ASCEND TEXAS STRATEGIC SUPPORT PLAN (SSP) PROCESS

UPDATED FOR THE 2023-2024 SCHOOL YEAR

TEA Texas Education Agency

ASCEND TEXAS

Table of Contents

Accessing the Support Plan

To access your Strategic Support Plan (SSP), click on Support Plans on the left navigation menu.
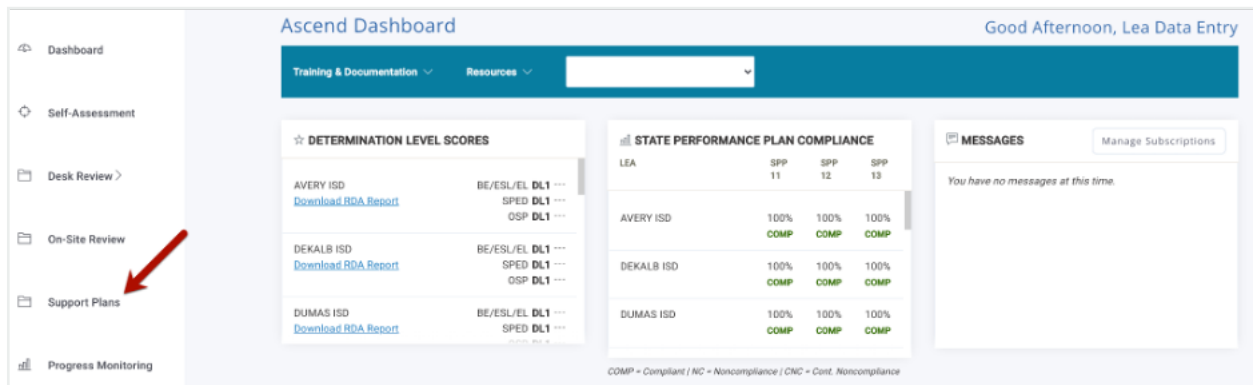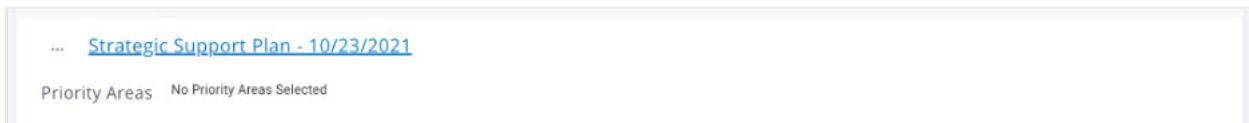

From the **Support Plan** page, select your LEA from the hyperlinked LEA name.


You will then be taken to the LEA's **Support Plan** page. Here you will see any SSPs that have been initiated along with the date of initiation.
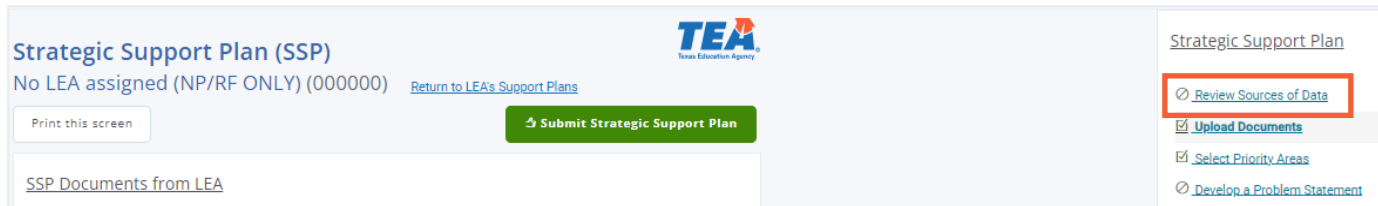

