Strategic Support Plan

Turning Data into Action

October 16, 2025

WORKSHOP # 363634 | CHECK IN CODE: LEADS

(C) Region One Education Service Center

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Objectives

- Understand the purpose and value of the SSP
- Use design thinking to identify priority areas
- Begin drafting one SSP goal with aligned strategies

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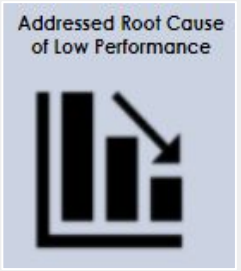
Purpose of Strategic Support Plan

An annual continuous improvement plan that addresses areas of low performance and program ineffectiveness.

Aligned to the Effective Schools Framework (ESF).

- Part of TEA's 5 year strategic plan
- Starting point for improving internal technical assistance capacity and aligning partners to support continuous improvement for Texas LEAs



Addresses Root Cause of Low Performance and includes strategies and interventions to ensure LEAs meet their annual goals.

It is a working document.

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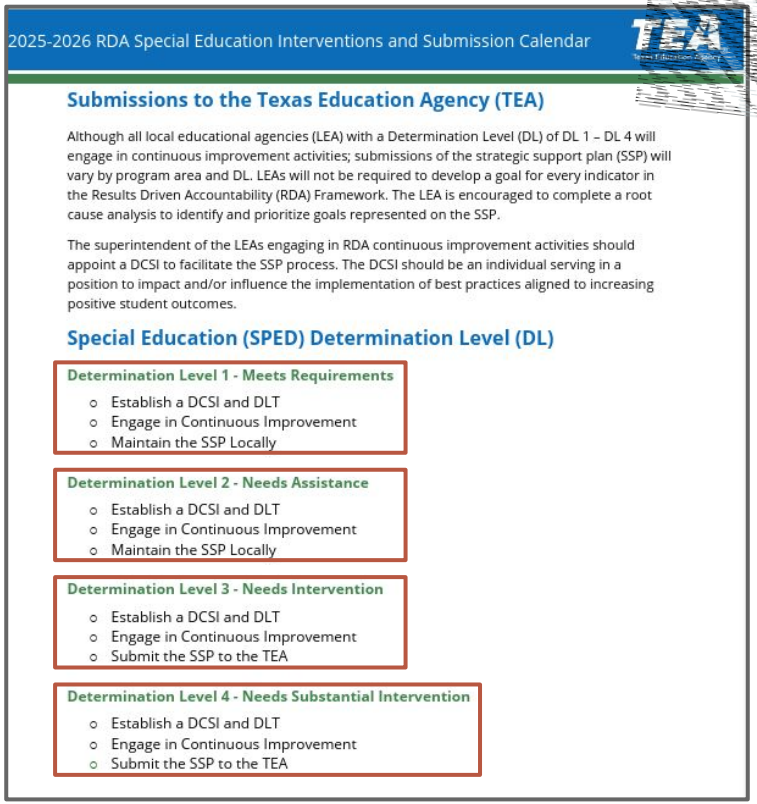
Who Submits a SSP?



2025-2026 RDA Special Education Interventions and Submission Calendar

Submissions to the Texas Education Agency (TEA)

Although all local educational agencies (LEA) with a Determination Level (DL) of DL 1 – DL 4 will engage in continuous improvement activities; submissions of the strategic support plan (SSP) will vary by program area and DL. LEAs will not be required to develop a goal for every indicator in the Results Driven Accountability (RDA) Framework. The LEA is encouraged to complete a root cause analysis to identify and prioritize goals represented on the SSP.

The superintendent of the LEAs engaging in RDA continuous improvement activities should appoint a DCSI to facilitate the SSP process. The DCSI should be an individual serving in a position to impact and/or influence the implementation of best practices aligned to increasing positive student outcomes.

Special Education (SPED) Determination Level (DL)

Determination Level 1 - Meets Requirements

- Establish a DCSI and DLT
- Engage in Continuous Improvement
- Maintain the SSP Locally

Determination Level 2 - Needs Assistance

- Establish a DCSI and DLT
- Engage in Continuous Improvement
- Maintain the SSP Locally

Determination Level 3 - Needs Intervention

- Establish a DCSI and DLT
- Engage in Continuous Improvement
- Submit the SSP to the TEA

Determination Level 4 - Needs Substantial Intervention

- Establish a DCSI and DLT
- Engage in Continuous Improvement
- Submit the SSP to the TEA

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Strategic Support Plan Process

