

ASCEND TEXAS STRATEGIC SUPPORT PLAN (SSP) PROCESS

UPDATED FOR THE 2025-2026 SCHOOL YEAR



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Accessing the Support Plan

To access the Strategic Support Plan (SSP), click on *Support Plans* on the left navigation menu and ensure that the correct school year is selected.



2024 to 2025

Ascend Home >

Dashboard

Communication Log

Self-Assessment

Desk Review (All Views)

On-Site Review

Intensive Support

Support Plans

Ascend Dashboard

Training & Documentation

Resources

Contacts

☆ DETERMINATION LEVEL SCORES

There are no Determination Level Scores for this LEA.

STATE PERFORMANCE PLAN COMPLIANCE

COMP = Compliant | NC = Noncompliance | CNC = Cont. Noncompliance

MESSAGES

Manage Subscriptions

You have no messages at this time.

RESOURCE REQUIREMENTS

2020 Federally Required Elements (FRE) Matrix

Resource document that describes the federally required elements

States are required to consider under the Individuals with Disabilities

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

Search

Filter by Region

Filter by Status

37 / 132

All Regions

All Statuses

LEA	Facility	CDN	Year	CAP Plans	SSP Plans	Other Plans	Start Date	End Date
No LEA assigned (NP/RF ONLY)		000000	2023-2024	0	1	0	11/14/2023	11/14/2024

The following screen will display the *LEA Support Plan* page where all SSPs that have been initiated, along with the date of initiation, are located.

Completing the SSP

Clicking on the *Strategic Support Plan - mm/dd/yyyy* hyperlink at the top of the [LEA] *Support Plans* page will allow LEAs to complete the steps of the SSP process and submit the Strategic Support Plan (SSP) documents.

Select 2-4 Priority Areas Based on the Data Reviewed in Step 1

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: Writing

8. SPED Dyslexia Representation (Report Only) (Ages 6-21)

9. SPED Early Childhood Program Rate (Ages 3-5)

2. SPED STAAR 3-8 Passing Rate: Reading

2. SPED Year After Exit (YAE) STAAR Passing Rate: Mathematics

2. SPED Year After Exit (YAE) STAAR Passing Rate: Science

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

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

Review Sources of Data

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

Strategic Support Plan (SSP)

No LEA assigned (NP/RF ONLY) (000000) [Return to LEA's Support Plans](#)

[Print this screen](#)

[SSP Documents from LEA](#)



Submit Strategic Support Plan

[Strategic Support Plan](#)

- [Review Sources of Data](#)
- [Upload Documents](#)
- [Select Priority Areas](#)
- [Develop a Problem Statement](#)

Then select which program(s) the SSP will address. Options are *Special Education*, *BE/ESL*, and/or *Other program(s)*. While *Special Education* and *BE/ESL* have checkboxes, *Other program(s)* has an open text box to

type in any additional programs the SSP will address. Click the **Save Programs** button once all information has been entered.

Select Programs for this Strategic Support Plan

☐ Special Education

☐ BE/ESL

Other program(s)

Save Programs

Within the *Sources of Data* page, there will be 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*. Click on the underlined heading to open the section and enter information.

[Self-Assessment Results](#)

[Prior Corrective Action](#)

[Dispute Resolution](#)

[PBMAS results / RDA \(Results Driven Accountability\) Indicators](#)

[District Improvement Plan](#)

[Discipline Report](#)

[STAAR Assessment Results](#)

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 complete the section.

