

State Systemic Improvement Plan (SSIP)

Phase III

Indicator 17

State Performance Plan (SPP)

IDEA Part B

Division of Special Education Program Reporting

Department of Review and Support

Texas Education Agency



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List of Acronyms

Acronym	Description
APR	Annual Performance Report
ARD	Admission, Review, and Dismissal
EBP	Evidence-Based Practices
EL	English Learner
FAPE	Free Appropriate Public Education
GT	Gifted and Talented
IDEA	Individuals with Disabilities Education Act
IPI	Intensive Program of Instruction
LbC	Lead by Convening
LEA	Local Education Agency
LRE	Least Restrictive Environment
MEMN	Multiple Exceptionalities and Multiple Needs Network
OSEP	Office of Special Education Programs
PL	Performance Level
RDA	Results-Driven Accountability
READ	Reading Excellence and Academies Development
SBEC	State Board of Educator Certification
SCTN	Student-Centered Transitions Network
SECIP	Special Education Continuous Improvement Plan
SiMR	State-identified Measurable Result
SPP	State Performance Plan
SSIP	State Systemic Improvement Plan
SSP	Strategic Support Plan
STAAR	State of Texas Assessment of Academic Readiness
TA	Technical Assistance
TEKS	Texas Essential Knowledge and Skills
TIER	Tiered Interventions using Evidence-based Research
TSDS	Texas Student Data System
TOT	Trainer of Trainer
TCIP	Texas Continuous Improvement Process
TSLAT	Texas Statewide Leadership for Autism Training
TXLS	Texas Lesson Study
TxSSN	Texas Sensory Support Network
WHO	World Health Organization

Section 1. Summary of Phase III

Phase III of the State Systemic Improvement Plan (SSIP) is summarized in this section. The section is divided into four parts. The first and second parts are an overview of the State-identified Measurable Results (SiMR) and the theory of action. The third part lists improvement strategies and evidence-based practices, and the last part provides an overview of annual evaluation activities and outcomes.

State-identified Measurable Results (SiMR)

The SiMR refers to “A statement of the result(s) the State intends to achieve through the implementation of the SSIP.”¹ The Texas Education Agency (TEA) identified the following SiMR.

Increase the reading proficiency rate for all children with disabilities in grades 4, 8, and HS against grade level and alternate achievement standards, with or without accommodations.

The SiMR is aligned to both the federal State Performance Plan/Annual Performance Report (SPP/APR) system and the state Results-Driven Accountability (RDA) system. It is aligned to SPP Indicator 3B: reading proficiency for students with IEPs in grades 4, 8, and HS. SPP 3B is a performance-based indicator under the monitoring priority: Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE; 20 U.S.C. 1416 (a)(3)(A)). This alignment with the SPP 2020-2025 indicator measurement change was advised by stakeholders in the State and creates an opportunity to focus on infrastructure and improvement strategies aligned to results at specific benchmarking grades in reading achievement (i.e., grades 4, 8, and HS). FFY 2020 is a baseline year for this indicator.

Theory of Action

Figure 1 shows the theory of action framework. This framework illustrates the link between key action strands implemented at different geopolitical scales (i.e., state, regional, and local levels) to achieve the SiMR of increasing reading proficiency in special education for grades 4, 8, and HS.

The SSIP theory of action was initially developed in 2015 and revised in 2019 with minor edits in 2021 to better align with the four improvement strategies and amended SiMR. The improvement strategies help build capacity at the state, regional, LEA, campus, and teacher levels to increase reading proficiency for students in special education. The TEA will:

- 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 reading initiatives and opportunities
- Communicate expectations, standards, and results to the public and other stakeholders
- Collaborate with institutions of higher education, regional educational service centers (ESCs) and networks, other state agencies, and organizations to improve teacher quality and ensure consistency across programs and policies that may impact reading achievement.

¹ Regional Resource Center, 2015, p. 13

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		

Figure 1. Theory of action framework for improving statewide reading achievement.

Overview of Evaluation Activities, Measures, and Outcomes

Reading Outcomes

Reading outcomes for the SiMR are measured using the Special Education RDA Indicator #1. This indicator measures the percent of students with disabilities served in special education who met the minimum level of satisfactory performance or higher on the STAAR. Based on the 2021 RDA statewide report, reading proficiency for students in combined grades 4, 8, and HS with disabilities was 10.85%.

Regional ESCs and Special Education (SpEd) Liaisons

The ESC SpEd liaisons serve as connectors of resources and supports for LEA leadership teams to build LEA capacity in sustainable systems change for special education programs. In their work, they facilitate LEA leadership teams' efforts to identify baseline and target data points and progress/evaluation procedures based on the individualized supports and needs of the LEA receiving assistance. Evaluations are developed collaboratively with LEA personnel.

Regional ESCs each develop a regional special education continuous improvement plan (SECIP). This plan is used to report on high leverage improvement activities based on an analysis of state targets and regional and LEA level data. In the annual SECIP submission, each ESC reports activities implemented during the reporting year aligned with the SPP indicators and highlight any activities that will be continued into the next year due to the evaluation of activities and data analysis.

RDA Framework

The evaluation metric includes information from existing frameworks to allow for monitoring from those data collections and accountability systems. Primary to the evaluation metric is the RDA framework. During 2018–2019, the State made fundamental conceptual and methodological changes to the long-standing PBMAS system to create the RDA system. The RDA system is a data-driven system that utilizes performance indicators, data validation indicators, and compliance indicators required by federal law.

Differentiated Monitoring System

The TEA established the Department of Review and Support in SY 2018–2019.² During the first year, a new monitoring system was designed, developed, and implemented. Pilot LEAs conducted self-assessments, submitted a sample of IEPs for desk review, and on-site visits where interviewers, observations, and document were reviewed. LEA policies and procedures were also reviewed. Based on critical feedback from the pilot and stakeholder meetings held at each ESC, the monitoring system was revised and refined for SY 2019–2020. In 2019–2020, the TEA implemented the special education differentiated monitoring and support (DMS) system to provide a balanced approach (i.e., compliance and performance) to support the IDEA. The DMS system is in its third year of monitoring and includes mutually exclusive monitoring pathways where LEAs fall into either targeted or cyclical monitoring.

Figure 2 illustrates the monitoring pathways and requirements for the DMS.

² <https://tea.texas.gov/academics/special-student-populations/review-and-support>