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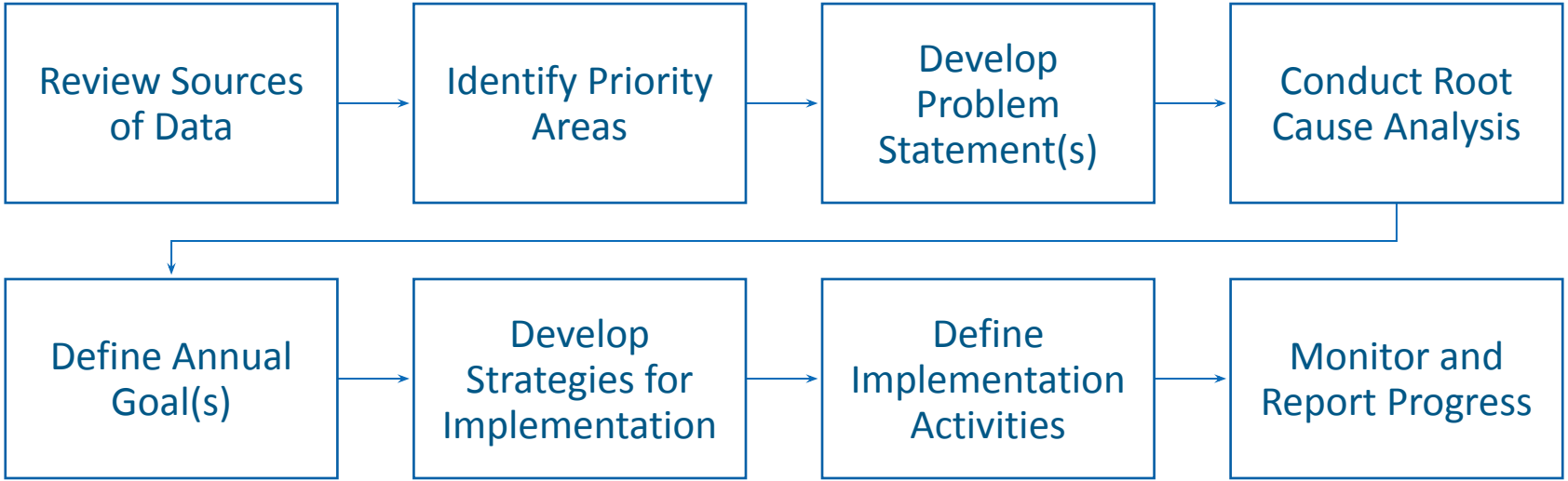
8 Step Process



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1. Review Sources of Data

- ✔ Self-Assessment Results
- ✔ Results Driven Accountability Indicators
- ✔ STAAR Assessment Results
- ✔ Discipline Reports
- ✔ Corrective Action
- ✔ Dispute Resolution Activity
- ✔ District Improvement Plan
- ✔ Any other data relevant to the LEA

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Guiding Questions to Review Sources of Data

- What story does our data tell us?
- What trends are most notable?
- What is the largest gap?
- What are your highest and lowest performing areas?
- What successes are evident in the data?
- What concerns are most common across multiple sources of data?
- For what concerns can we have the greatest impact?

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Priority Areas Based on RDA Data

1. SPED STAAR 3-8 Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2023	70.0 - 100	60.0	271	452	1
	2022			199	376	
	2021			76	246	
(ii) Reading Lang. Arts	2023	70.0 - 100	53.4	243	455	2
	2022			193	379	
	2021			78	243	
(iii) Science	2023	65.0 - 100	48.1	74	154	2
	2022			64	131	
	2021			26	83	
(iv) Social Studies	2023	65.0 - 100	39.2	29	74	*3*
	2022			18	58	
	2021			9	36	

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2. Identify Priority Areas

- The team's decision about which priority area(s) will be selected should come from the discussion in the data review.

- Priority areas create focus. Identify 2-4 priority areas that if improved, would make the most difference for students.

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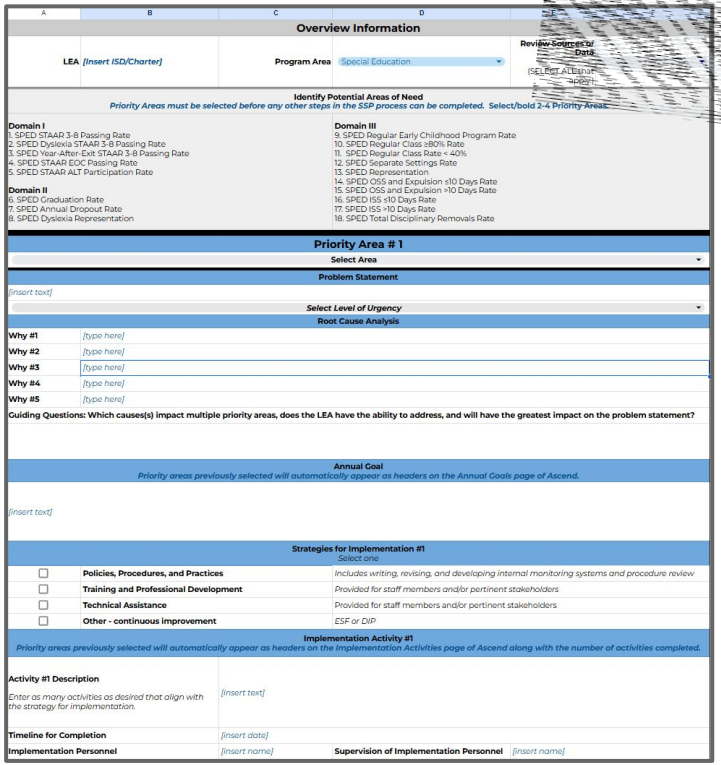
Document Your Priority Areas