Completing the SSP

Clicking on the **Strategic Support Plan - mm/dd/yyyy** hyperlink at the top of the **[LEA] Support Plans** page will take you to the LEA's page and allow you to work through the steps of the SSP process and submit Strategic Support Plan (SSP) documents. Hyperlinks in the right navigation menu will take you to data entry pages for each step in the SSP process.
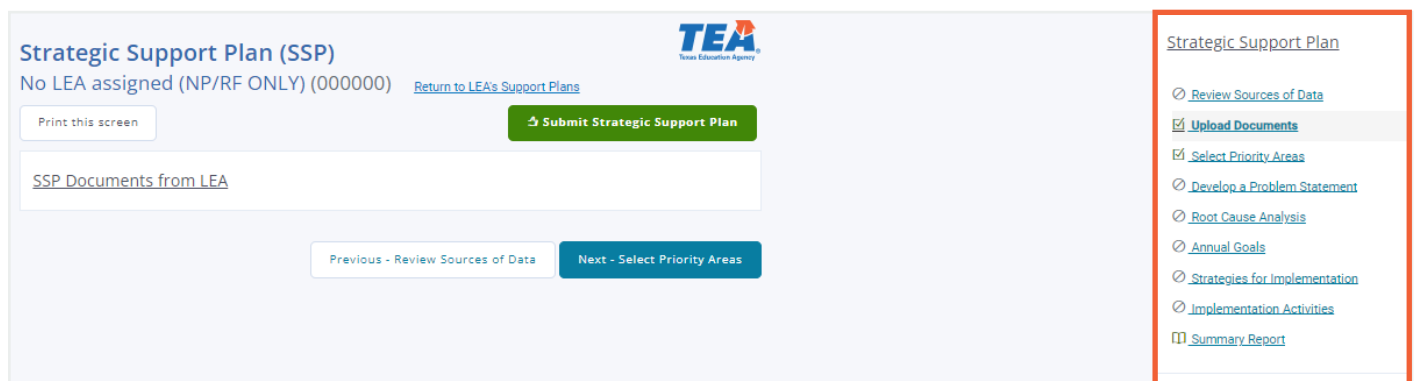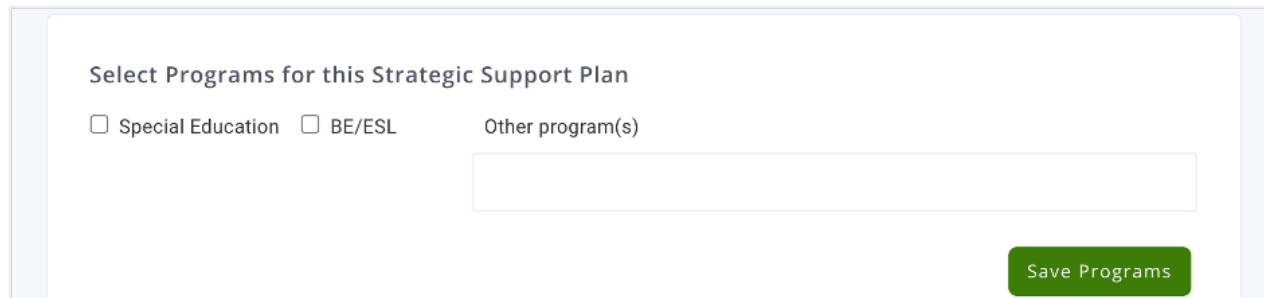
Review Sources of Data

To begin entering data for your SSP, click on Review Sources of Data on the right navigation pane.

You will then select which program(s) the SPP is being used for; options are **Special Education, BE/ ESL**, and/or **Other Program(s)**. While Special Education and BE/ESL have checkboxes, the Other Program(s) is an open text box for you to type in any additional programs the SSP will address. Click the Save Programs button once all information has been entered.

Under the area where you selected SSP program(s), you will see several additional sections headers: **Self-Assessment Results, Prior Corrective Action, Dispute Resolution, PBMAS Results/RDA Indicators, District Improvement Plan, Discipline Report, and STAAR Assessment Results.**
Clicking on any of the underlined headings will open the section and allow you to input information.

NOTE: All expandable sections on the **Review Sources of Data** page will follow the same process as detailed in the **Self-Assessment Results** instructions below.

Clicking on the **Self-Assessment Results** heading will open the section for completion. The top of the section provides instructions along with guiding questions to help you complete the section.

Additionally, you will see buttons that allow you to *View Planning Report* and *View All Ascend Reports*.

Self-Assessment Results

Instructions
These are instructions for Self-Assessment Results

Guiding Questions

- What story does our data tell us?
- What trends are most notable?
- What comparisons are most notable?
- What subgroups of students require additional attention?
- What successes are evident in our data?
- What concerns are most common across multiple data sources?

Ascend Data Sources

[View Planning Report]

[View All Ascend Reports]

Below the instructions and guiding questions, you will **Identify Potential Areas of Need** in the domains that are provided. To identify potential areas of need identified in the Self-Assessment, click the box for the specific area and it will turn blue.

