

2025-2026 CONTINUOUS IMPROVEMENT GUIDE



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Introduction

The requirements of the Individual with Disabilities Education Act (IDEA) related to the development of the State Performance Plan (SPP) and the accompanying Annual Performance Report (APR) complement the Texas Education Agency's efforts to build a system of general supervision to increase compliance with federal and state regulations and positive outcomes for students. This system achieves continuous improvement through data-driven, evidence-based practices inclusive of stakeholder needs and input.

To facilitate a holistic system of general supervision, local educational agency (LEA) determinations will be aligned with the Results-Driven Accountability (RDA) Framework determination levels assigned to each LEA annually. LEAs will experience differentiated supports for continuous improvement aligned to their RDA determinations and engage in the Strategic Support Plan (SSP) process. For the LEAs experiencing non-compliance in the implementation of IDEA, a corrective action plan (CAP) may be required. The agency will assist, and support interventions related to the implementation of IDEA as required in the corrective action process.

Strategic Support Plan Development

The process of developing the Strategic Support Plan has eight steps:

1. Review Sources of Data
2. Identify Priority Areas
3. Develop Problem Statement(s)
4. Conduct Root Cause Analysis
5. Define Annual Goal(s)
6. Develop Strategies for Implementation
7. Define Implementation Activities
8. Monitor and Report Progress

Texas Education Agency Strategic Support Plan (SSP)

GETTING STARTED

Action Steps	Considerations
Identify appropriate LEA personnel and stakeholders to engage in the continuous improvement process to implement systems and best practices to produce positive student outcomes.	Consider the area(s) of concern in relation to the Results Driven Accountability Report and select participants based upon the area(s) of low performance (i.e., Special Education, Curriculum and Instruction, English as a Second Language (ESL)/Bilingual Education).

DEVELOPING THE STRATEGIC SUPPORT PLAN

Action Steps	Examples
Step One: Review Sources of Data The LEA should consider multiple sources of data to identify potential areas for continuous improvement in relation to the Results Driven Accountability Report. Step Two: Identify Priority Areas For each source of data, the LEA should prioritize a series of guiding questions to help identify whether the data indicates a potential area of need: · 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? · For what concerns can we have the greatest impact?	Examples: · Self-Assessment results · Results Driven Accountability indicator data · STAAR assessment results · Discipline reports · Corrective Action Plan · Dispute Resolution activity · District Improvement Plan · Other (as selected by the LEA)
The LEA should identify priority areas that will be addressed within the SSP. The LEA should identify approximately 2–4 priority areas.	The number of priority areas will not be restricted; however, LEAs are encouraged to follow the Effective Schools Framework (ESF) practice of developing an annual continuous improvement plan with few focused priorities.

Action Steps	Examples
Step Three: Develop a Problem Statement The LEA should write a brief problem statement for each priority area. The LEA should identify the level of urgency associated with each problem using a four-point rating scale: Critical, High, Medium, and Low. The rating should be used by the LEA to identify the problem statements that are most significant for action.	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.
Step Four: Conduct a Root Cause Analysis Based upon the sources of data, the LEA should determine patterns in the LEA’s current performance. - Age/grade level of students - Time of year - LEA staff - Location (campus, district) - Pervasiveness of concern (isolated or systemic) - Infrastructure (i.e., data management systems, forms) - Training and professional development - Self-Monitoring The LEA should engage in the 5 Whys root cause analysis activity embedded within Ascend Texas to identify barriers preventing the implementation of current systems and practices. 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.	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? Students are not engaged in learning. WHY? Students have a hard time following the curriculum. WHY? Teachers are not using instructional techniques that support Emergent Bilingual students. WHY? Teachers are unfamiliar with evidence-based strategies to support Emergent Bilingual students. WHY? Teachers need professional development on evidence-based strategies to support Emergent Bilingual students.

PLAN DEVELOPMENT

Action Steps	Examples
Step Five: Define Annual Goals The LEA should define a measurable annual goal that is designed to address the identified performance gap(s) based on the root cause analysis.	Example annual goal statements: Priority Area: Emergent Bilingual (Not Served in BE/ESL) STAAR 3-8 Passing Rate 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. 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 2024– 2025 to 14.65% in 2025–2026.
Step Six: Develop Strategies for Implementation 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)	Example strategies for improvement: Priority Area 1: Emergent Bilingual (Not Served in BE/ESL) STAAR 3-8 Passing Rate 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. 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 2024–2025 to 14.65% in 2025–2026 Strategies for Implementation: • Professional Development • Policies, Procedures, and Practices

Action Steps	Examples
Step Seven: Define Implementation Activities 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. - Describe the components of the activity and how it will be implemented throughout the district. - Timeline for completion: - List all the dates for components of the activity and set a projected completion date for the activity. - Personnel responsible for implementation: - This should be the position title(s) of the individuals who will manage the completion of the activity (i.e., general education teacher, special education teacher, instructional specialist, etc.) - Personnel responsible for supervision of implementation: - This should be the position title of the person who will be responsible for ensuring this activity is completed on time (i.e., principal, assistant superintendent, etc.)	Example implementation activities: Priority Area 1: Emergent Bilingual (Not Served in BE/ ESL) STAAR 3-8 Passing Rate 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. 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 2024–2025 to 14.65% in 2025–2026. Strategy for Implementation 1: Professional Development Activities: - 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. Timeline: December 2025 to December 2026 Personnel Responsible for Implementation: Person One, Person Three Personnel Responsible for Supervision of Implementation: Person Two

Strategy for Implementation 2: Professional Development

Activities:

- Provide training to grade 3–5 general educators on effective interventions for students who are Emergent Bilingual with disabilities.
- Timeline: January 2026
- Personnel Responsible for Implementation: Person Six, Person Three
- Personnel Responsible for Supervision of Implementation: Person Two

Timeline: February 2026

Personnel Responsible for Implementation: Person Six, Person Three

Personnel Responsible for Supervision of Implementation: Person Two

Strategy for Implementation 3: Policies, Procedures and Practices

Activity:

- Develop a flowchart that describes for ARD committees the evaluation procedures to use when a student is an Emergent Bilingual and may have a disability.

Timeline: February 2026

Personnel Responsible for Implementation: Person Six, Person Three

Personnel Responsible for Supervision of Implementation: Person Two

MONITORING AND REPORTING PROGRESS

Action Steps	Examples
Step 8: Monitor and Report Progress The LEA will select the type of documentation that will be submitted to TEA as evidence that the activity was completed from a list of common document types (i.e., agendas, sign-in sheets, procedures manuals, etc.) The LEA will upload documentation of the activity completion. The LEA will provide a summary text describing the outcome of the activity. TEA will review the documentation and provide written feedback. TEA feedback may include general recommendations, referral for technical assistance, and other supports available to the LEA and/or request for additional documentation.	· Meets IDEA compliance requirements for measuring and reporting progress. · Provides a systematic approach to data collection. · Provides longitudinal data on student progress. · Guides staff development decisions by assisting leaders in making data-informed decisions. · Charts LEA progress on goals
Plan for Continuous Improvement The LEA will provide a summary text describing the LEA plans for continued improvement for each annual goal. This text should explain the data used by the LEA to determine the status level. TEA will review the status and summary and provide written feedback. TEA feedback may include general recommendations, referral for technical assistance, and other supports available to the LEA.	Based upon TEA feedback and collaboration, the LEA may develop a data collection system to ensure fidelity of implementation of continuous improvement activities and the continuation of activities into the following academic year.