

# Sate Systemic Improvement Plan (SSIP) Phase III: Implementation and Evaluation

ESC Special Education Director Zoom

May 20, 2025



# Agenda

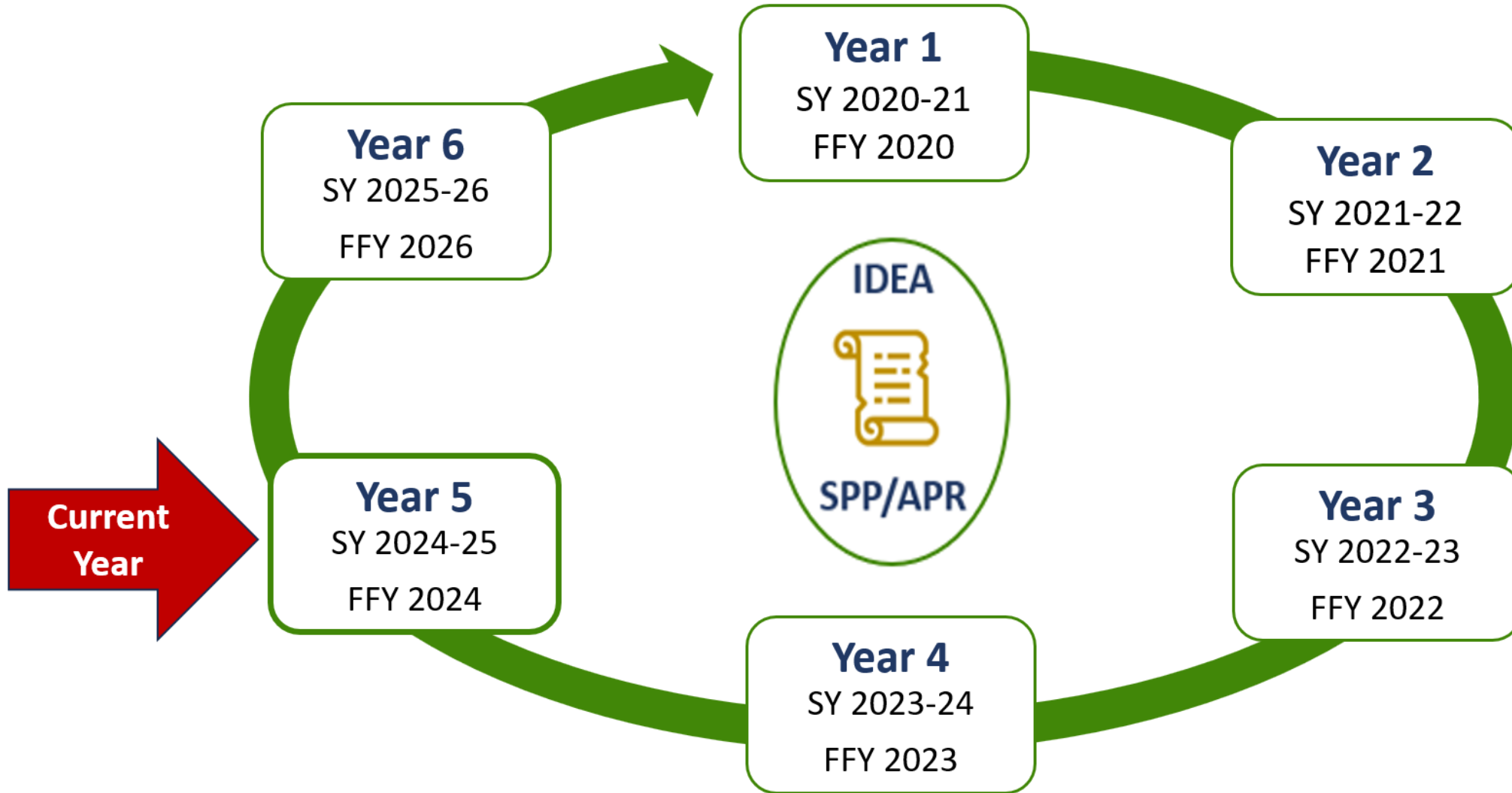


- Overview and Federal Regulations
- State Targets
- Data Sources
- Multi-Level Data Analysis
- Strategies and Activities Implemented
- Resources
- Contact Information

# Overview and Federal Regulations



# Federal Regulations and Overview



# Phases of the SSIP

## Phase I— Analysis (2015)

Data Analysis

Infrastructure Analysis

SiMR

Coherent Improvement  
Strategies

Theory of Action

## Phase II— Multi-Year Plan (2016)

Infrastructure  
Development

Support Implementing  
Evidence Based Practices

Evaluation Plan

## Phase III— Implementation and Evaluation (2017-2025)

Results of Ongoing  
Evaluation

Extent of Progress

Revisions to the Plan

# State Systemic Improvement Plan and SiMR



## State-identified Measurable Result (SiMR)

Enhance the reading proficiency rate at grade level or above among children with disabilities in grades 4, 8, and high school. This rate will be measured by aggregating the reading results from state assessments in grades 4 and 8 ELA, along with EOC English I, to evaluate their performance against grade-level standards, inclusive of any accommodations.

