State Systemic Improvement Plan (SSIP)
Phase III
Indicator 17
State Performance Plan (SPP)
IDEA Part B

Division of Special Education Program Reporting
Department of Review and Support
Texas Education Agency

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List of Acronyms

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

1. Summary of Phase III

This section summarizes Phase III of the State Systemic Improvement Plan (SSIP). It is divided into four main parts. The first and second parts provide an overview of the State-identified Measurable Results (SiMR) and the theory of action. The third part summarizes four improvement strategies, and the last part provides an overview of the year's evaluation activities and outcomes.

State-identified Measurable Results (SiMR)

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

- ***Increase the reading proficiency rate for all children with disabilities in grades 3-8 against grade level and alternate achievement standards, with or without accommodations.***

The SiMR is measured annually using the State's results-driven accountability (RDA) system, reading Indicator 1(ii). [2] Indicator 1(ii) measures the "percent of students served in special education who met the minimum level of satisfactory performance or higher on the STAAR [State of Texas Assessments of Academic Readiness] 3-8 assessments."[3] This indicator is similar to Part B Indicator 3C of the State Performance Plan (SPP; i.e., Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards for grades 3-8 and high school). However, the RDA Indicator 1(ii) assesses students in grades 3-8 and does not include students with IEPs in high school. The State's ability to achieve the SiMR is underpinned and guided by the theory of action framework.

> Baseline data, proficiency targets, and an analysis of the State's progress toward achieving the SiMR from 2015 to 2019 are reported in *Section 5. Progress Toward Achieving Intended Improvements*.

Theory of Action

The theory of action refers to a graphical framework that "outlines the strategies that will result in the accomplishment of [the SiMR]."[4,5] The TEA's theory of action was initially developed in 2015 and has been revised this year to highlight four critical improvement strategies (see Figure 1). The improvement strategies listed in the theory of action tie special education efforts in Texas to the SiMR. Figure 1 illustrates the connection among the four new improvement strategies to deliverables produced at the state, regional, LEA, and campus levels. Both the improvement strategies (further discussed in Tables 1-4) and the deliverables coalesce to increase stakeholder expectations, build capacity through increased access to resources and knowledge of the science of teaching reading, and provide reading interventions for students with disabilities who receive special education in Texas to achieve the SiMR.

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[1] Regional Resource Center, 2015, p. 13

[2] RDA is a LEA level, data-driven monitoring system developed and implemented annually by the Department of Review and Support, in coordination with other departments, within the TEA.

[3] Results Driven Accountability Manual, 2019, p. 63

[4] https://ideadata.org/

[5] https://ideadata.org/sites/default/files/media/documents/2020-02/FINAL%20SSIP%20ToA%20Feb%2011%20Webinar_1.pdf

Improvement Strategies	State – Texas Education Agency	Regional ESCs	Local Education Agencies	Local Campuses	Formative Outcome	Summative Outcome (SiMR)
1: Resource allocation to support reading outcomes	Allocate resources to support positive reading outcomes, creating a strong infrastructure for delivery of resources	Provide access to professional development and technical assistance (TA) to improve reading	Use resources to promote capacity building and establish polices to implement LEA wide procedures specific to reading promote resource	Implement LEA policies and procedures around reading instruction and reading with fidelity to support teacher-student reading instruction-learning	Stakeholders will have high expectations access resources to increase capacity and provide effective interventions and quality services for children with disabilities in the area of 3-8 reading	RDA Reading Indicator 1(ii): All children with disabilities will receive access to quality, evidence-based reading practices and appropriate educational services to increase grades 3-8 reading proficiency
2: Expand initiatives and opportunities to support reading outcomes	Expands reading initiatives to include statewide access and opportunities for enhanced learning and training	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		
3: Communicate standards and expectations to teachers and instructional support personnel to support improved reading outcomes	Communicate expectations, standards, and reading results	Provide TA to low performing LEA/ campuses in reading	Utilize data to conduct self-analysis and monitoring reading activities	Utilize data to conduct self-analysis, monitor teacher and student reading using progress monitoring		
4: Collaborate with institutions, organizations, agencies, and other stakeholders to support positive reading outcomes	Implement policies for stakeholder engagement, and collaborate with partners to support reading outcomes	Engage stakeholders and conduct analysis to improve and tailor services aimed at 3-8 reading	Clearly communicate expectations, standards, and reading results to stakeholders	Engage with stakeholders to communicate expectations, create partnerships, and obtain community support for reading		

Figure 1. Revised theory of action framework to support improved special education 3-8 STAAR proficiency rates.

Improvement Strategies, Infrastructure Development, and Evidence-Based Practices

Guided by the theory of action, the State's emphasis on increased 3-8 reading proficiency rates through evidence-based practices is reflected in the four coherent improvement strategies summarized below.[6] The improvement strategies were identified through data analysis and internal and external stakeholder collaboration, and their implementation has been supported by the State's infrastructure.[7]

> Baseline data, desired outcomes and formative evaluations of progress on the four improvement strategies are reported in *Section 3. Data on Implementation and Outcomes*.

Improvement Strategy 1: Resource Allocation to Support Reading Outcomes

The first improvement strategy is the *allocation of resources to support state, regional, and local efforts to improve reading outcomes* for 3-8 students in special education (see Figure 1). This improvement strategy is supported by the State's infrastructure and consists of three activities (1A-1C):

- *1A: Increase Professional Capacity:* Increase capacity at the state level by adding additional staff to create a Technical Assistance Team and a Department of Review and Support.[8]
- *1B: HB 3 Dyslexia Allotment:* LEAs receive an allotment for students identified with dyslexia under the IDEA and Section 504. LEAs receive an additional $970 for each student served in the mainstream classroom.
- *1C: ESC Special Education Liaisons:* This strategy provides a grant creating 28 positions to provide individualized technical assistance, training, and coaching to support LEAs.

The infrastructures supporting the activities in the first improvement strategy include the fiscal commitment to allocate resources in manner that increases organizational and personnel capacity at the State agency and regional ESCs. These commitments are made possible through the allocation of both state funds and federal funds supported by the Commissioner of Education and the State Legislature. Such fiscal commitment has also placed a monetary emphasis on students identified with dyslexia, helping to support their reading achievement in the mainstream classroom.

Improvement Strategy 2: Expand Initiatives and Opportunities to Support Reading Outcomes

The second improvement strategy is to *expand initiatives and opportunities to support improved reading outcomes* for 3-8 students in special education (see Figure 1). This improvement strategy is supported by the State's infrastructure and consists of the following seven activities (2A-2G):

- *2A: Child Find, Evaluation, and ARD Supports Network (ESC 4):* This strategy helps identify and evaluate students for SLD/dyslexia, dysgraphia, or dyscalculia to improve their reading ability.[9]
- *2B: Inclusion in Texas Network (ESC 20):* This strategy builds the capacity of LEAs to implement inclusive practices in the science of learning to read, in addition to providing LEAs with resources for developing areas of Individualized Education Programs (IEPs) relevant to reading.[10]
- *2C: Texas Statewide Leadership for Autism Training (TSLAT; ESC 13):* This strategy includes trainings on *Literacy Instruction for Students with Autism Spectrum Disorders* (6-hr online

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[6] https://ectacenter.org/topics/ssip/ssip_phase3_key_terms.asp

[7] https://osep.grads360.org/#communities/pdc/documents/5572

[8] https://tea.texas.gov/academics/special-student-populations/review-and-support

[9] https://childfindtx.tea.texas.gov/

[10] https://www.inclusionintexas.org/page/inc.ServicesAndPracticesReading

course) and *Autism Spectrum Disorder and Assistive Technology: Supporting Literacy in Individuals with Autism through the use of Assistive technology* (45-min course).[11]

- ***2D: Tiered Interventions using Evidence-Based Research (TIER) Network (University of Texas):*** TIER provides a set of 10 modules (i.e., on-demand and face-to-face training) related to best practices for MTSS, including evidence-based reading practices.[12]
- ***2E: Texas Sensory Support Network (ESC 11):*** Literacy pilots provide training on implementing the Foundations for Literacy to PreK-K deaf or hard of hearing (DHH) teachers and speech and language pathologists (SLPs) in participating Regional Day School Programs for the Deaf (RDSPDs). Video coaching will be provided for follow up support (TSBVI Early Braille Literacy).
- ***2F: Texas Complex Access Network (ESC 3):*** Revision and update of existing ToT's into an online format with the addition of engaging user activities, including pre- and post-tests for teaching literacy to students with significant cognitive disabilities.
- ***2G: Texas Lesson Study (TXLS):*** This inquiry-based, job embedded professional development allows teachers to work collaboratively to develop, teach, and assess research-based lessons.[13]

The infrastructures supporting the activities in the second improvement strategy are managed through grant opportunities applicable in regional ESCs and institutions of higher education. The activities classified within this improvement strategy are part of a larger network of statewide technical assistance (TA) initiatives to support special education in Texas (see Appendix I). These activities are leveraged to address major, critical needs for the state through TA efforts. In particular, these seven identified grants share the common statewide indicator goal of increasing special education 3-8 STAAR reading passing rates and address a variety of issues LEAs face in implementing both compliant and effective practices.

Improvement Strategy 3: Communicate Standards and Expectations to Teachers and Instructional Support Personnel to Improve Reading Outcomes
The third improvement strategy is to *communicate standards and expectations to teachers and instructional support personnel to improve reading outcomes* for 3-8 students in special education (see Figure 1)*.* This strategy is supported by the State's infrastructure and consists of seven activities (3A-3G):

- ***3A: HB 3 Reading Academies:*** All K-3 teachers and principals must complete a teacher literacy achievement academy by the 2021-2022 school year.[14,15]
- ***3B: HB 3 Science of Teaching Reading (STR) Exam:*** The Science of Teaching Reading exam will be required for teachers seeking new PK-6 certifications (starting January 1, 2021).[16]
- ***3C: Reading Excellence and Academies Development (READ):*** This strategy includes reading academies in both *literacy achievement academies* (K-3) and *reading-to-learn academies* (4-5) for teachers who provide literacy instruction to students in grades K-5.[17]
- ***3D: Special Education Teacher Certification Redesign (SBEC):*** Certification redesign to improve current, broad special education certificate by creating a deaf/blind supplemental certificate and multiple new certificates specialized by grade level and degree of student support needed.

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[11] http://www.txautism.net/

[12] https://tier.tea.texas.gov/

[13] https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/texas-lesson-study

[14] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation-reading-practices

[15] https://tea.texas.gov/academics/early-childhood-education/reading-practices-faq#str

[16] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation-reading-practices

[17] https://tea.texas.gov/academics/learning-support-and-programs/mathematics-and-reading-academies

- **3E: Revised Educational Diagnostician Exam**: The State Board of Educator Certification (SBEC) adopted a new set of standards for educational diagnosticians in 2017. The new standards also included the development of a testing framework for the new certification exam.[18]
- **3F: HB 3 K-2 Reading Diagnostics Instrument:** State adoption of a no-cost reading instrument for LEAs. LEAs are required to report results to parents.[19]
- **3G: HB 3 Early Childhood Literacy Plans:** School boards are required to adopt early childhood literacy plans with specific, quantifiable, annual goals for five years at each LEA campus**.[20]**

The infrastructures supporting the activities in the third improvement strategy largely stem from governance and fiscal structures and are supported by coordinated efforts within the TEA designated divisional projects. The Texas Legislature provides the governing authority for the creation of and fiscal commitment to these activities. This authority and commitment support the development and operationalization of these activities at the state, regional, and local levels.