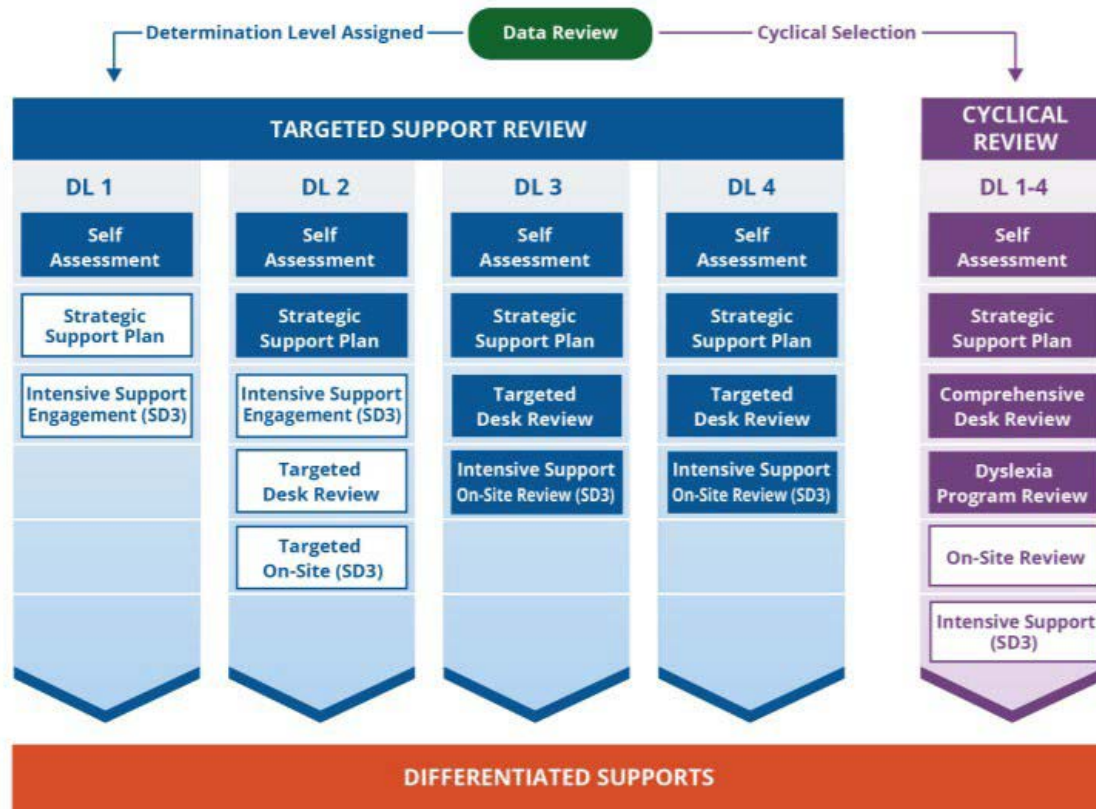


Figure 2. The Texas DMS system for special education monitoring.

LEAs in either the monitoring cycle or targeted review receive a monitoring reporting. This report includes a summary of the monitoring activities, identified best practices, growth areas, suggested plan for technical assistance and support, and any identified areas of non-compliance that must be correct not more than one year after receiving written notification by the TEA (see [OSEP Memo 09-02](#)).

The DMS system addresses issues related to state assessment applicable to the SiMR. The DMS system is grounded on three programmatic pillars. One of those pillars is improving student outcomes. The pillars serve as the framework for addressing seven critical areas of non-compliance based on a historical analysis of special education data in Texas. State assessment was one of seven areas of non-compliance. The seven areas made up 83% of all non-compliance in Texas from 2014–2018. Moreover, monitoring activities include an examination of state assessment issues related to special education. In the policy review, the policies and procedures related to state assessment are examined for federal compliance. In the self-assessment, an LEA rates themselves in the area of state assessment participation. Both the cyclical and targeted desk reviews include sections for evaluating and scoring the state assessment section of the IEP. Based on the results, LEAs may receive TA to develop Intensive Program of Instructions (IPIs) for children who did not meet standards on the statewide assessment.

TA Networks

The 10 TA networks execute project plans developed by TEA initiative owners and grantees. Each network reports performance toward its goals, metrics, milestones, and deliverables. Initiative owners

monitor the grant performance and data collected toward achieving the network goals. TEA conducts a needs assessment to develop the scope of work and TA plan for the next year of the grantee cycle.

Improvement Strategies and Evidence-Based Practices

The improvement strategies and evidence-based practices for improving special education reading proficiency in Texas for children in grades 4, 8, and high school (HS) involves the TEA, ESCs, and LEAs. In school year (SY) 2020-21, during the COVID-19 pandemic, statewide enrollment decreased from the previous year for the first time since TEA began collecting enrollment data in the Public Education Information Management System (PEIMS). In the SY 2020–21, 5,371,586 students were enrolled in Texas public schools. Between SY 2019–20 and SY 2020–21, student enrollment decreased by 122,354 students, or by 2.2 percent. However, the percentage of students served in special education programs increased from 587,987 (10.7 percent) in 2019–20 to 605,043 (11.3 percent) in 2020–21. Students were enrolled in over 1,200 LEAs, including more than 8,700 schools, and were educated and supported by more than 700,000 educator staff. Texas public school students are served in distinctly diverse school settings. LEAs range in size from less than one square mile to nearly five thousand square miles, and total student enrollment varies from the smallest LEA serving less than 15 students to the largest LEA serving over 200,000 students. The LEAs in Texas are organized into 20 regional ESCs (see Figure 2).

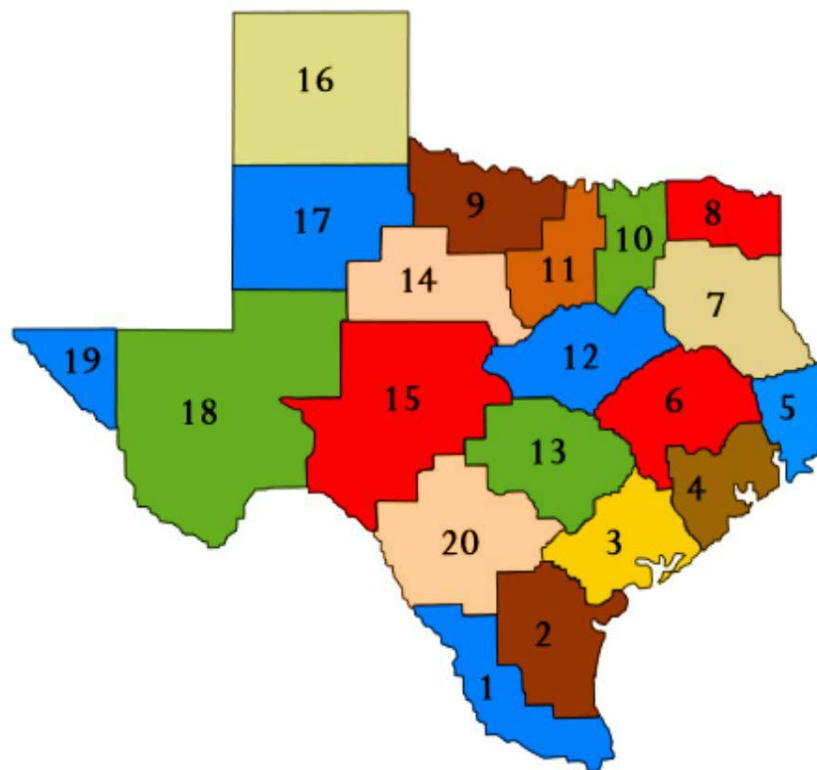


Figure 3. Twenty geographical regions and corresponding ESCs in Texas.

ESCs support LEAs in many ways. Their mission, goals, and objectives are set forth by the TEA.³ The mission of the TEA is to “build the capacity of the Texas public education system to provide to all students a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.” State-provided financial support to ESCs is used to develop, maintain, and deliver services to LEAs for improving special education student performance in reading. The ESCs do at least four things:

- Enable LEAs to operate more efficiently and economically,
- Assist in teaching a variety of subject areas (e.g., reading),
- Address LEAs rated academically unacceptable under the state system of accreditation, and
- Promote compliance with federal and state rules and regulations.

ESCs provide an array of services (e.g., TA, resources, trainings) customized to the regional context and student demographics.⁴ Some services are delivered at the ESC and in other cases the ESC representatives provide on-site TA to LEAs during the school year (e.g., school discipline, school climate, behavior supports, teacher quality, and evidenced-based practices).

Regional ESCs provide the foundation for the special education TA infrastructure by providing training and TA for parents, LEAs, and other community stakeholders to help meet the requirements, including SPP reading targets, and purposes of the Individuals with Disabilities Education Act (IDEA). Each ESC develops an annual regional special education continuous improvement plan (SECIP). This plan describes regionally developed improvement activities based on multiple sources of data including state, regional, and LEA-level to identify critical areas of need. Moreover, ESCs support the dissemination of statewide information to LEAs and throughout Texas.

