



# SSIP Activity and Student Outcomes

The State Systemic Improvement Plan

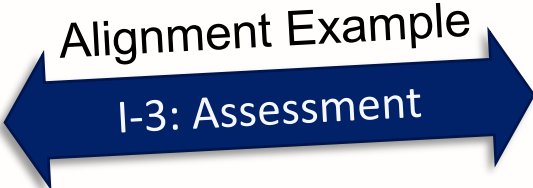
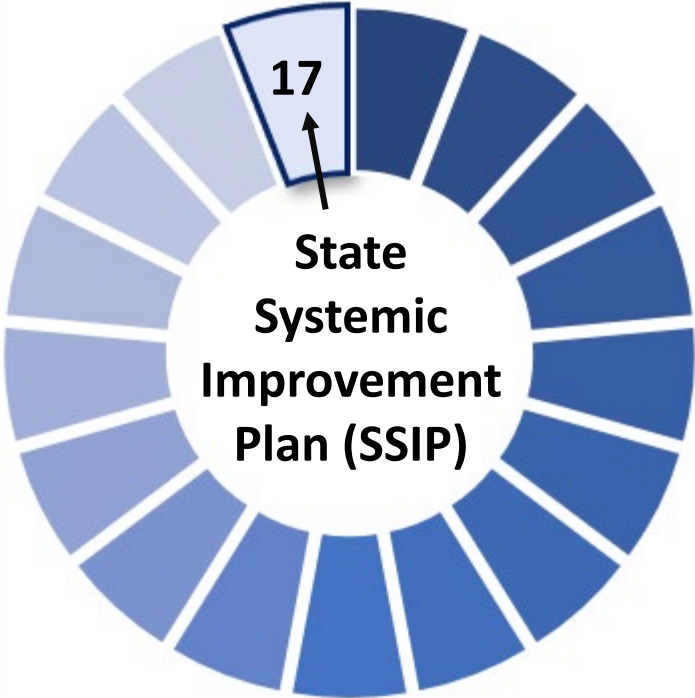
# Overview

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Identification and Systemic Support

# The Process that Program Support and Monitoring Uses to Identify Public Education Agencies (PEAs) for SSIP

Federal Accountability for IDEA:  
The 17 **SPP/APR** Indicators



Differentiated  
Monitoring:  
**The Risk Analysis Tool**

RA Score	Monitoring Type
78-100	Data-Review
<b>46-77</b>	<b>Self-Assessment</b>
0-45	On-Site Monitoring

**SSIP Support  
Criteria #1**

# Performance Criteria to Qualify for SSIP Support

## The Risk Analysis Tool

Indicator 3 - Performance Assessment	Reading Proficiency for Students with Disabilities is at or above the State Proficiency target of 20% <b>SWD in Grades 3-8 and 11</b>
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### SSIP Support Criteria #2

- 10+ SWD in Grade 3
- Proficiency for SWD in Grade 3 below state average

### SSIP Support Criteria #3

# Supports After SSIP Identification

- Activity Resources
- Technical Assistance and Feedback
- Activity Professional Development
- Bridging Initiative Connections
- SSIP Contract



# Activities that Provide a Platform for Collaboration between Special Education and General Education

## The SSIP Team

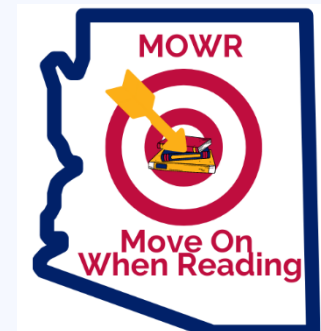
Team Lead: SpEd Director

Team Members:

- School Principals / APs
- Instructional Coaches / Interventionists
- SpEd & GenEd Teacher Leadership

