



Exceptional Student Services

The State Systemic Improvement Plan (SSIP)

Special Education Advisory Panel: January 2023

SSIP & Family Engagement

Structure and Intended Outcomes

Overview



SSIP is...



Accountability Indicator 17

Each state develops a plan to positively affect student outcomes. This includes:

- Setting targets for improving outcomes
- Conducting activities for the systemic improvement of evidence-based practices with districts and charters
- Using data and stakeholder feedback to drive decision-making



AZ-SSIP is...

Foundational Literacy  **Outcomes**

SSIP identifies districts and charters with outcomes that are below average proficiency on the state ELA assessment for students with disabilities in grade 3 and supports these agencies with activities over a three-year period that develop evidence-based practices and systemic improvement.

SSIP PEAs: SY 2022-23

SSIP PEAs – Year 1

Success School	Globe USD
Happy Valley East	Benson USD
Douglas USD	Bullhead City SD
Sunnyside USD	Safford USD
Camelback Education, Inc	Desert Heights Charter Schools
The Charter Foundation, Inc	Cottonwood-Oak Creek ESD
Arizona Community Development Corporation	
Maryvale Preparatory Academy	
Liberty Traditional Charter School	

SSIP PEAs – Year 2

Avondale ESD	Phoenix ESD
Chino Valley USD	Saddle Mountain USD
Humboldt USD	Show Low USD
Kayenta USD	Somerton ESD
Legacy Traditional School - Glendale	Wilson ESD
Harvest Power Community Development Group, Inc	

