

State Systemic Improvement Plan (SSIP)



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Updates & Outcomes

SEAP
November 2021

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Presentation Terminology

- **SSIP:** State Systemic Improvement Plan
- **PSM:** Program Support and Monitoring
- **PEA:** Public Education Agency—Districts and Charters
- **AzMerit:** Going to use synonymously with AzM2 & AASA
- **MOWR:** Move On When Reading

Presentation Overview

- What is SSIP
- What are the SSIP activities for PEAs
- What are the outcomes of SSIP activities
- What are the outcomes for students with disabilities in SSIP PEAs
- How has SSIP been evolving to improve outcomes for activities and students
- How should we set our targets for the future of SSIP



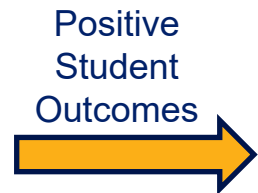
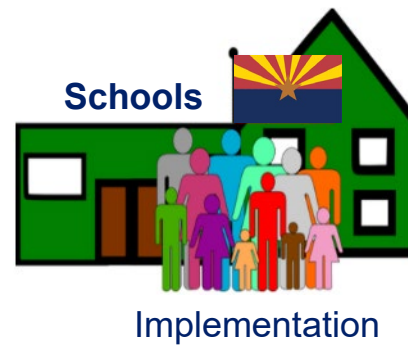
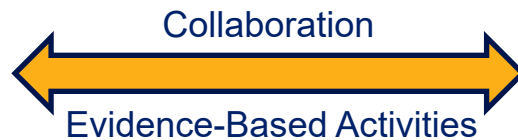
SSIP Structure and Schools

What is SSIP?

Indicator 17



PSM



New SSIP Structure:

Alignment with Move On When Reading (MOWR)

Our State-identified Measurable Result (SiMR)

Prior to SY21–22	SY21–22 and Beyond
AzMerit ELA SWD in Grades 3–5	AzMerit ELA SWD in Grade 3

Implications:

- Data that is more consistent, reliable, and contextual
- A shift in focus to more foundational grade levels

How Do We Determine SSIP PEAs?

Programmatic Monitoring Cycle

▶ Year 1

▶ Year 2


▶ Year 3

▶ Year 4

▶ Year 5

▶ Year 6

SSIP Learning Communities

- At Moderate Risk 
- Below State Average on AzM2-ELA SWD in G3
- 10+ SWD: Grade 3

Our 32 SSIP PEAs

SSIP PEAs – Year 1

Avondale ESD

Phoenix ESD

Chino Valley USD

Saddle Mountain
USD

Harvest Power Community
Development Group, Inc

Humboldt USD

Show Low USD

Kayenta USD

Somerton ESD

Legacy Traditional
School - Glendale

Wilson ESD

SSIP PEAs – Year 2

Country Gardens Charter Schools

Flagstaff USD

Hayden-Winkelman USD

Lake Havasu USD

Little Lamb Community School

Legacy Traditional School -
North Chandler

Mohave Valley ESD

The Grande Innovation Academy

Williams USD

SSIP PEAs – Year 3

Baboquivari USD

Incito Schools

Cambridge Academy
East, Inc

Laveen ESD

Colorado City USD

Litchfield ESD

Edkey, Inc. – Sequoia
Charter School

Nogales USD

Heber-Overgaard
USD

Page USD

Holbrook USD

Research Based
Education Corp

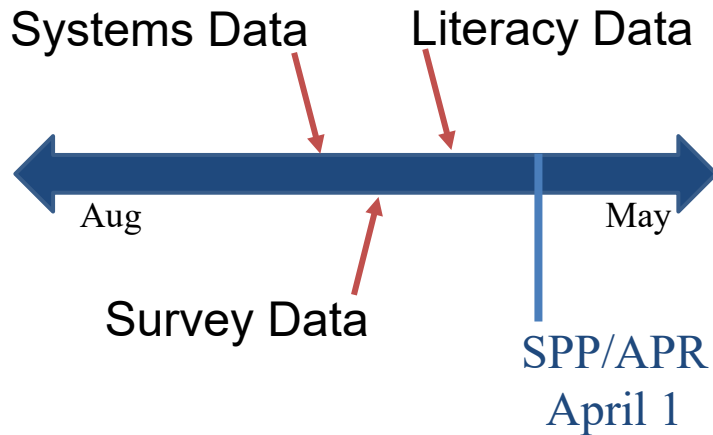
SSIP Teams Collaborating on SSIP Activities

- **Success Gaps Rubric and Action Plan**
 - Fall and Spring
- **Screeners Data**
 - Fall, Winter, and Spring
- **Evidence-Based Practices**
 - Walkthroughs in Fall–Spring (Year 2)
- **SSIP Survey**
 - Winter

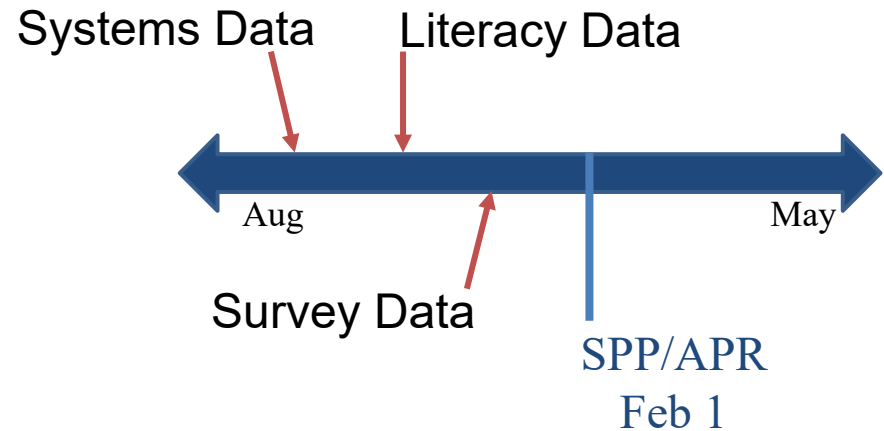
New SSIP Activity Timeline

Federal Reporting Moved from April 1 to February 1

Prior Activity Timeline:



New Activity Timeline:



New SSIP Documentation Structure:

3-Year Activity Forms

Rather than completing a new activity form for each submission, SSIP is now using one activity form during all three years of SSIP.

SY2021–2022 Fall	Planning	-	-	-
SY2021–2022 Spring	-	Partially Implemented	-	-
SY2022–2023 Fall	-	Partially Implemented	-	-
SY2022–2023 Spring	-	-	Implemented	-
SY2023–2024 Fall	-	-	Implemented	-
SY2023–2024 Spring	-	-	-	Exemplary

Result: easier to keep track of, reference for context, make cohesive goals, and visualize progress

Advancements in Inter-Agency Collaboration:

Literacy Work Group

- ❖ K-12 Academic Standards
- ❖ Professional Learning & Sustainability
- ❖ Early Childhood
- ❖ Special Projects