# State Targets



# SiMR Data Review

Year	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Target	-	12.00 %	20.00 %	25.00 %	30.00 %	40.00 %
Data	10.85%	15.22 %	15.05 %	15.88 %		
Met Target	Baseline	Yes	No	No		





# Data Source



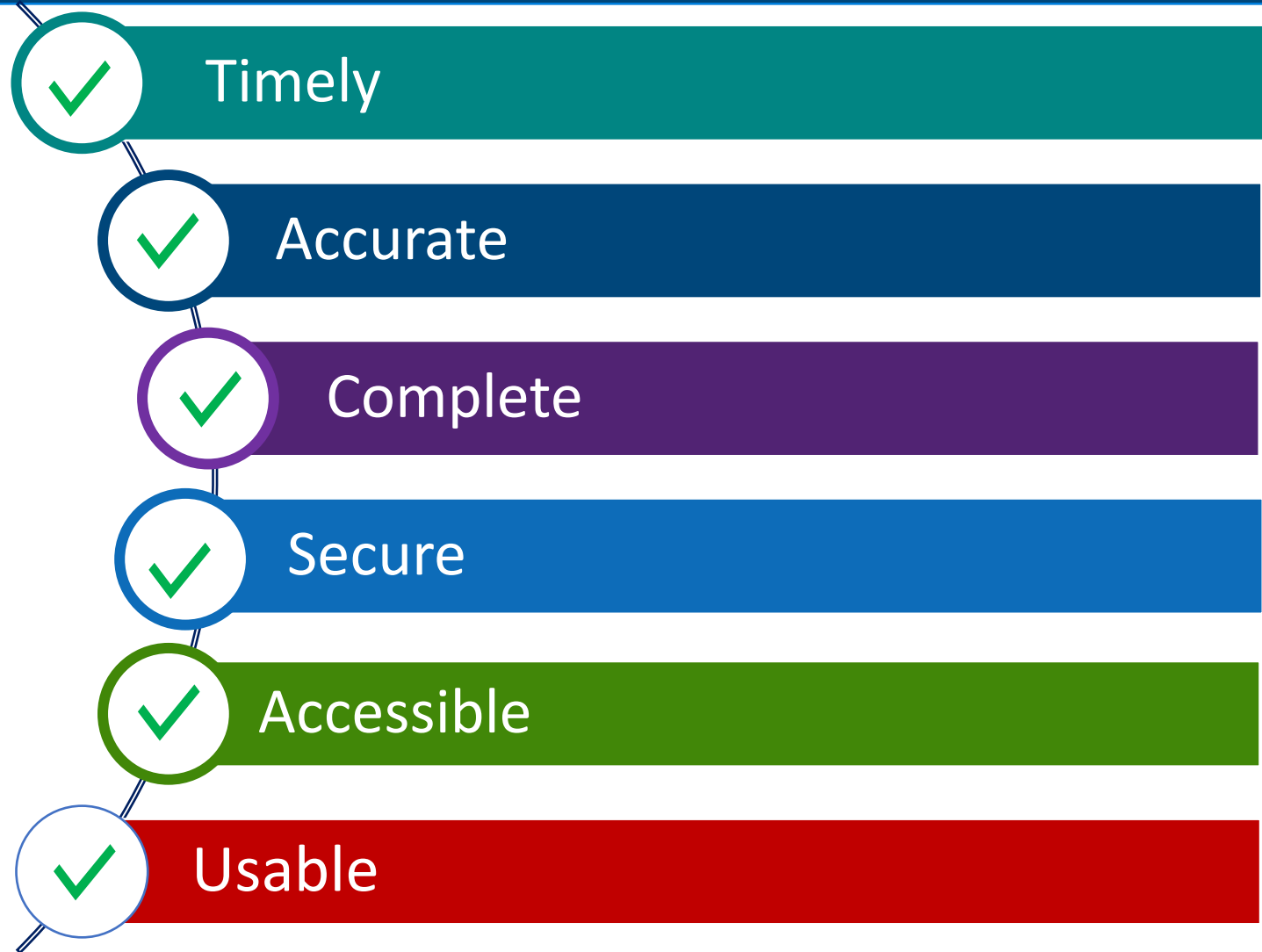
# Indicator Data Source

## SPPI 3B: Proficiency Rate

- STAAR administrations across Summer, Fall, and Spring are included.
- Retests are included in all STAAR administrations for the reporting period unless the student has already passed the test.
- Only the best result across Summer, Fall, and Spring administrations is included for each student, ensuring one record per student per subject for the reporting period.
- For high school students, the reading results for the reporting period only include the English I End-of-Course (EOC) exam.