TEA partly uses discretionary funds from IDEA Part B to provide grants for statewide technical assistance (TA) networks. The networks address thematic areas and include the grantee who serves as the network lead alongside TEA, network members, and TEA special education program staff. The networks utilize stakeholder or advisory groups in the design and implementation of their network activities (see a full listing of TEA Technical Assistance Networks here: <https://tea.texas.gov/academics/special-student-populations/special-education/statewide-technical-assistance-networks>).

TEA incorporated stakeholder feedback, data analysis results, and interviews from the 2018 Special Education Strategic Plan to reimagine the network structure. The network redesign launched on July 1, 2019 to identify and fill gaps in previous TA networks, streamline work to reduce redundancies, and form collaborative partnerships among network initiatives^{5, 6} The redesign moved work from siloed initiatives to an interconnected initiative network where joint meetings occur both face-to-face and virtually on an annual and quarterly basis. COVID-19 resources were also developed to support LEAs.⁷ However, some previous TA networks were discontinued, and their work was streamlined and rolled into new network initiatives. The rollover reduced the number of TA networks from 16 to 10 (see Table 1).

³ <https://tea.texas.gov/about-tea/other-services/education-service-centers>

⁴ <https://tea.texas.gov/about-tea/other-services/education-service-centers>

⁵ <https://tea.texas.gov/academics/special-student-populations/special-education/statewide-technical-assistance-networks>

⁶ <https://tea.texas.gov/academics/special-student-populations/special-education/technical-assistance-networks>

⁷ <https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-special-education-0>

Table 1*Ten Networks Implementing Statewide Improvement Strategies*

TA Network	Network Description
Child Find, Evaluation, and ARD Supports Network	Provide resources and training aligned with effective Child Find practices, evaluations, and collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.
School, Family, and Community Engagement Network	Provide resources and professional development to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities (e.g., SPEDTex website).
Inclusion in Texas Network	Assists LEAs to build capacity and implement instructional programs that provide access to inclusive environments and grade-level standards.
Texas Statewide Leadership for Autism Training (TSLAT)	Increase LEAs' knowledge, understanding, and implementation of evidence-based practices (e.g., training, TA, and resources) that ensure the academic, functional, and behavioral needs of students with autism are met.
Tiered Interventions using Evidence-based Research (TIER)	Develop a comprehensive and coherent training and resources for evidence-based intervention practices across the State. The network strives to increase LEA and ESC capacity to develop and implement an effective, integrated, comprehensive framework for intervention that is grounded in differentiated instruction for all students' academic, behavioral, and social achievement.
Texas CAN Network	Provides statewide leadership and support to increase the capacity of LEAs and families to meet the needs of students with significant cognitive disabilities.
Texas Sensory Support Network (TxSSN)	Ensures support (e.g., communication, mobility, tactile skills, environmental adaptations, diagnosis, evaluation) to infants, toddlers, children, and youth with sensory impairments, their families, and the professionals who serve them.
Small and Rural Schools Network	Build capacity of small and rural LEAs to provide a more equitable level of access for students with disabilities in these communities by developing state-level infrastructures, resources, and professional development to support LEAs' unique challenges like limited resources and geographic remoteness.
Student-Centered Transitions Network (SCTN)	Build a collaborative infrastructure among students, families, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress toward meeting transition goals from early childhood to high school graduation and post-secondary readiness.

TEA increased oversight of resources produced by TA networks. Previously, networks created resources that were part of the grant agreement, but these resources did not always have TEA review, branding, or meet TEA quality standards. TEA now requires TA resources to be measured against a quality assessment rubric, reviewed by multiple layers of TEA staff, and branded by TEA before it is disseminated to the field, which has helped clarify TEA's guidance. Improvement strategies for reading proficiency are included in network project plans and implemented by both networks and ESCs.

Figure 3 shows the TEA strategic plan is supported by four strategic priorities. TEA's strategic priority supports the SiMR to improve reading proficiency for children in special education.

Agency Mission

The Texas Education Agency will improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems.

Agency Philosophy



Figure 4. TEA philosophy, strategic priorities, and supporting enablers.

Table 2 below lists statewide improvement activities that both directly and indirectly support the SiMR to improve reading proficiency for children who receive special education in grades 4, 8, and HS.

Table 2**Improvement Strategies and Activities to Promote Reading Proficiency**

Improvement Strategy 1: Allocate resources to support state, regional, and local efforts toward positive student outcomes.		
Activities	Outcome	Progress
Increase capacity by adding additional state staff to create a TA team	Hired staff will oversee the development of TA resources, FAQs, webinars, monthly newsletters, and the state website redesign	Continued – Hired staff and developing additional resources
House Bill (HB) 3 mandated the following reading practices: <ul style="list-style-type: none"> – LEAs are entitled to receive the Dyslexia Allotment for a student identified with dyslexia under the IDEA and Section 504. – LEAs receive an additional \$970 for each student served in the mainstream classroom. – The TEA will ensure that every eligible four-year-old prekindergartner will be provided a high-quality prekindergarten as evidenced by the PreK2 Diagnostic tool. 	<ul style="list-style-type: none"> – Increase the availability of dyslexia training for teachers, increase dyslexia therapist positions, screening/evaluation tools, progress monitoring tools, and evidence-based early intervention programs – Increase the number of students accessing the general education reading curriculum – Increase progress monitoring and data collection on early warning indicators specific to kindergarten reading readiness 	Continued – Monitoring activities to oversee implementation of HB 3 requirements are now included in all monitoring events
Under HB 3, school boards are required to adopt early childhood literacy plans. All plans are required to include: <ul style="list-style-type: none"> – At least one LEA administrator or ESC employee from the LEA's region to coordinate implementation and submit annual report to the board on the LEA's progress – Annual public meeting review by the board – An annual report posted on the LEA's website – Specific, quantifiable, annual goals for five years at each LEA campus 	To improve reading proficiency, school boards must create and implement early childhood plans requiring: <ul style="list-style-type: none"> – Annual goals for aggregate student growth on 3rd grade STAAR reading – Annual targets for students in each group evaluated under closing the gaps domain – Targeted professional development for classroom teachers in K-3rd grade for campuses the board identifies as not meeting the plan's goals—considering the needs of students in bilingual education/special language programs. – Annual targets set for students in bilingual/ESL programs 	Continued – Monitoring activities to oversee implementation of HB 3 requirements are included in State systems
In 2015, the 84th Texas Legislature passed legislation directing the commissioner of education to develop and make available the following professional development to Texas public school teachers. <ul style="list-style-type: none"> – Literacy achievement academies for teachers who provide reading instruction to students at the K-3rd grade level – Reading-to-learn academies for teachers who provide reading comprehension instruction to students at the 4th or 5th grade level 	The goal of the reading academies is to grow teachers' knowledge, understanding, and systematic use of effective, research-based, and scientifically validated reading instruction.	Completed – Student results are followed at https://tea.texas.gov/sites/default/files/staar-2019-to-2021-comparison.pdf
20 regional ESCs established in the Texas Education Code (TEC) to assist LEAs in improving student performance in each region, enable LEAs to operate more efficiently and economically, and implement initiatives assigned by the legislature or commissioner	Support LEAs by disseminating information, conducting training, and consultation for federal and state programs, and providing TA and leadership on a variety of projects and functions determined as priorities by the State.	Continued – Data are being collected for analysis and evaluation purposes.
ESC Special Education Liaison grant renewed to facilitate LEA leadership capacity in developing and sustaining system-level change in special education programs based on each LEA's unique needs	The goal of ESC Liaisons is to provide individualized and targeted support LEA leadership teams by facilitating each teams' capacity to implement system-level change in special education programs, disseminating information, and providing leadership coaching to ensure sustainability of progress.	Continued
Amplio contract for a digital dyslexia intervention platform. The Amplio dyslexia platform creates a mechanism for teachers to provide continuity of instruction delivering high-quality evidence-based reading intervention in both remote and brick and mortar settings. The intervention platform launched in February 2021 with words correct per minute progress monitoring system added in Fall of 2022.	Program goal: Student rate of improvement in words correct per minute (wcpm) meets or exceeds the 50th percentile grade level growth expectations using established national norms (Hasbrouck & Tindal, 2017) as measured by grade level aggregate student progress for students with dyslexia whose LEAs use the State's Amplio intervention and data collection platform	Completed August 2022