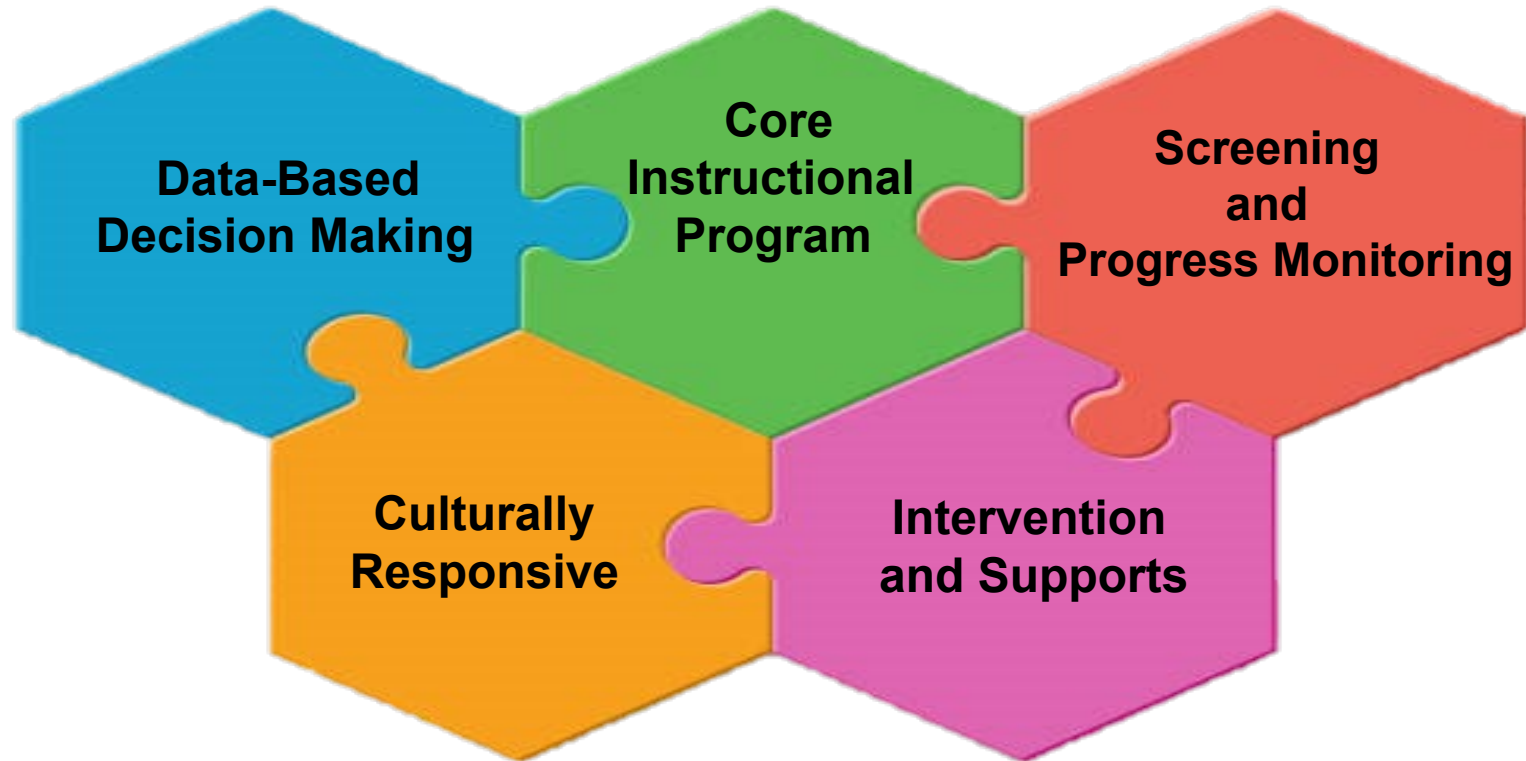
Aligning Activities and Initiatives

- ❖ MOWR and SSIP - literacy action initiatives and submission dates
- ❖ Professional Development Opportunities
- ❖ More opportunities for SpEd-GenEd collaboration at PEAs

The Success Gaps Rubric and Action Plan

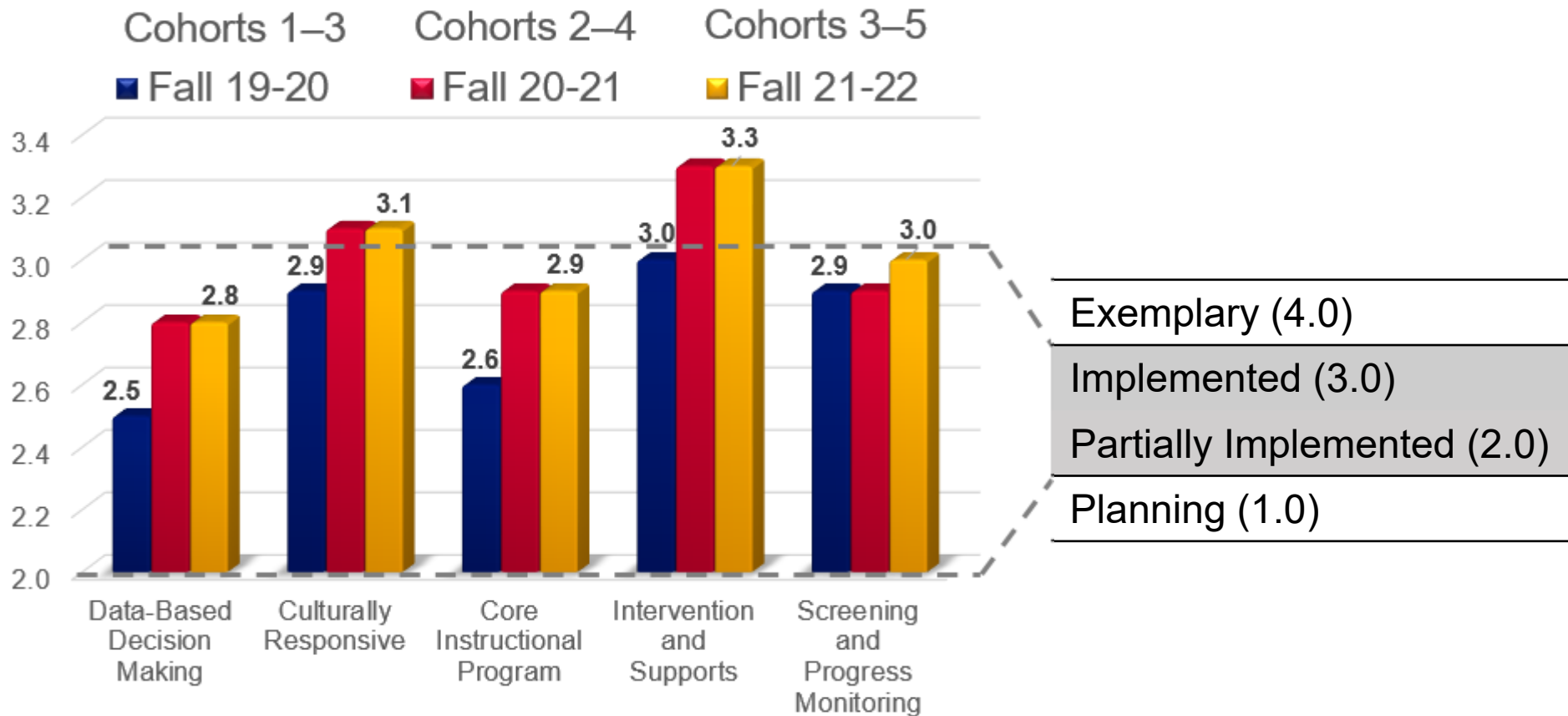
The Success Gaps Rubric (SGR): Years 1–3

15 Indicators in 5 Indicator Groups



Rationale: Having administrative practices that are based on research and are responsive to student and family needs is dynamically important to the outcomes for students with disabilities.