SSIP PEAs – Year 3

Hayden-Winkelman USD

Country Gardens Charter Schools

Palo Verde ESD

Flagstaff USD

Lake Havasu USD

Little Lamb Community School

Mohave Valley ESD

Legacy Traditional School -
North Chandler

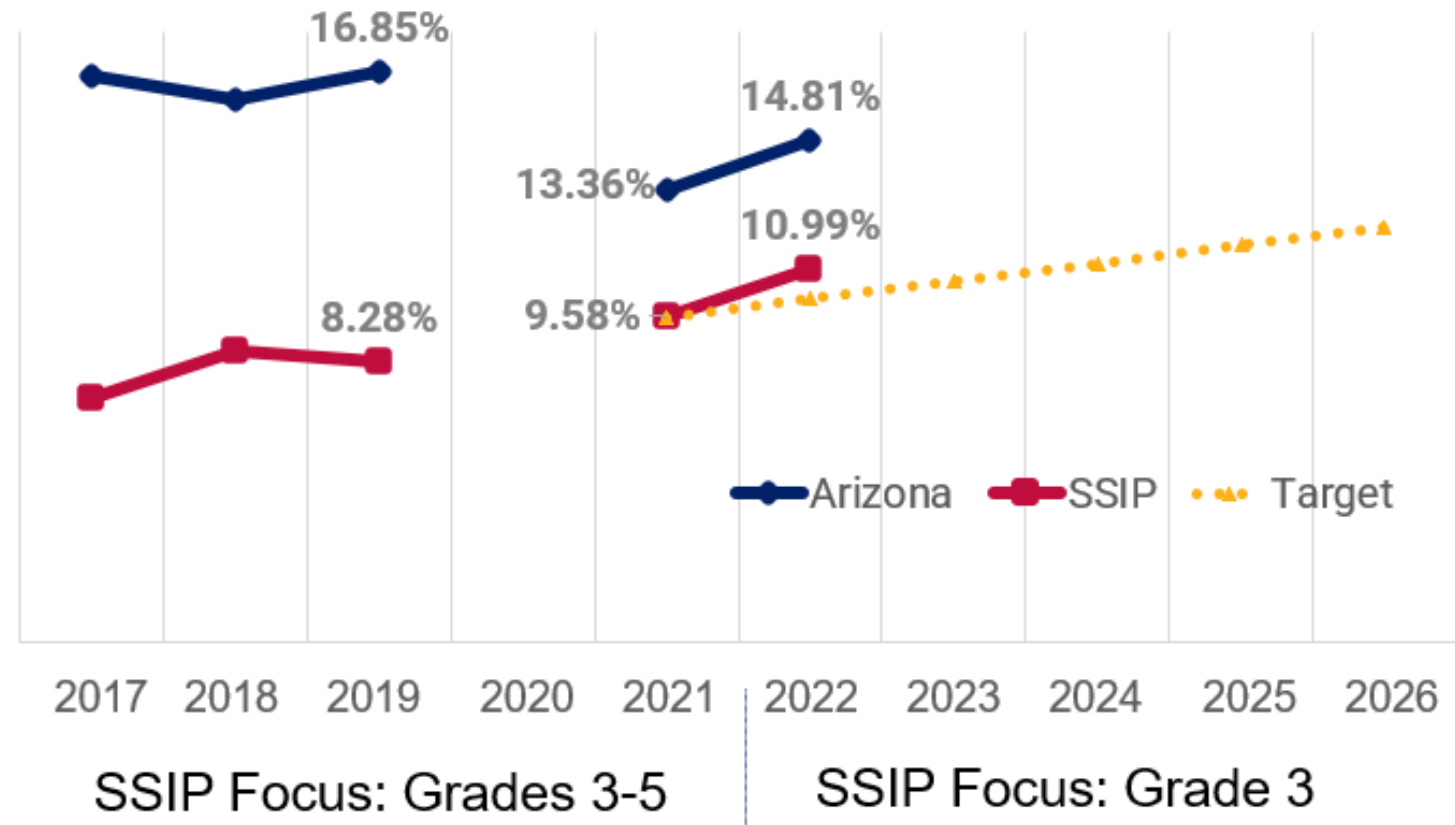
The Grande Innovation Academy

Williams USD

SSIP Activities & Outcomes

Systemic Improvement and State Testing

SSIP Activities	Implementation
Success Gaps Rubric & Action Plan (SGR & AP)	Years 1-3
Evidence-Based Practices (EBP) Walkthrough Process	Year 2
Literacy Screener Data Reporting	Years 1-3
Systems/EBP/SSIP Surveys	Year 1 / Year 2 / Years 1-3



Alignment with MOWR

Move On When Reading



Collaboration with the MOWR Team on:

- Submission of literacy data and literacy plans
- Collaboration involving data outcomes and trends
- Support and alignment of PEA and SEA Initiatives