Identify Potential Areas of Need within the following domains.   [Show Select Only]

Special Education - Domain I - Academic Achievement

1. SPED STAAR 3-8 Passing Rate: Mathematics	**1. SPED STAAR 3-8 Passing Rate: Science**	1. SPED STAAR 3-8 Passing Rate: Social Studies
1. SPED STAAR 3-8 Passing Rate: Reading	1. SPED STAAR 3-8 Passing Rate: Writing	2. SPED Dyslexia Passing Rate (Report Only) Reading
3. SPED Year After Exit (YAE) STAAR Passing Rate: Mathematics	3. SPED Year After Exit (YAE) STAAR Passing Rate: Reading	3. SPED Year After Exit (YAE) STAAR Passing Rate: Science
3. SPED Year After Exit (YAE) STAAR Passing Rate: Social Studies	3. SPED Year After Exit (YAE) STAAR Passing Rate: Writing	**4. SPED STAAR EOC Passing Rate Algebra I**

Once all areas of potential need have been identified, you can **Upload Other Reports or Documentation** by clicking on the *Add Document* button. Additionally, you can **Enter a Brief Summary of your Data** using the text box at the bottom of the page.

Make sure you click the Save Sources of Data button at the bottom of each section to save all entered Self-Assessment information. You will then see a flag with a number appear in the header alerting you to how many domains were chosen in that section. Also, if you choose to upload any documents, you will see a book icon with a number noting how many documents were uploaded into that section.

Once all Self-Assessment information has been saved, you can click on the section heading again to close the section.

You can navigate to other sections of the SSP by clicking on the *Next* button at the bottom of the page or by clicking on the specific topic on the right navigation menu.

Note: The Upload Documents section will be utilized once the SSP has been submitted for uploading evidence for the implementation activities. See Upload Documents section for instructions for uploading evidence for completion of implementation activities.

Setting Priority Areas

Once all information has been entered on the **Review Sources of Data** page, clicking *Next* at the bottom of the screen will take you to the **Priority Areas** page.

NOTE: **Priority Areas** must be selected before any other steps in the SSP process can be completed.

Clicking on the **Your Sources of Data Selections** heading will display all the potential areas of need selected on the **Review Sources of Data** page.

To choose the LEA's SSP priorities, you will click on the **Select 2-4 Priority Areas Based on the Data Reviewed in Step 1** heading; this will open the section to display domains and their associated priority areas.

To select an SSP priority, click on the priority area box to turn it blue.

You can navigate to other sections of the SSP by clicking on the *Next* button at the bottom of the page or by clicking on the specific topic on the right navigation menu.

Develop a Problem Statement

Priority areas previously selected will automatically appear as headers on the **Problem Statements** page of Ascend.

To define the problem to be addressed, click on the heading for the priority area you are working on. This will open a text box that will allow for formatting of any entered text using the toolbar at the top of the box.

Example Problem Statement:

Students with disabilities who are Emergent Bilingual in grades 3–5 are not performing at the same level as their peers at the state level. This has occurred for the past three years.

In addition to providing a statement, you will need to select the urgency using the buttons below the text box; options are *Critical, High, Medium,* and *Low*.

When an urgency level is determined, it will turn white when clicked.

When all information is entered, save it by clicking the *Submit Problem Statement* button; the *Submit Problem Statement* button will need to be clicked for each priority area individually.

The LEA will write a brief problem statement for each priority area.

You can navigate to other sections of the SSP by clicking on the *Previous* or *Next* buttons at the bottom of the page or by clicking on the specific topic on the right navigation menu.

Root Cause Analysis

Priority areas previously selected will automatically appear as headers on the **Root Cause Analysis** page of Ascend.

Support Plan | Root Cause Analysis (SSP)

No LEA assigned (NP/RF ONLY) (000000)   Return to Support Plans

Instructions

Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics

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To begin entering **Root Cause Analysis** information, click on the heading to open up the priority area you are working on. You will see the problem statement you have already created along with a warning that there is "no content entered" for the **Root Cause Statement**. To enter root cause information, click on the *Begin Five Whys Exercise* button.

Clicking on the *Begin Five Whys Exercise* button will take you to a new page with instructions along with space to input information for five possible reasons for the gap between the current and desired performance.

Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics

Problem Statement

Students with disabilities who are Emergent Bilingual in grades 3–5 are not performing at the same level as their peers at the state level. This has occurred for the past three years.

Root Cause Statement

⚠ No content entered.