Rubric Indicator Group Averages



Action Plan (AP)

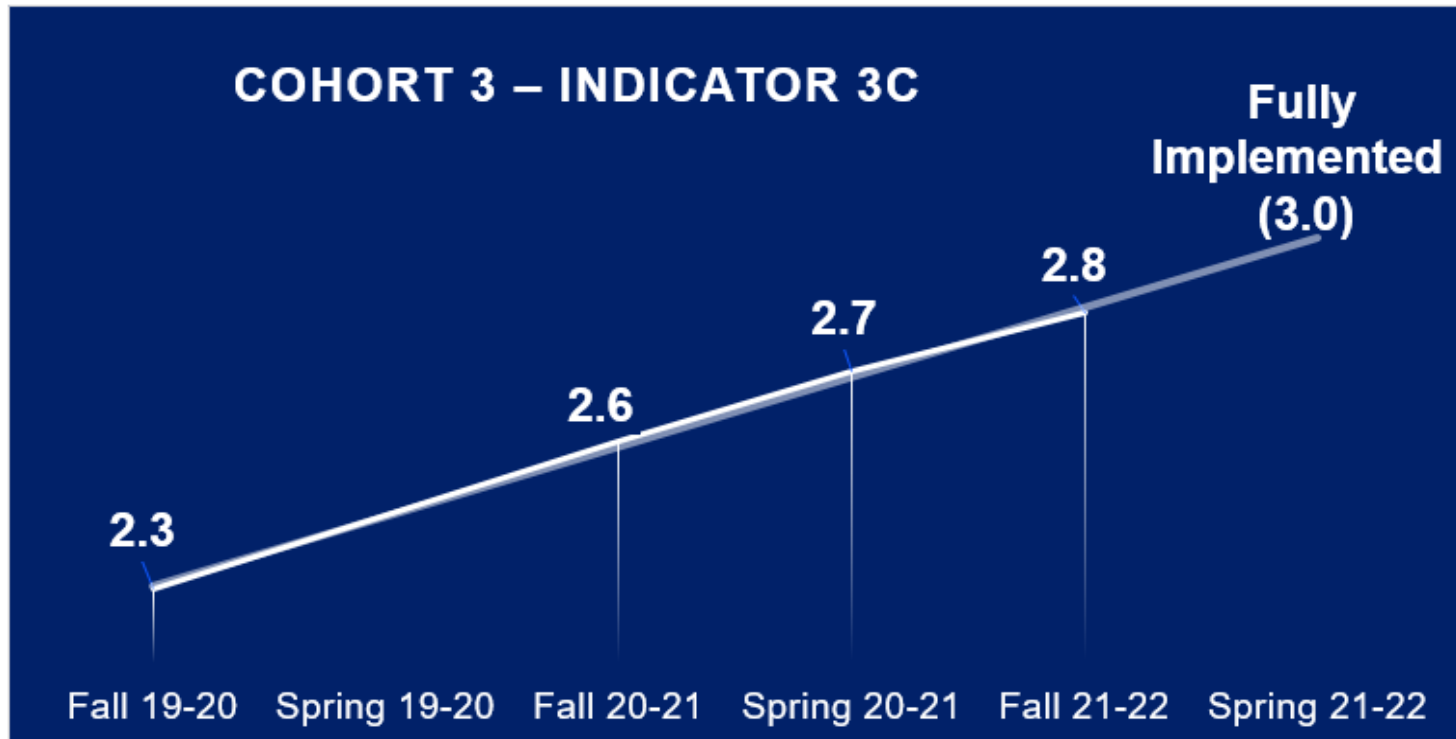
Activity: Outlining actions and pursuing goals that address the lowest-rated Indicators

	Describe Action Steps; Include People Responsible; Add Action Steps and Updates throughout Implementation
Action Step #1	The Leadership Team will analyze the current plan and look for patterns between intervention needs and SPED needs in both the virtual and in-person setting.
Action Step #2	The team will identify times and who on campus is available to support these schedules.
Action Step #3	The team will create an aligned schedule.
<input type="checkbox"/> Action Step # <input checked="" type="checkbox"/> Update: 3/29/21	Team has reviewed intervention and tutoring schedule. All learners were offered the opportunity of after school tutoring as of Jan 2021.
<input checked="" type="checkbox"/> Action Step # <input checked="" type="checkbox"/> Update: 8/23/21	The team analyzed the learners' progress through tutoring and then targets those learners to receive tiered interventions during the school day with a para-professional.

Growth from Targeted Actions:

Core Instructional Programs—Differentiated Instruction

For the past three years, differentiated instruction has been the lowest reported Indicator for Year 1 SSIP communities, one of the most targeted Actions by those communities, and shows the most growth of any other Indicator.



The SGR & AP Activity Revisions

Fidelity: Addressing Practices and Targeting Needs

Method(s) that administration accounts for horizontal curriculum alignment within grad

☐ Professional Development ☐ Team-meeting Agendas ☐ Lesson Pla

Method(s) that administration accounts for vertical curriculum alignment within grade l

☐ Professional Development ☐ Team Meeting Agendas ☐ Lesson Pla

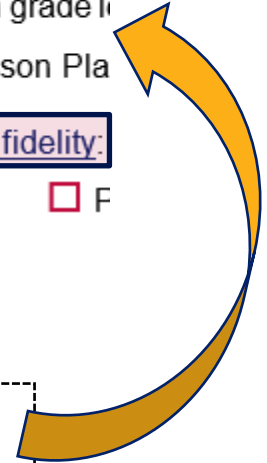
Method(s) that administration accounts for teachers delivering curriculum with fidelity:

☐ Professional Development ☐ Lesson Plans ☐ Observations ☐ F

Exemplary

Evidence

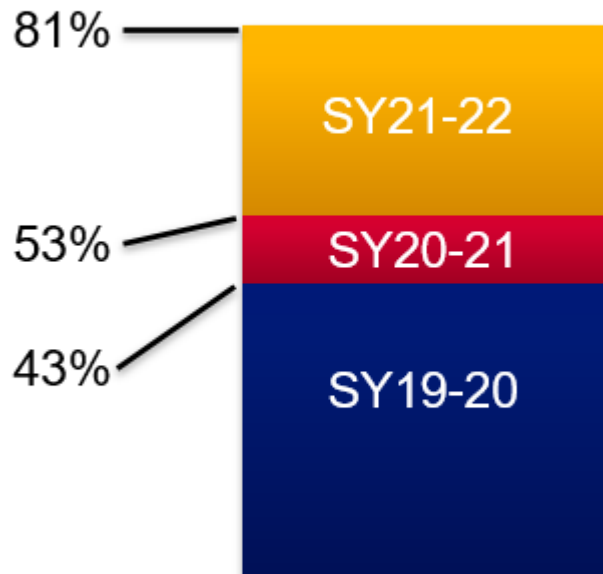
All children/students participate in a curriculum that is rigorous and demands depth of understanding that has been horizontally and vertically aligned and implemented with fidelity. All children/students experiencing success gaps are taught by effective teachers.