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](#)

To select 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

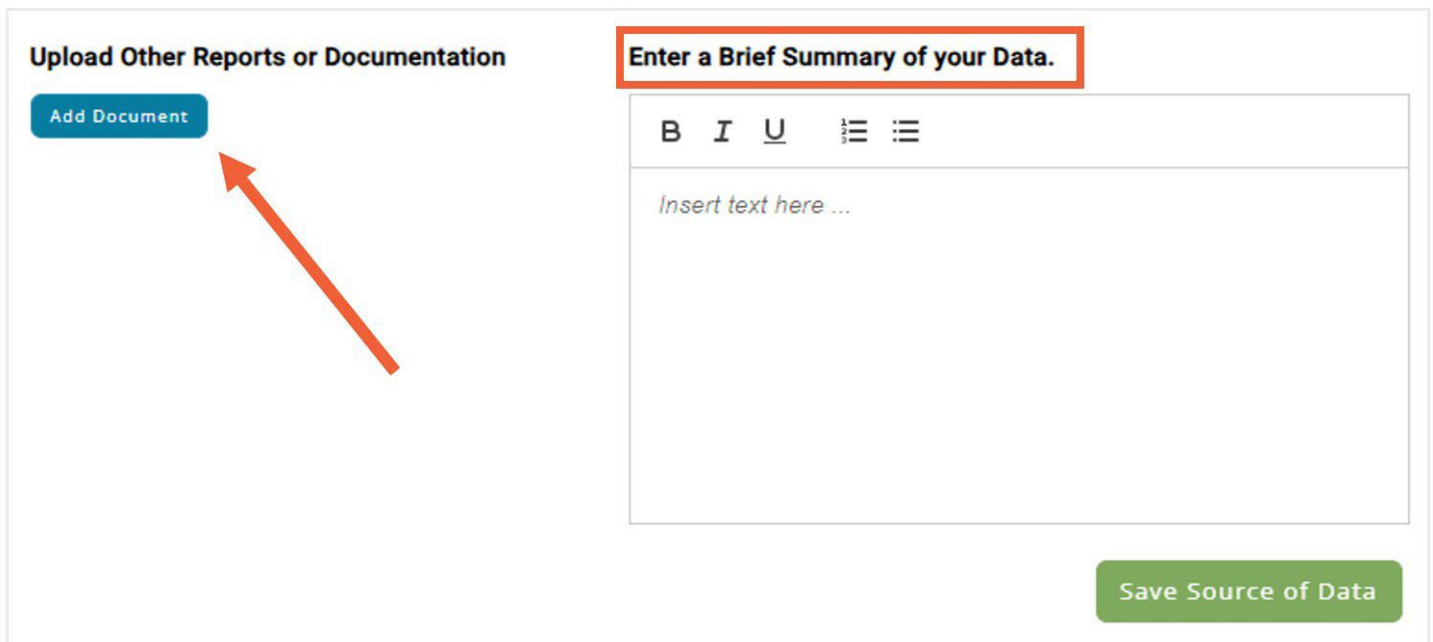
3. SPED Year After Exit
(YAE) STAAR Passing Rate:
Science

3. SPED Year After Exit
(YAE) STAAR Passing Rate:
Social Studies

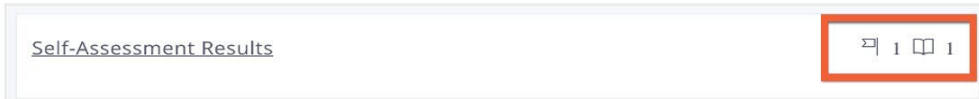
3. SPED Year After Exit
(YAE) STAAR Passing Rate:
Writing

4. SPED STAAR EOC
Passing Rate Algebra I

Once all areas of potential need have been identified, LEAs can Upload Other Reports or Documentation by clicking on the **Add Document** button. Additionally, a brief summary of the data must be entered using the text box at the bottom of the page.