[Begin Five Whys Exercise]

Support Plan | Root Cause Analysis (SSP)

No LEA assigned (NP/RF ONLY) (000000)   Return to Support Plans

Instructions - Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics

Why #1

Why #2

Why #3

Why #4

Why #5

Problem Statement

Students with disabilities who are Emergent Bilingual in grades 3–5 are not performing at the same level as their peers at the state level. This has occurred for the past three years.

Why #1

B *I* U ≣ ≣

Students are not engaged in learning

Why #2

The response to Why #1:

Students are not engaged in learning

B *I* U ≣ ≣

Students have a hard time following the curriculum

Note: The 5 why's will build upon each other.   As you can see the 1ˢᵗ why will show above the text box for the 2ⁿᵈ why. Based on the LEA leadership team discussion about these root cause(s), the LEA should write a brief statement that describes the root cause(s) the LEA has selected to address through strategic action.

Each of the five whys has its own textbox to enter information; text entered can be formatted using the toolbar.

Beneath the **Why** sections, there is another textbox to enter a brief statement about the **Root Cause Analysis** for the priority. **Guiding Questions** are provided above the text box to aid you in creating your response.

Guiding Questions
- Which cause(s) impact multiple priority areas?
- Which cause(s) does the LEA have the ability to address?
- Which causes will have the greatest impact on the problem statement?

Brief Statement:

> **B** *I* U ☰ ☰
>
> The causes that impact multiple priority areas are professional development on evidence-based strategies, knowledge and use of instructional techniques, and the ability to follow the curriculum. We will be able to address all of the causes through the implementation activities. The cause that has the greatest impact is having teachers with the knowledge and skills they need to educate Emergent Bilingual students in their classrooms.

Back To Root Cause Analysis   Submit

Once all information has been entered, clicking the *Submit* button at the bottom of the page will save the information, and clicking *Back* will take you to the **Root Cause Analysis** overview page so you can then enter information for any other priority areas.

You can navigate to other sections of the SSP by clicking on the *Previous* or *Next* buttons at the bottom of the page or by clicking on the specific topic on the right navigation menu.

Annual Goals

Priority areas previously selected will automatically appear as headers on the **Annual Goals** page of Ascend.

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Support Plan | Annual Goals (SSP)
No LEA assigned (NP/RF ONLY) (000000)   Return to Support Plans

Instructions

Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics

Clicking on a priority area will bring up a text box that allows you to type and format an annual goal for the area selected. Instructions in the text box state the goal needs to be specific, measurable, and achievable.

Once the goal has been recorded, save it by clicking on the *Save Annual Goal* button.

You can navigate to other sections of the SSP by clicking on the *Previous* or *Next* buttons at the bottom of the page or by clicking on the specific topic on the right navigation menu.

Enter Your Annual Goal

Based on your root cause analysis and your source(s) of data available below, create an annual goal for this priority area.

B *I* U

The percentage of students with disabilities who are Emergent Bilingual in grades 3–5 who score at the "passing" level on STAAR assessments will increase from 12.74% in 2022–2023 to 14.65% in 2023–2024.

Save Annual Goal

Strategies for Implementation

Priority areas previously selected will automatically appear as headers on the Strategies for Implementation page of Ascend.

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Support Plan | Strategies for Implementation (SSP)

No LEA assigned (NP/RF ONLY) (000000)   Return to Support Plans

Instructions

Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics

Clicking on the priority area heading will open the section and allow you to type strategies for implementation into the provided text box; text can be formatted using the toolbar at the top of the box. Once strategies are recorded, click on the *Save Strategies* button at the bottom of the section.

For each annual goal, the LEA should create at least one strategy for implementation designed to support the LEA in achieving the annual goal.

Each strategy for implementation should be classified by the following strategic support categories.

Policies, Procedures, and Practices

▶ This should include writing, revising and the development of internal monitoring and review procedures

Training and Professional Development

▶ To be provided for staff members and/or pertinent stakeholders

Technical Assistance

▶ To be provided for staff members and/or pertinent stakeholders

Other—Continuous Improvement

▶ The strategy for implementation is aligned with or addressed through other continuous improvement efforts such as the Effective Schools Framework (ESF) or District Improvement Plan (DIP)

Strategies for all priority areas will need to be entered and saved individually.

You can navigate to other sections of the SSP by clicking on the *Previous* or *Next* buttons at the bottom of the page or by clicking on the specific topic on the right navigation menu.

Implementation Activities

Priority areas previously selected will automatically appear as headers on the **Implementation Activities** page of Ascend along with the number of activities completed. Initially, each priority will show **0 of 0 Activities Completed**.