The Outcomes of Activity Revisions

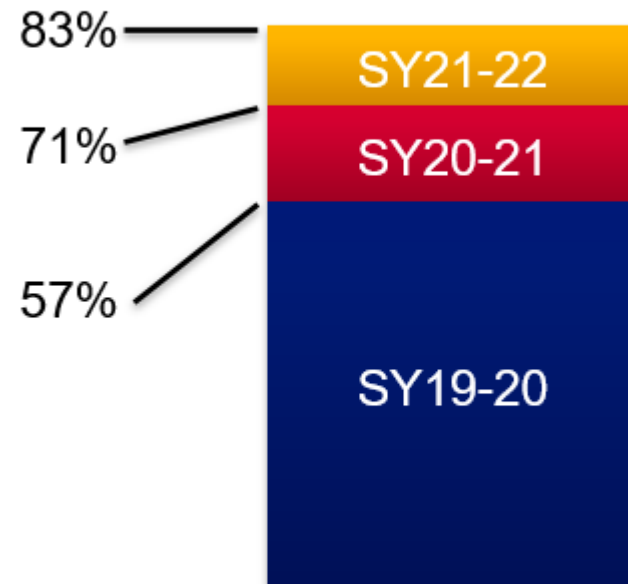
Completion with Improved Fidelity

This Fall: Up 28%



**Indicator Practices
Being Targeted**

This Fall: Up 12%



**Rubric Needs
Targeted for Action**

The Evidence-Based Practices Diagnostic Tool

The Evidence-Based Practices (EBP) Diagnostic Tool

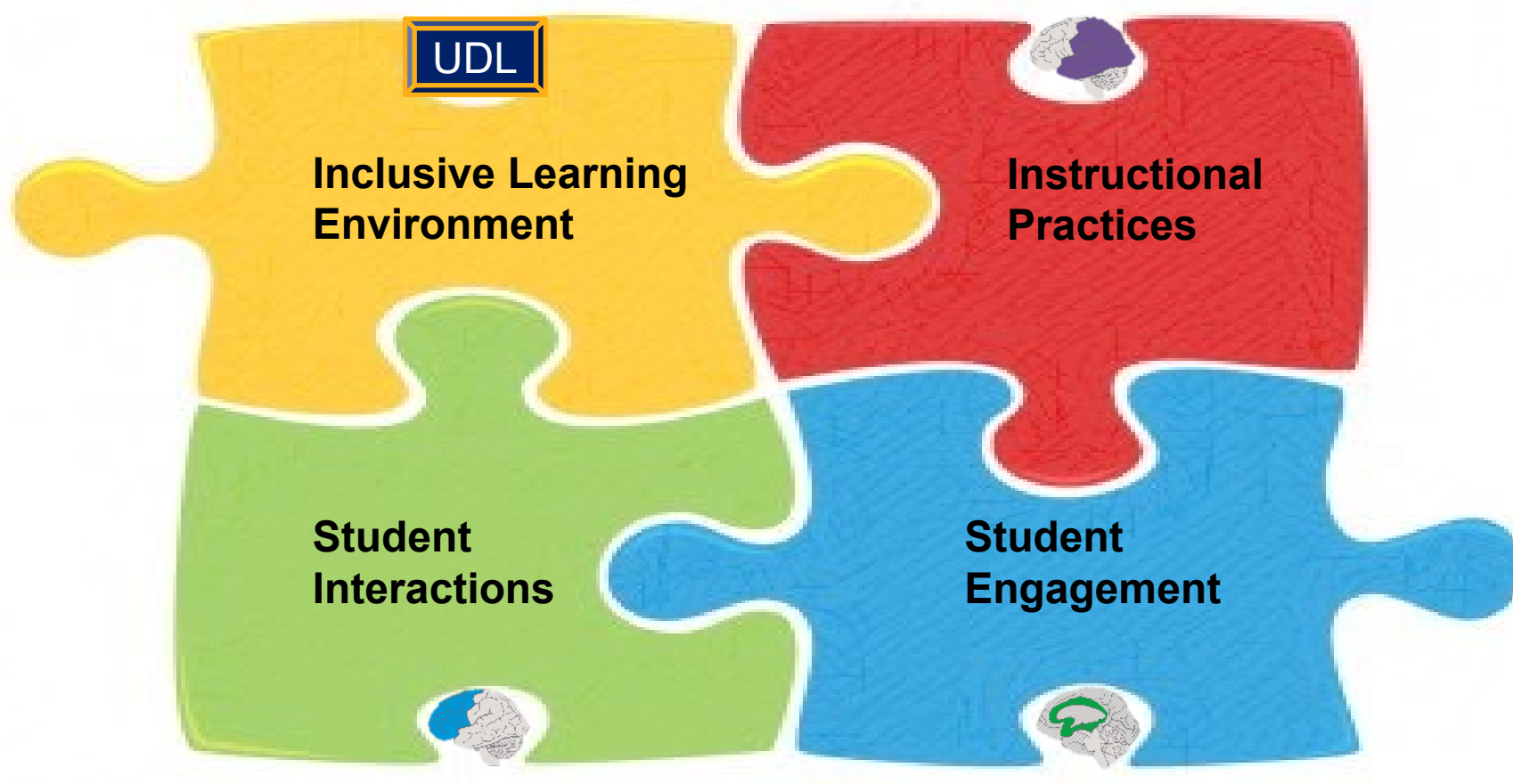
Classroom Walkthrough Activity: SSIP Year 2

Instructional Practices “The What”	Tally	Evidence / Notes
1. Demonstration (I do it): whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction <input type="checkbox"/> Explains <input type="checkbox"/> Comprehensible input <input type="checkbox"/> Show/Tells <input type="checkbox"/> Explicit/Systematic <input type="checkbox"/> Frontloads	<div></div>	<div></div>
2. Shared Experiences (We do it): whole group/small/flexible group modeling <input type="checkbox"/> Scaffolds <input type="checkbox"/> Negotiates <input type="checkbox"/> Supports	<div></div>	<div></div>
3. Guided Practice (You do it together): small flexible group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving <input type="checkbox"/> Students in Charge of Learning <input type="checkbox"/> Practice for Fluency <input type="checkbox"/> Collect Evidence of Learning <input type="checkbox"/> Problem Solving	<div></div>	<div></div>
4. Independent Practice (You do it by yourself): time provided for mastery <input type="checkbox"/> Assists as Needed <input type="checkbox"/> Coaches <input type="checkbox"/> Evaluates <input type="checkbox"/> Modifies and Adjusts	<div></div>	<div></div>

Rationale: Having classroom practices that are based on research and responsive to student development is dynamically important to the outcomes for students with disabilities.

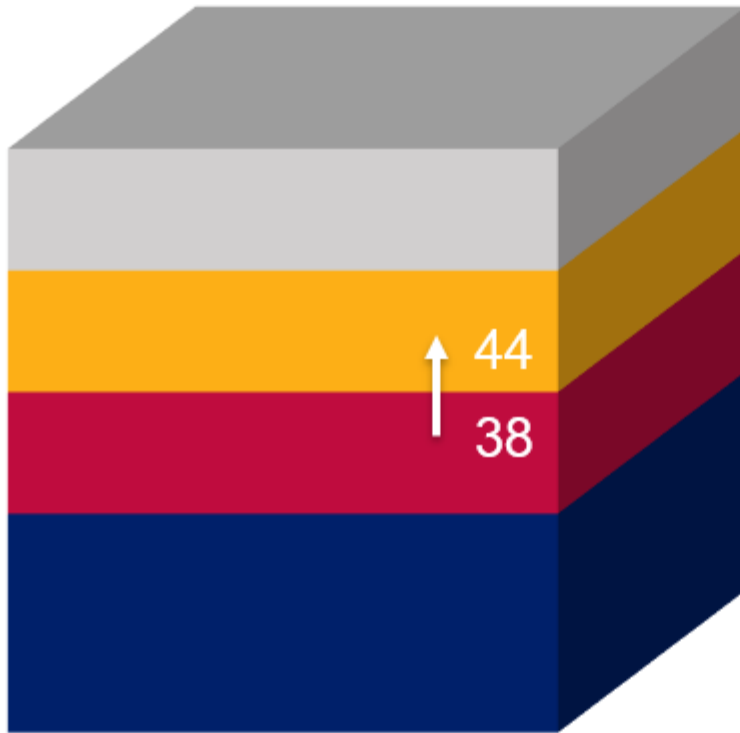
The EBP Tool

4 Quadrants with a Total of 104 Classroom Practices



SY20–21 Average Growth

45 Days or More Between Submission Periods



+6 EBPs between Fall and Winter Submissions when 45 days were between observations

