



# State Systemic Improvement Plan (SSIP)

Phase III

Part B FFY 2020-2025 SPP/APR

State Performance Plan (SPP) Indicator 17

February 2026



# Change Log

The State Systemic Improvement Plan (SSIP) represents the plan for State Performance Plan (SPP) Indicator 17. The SSIP is reviewed annually, updated as needed, and posted on the Texas Education Agency (TEA) [State Systemic Improvement Plan](#) webpage.

## Revision History

Date	Description of Change	Purpose	Author
2021-12-10	Initial document creation	SSIP for SPP Indicator 17	Zane Wubbena
2022-02-01	Revised SSIP	FFY 2020 Submission	Tammy Pearcy
2023-02-01	Update document	FFY 2021 Submission	Susan Bineham
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2025-02-03	Updated document	FFY 2023 Submission	Donna Holmes
2026-02-02	Updated document	FFY 2024 Submission	Donna Holmes

## Notes

- Version numbers are assigned to each revision to track the document's progress.
- Previous versions of the document can be accessed by emailing [spp@tea.texas.gov](mailto:spp@tea.texas.gov).
- The SSIP document is reviewed and updated at least annually.
- For questions or suggestions regarding the SSIP document, please contact [spp@tea.texas.gov](mailto:spp@tea.texas.gov).

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## List of Acronyms

Acronym	Description
APR	Annual Performance Report
ARD	Admission, Review, and Dismissal
EBP	Evidence-Based Practices
ELA	English Language Arts
EPP	Educator Preparation Programs
ESC	Education Service Center
FAPE	Free Appropriate Public Education
HQIM	High-Quality Instructional Materials
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IHE	Institutes of Higher Education
LbC	Lead by Convening
LEA	Local Educational Agency
LRE	Least Restrictive Environment
MTSS	Multi-Tiered System of Supports
OSEP	Office of Special Education Programs
PL	Performance Level
PLC	Professional Learning Communities
RDA	Results Driven Accountability
SBEC	State Board of Educator Certification
SECIP	Special Education Continuous Improvement Plan
SIL	Strategic Integration Liaisons
SIMR	State-identified Measurable Result
SPP	State Performance Plan
SSIP	State Systemic Improvement Plan
STAAR	State of Texas Assessments of Academic Readiness
STR	Science of Teaching Reading
SY	School Year
TA	Technical Assistance
TDA	Texas Dyslexia Academies
TEKS	Texas Essential Knowledge and Skills
TIER	Tiered Interventions using Evidence-based Research
TRA	Texas Reading Academies
TSDS	Texas Student Data System
TSBVI	Texas School for the Blind and Visually Impaired
ToT	Trainer of Trainer
TCIP	Texas Continuous Improvement Process
TPRS	Texas Performance Reporting System
TXLS	Texas Lesson Study
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 Result (SiMR) and the theory of action. The third part provides an overview of annual evaluation activities and outcomes, and the last part lists improvement strategies and evidence-based practices (EBP).

## State-identified Measurable Result

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

The SiMR is to enhance the reading proficiency rate among children with disabilities in grades 4, 8, and high school. This will be measured by aggregating the results from state assessments in grades 4 and 8, along with End of Course exams in reading achievement, to evaluate their performance against grade-level standards, inclusive of any 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 State Performance Plan Indicator (SPPI) 3B: reading proficiency for students with individualized education programs (IEPs) in grades 4, 8, and high school (HS). SPPI 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). Federal Fiscal Year (FFY) 2020 was the 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, local educational agency (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 EBP, resources, and professional development (PD)
- Expand reading initiatives and opportunities
- Communicate expectations, standards, and results to the public and other stakeholders
- Collaborate with institutions of higher education (IHE), regional education 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.

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 polices	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 by aggregating the results from the English Language Arts (ELA) State of Texas Assessments of Academic Readiness (STAAR) in grades 4 and 8, along with the HS STAAR English I assessment, to evaluate student performance against grade-level standards, inclusive of any accommodations. Reading proficiency is determined by scoring at grade level or above on the STAAR assessments.

### Regional Education Service Center Trainer/Coaches and Education Service Center Liaisons

All ESC Special Education staff members work to improve outcomes for students receiving special education services through timely, targeted program support for LEAs. ESC trainers and coaches, Special Education Liaisons, Strategic Integration Liaisons (SILs), and Lead SILs all support LEA Teams through integration and alignment of TEA initiatives.

Regional ESCs participate in activities associated with and resulting from the SPP, the Statewide Initiatives Implementation Plan (SIIP), the TEA Monitoring, Review, and Support Division's identified Focus Areas of Compliance, and the Special Education Continuous Improvement Process (SECIP). To ensure effective communication and information dissemination among the state, regions, and LEAs, each ESC designates specific staff members responsible for tracking/reporting activities related to these areas. ESCs develop and monitor three TEA approved regional goals and activities and engage in progress reporting quarterly. One of the goals of the SECIP must be aligned with the SiMR to communicate expectations at both the ESC and LEA levels for improving reading outcomes for children with disabilities (CWD).

### Results Driven Accountability Framework

The Results Driven Accountability (RDA) system is a data-driven framework developed and implemented annually for LEAs by the Division of Special Populations Monitoring, Review, and Support in coordination with other departments within the TEA. The RDA Chapter 12 in the Accountability Manual provides comprehensive technical documentation about the RDA system, including the Special Education program area, indicators, measurement requirements, data sources, and more.<sup>1</sup> This system is used by the TEA as one part of its annual evaluation of LEA performance and program effectiveness.

The data review and interventions applied within the RDA framework are aligned across three domains within the RDA framework:

- Domain I: indicators of academic achievement,
- Domain II: indicators of post-secondary readiness, and
- Domain III: indicators of disproportionate analysis.

Additional information regarding the specific indicators included within each RDA Domain, can be found on the [Results Driven Accountability](#) web page.

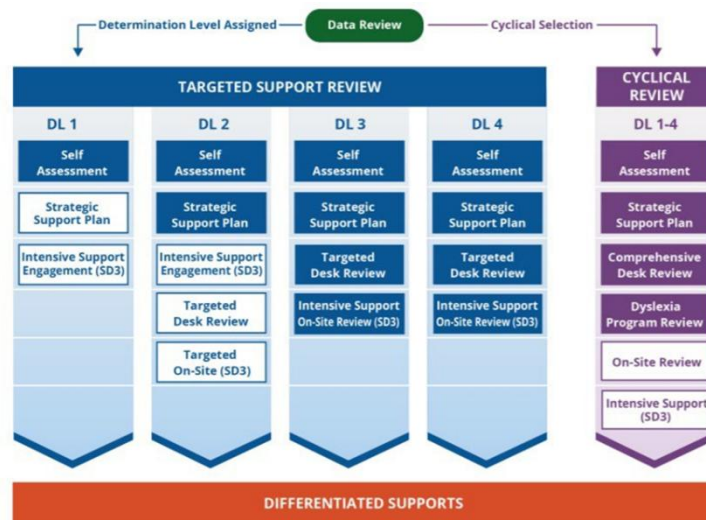
### Differentiated Monitoring and Support System

To achieve continuous improvement goals, the TEA has established a Differentiated Monitoring and Support (DMS) system aligned with the monitoring system of the Office of Special Education Programs (OSEP). The TEA DMS system provides a balanced approach of compliance and performance-based

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<sup>1</sup> <https://tea.texas.gov/academics/special-student-populations/review-and-support/rda-documentation>

accountability that describes how monitoring and support activities are customized for LEAs based on need.



**Figure 2:** Differentiated Monitoring and Support System

The DMS system includes three primary types of monitoring: cyclical monitoring, targeted monitoring, and intensive support. TEA employs a data-driven, risk-based approach to determine which LEAs require more intensive monitoring and technical assistance (TA). Monitoring activities determine compliance related to federal requirements, including the Individuals with Disabilities Education Act (IDEA), and state laws to assist LEAs in resolving specific issues or concerns that impact services and outcomes for children with IEPs. The monitoring process is intended to help LEAs continuously improve services and facilitate positive student outcomes.

### Types of Monitoring and Selection Criteria

#### Cyclical Monitoring

All LEAs in the state of Texas will be, at a minimum, monitored every six years in a scheduled cycle. Cyclical monitoring occurs based on the six-year monitoring schedule. LEAs assigned to the current monitoring cycle are scheduled for specific monitoring activities during the DMS Summer Data Validation process, which occurs in early August. Specific monitoring activities are based on the LEA’s RDA determination level (DL) from the prior year.

LEAs receive different levels of monitoring based on their RDA determination level:

- Meets Requirements (DL 1) or Needs Assistance (DL 2): Comprehensive student file reviews.
- Needs Intervention (DL 3) or Needs Substantial Intervention (DL 4): Comprehensive student file reviews and on-site visits.