Priority Area # 1
Select Area



A	B	C	D
Overview Information			
LEA *[Insert ISD/Charter]*		**Program Area**	Special Education
		Review Sources of Data	(SELECT ALL that apply)
Identify Potential Areas of Need ***Priority Areas must be selected before any other steps in the SSP process can be completed. Select/bold 2-4 Priority Areas.***			
Domain I 1. SPED STAAR 3-8 Passing Rate 2. SPED Dyslexia STAAR 3-8 Passing Rate 3. SPED Year-After-Exit STAAR 3-8 Passing Rate 4. SPED STAAR EOC Passing Rate 5. SPED STAAR ALT Participation Rate **Domain II** 6. SPED Graduation Rate 7. SPED Annual Dropout Rate 8. SPED Dyslexia Representation		**Domain III** 9. SPED Regular Early Childhood Program Rate 10. SPED Regular Class ≥80% Rate 11. SPED Regular Class Rate < 40% 12. SPED Separate Settings Rate 13. SPED Representation 14. SPED OSS and Expulsion ≤10 Days Rate 15. SPED OSS and Expulsion >10 Days Rate 16. SPED ISS ≤10 Days Rate 17. SPED ISS >10 Days Rate 18. SPED Total Disciplinary Removals Rate	
Priority Area # 1			
Select Area			
Problem Statement			
[insert text]			
Select Level of Urgency			
Root Cause Analysis			
Why #1	*[type here]*		
Why #2	*[type here]*		
Why #3	*[type here]*		
Why #4	*[type here]*		
Why #5	*[type here]*		
Guiding Questions: Which causes(s) impact multiple priority areas, does the LEA have the ability to address, and will have the greatest impact on the problem statement?			
Annual Goal ***Priority areas previously selected will automatically appear as headers on the Annual Goals page of Ascend.***			
[insert text]			
Strategies for Implementation #1 *Select one*			
☐	**Policies, Procedures, and Practices**	*Includes writing, revising, and developing internal monitoring systems and procedure review*	
☐	**Training and Professional Development**	*Provided for staff members and/or pertinent stakeholders*	
☐	**Technical Assistance**	Provided for staff members and/or pertinent stakeholders	
☐	**Other - continuous improvement**	*ESF or DIP*	
Implementation Activity #1 ***Priority areas previously selected will automatically appear as headers on the Implementation Activities page of Ascend along with the number of activities completed.***			
Activity #1 Description *Enter as many activities as desired that align with the strategy for implementation.*	*[insert text]*		
Timeline for Completion	*[insert date]*		
Implementation Personnel	*[insert name]*	**Supervision of Implementation Personnel**	*[insert name]*

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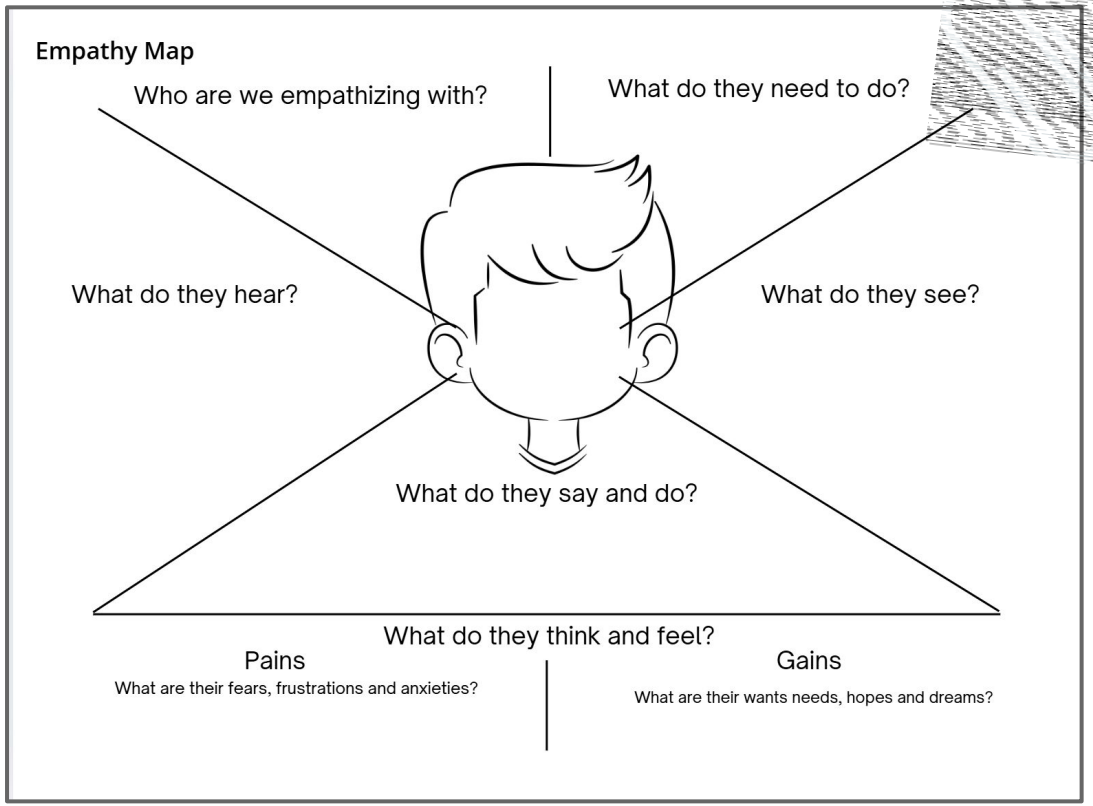
Empathy Map