Improvement Strategy 4: Collaborate with Institutions, Organizations, Agencies, and Other Stakeholders to Support Positive Reading Outcomes
The fourth improvement strategy is to *collaborate with institutions, organizations, agencies, and stakeholders to support positive reading outcomes* for 3-8 students in special education (see Figure 1). This strategy is supported by the State's infrastructure and consists of three activities (4A-4C):

- **4A: Monitoring, Review, and Support Activities:** Monitor special education programs through review and support activities aimed at improving reading outcomes. Review and Support activities include policy review, strategic support plan (SSP), self-assessment, cyclical monitoring (comprehensive desk review, on-site visit) or targeted monitoring (targeted desk review, targeted on-site visit), and differentiated supports or technical assistance.[21]
- **4B: SB 2070 Dyslexia Monitoring Project:** This strategy includes the development of a monitoring process for dyslexia.[22]
- **4C: TEA Special Education Stakeholder Engagement Initiative:** This strategy includes a granted partner and committed position within TEA to coordinate stakeholder engagements.

The infrastructures supporting the activities in the fourth improvement strategy are found within the operations of the State agency. In August 2018, the Department of Review and Support was created. This department is responsible for general supervision in monitoring the implementation of the Individuals with Disabilities Education Improvement Act (IDEA), in accordance with the provisions at 34 CFR §300.600 and the monitoring requirements found in Texas Education Code (TEC) §29.010 and Texas Administrative Code (TAC) §97.1005. The Differentiated Monitoring and Support (DMS) system is a framework to guide actions to ensure compliance across special education programs in Texas and to build off that compliance in ways to improve student outcomes and stakeholder engagement (see Appendix II). Additionally, historically a cornerstone of the agency's continuous improvement efforts,

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[18] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation-k-2-diagnostics

[19] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/hb-3-implementation-early-childhood-and

[20] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/hb-3-implementation-early-childhood-and

[21] https://tea.texas.gov/academics/special-student-populations/review-and-support/differentiated-monitoring-and-support-dms

[22] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation-special

stakeholder engagement is embedded in all projects and initiatives but has now been elevated as a grant funded initiative overseen by a stakeholder engagement coordinator position at TEA.

Overview of Evaluation Activities, Measures, and Outcomes

The evaluation of the above improvement strategies in terms of baseline data and formative assessment toward desired outcome are presented in *Section 3: Data on Implementation and Outcomes*. These are found in measurement tables inclusive of each of the activities listed under the four improvement strategies (see Section 3, Tables 1 through 4).

Changes to Implementation and Improvement Strategies

There have been several noteworthy changes beginning in 2018-2019 and continuing into the 2019-2020 school year that are linked to the implementation of the above improvement strategies and their supporting infrastructure. These include the organizational structure to increase statewide capacity, additional fiscal commitments for reading instruction, and new and/or expanded activities under each improvement strategy that are evidenced throughout *Sections 2: Progress in Implementing the SSIP* and S*ection 3: Data on Implementation and Evaluation of Improvement Strategies*.

2. Progress in Implementing the SSIP

This section is about the State's progress in implementing the SSIP. It is divided into two main parts. The first part provides a description of the State's Progress in implementing the SSIP. The last section discusses stakeholder involvement in the SSIP's implementation.

Description of the State's SSIP Implementation Progress

Description of Extent to which the State has carried out its Planned Activities with Fidelity
During this reporting period, the State has continued to implement and expand activities indicated in the implementation plan of the SSIP.

Allocations during the 86th Texas Legislative session in 2019 aimed at funding new commitments and the continuation of existing educational programs impacting students in the State have helped the TEA strengthen its infrastructures for the delivery of resources statewide. The TEA has revised its websites and built stronger communication channels and standards by rebranding and creating protocols for leveraging information from the Office of Special Populations and its department and divisions. These changes have had the greatest impact with the State's ability to engage with stakeholders and collaborative partners in more concise and efficient efforts that allow the State to better support all outcomes, but especially regarding reading outcomes for students with disabilities in the State.

ESCs and TA Networks: Implementation Progress
During this reporting period, the 20 ESCs and TA Networks continued to implement and expand activities indicated in the implementation plan of the SSIP.

A focused effort to strengthen existing networks for consistency, quality, and to build capacity at the 20 regional ESCs to provide TA to low performing LEAs began in the spring of 2016 and continues to date. n April 2018, the TEA incorporated stakeholder feedback, data analysis results, and interviews to reimagine the network structure. The current networks launched July 1, 2019. The redesign was intended to identify and better fill gaps in the TA network, streamline work to reduce redundancies, and form collaborative partnerships between network initiatives. This restructuring supported collaboration and moved work from several siloed initiatives to interconnected networks. This initiative includes provisions to support, reallocate resources or add new resources, and assist with data analysis related to the SiMR. Leveraging the ESCs is an essential part of the theory of action. Accountability for SPP Indicators, including Indicator 17, extends to ESCs. All ESCs must develop a regional special education continuous improvement plan (SECIP). The SECIP is in its 3rd iteration since 2012. It is currently being field tested in 5 ESCs and will be fully implemented across all 20 ESCs during the 2020-2021 school year. In the annual SECIP submission, each ESC reports progress and slippage, activities implemented during the reporting year for the SPP indicators, and any activities that will be changed. Appendices III – V list both short-term activities and long-term activities aligned to the SiMR.

ESC Special Education Liaison Initiative
During 2018-2019, the ESC Special Education Liaison Grant Initiative created 28 liaison positions to support ESCs providing TA, professional development training, and supports for special education teachers. These funds are provided to assist each ESC with three primary deliverables:

- Ensure LEAs have access to high quality TA and support, professional development, and other services regarding state and federal rules and regulations
- Support state projects and activities necessary to implement the SPP, SSIP, and assist LEAs in improving results for students with disabilities

- Assist TEA with carrying out its responsibilities by serving as statewide leads and/or members for certain IDEA-related functions/projects

Reading Academies

Notably, implementation of Senate Bill (SB) 925 and 972 began in June 2016. Both bills established the literacy achievement academies targeting kindergarten through third grade teachers, and the reading to learn academies focusing on fourth and fifth grade teachers. They both provide high-quality, face-to-face professional development to public school teachers who instruct students in reading. In June of 2019, House Bill 3 (HB 3) was passed by the 86th Texas Legislature. Per HB 3, all K-3 teachers and principals must attend a teacher literacy achievement academy by the 2021-2022 school year.

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 ECSs as an investment for improving outcomes to achieve the SiMR (see Figure 1). Many ESCs adapted core engagement principles to achieve goals outlined in specific statewide networks. Once the TEA expanded its number of TA specialists in the special education division during the summer of 2017, it was able to leverage those positions to conduct extensive needs-based assessments around existing initiatives and other identified areas not targeted by the TEA. Approximately 45 additional staff position were added the summer of 2018. As a result, TEA is better positioned to identify current needs to leverage future resources and to establish and support deeper levels of TA and other engagements consistently across Texas.

Intended Outputs that have been Accomplished as a Result of the Implementation Activities

While there was a minor drop in reading proficiency scores for students with disabilities in 2018-2019, the reading proficiency rate from spring 2017 to spring 2019 improved (2017 = 40.8%, 2018 = 47.0%, 2019 = 44.8%). For an analysis of SPED 3-8 STAAR reading proficiency, see *Section 5: Progress Toward Achieving the SiMR*. No results will be obtained for this measure in 2020 due to the suspension of the STAAR testing requirement.[23] The TEA anticipates changes to the SiMR target and possibly other SSIP focused activities and measurements defined by stakeholders for the next reporting period for Indicator 17. However, the day-to-day opportunities and activities will continue to write the narrative in achieving outcomes for students with disabilities in reading (see Figure 2).

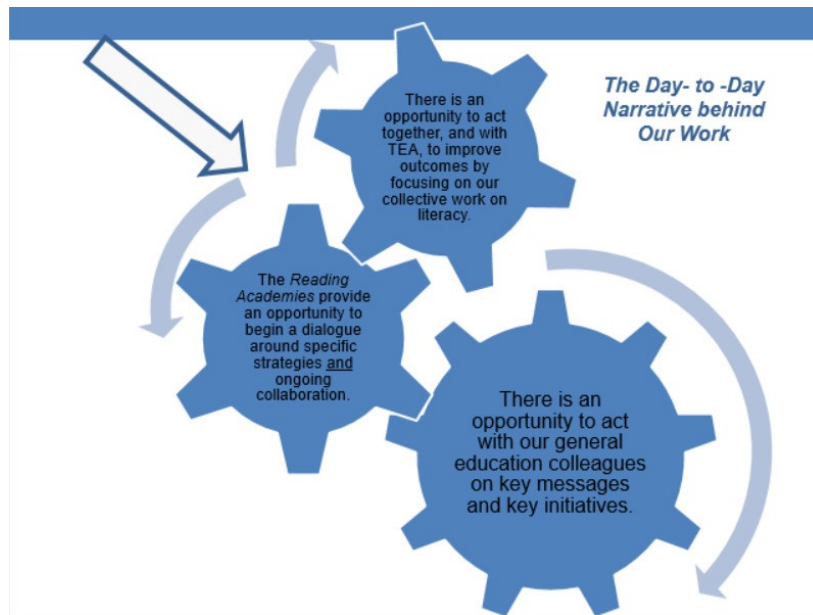[23] https://gov.texas.gov/news/post/governor-abbott-waives-staar-testing-requirements

Figure 2. Identified opportunities in adaptive strategies.

Stakeholder Involvement in SSIP Implementation

How Stakeholders have been Informed of the Ongoing Implementation of the SSIP
Stakeholders have been informed in many ways of the ongoing implementation of the SSIP. In 2019-2020, the State instituted the new special education monitoring, review, and support system (i.e., DMS system). State assessment for students in special education is integral to this system. One requirement of this system is for all LEAs in Texas to annually complete an online self-assessment, where they evaluate and rate their special education programs by identifying areas of both compliance and student performance needing improvement. This new system also includes a six-year monitoring cycle, where LEAs participate in desk reviews and on-site visits. Each year of the six-year cycle is partitioned into three groups. Stake holders have been informed about the State's commitment to improve special education reading proficiency rates. A listing of when stakeholders have been informed, includes:

- *January 2019:* Review and Support Monitoring Pilot: Pre-pilot stakeholder survey (*n* = 1352)
- *February 2019:* Review and Support Monitoring Pilot: Best practices interviews with LEA leadership team for eight pilot LEAs
- *April – May 2019:* Special education director engagement at 20 regional ESCs to gather feedback on monitoring process development
- *May – June 2019:* Review and Support Monitoring Pilot: Post-pilot participation survey of stakeholders who directly engaged with the TEA during pilot monitoring activities 98% approval rate for new monitoring practices (*n* = 49)
- *July 2019:* Texas Council of Administrators of Special Education (TCASE) presentation about special education monitoring updates at the TEA

- *August 2019:* Review and Support Monitoring Pilot Process and Results: TEA webinar available to statewide special education stakeholders (distributed via the SPED ListServ) ~400 participants
- *September 2019:* Differentiated Monitoring and Support webinar available statewide to all special education stakeholders (distributed via the SPED ListServ) ~800 participants
- *November – December 2019:* Small and Rural Schools Connections Conference (Region 6, Region 10, Region 17, Region 20)
- *March 20, 2020:* The TEA received approximately 2800 individual responses to the Cycle I Group II stakeholder survey conducted during the comprehensive desk reviews.