To create implementation activities, click on the priority area heading, and you will see a button to *Create New Implementation Activity.*

Support Plan | Implementation Activities (SSP)
No LEA assigned (NP/RF ONLY) (000000)   Return to Support Plans

Instructions

Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics
0 OF 0 ACTIVITIES COMPLETED

Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics

0 OF 1 ACTIVITY COMPLETED

Problem Statement

Students with disabilities who are Emergent Bilingual in grades 3–5 are not performing at the same level as their peers at the state level. This has occurred for the past three years.

Summary of potential root causes

- **Why #1**

  Students are not engaged in learning

- **Why #2**

  Students have a hard time following

  the curriculum

- **Why #3**

  Teachers are not using instructional techniques that support Emergent Bilingual students

- **Why #4**

  Teachers are unfamiliar with evidence-based strategies to support Emergent

  Bilingual students

- **Why #5**

  Teachers need professional development on evidence-based strategies to support Emergent Bilingual students

Root Cause Statement

The causes that impact multiple priority areas are professional development on evidence-based strategies, knowledge and use of instructional techniques, and the ability to follow the curriculum. We will be able to address all of the causes through the implementation activities. The cause that has the greatest impact is having teachers with the knowledge and skills they need to educate Emergent Bilingual students in their classrooms.

Annual Goal

The percentage of students with disabilities who are Emergent Bilingual in grades 3–5 who score at the "passing" level on STAAR assessments will increase from 12.74% in 2022–2023 to 14.65% in

2023–2024.

Implementation Strategies

Policies, Procedures, and Practices

• This should include writing, revising and the development of internal monitoring and review procedures

Training and Professional Development

• To be provided for staff members and/or pertinent stakeholders

Create New Implementation Activity

Clicking on the button will open a new section on the page with fields to input the **Activity Title, Strategic Support Strategy, Activity Description**, and **Timeline for Completion**.

Enter a New Implementation Activity

Activity Title

Please enter a title for this activity.

Strategic Support Category

Activity Description

B *I* U ☰ ☰

Enter your activity description.

Timeline for Completion

📅 Pick your date

Each strategy for implementation should be supported by detailed implementation activities.

▶ Activity description-this step supports the LEA in providing detailed information about how each strategy for implementation will be enacted.

The **Activity Title** is a text box that allows you to name the implementation activity.

The **Strategic Support Category** field is a drop-down with options such as Policies, Procedures, and Practices; Training and Professional Development; and Self-Monitoring Activities. A description of the activity can be entered and formatted in the **Activity Description** textbox. The **Timeline for Completion** can be manually entered in the mm/dd/yyyy format, or you can click on the calendar icon to choose the correct date. Once all implementation activity information has been entered, you can save by clicking on the Save Activity button at the bottom of the section.

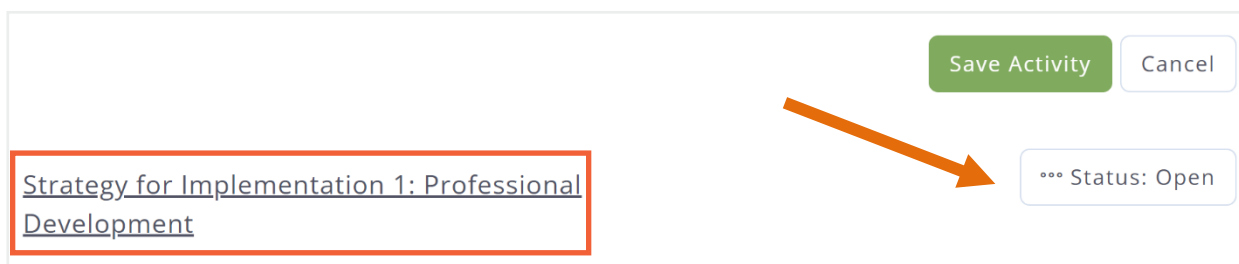Strategy for Implementation 1: Professional Development

°°° Status: Open

Timeline for Completion: Nov 16, 2024

Strategic Support Category Training and Professional Development

Description:
- Provide training to all special educators on effective interventions for students who are Emergent Bilingual
- Administer and analyze benchmark data three times a year.
- Provide training on how to administer and analyze benchmark and running records assessments
- Administer and analyze progress monitoring data as needed.
- Have teachers conduct guided reading groups four times a week.
- Provide targeted, small group instruction to Emergent Bilingual students with disabilities based on their reading related IEP goals.
- Provide 30 minutes of English language instruction each day to students who are Emergent Bilingual.