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3. Develop Problem Statements

The LEA should write a brief problem statement for each priority area and identify the level of urgency associated with each problem using a four-point rating scale

A good problem statement has these features:	Great problem statements go even further:
• It describes the difference or gap between the actual conditions and the desired conditions • It does not offer commentary on a proposed solution • It does not attempt to diagnose the problem, nor assign blame • It is objective and factual	• It ties to district goals • It is measurable, not qualitative

Critical | High | Medium | Low

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Sample Problem Statement

Students receiving special education services in grades 3-8 have a 38.2% pass rate in reading.

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Add Your Problem Statement

Problem Statement
Select Level of Urgency

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4. Conduct Root Cause Analysis

- Identifying the root cause (why) behind the problem allows us to remove the condition that is causing (and will continue to cause) low performance.
- We analyze root causes so we can identify the real reason we are underperforming.
- Root causes represent things that can change and need to change.
- They identify strengths and weaknesses within systems and processes, not individuals.

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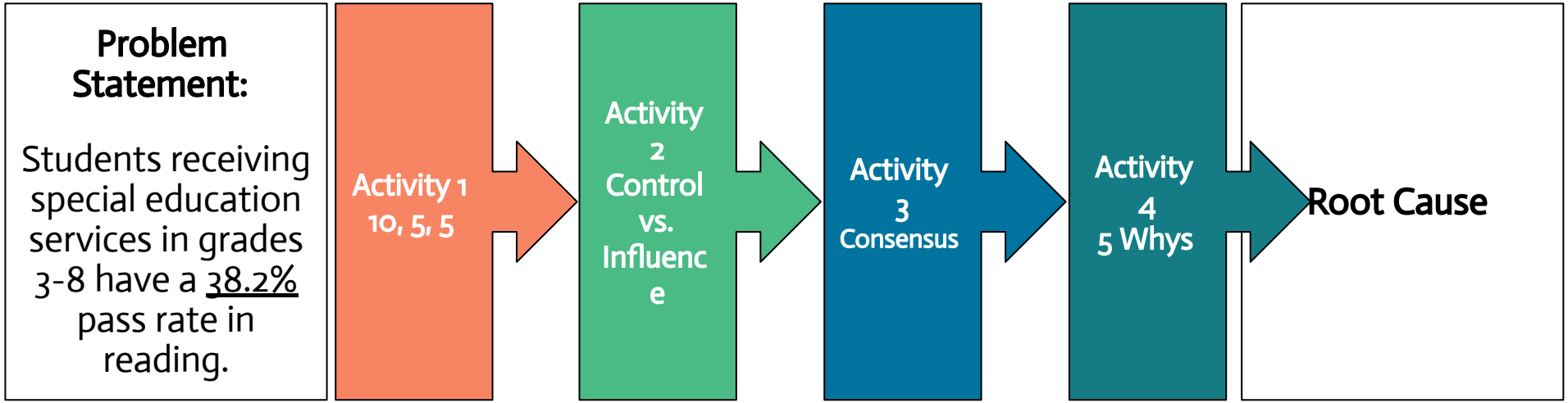
Root Cause Analysis Activities