How Stakeholders have had a Voice and been Involved in Decision-Making regarding the Ongoing Implementation of the SSIP

Stakeholder input has been the cornerstone of the Texas Continuous Improvement Process (TCIP).[24] The TCIP's reliance on stakeholder input was critical to establishing both the SSIP and the SiMR. Input was gathered through a variety of statewide methods, including surveys, public forums, public hearings, and stakeholder meetings. To ensure representative feedback, a geographic and ethnic diversity approach toward obtaining stakeholder input was utilized. Key stakeholder roles follow a recruitment plan based on a variety of input needs. Key roles on all advisory or informal workgroups include parents, teachers, and campus and LEA administrators. Members of the stakeholder groups are typically represented by LEA and campus administrators, special education directors, special education teachers, generally education teachers, parents, higher education institutes, advocacy agencies, professional groups, ESCs, related state agencies, related service providers, evaluation personnel, and other stakeholder groups.

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[24] https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/texas-continuous-improvement-process

3. Data on Implementation and Evaluation of Improvement Strategies

This section reports data on the implementation and outcomes of the SSIP. It is divided into three main parts. The first part describes how the State monitored and measured outputs. The second part describes how the State demonstrated progress, and the third part reports stakeholder involvement.

Monitoring and Measuring Outputs

How Evaluation Measures Align with the Theory of Action
The improvement strategies and their implementation and evaluation are aligned with the theory of action framework (see *Section 1: Summary of Phase III*). These improvement strategies guide actions from the state, regional ESCs, and LEAs to improve 3-8 reading proficiency rates to achieve the SiMR.

Data Collection on the Improvement Strategies
Data were collected on the improvement strategies to establish baseline data and to formatively assess progress of each activity (for data to assess progress toward the SiMR, see *Section 5. Progress Toward Achieving the SiMR*). Different data were collected for the different improvement strategies:

Improvement Strategy 1: Resource Allocation
- *Data Source:* Fiscal and Grant Divisions
- *Collection Procedure:* Supported by budget, grant quarterly reports
- *Timeline:* Annual allocations

Improvement Strategy 2: Expand Initiatives and Opportunities
- *Data Source:* Ten Networks and ESC SECIPs
- *Collection Procedure:* Self-reported by grantee, data collected via the eGrant online application
- *Timeline:* Networks report metric quarterly to the Initiatives Lead at TEA and annually during the summer

Improvement Strategy 3: Communicate Standards and Expectations to Teachers and Instructional Support Personnel
- *Data Source:* Grant compliance data, personnel participation and outcomes
- *Collection Procedure:* LEA provides compliance assurances in grant funding application, TEA division led initiative outputs reports
- *Timeline:* Annual during the summer, annual- event driven

Improvement Strategy 4: Collaborate with Institutions, Organizations, Agencies, and Other Stakeholders
- *Data Source:* ESC Liaison Grants (specific to reading), monitoring data– Review and Support
- *Collection Procedure:* Reported via Qualtrics survey platform; reported via secure LEA accessed data platform
- *Timeline:* Liaisons report progress quarterly, triannual monitoring reporting by Review and Support

The above data elements are for assessing the improvement activities. The purpose of this assessment is to establish baseline data and formatively evaluate progress toward achieving the SiMR.

How the State has Demonstrated Progress

Tables 1 through 4 show baseline data and formative metrics for assessing progress toward achieving the improvement strategies (for a review of the strategies, see *Section 1: Summary of Phase III*).

Improvement Strategy 1: Resource Allocation to Support Reading Outcomes

The first improvement strategy is the *allocation of resources to support state, regional, and local efforts to improve reading outcomes* for 3-8 students in special education. Table 1 reports outcomes of the first improvement strategy in terms of baseline data and formative evaluations.

Table 1

Improvement Strategy 1: Activity, Baseline Data, and Formative Assessment

Activity	Baseline	Formative Assessment
1A: Increase Professional Capacity	2015-2016 timeline. Goal: Increase the capacity of TEA special education support by increasing the number of TEA SPED personnel Baseline: TEA Special Education Personnel Total employees: 20	2019-2020 TEA Special Education Personnel Total employees: 74 (approximation) 270% increase in the number of special education personnel at TEA from 2015 to 2020.
1B: HB 3 Dyslexia Allotment	2020-2021 baseline year. Goal: Increase the identification and provide appropriate services to students with dyslexia Passed during the 86th Texas Legislature (2019), baseline year data will begin in the 2020-2021 school year.	Projected to include all LEAs who access the Dyslexia Allotment funds, and how funds will increase identification and provide appropriate services to students with dyslexia.
1D: ESC Special Education Liaisons	2019-2020 Liaison reports related to reading supports: ESC 4 - Houston, ESC 16 - Amarillo, ESC 19 - El Paso, ESC 20 - San Antonio Goal: Support LEAs by dissemination information, conducting training and consultation for both federal and state special education programs responsive to LEA needs.	Quarterly through Qualtrics based on annual LEA goals.

Improvement Strategy 2: Expand Initiatives and Opportunities to Support Reading Outcomes
The second improvement strategy is *expanding initiatives and opportunities to support improved reading outcomes* for 3-8 students in special education. Table 2 reports outcomes of the second improvement strategy in terms of baseline data and formative evaluations.

Table 2

Improvement Strategy 2: Activity, Baseline Data, and Formative Assessment

Activity	Baseline	Formative Assessment

2A: Child Find, Evaluation, and ARD Supports Network (ESC 4)	2019-2020 baseline year. Goal: By August 2020, 100% of ESCs and 10% of LEAs will receive professional development, technical assistance, and support from the grantee of the Child Find, Evaluation, and ARD Support Network regarding effective and innovate practices of Child Find, Evaluation, and ARD Support as evidenced by logbook entries by Network 1 specialists	In progress, however preliminary formative data includes: SWEP conference: • 95% (19 of 20) of ESC network representatives & 57% of LEAs (691 LEAs) Virtual Workshops: • 100% of ESCs & 18% of LEAs (214 LEAs) • 100% of ESCs & 15% of LEAs (176 LEAs) • 100% of ESCs & 25% of LEAs (305 LEAs)
2B: Inclusion in Texas Network (ESC 20)	2019-2020 baseline year. Goal: Investment: 90% of participants in the professional development demonstrate their competency on evidence-based strategies provided during a competency-based exit survey that tests understanding of content. Adoption: 65% of participants will demonstrate implementation with fidelity of the strategies provided during specially designed supports/action research projects. This will be measured by the fidelity of implementation rubrics administered by grantee.	In progress, however preliminary formative data includes: Investment: Data not gathered due to cancelation of trainings for COVID-19 pandemic. 2/5 projects had reported data, others had not begun projects. • ESC 10 = 50% of participants were demonstrating implementation with fidelity • ESC 20 = 76% of participants were demonstrating implementation with fidelity
2C: Texas Statewide Leadership for Autism Training (TSLAT; ESC 13)	2019-2020 baseline year. Goal: 100% of educators will have access to online courses and resources to increase knowledge, understanding and implementation of EBP in reading	In progress, however preliminary formative data includes: 1034 educators have earned partial credit and learned various EBPs
2D: Tiered Interventions using Evidence-Based Research (TIER) Network (University of Texas)	2019-2020 baseline year. Goal: 100% of ESCs will participate in the trainer-of-trainers institute 20% or more of LEAs within each region will designate at least one campus team to participate in high-quality training on the implementation of the MTSS by August 2020	In progress, however preliminary formative data includes: Each ESC was to send 3 people, so 3 x 20 = 60. We have 31 of 60 registered participants as of Q1
2E: Texas Sensory Support Network	2019-2020 baseline year. Goal:	In progress, preliminary formative data being collected

(ESC 11)	85% of professionals working with students who are blind or visually impaired, deaf or hard of hearing, or deaf-blind implement the skills reinforced through coaching and report improved student outcomes.	for progress toward the annual goal.
2F: Texas Complex Access Network (ESC 3)	2019-2020 baseline year. Goal: 70% of teachers and instructional assistants who attend EBP professional development will be observed implementing at least one high yield EBP with fidelity as measured using a fidelity implementation checklist during a follow-up coaching session.	In progress, preliminary formative data being collected for progress toward the annual goal.
2G: Texas Lesson Study (TXLS)	2019-2020 baseline year. Goal: 10% of all Texas teachers will be reached by 2023, but the potential for impact includes every student in Texas (TEA Strategic Plan 2019-2023)	In progress, preliminary formative data being collected for progress toward the annual goal.

Improvement Strategy 3: Communicate Standards and Expectations to Teachers and Instructional Support Personnel to Improve Reading Outcomes

The third improvement strategy is to *communicate standards and expectations for teachers and instructional support personnel to improve reading outcomes* for 3-8 students in special education. Table 3 reports outcomes of this improvement strategy in terms of baseline data and formative evaluations.

Table 3

Improvement Strategy 3: Activity, Baseline Data, and Formative Assessment

Activity	Baseline	Formative Assessment
3A: HB 3 Reading Academies	2020-2021 baseline year. Goal: By August 2021, K-5th grade teachers in low-performing schools and schools with high percentages of students qualifying for free and reduced-price lunch will have participated in a teacher literacy achievement or a reading-to-learn academy and received access to high-quality content and instructional strategies aligned to the TEKS (per SB 925 and SB 972 (84th Texas Legislature) (TEA Strategic Plan 2017-2021 and TEA Strategic Plan 2019-2023)	New and will be required Jan. 1, 2021 In progress, data will be assessed September 2021 New and will begin in SY 2020-2021
3B: HB 3 Science of Teaching Reading (STR) Exam	2021-2022 baseline year Goal: The Science of Reading Exam will be required for teachers seeking new certifications for PK-6th grade	New and in the initial planning phases

3C: Reading Excellence and Academies Development (READ)	2016 summer. Goal: Increase teachers' knowledge, understanding, and systematic use of effective, research-based, and scientifically validated reading instruction ESCs and LEAs will hire a full-time literacy coach to provide development sessions, instructional coaching to teachers, as well as training and instructional collaboration to LEA and school leader cohort participants.	In progress 17,000 teachers directly accessed the academies during the summer of 2016 Additional academies in Grade 2 Literacy Achievement, Grade 3 Literacy Achievement, Grade 4 Reading to Learn, and Grade 5 Reading to Learn were provided to more than 12,000 teachers during the summer of 2017.
3D: Special Education Teacher Certification Redesign (SBEC)	2019-2020 timeline. Goal: Certification redesign to improve current, broad special education certificate by creating a deaf/blind supplemental certificate and multiple new certificates by grade level and degree of student support needed.[25]	New and in the initial planning phases.
3E: Revised Educational Diagnostician Exam	2021-2022 baseline year. Goal: Revise educational diagnostic certification and test alignment of framework with updated standards	Completed The newly approved test framework was posted in Jan. 2020. In progress TEA is working on approving specific test items for the exam
3F: HB 3 Early Childhood Literacy Plans	2020-2021 baseline year. Goal: Improve reading proficiency, school boards must create and implement early childhood plans and include annual goals targets for student growth in closing the gaps, and to target professional development for classroom teachers to meet student needs.	New and in the initial planning phases. Projected to include all LEAs who implement as required under HB3

Improvement Strategy 4: Collaborate with Institutions, Organizations, Agencies, and Other Stakeholders to Support Positive Reading Outcomes
The fourth improvement strategy is to *collaborate with institutions, organizations, agencies, and stakeholders to support positive reading outcomes* for 3-8 students in special education. Table 4 reports outcomes of this improvement strategy in terms of baseline data and formative evaluations.