After saving an implementation activity, you will see a new hyperlink at the bottom of the section along with a *Status* button.

Save Activity   Cancel

Strategy for Implementation 1: Professional Development

°°° Status: Open

Clicking on the *Status* button will open a menu allowing for the activity's status to be updated; options include *Continuing, Discontinued*, and *Closed*. The hyperlink will open a new section with options to *Edit Activity, Delete Activity*, and *Add Personnel*.

Strategy for Implementation 1: Professional Development

°°° Status: Open

Timeline for Completion: Nov 16, 2024

Strategic Support Category Training and Professional Development

Description:
- Provide training to all special educators on effective interventions for students who are Emergent Bilingual
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- Provide training on how to administer and analyze benchmark and running records assessments
- Administer and analyze progress monitoring data as needed.
- Have teachers conduct guided reading groups four times a week.
- Provide targeted, small group instruction to Emergent Bilingual students with disabilities based on their reading related IEP goals.
- Provide 30 minutes of English language instruction each day to students who are Emergent Bilingual.

Implementation Personnel

⚠ No personnel entered.

Supervision of Implementation Personnel

⚠ No personnel entered.

✎ Edit Activity   ✕ Delete Activity

Add Personnel

Clicking *Edit Activity* will populate the fields at the top of the section with the saved information and allow you to make edits. Clicking *Delete Activity* will pop up a modal asking if you are sure you want to remove the activity, and clicking *Yes, Delete Implementation Activity* will remove the activity from the system.

To add implementation personnel to the activity, click the *Add Personnel* button. This will open new fields to complete including text fields for entering the individual's **First Name, Last Name**, and **Email Address.** Additionally, there is a drop-down that will allow you to record what the individual is **Responsible for**; options are either *Implementation* or *Supervision*.

Assign Personnel to this Activity

First Name

Last Name

Email Address

Responsible for...

Save Person   Cancel

Clicking *Save Person* will populate the corresponding field (**Implementation Personnel** or **Supervision of Implementation Personnel**) of the activity and clear the **Assign Personnel to this Activity** fields.

If you need to create more than one implementation activity, fill out the **Enter a New Implementation Activity** field again with the new activity information, and click *Save Activity* after each new entry.

Once all information has been entered, the number of activities created will be reflected in the priority area headings.

Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics

0 OF 1 ACTIVITY COMPLETED

Upload Documents

There are two ways to upload SSP documents for the evidence of activities that have been identified for continuous improvement.

The first way to upload evidence of activities would be to click on the right-side navigation pane Upload Documents. Then click on the SSP Documents from LEA. The second way to upload documents will be addressed later in this resource.

The SSP documents from LEA will expand allowing for documents to be uploaded. Click on *Upload More SSP Documents* to upload evidence of the activities.