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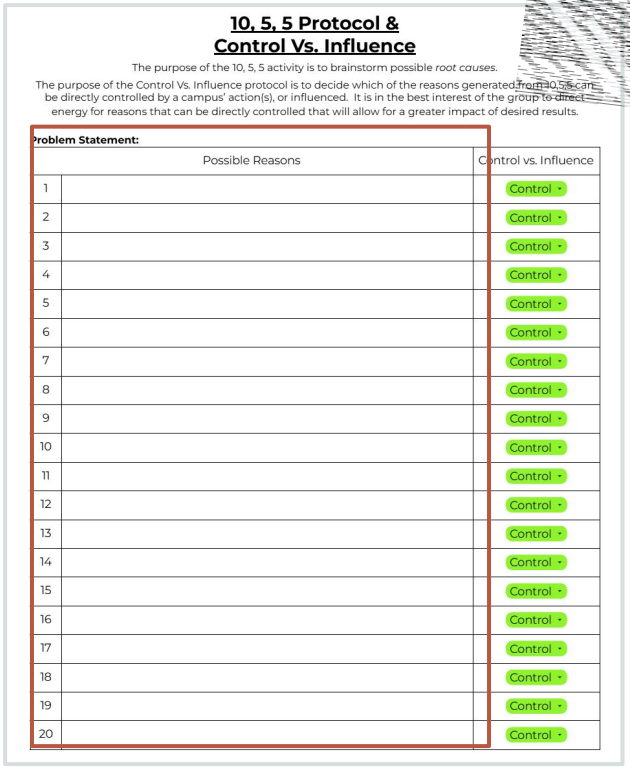
10,5,5

- Brainstorming activity
- Stretches the team to think beyond the initial reasons
- Greater depth in reasons tend to emerge



10, 5, 5 Protocol & Control Vs. Influence

The purpose of the 10, 5, 5 activity is to brainstorm possible *root causes.*

The purpose of the Control Vs. Influence protocol is to decide which of the reasons generated from 10,5,5 can be directly controlled by a campus' action(s), or influenced. It is in the best interest of the group to direct energy for reasons that can be directly controlled that will allow for a greater impact of desired results.

Problem Statement:

	Possible Reasons	Control vs. Influence
1		Control
2		Control
3		Control
4		Control
5		Control
6		Control
7		Control
8		Control
9		Control
10		Control
11		Control
12		Control
13		Control
14		Control
15		Control
16		Control
17		Control
18		Control
19		Control
20		Control

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10-5-5 Process

10 Possible Reasons

5 Possible Reasons

5 Possible Reasons

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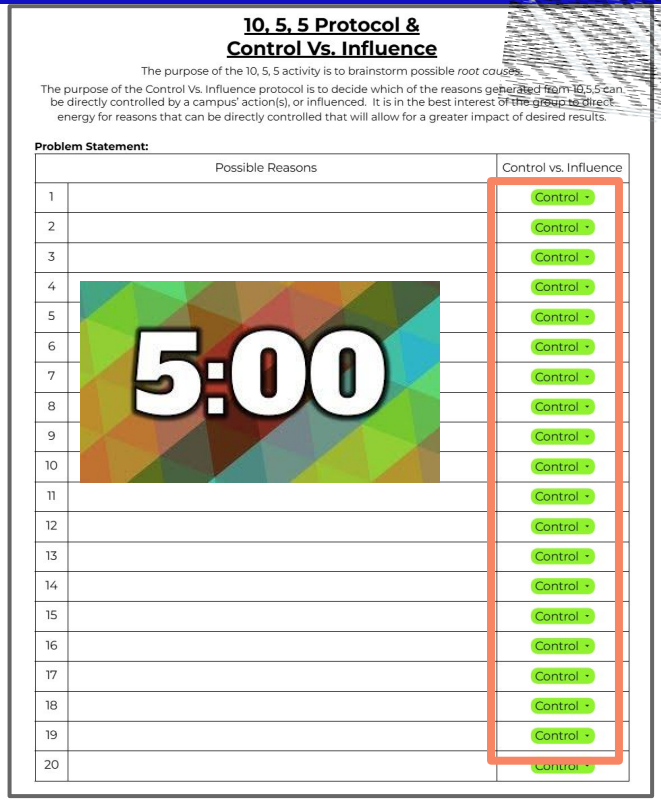
Control vs Influence

- Adaptation of Stephen Covey's Circle of Influence and Circle of Control
- Decide which of the reasons generated from the 10, 5, 5 activity can be directly controlled by a LEA's action(s)
- Direct energy in reasons that can be directly controlled for greater impact of desired results



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13		Control
14		Control
15		Control
16		Control
17		Control
18		Control
19		Control
20		Control

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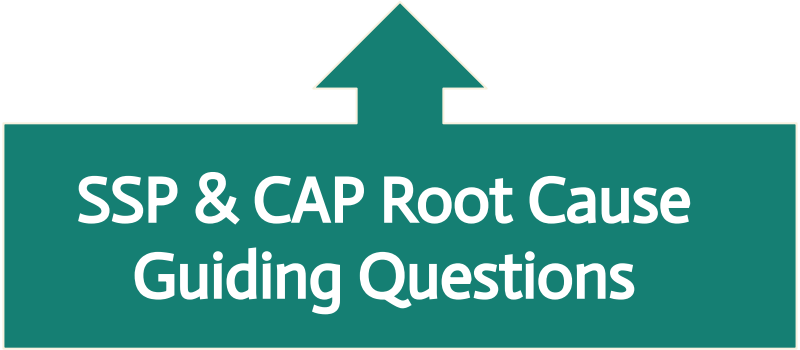
Consensus

- Which cause(s) impact multiple priority areas?
- Which cause(s) does the LEA have the ability to address?
- Which cause(s) will have the greatest impact on the problem statement?



