

2023-2024 CONTINUOUS IMPROVEMENT GUIDE

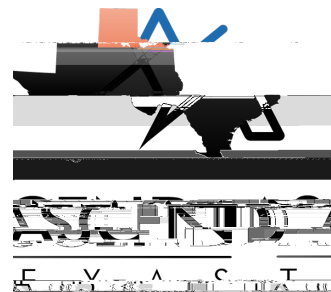


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Introduction

The requirements of the Individual with Disabilities Education Act (IDEA) related to the development of the State Performance Plan (SPP) and the accompanying Annual Performance Report (APR) complement the Texas Education Agency's efforts to build a system of general supervision to increase compliance with federal and state regulations and positive outcomes for students. This system achieves continuous improvement through data-driven, evidence-based practices inclusive of stakeholder needs and input.

To facilitate a holistic system of general supervision, local education agency (LEA) determinations will be aligned with the Results-Driven Accountability (RDA) Framework determination levels assigned to each LEA annually. LEAs will experience differentiated supports for continuous improvement aligned to their RDA determinations and engage in the Strategic Support Plan (SSP) process. For the LEAs experiencing . This

Texas Education Agency Strategic Support Plan (SSP)

GETTING STARTED



The LEA should write a brief problem statement for each priority area.

The LEA should identify the level of urgency associated with each problem using a four-point rating scale: Critical, High, Medium, and Low. The rating should be used by the LEA to identify the problem statements that are most significant for action.

Example Problem Statement:

- Students with disabilities who are Emergent Bilingual in grades 3–5 are not performing at the same level as their peers at the state level. This has occurred for the past three years.

Based upon the sources of data, the LEA should determine patterns in the LEAs current performance.

- Age/grade level of students
- Time of year
- LEA staff
- Location (campus, district)
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Strategy for Implementation 2: Professional Development

- Provide training to grade 3–5 general educators on effective interventions for students who are Emergent Bilingual with disabilities.
- Timeline: January 2024
- Personnel Responsible for Implementation: Person Six, Person Three
- Personnel Responsible for Supervision of Implementation: Person Two
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MONITORING AND REPORTING PROGRESS

<p>The LEA will select the type of documentation that will be submitted to TEA as evidence that the activity was completed from a list of common document types (i.e., agendas, sign-in sheets, procedures manuals, etc.)</p> <p>The LEA will upload documentation of the activity completion.</p> <p>The LEA will provide a summary text describing the outcome of the activity.</p> <p>TEA will review the documentation and provide written feedback. TEA feedback may include general recommendations, referral for technical assistance, and other supports available to the LEA and/or request for additional documentation.</p>	<ul style="list-style-type: none">• Meets IDEA compliance requirements for measuring and reporting progress.• Provides a systematic approach to data collection.• Provides longitudinal data on student progress.• Guides staff development decisions by assisting leaders in making data-informed decisions.• Charts LEA progress on goals
<p>Upon completion of an activity, and in preparation for the following year Strategic Support Plan, the LEA will select a status level that summarizes progress (e.g., In Progress, Completed, Needs Revision, Continue, etc.).</p> <p>The LEA will provide a summary text describing the LEA plans for continued improvement for each annual goal. This text should explain the data used by the LEA to determine the status level.</p> <p>TEA will review the status and summary and provide written feedback. TEA feedback may include general recommendations, referral for technical assistance, and other supports available to the LEA.</p>	<p>Based upon TEA feedback and collaboration, the LEA may develop a data collection system to</p>

Corrective Action Plan (CAP)

The purpose of the corrective action plan (CAP) is to guide local education agencies (LEAs) through an in-depth analysis of components contributing to noncompliance, and to develop strategies to create a CAP to resolve noncompliance (as identified by the monitoring priorities within the State Performance Plan

a new sample of students. The LEA is correctly implementing the specific regulatory requirement (i.e., achieved 100 percent compliance) based on the TEA's review of updated data:

- Evidence of Child-Specific Correction

- Evidence of Policies and Procedures

- Evidence of Training

- Evidence of Self-Monitoring System

- Evidence of Systemic Correction

In order for the TEA to verify an LEA's correction of identified noncompliance, there must be evidence of both child-specific corrections and systemic implementation of compliance for 100% of both the original sample of students that indicated noncompliance as well as a new sample of students.

TIMELY CORRECTION

<p>Determine patterns:</p> <ul style="list-style-type: none"> • Age/grade level of students • Time of year • LEA staf • Location (campus, district) • Pervasiveness of concern (isolated or systemic) • Infrastructure (i.e., data management systems, forms) • Training and professional development • Self-Monitoring <p>Conduct root cause analysis: 5 Whys (Identify barriers preventing implementation of current systems and practices)</p> <p>Develop concise statements for each critical area(s) contributing to noncompliance and determine if the identif ed issues are:</p> <ul style="list-style-type: none"> • Policy/procedural (i.e., infrastructure, professional development) • Implementation (i.e., best practices) 	
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PLAN DEVELOPMENT

<p>Developing strategies for implementation</p>	<ol style="list-style-type: none"> 1. Establish strategies aligned to identif ed noncompliance. 2. Develop strategies for immediate impact (3–6 months), long-term results (one year from identif cation of noncompliance), and sustainable ongoing practices (years after correction) 3. Identify resources required to implement
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IMPLEMENTATION MONITORING

	Evaluate the effectiveness of the CAP.	

Appendix

MONITORING RESOURCES

The resources in the Continuous Improvement Guide are to provide access to essential TEA guidance designed to support LEAs in prioritizing areas of improvement, develop robust goals and strategic implementation activities to strengthen federal programs and build capacity among LEA personnel.

[2023-24 Differentiated Monitoring and Support \(DMS\) Guide](#)

[2023-2024 Accountability Manual](#)

[2022-23 Results Driven Accountability \(RDA\) Special Education Framework](#)

[2022-23 Results Driven Accountability \(RDA\) BE/ESL/EBS/OSP Framework](#)

[2023-24 Results Driven Accountability Intervention Requirements](#)

[2023-24 Special Education Results Driven Accountability Intervention and Submission Calendar](#)

[2023-2024 Special Populations Results Driven Accountability Intervention and Submission Calendar](#)