■ Significantly Below Proficiency

■ Proficient

■ Partially Proficient

■ Highly Proficient

Revised EBP Submission Timeline

- **Expanded Timeline**

- More opportunity for practice development

- **Earlier Timeline**

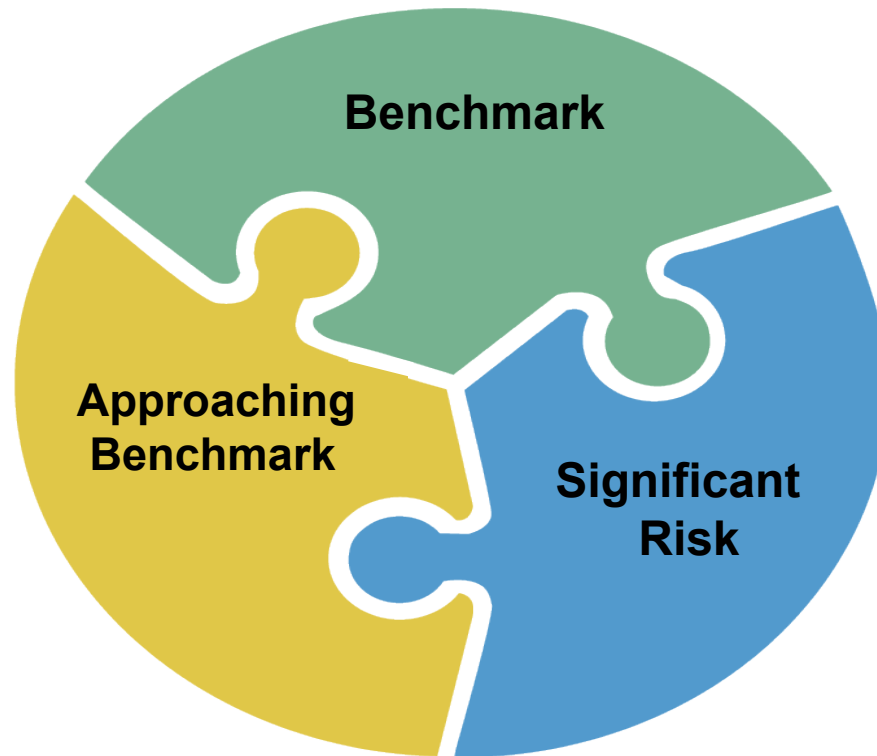
- Reporting
 - More time for students to experience improved practices

	SY20–21	SY21–22	
Submission 1	December 4	October 6	} +2 weeks
Submission 2	January 15	November 26	
Submission 3	March 4	March 4	} +5 weeks

The Literacy Screener Reporting Form

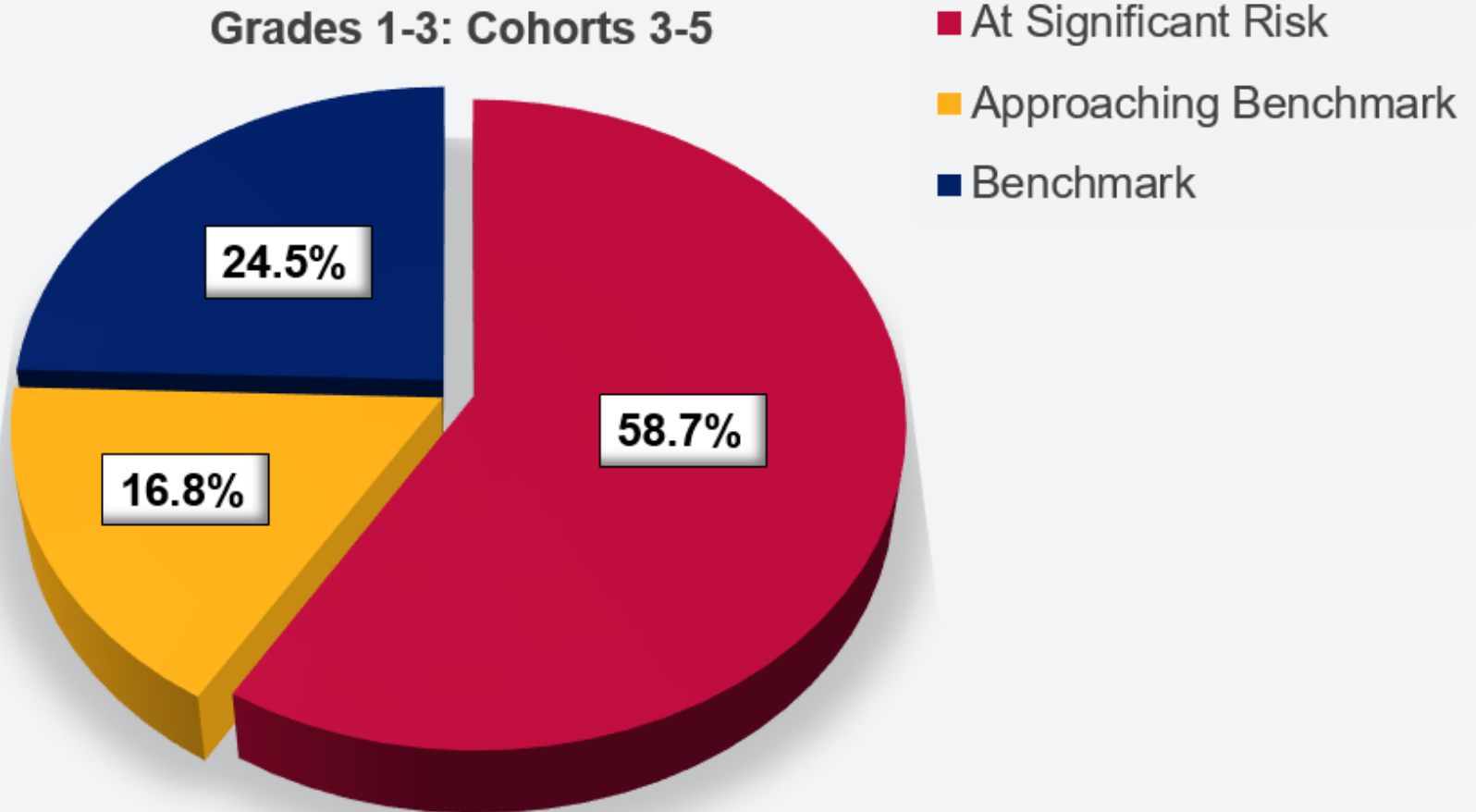
The Literacy Screener Reporting Form: Years 1–3

Counts for Levels of Performance in Grades 1–3



Rationale: Having literacy screener data that is aligned with MOWR reporting helps to provide reliable progress data for literacy development that is foundational for growth toward comprehension