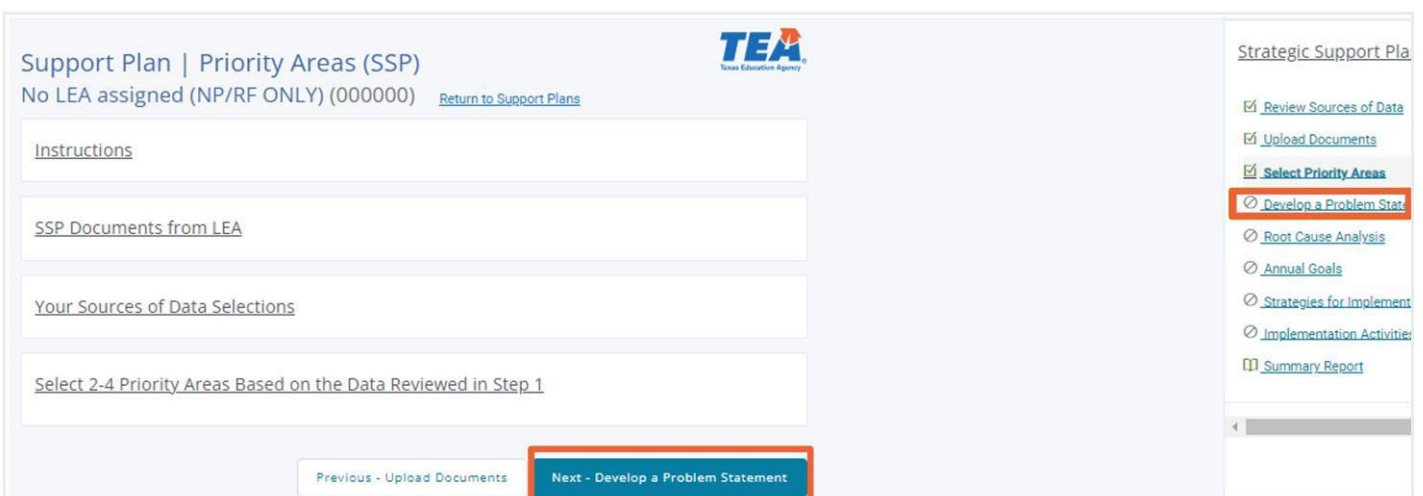


Click the **Save Sources of Data** button at the bottom of each section to save all entered information. A red flag with a number will appear in the header alerting to how many domains were chosen in that section. A book icon with a number noting how many documents were uploaded into that section will appear when documents are uploaded.



Once all information has been saved, click on the section heading to close the section.

Navigate to the 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: Once the SSP has been submitted, LEAs will utilize the *Upload Documents* section to submit evidence for the implementation activities. See the *Upload Documents* section for instructions on uploading evidence for the completion of implementation activities.

Develop a Problem Statement

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

Support Plan | Problem Statements (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](#)

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

[Special Education - Domain I - Academic Achievement : 1. SPED STAAR 3-8 Passing Rate: Mathematics](#)

Define the problem to be addressed within the area of Special Education - Domain I - Academic Achievement: 1. SPED STAAR 3-8 Passing Rate: Mathematics.

B **I** **U**  

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.

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, one of the urgency buttons below the text box will need to be selected; options are *Critical*, *High*, *Medium*, and *Low*.

Select the Level of Urgency:

Critical

High

Medium

Low

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

Select the Level of Urgency:

Critical

High

Medium

Low

Submit Problem Statement

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.

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](#)

TEA
Texas Education Agency

Instructions

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

To begin entering Root Cause Analysis information, click on the heading to expand the selected

priority area. The problem statement and “no content entered” for the Root Cause Statement will appear. To enter root cause information, click on the **Begin Five Whys Exercise** button.

A new page with instructions along with a space to input information for the five possible reasons indicating the gap between current and desired performance will appear.

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 [List Icon] [Indent Icon]

Students are not engaged in learning

Why #2

The response to Why #1:

Students are not engaged in learning

B I U [List Icon] [Indent Icon]

Students have a hard time following the curriculum

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

The 5 why's will build upon each other. Beneath the Why sections, there is a textbox to enter a brief statement about the Root Cause Analysis for the priority area. Guiding Questions are provided above the text box to aid in creating the brief statement. Based on the LEA leadership team's root cause(s) discussion, the LEA should write a brief statement that describes the root cause(s) the LEA has selected to address through strategic action.

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, click the **Submit** button at the bottom of the page to save the information. Selecting **Back** will navigate to the *Root Cause Analysis overview* page and allow the LEA to enter information for the other priority areas.