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[25] 19 TAC Chapter 235

Table 4

Improvement Strategy 4: Activity, Baseline Data, and Formative Assessment

Activity	Baseline	Formative Assessment
4A: Monitoring, review, and support activities Increase monitoring, review, and support activities through collaboration with LEAs	2016-2017 LEAs monitored Total LEAs: 108	2019-2020 LEAs Monitored Total LEAs: 207 92% increase from 2016-2017 to 2019-2020 in the number of LEAs that were monitored for special education. Monitoring activities included policy reviews for LEAs in Cycle 1, Groups 1 – 3 of the new DMS system and self-assessment, desk reviews, and on-site visits for LEAs in Cycle 1, Groups 1 and 2. A total of 137 LEAs in either Cycle 1, Group 3 or targeted monitoring were excluded from DMS monitoring in 2019-2020 because of COVID-19. These LEAs will be included in DMS monitoring activities for 2020-2021.
4B: SB 2090 Dyslexia monitoring project The dyslexia monitoring process will effectively audit, monitor, and periodically conduct on-site visits of LEAs to ensure compliance with SB 2570 and the program approved by the SBOE.	Implement during the 2019-2020 school year with infrastructure changes. Goal: Increase staffing capacity to implement expanded monitoring capabilities for dyslexia programs. Improve access to and student outcomes through the state dyslexia protocol program.	In progress, however preliminary formative data includes: 2 additional FTEs were hired to specifically address dyslexia monitoring for the upcoming 2020-2021 school year.
4C: TEA Special Education Stakeholder Engagement initiative	Database/website for stakeholders who are interested in contributing to state-level special education efforts University of Texas provides facilitation for stakeholder committees and focus groups	In progress

Stakeholder Involvement in the SSIP Evaluation

How Stakeholders have been Informed of the Ongoing Evaluation of the SSIP

Stakeholders were informed about the ongoing evaluation of the SSIP. SSIP information on the measurement, results, intervention/monitoring requirements, and announcements relevant to the 3-8 STAAR reading proficiency rates have been made publicly available to stakeholders via the TEA online website. Per federal and state rules and regulations, the State publicly reports annual LEA performance and determinations of RDA Indicator 1(ii) at the LEA, regional, and state levels on its website for all stakeholders to view, download, and analyze.[26,27] In addition, the State annually provides an updated RDA manual, RDA performance framework, RDA guidance document, and information on intervention/monitoring requirements based on LEA performance to stakeholders.[28]

How Stakeholders have had a Voice and Been Involved in Decision-Making regarding the Ongoing Evaluation of the SSIP

Stakeholder involvement has been integral to the evaluation of the SSIP. Stakeholders were involved in setting reading proficiency targets for the SiMR (see *Section 5: Progress Toward Achieving Intended Results)*. For example, on November 13, 2019, a stakeholder group from the Texas Continuous Improvement Steering Committee (TCISC) convened and provided input on the special education 3-8 STAAR reading proficiency targets. This stakeholder group advised the TEA to continue the identified 70% target for FFY 2019. Stakeholders agreed the coherent improvement strategies implemented at the state, regional, and local levels continue to be critical to improving 3-8 reading proficiency rates. Current initiatives listed in the SSIP are not intended to be an exhaustive list, but rather they are a list of initiatives believed to have the greatest impact on the SiMR. Stakeholders adhered to the belief that quality over quantity should be the focus for selecting improvement strategies thought to ensure positive reading outcomes. Ongoing discussions with stakeholders, beginning in Summer 2020 and beyond will help guide how well current and evolving initiatives align with the SSIP.

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[26] The Individuals with Disabilities Education Improvement Act (IDEA) 2004 requires states to report annually to the public on the performance of each LEA in the state on the targets in the SPP/APR determinations.

[27] https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-reports-and-data

[28] https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

4. Data Quality Issues

This section describes data quality issues. It is divided into three parts. The first part describes concerns related to data for assessing progress. The second part describes implications of the data quality concerns, and the last part describes plans for improving data quality.

Concerns or Limitations Related to the Quality or Quantity of Data used to Report Progress or Results
Data limitations can affect progress reporting on the SiMR. Data in the SiMR differs from reading data reported in SPP Indicator 3C in that SiMR includes only grades 3-8. Additionally, the TEA ESSA plan revised the achievement measurement of proficiency to include students with a proficiency level of "meets grade level or above" beginning in FFY 2017 and captured in SPP Indicator 3C. SiMR data is aligned to RDA Indicator 1(ii) and includes a growth proficiency standard.

Implications for Assessing Progress or Results
Data quality concerns regarding the 2019 STAAR data are minimal. No statewide anomalies causing quality concerns were reported. As with all statewide assessment results, student absenteeism, local irregular student level testing occasions, and other minor student level test-day conditions may attribute to local or district quality concerns that can impact statewide results. These are all considered each year.

However, noted for the next cyclical testing reporting period, the 2020 statewide testing results will be impacted. On March 11, 2020 the World Health Organization (WHO) declared the global spread of the novel coronavirus (COVID-19) a pandemic.[29] Days later the Governor of Texas, Greg Abbott, declared a state of disaster in Texas on March 13, 2020,[30] and on March 16, 2020 Governor Abbott waived the STAAR testing requirement for Texas public school.[31] Then on March 19, 2020 Governor Abbott issued an executive order requiring all schools in Texas to temporarily close.[32] 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."[33]

Although the actions taken by the Texas governor and U.S. Secretary of Education protected the health and safety needs of student and school personnel in Texas, the implications of bypassing standardized testing for the 2019-2020 school years means that statewide reading assessment data cannot be collected or reported next year to update the SSIP and measure progress toward the SiMR. Although this is a concern, it is also an opportunity to explore other options for assessing reading proficiency (for more information on addressing data quality concerns, see *Section 6: Plans for Next Year*).

Plans for Improving Data Quality
Improving data quality relies on improving data collection, analysis, and reporting to support decision-making. Additional staffing for a dedicated special education programmatic data analyst was prioritized. A major responsibility for this analyst is to conduct quantitative studies with a particular focus on reading performance. These activities are positioned to drive decision making for improved supports and to improve the quality of data through its collection, storage, management, analysis, and reporting.

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

[30] https://gov.texas.gov/news/post/governor-abbott-declares-state-of-disaster-in-texas-due-to-covid-19

[31] https://gov.texas.gov/news/post/governor-abbott-waives-staar-testing-requirements

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

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

5. Progress Toward Achieving the SiMR

This section is about progress toward achieving the SiMR. It is divided into five parts. The first part reviews the alignment of the SiMR with the theory of action. The second part outlines the data collected to assess the SiMR. The third part discusses infrastructure changes that support the State's progress while the fourth part discusses outcomes regarding progress toward objectives. In the last part, results are presented that document progress toward achieving the SiMR.

How Evaluation of the SiMR Aligns with the Theory of Action
The SiMR represents the desired outcome achieved as a consequence of implementing the four improvement strategies listed in the theory of action (see *Section I: Summary of Phase III*). In the fall of 2019, stakeholders agreed to set the 3-8 special education reading proficiency target at 70%.

Data Collection for Assessing the SiMR
Data were collected to evaluate progress toward achieving the SiMR. The purposes of such collection were to set a baseline from which improvement in special education 3-8 STAAR reading proficiency rates could be measured and to annually assess 3-8 reading proficiency against the target proficiency rates established with stakeholders (see *Section 3c. Stakeholder Involvement in the SSIP Evaluation*).

Table 5 organizes the collection of data in terms of its sources, collection procedures, and timelines.

Table 5

Data Collection for SPED Reading Progress Toward Achieving the SiMR

Data Source[34]	Indicator	Measure	Collection Procedure	Timeline	Unit of Analysis	Result[35]
State of Texas Assessment of Academic Readiness (STAAR)	SPED Indicator #1(ii): SPED STAAR 3-8 Passing Rate	Percent of SPED students with minimum level of satisfactory performance or higher on the STAAR 3-8 reading assessments based on the Texas Essential Knowledge and Skills (TEKS)	• ETS Testing Contractor (Consolidated Accountability File-CAF) • Assessment Division • Performance Reporting Division	• Students assessed: April-June • Results available: November	Statewide data based on both LEAs and regional ESCs	Definitive (e.g., 70% LEA students met satisfactory performance on the STAAR)
State of Texas Assessment of Academic Readiness (STAAR)	SPED Indicator #2(ii): SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate	Percent of students formerly served in SPED who met the minimum level of satisfactory performance or higher on the STAAR 3-8 reading	• ETS Testing contractor (Consolidated Accountability File-CAF) • Assessment Division	• Students assessed: April-June • Results available: November	Statewide data based on both LEAs and regional ESCs	Definitive (e.g., 70% LEA students met satisfactory performance on the STAAR)

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[34] https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2019-accountability-faqs#q93
[35] https://tea.texas.gov/sites/default/files/2019%20Student%20Assessment%20DV%20Manual%20.pdf

		assessments based on the Texas Essential Knowledge and Skills (TEKS)	• Performance Reporting Division			

Infrastructure Changes that Support SSIP Initiatives, including How System Changes Support Achievement of the SiMR

The TEA's continuing and planned infrastructure changes and the delivery of quality statewide TA and resources are designed to improve the services and supports needed to increase reading proficiency levels for 3-8 students with disabilities who receive special education. The TEA has committed additional resources and expanded its capacity to provide oversight and targeted engagement over special education programs. For example, the Department of Review and Supports new DMS system aims to be inclusive of all LEAs in Texas, helping to improve compliance and statewide performance (See *Section 3: Data on Implementation and Evaluation of Improvement Strategies*). Additionally, the TEA has committed additional support by redesigning the TA networks, expanding the number of state TA staff, and by executing agency wide initiatives related to reading outcomes.

Outcomes Regarding Progress Toward Short-Term and Long-Term Objectives that are Necessary Steps Toward Achieving the SIMR

Ongoing connections across infrastructures, the inclusion of metrics, measures in network project plans, and expected stakeholder engagements support strategy implementation. Some benchmarks about 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 and how prepared practitioners are upon completion of training. These metrics have been expanded and are anticipated to be predictive of student outcomes often based on lag measures for statewide projects (See *Section 3: Data on Implementation and Evaluation of Improvement Strategies*).

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

Measurable Improvements in the SIMR in Relation to Targets

Data analysis suggests the State made measurable progress toward achieving the SiMR. Reading proficiency (i.e., passing rate) was measured using the State's RDA Indicator 1(ii). This indicator is aligned to the SiMR because it measures the percentage of 3-8 students in special education who met the minimum level of satisfactory performance or higher on the STAAR reading test.

Table 6 indicates the State did not meet the 70% 3-8 special education reading proficiency target. The 2019 reading proficiency rate was 44.8%. There was also a decrease in the passing rate from 47% in 2018 (n = 98,969) to 44.8% in 2019 (n = 111,808). However, longitudinally there has been an increase in the 3-8 special education reading proficiency rate since the initial baseline in FFY 2015.