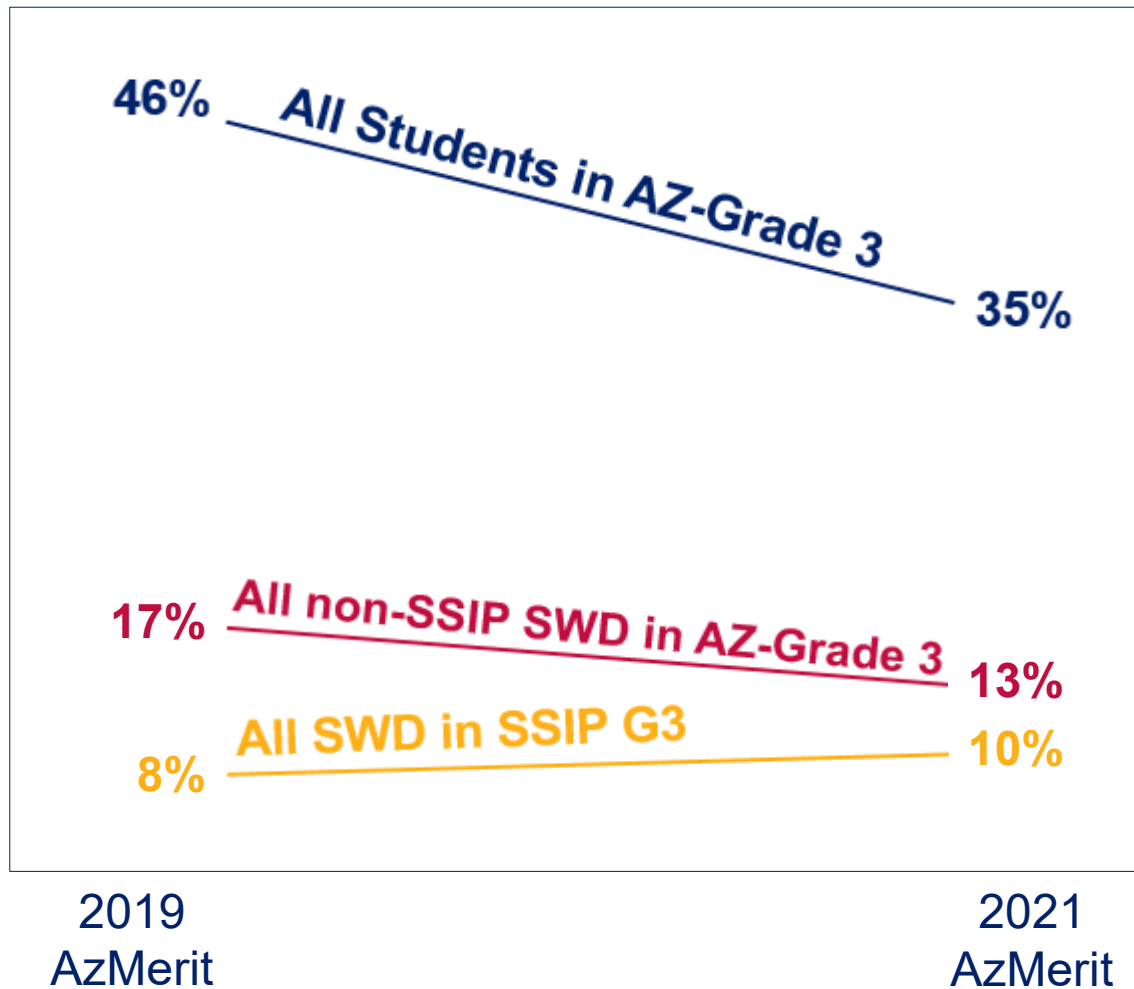
SSIP Literacy Screener Data: SY21-22 Fall





Student Outcomes

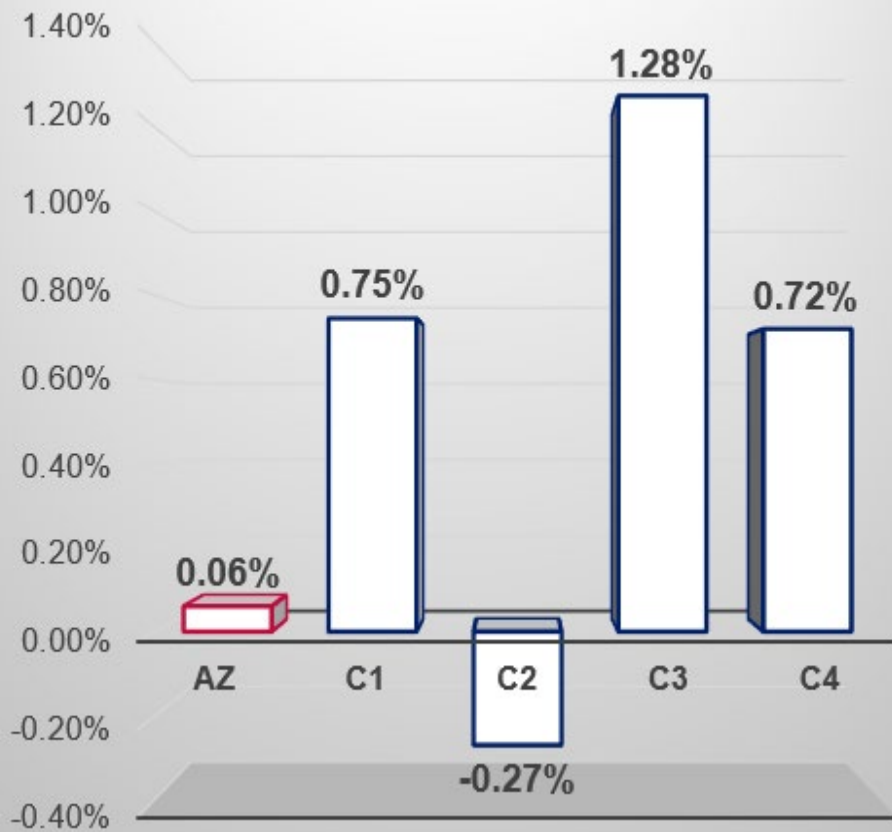
Growth: Student Proficiency on the AzMerit



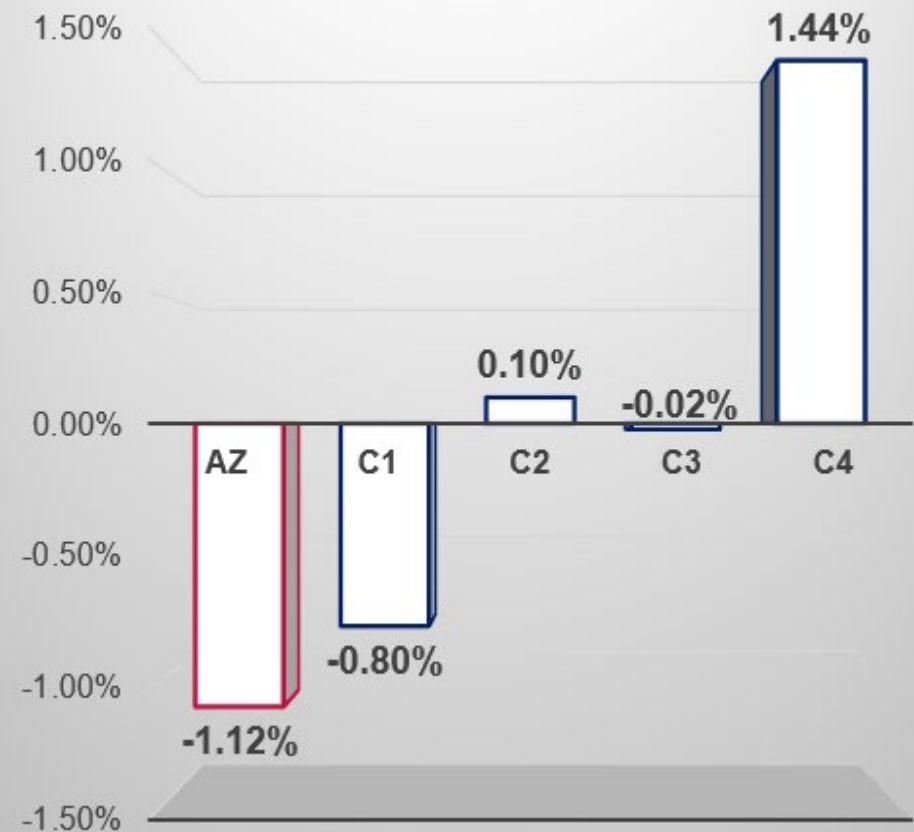
The AzMerit ELA Assessment:

Proficiency Growth for SWD in Grade 3

2017-2019



2017-2021



SSIP Targets & Survey Options

SSIP Cohorts and SiMR Data

No
AzMerit
(Covid)

	SY17-18	SY18-19	SY19-20	SY20-21
Cohort 1	X	X	X	
Cohort 2		X	X	X
Cohort 3			X	X
Cohort 4				X