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The “5 Whys” to Root Cause Analysis

Using the consensus statement, let’s ask “Why” 5 times.

Consensus

Students receiving special education services were not engaged in learning.

5 Whys Protocol

“Circle of Control ” Consensus:	
Why	
Why	
Why	
Why	
Why	

Root Cause:

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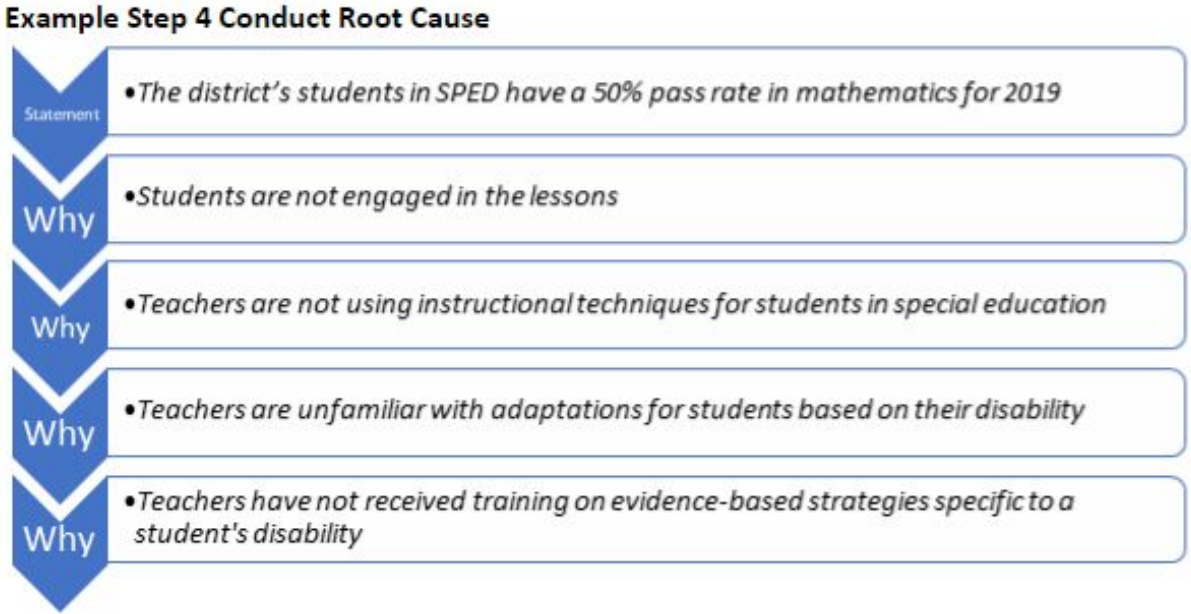
Sample “5 Whys” Process

Your final "why" becomes the root cause for the problem.



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Document the Root Cause

Root Cause Analysis	
Why #1	*[type here]*
Why #2	*[type here]*
Why #3	*[type here]*
Why #4	*[type here]*
Why #5	*[type here]*

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5. Define Annual Goal

The LEA should define a measurable annual goal that is designed to address the identified performance gap(s).

Successful annual goals

- Will resolve the areas of low performance identified in the problem statement
- Observable, include baseline data and target
- Are written from X to Y by Z

Specific

Measureable

Achievable

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Sample Annual Goal

Increase the percentage of 3rd grade students with disabilities meeting satisfactory performance in Reading STAAR from 38.2% to 50% by May 2026.

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Document Your Annual Goal

Start your goal with a verb like *Increase, Decrease, Improve, or Reduce.*

Then plug in the measurable elements: *from X (current performance) to Y (target performance) by Z (timeline)*

Annual Goal ***Priority areas previously selected will automatically appear as headers on the Annual Goals page of Ascend.***
[insert text]

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6. Develop Strategies for Implementation

- For each annual goal, the LEA should create at least one strategy for implementation.
- A strategy is a broad overarching approach chosen to address the root cause and are reportable actions.
- The LEA may need multiple strategies in order to achieve the goal.

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Document Your Strategies for Implementation

	Strategies for Implementation #1 *Select one*	
☐	**Policies, Procedures, and Practices**	*Includes writing, revising, and developing internal monitoring systems and procedure review*
☐	**Training and Professional Development**	*Provided for staff members and/or pertinent stakeholders*
☐	**Technical Assistance**	Provided for staff members and/or pertinent stakeholders
☐	**Other - continuous improvement**	*ESF or DIP*

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7. Define Implementation Activities

- Each strategy for implementation should be supported by detailed implementation activities.
  - Description
  - Timeline
  - Personnel responsible for implementation
  - Personnel responsible for supervision

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Sample Implementation Activities

Strategy for Implementation 1:
Professional Development

Activities:

- Provide training to all special educators on effective interventions for students who are Emergent Bilingual.
- Administer and analyze benchmark data three times a year.
- Provide training on how to administer and analyze benchmark and running records assessments.
- Administer and analyze progress monitoring data as needed.

