State Performance Plan / Annual Performance Report: Part B

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

For reporting on
FFY 2021

Texas

PART B DUE February 1, 2023

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

Increase the reading proficiency rate for all children with disabilities in grades 4, 8, and HS (as measured by combining the state assessment results for grades 4, 8, and End of Course exams in Reading Achievement against grade level standards, with or without accommodations).

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (*e.g.*, a sample, cohort model)? (yes/no)

NO

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

The State's Theory of Action is linked below:
https://tea.texas.gov/sites/default/files/texas-ssip-theory-of-action-one-pager.pdf

It may also be found on the Indicator 17: State Systemic Improvement Plan webpage linked below:
https://tea.texas.gov/sites/default/files/texas-ssip-theory-of-action-one-pager.pdf

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2020	10.85%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	12.00%	20.00%	25.00%	30.00%	40.00%

FFY 2021 SPP/APR Data

Number of Children with IEPs in Grades 4, 8, and HS combined Scoring At or Above Proficient Against Grade Level Academic Achievement Standards with or without accommodations in Reading	Number of Children with IEPs in Grades 4, 8, and HS who Received a Valid Reading Score and for whom a Proficiency Level was Assigned for the Regular Assessment in Reading	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
23,619	155,186	10.85%	12.00%	15.22%	Met target	No Slippage

Provide the data source for the FFY 2021 data.

SY 2021-22 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584) combined totals.

Please describe how data are collected and analyzed for the SiMR.

Data are collected from the indicated data source(s) and analyzed by Agency staff to assure accuracy and validity in looking at statewide measurements. Impacts from certain influential changes or events within the State are considered, as well as trend data to determine improvement, slippage, or rebaseline or change implications.

Optional: Has the State collected additional data *(i.e., benchmark, CQI, survey)* **that demonstrates progress toward the SiMR? (yes/no)**

NO

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

Publicly linked at https://tea.texas.gov/academics/special-student-populations/review-and-support/state-systemic-improvement-plan

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

Improvement Strategy 1: Allocate resources to support state, regional, and local efforts toward positive student outcomes. - in this strategy activities included leverage of state and federal funds to increase capacity for technical assistance, professional development, resource allotments to expand dyslexia support and reading instruction program expansion, early childhood literacy program adoptions by LEAs, and supports to LEAs via expanded grant for regional liaisons.

Improvement Strategy 2: Expand Initiatives and Opportunities - in this strategy activities included continuation of network supports, resources, and professional development opportunities in a multitude of areas in support of reading instruction and related issues.

Improvement Strategy 3: Communicate Expectations, Standards, and Results - in this strategy activities included continued statewide training through House Bill 3 established Reading Academies, and Reading Excellence and Academies Development (READ) reading academies to communicate expectations, set standards, and achieve results. Additionally, certification requirements and additional school personnel training requirements have been added to expand the reach and standardization of reading instructional strategies.

Improvement Strategy 4: Collaborate with institutes of higher education, other statewide agencies, and organizations to improve teacher quality initiatives, and ensure consistency across programs and policies that affect student outcomes. - in this strategy activities included completion of a revised education diagnostician certification and test framework aligned with updated standards with continued work on approving specific test items for the exam.

A complete list of each infrastructure improvement strategy implemented in the reporting period is included in the attached complete SSIP document and located on the TEA website at https://tea.texas.gov/academics/special-student-populations/review-and-support/state-systemic-improvement-plan

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

Improvement Strategy 1: Allocate resources to support state, regional, and local efforts toward positive student outcomes communicated by the governing bodies, educational associations, and Texas Education Agency. - relates to governance, and financial frameworks and leverages afforded by discretionary federal, and allocated state funds for the intended activities and outcomes.