Past Performance to Set Targets Going Forward

Target Descriptions

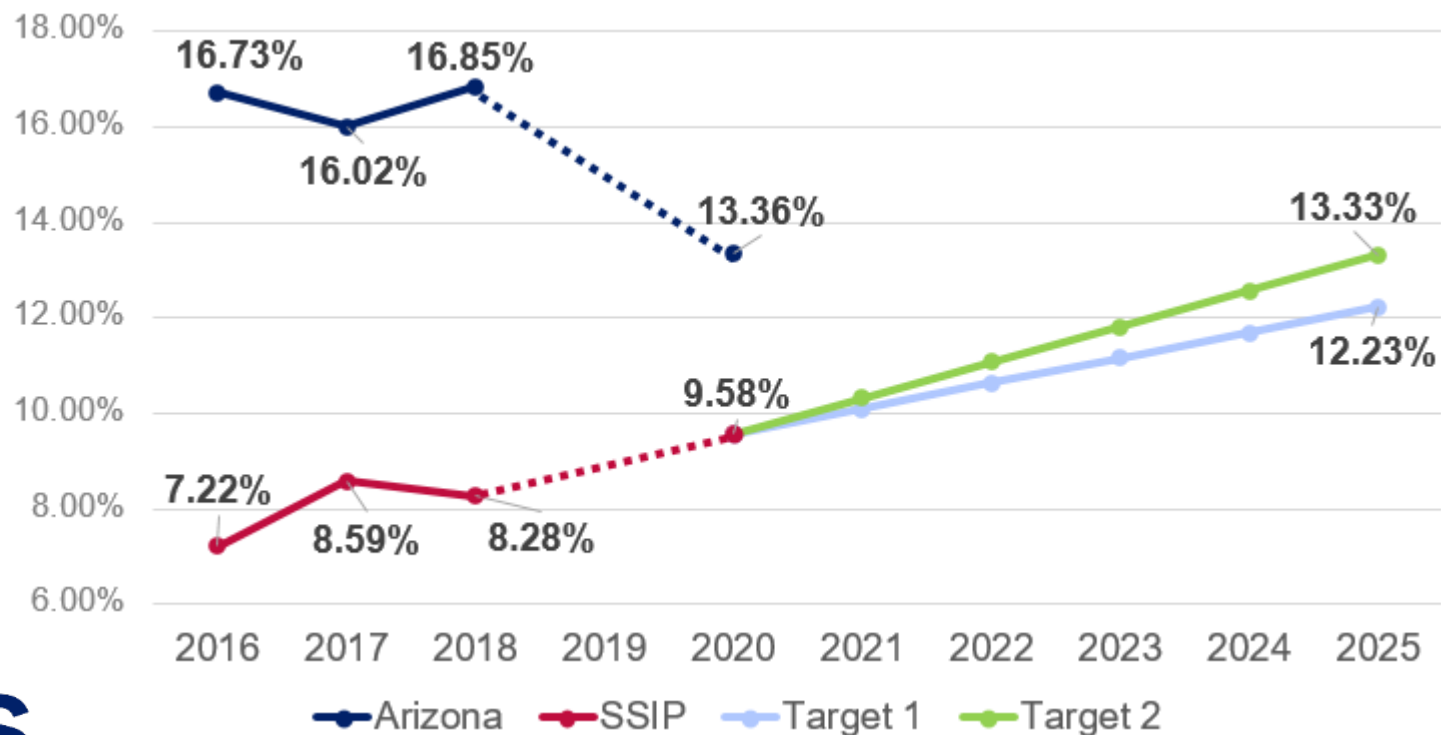
Description of Targets

Target 1

Target projection, based on the performance of all SSIP students with disabilities, each year.

Target 2

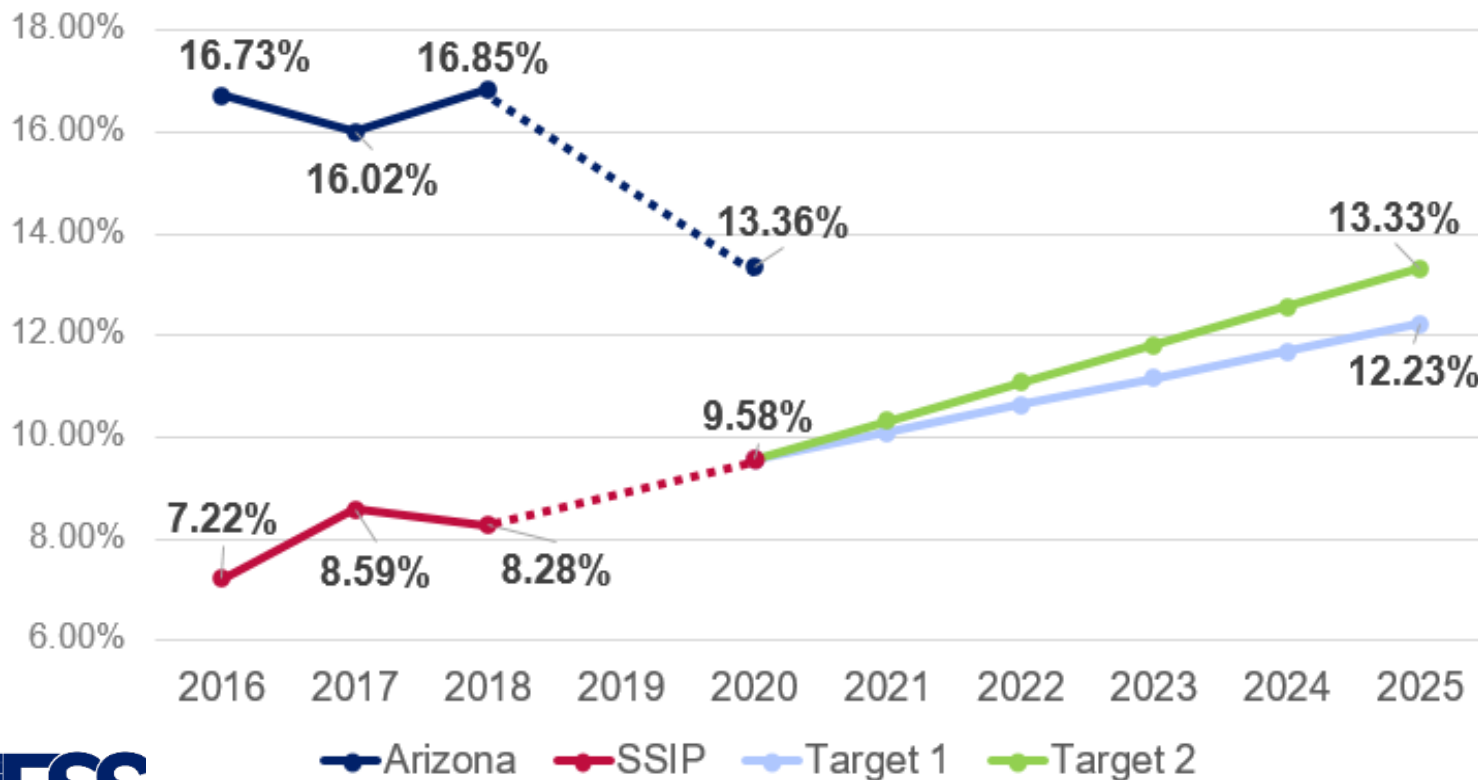
Target projection, based on the performance of SSIP students with disabilities at the end of Year 3, each year.