A box will open click on Add SSP Documents.
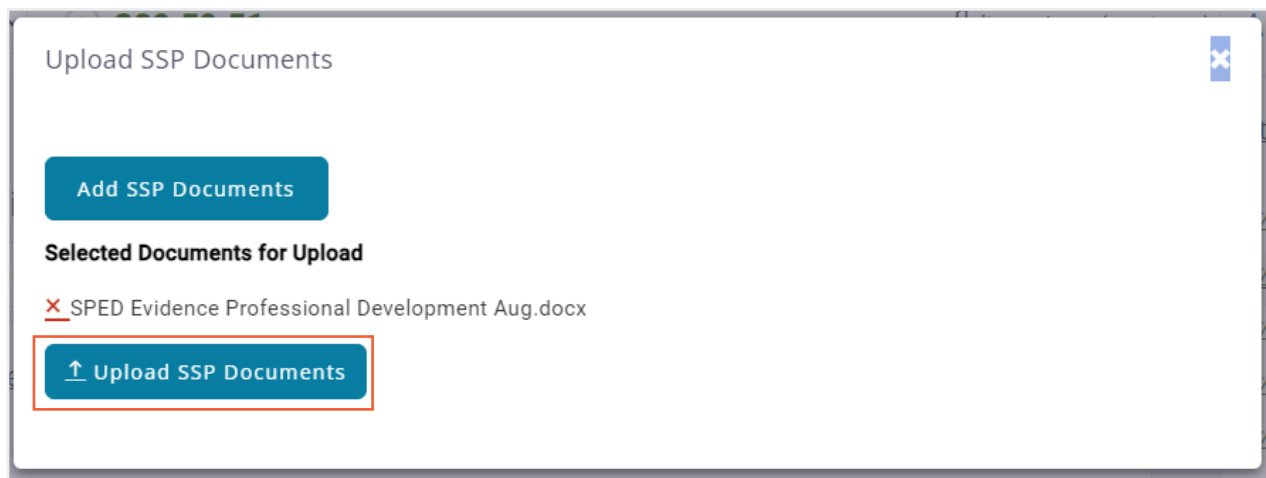
The open file box will open where with all the saved files on the computer. Choose the correct file(s) to upload and click open.
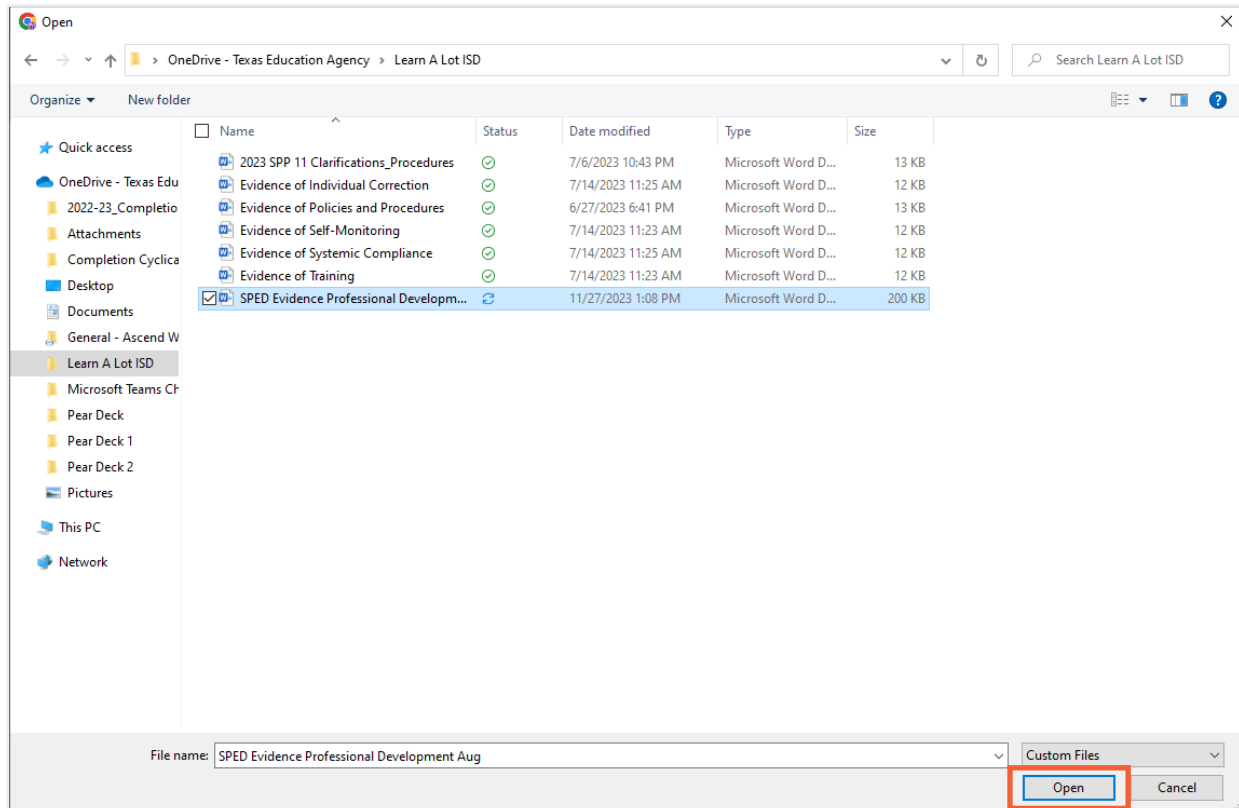
Click the Upload SSP Documents for the document to be accessible in Ascend.
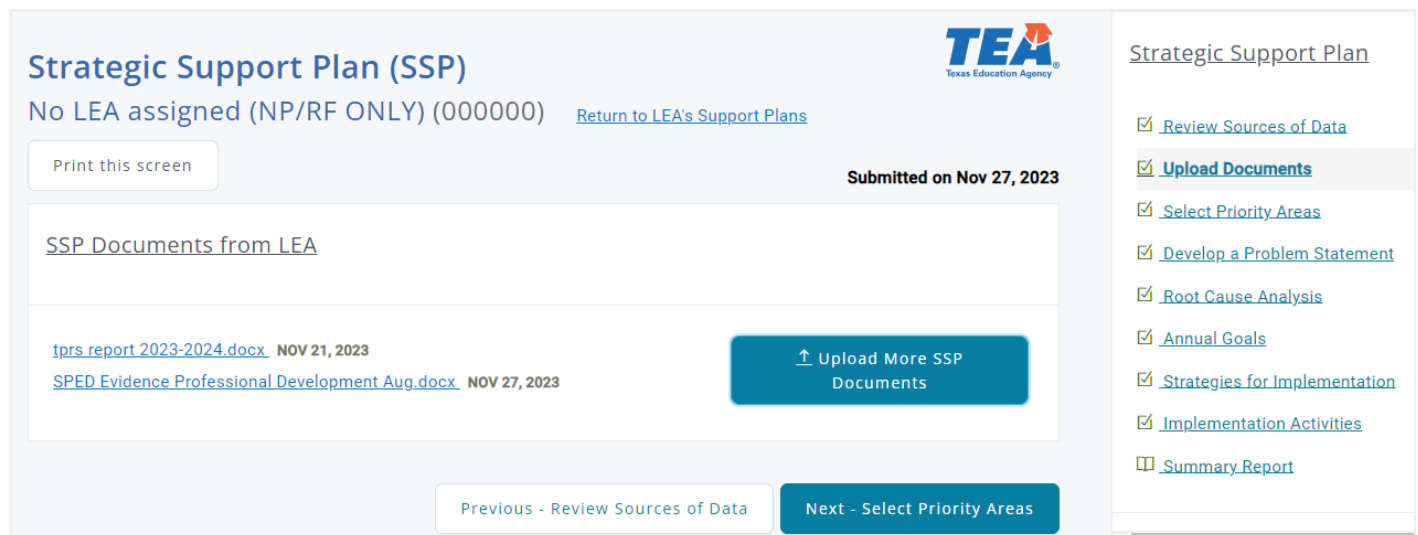