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.

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](#)

Selecting a priority area will open a text box for the LEA to enter 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.

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

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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.

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

Selecting a priority area will open a text box to enter the strategies for implementation. 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 developing 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)

Outline your Strategies for Implementation

B **I** **U**  

Enter strategies here.

 [Save Strategies](#)

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

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.

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



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

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

9 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 Category*, *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 Title** – a text box where the name of the implementation activity will be entered.
- ▶ **Strategic Support Category** – a drop-down list allowing LEA to select one of the following: *Policies, Procedures, and Practices*; *Training and Professional Development*; and *Self-Monitoring Activities*.
- ▶ **Activity Description** – a text box where the description of the activity can be entered and formatted. This step supports the LEA in providing detailed information about how each strategy for implementation will be enacted.
- ▶ **Timeline for Completion** – text field (mm/dd/yyyy) or calendar icon to choose the activity completion date.

Once all implementation activity information has been entered, save by clicking on the **Save Activity** button at the bottom of the section.

Strategy for Implementation 1: Professional Development

☰ Status: Open

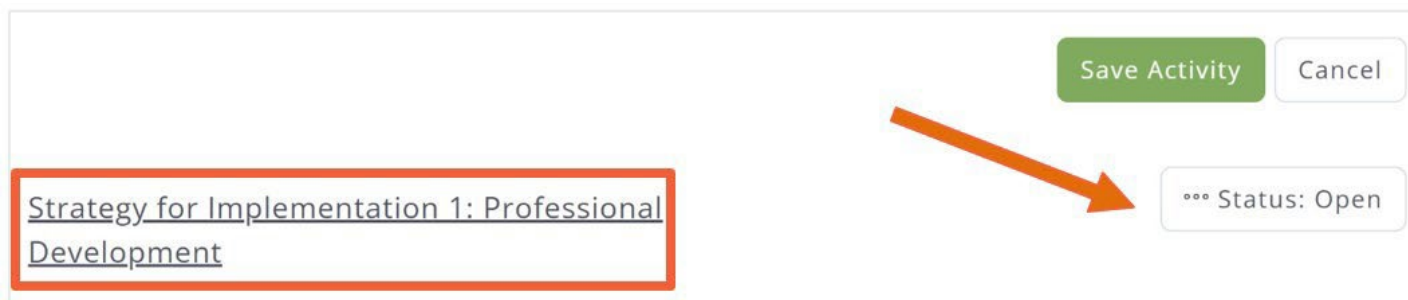
Timeline for Completion: Nov 16, 2024

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, a new hyperlink will appear at the bottom of the section along with a **Status** button.



Selecting the **Status** button will open a menu allowing 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
- 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.

Implementation Personnel

⚠ No personnel entered.

Supervision of Implementation Personnel

⚠ No personnel entered.

 Edit Activity

 Delete Activity

Add Personnel

Selecting *Edit Activity* will populate the fields at the top of the section with the saved information and allow for edits.

Selecting *Delete Activity* will initiate a pop up modal to confirm removal of the activity. Selecting *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 additional fields for entering the individual's *First Name*, *Last Name*, and *Email Address*. Additionally, there is a drop-down that will appear to indicate if the added personnel is *Implementation Personnel* or *Supervision of Implementation Personnel*.

Assign Personnel to this Activity

First Name	Last Name	Email Address	Responsible for...

Selecting *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.

Implementation Personnel	Supervision of Implementation Personnel
 John Watson jw@g.com	 Sherlock Holmes sh@g.com

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 options to upload SSP documents as evidence of activities that have been identified for continuous improvement. Option one can be found on the right-side navigation menu. Option two can be found on the Summary report.

Option 1: Select Upload Documents from the right-side navigation menu. Then click on *SSP Documents from LEA*.