Improvement Strategy 2: Expand Initiatives and Opportunities		
Activities	Outcome	Progress
Child Find, Evaluation, and ARD Supports Network (ESC 4) – Develop guidance documents and tools on comprehensive evaluation for SLD/dyslexia, dysgraphia, dyscalculia, including data from multiple sources	100% of ESCs and 10% of LEAs will receive training materials for evaluation personnel to utilize for identifying students with reading disabilities.	Continued – Data are being collected for analysis and evaluation purposes.
Inclusion in Texas (ESC 20) – Develop and publish reading trainer of trainer (ToT) resources for addressing how disabilities affect students’ learning of reading, including resources that address dyslexia and related disabilities (e.g., science of reading) – In collaboration with national experts, develop and publish to website resources on inclusion support beyond co-teaching and supporting co-teaching partnerships focused on specially designed instruction in reading	– 10% of LEAs will receive training and TA and supports – Professional development for teacher training in reading within year one of the projects. – At least 90% of participants demonstrate competency in evidence-based strategies provided during a competency-based exit survey. The exit survey will be a test of understanding of content from reading professional development.	Continued – Data are being collected for analysis and evaluation purposes.
Texas Statewide Leadership for Autism Training (TSLAT) (ESC 13) – 6-hour online course: Literacy Instruction for Students with Autism Spectrum Disorders – 45-minute course: Autism Spectrum Disorder and Assistive Technology: Supporting Literacy in Individuals with Autism through the use of Assistive technology ⁸	100% of educators will have access to online courses and resources to increase knowledge, understanding, and implementation of EBP in reading.	Continued – Data are being collected for analysis and evaluation purposes.
Tiered Interventions using Evidence-Based Research (TIER) Network (University of Texas) – In 2019-20, TIER is developing a set of 10 modules (i.e., on-demand and face-to-face training modules) related to best practices for MTSS. There is a module that takes a deep dive into evidence-based reading practices.	– 100% of ESCs will participate in the trainer-of-trainers institute – 20% or more of LEAs within each region will designate at least one campus team to participate in high-quality training on the implementation of the MTSS by August 2020	Completed – 86 TIER certified trainers across the state (as of January 2022). They consist of ESC and LEA trainers who have completed a certification to provide TIER training in their ESC or LEA.
Texas Sensory Support Network (ESC 11) – Literacy pilots provide training on implementing the Foundations for Literacy to teachers of PreK-K students who are identified as deaf or hard of hearing (DHH) and speech and language pathologists (SLPs) in participating Regional Day School Programs for the Deaf (RDSPDs). Video coaching will be provided for follow up support (TSBVI Early Braille Literacy).	85% of professionals working with students who are identified as blind or visually impaired, deaf or hard of hearing, or deaf-blind implement the skills reinforced through coaching and report improved student outcomes	Continued – Data being collected for reading progress
Texas Complex Access Network (ESC 3) – Revision and update of existing ToTs into an online format with the addition of engaging user activities, including pre- and post-tests for teaching literacy to students with significant cognitive disability	70% of teachers and instructional assistants who attend EBP professional development will be observed implementing at least one high yield EBP with fidelity as measured using a fidelity implementation checklist during a follow-up coaching session	Continued – The course is available as an 18 credit, facilitated canvas course
Texas Lesson Study (TXLS) – This inquiry-based, job embedded professional development allows teachers to work collaboratively to develop, teach, and assess research-based lessons.	TEA aims to reach 10% of all Texas teachers by 2023, but the potential for impact includes every student in Texas (TEA Strategic Plan 2019-2023)	Continued – Report on Program Effectiveness: 2018-2019 (Year 3)

⁸ https://ecampus.esc13.net/show_class_info.html?classid=38164

Improvement Strategy 3: Communicate Expectations, Standards, and Results		
Activities	Outcomes	Progress
<p>HB 3 Reading Academies is a state mandate for the implementation of the following:</p> <ul style="list-style-type: none"> – The Science of Reading (STR) Exam will be required for teachers seeking new certifications for PreK-6th grade – LEAs adopt a K-3 curriculum that uses systematic direct instruction, incorporates integrated reading instruments, and prioritizes highly effective teachers in K-2 – LEAs must ensure that all K-3 teachers and principals complete the Reading Academies by the end of SY 2022–2023 (HB 3 updated by 87th Texas Legislature in June 2021) 	<p>Beginning January 1, 2021, all intern, probationary, and standard certifications will require a STR certification.</p> <p>By August 2021, ensure that K-5th grade teachers in low-performing schools and schools with high percentages of students qualifying for free and reduced-price lunch have had the opportunity to participate in a teacher literacy achievement or reading-to-learn academy and received access to high-quality content and instructional strategies aligned to the TEKS (per SB 925 and SB 972 (84th Texas Legislature) (TEA Strategic Plan 2017-2021 and TEA Strategic Plan 2019-2023)</p>	<p>Continued – Data collection started January 1, 2021 for STR certification exam passage rates for SPED certified new teachers.</p> <p>Continued – Data collection for SY 2021–2022 "teacher literacy achievement academy" completion.</p>
<p>2018-2019 Reading Excellence and Academies Development (READ) reading academies include both literacy achievement academies and reading to learn academies for teachers who provide literacy instruction to students in K-5</p>	<ul style="list-style-type: none"> – The goal of the reading academies is to grow teachers' knowledge, understanding, and systematic use of effective, research-based, and scientifically validated reading instruction for students. – ESCs and LEAs will hire a full-time literacy coach to provide development sessions, instructional coaching to teachers, as well as training and instructional collaboration to LEA and school leader cohort participants. Literacy coaches will support the members of their cohort and could be asked to train during summer professional development. 	<p>Continued – Data are being collected for analysis.</p>

Improvement Strategy 4: Collaborate with institutes of higher education, other statewide agencies, and organizations to improve teacher quality initiatives, and ensure consistency across programs and policies that affect student outcomes.		
Activity	Outcomes	Progress
<p>Revised Educational Diagnostician Exam (State Board of Educator Certification (SBEC))</p> <ul style="list-style-type: none"> – A new set of standards for educational diagnosticians was adopted in 2017 and a testing framework was developed for a new certification exam 	<p>The newly revised education diagnostic certification and test framework align with updated standards</p>	<p>Completed – The newly approved test framework was posted in Jan. 2020.</p> <p>Continued – TEA is working on approving specific test items for the exam</p>
<p>Special Education Certification Redesign (SBEC):</p> <ul style="list-style-type: none"> – Internal and external stakeholder input into the redesign of the Special Education Teacher Certification – Special education teacher certification redesign would improve upon the current, broad special education certificate by creating a deaf/blind supplemental certificate and multiple new certificates that are specialized by grade level and the degree of student support needed.⁹ <p>See https://tea.texas.gov/sites/default/files/oct_1_21_agenda-item-18.pdf</p>	<p>Redesign Texas special education teacher certification exams</p> <ul style="list-style-type: none"> – October 2018 to January 2019 – TEA held stakeholder meetings for recommendations to strengthen Texas’ special education certification process. – April 2019 - TEA presented stakeholder feedback to the SBEC. – Summer 2019 – SBEC directed TEA to convene Educator Standards Advisory Committees to develop updated special education educator standards. – July 2020 - SBEC adopting three new special education certifications: Special Education EC-6, Special Education 6-12, and Deafblind EC-12 educator standards. – September 2024 (2020-2024) - Exam development for all three exams and test frameworks undergoing content validation. 	<p>Completed – SBEC adopted three new special education certifications in July 2020 (19 TAC Ch. 235): (a) Special Education EC-6, (b) Special Education 6-12, and (c) Deafblind EC-12 educator standards in.</p> <p>Continued – New certifications currently undergoing content validation with educators in the field in preparation for the September 2024 launch date.</p>

Infrastructure Improvement Strategies

The following infrastructure improvement activities are being executed to increase reading proficiency for children with disabilities in grades 4, 8, and HS.

