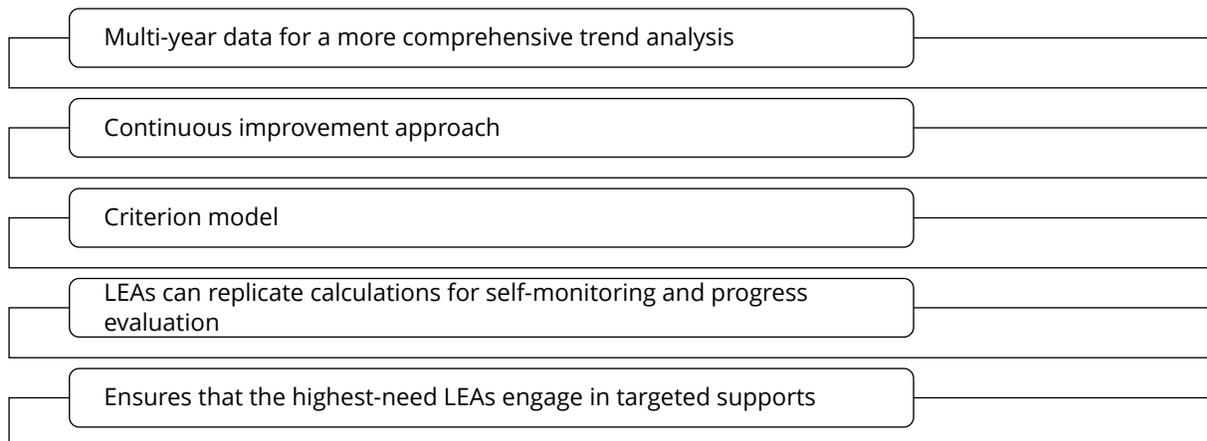
Phase 2: Transitioning from Targeted Monitoring to Targeted Supports

- 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.



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Phase 2 Risk-based Analysis



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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

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

DG1

ESC Field and Stakeholder Supports: ESC SpEd and Integration Liaisons

District Systems Level Change



**District Aligned Systems Change:
Resources, Policy, and Practices**



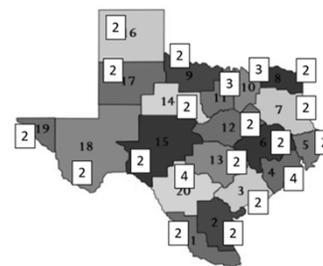
**District Aligned Systems Change:
MTSS and Meaningful Access**

The ESC Special Education Liaison Initiative

VISION: TEA supports the implementation of Special Education Liaisons in each of the Education Service Center (ESC) regions to provide differentiated and targeted support and assistance to local districts.

MISSION: Connecting resources and supports across Texas to improve outcomes for students with disabilities.

THE LIAISON'S "WHY": "We disrupt the status quo to change the trajectory."



46 SpEd Liaisons across the state



What is the role of a Special Education Liaison

- Partner with districts in strengthening their special education programs and advancing continuous improvement efforts
- Provide differentiated support tailored to each district's unique needs, goals, and available resources
- Collaborate with district leadership, campus administrators, classroom educators, and special education professionals

District Systems Level Change



**District Aligned Systems Change:
Resources, Policy and Practices**



SILs
STRATEGIC
INTEGRATION
LIAISONS

**District Aligned Systems Change:
MTSS and Meaningful Access**

What is a Strategic Integration Liaison (SIL)

<p>SIL VISION: WHAT</p> 	<p>The vision of the SIL project is to improve outcomes for all students, including those with disabilities through district systems-level change.</p>
<p>The Strategic Integration Liaison (SIL) serves as a liaison between Executive Leadership Teams, the Texas Education Agency (TEA), and Educational Service Centers (ESC). A SIL is a capacity builder, coach and connector to the Executive Leadership Team.</p>	<p>SIL DEFINITION: WHO</p> 
<p>SIL PROCESS: HOW</p> 	<p>The SIL process integrates principles of implementation science and change management to promote systems-level change within districts. By leveraging evidence-based practices, the SIL Process aids districts in the effective implementation of Meaningful Access for students with disabilities and MTSS for all students.</p>