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How Might We Reach our Goal

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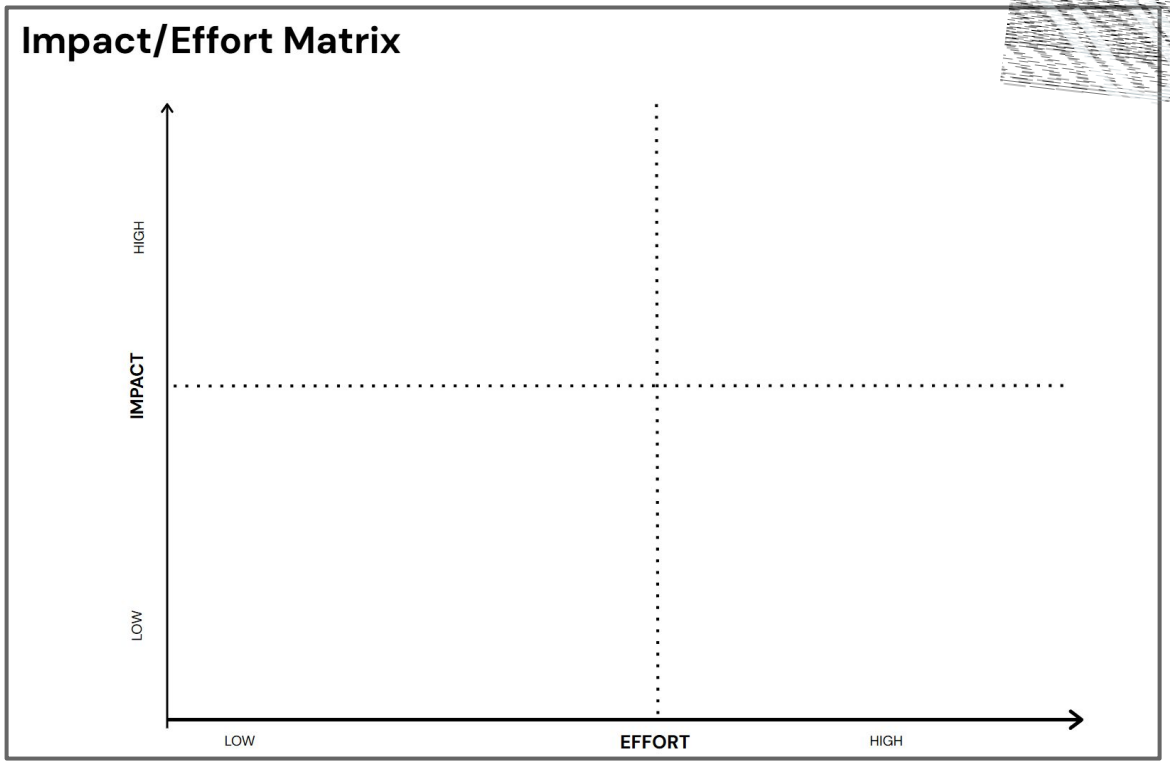
Prioritize Using Impact -Effort Matrix



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Document Implementation Activities

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8. Monitor and Report Progress

SSP Reviewed

After TEA reviews your SSP, the focus turns to how you implement it. This is where the real work and impact begins.

Fidelity of Implementation

Progress reporting is a continuous process that happens throughout the year. Are we doing what we said we would do?

Evidence of Improvement

This is your proof of action. Documentation that will be submitted to TEA as evidence that the activity was completed (agendas, sign-in sheets, procedures, manuals, etc.)

Continuous Improvement

Once actions are in place, teams should review what's working, what's not, and make adjustments. The SSP is a *living document.* Next steps for sustainability or continued improvement.

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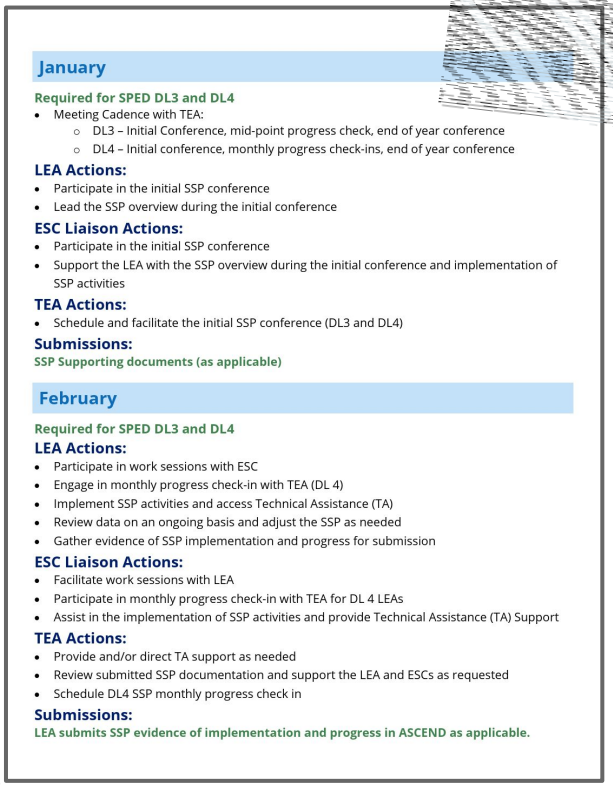
Interventions Calendar