Table 6

Baseline Data, Targets, and Progress for SPED 3-8 STAAR Reading Proficiency (2015-2019)

FFY	2014[36]	2015[37] Baseline	2016[38]	2017[39]	2018[40]	2019[41]
Target	--	60.0%	60.0%	62.0%	65.0%	70.0%
Data	65.5%	*39.6%	39.9%	40.8%	47.0%	44.8%

In 2019, a total of 249,486 students in special education grades 3-8 took the STAAR reading test, of which 44.9% (n = 111,808) achieved a passing rate in reading. Figure 3 shows a histogram of the distribution of passing rates on the special education reading STAAR test by LEA. Passing rates ranged from a maximum of 92.9 to a minimum of 9.1 (μ = 44.8, σ = 14.3). Both skewness (0.46) and kurtosis (0.54) suggest the data are approximately normally distributed. Figure 3 also shows over a dozen outliers outside the overall pattern of the distribution.[42] These LEAs had a higher reading proficiency rate on the special education 3-8 STAAR test than approximately 97% of the other LEAs in Texas.
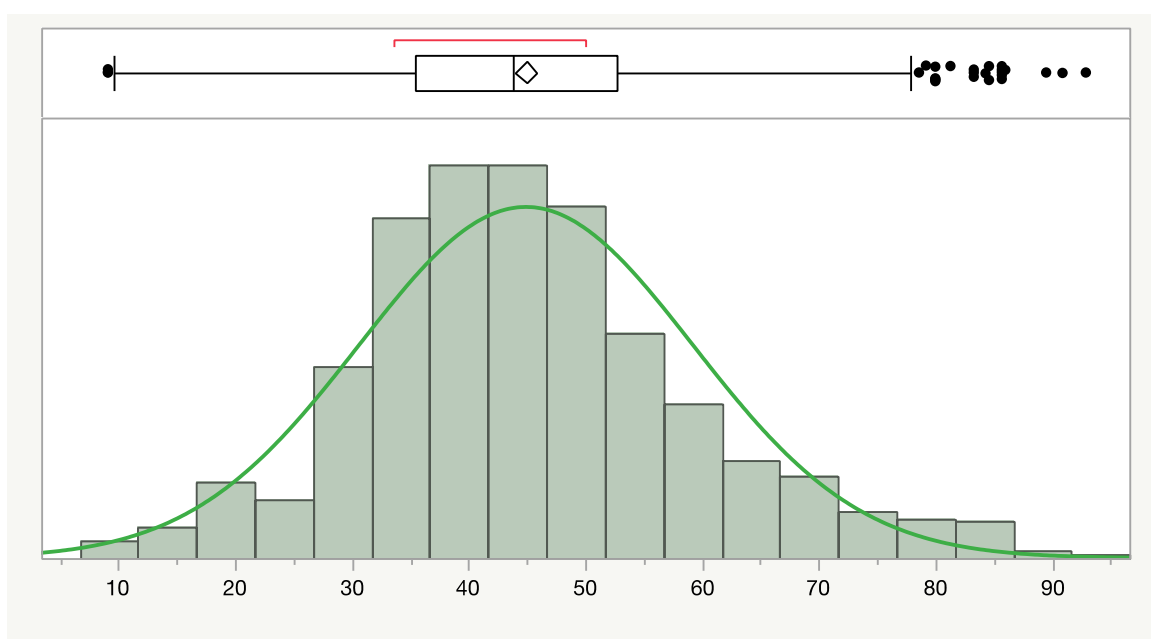
Figure 3. Distribution of 2019 SPED 3-8 STAAR reading proficiency rates. This analysis was based on masked data that complies with the federal Family Educational Rights and Privacy Act (FERPA). Data are publicly available for download via the TEA website: https://rptsvr1.tea.texas.gov/pbm/download.html

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[36] https://tea.texas.gov/sites/default/files/2014PBMASstateReport.pdf

[37] https://tea.texas.gov/sites/default/files/2015PBMASstateReport.pdf

[38] https://tea.texas.gov/sites/default/files/2016PBMASstateReport.pdf

[39] https://tea.texas.gov/sites/default/files/2017%20PBMAS%20State%20Report.pdf

[40] https://tea.texas.gov/sites/default/files/2018%20PBMAS%20State%20Report.pdf

[41] https://tea.texas.gov/sites/default/files/2019RDAstateReport.pdf

[42] Outliers outside the overall pattern of the distribution extend beyond the box plot whiskers. Such outliers are formerly defined as Q3 + 1.5(IQR), where Q3 is 52.6 and IQR is 17.2. Thus, 52.6 + 1.5(17.2) = 78.4. By this definition, LEAs were considered outliers if their 3-8 STAAR reading passing rate was greater than 78.4%.

Figure 4 shows the distribution of special education students in Texas who took the 3-8 STAAR reading test from 2015 to 2019. In light of the decrease in the 3-8 STAAR reading passing rate from 47% in 2018 to 44.8% in 2019, Figure 4 shows that Texas had an influx of students admitted into special education from 2018 (*N* = 210,384) to 2019 (*N* = 249,486). This influx represents an 18.59% increase in the State's 3-8 special education population taking the STAAR reading test. The recent increase in the special education population may help explain to some degree the decrease in the 2019 STAAR passing rate.
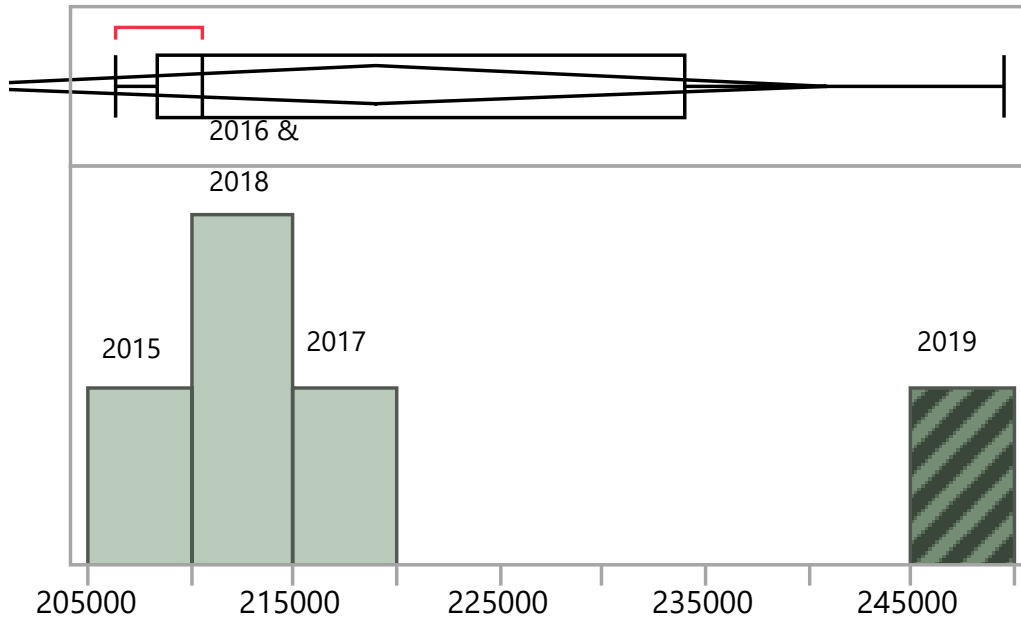
Figure 4. Distribution of SPED population taking the 3-8 STAAR reading test (2015-2019).

Figure 5 places the special education reading 3-8 STAAR passing rate for 2019 within a broader, longitudinal context. This figure displays an analysis of regional special education 3-8 passing rates by school year from 2015 to 2019. The scatter plot for each year is based on the special education 3-8 reading proficiency rate for each of the 20 ESC regions in Texas. The regional distribution of passing rates are overlaid with grouped boxplots. The boxplots show the passing rates are symmetrically distributed each year. But there is also year-to-year variation in the passing rates. This variation suggests a positive, upward moving trend for reading from 39.6% (*n* = 81,825) in 2015 to 44.8% (*n* = 111,808) in 2019. The 2019 dip in the reading proficiency rate from 47% to 44.8% may be attributable to common-cause variation that is naturally occurring in the educational environment. Figure 5 illustrates such natural variation longitudinally while also showing yearly variation in reading proficiency rates.
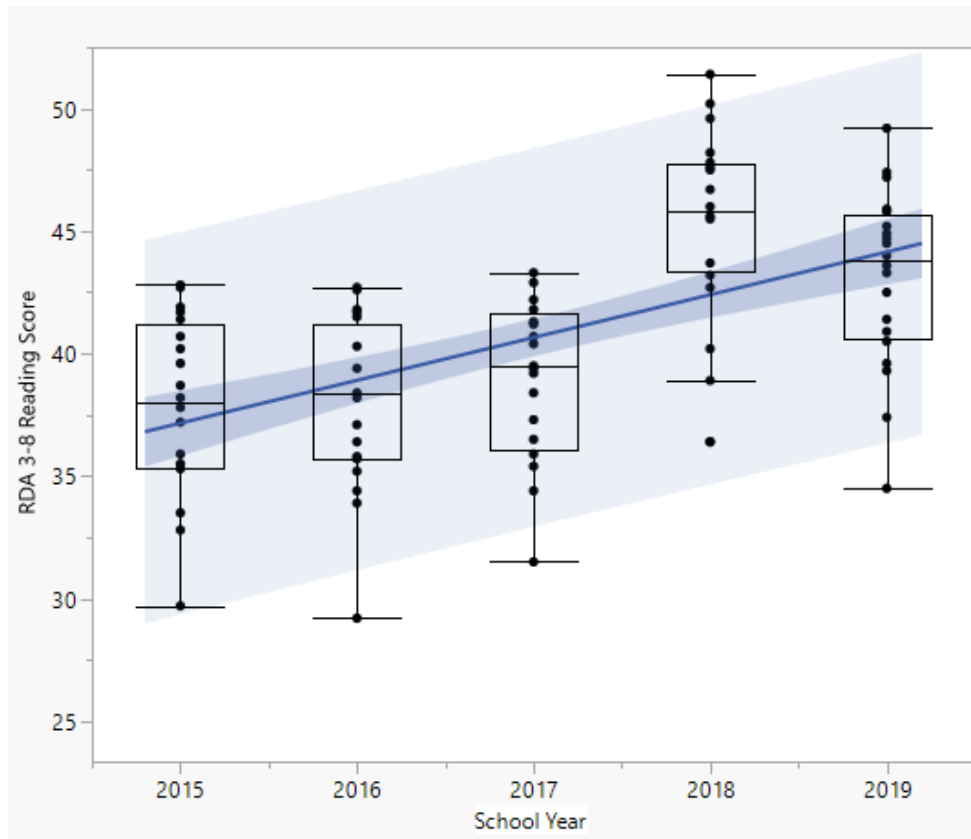
Figure 5. Grouped boxplots for SPED 3-8 STAAR regional reading proficiency rates (2015-2019).

Table 7 shows special education reading 3-8 STAAR passing rates by ESC region from 2015 to 2019.