# Data Quality



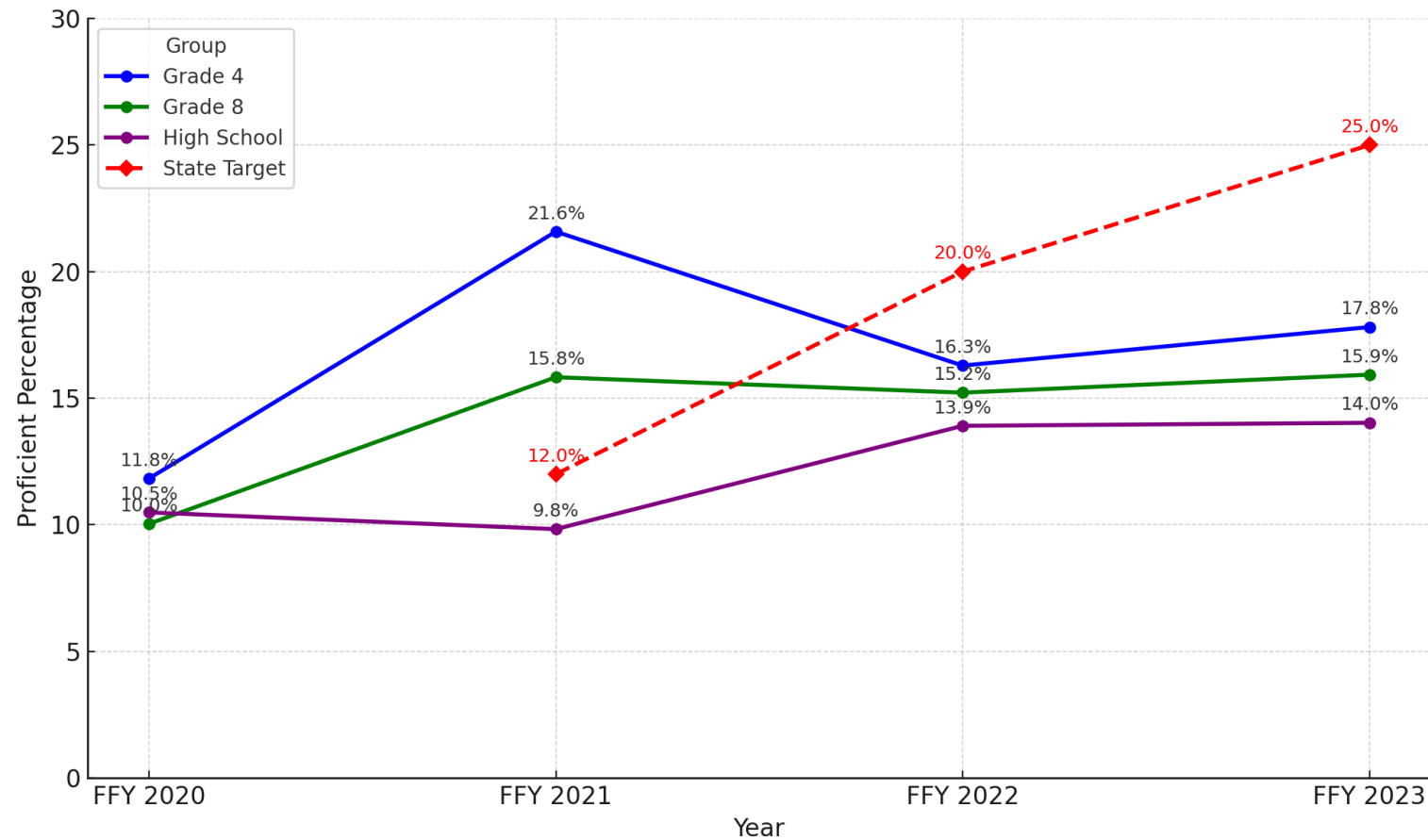
# Multi-Level Data Analysis



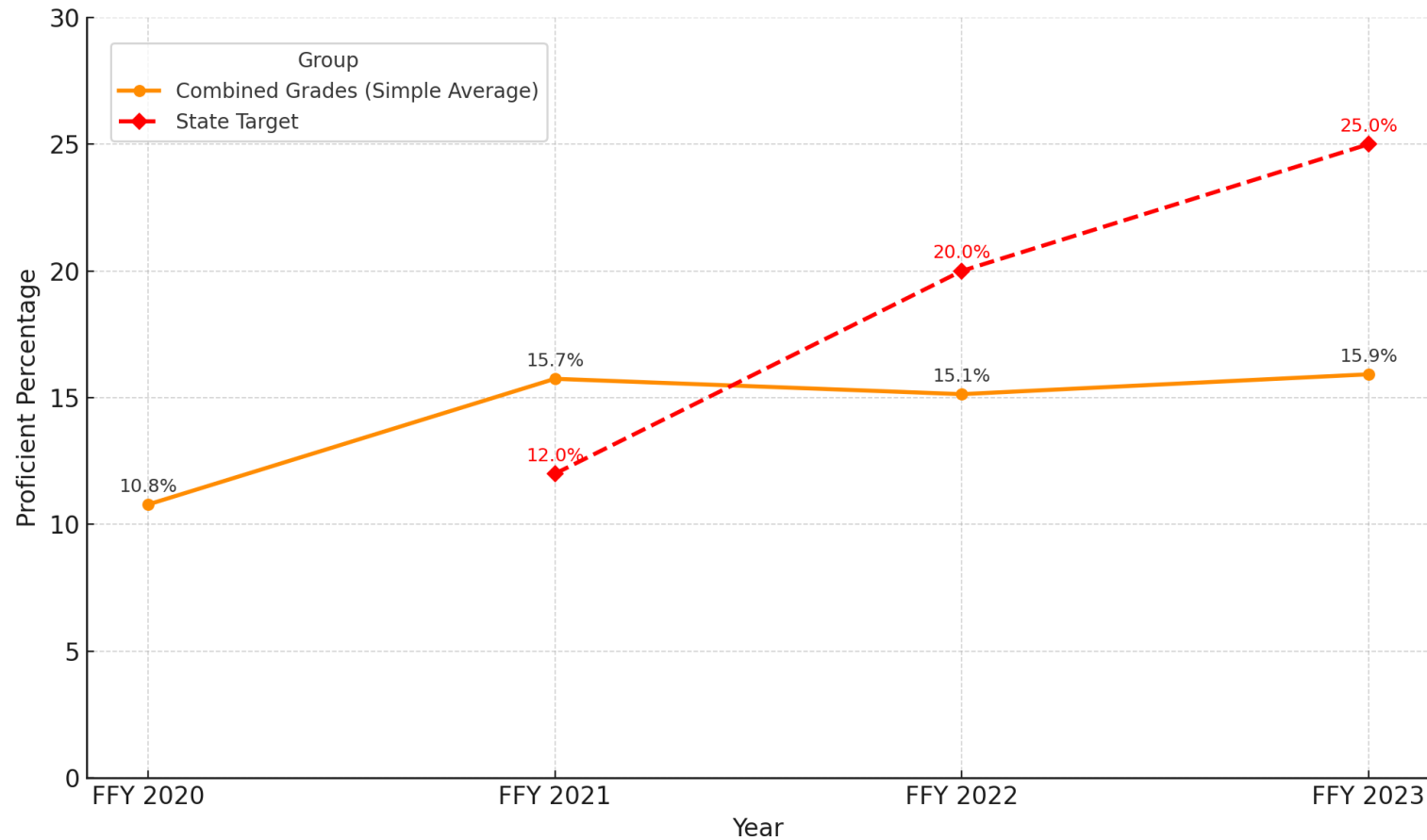
# Multi-Level Analysis Overview

Level	Focus	Analysis Count	Details
1 (Starts broad)	Total Proficiency by Grade	3 (combined)	Grade 4 (ELA), Grade 8 (ELA), High School (EOC English I)
2	Combined Total Proficiency Across All Grades	1	All grades combined into one proficiency trend graph
3	Accommodation Breakdown Within Each Grade (of the Proficient Group)	3	One for each grade: Grade 4 (ELA), Grade 8 (ELA), High School (EOC English I)
4 (Digs deeper)	Combined Accommodation Breakdown Across All Grades	1	All grades combined: percent of proficient with vs. without accommodations