Strategy 1 intermediate outcomes included:

1. Hired staff will oversee the development of TA resources, FAQs, webinars, monthly newsletters, and the state website redesign;

2. Funding increases to expand the availability of dyslexia training for teachers, increase dyslexia therapist positions,

screening/evaluation tools, progress monitoring tools, and evidence-based early intervention programs, Increase the number of students accessing the general education reading curriculum, and increase progress monitoring and data collection on early warning indicators specific to kindergarten reading readiness;

3. Requiring school boards to create and implement early childhood plans that set annual goals for aggregate student growth on 3rd grade STAAR reading, annual targets for students in each group evaluated under closing the gaps domain, targeted professional development for classroom teachers in K-3rd grade for campuses the board identifies as not meeting the plan's goals—considering the needs of students in bilingual education/special language programs, and annual targets set for students in bilingual/ESL programs;

4. Allocation of funds to grow teachers' knowledge, understanding, and systematic use of effective, research-based, and scientifically validated reading instruction;

5. Continued State funding to support ESCs in their support to LEAs by disseminating information, conducting training, and consultation for federal and state programs, and providing TA and leadership on a variety of projects and functions determined as priorities by the State;

6. Continued and expanded funding to ESC liaison personnel that support LEAs by disseminating information, conducting training, and consultation for both federal and state special education programs, and providing TA and leadership on a variety of projects related to special education; and

7. Leverage and fiscal support of a statewide accessible platform (Amplio) intended to improve students with dyslexia reading outcomes by providing access to high quality dyslexia intervention strategies that are research-based to improve the rate of words correct per minute (wcpm).

Improvement Strategy 2: Expand Initiatives and Opportunities - relates to data, and professional development and/or technical assistance that are measured through technical assistance networks leveraged across the state with delivery of professional development and technical assistance opportunities in a variety of modalities. Each technical assistance network and ESC is required to set approved goals and included activities annually through a review process in order to receive approval for continued grant allocation, and report on the achievements to the TEA in determined formative and summative metric reporting. One hundred percent of ESCs received training and/or directives to establish specific training or resource delivery to the LEAs within their regions. Goals range from 10% to 100% of LEA participation depending on the activity and delivery expectations. As with many states, time is the biggest factor for LEA practitioners in accessing and receiving professional development and technical assistance. The networks have employed a variety of strategies to help support practitioners in the field that are making strides through those efforts to deliver high quality TA and PD where possible and targeted to the specific needs of the LEA/student outcome needs.

Improvement Strategy 3: Communicate Expectations, Standards, and Results - relates to quality standards, professional development, and accountability/monitoring assessed by the coordinating or governing bodies who collect and report on the participation, certification, and hiring requirements. Specifically, beginning January 1, 2021, all intern, probationary, and standard certifications are required to have earned a Science of Teaching Reading certification. By August 2021, all K-5th grade teachers in low-performing schools and schools with high percentages of students qualifying for free and reduced-price lunch have had the opportunity to participate in a teacher literacy achievement or reading-to-learn academy and received access to high-quality content and instructional strategies aligned to the Texas Essential Knowledge and Skills (TEKS); and ESCs and LEAs must hire a full-time literacy coach to provide development sessions, instructional coaching to teachers, as well as training and instructional collaboration to LEA and school leader cohort participants. Literacy coaches support the members of their cohort and training needs.

Improvement Strategy 4: Collaborate with institutes of higher education, other statewide agencies, and organizations to improve teacher quality initiatives, and ensure consistency across programs and policies that affect student outcomes. - relates to governance and quality standards for educators communicated through the State Board for Educator Certification (SBEC) and other professional associations, groups, and TEA. Short-term outcomes are measured by success of intended improvements such as the January 2020 launch of the education diagnostician certification and test framework aligned with updated standards, and the July 2020 - SBEC adoption of Special Education EC-6, Special Education 6-12, and Deafblind EC-12 educator standards.

A more detailed description of the short-term outcomes within each infrastructure improvement strategy and in particular to systems framework for professional development and technical assistance in the reporting period is included in the attached complete SSIP document and located on the TEA website at https://tea.texas.gov/academics/special-student-populations/review-and-support/state-systemic-improvement-plan.

Did the State implement any <u>new</u> (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

NO

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

The summary of next steps for infrastructure improvement is for continuation of the listed activities/supports in Improvement Strategies 1 - 4 for increase in LEA access to technical assistance, professional development, high quality materials and standardized practices based in research, and monitoring of the leveraged resources and certification and/or participation requirements. The State will continue to leverage resources, employ best practices, gather and report on progress toward achieving the project and the student outcomes in reading achievement expected from the collective efforts of focused activity and work of the included improvement strategy activities.