If any SSP documents have been uploaded for the LEA, they will appear under the SSP Documents from LEA section of the page along with the date documents were uploaded.

Summary Report

Priority areas previously selected will automatically appear as headers on the **Summary Report** page of Ascend along with SSP Documents from the LEA (if SSP documents were previously uploaded.

If you have SSP documents, clicking on the **SSP Documents from LEA** heading will show you what documents were previously uploaded. This is the second way to upload additional documents. Select the Upload More SSP Documents button and following the steps in the previous section titled Upload Documents.

To see the **Implementation Activities** created during the SSP process, click on the heading for the priority area you wish to view. You will be able to see details about the activity and the status of the activity.

Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics

0 OF 1 ACTIVITY COMPLETED

Problem Statement

Students with disabilities who are Emergent Bilingual in grades 3–5 are not performing at the same level as their peers at the state level. This has occurred for the past three years.

Summary of potential root causes

- **Why #1**
  Students are not engaged in learning

- **Why #2**
  Students have a hard time following

  the curriculum

- **Why #3**
  Teachers are not using instructional techniques that support Emergent Bilingual students

- **Why #4**
  Teachers are unfamiliar with evidence-based strategies to support Emergent

  Bilingual students

- **Why #5**
  Teachers need professional development on evidence-based strategies to support Emergent Bilingual students

Root Cause Statement

The causes that impact multiple priority areas are professional development on evidence-based strategies, knowledge and use of instructional techniques, and the ability to follow the curriculum. We will be able to address all of the causes through the implementation activities. The cause that has the greatest impact is having teachers with the knowledge and skills they need to educate Emergent Bilingual students in their classrooms.

Annual Goal

The percentage of students with disabilities who are Emergent Bilingual in grades 3–5 who score at the "passing" level on STAAR assessments will increase from 12.74% in 2022–2023 to 14.65% in

2023–2024.

Implementation Strategies

Policies, Procedures, and Practices

• This should include writing, revising and the development of internal monitoring and review procedures

Training and Professional Development

• To be provided for staff members and/or pertinent stakeholders

> [Create New Implementation Activity]

Strategy for Implementation 1: Professional Development   *** Status: Open

Priorities chosen will then display on the LEA's **Support Plan** overview page as well as all other pages in the SSP process, and you can then begin entering information into the remaining parts of the plan.

Support Plan - 3/16/2021

Priority Areas   Student Outcomes: IEP Development