SIL Role Overview



Capacity Builder

- Collaborates with the district
- Facilitates system change
- Uses tools to assess and strengthen implementation fidelity
- Enables district leadership to take increasing ownership



Coach

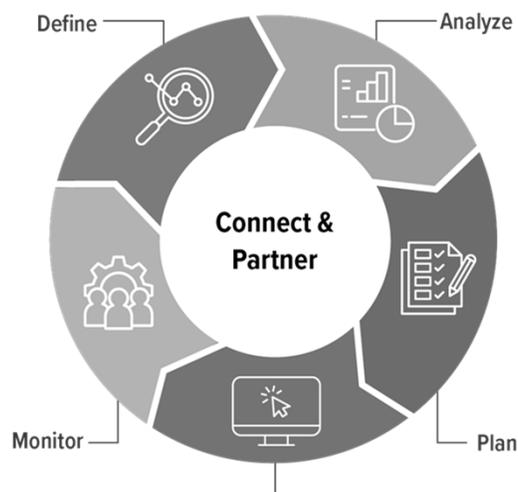
- Applies implementation science structured coaching and modeling
- Guides teams through complex change
- Provides differentiated support



Connector

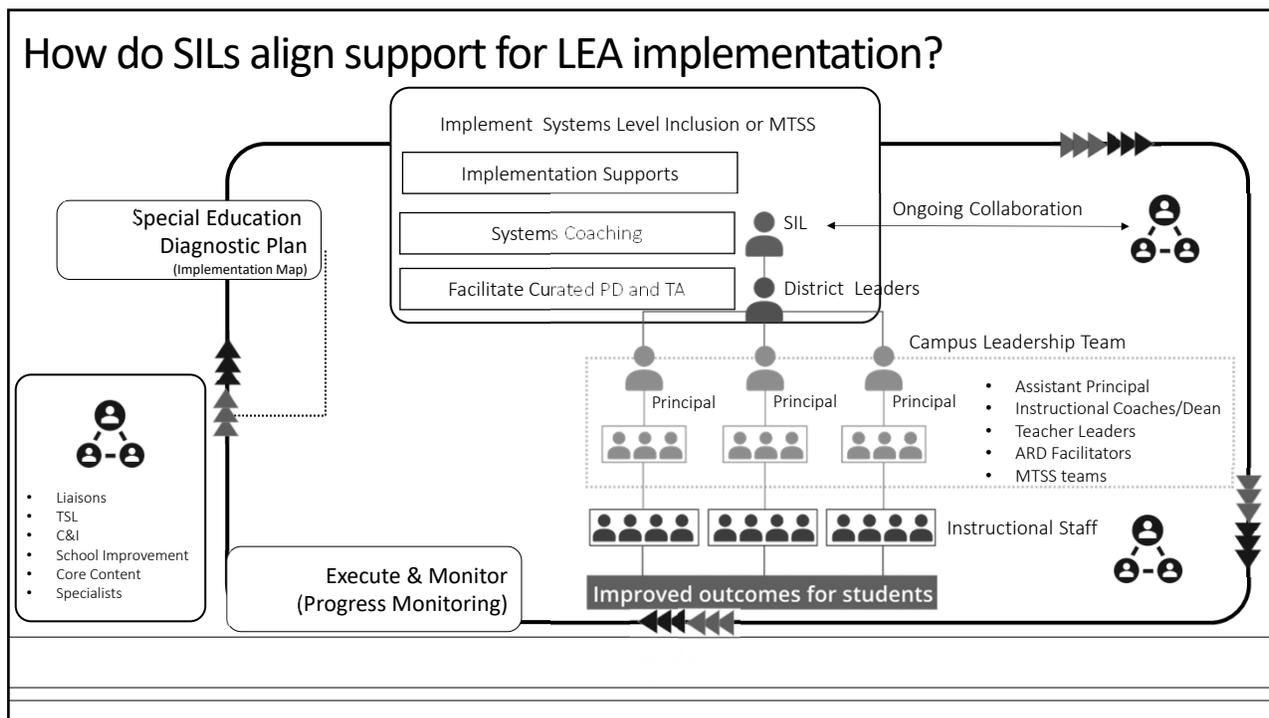
- Aligns professional learning
- Ensures relevance and timeliness of support
- Facilitates coherence across initiatives
- Supports sustainability