Past Performance to Set Targets Going Forward

Target Data

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	9.58%	10.11%	10.64%	11.17%	11.70%	12.23%	+.53%
Target 2	9.58%	10.33%	11.08%	11.83%	12.58%	13.33%	+.75%

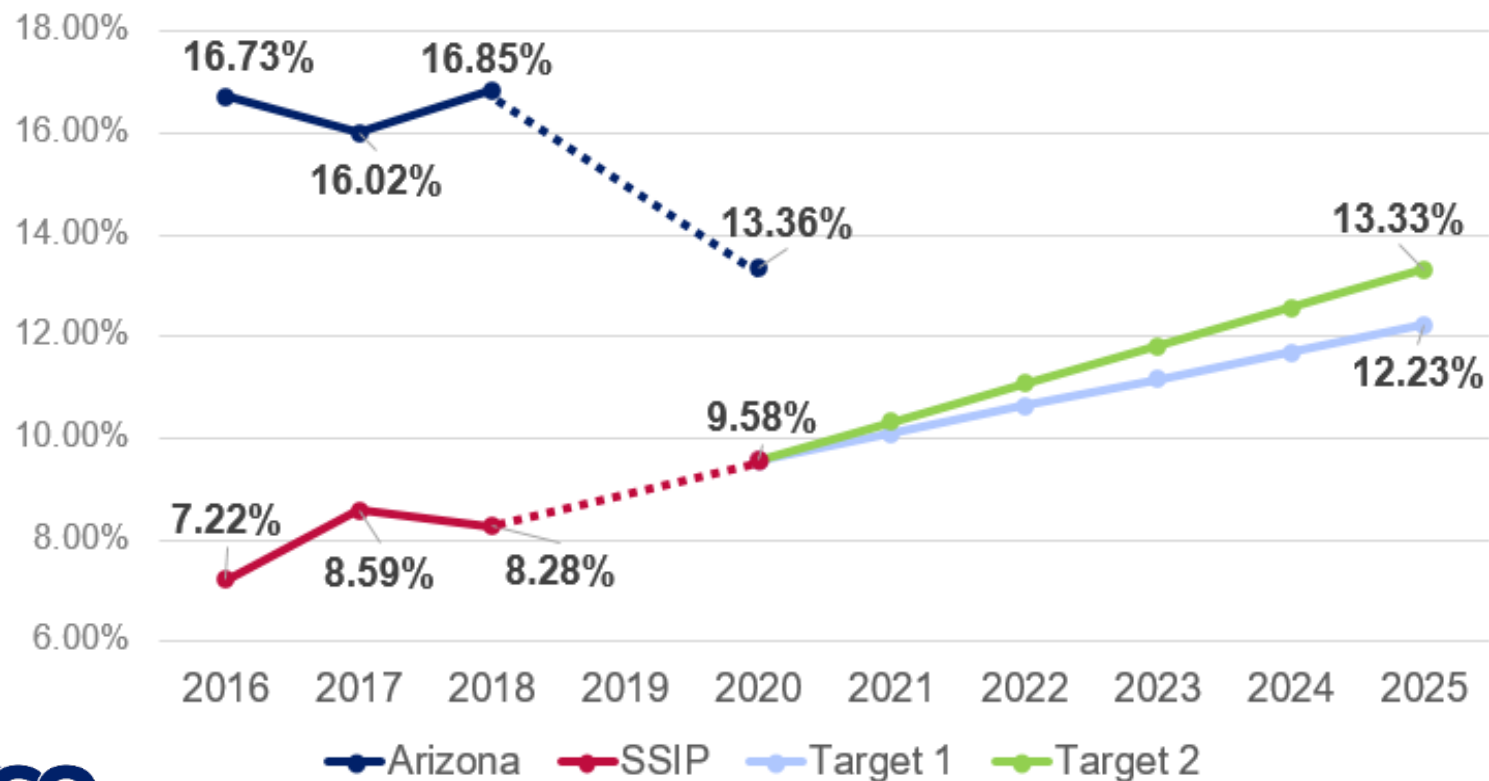


Past Performance to Set Targets Going Forward

Target Option #1

Option #1
All Y1-3

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	9.58%	10.11%	10.64%	11.17%	11.70%	12.23%	+ .53%
Target 2	9.58%	10.33%	11.08%	11.83%	12.58%	13.33%	+ .75%

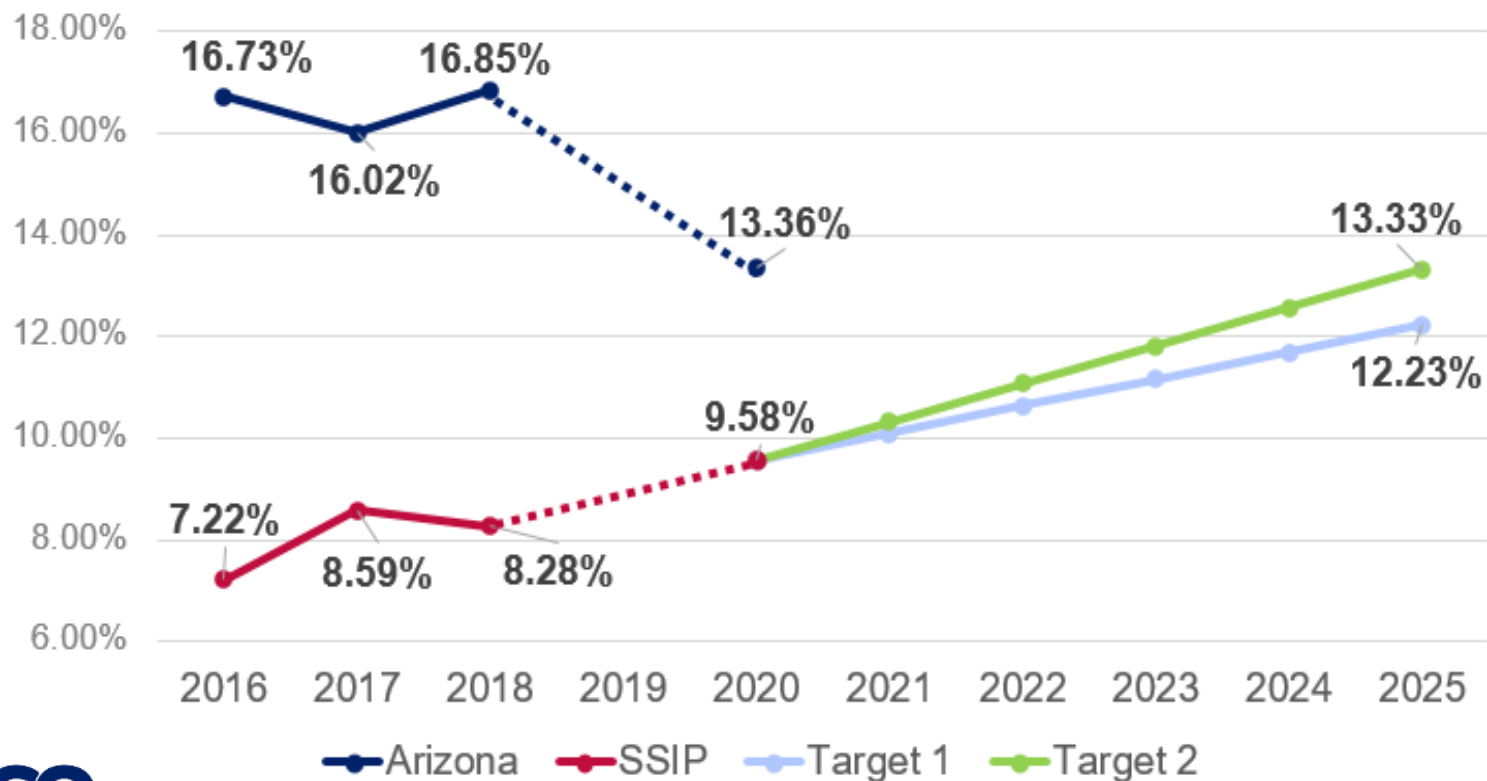


Past Performance to Set Targets Going Forward

Target Option #2

Option #2
Y3 Only

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	9.58%	10.11%	10.64%	11.17%	11.70%	12.23%	+ .53%
Target 2	9.58%	10.33%	11.08%	11.83%	12.58%	13.33%	+ .75%



Past Performance to Set Targets Going Forward

Target Option #3

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	9.58%	10.11%	10.64%	11.17%	11.70%	12.23%	+ .53%
Target 2	9.58%	10.33%	11.08%	11.83%	12.58%	13.33%	+ .75%