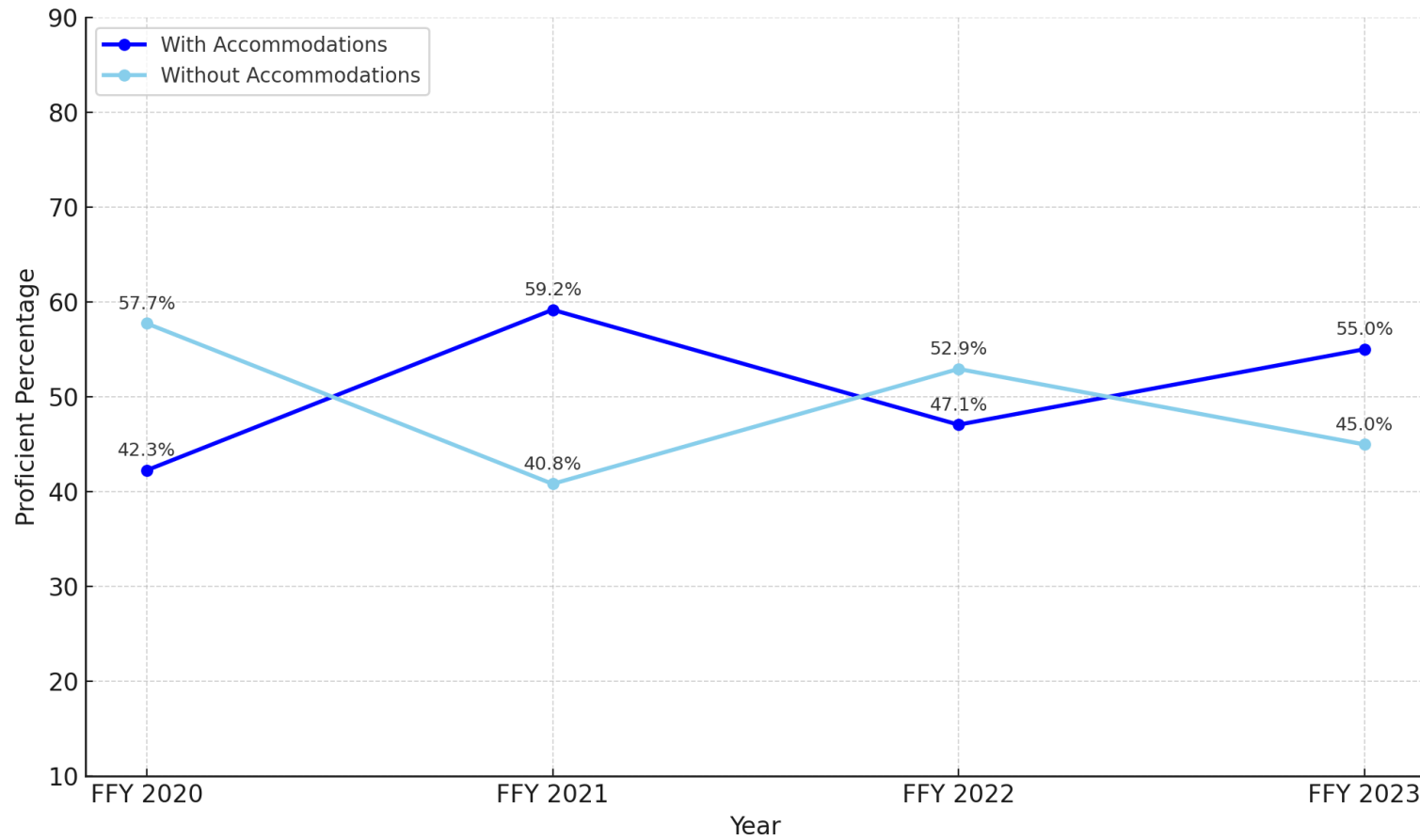
# Statewide Reading Proficiency Rates for Children with IEPs by Grade Against State Targets (FFY 2020–2023)



# Statewide Combined (Grades 4, 8, and HS) Reading Proficiency Rates for Students with IEPs Against State Targets (FFY 2020–2023)