Table 7

Regional SPED 3-8 STAAR Reading Proficiency Rates

ESC	2015 Baseline	2019	2018	2017	2016	2017-2019 Change*
ESC 1	33.5	45.8	46.0	39.2	35.8	6.6
ESC 2	38.7	44.7	47.8	42.9	40.3	1.8
ESC 3	32.8	39.3	38.9	34.4	33.9	4.9
ESC 4	40.2	45.2	47.5	41.2	40.3	4.0
ESC 5	35.5	39.6	43.2	35.4	37.1	4.2
ESC 6	37.2	40.9	43.7	38.4	39.4	2.5
ESC 7	38.2	44.0	46.7	39.5	38.2	4.5
ESC 8	35.3	43.3	45.6	37.3	36.4	6.0
ESC 9	35.3	37.4	40.2	34.4	35.2	3.0
ESC 10	42.7	47.2	49.6	43.3	42.7	3.9
ESC 11	41.4	45.9	47.6	42.2	40.8	4.1
ESC 12	37.8	43.6	43.7	39.4	38.4	4.2
ESC 13	41.7	44.9	48.2	41.8	41.5	3.1
ESC 14	42.8	44.5	45.5	41.3	41.7	3.2

ESC 15	37.2	40.5	42.7	35.9	35.7	4.6
ESC 16	40.7	47.4	50.2	40.7	39.4	6.7
ESC 17	35.9	41.4	43.7	36.5	34.4	4.9
ESC 18	29.7	34.5	36.4	31.5	29.2	3.0
ESC 19	41.9	49.2	51.4	42.9	42.6	6.3
ESC 20	39.6	42.5	46.0	40.4	38.4	2.1
State	39.6	44.8	47.0	40.8	39.9	4.0

Note. The values in the 2017-2019 Change column for the STAAR 3-8 indicator are not entirely comparable because they reflect changes in rates regardless of changes to student performance standards.

Lastly, Figure 6 complements previous results by illustrating the 3-8 STAAR reading passing rates for students the year-after-exiting special education. Reading proficiency results ranged from a minimum of 11.1% to a maximum of 98.7% with a mean passing rate of 71.56% and a median passing rate of 75.3% (n = 14,680).[43] Unmasked data results indicated a passing rate on the special education 3-8 STAAR reading test of 77.2%. The distribution is slightly negatively skewed. This negative skew means there is a relatively high frequency of LEAs with high reading proficiency rates on the statewide assessment and the reading proficiency rates decrease in frequency toward the low end of the scale. Results indicated that students who exited special education after having received such services the previous year not only met but also exceeded the State's special education reading proficiency target of 70%.

Plans for analyzing the relationship between SPED year-after-exit passing rates in reading and special education reading 3-8 STAAR passing rates are discussed in *Section 6: Plans for Next Year*.
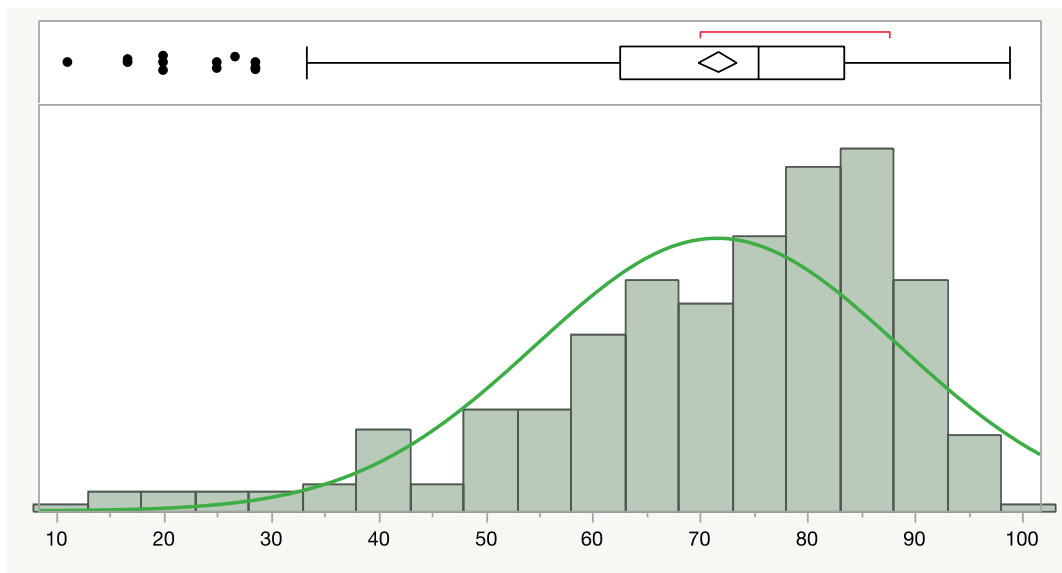
Figure 6. SPED 3-8 year-after-exit STAAR reading proficiency rates in Texas. This analysis was based on masked data that complies with the FERPA. Data are publicly available for download via the TEA website: https://rptsvr1.tea.texas.gov/pbm/download.html.

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[43] Data were masked.

6. Plans for Next Year

This section is about plans for next year. It is divided into four parts. The first part discusses planned activities for next year. The second part includes planned evaluation activities like data collection and analysis. The third part includes potential barriers that may affect the SSIP's implementation, and the last part discusses foreseeable support or technical assistance the State may need.

Additional Activities to be Implemented Next Year
Several activities are in development that the State intends on implementing within the next year. Planning is underway to create a parsimonious monitoring, review, and support system that integrates the federal SPP/APR system with the State's new RDA system (i.e., integrating federal and state rules and regulations for special education). This integration will streamline multiple accountability practices and prioritize essential data sources while taking into consideration the policy priorities of the TEA and internal and external stakeholder feedback (e.g., parents, regional ESCs, LEAs, TEA personnel, and other community members). Part and parcel to the new RDA system is the development, testing, and refinement of a risk assessment index. This risk assessment index leverages a machine learning approach and longitudinal data over a minimum of three years to predict the factors that affect special education programs the most. Based on the results of the risk assessment index, a reporting protocol will be developed to drive LEA's overall continuous improvement planning and development.

Planned Evaluation Activities: Data Collection, Measures, and Expected Outcomes
Data analysis is integral to making reasoned decisions that impact education policy and practice. While the risk assessment index discussed above helps broadly classify LEA performance based on different risk factors, it is crucial to design and conduct statistical testing on the factors that impact special education 3-8 STAAR reading proficiency results. Planned evaluation activities include exploratory data analysis (EDA) that disaggregates and analyzes the relationship among STAAR reading results and student grade level, socioeconomic status, disability, race, gender/sex, geographic location, and other school level or societal factors. Data analysis will also focus on examining outlier LEAs with higher or lower reading proficiency rates.[44,45] Moreover, future data analysis will examine the effect of special education 3-8 year-after-exit reading proficiency rates on the 3-8 reading proficiency rates of students still being served in special education. This type of analysis may help inform stakeholders when setting annual targets for measuring progress toward achieving the SiMR. Such data analysis will also help to inform new or expanded interventions to improve the reading proficiency results previously presented in *Section 5: Progress Toward Achieving Intended Improvements*.

Anticipated Barriers and Steps to Address those Barriers
The 2019-2020 statewide annual assessment was suspended because of COVID-19 (for more information, see *Section 4: Data Quality Issues*).[46] The suspension of annual testing is a barrier to collecting statewide special education 3-8 reading proficiency data, carrying out and refining the anticipated risk assessment index, and conducting in-depth data analysis on factors that impact reading results. To address this barrier, the risk assessment index will be modeled both by using three years of previous statewide testing results and by excluding statewide testing results from the model. Another approach that may be used is to treat the absence of statewide assessment data in 2019-2020 as

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[44] Crain, D., & Lysy, C. (2020). *Outlier analyses: Step-by-step guide*. IDEA Data Center. Rockville, MD: Westat.

[45] Crain, D., & Lysy, C. (2016). *IDEA data quality: Outlier analyses brief*. IDEA Data Center. Rockville, MD: Westat.

[46] https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/cancellation-of-staar-testing-for-the-remainder-of-the-school-year

missing data and then use imputation-based methods to replace such missing data with their imputed counterparts.[47] Similarly, a data analysis will be conducted using historical data to understand the factors that have the greatest effect on special education 3-8 reading proficiency.

Needs for Additional Support and/or Technical Assistance

The cancelation of annual statewide testing represents an unforeseen challenge. The State may require additional support in navigating future state and federal directives or requirements that may serve as barriers to implementing current or planned improvement strategies. Necessary steps to address such barriers include meeting challenges as opportunities for growth, further stakeholder engagement, and working with partners at federal, state, and local levels to discern emerging issues with reading.

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[47] Cheema, J. R. (2014). A review of missing data handling methods in education research. *Review of Educational Research,* *84*(4), 487-508. Retrieved from https://doi.org/10.3102/0034654314532697

Appendices

Appendix I: Statewide Technical Assistance Networks

The TEA received discretionary funds under IDEA-Part B for state-level activities and has disseminated these Part B funds to statewide leadership networks. Such leadership "networks address major, thematic topics that are identified as critical technical assistance and support needs for the state."[48] An overview of the statewide technical assistance networks for special education in Texas is below.

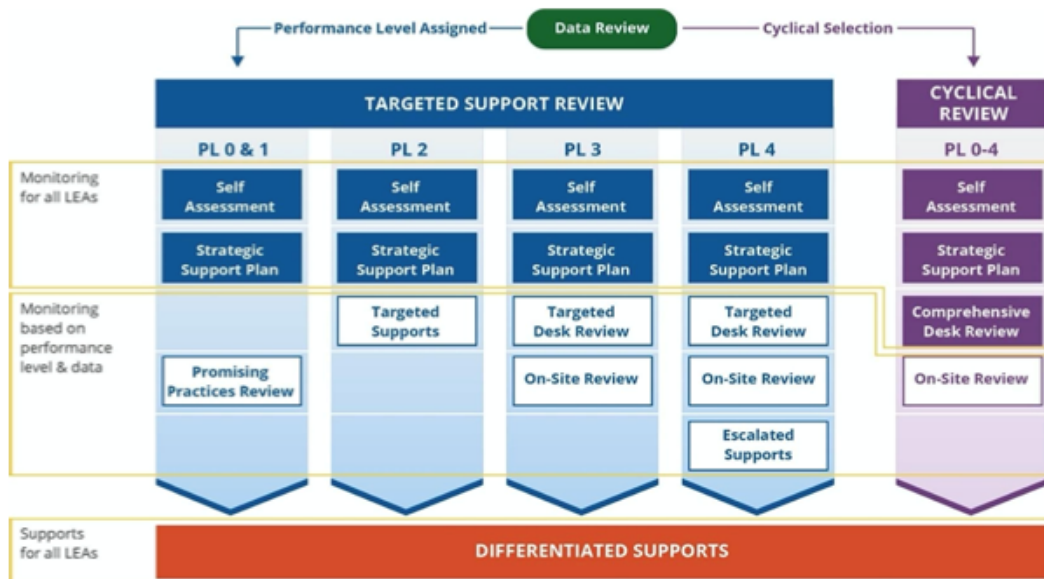| Network	Description
Child Find, Evaluation, and ARD Supports Network	Provide resources and training aligned with effective Child Find practices, evaluations, and collaborative admission, review, and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students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

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[48] https://tea.texas.gov/academics/special-student-populations/special-education/statewide-technical-assistance-networks

Appendix II: Differentiated Monitoring and Support (DMS) System

Differentiated Monitoring and Support

TEA — Texas Education Agency

The Differentiated Monitoring and Support (DMS) diagnostic framework concentrates on three programmatic pillars: **Implementation, Student Outcomes,** and **Family Engagement**. These pillars are integral to the analysis of the *seven critical areas of compliance* within the monitoring framework. The diagnostic framework supports the TEA and LEAs in developing differentiated support activities to promote compliance and continuous improvement of outcomes for students with disabilities.