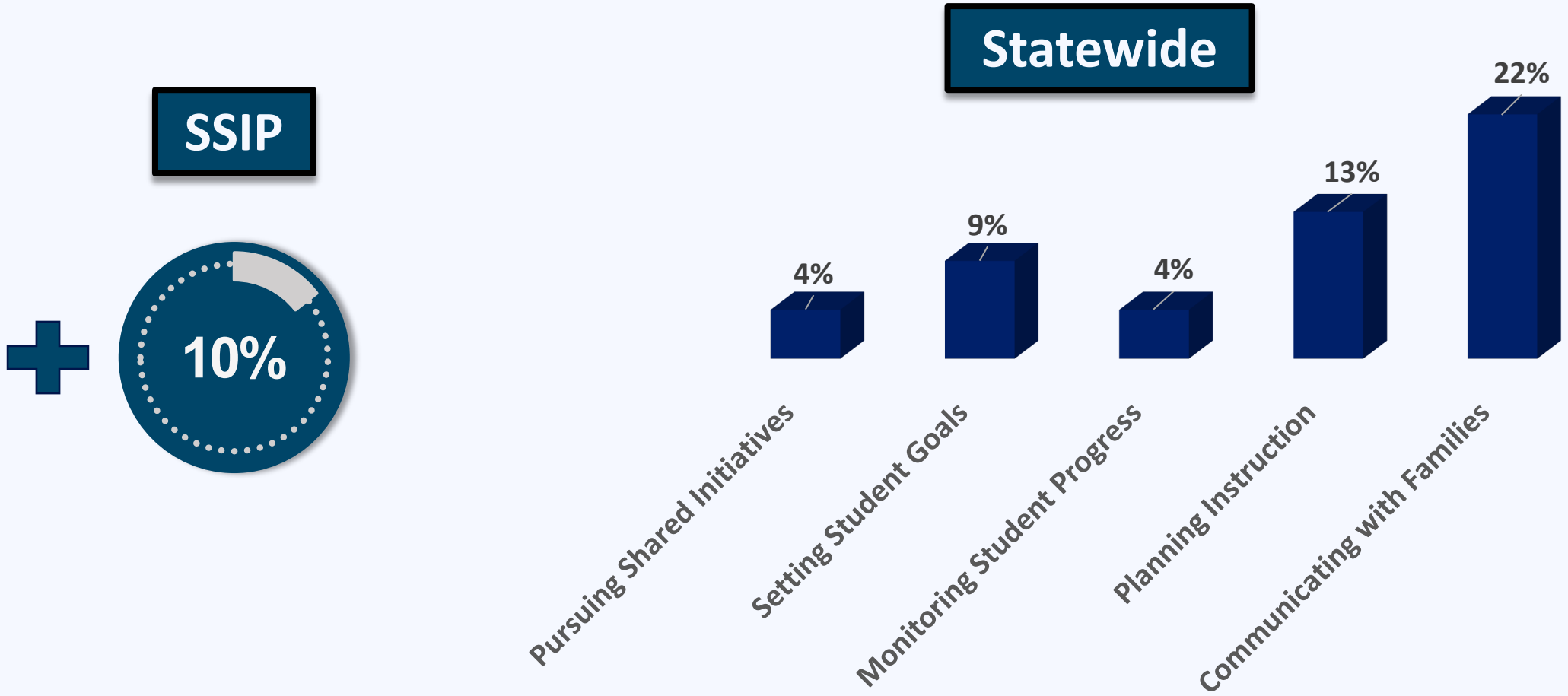
## SSIP Activities

- Development Initiatives
- Classroom Observations
- Literacy Screener Data



# SSIP and Statewide Trends in SpEd-GenEd Collaboration

The 2021-2022 and 2022-2023 School Years