SSIP & Family Engagement

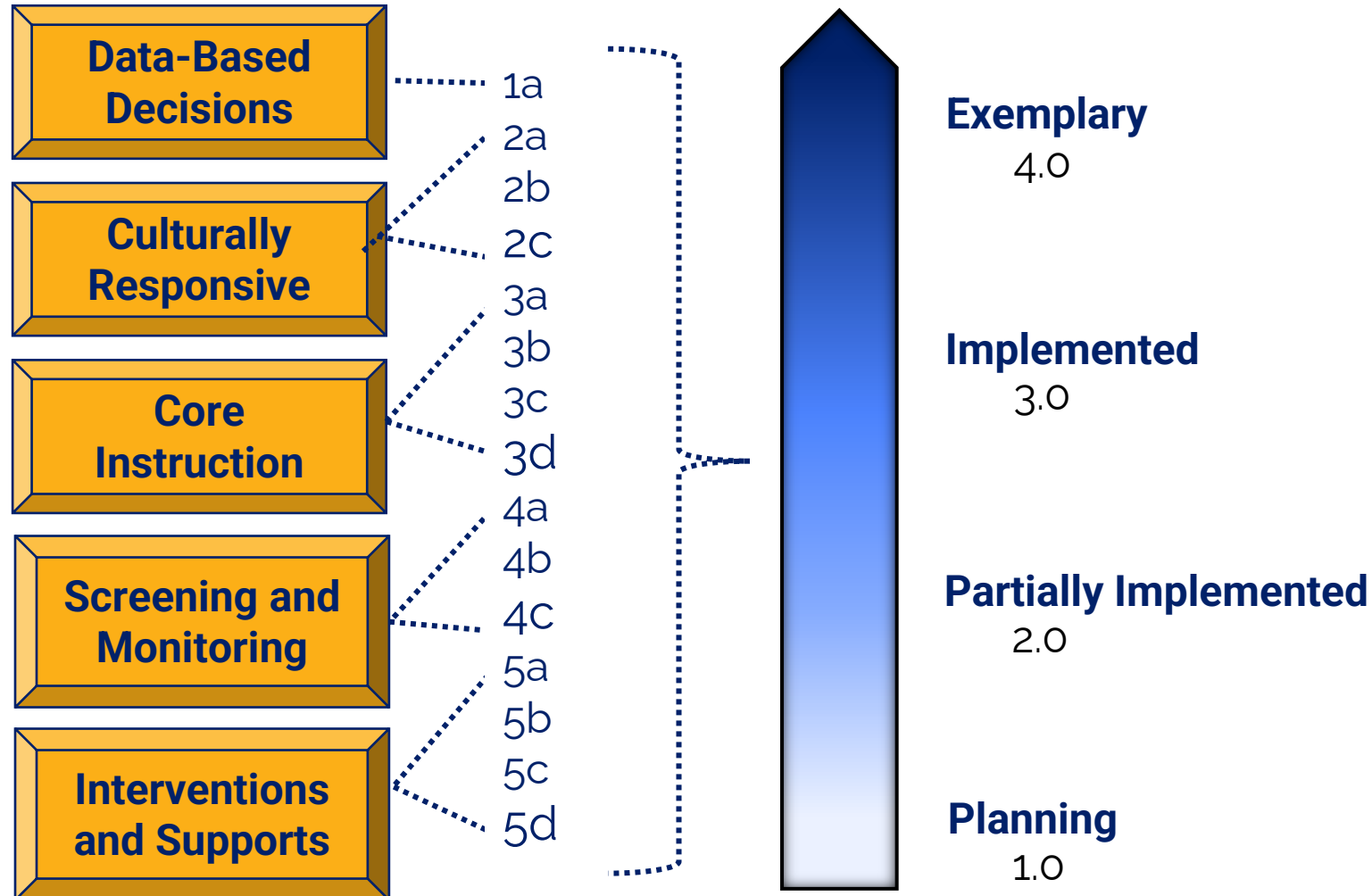
The Success Gaps Rubric & Action Plan

The SGR & AP



SGR Self-Assessment

Community-wide Systems



Action Plan (AP)

Targeting Practices for Systemic Improvement

Action Plan—Progress Period: **SY2022-2023 Fall**

Indicator: **3a - Curriculum Articulation**

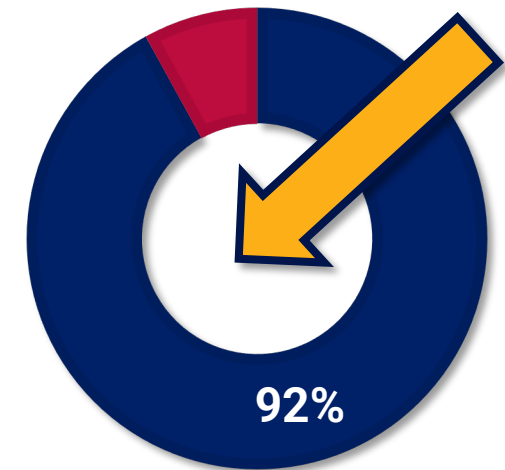
	Describe Action Steps;
Action Step #1	Instructional Leads/Coach be delivered at two conse
Action Step #2	Grade Level Teams will u subsequent grade levels,
Action Step #3	Subs will cover classes as and pacing guides and co
<input type="checkbox"/> Action Step # <input type="checkbox"/>	Principals will review grad
<input checked="" type="checkbox"/> Update: 8/19/22	into curriculum maps, pac

SGR & AP Data

Cohort 3: Three Years inSSIP



AVERAGE GROWTH OF ALL
TARGETED INITIATIVES



EBP Walkthrough Process

Notating the Observed Classroom Practices from
a Comprehensive Group of Practices

Inclusive Learning Environment

Learning Goals; Procedures; Displays

Instructional Practices

Formatives; Scaffolding; Quality of Feedback

Student Interactions

Collaborative Planning; Managing Choices; Expression

Student Engagement

Motivating Activities; Differentiation; Application of Learning



Exceptional
Student Services

EBP Walkthrough Process (cont.)

The Opportunity to Both Strengthen Classroom Practices and Walkthrough Systems

The opportunity between any two classroom observations to implement:

- Targeted Peer Observation
- Targeted Professional Development
- Professional Learning Communities
- Growth Analysis
- Connection to Student Outcomes



Walkthrough Data: Average Classroom Practices

This year, PEA-SSIP Teams are reporting more evidence-based practices that they are observing in classrooms this year, as opposed to this point last year.