During 2018-2019, TEA built infrastructure to support the state’s general supervision system by designing and developing a special education monitoring system and redesigning the former Performance Based Monitoring System (PBMAS) to the Results-Driven Accountability Framework (RDA). Subsequently, TEA has engaged in alignment projects that will further support unification and integration of data and LEA program monitoring throughout the state.

The Department of Monitoring, Review, and Support provides general supervision and monitoring of LEA implementation of IDEA, per its obligation under 34 CFR §300.600, TEC §29.010, and TAC §97.1005. In compliance with these provisions, the State must make annually determinations on the performance of each LEA using the four determination categories found in 34 CFR §300.603(b)(1). For SY 2021–2022, the TEA implemented a percentile rule to standardize determination assignment from year-to-year.

⁹ 19 TAC Chapter 235

The TEA monitoring and general supervision is intended to balance improving results and compliance for students with disabilities who receive special education, which is achieved through the following:

- State Performance Plan (SPP)
- Results-Driven Accountability Framework (RDA)
- Annual Performance Reports (APR)

The follow areas of targeted support are also provided:

- Targeted TA
- Effective dispute resolution processes
- Integrated monitoring activities
- Data validation
- Corrective action planning

The project takes into consideration data from existing components of the general supervision system and other available LEA data to establish a report that indicates annual progress toward gap closure while examining correlations for predicting risk. A risk assessment index is embedded in the RDA Accountability Framework and has three objectives:

- Develop cut points that are relative to performance and consistent for a minimum of three years to establish stability and capture year-to-year variation (i.e., percentile rule)
- Establish metrics that have a statistical correlation to the A-F accountability system
- Create a reporting protocol to guide LEA's continuous improvement planning

Beyond SY 2021–2022, the TEA continues its commitment to enhance the infrastructure of the special education monitoring system. Ongoing enhancements are expected to impact the ability to communicate and support LEAs in meeting required expectations, standards, and reading results. Table 3 highlights additions to the State's infrastructure that are in the planning phase.

Table 3

Future Infrastructure Improvement Strategies

Activities	Output	Progress
The Intensive Supports project identifies LEAs that require intensive intervention. LEAs participate in the intensive support process, which is aimed at improving the implementation of best practices in special education and increasing LEA access to TA.	LEAs identified with intensive needs are required: <ul style="list-style-type: none"> – Conduct diagnostic activities to identify systemic issues related to inequitable services designated as significant disproportionate (SD) – Develop a prescribed student support plan with the LEA to address the area(s) of need – Provide increased frequency and duration of support to LEAs by the Intensive Support Team and the Significant Disproportionality Grantee 	Continued
The Dyslexia Monitoring project developed a monitoring process for dyslexia, as required by Senate Bill 2570.	The dyslexia monitoring process does the following: <ul style="list-style-type: none"> – effectively audit, monitor, and periodically conduct on-site visits of LEAs to ensure compliance with SB 2570 and the program approved by the SBOE. – Develop reasonable and appropriate remedial strategies to address LEA noncompliance and audit that parent notifications provided after K-1 screening inform parents of the program maintained by the Texas Library and Archive Commission, which provides students with access to borrowed audiobooks free of charge 	Continued

Changes to Implementation and Improvement Strategies

New improvement strategies and revisions to existing strategies are listed in Table 1.

Section 2. Progress in Implementing the SSIP

TEA implements and tracks progress on the activities specified in the SSIP.

ESCs and TA Networks: Implementation Progress

A focused effort to strengthen existing networks for consistency, quality, and to build capacity at the 20 regional ESCs for TA to low performing LEAs began in the spring of 2016 and continues to date. This initiative includes provisions to support, reallocate or add resources, and assist with data analysis related to the SiMR. Leveraging the ESCs is an essential component in the theory of action. For instance, accountability for SPP Indicators, including Indicator 17, extends to ESCs. ESCs must develop SECIPs, and in their annual SECIP submission, each ESC reports activities implemented during the reporting year specific to the SPP indicators, and any activities that will be changed. For a list of short- and long-term activities and TA activities aligned to RDA Indicator 1 (see Appendix).

ESC funds are provided to support three primary deliverables:

- Ensure LEAs have access to high quality TA and support, professional development, and other services regarding state and federal rules and regulations
- Support state projects and activities necessary to implement the SPP, SSIP, and assist LEAs in improving results for students with disabilities
- Assist TEA with carrying out its responsibilities by serving as statewide leads and/or members for certain IDEA-related functions/projects)

ESC SpEd Liaison Initiative

The ESC SpEd Liaison Grant Initiative continues to fund liaison positions at every ESC to serve as connectors of resources and supports to LEAs throughout the state and provide individualized and targeted support to LEA leadership teams. ESC SpEd Liaisons facilitate LEA leadership teams to develop and sustain system-level change in special education programs.

Reading Academies

The implementation of Senate Bill (SB) 925 and 972 began in June 2016. Both bills established the literacy achievement academies targeting kindergarten through third grade teachers, and the reading to learn academies focusing on fourth and fifth grade teachers. Both are intended to provide high-quality, face-to-face professional development to public school teachers who instruct students in reading. More than 17,000 teachers directly accessed the academies during the summer of 2016 and additional academies in Grade 2 Literacy Achievement, Grade 3 Literacy Achievement, Grade 4 Reading to Learn, and Grade 5 Reading to Learn were provided to more than 12,000 teachers during the summer of 2017. In June of 2019, House Bill 3 (HB 3) passed by the 86th Texas Legislature. Per HB 3, all kindergarten through third grade teachers and principals must attend a teacher literacy achievement academy by the SY 2022–2023. Newly proposed SSIP activities related to HB 3 are found in Table 3.

Additional Implementation Progress Update

Through introduction and carry-through of Lead by Convening (LbC) frameworks, opportunities were identified, and commitments were made to build a deeper and more collaborative relationship between the TEA and the ESCs as a core investment in changing outcomes and achieving the SiMR. A core group was established to use existing networks and opportunities for intentional engagement. Many of the ESCs adapted core engagement principles to achieve goals outlined in specific statewide network objectives. Once the agency expanded the number of TA specialists in the special education division at the TEA during the summer of 2017, it leveraged those positions to conduct extensive needs-based assessments around existing initiatives and other identified areas not targeted by the TEA. Additionally, approximately 45 additional staff position were added during the summer of 2018. TEA is better positioned to identify current needs, leverage resources, and support TA across Texas.

Intended Outputs Due to Implementation Activities

There was a rise in reading proficiency scores for children with disabilities from SY 2020-2021 to SY 2021-2022. No reading proficiency data were collected for SY 2019–2020 due to COVID19 test cancellation. TEA anticipates the implementation of initiatives and improvement activities mandated by HB 3 and other initiatives and general supervision activities will continue to help support intended outputs for achieving the SiMR.