#### Targeted Monitoring

Targeted monitoring is assigned to LEAs that are not in the current cyclical monitoring cycle (off-cycle LEAs). Selection occurs during the DMS Fall Data Validation process, which takes place in early November. Eligibility for targeted monitoring is based on an LEA’s RDA determination level and Significant Disproportionality (SD) status. LEAs receive different levels of monitoring based on the following criteria:

- RDA DL 3 or 4: Targeted student file reviews.

- RDA DL 2 and SD Year 3 in one area: Targeted student file reviews.
- RDA DL 2 and SD Year 3 in two or more areas (without a prior year targeted on-site visit): Targeted student file reviews and on-site visits.

#### Intensive Support Monitoring

LEAs undergo both student file reviews and on-site visits. The selection for intensive support monitoring is based on the following criteria:

- The LEA is not in the current cyclical monitoring cycle.
- The LEA has an RDA determination level of 3 or 4.
- The LEA is in Significant Disproportionality (SD) Year 3 status.

Additional information regarding the Differentiated Monitoring System can be found on the [Differentiated Monitoring and Support](#) webpage.

### Statewide Technical Assistance Grants and Programs

The TA grants and programs execute project plans developed by TEA initiative owners and grantees. Each grant reports performance toward its goals, metrics, milestones, and deliverables. Initiative owners monitor grant performance and data collected toward achieving the network goals.

TEA conducts a needs assessment with a variety of stakeholders (ESC special education directors, ESC representatives, ESC liaisons, grantees, internal TEA teams) to develop the scope of work and create the TA plan for the next year of the grantee cycle.

These special education TA grants support the agency's mission by assisting in the development and implementation of high-quality, research-based PD that includes a coaching component to ensure LEA participants implement learned skills with fidelity. ESC representatives in all 20 regions in Texas are critical to scaling PD across the state and complete rigorous trainer of trainer (ToT) events and training on how to coach participants on the content.

### Improvement Strategies and Evidence-Based Practices

The improvement strategies and EBPs for improving reading proficiency in Texas for children with IEPs in grades 4, 8, and HS involves the TEA, ESCs, and LEAs.

The Texas Education Agency 2024 Annual Report indicated that over 5.5 million students were enrolled in more than 1,200 LEAs<sup>2</sup>. These students attended over 9,000 campuses and were educated and supported by more than 380,000 teachers. Texas public school students are served in distinctly diverse school settings. LEAs range in size from less than one square mile to over four thousand square miles, and total student enrollment varies from the smallest LEA serving less than 25 students to the largest LEA serving over 189,000 students.

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 SY 2020–21, 5,371,586 students were enrolled in Texas

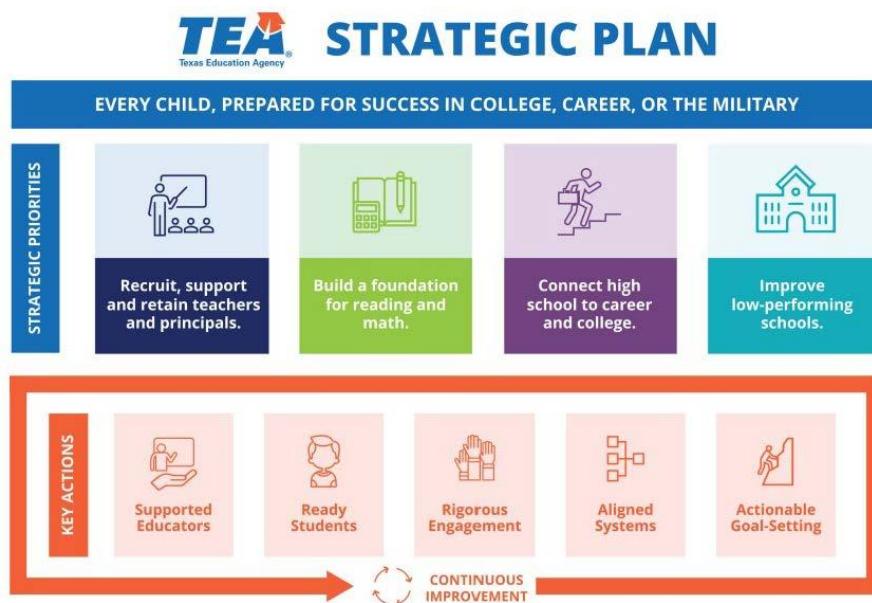
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<https://tea.texas.gov/about-tea/news-and-multimedia/annual-reports/annual-report>

public schools. Between SY 2019-20 and SY 2020–21, student enrollment decreased by 122,354 students, or 2.2 %. However, the percentage of students served in special education programs increased from 587,987 (10.7 %) in 2019–20 to 605,043 (11.3 %) in 2020–21. In SY 2021-22, 635,097 (11.7%) students received special education services. This number rose to 702,785 (12.7%) in SY 2022-23, and further increased to 774,489 (14.0%) in SY 2023-24. In the 2024-25 school year, 5,544,255 students were enrolled in Texas public schools, an increase of 13,019 students, or 0.2 percent, from the 2023-24 school year. The percentage of students served in special education programs increased from 774,489 (14 %) in 2023-24 to 856,651 (15.5 %) in 2024-25<sup>3</sup>.

Figure 3 shows the TEA strategic plan is supported by four strategic priorities. TEA’s strategic priority, “Build a Foundation for Reading and Math,” supports the SiMR to improve reading proficiency for children with IEPs.



**Figure 3.** TEA strategic plan, strategic priorities, and key actions.

### Regional Education Service Centers

The LEAs in Texas are organized into 20 regional ESCs. ESCs support LEAs in many ways. Their mission, goals, and objectives are set forth by the TEA. The mission of the TEA is to “improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems.” State-provided financial support to ESCs is used to develop, maintain, and deliver services to LEAs for improving students with IEPs 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.

<sup>3</sup> <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/enroll-2024-25.pdf>



**Figure 4.** Twenty geographical regions and corresponding ESCs in Texas.

ESCs provide an array of services (e.g., TA, resources, training) customized to the regional context and student demographics. 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 evidence-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 IDEA. Each ESC develops an annual regional SECIP that includes a reading goal aligned with the SiMR. 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 throughout Texas.

The TEA partly uses discretionary funds from IDEA Part B to provide statewide TA grants. These grants ensure that critical areas of need receive targeted, sustained support, with ESCs implementing these initiatives statewide. The grants address thematic areas and include the grantee who completes required activities and TEA special education program staff. The grants utilize stakeholder or advisory groups in the design and implementation of their grant activities.

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. 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. However, some previous TA networks were discontinued, and their work was streamlined and rolled into new network initiatives.

The structure of these grants changed after the first two months of the FFY 2024 SPP/APR reporting period to better address the needs of the state’s LEAs. The updated structure is outlined in Table 1. While these targeted initiatives continue to develop resources and PD for Texas educators, the new grant structure emphasizes training, follow-up coaching, and direct support to LEAs.

The TEA provides oversight of resources produced by TA grants to ensure they meet TEA quality standards and branding requirements.

TA Grant	Grant Description
<b>Child Find and Early to Exit IEP Supports</b>	Provide resources, training, and coaching on Child Find practices, comprehensive evaluations, IEP development, Admission, Review, and Dismissal (ARD) Committee processes and procedures, Early Childhood Special Education (ECSE), and activities related to secondary transition to ensure children with disabilities receive appropriate, high quality services, and meet their post-secondary outcomes.
<b>School, Family, and Community Engagement Initiative</b>	Provide resources and PD through the Special Education Family Engagement and Outreach grant to build the capacity of educators to work collaboratively with families and community members in supporting positive outcomes for students with disabilities.
<b>Autism Supports</b>	Provide evidence-based training, follow-up coaching, TA, and instructional resources to support educators serving students with autism and their parents.
<b>Tiered Interventions using Evidence-based Research (TIER)</b>	Provide certification pathways, training, and coaching on evidence-based intervention practices within a Multi-Tiered System of Supports (MTSS) framework.
<b>Complex Needs Content Support</b>	Provide the tools and supports necessary to equip educators and parents to implement instructional practices, interventions, assistive technology, and other high-yield strategies that are proven to be effective in meeting the diverse academic and functional needs of students with significant cognitive disabilities and complex access needs.
<b>Special Education Specialized Supports</b>	Provide funds to support programs for students who have sensory impairments, including visual, auditory, and tactile needs, and resources and PD to increase the pool of qualified individuals who work with these children (e.g., interpreters, teachers of students who are deaf/hard of hearing, teachers of students who have visual impairments, certified orientation and mobility specialists).
<b>Small and Rural Schools (SRS)</b>	Provide specialized support for LEAs in small and rural communities to ensure equitable access to special education services.
<b>Dyslexia Technical Assistance</b>	Support LEAs, educators, and families with training, resources, and a dedicated dyslexia helpline to improve instruction for students with dyslexia.
<b>Meaningful Access Supports</b>	Support LEAs and educators with professional learning and coaching in the areas of Universal Design for Learning (UDL), Co-teaching, Specifically Designed Instruction (SDI), and effective implementation of high-quality instructional materials.