# SGR & AP

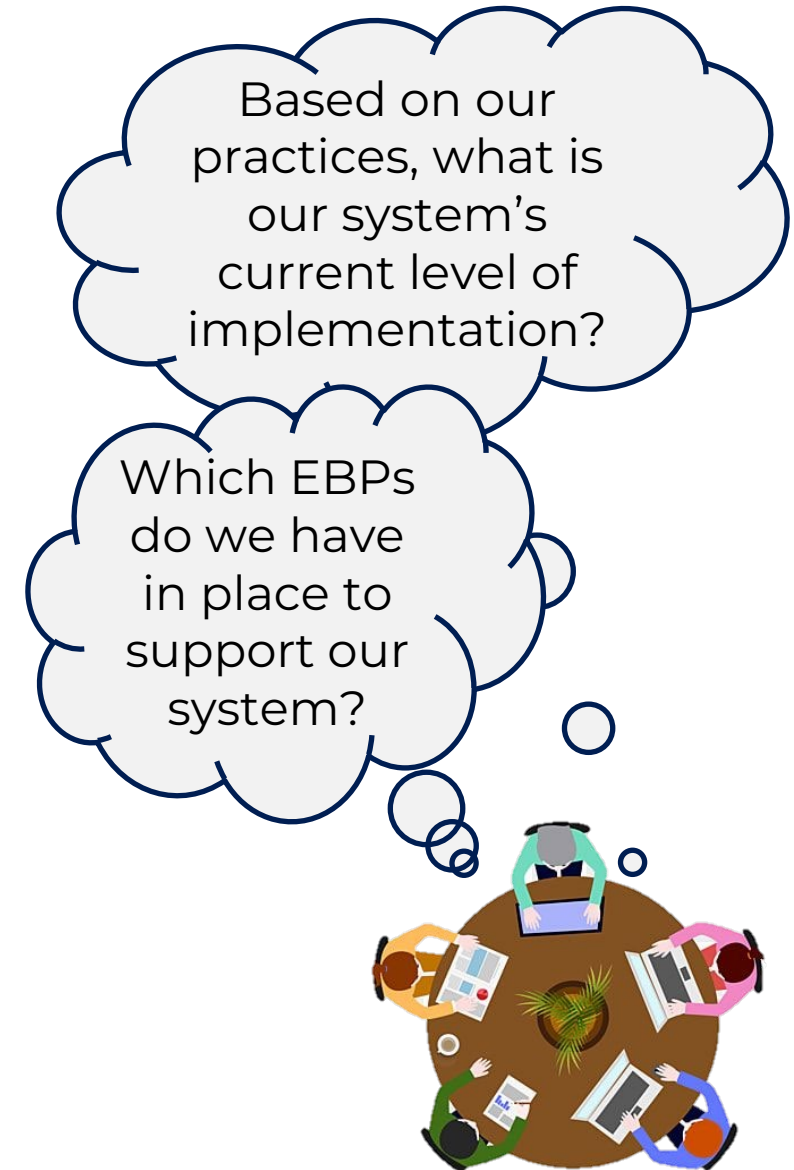
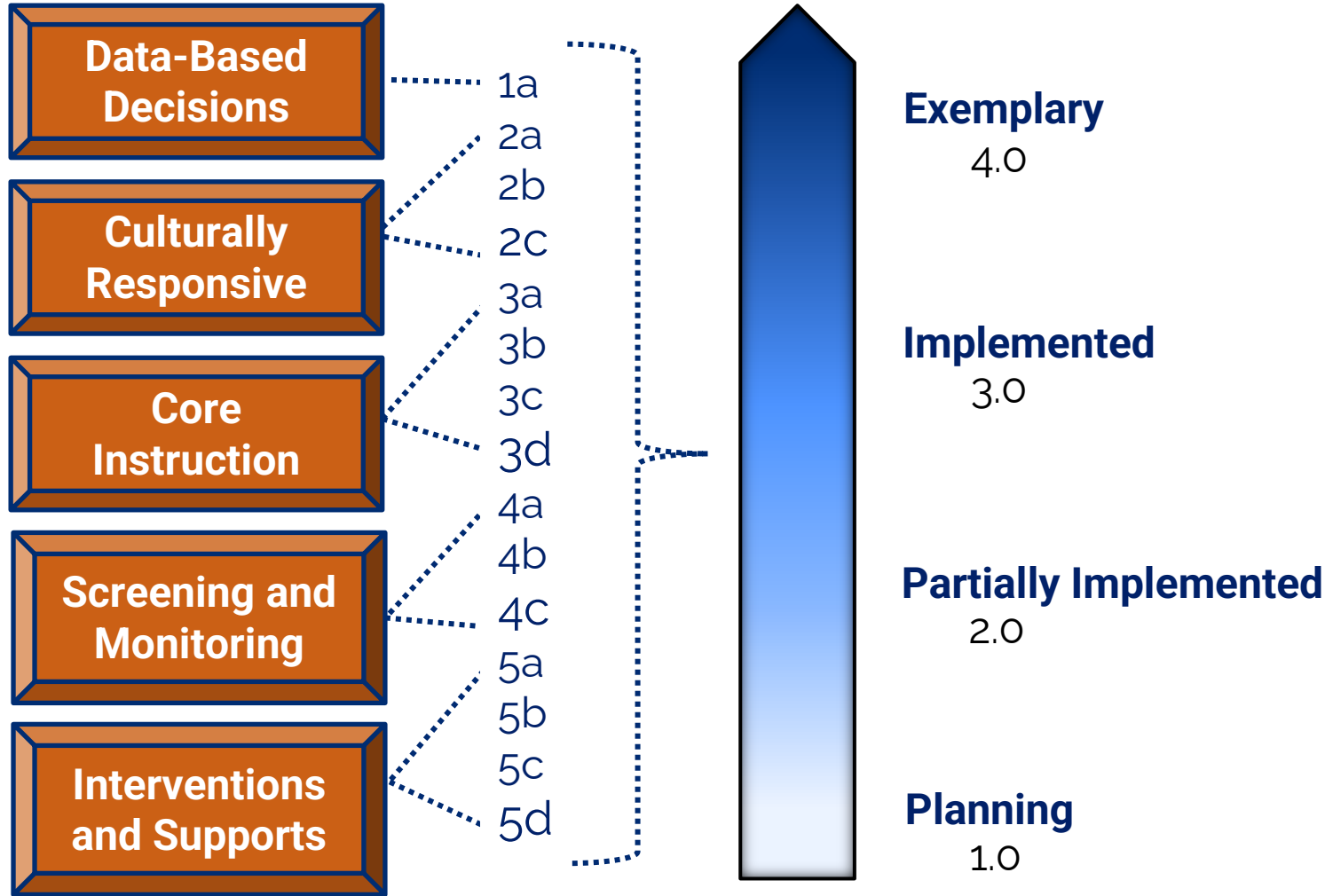
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The Success Gaps Rubric & Action Plan