Additionally the State intends to expand with activities that will include:

The Intensive Supports Project that identifies LEAs that require intensive intervention. LEAs will participate in the intensive support

process, which is aimed at
improving the implementation of best practices in special education and increasing LEA access to TA.

The Dyslexia Monitoring Project is a monitoring process for dyslexia, as required by TEC §38.003. It is designed to effectively audit, monitor, and periodically conduct onsite visits of LEAs to ensure compliance with TEC §38.003 and the program approved by the State Board of Education. -

A more detailed description of next steps for infrastructure improvement strategy and anticipated outcomes is included in the attached complete SSIP document and located on the TEA website at https://tea.texas.gov/academics/special-student-populations/review-and-support/state-systemic-improvement-plan.

List the selected evidence-based practices implement in the reporting period:

Evidence-based practices are included and embedded in identified networks listed in the SSIP document.
There are ten Networks Implementing Statewide Improvement Strategies which report quarterly to the Initiatives Lead at TEA.
These networks provide targeted evidence-based practices, resources, trainings, and interventions specific to:

Child Find/evaluation and ARD (IEP) supports;
Inclusion Supports;
Autism training;
Tiered interventions;
Increasing capacity of LEAs and families to meet the needs of students with significant cognitive disabilities;
Sensory supports; and
Texas Lesson Study (TXLS) a professional development program.

More information can be found on the webpage at https://tea.texas.gov/academics/special-student-populations/review-and-support/state-systemic-improvement-plan.

Provide a summary of each evidence-based practices.

Child Find/evaluation and ARD (IEP) supports - 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. Also, developed guidance documents and tools on comprehensive evaluation for SLD/dyslexia, dysgraphia, dyscalculia, including data from multiple sources.

Inclusion - Assists LEAs to build capacity and implement instructional programs that provide access to inclusive environments and grade-level standards. Developed and published reading trainer of trainer (ToT) resources for addressing how disabilities affect students' learning of reading, including resources that address dyslexia and related disabilities (e.g., science of reading); and in collaboration with national experts, develop and publish to website resources on inclusion support beyond co-teaching and supporting coteaching partnerships focused on specially designed instruction in reading.

Autism training - 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. Developed a 6-hour online course: Literacy Instruction for Students with Autism Spectrum Disorders; and a 45-minute course - Autism Spectrum Disorder and Assistive Technology: Supporting Literacy in Individuals with Autism through the use of Assistive technology.

Tiered interventions - Develop a comprehensive and coherent training and resources for evidence-based intervention practices across the State. These trainings aim 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. A set of 10 modules were developed (i.e., on-demand and face-to-face training modules) related to best practices for MTSS. There is a module that takes a deep dive into evidence-based reading practices.

Provide statewide leadership and support to increase the capacity of LEAs and families to meet the needs of students with significant cognitive disabilities. Increasing capacity of LEAs and families to meet the needs of students with significant cognitive disabilities - Revised and updated existing Trainer of Trainers into an online format with the addition of engaging user activities, including pre- and post-tests for teaching literacy to students with significant cognitive disability.

Sensory supports, 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. - Literacy pilots provided training on implementing the Foundations for Literacy to teachers of PreK students who are identified as deaf or hard of hearing (DHH) and speech and language pathologists (SLPs) in participating Regional Day School Programs for the Deaf (RDSPDs). Video coaching provided for follow up support (TSBVI Early Braille Literacy).

Texas Lesson Study is inquiry-based, job-embedded professional development where teachers work collaboratively to develop, teach and access research-based lessons. The teacher-designed lessons, videos of the lessons, and information about the TXLS program are available on the Texas Lesson Study website. https://texaslessonstudy.org/

To continue to accelerate student learning in Texas, TEA is launching the Strong Foundations Implementation Supports grant for local education agencies (LEAs) implementing High-Quality Instructional Materials (HQIM). For the 2023–24 school year, LEAs can choose to apply to the following options as a part of the Learning Acceleration Support Opportunities (LASO) Grant

(https://tea.texas.gov/texas-schools/health-safety-discipline/covid/learning-acceleration-support-opportunities-laso):