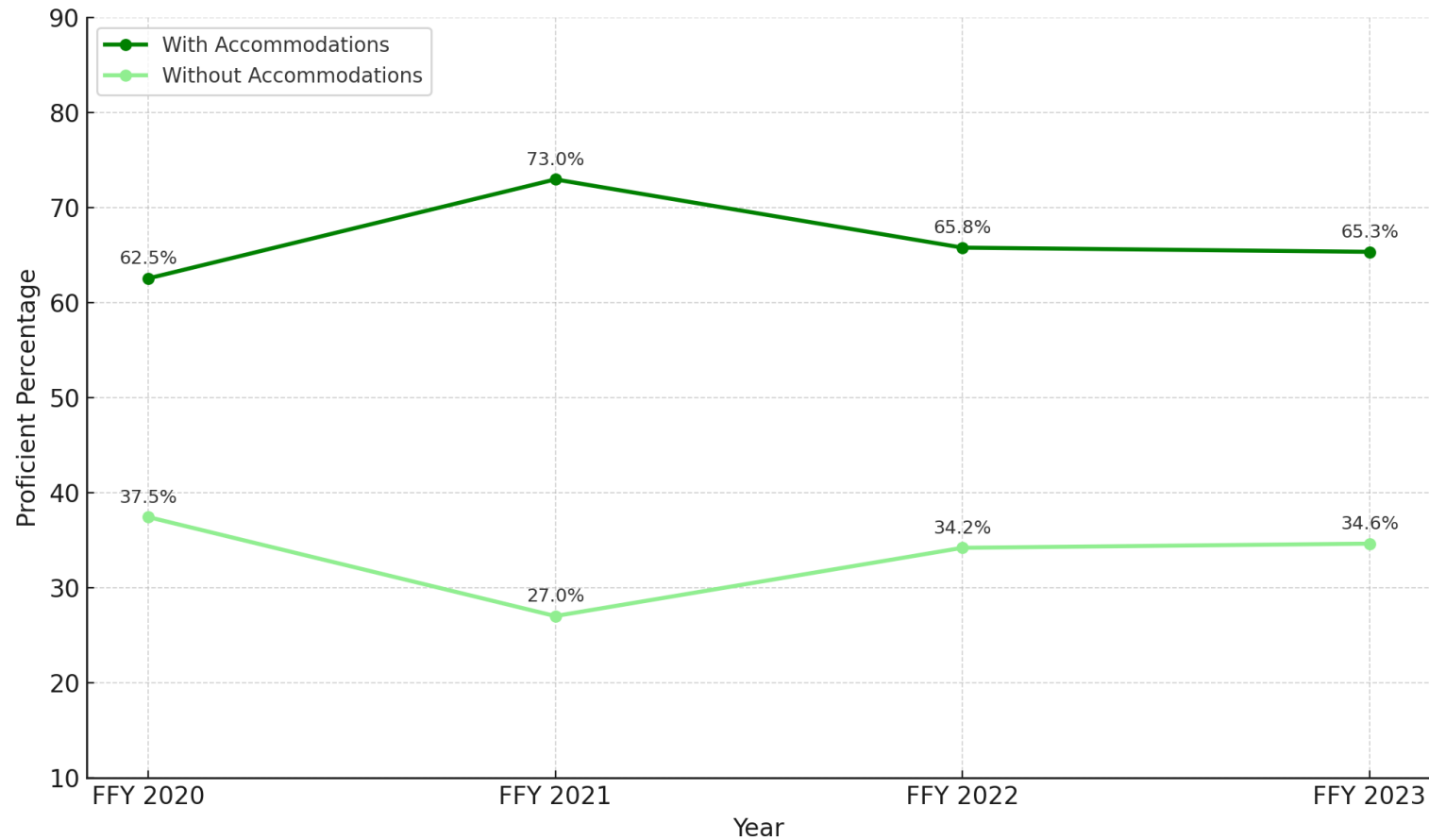


# Statewide Grade 4 ELA Proficiency Rates (With and Without Accommodations) for Children with IEPs (FFY 2020–2023)

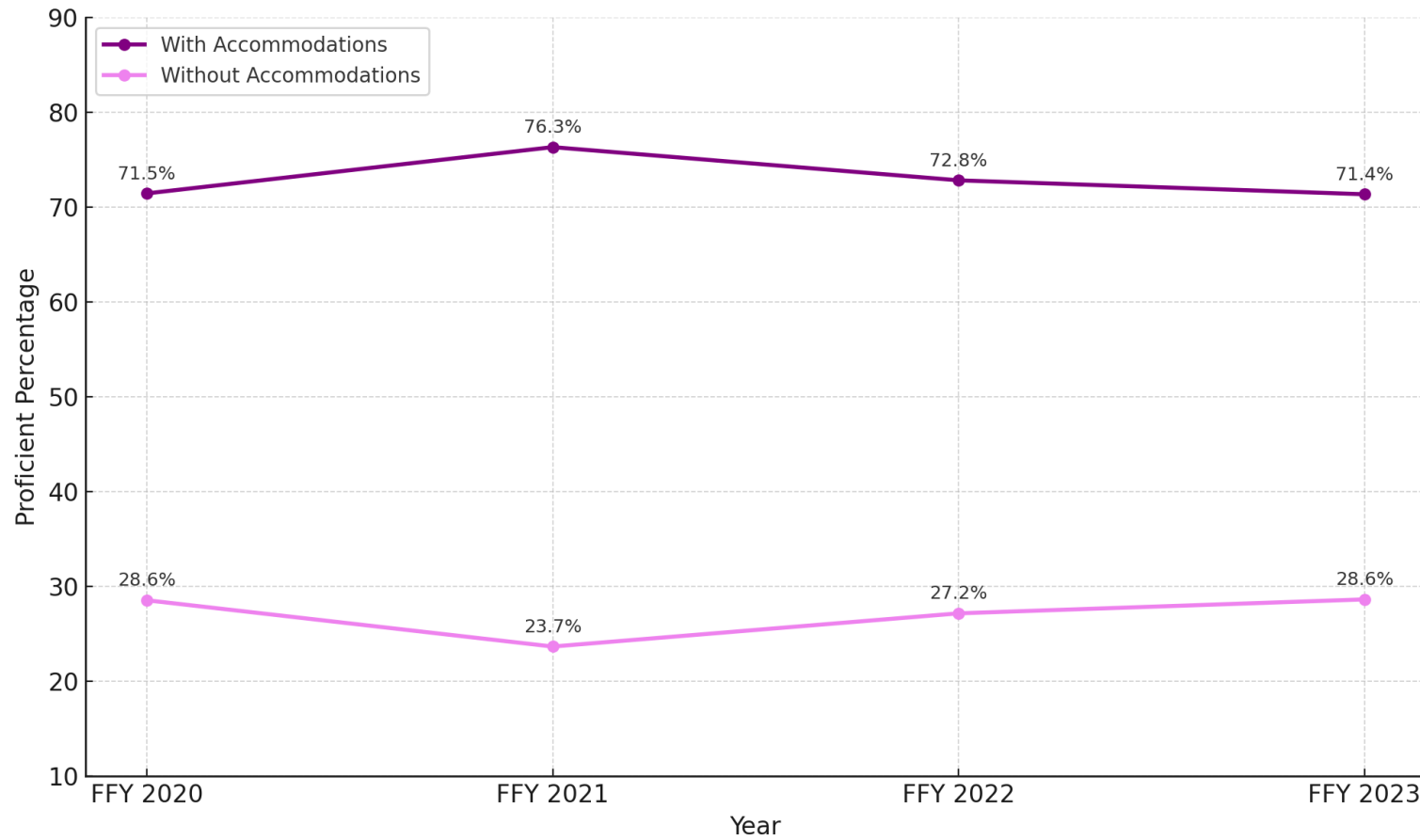