# The Success Gaps Rubric:

# A Self-Assessment of Community-Wide Systems

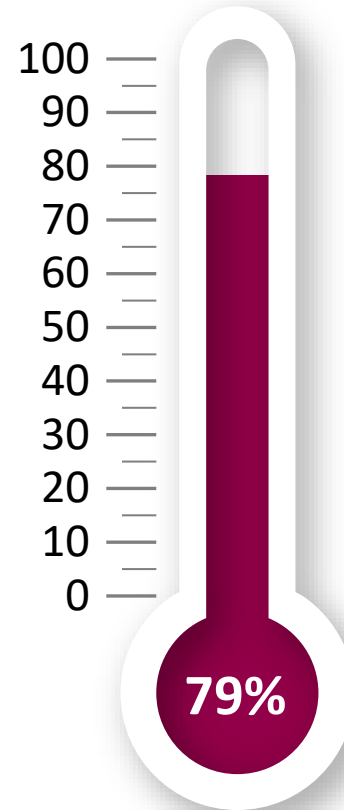


# SGR & AP Activity Outcomes

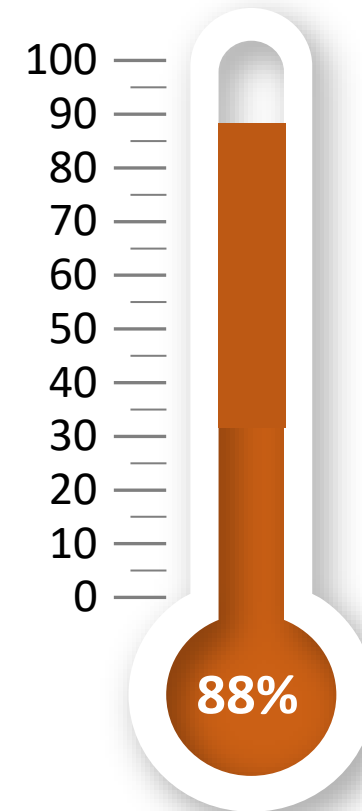
## Targeted Initiatives

The average improvement in a system's level of implementation when addressing it with an Action Plan initiative:

Cohort 4



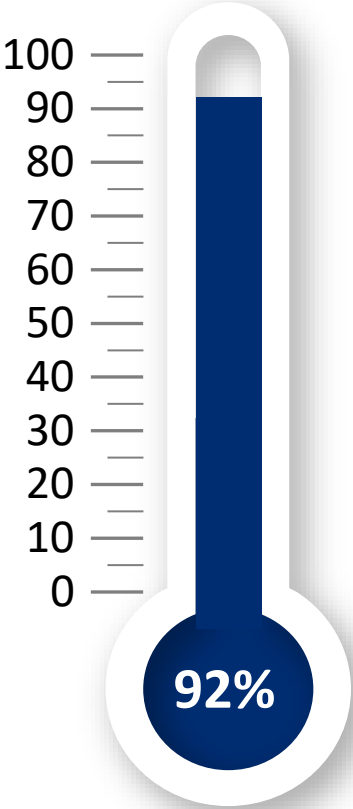
Cohort 5



# 3c: Differentiated Instruction—Growth

## Cohort 4-5

13 of the 20 PEA-SSIP Teams in Cohorts 4–5 targeted systems for differentiated classroom instruction in their learning community.



Most teachers differentiate



Some teachers differentiate



# 3c: Differentiated Instruction—Initiatives

Student choices  
Collaborative planning  
Data collection and analysis  
Teacher feedback  
**Academic coaches**  
Professional learning communities  
Learning modalities  
Inclusion / Push-in  
**Professional development**  
Curriculum access  
Mentorship  
Standards awareness  
**Scaffolded Learning**  
Classroom walkthroughs  
Materials / Resources  
Accommodations / Modifications  
Co-teaching  
**Flexible grouping**



# SSIP Activities

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The Evidence-Based Practices (EBP)  
Walkthrough Process

## UDL

AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING



# EBP Walkthrough Tool

Notating the Observed Classroom Practices from a Comprehensive Group of Practices

Inclusive Learning Environment

Learning Goals; Procedures; Displays

Instructional Practices

Formatives; Scaffolding;  
Quality of Teacher Feedback

Student Interactions

Collaborative Planning;  
Managing Choices; Expression

Student Engagement

Motivating Activities; Differentiation;  
Application of Learning



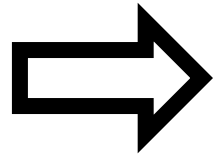
# A Comprehensive Tool within a Flexible System

## Supporting Evidence-Based Classroom Practices

Walkthrough  
Team  
Development



SSIP differentiated  
support



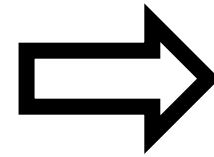
Observation of  
Classroom  
Practices



Collecting and  
notating practices

Celebrating  
capitalized  
opportunities

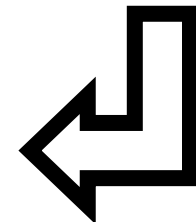
Looking for  
opportunities to  
capitalize