January

Required for SPED DL3 and DL4

- Meeting Cadence with TEA:
  - DL3 – Initial Conference, mid-point progress check, end of year conference
  - DL4 – Initial conference, monthly progress check-ins, end of year conference

LEA Actions:

- Participate in the initial SSP conference
- Lead the SSP overview during the initial conference

ESC Liaison Actions:

- Participate in the initial SSP conference
- Support the LEA with the SSP overview during the initial conference and implementation of SSP activities

TEA Actions:

- Schedule and facilitate the initial SSP conference (DL3 and DL4)

Submissions:

SSP Supporting documents (as applicable)

February

Required for SPED DL3 and DL4

LEA Actions:

- Participate in work sessions with ESC
- Engage in monthly progress check-in with TEA (DL 4)
- Implement SSP activities and access Technical Assistance (TA)
- Review data on an ongoing basis and adjust the SSP as needed
- Gather evidence of SSP implementation and progress for submission

ESC Liaison Actions:

- Facilitate work sessions with LEA
- Participate in monthly progress check-in with TEA for DL 4 LEAs
- Assist in the implementation of SSP activities and provide Technical Assistance (TA) Support

TEA Actions:

- Provide and/or direct TA support as needed
- Review submitted SSP documentation and support the LEA and ESCs as requested
- Schedule DL4 SSP monthly progress check in

Submissions:

LEA submits SSP evidence of implementation and progress in ASCEND as applicable.

Determination Level	Support
DL 3 Needs Intervention	Bimonthly Teleconference Anticipated (every 60 days)
DL 4 Needs Substantial Intervention	Monthly Teleconference (every 30 days)

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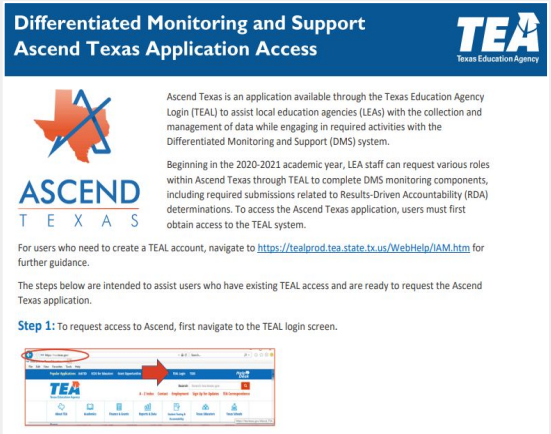
Strategic Support Plan Submission Preparation

ASCEND Access



Differentiated Monitoring and Support
Ascend Texas Application Access

TEA Texas Education Agency

ASCEND TEXAS

Ascend Texas is an application available through the Texas Education Agency Login (TEAL) to assist local education agencies (LEAs) with the collection and management of data while engaging in required activities with the Differentiated Monitoring and Support (DMS) system.

Beginning in the 2020-2021 academic year, LEA staff can request various roles within Ascend Texas through TEAL to complete DMS monitoring components, including required submissions related to Results-Driven Accountability (RDA) determinations. To access the Ascend Texas application, users must first obtain access to the TEAL system.

For users who need to create a TEAL account, navigate to https://tealprod.tea.state.tx.us/WebHelp/IAM.htm for further guidance.

The steps below are intended to assist users who have existing TEAL access and are ready to request the Ascend Texas application.

Step 1: To request access to Ascend, first navigate to the TEAL login screen.

SSP Resources

ASCEND TEXAS
STRATEGIC SUPPORT
PLAN (SSP) PROCESS

UPDATED FOR THE 2024-2025 SCHOOL YEAR

2024-2025
CONTINUOUS
IMPROVEMENT GUIDE

TEA Texas Education Agency

ASCEND TEXAS

2025-2026
Coming Soon

RDA Guidance

RDA Determination Level Frameworks

- 2025 Special Education — RDA Determination Level Framework (Coming Soon)
- 2025 BE/ESL/EB and OSP — RDA Determination Level Framework (Coming Soon)

RDA Intervention and Submission Calendars

- Special Education: 2025-2026 RDA Special Education Submissions calendar
- BE/ESL/EB and OSP: BE OSP RDA Intervention and Submissions calendar

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Strategic Support Plans

LEAs required to engage in the continuous improvement process, based upon RDA determination levels, should submits SSPs to the Texas Education Agency (TEA) in the ASCEND TEAL application by…

Friday, December 19, 2025

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Thank You!

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