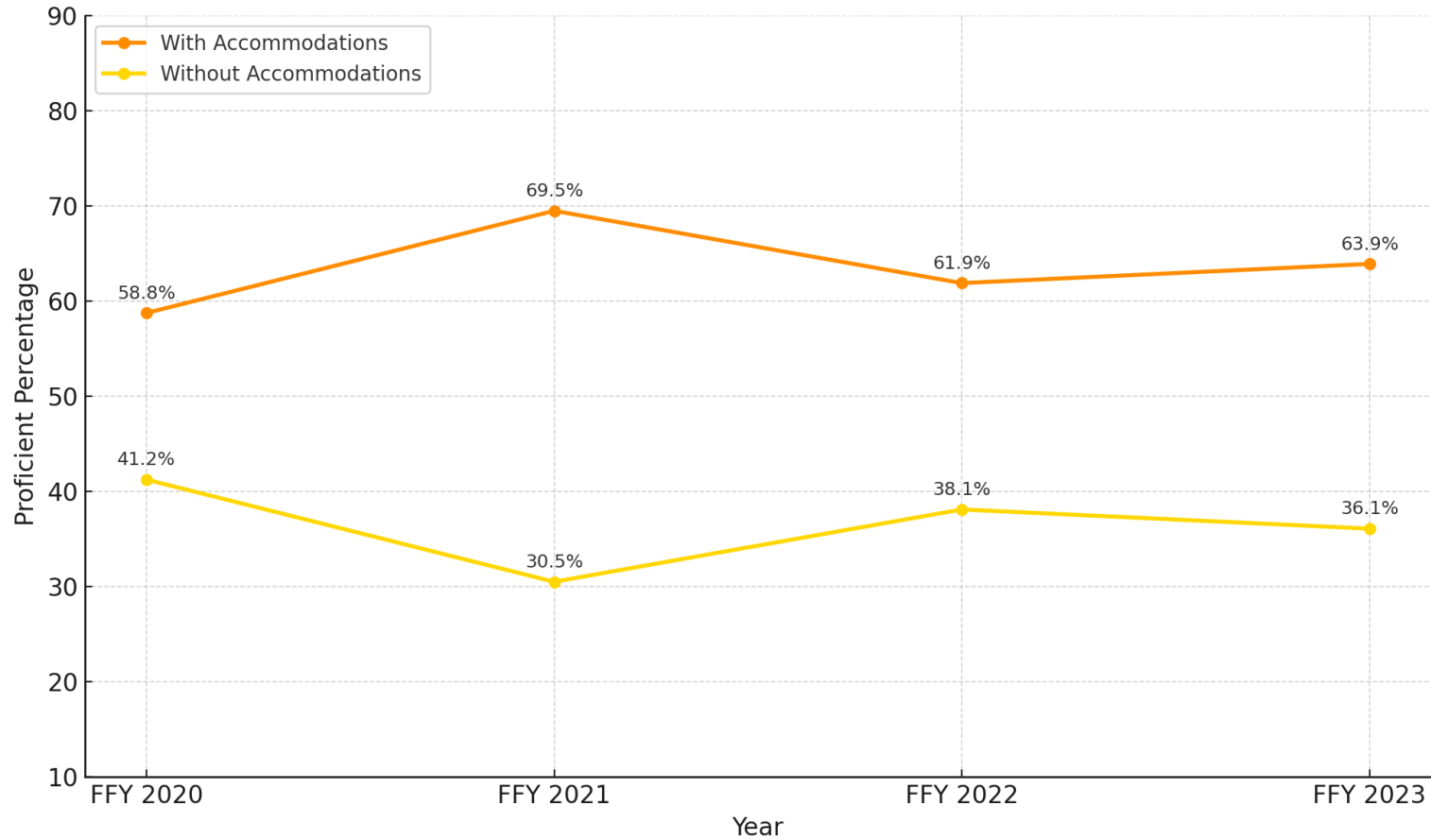
# Statewide Grade 8 ELA Proficiency Rates (With and Without Accommodations) for Children with IEPs (FFY 2020–2023)