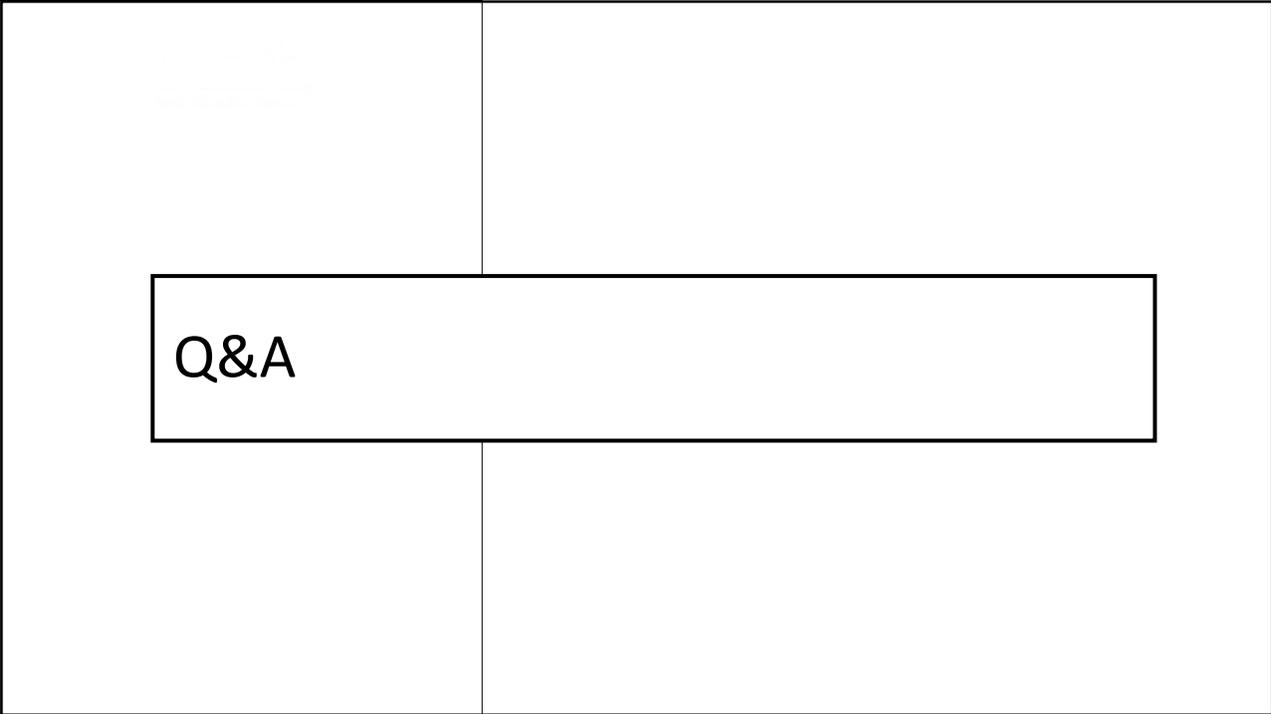
The SIL Process



SIL Impact			
Role	Function	Example	Impact
Capacity Builder	Strengthens implementation using tools and data	Guides use of Fidelity of Implementation rubrics and Plan-Do-Study-Act cycles to improve district practices	Empowers systems and staff by developing sustainable practices and shared leadership
Coach	Provides modeling, planning, and tailored support	Co-develops action plans and facilitates Meaningful Access sessions	Elevates educator effectiveness through reflective dialogue and targeted support
Connector	Aligns systems, fosters collaboration and connects	Links district MTSS efforts with TEA initiatives and cross-team strategies	Bridges resources, people and initiatives to align efforts and amplify outcomes

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Thank you!