Strategic Support Plan (SSP)

No LEA assigned (NP/RF ONLY) (000000) [Return to LEA's Support Plans](#)

Print this screen

Submitted on Nov 27, 2023

SSP Documents from LEA

[Previous - Review Sources of Data](#)
[Next - Select Priority Areas](#)

Strategic Support Plan

- ☒ [Review Sources of Data](#)
- ☒ [Upload Documents](#)
- ☒ [Select Priority Areas](#)
- ☒ [Develop a Problem Statement](#)
- ☒ [Root Cause Analysis](#)
- ☒ [Annual Goals](#)
- ☒ [Strategies for Implementation](#)
- ☒ [Implementation Activities](#)
- ☐ [Summary Report](#)

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*.

Strategic Support Plan (SSP)

No LEA assigned (NP/RF ONLY) (000000)

[Return to LEA's Support Plans](#)



Print this screen

[Submit Strategic Support Plan](#)

[SSP Documents from LEA](#)

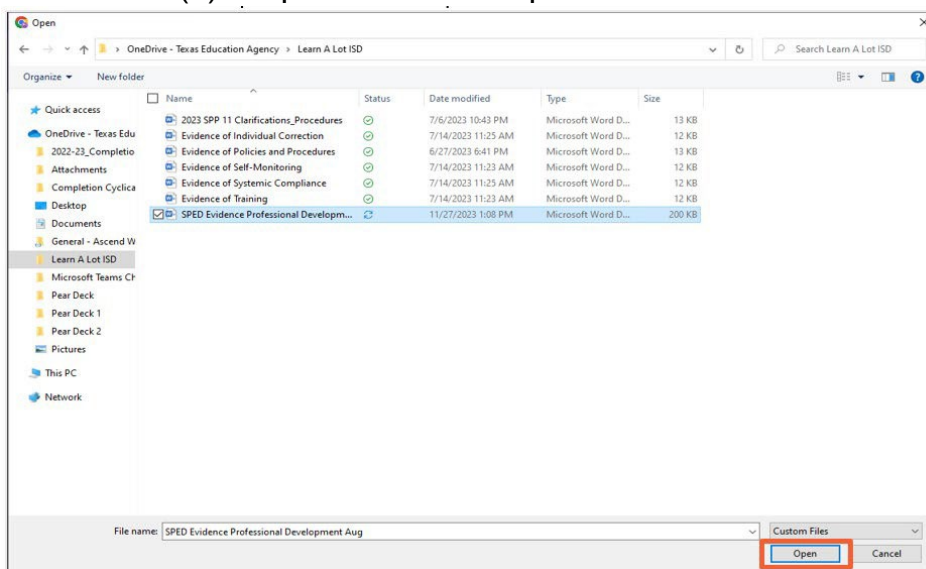
[Upload More SSP Documents](#)

[Previous - Review Sources of Data](#)

[Next - Select Priority Areas](#)



The open file box will open where all the saved files on the computer are located. Choose the correct file(s) to upload and click open.



Click the Upload SSP Documents for the document to be accessible in Ascend.