DIAGNOSTIC FRAMEWORK

| Implementation | Student Outcomes | Family Engagement |

- Properly Constituted ARD
- Evaluation
- IEP Content
- IEP Development
- IEP Implementation
- State Assessment
- Transition
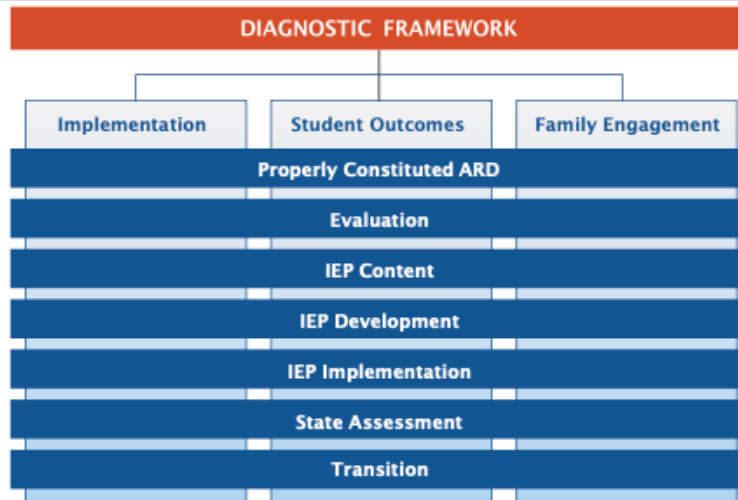
The DMS system consists of two types of special education program monitoring: **Cyclical reviews** and **Targeted reviews**. **Cyclical reviews** determine compliance with federal and state laws and assist LEAs in resolving specific issues or concerns that impact services and outcomes for students with disabilities. **Targeted reviews** determine compliance with federal and state laws and assist LEAs with performance level indicators that identify potential supports. LEA special education programs will participate in a **Cyclical review every six years**. LEAs will receive a **Targeted review** based on a review of compliance data and performance level determination. An LEA will not be monitored in more than one pathway within the same school year.

Performance Level Assigned —— Data Review —— Cyclical Selection

	TARGETED SUPPORT REVIEW				**CYCLICAL REVIEW**
	PL 0 & 1	PL 2	PL 3	PL 4	PL 0-4
Monitoring for all LEAs	Self Assessment	Self Assessment	Self Assessment	Self Assessment	Self Assessment
	Strategic Support Plan	Strategic Support Plan	Strategic Support Plan	Strategic Support Plan	Strategic Support Plan
Monitoring based on performance level & data		Targeted Supports	Targeted Desk Review	Targeted Desk Review	Comprehensive Desk Review
	Promising Practices Review		On-Site Review	On-Site Review	On-Site Review
				Escalated Supports	
Supports for all LEAs	**DIFFERENTIATED SUPPORTS**				

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Appendix III: Progress on SSIP Implementation

Progress on SSIP Implementation-Examples of professional development (PD) and TA (TA) aligned to the SiMR and provided by the 20 Regional Education Service Centers (ESC)

Regional ESC Activities (Sampling of Reported Activities)	Data/Results
- Provide guidance document with accompanying tools on comprehensive evaluation specifically for the disability conditions of SLD/dyslexia, dysgraphia, dyscalculia, including data integration of multiple sources - Establish a training portal within SPEDTex website that will: - provide opportunities for parent training and ability to sign up to receive information and reminders of important dates (ex. Annual ARD date) - provide access for educators to participate in online training modules and provide a means for tracking the utilization of these training modules by LEAs - Provide to LEAs a Parent Engagement Model Framework on the essential aspects of successful parent engagement for parents of students with disabilities - Provide a self-assessment tool for LEAs to evaluate their practices based on the Parent Engagement Model Framework - ESC will designate a School, Family, and Community Engagement Network designee, and collaborate with the ESC designees to develop campus teams and prioritize needs/training participation for local LEAs. - Provide a database of professional development resources focused on building the capacity of educators to work collaboratively with families and communities. Example of topics: - Working Together Series which will be a set of interactive self-directed modules that focus on providing families and educators with several strategies for working together and working through conflict. 7 stages of grief for parents of students with disabilities, trauma-informed school resources for training educators; communication skills to facilitate the resolution of disputes; tips on diffusing situations before they elevate; develop training on difference between parent involvement and parent engagement - Provide PD and TA on Reading/Literacy Academy Companion Trainer of trainer (TOT) Resources specifically addressing how disabilities affect students' learning of reading and math, to include resources that specifically address dyslexia and related disorders. Topics to include: - How Disabilities including Dyslexia and Related Disorders, Impact Reading and Math - Accommodating for Disabilities', including Dyslexia and Related Disorders, Impact on Reading and Math, including the Use of Assistive Technology and Universal Design for Learning - Development of Standards-Based IEPs with an Understanding of the Disability Impact (proposed to be in collaboration with Child Find, Evaluation, and ARDs - Provide TA and training on all universal supports and collect information on collaborative/customized supports that ESCs provide based on this training/information. - Provide face to face and on-demand versions of Intervention Best Practices modules and coaching protocols related to: - Multi-Tiered Systems of Support (MTSS) - Universal Screening - Progress Monitoring - Data-Driven Decision Making and Problem-Solving Teams - Academic Instruction Within MTSS - Culturally-Responsive Pedagogy (CRP) - Positive Behavior Interventions and Supports (PBIS) - Restorative Practices (RP) and Trauma-Informed Care (TIC) - Communication with Families - Offer training that provides participants with strategies for successful student transitions from Pre-K to Kindergarten and from Kindergarten to 1st grade for young children with special	Data are tracked through an online application for accounting purposes based on an allocation of funds and monitoring for use of funds in negotiated or otherwise required activities for the 20 Regional ESCs. Each required or negotiated activity is reported as incomplete or complete before the close of the federal fiscal reporting year. Activity reports are reviewed by TEA before renegotiating or appropriating continuing or additional fiscal year funding. ESCs retain additional documentation for audit, analysis, or other improvement planning activities, or another review by the State. Negotiations and reporting mechanisms have evolved to incorporate not only measurable lag goals tied to student outcomes for statewide activities, but also lead measures and metrics tied to quarterly reporting milestones to better track and gauge

needs

- Provide training and TA for behavior intervention plan (BIP) and functional behavioral analysis (FBA) training
- Act as the first point of contact to provide TA, PD, and updates to LEAs to address issues surrounding access to the enrolled grade-level curriculum for students with disabilities in the least restrictive environment (LRE)
- Collaborate with Curriculum, Instruction, and Assessment to provide training and/or T/Ato targeted LEAs in understanding the importance of identifying the root causes of students dropping out of school
- Provide training/TA in data collection, analysis, interpretation
- Provide training and TA on strategies and interventions for struggling readers and writers
- Upon request, provide individualized TA and/or training relatedto curriculum, standards based IEP goals, and Early Childhood Outcomes
- Provide administrators of early childhood programs with the opportunity to access online training (such as YouTube and/or webinars) as well as face-to-facesessions
- At LEA special education administrator meetings, highlight content training for each semester
- Provide support and TA to individual speech and language pathologists (SLPs) and groups of SLPs regarding the MTSS process byproviding training and TA with MTSS topics
- Collaborate among the ESC staff to promote cultural awareness training on effective instruction and behavioral strategies
- Provide training and coaching for Resiliency and Restorative Practices techniquesand strategies
- Develop and implement a training series to support students with mental health issues, including, but not limited to, counseling techniques, engagement techniques, and crisis intervention
- Training and TA for LEA personnel regarding state assessments for students
- with disabilities
- Present training that supports the Texas Prekindergarten Guidelines
- Provide and facilitate limited English proficient and bilingual training in English language proficiency standards and language proficiency assessmentcommittee
- Provide training and TA using sheltered instruction strategiesand collaboration with bilingual and English as a second language consultant
- Provide pod training (clustered sites) for teachers of students in low incidence classrooms on structured teaching, lesson plans, assistive technology, andvisual strategies
- Collaborate with Behavior Specialist on training and TA indiscipline practices in meeting the needs of diverse learners
- Collaborate with ESC general education personnel to provide training to all teachers in differentiated instruction including Universal Design for Learning and Assistive Technology
- Provide training through TA, traditional workshops, and alternate delivery methods to administrators and teachers of students who are deaf and hardof hearing
- Collaborate with General Education services to provide training in specific differentiation strategies using the TEKS Resource System tosupport inclusive classrooms
- Provide training/TA in data collection, analysis, interpretation
- Provide training and TA on strategies and interventions for struggling readers and writers
- Upon request, provide individualized TA and/or training relatedto curriculum, standards-based IEP goals, and Early Childhood Outcomes
- Provide administrators of early childhood programs with the opportunity to access online training (such as YouTube and/or webinars) as well as face-to-facesessions
- At LEA special education administrator meetings, highlight content training for each semester
- Provide support and TA to individual speech and language pathologists (SLPs) and groups of SLPs regarding the MTSS process byproviding training and TA with MTSS

topics • Collaborate among the ESC staff to promote cultural awareness in training on effective instruction and behavioral strategies • Provide training and coaching for Resiliency and Restorative Practices techniques and strategies • Develop and implement a training to support students with mental health issues (e.g., counseling techniques, engagement techniques, and crisis intervention) • Training and TA for LEA personnel regarding state assessments for students • with disabilities • Present training that supports the Texas Prekindergarten Guidelines • Provide and facilitate limited English proficient and bilingual training in English language proficiency standards and language proficiency assessment committee • Provide training and TA using sheltered instruction strategies and collaboration with bilingual and English as a second language consultant • Provide pod training (clustered sites) for teachers of students in low incidence classrooms on structured teaching, lesson plans, assistive technology, and visual strategies • Collaborate with Behavior Specialist on training and TA in discipline practices in meeting the needs of diverse learners • Collaborate with ESC general education personnel to provide training to all teachers in differentiated instruction including Universal Design for Learning and Assistive Technology • Provide training through TA, traditional workshops, and alternate delivery methods to administrators and teachers of students who are deaf and hard of hearing • Collaborate with General Education services to provide training in specific differentiation strategies using the TEKS Resource System to support inclusive classrooms	