**Table 1** Grants Implementing Statewide Improvement Strategies

## Improvement Strategies and Activities to Promote Reading Proficiency

This section outlines statewide improvement activities that both directly and indirectly support the four infrastructure strategies and are designed to advance the SiMR. These activities focus on improving reading proficiency for students with IEPs in grades 4, 8, and HS.

Improvement Strategy 1: Allocate resources to support state, regional, and local efforts toward positive student outcomes.		
Activities	Outcome	FFY 2024 Progress
Increase capacity by adding additional state staff to create a TA team	Hired staff will oversee the development of TA resources, frequently asked questions (FAQs), webinars, monthly newsletters, and the state website redesign.	<ul style="list-style-type: none"> <li>▪The Special Education Technical Assistance Division continued to develop and provide resources and PD through the Texas SPED Support website. In 2024-25 the website recorded 2,081,189 views, 863,165 sessions, 411,565 users, and 249,080 file downloads.</li> <li>▪Updates and current information are communicated via webinars and newsletters, and recorded webinars and archived newsletters are maintained online for ongoing access.</li> </ul>
<p>House Bill (HB) 3 mandated the following reading practices:</p> <ul style="list-style-type: none"> <li>▪LEAs are entitled to receive the Dyslexia Allotment for a student identified with dyslexia under the IDEA and Section 504.</li> <li>▪LEAs receive an additional \$970 for each student served in the mainstream classroom.</li> <li>▪The TEA will ensure that every eligible four-year-old prekindergartener will be provided a high-quality prekindergarten as evidenced by the PreK2 Diagnostic tool.</li> </ul>	<ul style="list-style-type: none"> <li>▪Increase the availability of dyslexia training for teachers, increase dyslexia therapist positions, screening/evaluation tools, progress monitoring tools, and evidence-based early intervention programs</li> <li>▪Increase the number of students accessing the general education reading curriculum</li> <li>▪Increase progress monitoring and data collection on early warning indicators specific to kindergarten reading readiness</li> </ul>	<ul style="list-style-type: none"> <li>▪LEAs continued to receive an annual dyslexia allotment for each student identified with dyslexia or a related disorder.</li> <li>▪Weighted funding for special education students coded as mainstream was maintained.</li> <li>▪The Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments, which included an option available to LEAs at no cost, was maintained on TEA’s website.</li> <li>▪Beginning- and end-of-year data for all eligible 4-year-old prekindergarten students submitted annually to TEA in the Prekindergarten Early Childhood Data System (ECDS) Collection.</li> </ul>

Activities	Outcome	FFY 2024 Progress
<p>Under HB 3, school boards are required to adopt early childhood literacy plans. All plans are required to include:</p> <ul style="list-style-type: none"> <li>▪At least one LEA administrator or ESC employee from the LEA’s region to coordinate implementation and submit an annual report to the board on the LEA’s progress</li> <li>▪Annual public meeting review by the board</li> <li>▪An annual report posted on the LEA’s website</li> <li>▪Specific, quantifiable, annual goals for five years at each LEA campus.</li> </ul>	<p>To improve reading proficiency, school boards must create and implement early childhood plans requiring:</p> <ul style="list-style-type: none"> <li>▪Annual goals for aggregate student growth on grade 3 STAAR reading</li> <li>▪Annual targets for students in each group evaluated under closing the gaps domain</li> <li>▪Targeted PD for classroom teachers in grades kindergarten (K)-3 for campuses the board identifies as not meeting the plan’s goals—considering the needs of students in bilingual education/special language programs.</li> <li>▪Annual targets set for students in bilingual/ English as a Second Language (ESL) programs.</li> </ul>	<p>LEAs continued to implement early childhood plans focused on improving literacy proficiency, as required by Texas Education Code (TEC) §11.185.</p>
<p>In 2015, the 84th Texas Legislature passed legislation directing the commissioner of education to develop and make available the following PD to Texas public school teachers.</p> <ul style="list-style-type: none"> <li>▪Literacy achievement academies for teachers who provide reading instruction to students at the grades K-3</li> <li>▪Reading-to-learn academies for teachers who provide reading comprehension instruction to students in grades 4–5</li> </ul>	<p>Teacher literacy achievement academies, now known as the Texas Reading Academies (TRA), grow teachers’ knowledge, understanding, and systematic use of effective, research-based, and scientifically validated reading instruction, and guide educators to implement the Science of Teaching Reading in their daily instructional practices.</p>	<ul style="list-style-type: none"> <li>▪Educators in their first year of employment at a Texas public school or charter school are required to enroll and actively participate in the TRA course during their first year of employment.</li> <li>▪TRAs were updated to include enhanced alignment and additional content on dyslexia, MTSS, and inclusive practices.</li> <li>▪Texas Educator Preparation Programs (EPPs) were provided opportunities to offer the TRA for elementary teacher candidates.</li> <li>▪HB 2 established reading academies specifically for reading interventionists and defined stipend eligibility for classroom teachers who provide instruction to students in grades K–3 and are required to attend the TRA outside of</li> </ul>

Activities	Outcome	FFY 2024 Progress
		contract hours.
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	ESCs continued LEA support through PD, tiered TA, training and coaching, and dissemination of information, to strengthen IDEA implementation.
ESC 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	Provide individualized and targeted support LEA leadership teams by facilitating each team's capacity to implement system-level change in special education programs, disseminating information, and providing leadership coaching to ensure sustainability of progress	<ul style="list-style-type: none"> <li>▪The ESC Liaison Grant Initiative continued to fund liaison positions at every regional ESC.</li> <li>▪The number of liaisons increased to meet the demand for LEA-level assistance.</li> <li>▪Special Education Liaisons, SILs, and Lead SILs provided timely, targeted program support to LEAs and supported LEA teams through the integration and alignment of TEA initiatives.</li> </ul>

The structure of the following initiatives and opportunities were updated during FFY 2024 to better address the needs of the state's LEAs. While these targeted initiatives continue to develop resources and PD for Texas educators, the new grant structure emphasizes training, follow-up coaching, and direct support to LEAs.

Improvement Strategy 2: Expand Initiatives and Opportunities		
Activities	Outcome	FFY 2024 Progress
<p><b>Child Find and Early to Exit IEP Supports</b></p> <p>Provide resources, training, and coaching on:</p> <ul style="list-style-type: none"> <li>▪Child Find practices</li> <li>▪Comprehensive evaluations</li> <li>▪IEP development</li> <li>▪ARD committee processes and procedures</li> <li>▪Early Childhood Special Education (ECSE)</li> <li>▪Secondary transition activities to ensure children with disabilities receive appropriate,</li> </ul>	<ul style="list-style-type: none"> <li>▪100% of ESCs and 10% of LEAs will receive training and materials for LEA personnel to utilize for identifying students with reading disabilities and measuring progress toward grade-level ELA curriculum.</li> <li>▪Pilot training materials with IHEs and EPPs to target pre-service educators in the 2025-26 grant year</li> </ul>	<ul style="list-style-type: none"> <li>▪Standards Based (SB) IEP Process Training and coaching was developed to provide educators with the skills necessary to ensure students with IEPs make progress on challenging goals aligned with the general education English Language Arts curriculum. (6,388 participants completed the synchronous and asynchronous courses)</li> <li>▪SB IEP training was made available for educators,</li> </ul>

Activities	Outcome	FFY 2024 Progress
<p>high-quality services and meet their post-secondary outcomes</p>		<p>evaluators, and administrators to ensure reach and buy-in. The training included a robust practicum series designed to provide participants with opportunities for practicing newly learned skills.</p> <ul style="list-style-type: none"> <li>▪Guidance for the Comprehensive Evaluation of Specific Learning Disabilities (SLD) online course was developed to equip educators, evaluation personnel, the multidisciplinary team, or ARD committee required dyslexia member, and school leaders with the knowledge and tools needed to conduct high-quality, legally compliant evaluations for students suspected of having SLD.</li> </ul>
<p><b>Autism Supports</b> Provide evidence-based training, follow-up coaching, TA, and instructional resources to support educators serving students with autism and their parents</p>	<p>100% of educators will have access to online courses and resources designed to increase their knowledge, understanding, and implementation of EBPs in reading.</p>	<p>Courses Provided:</p> <ul style="list-style-type: none"> <li>▪Literacy Supports – Autism Spectrum Disorder and Assistive Technology (192 participants completed course)</li> <li>▪Literacy Instruction for Students with Autism (78 participants completed course)</li> <li>▪The Autism Circuit Academy (ACA): endorsement programs which are free, comprehensive PD designed to help Texas educators acquire and effectively implement EBPs for teaching students with autism. (Level 1 - 53 participants completed course, Level 2 - 11 participants completed course)</li> <li>▪Introduction for Evidence-Based Practices for Students with Autism (323 participants completed course)</li> </ul>