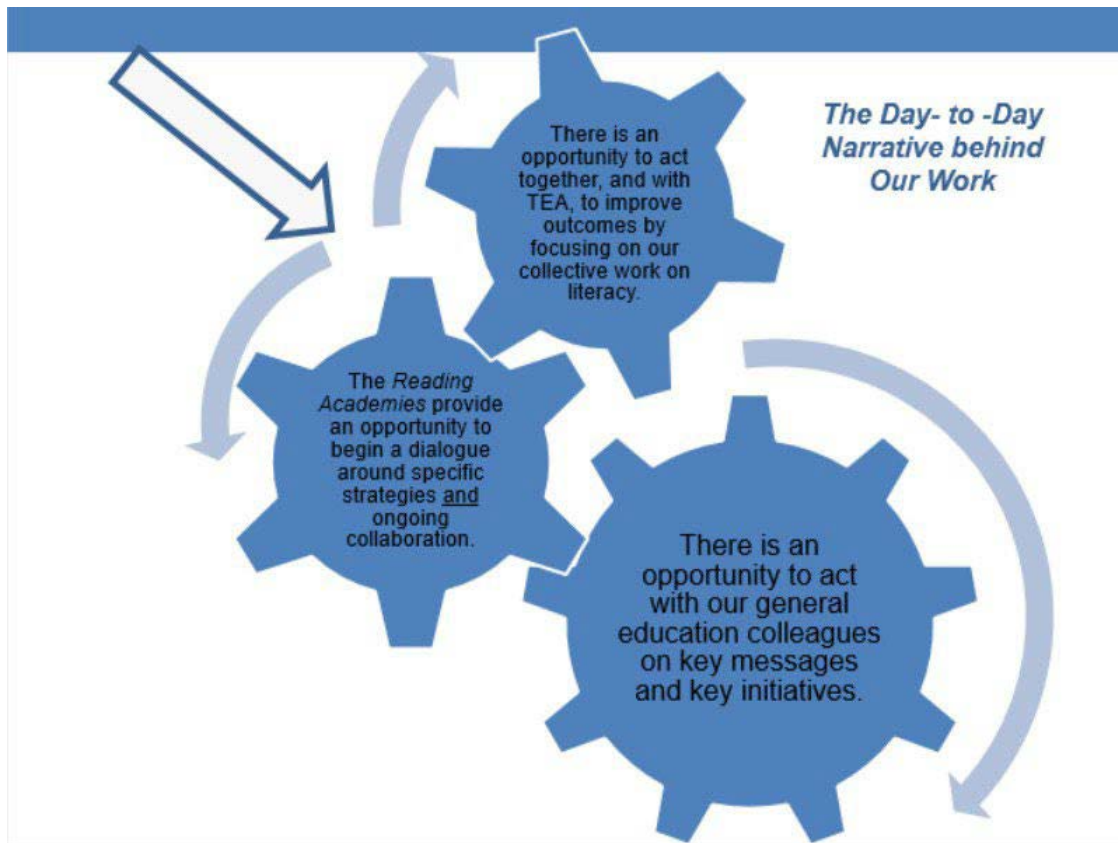


Figure 5. Identified opportunities in adaptive strategies.

Stakeholder involvement in SSIP implementation

On November 4, 2021, the TCISC group convened and provided input on the SPP/APR targets. The stakeholders advised the TEA to re-baseline due to the proposed change in the included data set alignment utilizing grades 4, 8, and HS (EOC) for the SPP Indicator 17—SiMR for FFY 2020. Stakeholders agreed on the coherent improvement strategies implemented at the state, regional, and local levels. Current initiatives listed in the SSIP are not intended to be an exhaustive list, but they are rather initiatives believed to have the greatest impact on the SiMR. Stakeholders adhered to the belief that it is quality more than quantity that matters most, and they focused on selecting those improvement strategies believed to ensure positive outcomes. Ongoing discussions with stakeholders will help guide how well current and evolving initiatives align with the reading proficiency goal established in the SSIP.

The TEA has been intentional about examining the level of interaction and collaboration among individuals and the systems in the theory of action. In examining the initial SSIP plan, a focus on adaptive leadership in the TEA, as well as adaptive competencies in the ESCs, was a focus of prior improvement strategies. Technical strategies include evidence-based practices and the process and protocols implemented around these practices. Adaptive approaches include building a two-way learning

relationship with ESCs and stakeholder groups and leveraging elements of the infrastructure to bridge research, policy, and practice divides. Figure 6 shows the dual aspects of improvement strategies being utilized to build capacity and leverage resources through the current initiatives.



Figure 2. Dual aspects of technical strategies and adaptive approach supporting the SiMR.

Section 3. Data on Implementation and Outcomes

Monitored and Measuring Outputs to Assess Effectiveness

The evaluation measures and data sources include regional and statewide STAAR assessment scores, regional special education continuous improvement plans (SECIPs), network quarterly reports, the ESC SpEd Liaison Grant, and the Read Excellent Academies development (READ) Grant.

Leveraging the 20 regional ESCs is an essential component of the theory of action. The alignment of the SPP Indicators, including SPPI-17, and accountability results extend to the responsibilities of ESCs. They must provide TA and professional development to the LEAs within their respective regions. All 20 ESCs must develop a SECIP based on activities and regional/LEA data compared with state targets. In the annual SECIP submission, each ESC reports, activities implemented during the reporting year specific to the SPP indicators, and any activities that will be changed as a result of data analysis. In addition, each newly designed TA network must develop and submit project plans that contain clear and measurable summative and formative metrics and describe deliverables and milestones specific to the initiative. To increase oversight, each network must submit quarterly reports that detail their progress and achievement of milestones listed in the TA network project plan.

Table 4 incorporates a quarterly progress reporting schedule that has been reported by some of the networks. This table includes the data sources, collection procedures, and timelines for the SSIP.

Table 4

Data Sources for Key Measures

Data Sources	Collection Procedures	Timelines
State of Texas Assessment of Academic Readiness (STAAR)	Procedures established by the TEA's Student Assessment Division	Students assessed May/June Results available June/July
ESC SECIPs	Data collected via the eGrant online application	Quarterly throughout the grant cycle for regional goals and each summer for SPP/RDA alignment activities
Ten Networks	Self-reported by grantee	Networks report metric quarterly to the Initiatives Lead at TEA
ESC SpEd Liaison Grant	Reported via Qualtrics	Liaisons report activities monthly

Reading assessment data are used to assess progress toward achieving the SiMR. Data are collected using a secure and robust data submission system managed by the TEA's Information Technology (IT) division. The STAAR provides a snapshot of the degree to which students are learning the TEKS. The assessment results are integrated into the student data system (TSDS) and are used to create reports that provide information on student performance. The data are used for reporting to the U.S. Education Department under Title I of the ESSA, formally ESEA. Other data are being studied to assess their usefulness in contributing to decision-making aimed at improving reading proficiency.

Additional quantitative and qualitative data are reported by ESCs and each of the 10 TA networks. For qualitative measures like engagement, collaboration, and adaptive strategies, the TEA monitors participation and outputs based on attendance, feedback opportunities, and other reporting consistent with contractual and/or grant reporting requirements. Network and initiative project plans and reporting mechanisms continue to evolve and incorporate not only measurable lag goals tied to student

outcomes for statewide activities but also measures and metrics tied to quarterly reporting and milestones aimed at meeting the annual reading goals and expected proficiently outcomes.

Progress and Modifications to the SSIP

The continuous improvement process employs a two-way model of active engagement. This model allows for the periodic and ongoing monitoring and fidelity checks necessary to achieve the intended reading proficiency outcomes. State leadership, along with stakeholders, have historically engaged in a model of performance based on evaluations that drive behavior in developing improvement planning initiatives aimed at addressing critical needs at the state, regional, and LEA levels. Evidence of a commitment toward performance-based evaluations is shown in multiple key areas of student performance as measured by the RDA system. Student reading proficiency data based on the RDA reading Indicator 1(ii) serves as the basis for achieving the SiMR.