The COVID-19 pandemic and shift to at-home learning during 2020 and 2021 helped highlight the importance of high-quality instructional materials (HQIM) and effective pedagogical practices in ensuring all students receive a high-quality education with rigorous expectations for grade-level learning. To support students with disabilities served by special education in reaching high-standards and obtaining equitable benefit from the use of HQIM within Texas LEAs, the TEA has developed and published a series of HQIM field users guides to support the provision of Specially-Designed Instruction (SDI) in inclusive settings. Concepts of SDI have further been integrated into training and coaching provided to LEA educators and leaders around the implementation of HQIM as part of the TEA's COVID Recovery Instructional Materials Initiative (CRIMSI) and Resilient Schools Support Program (RSSP.)

The Intensive Supports project identifies LEAs that require intensive intervention. LEAs participate in the intensive support process, which is aimed at improving the implementation of best practices in special education and increasing LEA access to TA, and The Dyslexia Monitoring project is developing a monitoring process for dyslexia, as required by TEC §38.003.

The Technical Assistance Dashboard (TAD) is a software application developed to strengthen the connections between the Texas Differentiated Monitoring and Support (DMS) system and special education technical assistance to support improved practices and outcomes in Local Education Agencies (LEAs.) The TAD application integrates seamless with the Ascend Texas application for DMS activities and allows TEA users to assign technical assistance resources directly to LEAs based upon compliance and/or performance monitoring. The TAD functionality also allows all users, including LEA users, to search, filter, sort, and select TEA special education technical assistance resources based on customizable search criteria, generates reports on the usage of resources, and collects user survey data from LEAs regarding the usefulness and applicability of TEA's special education technical assistance resources in supporting LEA compliance and performance goals.

The Special Education Technical Assistance team is responsible for supporting LEAs in compliance requirements and best practices related to the education of students with disabilities. A single Content Management System (CMS) is being developed that will house all technical assistance resources. The technical assistance team is also in the process of migrating all online coursework to TEA's single comprehensive Learning Management System (LMS).. Moving forward, TEA will be able to collect and analyze user data, including course participation and outcomes when all content is housed in one location overseen by TEA. This single system will also allow TEA to reach more educators with high quality content ove t and user accessibility to technical assistance resources and courses, since they will have one landing site as opposed to 10 individual websites to navigate.

Outcomes are tracked on other strategy initiatives for completion of expected activity such as certification changes, leverage of financial resources (e.g. grants allocations); and implementation of legislatively required trainings, staffing, or adoption of materials or procedural requirements. These data are collected by initiative owners and tracked for fidelity of implementation; then obtained through shared information by the Special Education Policy team members for reporting in the SPP.

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

The TEA's continuing and planned infrastructure changes and the quality of statewide TA and resources are designed to improve the services and supports needed for increasing reading proficiency for grades 4, 8, and HS students with disabilities who receive special education services. 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 Differentiated Monitoring and Support system aims to be inclusive of all LEAs in Texas, helping to improve compliance and statewide performance. Additionally, TEA has committed additional support by redesigning the TA networks, expanding the number of state TA staff, and by executing on agency wide initiatives related to reading outcomes. Ongoing connections across infrastructures, the inclusion of metrics, measures in network project plans, and expected stakeholder engagements support strategy implementation. Benchmarks regarding progress toward short-term goals include:

• how well resources are being used;
• how well participants are engaged with implementation and fidelity;
• how knowledgeable stakeholders are of expectations, standards, and results;
• how prepared practitioners are upon completion of training.

Metrics have been expanded and are providing more lead measures that are anticipated to be more predictive of student outcomes often based on lag measures for statewide projects.

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

Describe the data collected to monitor fidelity of implementation and to assess practice change.

Data collected include formative and summative metric data from each of the Ten Networks. Additionally, future infrastructure improvement strategies such as:
The Intensive Supports project identifies LEAs that require intensive intervention. LEAs participate in the intensive support process, which is aimed at improving the implementation of best practices in special education and increasing LEA access to TA, and The

Dyslexia Monitoring project is developing a monitoring process for dyslexia, as required by TEC §38.003.