EBP Support  
for Teachers

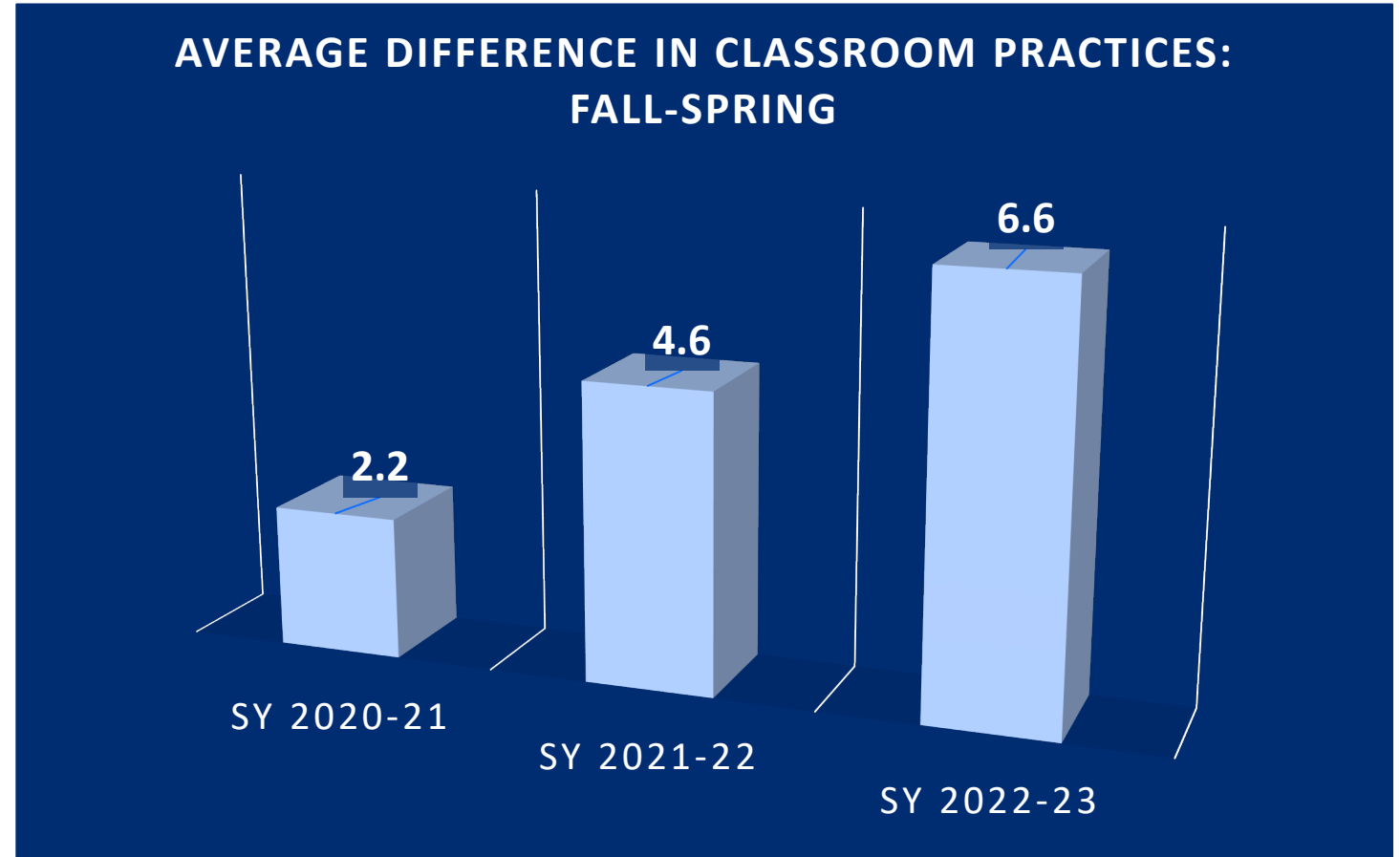


Targeted PD  
Peer observation  
PLCs



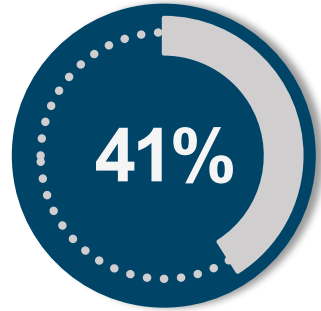
# Growth in Classroom Practices

During the 2022-23 School Year, each classroom being observed, gained an average of over six evidence-based classroom practices from the Fall to the Spring submission.