# Statewide HS English I Proficiency Rates (With and Without Accommodations) for Children with IEPs (FFY 2020–2023)



# Statewide Combined Reading Proficiency Rates (With and Without Accommodations) for Children with IEPs (FFY 2020–2023)



# Key Findings

- **Total proficiency declines as grade level increases:**
  - Grade 4: **17.1%**
  - Grade 8: **14.6%**
  - High School (English I): **12.3%**
- **The proportion of students scoring proficient with accommodations increases by grade over the four-year period (FFY 2020–2023):**
  - Grade 4: Students with accommodations were 1.1× more likely to be proficient
  - Grade 8: Students with accommodations were 2.0× more likely to be proficient
  - High School: Students with accommodations were 2.7× more likely to be proficient
- **Key takeaways**
  - As grade level increases, fewer children with IEPs reach proficiency
  - However, a larger share of those who are proficient received accommodations
  - Indicates that accommodations may be increasingly essential in upper grades

# Questions, Insights, & Feedback



# Strategies & Activities Implemented



# Theory of Action

Key Strands of Action	If TEA	Then the ESC will	Then the LEA will	Then the Campus will	Then Stakeholders will	So That
Allocate resources to support efforts toward positive student outcomes	Provides resources to promote capacity building	Provide access to professional development and technical assistance (TA) to improve reading achievement	Use resources to promote capacity building and establish policies to implement LEA wide procedures specific to reading achievement	Implement LEA policies and procedures with fidelity to support teacher-student reading instruction-learning	Have higher expectations, access resources to increase capacity and provide effective interventions and quality services for children with disabilities in the area of reading achievement measured at grades 4, 8, and HS	All children and youth with disabilities receive access to quality, evidence-based reading practices, and appropriate educational services to increase reading proficiency
Expand reading initiatives and opportunities	Expands reading initiatives	Provide resources and evidence-based information aligned to reading initiatives	Implement policies and procedures with fidelity to support reading instruction	Encourage staff to increase reading instruction knowledge and implement EBP		
Communicate expectations, standards, and reading achievement results	Communicate expectations, standards, and reading achievement results	Provide TA to low performing LEA/ campuses in reading achievement	Utilize data to conduct self-analysis and monitoring reading activities	Utilize data to conduct self-analysis, monitor teacher and student progress through progress monitoring		
Collaborate with higher education institutions, statewide agencies, and organizations to improve teacher reading initiatives, and ensure consistency across programs and policies	Engages and collaborates with other educational programs, statewide agencies, and organizations about reading achievement progress	Engage stakeholders and conduct analysis to improve and tailor service aimed at reading achievement	Clearly communicate expectations, standards, and reading achievement results to stakeholders	Engage with stakeholders to communicate expectations, create partnerships, and obtain community support for reading achievement		

# Improvement Strategies

## Allocate

- Allocate resources to support state, regional, and local efforts for increasing reading proficiency by building capacity for evidence-based practices (EBP), resources, and professional development.

## Expand

- Expand initiatives and opportunities.

## Communicate

- Communicate expectations, standards, and results to the public and other stakeholders.

## Collaborate

- Collaborate with institutions of higher education, regional education service centers (ESCs) and networks, other state agencies, and organizations to improve teacher quality and ensure consistency across programs and policies.



# Evidence Based Practices and Continuing Efforts

- Standards-Based Individualized Education Program (IEP) Process Training and Coaching
- Reading Trainer of Trainer (ToT) Resources
- Courses on Literacy Supports for Autism Spectrum Disorder and Assistive Technology
- Multi-Tiered System of Supports (MTSS) Best Practices Modules
- Training on the Language-Literacy Connection for Deaf and Hard of Hearing (DHH) Children
- Texas Lesson Study (TXLS):
- Science of Reading (STR) Exam and Certification



# Additional Data Collected

**Education  
Service Center  
Special  
Education  
Liaisons**

**Technical  
Assistance  
(TA) Networks**

**Education  
Service Center  
(ESC)**

# Questions, Insights, & Feedback



# Resources and Contact Information



# Resources

- [SPPI 17 State Systemic Improvement Plan Webpage](#)
- [Texas State Systemic Improvement Plan \(SSIP\) February 2025](#)
- [Texas Performance Reporting System \(TPRS\)](#)
- [Texas Assessment Research Portal](#)
- [Texas SPED Support](#)
- [Part B State Performance Plan and Annual Performance Report Indicator Measurement Table](#)

**Thank  
you!**

## **Contacts**

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