Stakeholder Involvement in the SSIP Evaluation

Historically, access to stakeholder input has been the cornerstone of the Texas Continuous Improvement Process (TCIP). In consideration of the SSIP and in determination of the SiMR, engagement in the TCIP's Reliance on stakeholder input was critical to establishing the SiMR. Stakeholder feedback was gathered through a variety of statewide methods, including surveys, public forums, public hearings, and stakeholder meetings. To ensure representative feedback, a geographic and ethnic diversity approach toward obtaining stakeholder was utilized. Key stakeholder roles follow a recruitment plan based on a variety of input needs. Key roles include an all advisory or informal workgroup that includes parents, teachers, campus, and LEA administrators. Members of involved stakeholder groups including LEA and campus administrators, special education directors, special education teachers, generally education teachers, parents, higher education institutes, advocacy agencies and professional groups, ESCs, related state agencies, related service providers, evaluation personnel, and other stakeholder groups.

The TCISC has been used to engage in multiple face-to-face and other meeting modalities to provide input on the intense and important work that has resulted in a comprehensive, multi-year SSIP focused on improving special education reading proficiency for grades 4, 8, and HS. The TCISC and other stakeholder engagement opportunities will continue throughout the implementation and evaluation phases of the SSIP. Additionally, specific to this indicator, feedback and data sources within the TEA organization plays a key role. Cross divisional meetings and data sharing continue to be vital for data analysis, infrastructure, historical and future improvement strategies, and measurable results.

Section 4. Data Quality Issues

Data limitations can affect progress and reporting on the SiMR.

Limitations to Data Quality

Data in the SiMR differs from reading data reported in SPP Indicator 3C in that SiMR includes only grades 3, 8, and HS. Additionally, the TEA ESSA plan revised the achievement measurement of proficiency to include students with a proficiency level of “meets grade level or above” beginning in FFY 2017.

Data Quality Concerns

On March 11, 2020 the World Health Organization (WHO) declared the global spread of the novel coronavirus (COVID-19) a pandemic.¹⁰ The Governor of Texas, Greg Abbott, declared a state of disaster in Texas days later on March 13, 2020,¹¹ and on March 16, 2020 Governor Abbott waived the STAAR testing requirement for Texas public schools.¹² Then on March 19, 2020 Governor Abbott issued an executive order requiring all schools in Texas to temporarily close.¹³ The next day “U.S. Secretary of Education Betsy DeVos announced [that] students impacted by school closures due to the coronavirus (COVID-19) pandemic can bypass standardized testing for the 2019–2020 school year.”¹⁴

Although the actions by the Texas governor and U.S. Secretary of Education protected the health and safety needs of students and school personnel in Texas, the implications of bypassing standardized testing for the school year (SY) 2019–2020 means that statewide reading assessment data was not collected for Spring 2020. (see Table 5).

Improving Data Quality

Improving data quality relies on improving data analysis and reporting. The Division of Special Education Program Policy, Engagement, and Reporting (SEPPER) within the Special Education Programs Division at the TEA recently hired one data analyst and one intern. One of their responsibilities is conducting in-depth quantitative research on special education reading performance for grades 4, 8, and HS.

¹⁰ <https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>

¹¹ <https://gov.texas.gov/news/post/governor-abbott-declares-state-of-disaster-in-texas-due-to-covid-19>

¹² <https://gov.texas.gov/news/post/governor-abbott-waives-staar-testing-requirements>

¹³ https://static.texastribune.org/media/files/f9443207c5056651481c67b28183f372/EO-GA_08_COVID-19_preparedness_and_mitigation_FINAL_03-19-2020_1.pdf

¹⁴ <https://www.ed.gov/news/press-releases/helping-students-adversely-affected-school-closures-secretary-devos-announces-broad-flexibilities-states-cancel-testing-during-national-emergency>

Section 5. Progress Toward Achieving Intended Improvements

Infrastructure Changes that Support SSIP Initiatives

The TEA's continuing and planned infrastructure changes and the quality of statewide TA and resources are designed to improve the services and supports needed for increasing reading proficiency for grades 4, 8, and HS students with disabilities who receive special education. The TEA has committed additional resources and expanded its capacity to provide oversight and targeted engagement over special education programs. For example, the Department of Review and Supports new DMS system aims to be inclusive of all LEAs in Texas, helping to improve compliance and statewide performance. Additionally, the TEA has committed additional support by redesigning the TA networks, expanding the number of state TA staff, and by executing on agency wide initiatives related to reading outcomes.

Outcomes Regarding Progress Toward Objectives

Ongoing connections across infrastructures, the inclusion of metrics, measures in network project plans, and expected stakeholder engagements support strategy implementation.

Benchmarks regarding progress toward short-term goals include:

- how well resources are being used; how well participants are engaged with implementation and fidelity; how knowledgeable stakeholders are of expectations, standards, and results
- how prepared practitioners are upon completion of training
- These metrics have been expanded and are providing more lead measures that are anticipated to be more predictive of student outcomes often based on lag measures for statewide projects.

The TEA has taken steps to increase capacity through strategies identified in the LbC principles. ESC leaders can help to better allocate resources, increase participant engagement in implementing evidenced-based practices with fidelity, and increase knowledge and preparation of stakeholders and practitioners. Two-way active engagement is necessary to achieve short-term and long-term goals of the SSIP. Preliminary results indicate high levels of engagement and positive outcomes regarding implementation activities, short-term goals, and the positive impact on increased reading proficiency.

Measurable Improvements in the SiMR (Baseline)

Baseline reading outcomes for special education students in grades 4, 8, HS were obtained from the Texas Performance Reporting System (TPRS), Statewide, State of Texas Assessments of Academic Readiness (STAAR). Table 5 shows baseline data and COVID change from 2019 and 2021 that skips 2020 because no data were available. 2021 data was used to establish a baseline for the SiMR.

Table 5*Baseline Special Education STAAR Reading Results for Grades 4, 8, and High School (HS).*

	Special Education (Current)			Special Education (Former)		
Grade 4 Reading	2019	2021	2022	2019	2021	2022
At Approaches Grade Level or Above	44%	35%	49%	74%	62%	80%
At Meets Grade Level or Above	24%	20%	35%	40%	34%	54%
At Masters Grade Level	8%	6%	10%	19%	15%	27%
Grade 8 Reading						
At Approaches Grade Level or Above	48%	38%	50%	83%	71%	81%
At Meets Grade Level or Above	23%	21%	25%	48%	42%	54%
At Masters Grade Level	8%	6%	11%	23%	18%	34%
End of Course English I						
At Approaches Grade Level or Above	28%	31%	29%	59%	61%	57%
At Meets Grade Level or Above	15%	19%	17%	38%	41%	38%
At Masters Grade Level	3%	4%	4%	5%	9%	6%
End of Course English II						
At Approaches Grade Level or Above	28%	32%	34%	57%	64%	61%
At Meets Grade Level or Above	16%	22%	21%	35%	47%	42%
At Masters Grade Level	4%	5%	5%	3%	5%	5%

Source: [Texas Performance Reporting System \(TPRS\) Statewide STAAR Performance](#)

Section 6. Plans for Next Year

The SSIP will be implemented and supported by the coherent improvement strategies in Table 2. The TEA engages with literacy topics and activities through TEA/ESC Zoom meeting and other opportunities to increase technical capacity and expand the existing networks of support, especially increase technical capacity, support, and general supervision of dyslexia to improve reading proficiency.