Activities	Outcome	FFY 2024 Progress
<p><b>Tiered Interventions using Evidence-Based Research (TIER) Initiative</b></p> <p>In 2019-20, TIER developed a set of 10 modules (i.e., on-demand and face-to-face training modules) related to best practices for MTSS, including a module that takes a deep dive into evidence-based reading practices.</p> <p>Provides certification pathways, training, and coaching on evidence-based intervention practices within an MTSS framework</p>	<ul style="list-style-type: none"> <li>▪Maintain at least one TIER certified trainer at every regional ESC</li> <li>▪Increase the number of LEA certified trainers by 10%, from 76 to 84</li> <li>▪Increase the number of LEA teams implementing TIER content within their LEA through a facilitated support model (i.e., receiving systems implementation coaching)</li> <li>▪Increase the percentage of LEAs across Texas represented in regional training sessions hosted by TIER trainers</li> </ul>	<ul style="list-style-type: none"> <li>▪133 TIER trainers certified at the regional ESC level, with at least two per ESC</li> <li>▪109 LEAs received facilitated TIER implementation</li> <li>▪31% of Texas LEAs attended regional TIER training (3,608 educators representing 378 unique LEAs)</li> <li>▪Delivered 22,528 MTSS online self-paced courses and trained 2,952 participants in person</li> </ul>
<p><b>Special Education Specialized Supports</b></p> <ul style="list-style-type: none"> <li>▪Provide funds to support programs serving students with sensory impairments, including visual, auditory, and tactile needs</li> <li>▪Provide resources and PD to increase the pool of qualified professionals who work with students with sensory impairments (e.g., interpreters, teachers of students who are deaf/hard of hearing, teachers of students who have visual impairments, certified orientation, and mobility specialists)</li> </ul>	<p>85% of professionals working with students who are identified as blind or visually impaired, deaf, or hard of hearing (DHH), or deafblind implement the skills acquired through training and report improved student outcomes</p>	<ul style="list-style-type: none"> <li>▪Educators had access to online courses and resources to increase knowledge, understanding, and implementation of high-quality reading instruction.</li> <li>▪Language-Literacy Connection and What It Means for DHH Children (51 participants enrolled/44 completed course)</li> <li>▪ Literacy Education for DHH Learners online course series (Part 1 - 44 participants enrolled/27 completed course, Part 2 – 23 participants enrolled/14 completed course)</li> <li>▪Braille Parent Literacy Brochures for Students with Visual Impairments regarding the spectrum of literacy media available to students</li> </ul>
<p><b>Complex Needs Content Support</b></p> <p>Provide the tools and supports necessary to equip educators and parents to implement instructional practices,</p>	<p>70% of teachers and instructional assistants who attend EBP PD will be observed implementing at least one high yield EBP with fidelity, as measured through a fidelity</p>	<ul style="list-style-type: none"> <li>▪Educators had access to online courses and resources to increase knowledge, understanding, and implementation of high-quality reading instruction</li> </ul>

Activities	Outcome	FFY 2024 Progress
<p>interventions, assistive technology, and other high-yield strategies that are proven to be effective in meeting the diverse academic and functional needs of students with significant cognitive disabilities and complex access needs</p>	<p>implementation checklist during a follow-up coaching session.</p>	<ul style="list-style-type: none"> <li>▪UDL for Students with Complex Access Needs (3-hour course)</li> <li>▪Connecting Communication and Instruction for Students with Complex Access Needs (6-hour course with coaching component)</li> <li>▪Designing and Supporting Instruction (1 hour course)</li> <li>▪Teaching Literacy to Students with Significant Cognitive Disabilities: Phonemic Awareness and Phonics; Concepts of Print; Vocabulary; Fluency; Comprehension; Writing (Five 1-hour courses with coaching component)</li> <li>▪Continued to collect data for analysis and evaluation purposes</li> <li>▪16% of LEAs in the state (i.e., 202) have educators who have participated in the training and received coaching to ensure fidelity of implementation of skills learned</li> </ul>
<p><b>Small and Rural Schools (SRS)</b> Provide specialized support for LEAs in small and rural communities to ensure equitable access to special education services</p>	<p>Provide specialized support for LEAs in small and rural communities to ensure equitable access to special education services</p>	<p>Continued specialized support</p>
<p><b>Texas Lesson Study (TXLS)</b> This inquiry-based, job embedded PD allows teachers to work collaboratively to develop, teach, and assess research-based lessons.</p>	<p>Reach 10% of all Texas teachers by 2023, but the potential for impact includes every student in Texas</p>	<ul style="list-style-type: none"> <li>▪Ensured support for children with disabilities was integrated into the TXLS content being delivered to LEAs</li> <li>Integration efforts included: <ul style="list-style-type: none"> <li>▪Ensured special education and special programs directors were part of the LEA planning team</li> <li>▪Included special education teachers in the implementation of TXLS</li> <li>▪Incorporated Universal Design</li> </ul> </li> </ul>

Activities	Outcome	FFY 2024 Progress
		for Learning guidelines and differentiation with TXLS content ▪Provided additional content regarding importance for IEP review prior to lesson design
<b>Universal Design for Learning (UDL)</b> This framework provides LEAs and educators with knowledge of learner variability and practical means to remove barriers and provide flexible and accessible learning environments while implementing high-quality instructional materials.	Develop resources to support educators and embed UDL throughout agency initiatives, including Bluebonnet Learning instructional materials and implementation supports, with the potential to impact every student in Texas	▪100% of ESCs attended ToT for UDL and coaching ▪UDL Implementation Guide revised and job embedded supports included ▪Webpage developed for educators to easily access the guidelines ▪Teacher standards inclusive of UDL terminology developed ▪Embedded UDL within agency initiatives, including Researched Based Instructional Strategies, Texas Lesson Study, and Bluebonnet Learning
<b>Dyslexia Technical Assistance</b> Provide training, resources, and a dedicated dyslexia helpline to support LEAs, educators, and families in improving instruction for students with dyslexia	Provide training to ESCs on implementing the Texas Dyslexia Academies (TDA) so they can support LEAs in effectively identifying, instructing, and progress monitoring students with dyslexia	▪Series of 6 trainings, delivered either in person or online, covering Dyslexia foundations, the Texas Dyslexia Handbook, considerations for emergent bilingual students, the evaluation and ARD process, screening, and dysgraphia ▪100% of ESCs have been trained to turn around the TDA to LEAs ▪49,390 participants completed the TDA online course, 13,427 participated in face-to-face trainings (total of 62,817 participants)
<b>Meaningful Access Supports</b> Support LEAs and educators through professional learning and coaching focused on UDL, Co-teaching, SDI, and the effective implementation of high-quality instructional	▪Provide resources for LEAs to increase support for students, ensuring meaningful access to the general education curriculum ▪100% of ESCs will attend the three ToT sessions, with the	▪Developed ESC ToT for Co-Teaching and Meaningful Access for Administrators ▪Revised TA on Co-Teaching, UDL, SDI, and Working with Paraprofessionals ▪100% of ESCs attended ToT for

Activities	Outcome	FFY 2024 Progress
materials	expectation that they will deliver training to LEAs and provide ongoing coaching support ▪Resources made available to all LEAs	UDL and coaching

### Improvement Strategy 3: Communicate Expectations, Standards, and Results

Activities	Outcome	FFY 2024 Progress
<p>HB 3 Reading Academies is a state mandate for the implementation of the following:</p> <ul style="list-style-type: none"> <li>▪The Science of Reading (STR) Exam will be required for teachers seeking new certifications for grades prekindergarten (Pre-k)–6th</li> <li>▪LEAs adopt a K-3 curriculum that uses systematic direct instruction, incorporates integrated reading instruments, and prioritizes highly effective teachers in K-2</li> <li>▪LEAs must ensure that all K-3 teachers and principals complete the <a href="#">Reading Academies</a> by the end of SY 2022–2023 (HB 3 updated by 87th Texas Legislature in June 2021)</li> </ul>	<p>Grow teachers’ knowledge, understanding, and systematic use of effective, research-based, and scientifically validated reading instruction, and guide educators to implement the Science of Teaching Reading in their daily instructional practices</p>	<ul style="list-style-type: none"> <li>▪Educators in their first year of employment at a Texas public school or charter school required to enroll and actively participate in the TRA course during their first year of employment</li> <li>▪TRA updated to include enhanced alignment and additional content on dyslexia, MTSS, and inclusive practices</li> <li>▪EPPs were provided opportunities to offer the TRA for elementary teacher candidates</li> <li>▪HB 2 established reading academies specifically for reading interventionists and defined stipend eligibility for classroom teachers who provide instruction to students in grades K–3 and required to attend the TRA outside of contract hours.</li> <li>▪More than 10,000 individuals enrolled in the TRA, and over 3,000 participants successfully completed the course.</li> </ul>
<p>ESCs establish regional goals aligned with the SiMR to clearly communicate expectations at both the ESC and LEA levels for improving reading outcomes among children with IEPs.</p>	<p>Implement targeted, evidence-based strategies, aligned with regional goals and the SiMR, leading to measurable gains in reading achievement for students with IEPs</p>	<p>ESCs continued to include and prioritize a SECIP reading goal aligned with the SSIP, monitored progress toward the state SiMR and reported quarterly</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.**