INCLUSIVE
LEARNING
ENVIRONMENT



TEACHER
INSTRUCTIONAL
PRACTICES



STUDENT
INTERACTIONS



STUDENT
ENGAGEMENT



Alignment with Move On When Reading (MOWR)

The Opportunity to Contextualize
Growth toward Comprehension

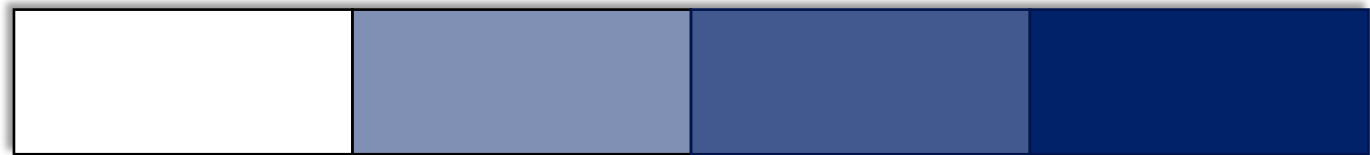
	Fall SY22–23 August	Winter SY22–23 December	Spring SY22–23 (month)
SWD at Benchmark	3	4	6
SWD Approaching Benchmark	2	5	5
SWD Significantly At-Risk	9	7	6
er of SWD Assessed	14	16	17



Literacy Screener Data

The Opportunity for Collaboration between
SpEd and GenEd

MOWR: Ongoing for All-students



SSIP: Three Years for Students with Disabilities (SWD)



Screeners Data Groups

Available Data Groups for Comparison

SSIP: SWD

SSIP

SSIP: All-Students

MOWR

Arizona: SWD

Arizona: All-Students (Non-SSIP)

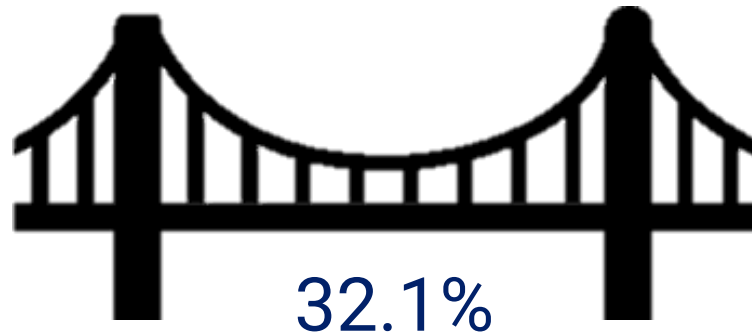
MOWR



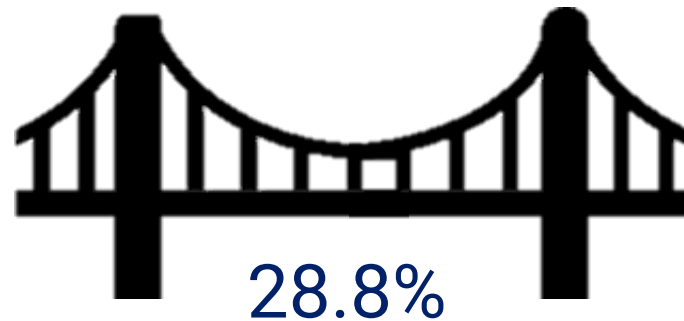
Literacy Screeners Data in SSIP PEAs

The Proficiency Gaps Between All-Student and SWD Groups in Grade 3

FY22 Fall



FY23 Fall



This Cohort began the year with a smaller gap, by 3.3%

Surveys

Information and Feedback

Year 1

SSIP Survey

Year 2

SSIP Survey

Year 3

SSIP Survey

SSIP Team and the SGR & AP

Walkthrough
Systems

Differentiate
EBP Activity
Support

EBP Survey

The EBP
Walkthrough
Process

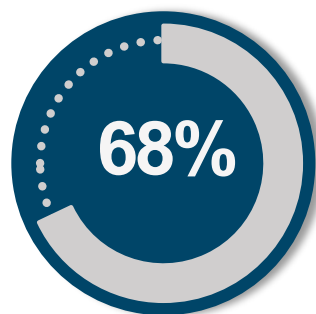


Survey Data From SSIP PEAs

SY 2022-23

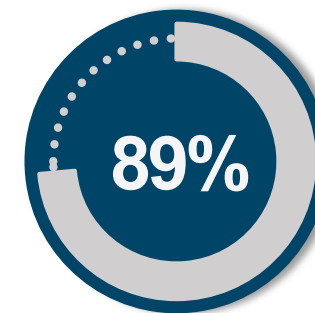
All PEA-SSIP Teams reported positive outcomes from the activity. However,

SGR & AP Activity



of teams reported experiencing outcomes that were characterized as mostly or highly effective.

EBP Walkthrough Activity



of PEA-SSIP Teams described experiencing positive activity or student outcomes in connection with the activity.