# Growth in Instructional Practices



Of the four quadrants, 41% of the growth came within Quadrant 2 for Instructional Practices

I do / We do / You do

Explicit / Systematic Instruction

Scaffolding techniques

Immediate / Specific feedback

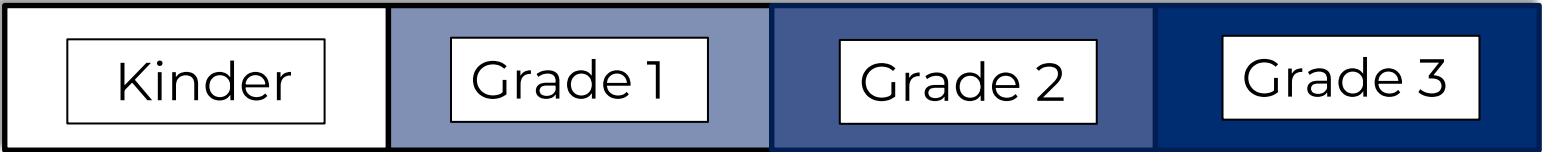
Using formative assessment



# Literacy Screener Reporting

Alignment with Move On When Reading (MOWR)

**MOWR:** Ongoing for All-students



**SSIP:** Three Years for Students with Disabilities (SWD)



# Literacy Screener Data Groups

Context for Growth and Development

**SSIP: SWD**

SSIP

**SSIP: All-Students**

MOWR

Arizona: SWD

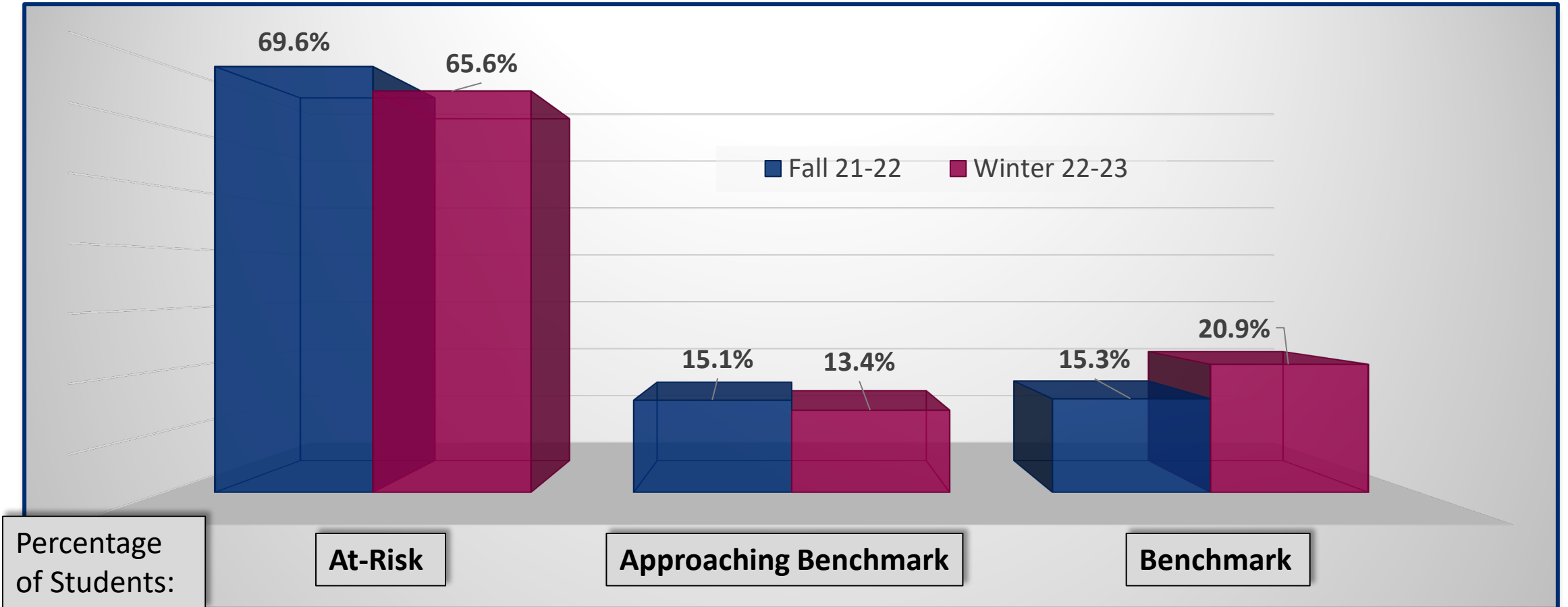
**Arizona: All-Students (Non-SSIP)**

MOWR



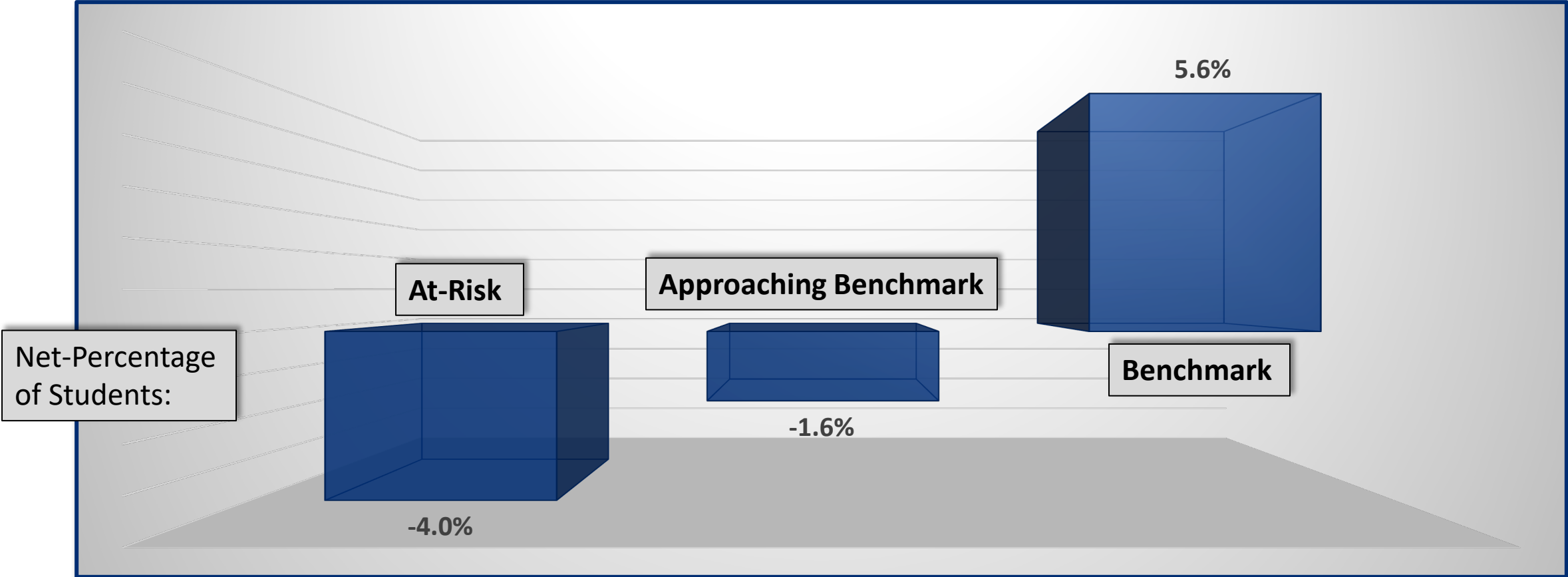
# Literacy Screener Data in Cohort 4-5 SSIP PEAs

Students with Disabilities in Grades 1-3



# Student Movement in Cohort 4-5 SSIP PEAs

Students with Disabilities in Grades 1-3



# Student Movement Across All Data Groups

Students with Disabilities in Grades 1–3

SpEd in Cohorts 4-5 PEAs

GenEd in Cohort 4-5 PEAs

GenEd in non-SSIP PEAs

	At-Risk	Benchmark
SpEd in Cohorts 4-5 PEAs	-4.0%	+5.6%
GenEd in Cohort 4-5 PEAs	-5.4%	+7.2%
GenEd in non-SSIP PEAs	-3.7%	+5.4%

# IDEA: SSIP Breakout Session



**Exceptional  
Student Services**

August 21-23

## Conference Location

JW Marriott Desert Ridge: Phoenix

## Conference Theme

Creating Connections and  
Strengthening Systems

SSIP is co-presenting with Cohort 5 participant:  
**Harvest Preparatory Academy**

# Thank You

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