Activities	Outcome	FFY 2024 Progress
<p>Revise Educational Diagnostician Exam (State Board of Educator Certification (SBEC))</p> <ul style="list-style-type: none"> <li>▪A new set of standards for educational diagnosticians was adopted in 2017, and a testing framework was developed for a new certification exam.</li> </ul>	<p>The newly revised education diagnostic certification and test framework align with updated standards</p>	<ul style="list-style-type: none"> <li>▪Completed - approved test framework posted in January 2020 &amp; exam launched January 2021</li> </ul>
<p>Special Education Certification Redesign (SBEC):</p> <ul style="list-style-type: none"> <li>▪Internal and external stakeholder input into the redesign of the Special Education Teacher Certification</li> <li>▪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.<sup>4</sup></li> </ul>	<p>Redesign Texas special education teacher certification exams</p> <ul style="list-style-type: none"> <li>▪October 2018 to January 2019 – TEA held stakeholder meetings for recommendations to strengthen Texas’ special education certification process.</li> <li>▪April 2019 - TEA presented stakeholder feedback to the SBEC.</li> <li>▪Summer 2019 – SBEC directed TEA to convene Educator Standards Advisory Committees to develop updated special education educator standards.</li> <li>▪July 2020 - SBEC adopting three new special education certifications: Special Education EC-6, Special Education 6-12, and Deafblind EC-12 educator standards.</li> <li>▪September 2024 (2020-2024) - Exam development for all three exams and test frameworks undergoing content validation</li> </ul>	<ul style="list-style-type: none"> <li>▪Completed - content validation for exams (b) Special Education 6-12, and (c) Deafblind EC-12 and prepared for launch Sept. 2025</li> <li>▪Continued - specific test items for the exam under review for (a) Special Education EC-6 in preparation for September 2027 launch</li> </ul>

<sup>4</sup> 19 TAC Chapter 235

Activities	Outcome	FFY 2024 Progress
<p>EPPs provided opportunities to offer TRA for elementary teacher candidates</p>	<p>Ensure that future elementary teachers are well-prepared with effective reading instructional practices before they enter the classroom</p>	<ul style="list-style-type: none"> <li>▪A list of EPPs delivering TRA maintained on TEA’s Reading Academies and Educator Preparation Programs website</li> <li>▪As of June 2025, 22 authorized EPPS listed.</li> </ul>
<ul style="list-style-type: none"> <li>▪Launch a grant for the Texas School for the Blind and Visually Impaired to partner with IHEs to develop an expanded core curriculum (ECC) assessment</li> <li>▪The ECC supports literacy for students with visual impairments by providing instruction in alternative communication modes and by addressing concept gaps that arise from a lack of incidental learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪Teach compensatory skills, sensory efficiency, and assistive technology use, to build a foundation of skills that are essential for reading, writing, and understanding content</li> <li>▪The ECC assessment will enable educators to share information, gather feedback, and analyze data about a student’s strengths and areas of need, supporting planning for the next school year.</li> </ul>	<p>Tool currently in development; target completion date is 2027</p>
<p>Educators pursuing Special Education certification will have the certification exam fee waived for their first attempt on the associated content pedagogy exam, as well as the certification application fee waived.</p>	<p>Address hard-to-staff areas identified by the Teacher Vacancy Task Force and incorporate the first set of recommendations related to compensation</p>	<ul style="list-style-type: none"> <li>▪Eligible individuals who paid for and completed an exam 6/4/2025 through 7/31/2025 automatically received a refund for the exam fees.</li> <li>▪Exam fee automatically waived for eligible candidates at the time of registration beginning on 8/1/25</li> </ul>

**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, the 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 RDA. Subsequently, the TEA has engaged in alignment projects that will further support unification and integration of data and LEA program monitoring throughout the state.

The Special Populations Monitoring, Review, and Support Division within the TEA’s Office of Special Populations and Student Supports provides general supervision and monitoring of LEA implementation of the IDEA, per its obligation under 34 CFR §300.600, Texas Education Code (TEC) §29.010, and Texas Administrative Code (TAC) §97.1005. In compliance with these provisions, the State must make annual determinations on the performance of each LEA using the four determination categories found in 34 CFR §300.603(b)(1).

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

- State Performance Plan
- Results Driven Accountability Framework
- Annual Performance Reports

The following areas of targeted support are also provided:

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

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 the State’s infrastructure strategies.

**Table 3**  
Infrastructure Improvement Strategies

Activities	Outcome	FFY 2024 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 to: <ul style="list-style-type: none"> <li>▪Conduct diagnostic activities to identify systemic issues related to inequitable services designated as SD</li> <li>▪Develop a prescribed student support plan with the LEA to address the area(s) of need</li> <li>▪Provide increased frequency and duration of support to LEAs by the Intensive Support Team and the Significant Disproportionality Grantee</li> </ul>	Continued – Data are collected for analysis and evaluation purposes.
The Dyslexia Monitoring project developed a monitoring process	▪The dyslexia monitoring process does the following: effectively	Continued – Data are collected for analysis and evaluation

Activities	Outcome	FFY 2024 Progress
for dyslexia, as required by Senate Bill (SB) 2570.	audit, monitor, and periodically conduct on-site visits of LEAs to ensure compliance with SB 2570 and the program approved by the State Board of Education (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	purposes.

**Changes to Implementation and Improvement Strategies**

The State did not implement new improvement strategies and/or revisions to existing strategies for the Federal Fiscal Year 2024.

## Section 2. Progress on Implementing the SSIP

The Texas Education Agency (TEA) implements and tracks progress on the activities specified in the State Systemic Improvement Plan (SSIP).

**Education Service Centers**

Leveraging the education service centers (ESCs) remains a crucial part in the theory of action. ESCs supported local educational agencies (LEAs) by disseminating information, providing leadership, training, coaching, and technical assistance (TA), in accordance with the TEA’s focus on increasing student achievement. ESCs supported reading improvement through establishing a Special Education Continuous Improvement Plan (SECIP) reading goal aligned with the State-identified Measurable Result (SiMR) and implemented targeted, evidence-based strategies, aligned with the regional goal. ESCs monitored progress towards the goal and reported quarterly. ESC trainers and coaches, Special Education Liaisons, Strategic Integration Liaisons (SILs), and Lead SILs all support LEA Teams through integration and alignment of Texas Education Agency (TEA) initiatives.

**Technical Assistance Grants**

The TEA continues to strengthen existing grants for consistency, quality, and to build capacity at the 20 regional ESCs for TA to LEAs. This initiative includes provisions to support, reallocate, or add resources and assist with data analysis related to the SiMR, ensuring ongoing support and improvement in reading

outcomes for children with disabilities. The structure of the initiatives and opportunities were updated during Federal Fiscal Year (FFY) 2024 to better address the needs of the state’s LEAs. While these targeted initiatives continue to develop resources and professional development (PD) for Texas educators, the new grant structure emphasizes training, follow-up coaching, and direct support to LEAs.

## **ESC Liaison Initiative**

The ESC Liaison Grant Initiative continued 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. The number of liaisons at each ESC has increased based on demand for support at the LEA level. All ESC Liaisons work to improve outcomes of students receiving special education services through timely, targeted program support for the LEA. Special Education Liaisons, SILs, and Lead SILs all support LEA Teams through integration and alignment of Texas Education Agency (TEA) initiatives.

## **Texas Reading Academies**

The Texas Reading Academies (TRA) were established under House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, as part of a statewide effort to improve literacy by equipping educators with evidence-based practices rooted in the Science of Teaching Reading (STR). TRA required all kindergarten (K) through grade 3 teachers and principals to complete a “teacher literacy achievement academy, now known as the Texas Reading Academies.” Designed to build educator capacity, the academies combined online learning, collaborative sessions, and classroom application, with specialized pathways for English Language Arts, Biliteracy, and administrators. All K-grade 3 teachers, including special education teachers, and principals at campuses with K-3 students were required to have a HB 3 Reading Academies certification of completion on file in the Searchable Database for TRA completions by the end of the 2023-24 school year.