Appendix IV: ESC SECIP Progress Toward Increasing Reading Proficiency

2018-2019 ESC SECIP Data Analysis and Implementation

Analysis of RDA Indicator #1 Data	RDA #1 Indicator Activities
ESC 1	
Analysis of 3B SPP/RDA Indicator #1 data indicates that 42/43 LEAs met the SPP 3B target of having >95% of children with IEPs participate in Math assessment, while only 35/43 met the target in Reading. There was a decrease of 6.9% of LEAs meeting Math target from FFY13 to FFY14, an increase of 6.8% from FFY14 to FFY15, a decrease of 2.4% from FFY15 to FFY16, and an increase of 2.3% to FFY17. SPP data shows that there was a decrease of 20% (42 to 33 LEAs) in LEAs meeting Reading target from FFY12 to FFY13. Although less LEAs continue to meet the target in Reading than in Math, data shows that there has been an increase of 17.4% (33 to 39 LEAs) in the number of LEAs meeting the target for SPP 3 Reading within the past 3 years. FFY17 data indicates no change in LEAs meeting target (35 of 43 LEAs in FFY 16 and FFY17). Overall the region is below the state by an average of 4.75% in both Math and Reading. RDA data shows that there has been an increase of 1.9%	IDEA requires that students with disabilities have access to, be involved in, and demonstrate progress in the same standards as their non-disabled peers, while ESSA requires that all students be assessed and meet proficiency criteria in specific grades and subjects. Some students with disabilities participate in the same way as other students by taking the regular state or LEA tests with no accommodations. Other students with disabilities participate in regular assessments using accommodations to enable them to demonstrate their skills without the interference of their disabilities. All students with disabilities receiving special education services take STAAR or STAAR Online with or without allowable accommodations based on individual needs. Students receiving special education services with significant cognitive disabilities who access the grade-level TEKS through prerequisite skills may meet requirements for STAAR Alternate 2. The ESC SE Department continues to address progress in the general curriculum requirements for students with disabilities through several initiatives, training and TA. The special education staff keeps informed of the requirements and instructional supports for special populations to be a resource to other ESC members. Staff continues to convey strong emphasis on the alignment between curriculum, instruction and assessment during staff development and TA. The message of the rigor of STAAR in all its forms is center-wide and now includes instructional interventions for increasing student performance based on the Performance Level Descriptors for each level of performance. Providing training in a gap analysis process for determining the supports needed for specific lessons with example model lessons are part of instructional workshops. These training opportunities are designed collaboratively between general content specialists and special education program specialists in each core content area.
ESC 8	
The data from Regional RDA (RDA Indicator #1) reports shows progress in reading from 2017 to 2018 from a rate of 37.3 to a rate of 45.6 for grades 3-8. The rate for reading and EOC grades was 17.5 to 21.3. In both 2015 and 2016 the Region was a performance level 2 in reading for special education for 3-8.	Region 8 is diligently building a strong foundation in reading by promoting the inclusion and explicit instruction of the 5 components of reading in all content & support areas to increase progress in the general curriculum. Additionally, we are working to develop organizational foundations to offer technical support and collaborative tools beyond workshops through follow-up and guided consultation. Region 8 consultants will continue to provide technical support, training, follow-up to teachers sharing the importance of incorporating best practices, student centered learning, and reading instruction for students. Consultants from the Region 8 Special Services and Curriculum and Instructional will collaborate to provide content-specific instructional strategies in reading. Additionally, continuous support will be provided as a furtherance of the Reading Academies. Alignment with specially designed instruction with the grade level TEKS in reading will be demonstrated in an attempt to

	increase reading levels of students receiving special education services.
ESC 16	
Region 16 data indicates a passing rate of 50.2% for RDA Indicator #1 (ii) SPED STAAR 3-8 Passing Reading Rate. This represents a performance level of 3 for the region. This represents a performance level of 2 for the region. This is an increase of 10% from last year's data - passing rate of 40% with a performance level of 3.	A concentrated and collaborative effort will continue to be made by Region 16 personnel to address any and all 3-8 reading needs of LEAs to improve instruction for all students
ESC 19	
This indicator measures the percent of students served in sped who met the performance standard or higher on the STAAAR 3-8 assessments ESC 19 is focused on providing professional development, TA and support to LEA's whose performance level reflects a PL of 2 or higher. Targeted assistance will be based on most current state accountability data. ESC 19 will continue to support the professional development that is research based and includes the components of a research-based reading program. In additions, ESC will focus on providing targeted assistance to special education teachers in self-contained classrooms with training specifically addressing literacy and math. The ESC will also offer targeted response to intervention TA and support to identified screener for focused tier/intervention analysis and progress monitoring to ensure that student's individual needs are being met.	Increased passing percentages may be due to alternative approaches to the provision requiring the measurement of children's outcome gains in response to scientific, research-based intervention. Progress monitoring assessments allow teachers to gauge students' progress. An example may be the revamping of RtI models and focused training for teachers in literacy skill development. Through this process progress-monitoring assessment results are used to make a series of decisions that allow for student to make progress

Appendix V: ESC Liaison Progress and Reading Proficiency

ESC Liaison Grant: Implementation Progress and Reading Proficiency Grades 3-8

ESC Liaison Support and Assistance Agreement with LEA	LEA's Goal	Q1 Progress and Data Sources (due 12/6/19)	Q2 Progress and Data Sources (due 2/28/20)	LEA on Target
ESC 19 - El Paso	**Targeted Area FAPE in the LRE**			
Canutillo ISD SPED Director, Curriculum Director, and CTE Director requested support to create a plan for improvement for the SPED Program based on results from an outside program evaluation.	The LEA would like to work to create a 3-year plan to support the SPED program to increase successful outcomes of students served in SPED in the area of STAAR Reading. Increase approaches level by 6% points and 2% points for Meets Level by STAAR of 2020.	Meeting with SPED Director, Curriculum. Director, CTE Director to discuss a root cause of one area identified in the program review. Teacher staffing and scheduling. Create a plan to adjust SPED teacher schedule at all campuses to cover the student's IEP and schedule completely and effectively.	Jan 30, 2020-met with SPED Director, support in working on his SSP, narrowing the focus and adding specificity Feb 6, 2020-cocnference call with SPED Director for the uploading of the SSP into ISAM Feb 10, 2020-met with SPED Director and diagnosticians, support for an internal folder audit prior to sending files in for the desk review (cycle 1, group 3) Feb 12, 2020-support the SPED Director in presenting to all SPED Teachers the SSP and brainstormed ideas around scheduling as well ensuring students in SPED receive Tier 2 interventions in reading	Yes
ESC 16 - Amarillo	**Targeted Area FAPE in the LRE**			
I am working with a director to develop a Needs Assessment to gauge their understanding and comfort in providing ELAR instruction. After the Needs Assessment is developed, sent out, and data is collected we will meet up and determine what PD, onsite support, or tools they need.	Increase teachers understanding and comfort in teaching ELAR to students with Special Needs.	Meeting held with Director to identify the problem Met with ELAR Consultant from Region 16 to help produce good Needs Assessment questions. Sent the list of questions to the LEA Director LEA Director got with her team and determined what questions they wanted off of the list I sent them. I developed the Needs Assessment and sent back to LEA for approval.	Spent time analyzing RDA data with the SPED director. This data further confirmed the need for changes in ELAR instruction & intervention strategies. Set up a meeting with teachers who completed the survey on 3/4/20 to discuss and plan on how to best meet their needs.	Yes
ESC 04 - Houston	**Targeted Area FAPE in the LRE**			
Collaborate with a R4 Educational Specialist on the inclusion team in order to provide training and support on the 4 Disciplines of Execution model and the culture of autism, in order to implement two new strategies by	Implement at least two recommended strategies by May 30, 2020 on the Elementary campus.		A planning meeting, day of training and day of observations was completed with follow up recommendations and resources.	Yes

the end of the 2019-2020 school year that will address the areas of reading and discipline on the Elementary campus.				
ESC 20 - San Antonio	**Targeted Area FAPE in the LRE**			
Region 20 Liaisons will provide 45 days of support to Judson ISD for the Co-Teaching Project during the 2019-2020 school year. The co-teaching project is to guide co-teachers in the best practices of co-teaching in order to improve student outcomes. The agreement is outlined as follows: 1. Judson ISD will select the campuses and the co-teaching teams to be in the project. The focus will be on ELAR and Math Co-Teaching classroom that are STAAR tested subjects/grade levels. 2. Each of the 78 co-teaching teams will have 2 observations and 2 debriefs during the year by Region 20 Liaisons or Judson's Co-Teaching Leadership Team. 3. Region 20 will provide 5 dates for Zoom Meeting with 3 Zooms being conducted on each of the days (Elementary, Middle School and High School) for a total of 15 Zoom meetings for the year. 4. Region 20 Liaisons will provide 4 coaching sessions to the Judson ISD Leadership Team. 5. Region 20 Liaisons will provide 3 days of staff development to Judson ISD. The trainings will be based on data from observations.	1. At least one co-teaching Math and ELAR team will be selected from participating campuses to observe and provide coaching sessions for the 2019-2020 school year. Secondary campuses can select more than one Math & ELAR team to increase support at the secondary level. 2. Provide 2 classroom observations and debriefs for each participating co-teaching teams in Math and ELAR at Judson ISD by the end of the 2019-2020 school year. 3. Conduct 5 ZOOM meetings with all Judson ISD co-teaching teams during the 2019-2020 school year to grow co-teaching and administrator knowledge of instructional strategies for students with disabilities. 4. Conduct 3 professional development sessions during the 2019-2020 school year to grow co-teaching and administrator knowledge of instructional strategies for students with disabilities. 5. Select 6 co-teaching teams (1 Elementary Reading & Math, 1 Middle School Reading & Math, 1 High School English & Math) to serve as trainers and/or	1. Two of the 5 dates for Zoom Meetings were completed on 9/4/2019 and 10/23/2019. (Or 6/15 Zooms each date has a Zoom Meeting for Elementary, Middle School, and High School) Judson ISD lead the Zoom meeting on 10/23/2019, as part of building their capacity. 2. One Co-Teaching Team has been selected as a Feature Teacher Team. 3. Two coaching sessions have been completed. Coaching Questions Stems and Little Bets was completed on 9/6/2019 and Coaching Strategies That Help You Connect with Teachers: The "Why" and Be Curious was completed on 11/15/20194. 4. A total of 54/78 co-teachers have been observed and debriefs conducted for round one of observations. Judson ISD made a Scoreboard and is keeping track of completed observations	1. Four of the 5 dates for Zoom Meetings were completed on 9/4/2019, 10/23/2019, 12/4/2019 and 1/22/2020 (Or 9/15 Zooms each date has a Zoom Meeting for Elementary, Middle School, and High School) Judson ISD lead the Zoom meeting on 10/23/2019, as part of building their capacity. ESC 20 Liaisons led Zoom Meetings in December and January. 2. Eight Co-Teaching Teams have been selected as a Feature Teacher Team, trainers, and model classrooms. 3. Three coaching sessions have been completed. Coaching Questions Stems and Little Bets was completed on 9/6/2019 and Coaching Strategies That Help You Connect with Teachers: The "Why" and Be Curious was completed on 11/15/2019. Building Success for Coaching on 1/31/2020. 4. A total of 78/78 co-teachers have been observed and debriefs conducted for round one of observations. Judson ISD made a Scoreboard and is keeping track of completed observations and Round 2 has started with 10/78. 5. To build leadership capacity Judson ISD will be conducting their first Co-Teaching 1.0 training for new co-teachers in the LEA, ON THEIR OWN, on Saturday 2/29/20.	yes

6. Region 20 Liaisons will help build capacity in Judson ISD by selecting Feature Teachers to present at Zoom Meetings, provide classrooms for other co-teachers to observe, and present at future Judson ISD Staff Development. 7. Region 20 will develop the agenda and complete minutes for 4 checkpoint meeting with Judson Leadership team.	model classrooms for Judson ISD by the end of the 2019-2020 school year to help build capacity for co-teaching implementation. 6. ESC-20 Liaisons will conduct 4 coaching sessions during Checkpoint meetings for LEA leadership by the end of the 2019-2020 school year. 7. Judson ISD Special Education Leadership Team will take the lead to develop and conduct ZOOM meetings with all Judson ISD co-teaching teams during the 2019-2020 school year.			