Upload SSP Documents

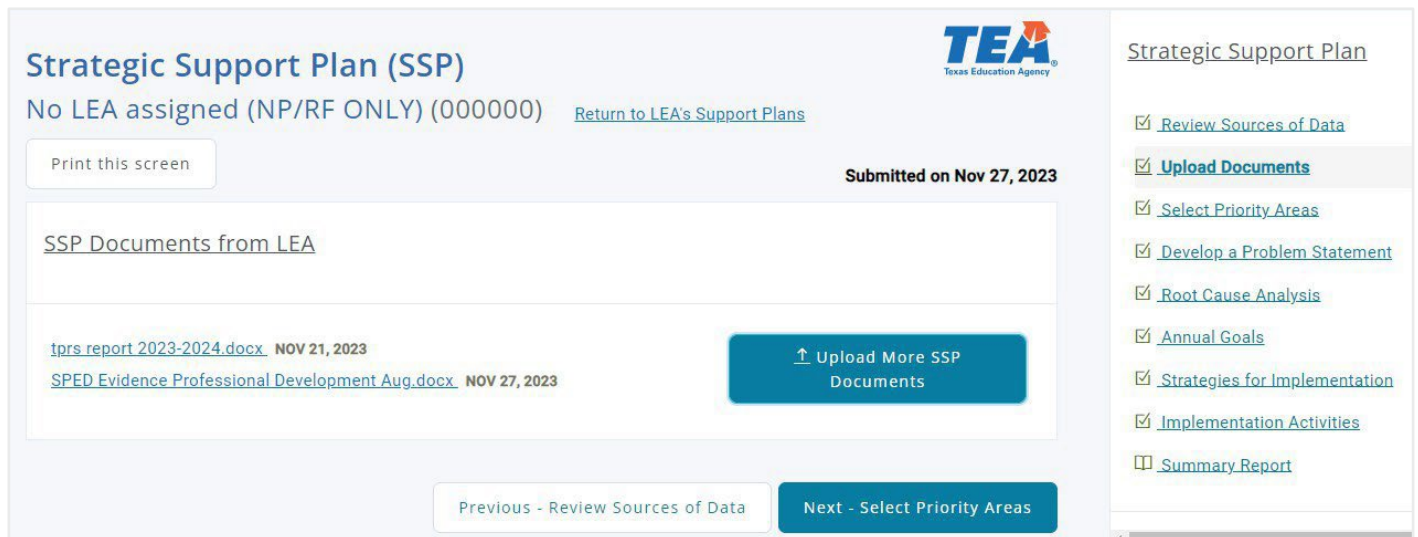
Add SSP Documents

Selected Documents for Upload

✗ SPED Evidence Professional Development Aug.docx

Upload SSP Documents

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



Strategic Support Plan (SSP)

No LEA assigned (NP/RF ONLY) (000000) [Return to LEA's Support Plans](#)

Print this screen

Submitted on Nov 27, 2023

SSP Documents from LEA

[tprs report 2023-2024.docx](#) NOV 21, 2023

[SPED Evidence Professional Development Aug.docx](#) NOV 27, 2023

Upload More SSP Documents

Previous - Review Sources of Data

Next - Select Priority Areas

Strategic Support Plan

- ☒ [Review Sources of Data](#)
- ☒ [Upload Documents](#)
- ☒ [Select Priority Areas](#)
- ☒ [Develop a Problem Statement](#)
- ☒ [Root Cause Analysis](#)
- ☒ [Annual Goals](#)
- ☒ [Strategies for Implementation](#)
- ☒ [Implementation Activities](#)
- ☐ [Summary Report](#)

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).

Strategic Support Plan (SSP)

No LEA assigned (NP/RF ONLY) (000000) [Return to LEA's Support Plans](#)

Print this screen

Submitted on Nov 27, 2023

Upload Documents

SSP Documents from LEA

Select Priority Areas

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

Review Sources of Data

Sources of Data

TEA

Texas Education Agency

Strategic Support Plan

☒ [Review Sources of Data](#)

☒ [Upload Documents](#)

☒ [Select Priority Areas](#)

☒ [Develop a Problem Statement](#)

☒ [Root Cause Analysis](#)

☒ [Annual Goals](#)

☒ [Strategies for Implementation](#)

☒ [Implementation Activities](#)

☐ [Summary Report](#)

Option 2: Select *SSP Documents from LEA* heading will show documents previously uploaded. This is the second way to upload additional documents. Select the **Upload More SSP Documents** button and following the steps found in the *Upload Documents* section of this resource.

SSP Documents from LEA

[tprs report 2023-2024.docx](#) NOV 21, 2023

[SPED Evidence Professional Development Aug.docx](#) NOV 27, 2023

Upload More SSP Documents

To see the Implementation Activities created during the SSP process, select one of the priority area headings to review the activities. Details about the activity and the status of the activity will be displayed in this section.

TEA

Texas Education Agency

ASCEND TEXAS SSP PROCESS

PAGE | 23

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. Repeat the process for the remaining priority areas in the plan.

--- [Support Plan - 3/16/2021](#)

Priority Areas Student Outcomes: IEP Development