After the 2023-24 school year, educators who are employed in their first year in a Texas public school or charter school are required to enroll and actively participate in the TRA course during their first year of employment. This includes all certified and pre-certified educators who are new to teaching/administering K-3 students, new to Texas, or new to a Texas public school or Texas open-enrollment public charter school. By 2024, more than 134,000 educators had successfully completed the academies, signaling significant progress toward the state’s literacy goals. In 2024-25, more than 10,000 individuals enrolled in the TRA, and over 3,000 participants successfully completed the course.

During the 2024-25 school year, the TRA were updated to include enhanced alignment and additional content on dyslexia, Multi-Tiered Systems of Support (MTSS), and inclusive practices. These updates will become available in 2025-26.

Beginning in fall 2024, Educator Preparation Programs (EPPs) in Texas were provided opportunities to offer the TRA for elementary teacher candidates to ensure that future elementary teachers are well-prepared with effective reading instructional practices before they enter the classroom. A list of EPPs delivering TRA is maintained on TEA’s [TRAs and Educator Preparation Programs](#) website.

HB 2, enacted during the 89th Regular Session and signed by the governor on June 20, 2025, marked a pivotal update to the TRA. The legislation introduced key updates: creating reading academies specifically for reading interventionists and defining stipend eligibility for classroom teachers who provide instruction to students in grades K–3 and who are required to attend the TRA outside of contract hours. These changes underscore Texas’ commitment to literacy instruction and align with

efforts to improve student outcomes statewide.

## Texas SPED Support

The Texas SPED Support website was launched by the TEA in August 2023 to provide a unified platform for special education resources. Its creation marked a significant milestone in TEA's commitment to improve statewide access to TA, PD, and evidence-based practices (EBPs). The website is overseen by the TEA in collaboration with a grantee.

Texas SPED Support offers educators, administrators, and support staff a comprehensive library of guidance documents, tools, templates, videos, and curated collections, along with both asynchronous and synchronous training and conference opportunities. The platform also includes Texas AT Support, a robust assistive technology resource center featuring selection guides, training materials, and best practices to promote equitable access for students with disabilities.

Texas SPED Support includes search options that allow users to filter by topic, name, or region and create a customized list. In addition, regional ESC staff can be identified using the comprehensive list of statewide contacts, ensuring educators and administrators can quickly connect with the right support.

Additionally, Texas SPED Support incorporates a reporting system that provides the Texas Education Agency (TEA) with real-time user engagement data, enabling targeted outreach and continuous improvement.

By consolidating resources and leveraging data-driven insights, Texas SPED Support strengthens statewide capacity to implement evidence-based practices and enhance educational outcomes.

Texas SPED Support offers a variety of resources to help with reading, including:

- **Foundational Reading Lesson Set** is a set of instructional materials for teachers to create phonics lessons for students in grades 1–3. The materials include routines for all components of phonics lessons.
- **Asynchronous Literacy for All Training** is a free online training that covers the science of teaching reading, including how the brain learns to read, and how to remove barriers to learning to help educators understand the importance of teaching students who struggle to read on grade level in grades 4-12 foundational reading skills.
- **Literacy Education for DHH Learners Series** provides participants with an understanding of the requisites that underpin literacy development for students who are identified as deaf, or hard of hearing (DHH).
- **Texas Dyslexia Academies** is a series of 6 courses offered synchronously at each ESC or asynchronously on Texas SPED Support and provide foundational knowledge and statutory requirements for teaching reading to students with dyslexia and related disorders.
- **Language-Literacy Connection and What it Means for DHH Children** is an asynchronous course that details ways providers can facilitate literacy related skills at early ages and encourage parent involvement.
- **Literacy Instruction for Students with Autism** is an asynchronous course in which participants first develop an understanding of the literacy needs of individuals with autism as the foundation for framing their instruction. Using video examples, specific strategies are shared for engaging individuals with autism in increasing complex text and academic content and supporting

students in applying literacy skills to their social experiences.

- **Teaching Literacy to Students with Significant Cognitive Disabilities** is a collection of online courses that provide teachers of students with significant cognitive disabilities the information and tools needed to provide meaningful literacy instruction and experiences. Topics include phonemic awareness and phonics, concepts of print, vocabulary, fluency, comprehension, and writing.
- **Literacy Supports-Autism Spectrum Disorder and Assistive Technology** is an asynchronous course focusing on understanding common literacy barriers for students with autism, features of technology that address literacy barriers, and the process for feature matching student needs and technology features.
- **Parent Literacy Brochures for Students with Visual Impairments** is a series of brochures (e.g., braille, print, objects, tactile symbols, picture symbols, and braille and print) that support conversations around literacy media with parents. It is intended to supplement the Benefits of Braille developed by the Texas Action Committee.
- **Tiered Interventions using Evidence-Based Research (TIER) Progress Monitoring Tool** is a free progress monitoring platform that stores and graphs data for students receiving reading interventions. The graphed data is compared to goals and provides teams with visualized data to inform instructional decisions. TIER academics module and TIER screening and progress monitoring trainings help LEAs to screen and intervene with students experiencing reading difficulties as part of their overall MTSS.
- **Universal Design for Learning (UDL)** is a five course asynchronous series that provides an in-depth exploration of the UDL framework covering the principles, guidelines, and checkpoints for Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression.

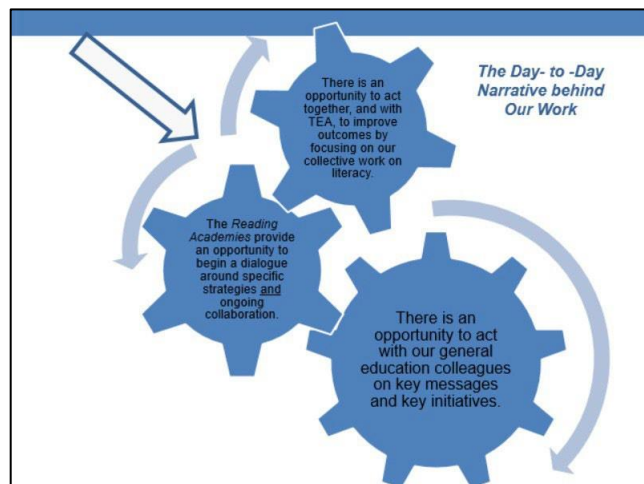
## Additional Implementation Progress Update

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 initiatives and opportunities for intentional engagement. Many of the ESCs adopted core engagement principles to achieve goals outlined in specific statewide initiative objectives.

## Intended Outputs Due to Implementation Activities

From FFY 2020 to FFY 2024, the data shows varying levels of progress on State of Texas Assessment of Academic Readiness (STAAR) reading assessments among children with disabilities (CWD) in grades 4, 8, and high school. In FFY 2020, a baseline proficiency rate of 10.85% was established. The following year, FFY 2021, showed significant improvement, with a proficiency rate of 15.22%, exceeding the target of 12%. In FFY 2022 and FFY 2023, there were modest increases to 15.05% and 15.83% respectively, although these rates fell short of the targets of 20% and 25%. FFY 2024 continued this upward trajectory with a statewide rate of 16.88%, which did not meet the target of 30% but reflects continued progress over time.

The TEA anticipates the implementation of initiatives and improvement activities, 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 Texas Continuous Improvement Steering Committee (TCISC) group convened and provided input on the State Performance Plan/Annual Performance Report (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 (End of Course) for the State Performance Plan Indicator (SPPI) 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 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 6.** Dual aspects of technical strategies and adaptive approaches supporting the SiMR.

## Section 3. Data on Implementation and Outcomes

### Monitoring and Measuring Outputs to Assess Effectiveness

The evaluation measures and data sources include regional and statewide State of Texas Assessments of Academic Readiness (STAAR) assessment scores, regional Special Education Continuous Improvement Plans (SECIPs), network quarterly reports, the education service center (ESC) Special Education Liaison Grant, and Technical Assistance (TA) Grants.

Leveraging the 20 regional ESCs is an essential component of the theory of action. The alignment of the State Performance Plan Indicators (SPPIs), including SPPi 17, and accountability results extend to the responsibilities of ESCs. They must provide TA and professional development (PD) to the local educational agencies (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, and any activities that will be changed as a result of data analysis.

Table 4 incorporates a quarterly progress reporting schedule that has been reported by some of the grants. This table includes the data sources, collection procedures, and timelines for the State Systemic Improvement Plan (SSIP).