The Amplio Digital Dyslexia Intervention for Texas LEAs launched in February 2021 to facilitate evidence-based, outcomes-focused interventions for students with dyslexia during COVID19, monitoring their progress and empowering specialists to devote more time to direct instruction. Utilizing well established dyslexia curricula in English and Spanish (MTA and Esperanza), Amplio offered interactive, multisensory, teacher led digitized lessons for students, both face-to-face, in-class and synchronously online. The platform provided interventionists the tools to assesses students' reading fluency, accuracy, and spelling.

Amplio's digital platform connected students, educators, and administrators with advanced technologies such as artificial intelligence (AI) and natural language processing to students with dyslexia. Students' rate of reading improvement in words correct per minute was measured and baselined from LEA results during SY 2021–2022. The results were compared to national rates of improvement norms for words correct per minute growth by grade level. This comparison allowed the TEA to determine if use of the intervention platform was accelerating growth toward improving reading proficiency. The funding for Amplio and ongoing contract with TEA ended in 2022.

The general supervision activities are aimed at supporting students with dyslexia by increasing data collection and monitoring capacity. Currently, the State requires all kindergarten and first grade children to be screened for dyslexia and annually submit the screening results to the State's data management system. The data are then used for monitoring and general supervision activities aimed at improving dyslexia programming at LEAs. Data on the reasons why a child was not screened for dyslexia are collected statewide and are used to identify screening barriers, customize general supervision and monitoring activities, and provide TA support.

Further study/opportunities for obtaining interim student level progress through project monitoring of these type platforms, touchpoints to families and practitioners in pursuit of increased reading achievement and building dashboards for tracking improvement strategy progress will be considered.

In a systemic evolutionary process, the challenges inherent to changing practices and achieving long-term commitments are typical barriers that affect short term success. Additionally, navigating through future state and federal directives or requirements may become barriers to implementing current or planned initiatives (e.g., waiving the 2019–2020 state assessment). Necessary steps to address barriers include meeting challenges as opportunity for growth and further stakeholder engagement, working with partners at federal, state, and local levels to discern emerging issues across literacy and other related topics like dyslexia, response to intervention (RtI), and evidenced-based practices.

Appendix

Progress on SSIP Implementation

Progress on SSIP Implementation - Examples of professional development (PD) and technical assistance (TA) aligned to the SiMR and provided by the 20 regional education service centers (ESC)

Regional ESC Activities (Sampling of Reported Activities)

- Provide guidance document with accompanying tools on comprehensive evaluation specifically for the disability conditions of SLD/dyslexia, dysgraphia, dyscalculia, including data integration of multiple sources
- Establish a training portal within [SPEDTEX website](#) that will:
 - Provide opportunities for parent training and ability to sign up to receive information and reminders of important dates (ex. Annual ARD date)
 - Provide access for educators to participate in online training modules and provide a means for tracking the utilization of these training modules by LEAs
- Provide to LEAs a Parent Engagement Model Framework on the essential aspects of successful parent engagement for parents of students with disabilities
- Provide a self-assessment tool for LEAs to evaluate their practices based on the Parent Engagement Model Framework
- ESC will designate a School, Family, and Community Engagement Network designee, and collaborate with the ESC designees to develop campus teams and prioritize needs/training participation for local LEAs.
- Provide a database of professional development resources focused on building the capacity of educators to work collaboratively with families and communities. Example of topics:
 - Working Together Series which will be a set of interactive self-directed modules that focus on providing families and educators with several strategies for working together and working through conflict
 - 7 stages of grief for parents of students with disabilities, trauma-informed school resources for training educators; communication skills to facilitate the resolution of disputes; tips on diffusing situations before they elevate; develop training on difference between parent involvement and parent engagement
- Provide PD and TA on Reading/Literacy Academy Companion Trainer of trainer (TOT) Resources specifically addressing how disabilities affect students' learning of reading and math, to include resources that specifically address dyslexia and related disorders. Topics to include:
 - How Disabilities including Dyslexia and Related Disorders, Impact Reading and Math
 - Accommodating for Disabilities', including Dyslexia and Related Disorders, Impact on Reading and Math, including the Use of Assistive Technology and Universal Design for Learning
 - Development of Standards-Based IEPs with an Understanding of the Disability Impact (proposed to be in collaboration with Child Find, Evaluation, and ARDs)
- Provide TA and training on all universal supports and collect information on collaborative/customized supports that ESCs provide based on this training/information
- Provide face to face and on-demand versions of Intervention Best Practices modules and coaching protocols related to:
 - Multi-Tiered Systems of Support (MTSS)

- Universal Screening
- Progress Monitoring
- Data-Driven Decision Making and Problem-Solving Teams
- Academic Instruction Within MTSS
- Culturally Responsive Pedagogy (CRP)
- Positive Behavior Interventions and Supports (PBIS)
- Restorative Practices (RP) and Trauma-Informed Care (TIC)
- Communication with Families
- Offer training that provides participants with strategies for successful student transitions from Pre-K to Kindergarten and from kindergarten to 1st grade for young children with special needs
- Provide training and TA for behavior intervention plan (BIP) and functional behavioral analysis (FBA) training
- Act as the first point of contact to provide TA, PD, and updates to LEAs to address issues surrounding access to the enrolled grade-level curriculum for students with disabilities in the least restrictive environment (LRE)
- Collaborate with Curriculum, Instruction, and Assessment to provide training and/or T/A to targeted LEAs in understanding the importance of identifying the root causes of students dropping out of school
- Provide training/TA in data collection, analysis, interpretation
- Provide training and TA on strategies and interventions for struggling readers and writers
- Upon request, provide individualized TA and/or training related to curriculum, standards- based IEP goals, and Early Childhood Outcomes
- Provide administrators of early childhood programs with the opportunity to access online training (such as YouTube and/or webinars) as well as face-to-face sessions
- At LEA special education administrator meetings, highlight content training for each semester
- Provide support and TA to individual speech and language pathologists (SLPs) and groups of SLPs regarding the MTSS process by providing training and TA with MTSS topics
- Collaborate among the ESC staff to promote cultural awareness training on effective instruction and behavioral strategies
- Provide training and coaching for Resiliency and Restorative Practices techniques and strategies
- Develop and implement a training series to support students with mental health issues, including, but not limited to, counseling techniques, engagement techniques, and crisis intervention
- Training and TA for LEA personnel regarding state assessments for students with disabilities
- Present training that supports the Texas Prekindergarten Guidelines
- Provide and facilitate limited English proficient and bilingual training in English language proficiency standards and language proficiency assessment committee
- Provide training and TA using sheltered instruction strategies and collaboration with bilingual and English as a second language consultant
- Provide pod training (clustered sites) for teachers of students in low incidence classrooms on structured teaching, lesson plans, assistive technology, and visual strategies
- Collaborate with Behavior Specialist on training and TA indiscipline practices in meeting the needs of diverse learners
- Collaborate with ESC general education personnel to provide training to all teachers in differentiated instruction including Universal Design for Learning and Assistive Technology
- Provide training through TA, traditional workshops, and alternate delivery methods to

administrators and teachers of students who are deaf and hard of hearing

- Collaborate with General Education services to provide training in specific differentiation strategies using the TEKS Resource System to support inclusive classrooms

Data

Data are tracked through an online application for accounting purposes based on an allocation of funds and monitoring for use of funds in negotiated or otherwise required activities for the 20 Regional ESCs. Each required or negotiated activity is reported as incomplete or complete before the close of the federal fiscal reporting year. Activity reports are reviewed by TEA before renegotiating or appropriating continuing or additional fiscal year funding. ESCs retain additional documentation for audit, analysis, or other improvement planning activities, or another review by the State.

Negotiations and reporting mechanisms have evolved to incorporate not only measurable lag goals tied to student outcomes for statewide activities, but also lead measures and metrics tied to quarterly reporting milestones to better track and gauge progress.