Outcome descriptions included better systems for classroom observations, more targeted professional development, and the improvement of classroom practices.

Special Education Check-in

Through COVID-19

State Testing Outcomes for SW/D



State Testing Groups

Available Data Groups for Comparison

SSIP: SWD

SSIP: All-Students

Arizona: SWD (Non-SSIP)

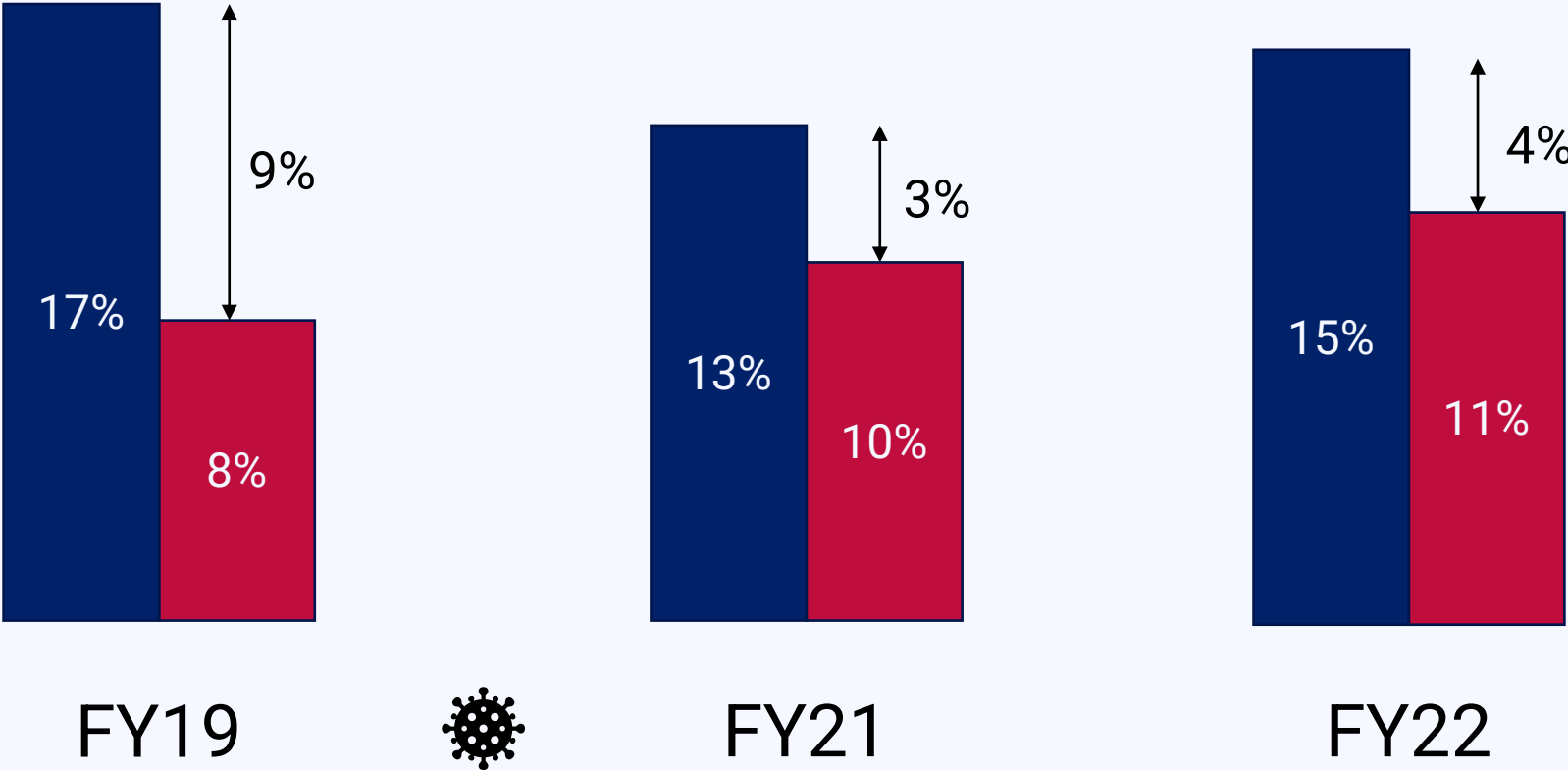
Arizona: All-Students (Non-SSIP)





State Testing

The Proficiency Gaps Between Grade 3 SWD within and outside of SSIP PEAs





Thank You

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