**Table 4**

Data Sources for Key Measures

Data Sources	Collection Procedures	Timelines
State of Texas Assessments of Academic Readiness (STAAR)	Procedures established by the TEA's Student Assessment Division	<a href="#">Student Assessment testing calendars</a>
Education Service Center (ESC) Special Education Continuous Improvement Plan (SECIP)	ESCs monitor progress toward the state reading goal and the additional two goals through quarterly data submissions.	Quarterly throughout the grant cycle for regional goals and each summer for SPP/RDA alignment activities
Technical Assistance (TA) Grants	Self-reported by grantee and progress toward required activities collected monthly via Qualtrics report and in quarterly reports.	Grantees report metric data quarterly to Initiative Lead at TEA  ESC representatives update Qualtrics report monthly regarding progress on required activities
ESC Liaison Grant	Mandatory data for the performance measures collected monthly and quarterly through Qualtrics.	Monthly and quarterly through Qualtrics

Reading assessment data are used to assess progress toward achieving the State-identified Measurable Result (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 Texas Essential Knowledge and Skills (TEKS). The assessment results are integrated into the Texas 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. Department of Education under Title I of the Every Student Succeeds Act (ESSA), formally Elementary and Secondary Education Act (ESEA).

### **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. Student reading proficiency data based on the State Performance Plan Indicator 3B: Proficiency Rate for children with individualized education programs (IEPs) against grade level academic achievement standards 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. To ensure representative feedback, a geographic and ethnic diversity approach toward obtaining stakeholder feedback 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, general 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 Texas Continuous Improvement Steering Committee (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 Texas Education Agency 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 State Performance Plan Indicator (SPPI) 3 in that the SiMR includes only grades 3, 8, and high school (HS). Additionally, the Texas Education Agency (TEA) Every Student Succeeds Act (ESSA) plan revised the achievement measurement of proficiency to include students with a proficiency level of “meets grade level or above” beginning in Federal Fiscal Year (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.<sup>5</sup> The Governor of Texas, Greg Abbott, declared a state of disaster in Texas days later on March 13, 2020,<sup>6</sup> and on March 16, 2020 Governor Abbott waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirement for Texas public schools.<sup>7</sup> Then on March 19, 2020 Governor Abbott issued an executive order requiring all schools in Texas to temporarily close.<sup>8</sup> 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.”

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.

## Improving Data Quality

Improving data quality relies on improving data analysis and reporting. The Data Strategy and Reporting Division within the Office of Special Populations and Student Supports at the TEA hired an additional data analyst during FFY 2024. One of their responsibilities was conducting in-depth quantitative research on special education reading performance for grades 4, 8, and HS.

# Section 5. Progress Toward Achieving Intended Improvement

## Infrastructure Changes that Support SSIP Initiatives

The Texas Education Agency’s (TEA’s) continuing and planned infrastructure changes and the quality of statewide technical assistance (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 Monitoring, Review, and Support’s Differentiated Monitoring and Support (DMS) system aims to be

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<sup>5</sup> <https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>

<sup>6</sup> <https://gov.texas.gov/news/post/governor-abbott-declares-state-of-disaster-in-texas-due-to-covid-19>

<sup>7</sup> <https://gov.texas.gov/news/post/governor-abbott-waives-staar-testing-requirements>

<sup>8</sup> <https://gov.texas.gov/news/post/governor-abbott-issues-executive-orders-to-mitigate-spread-of-covid-19-in-texas>

inclusive of all local educational agencies (LEAs) in Texas, helping to improve compliance and statewide performance. The TEA updated the TA grant structure during Federal Fiscal Year (FFY) 2024 to better address the needs of the state's LEAs. While these targeted initiatives continued to develop resources and professional development (PD) for Texas educators, the new grant structure emphasized training, follow-up coaching, and direct support to LEAs. Additionally, the TEA continued to execute on agency wide initiatives related to reading outcomes.

## Outcomes Regarding Progress Toward Objectives

Ongoing connections across infrastructures, the inclusion of metrics, measures in grant 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. Education service center (ESC) leaders can help to better allocate resources, increase participant engagement in implementing evidence-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)

The SiMR is measured by aggregating the results from the English Language Arts (ELA) State of Texas Assessments of Academic Readiness (STAAR) assessments in grades 4 and 8, along with the high school STAAR English I assessment, to evaluate student performance against grade-level standards, inclusive of any accommodations. Reading proficiency is determined by scoring at grade level or above on the STAAR assessments.

From FFY 2020 to FFY 2024, there have been varying levels of progress on the STAAR reading assessments among children with disabilities (CWD) in grades 4, 8, and high school. In Federal Fiscal Year (FFY) 2020, a baseline proficiency rate of 10.85% was established. The following year, FFY 2021, showed significant improvement, with a proficiency rate of 15.22%, exceeding the target of 12%. In FFY 2022 and FFY 2023, there were modest increases to 15.05% and 15.88% respectively, although these rates fell short of the ambitious targets of 20% and 25%. FFY 2024 continued this upward trajectory with a statewide rate of 16.88%, which did not meet the target of 30% but reflects continued progress over time.

In FFY 2020, the baseline year, 11.83% of 4th grade CWD scored at grade level or above on the STAAR ELA assessment. In FFY 2021, the reading assessment score improved significantly to 21.58%, surpassing the target of 12%. However, in FFY 2022, the percentage declined to 16.29%, which did not meet the target of 20%. In FFY 2023, there was a slight improvement to 17.81%, but it still fell short of the target of 25%. In FFY 2024, 21.01% of 4th grade CWD scored at grade level or above, which remains below the

30% target but reflects continued improvement over the previous two years.

In FFY 2020, 10.04% of 8th graders scored at grade level or above on the STAAR ELA assessment. This percentage increased to 15.83% in FFY 2021, exceeding the target of 12%. In FFY 2022, there was a slight decrease to 15.22%. By FFY 2023, the percentage increased again to 15.94%. In FFY 2024, 16.55% of 8th grade CWD scored at grade level or above, which did not meet the 30% target but continues the positive upward trend observed since the baseline year.

In FFY 2020, 10.49% of high school CWD scored at grade level or above on the STAAR English I assessment. This percentage decreased to 9.83% in FFY 2021. In FFY 2022, the proficiency level increased to 13.91%, and in FFY 2023, it further increased to 14.03%. In FFY 2024, 12.84% of high school CWD scored at grade level or above, which is below the 30% target and slightly lower than FFY 2023, but still above the baseline year and generally consistent with the pattern of gradual improvement from FFY 2020 to FFY 2024.

The SSIP data from FFY 2020 through FFY 2024 shows progress despite some fluctuations. The positive trends highlight the effectiveness of current strategies, although continued focus is needed to sustain and enhance progress and to meet ambitious targets.

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

Year	Special Education (Current)					Special Education (Former)				
	2019	2021	2022	2023	2024	2019	2021	2022	2023	2024
<b>Grade 4 Reading</b>										
At Approaches Grade Level or Above	44%	35%	49%	51%	55%	74%	62%	80%	80%	85%
At Meets Grade Level or Above	24%	20%	29%	25%	24%	40%	34%	54%	47%	53%
At Masters Grade Level	8%	6%	10%	7%	6%	19%	15%	27%	20%	22%
<b>Grade 8 Reading</b>										
At Approaches Grade Level or Above	48%	38%	50%	52%	48%	83%	71%	81%	83%	81%
At Meets Grade Level or Above	23%	21%	25%	25%	23%	48%	42%	54%	55%	56%
At Masters Grade Level	8%	6%	11%	7%	7%	23%	18%	34%	26%	29%
<b>End of Course English I</b>										
At Approaches Grade Level or Above	28%	31%	29%	37%	36%	59%	61%	57%	67%	66%
At Meets Grade Level or Above	15%	19%	17%	21%	20%	38%	41%	38%	46%	47%
At Masters Grade Level	3%	4%	4%	5%	4%	5%	9%	6%	9%	11%

**Table 5**

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

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

## Section 6. Plans for Next Year

Next steps include continuing the Texas Education Agency's (TEA's) infrastructure improvement strategies, which involve allocating resources, expanding initiatives and opportunities, communicating expectations, standards, and results, and fostering collaboration. This includes enhancing professional development (PD) through training and coaching programs, providing technical assistance (TA) to address specific educational challenges, allocating resources and funding to support initiatives, ensuring implementation fidelity by maintaining effective application of training and strategies, and assessing the effectiveness of programs through monitoring participation rates and gathering feedback. By focusing on these improvement strategies, the TEA aims to create a support system that enhances reading proficiency for children with individualized education programs (IEPs).