Outcomes are tracked on other strategy initiatives for completion of expected activity such as certification changes, leverage of financial resources (e.g. grants allocations); and implementation of legislatively required trainings, staffing, or adoption of materials or procedural requirements. These data are collected by initiative owners and tracked for fidelity of implementation; then obtained through shared information by the Special Education Policy team members for reporting in the SPP.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

Additionally, student results are examined. Baseline reading outcomes for special education students in grades 4, 8, HS were obtained from the Texas Performance Reporting System (TPRS), Statewide, State of Texas Assessments of Academic Readiness (STAAR). Baseline Special Education STAAR Reading Results for Grades 4, 8, and High School are included in the SSIP document located on the TEA website at https://tea.texas.gov/academics/special-student-populations/review-and-support/state-systemic-improvement-plan

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

TEA will engage with literacy topics and activities through monthly TEA/ESC Zoom meeting and other opportunities to increase technical capacity and expand the existing networks of support, especially increasing technical capacity, support, and general supervision of dyslexia to achieve its anticipated positive outcomes to students with disabilities and specifically to improve reading proficiency.

The Amplio Digital Dyslexia Intervention for Texas LEAs launched in February 2021 and ran until August 2022. The goal was to facilitate evidence based, outcomes-focused interventions for students with dyslexia, monitoring their progress and empowering specialists to devote more time to direct instruction. Amplio's digital platform connects students, educators, and administrators with advanced technologies such as artificial intelligence (AI) and natural language processing to students with dyslexia.

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

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

In a systemic evolutionary process, the challenges inherent to changing practices and achieving long term commitments are typical barriers that affect short term success. Necessary steps to address barriers include meeting challenges as opportunity for growth and further stakeholder engagement, working with partners at federal, state, and local levels to discern emerging issues across literacy and other related topics like dyslexia, response to intervention (RtI), and evidenced-based practices.

More detail on next steps and anticipated outcomes is included in the attached complete SSIP document and located on the TEA website at https://tea.texas.gov/academics/special-student-populations/review-and-support/state-systemic-improvement-plan

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

YES

If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.

FFY 2020 was the baseline year for this indicator. There is not enough data to support changing or modifying the SSIP at this time. The alignment with the SPP 2020-2025 indicator measurement change was advised by stakeholders in the State and created an opportunity to focus on infrastructure and improvement strategies aligned to results at specific benchmarking grades in reading achievement (i.e., grades 4, 8, and HS).

Section C: Stakeholder Engagement

Description of Stakeholder Input

Historically, Texas has solicited broad stakeholder input using the TCIP model. This input is gathered through a variety of methods including surveys, public forums, public hearings, and stakeholder meetings. A systematic approach for obtaining stakeholder participation is used to ensure feedback that is truly representative of the state's geographic and ethnic diversity. This systematic approach includes a recruitment plan designed to ensure that stakeholders from diverse roles provide input representative to the state. The diverse roles included in all advisory or informal stakeholder groups are typically parents, teachers, campus and school district administrators, parent-support and advocacy groups, higher education institutions, Education Service Centers (ESCs), related service and support staff, and other state agencies.

The technical assistance networks and initiatives also support stakeholder involvement as part of their included project metrics to continuously inform and drive technical assistance needs in the State.

All 20 regions are represented within the various advisory and workgroups that constitute broad stakeholder input. TEA routinely reviews group memberships to keep current and contacts various internal and external entities seeking recommendations to fill vacancies.

TEA continues to employ the TCIP model and expand opportunities for stakeholder engagement based on the priorities and the needs of the State.

Specific to target setting, continued review and evaluation against targets, and the development of the SPP, the Texas Continuous Improvement Steering Committee (TCISC) serves as the external workgroup tasked with advisement on topics such as general supervision, monitoring, infrastructure, intervention, and improvement activities relating to the improvement plan. This group includes approximately 30 members representing key perspectives or roles. Members represent parents, teachers, related service providers, evaluation personnel, special education directors, district and campus administrators, ESCs, higher education institutions, multiple advocacy agencies and professional groups, other related state agencies, and other established stakeholder groups whose missions include the education of students with disabilities.