- Allocate funds for a 2025-26 Literacy for Students with Visual Impairments grant to develop a series of online courses for teachers of students with visual impairments and classroom teachers. These courses will build on foundational literacy instruction by providing specialized strategies and resources tailored to the unique learning needs of this population.
- Allocate funds for 2025-26 to develop a Dyslexia Instruction and Delivery Components course designed to deepen the knowledge of the required instructional and delivery components for educators providing dyslexia instruction.
- The authorization period for the commissioner-approved reading instruments will be extended through August 2026. These tools will remain available to school systems at no cost.
- Allocate funds for the 2025-2026 Literacy for Students with Visual Impairments grant, which will support the development of asynchronous course content focused on literacy for students with visual impairments. The content will be published in 2026-2027. These courses will target teachers of students with visual impairments and classroom teachers who serve these students. The courses will build on foundational literacy instruction providing specialized information tailored to the unique learning needs of this population.
- Develop additional practicum courses focused on specific topics to provide educators with opportunities to practice discrete skills related to those topics (e.g., dyslexia, specific learning disability, Early Childhood Special Education).
- Continue offering Best-Practice Multi-Tiered System of Supports (MTSS) modules through both on-demand and face-to-face training, while expanding the pool of certified trainers to deliver training at regional and local educational agency (LEA) levels. Participants will gain knowledge for applying strategies in focused areas, strengthening instructional effectiveness for students with diverse learning needs.
- Develop and launch new reading intervention academies in Federal Fiscal Year (FFY) 2025 to provide training for intervention providers, promoting effective delivery of Tier 2 and Tier 3 interventions aligned with Texas Reading Academies (TRA) and Tiered Interventions using Evidence-Based Research (TIER)/MTSS Best Practices modules.
- Divide the original 18-hour Teaching Literacy to Students with Significant Cognitive Disabilities course into six smaller modules and ensure education service center (ESC) representatives continue delivering training and coaching for implementation fidelity.
- Release the enhanced, updated version of the TRA in 2025–26.
- Maintain the requirement for first-year educators in Texas public schools or charter schools to participate in the TRA course during their initial year of employment, including those new to teaching/administering grade kindergarten (K)–3 students, new to Texas, or new to a Texas public or

open-enrollment public charter school.

- Continue to provide opportunities for Educator Preparation Programs (EPPs) in Texas to offer the TRA for elementary teacher candidates.
- Adoption of a commissioner-approved list of reading instruments for beginning-, middle-, and end-of-year assessments in grades K–3 to measure foundational literacy skills.
- Development and implementation of an adaptive vocabulary assessment pilot for students in grades K–3.
- Requirement for LEAs to provide reading interventions for students who fail two consecutive early literacy assessments (K–3).
- Provision of a \$250 intervention allotment for LEAs offering reading interventions that meet fidelity standards, capped at 10% of eligible students who failed two consecutive K-3 early literacy assessments and were not already generating a dyslexia allotment.
- Quarter-day funding for summer reading intervention programs.
- \$400 grants for direct reading tutoring services for students who fail consecutive early literacy assessments or the grade 3 State of Texas Assessments of Academic Readiness (STAAR) test.
- Creation of specialized reading academies for interventionists, offering in-depth training for educators providing reading interventions.
- Requirement for the commissioner to provide LEAs with a reading intervention tool.
- Improvements to teacher preparation program content, including required TRA in funded teacher preparation programs.
- Waiver of certification exam fees for first-time special education certification attempts.

The TEA expects these strategies to improve reading outcomes for students with IEPs. By providing targeted (PD), TA, and updated resources, teachers will be better prepared to address the specific needs of students with IEPs. This will lead to more effective and individualized reading instruction, ensuring that students receive the support they need to succeed. Monitoring and feedback mechanisms will help ensure that these strategies are implemented consistently and effectively, further contributing to improved reading outcomes.

## Appendix

### Progress on SSIP Implementation

Below is a sampling of activities provided by the state’s 20 education service centers (ESCs) for Federal Fiscal Year 2024. The ESCs focused on comprehensive support through professional development (PD), technical assistance (TA), training, follow-up coaching, and direct assistance to local educational agencies (LEAs). These efforts aimed to strengthen implementation, increase fidelity, and improve reading outcomes for students with individualized education programs (IEPs) statewide.

### Regional ESC Activities (Sampling of Reported Activities)

- Monthly professional learning community sessions provided structured opportunities for educators to analyze instructional practices. These sessions included PD activities, lesson demonstrations, and technology integration strategies that strengthened formative assessment practices.
- Targeted coaching cycles were delivered to support teachers through pre-observation planning, classroom walkthroughs, and post-observation feedback.
- PD sessions delivered evidence-based interventions for students receiving Tier 2 and Tier 3 reading

support. Services included direct LEA support, regionwide sessions, and conferences hosted by the ESC Curriculum and Instruction Department, with opportunities for team members to design intervention-focused sessions.

- In collaboration with general education reading language arts (ELA) and high-quality instructional materials (HQIM) specialists, special education staff provided lesson internalization support and job-embedded PD three times per quarter at two targeted elementary campuses and two targeted middle school campuses. Support was delivered through professional learning communities (PLC) and quarterly meetings/trainings. Presentations on HQIM materials and special populations were delivered to all ESC superintendents, while targeted LEAs were visited regularly.
- A goal-setting meeting was facilitated, and a minimum of three coaching cycles with targeted LEAs (Performance Levels 2, 3, and 4) was completed to reinforce the implementation of PD learnings. Participants submitted artifacts such as lesson videos, feedback forms, and student work to demonstrate application. Coaching cycles were delivered through campus visits and included observation, modeling, and feedback. Additionally, data collection for reading levels was modeled during these sessions.
- Best practices for supporting students with disabilities PD was provided to external partners in higher education and/or alternative certification programs. Sessions addressed topics such as autism, and active learning strategies for students with visual impairments. Participants included student teachers and related service providers.
- Campuses collaborated with ESC staff to analyze data and identify root causes of State of Texas Assessments of Academic Readiness (STAAR) reading results for students with IEPs. Based on this analysis, campuses developed actionable next steps to improve outcomes.
- Collaborative sessions were held with LEA stakeholders, focusing on early childhood and biliteracy achievement, and provided targeted support through site visits and network meetings. Quarterly activities included:
  - Data review, course offerings, and TA with an emphasis on early childhood and biliteracy strategies
  - Delivered Unlocking the Science of Teaching Reading sessions and supported oral language development, engaging teachers and specialists in data-driven planning
  - Collaborated with administrators on reading cohorts, expanded cross-linguistic connections.
- Lunch-and-Learn and after-school sessions were delivered focusing on reading instruction and strategies for supporting students with disabilities.
- Inclusion roundtable sessions for LEA leaders, focusing on Universal Design for Learning (UDL), technology integration, and effective paraprofessional support were facilitated. Practical strategies to build capacity for inclusive education and promote collaborative practices were shared.
- A multidisciplinary team from the ESC and ten identified LEAs conducted early literacy needs assessments and developed measurable action plans to address areas of concern. Quarterly meetings were held with LEAs that had established an action plan to review progress and provide implementation support.
- Targeted PD and TA on accommodations and strategies to support struggling readers were provided to teachers. STAAR English Language Arts results were tracked and targeted campus support was provided based on performance data.
- An interdepartmental ESC team engaged stakeholders and conducted analysis to improve and tailor services for reading achievement, with a focus on creating and presenting inclusive practices for all students. Follow-up meetings and planning sessions were held to deepen understanding of HQIM and inclusive practices. Teams planned and aligned required training and roles for the upcoming

school year, ensuring all special education department specialists were trained in Reading-Based Instructional Strategies, and new specialists began training.

- In collaboration with internal cross-organizational teams, the ESC tiered services team delivered universal training focused on accelerated instructional strategies in reading for teachers in grades 4, 8, and high school, including presentations on tiered systems, along with program planning for Bluebonnet materials.
- Events including the Dyslexia Conference and Comprehensive Reading workshops were held. These activities engaged multiple LEAs and focused on building problem-solving teams, supporting referral processes, implementing dashboards, and delivering targeted Multi-Tiered System of Supports and reading interventions.

## **Data**

Data for special education grant awards 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 were reviewed by the Texas Education Agency (TEA) before renegotiating or appropriating continuing or additional fiscal year funding. ESCs retained additional documentation for audit, analysis, or other improvement planning activities, or another review by the State.

Additionally, each ESC is awarded Individuals with Disabilities Education Act (IDEA)-B grant funds to complete specific activities to support TEA's mission. One such activity required ESCs to assign staff to several TEA initiatives to be trained to turn around professional development and coaching to the LEAs in their region. This data was collected and reviewed in Qualtrics regularly to confirm ESCs were meeting the requirements of the grant and to adjust as needed to scale TEA trainings across the state.

As part of this process, the Special Education Continuous Improvement Plan (SECIP) incorporated annual measurable goals supported by clearly defined metrics and quarterly reporting milestones in Qualtrics. These structures ensured consistent monitoring, allowed for timely adjustments, and strengthened the effectiveness of statewide supports intended to improve outcomes for students with disabilities.