New members are added to fill voids in certain key perspectives. The TCISC has engaged in multiple meetings to provide thoughtful input to the important work that has focused on improving results for children and youth with disabilities and their families.

The Texas Continuing Advisory Committee (CAC) consists of 17 governor-appointed members from around the state representing parents, general and special educators, consumers, and other special education liaisons. The majority of members must be individuals with disabilities or parents of children with disabilities. The CAC meets quarterly, at a minimum. Agendas are publicly posted and public comment is encouraged.

The CAC is the state advisory panel required by the Individuals with Disabilities Education Act (IDEA) to advise the Texas Education Agency (TEA) of unmet needs within the state in the education of children with disabilities; comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities; advise TEA in developing evaluations and reporting on data to the Secretary of Education under Section 1418 of IDEA 20 U.S.C. §1418; advise TEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA; and advise TEA in developing and implementing policies relating to the coordination of services for children with disabilities.

The CAC also advises TEA on standards related to significant disproportionality determination and is required by state statute to submit a report to the legislature biennially with recommended changes to state law and agency rules relating to special education.

The meeting dates, agenda and minutes are published on the following website: https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/continuing-advisory-committee-for-special-education-cac-meeting-dates-agendas-and-minutes. Members of the committee are appointed for staggered four-year terms with the terms of eight or nine members expiring on February 1 of each odd-numbered year.

A comprehensive description of revisions that the State has made to targets, and the development and implementation of Indicator 17 are included in the State Systemic Improvement Plan(SSIP). The SSIP is linked on the State's Indicator 17 webpage https://tea.texas.gov/academics/special-student-populations/review-and-support/state-systemic-improvement-plan.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

Stakeholders are key to improvement efforts in each of the included improvement strategies and associated activities. Since launch of the ten networks, and associated projects and network activities, stakeholder input and feedback is measured through project success metrics inclusive of stakeholder participation, feedback, and needs assessments through a variety of assessment measures (i.e. survey, TA ratings, coaching follow-ups, etc.).

Beyond project success metrics there are several other opportunities to gather stakeholder input.

Additional questions are included in the SPPI 8 Parent Involvement survey to inform needs across the state.

When LEAs participate in the cyclical desk review process, the TEA provides a survey of stakeholders which includes parents/families, general educators, special educators, assessment staff and administrators in order to gather additional information regarding the implementation of programs and services. Thousands of responses are gathered through the cyclical monitoring stakeholder surveys.

The State also contracted with a 3rd party to conduct a special education performance alignment study based on a comprehensive external stakeholder data collection effort and an internal scan of TEA policies and procedures. The evaluation team collected data related to the alignment of special education initiatives and policies, communications, and collaboration across system stakeholders (e.g., TEA, regional ESCs, Technical Assistance Networks (Networks), and local education agencies (LEAs) – both central office and campus leaders).

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

NO

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

Promising Practices is intended to locate, elevate and promote evidence-based practices in LEAs that are successful in moving student achievement in reading addressing the impact of COVID on student learning and achievement disruptions. The State intends to identify certain LEA practices that achieve a high student performance rate gain, determine its potential impact and scalability that may be leveraged to districts who struggle to improve student achievement in reading.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

FFY 2022 is planned for identification through data collection and study with capture, development of resources, and leverage in FFY 2023 and beyond.

Describe any newly identified barriers and include steps to address these barriers.

No newly identified barriers are identified for the SSIP measures.

Provide additional information about this indicator (optional).

Texas students, families, and educators continue to address many of the same unique challenges as all other states across the country post pandemic with regards to disruptions to structured routines and typical learner access. TEA continues to collect and utilize student level data to better understand the total impact of the pandemic on special education services to students with disabilities, and in particular to reading achievement as an area of focus measured in the SSIP. Please see resources which are provided across the state to identify needs specific to COVID-19. Resources for Special Education are available at https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-special-education. Additionally, eligible parents/caregivers are afforded access to Supplemental Special Education Services (SSES). These are on-line accounts for eligible parents/caregivers of students with significant and complex disabilities that have been impacted by COVID-19 school closures. For more information, please visit the Supplemental Special Education Services home page at https://sses.tea.texas.gov/.

17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions