The State Systemic Improvement Plan (SSIP)

Special Education Professionals Check-In: February 2024
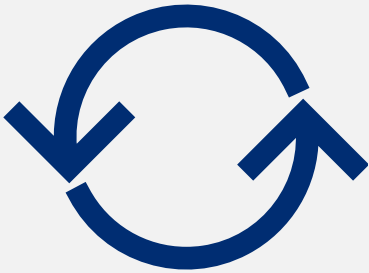
SSIP Structure

Supporting Outcomes for Students with Disabilities
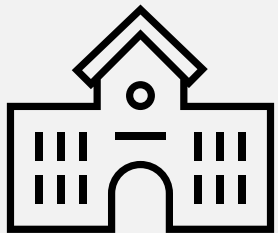
Supportive Activities
with Activity Support

SpEd-GenEd
Collaboration

District / Charter

The Classroom

For Learning Communities in SSIP

- Technical Assistance (TA) and Professional Development (PD)

- Data Collection and Analysis

- Collaboration and Feedback

Available to Everyone

- Activities and Support Resources:

  "ADE SSIP"
  https://www.azed.gov/specialeducation/ssip

SSIP Activities:
The Success Gaps Rubric (SGR) & Action Plan (AP)

Team Collaboration Includes

- Review 45 EBPs

- Evaluate 15 system indicators

- Develop systems with initiatives that target EBPs

Exceptional Student Services

SpEd-GenEd Collaboration

Systems Analysis

78%

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

Instructional Practices

Generally Impactful

Data Awareness

New/Supportive Initiatives

Exceptional Student Services

The SGR & AP
Differentiated Instruction (DI)

SSIP Cohorts 4–5
Year-1 Fall to Year-3 Fall

Fully Implemented

Partially Implemented
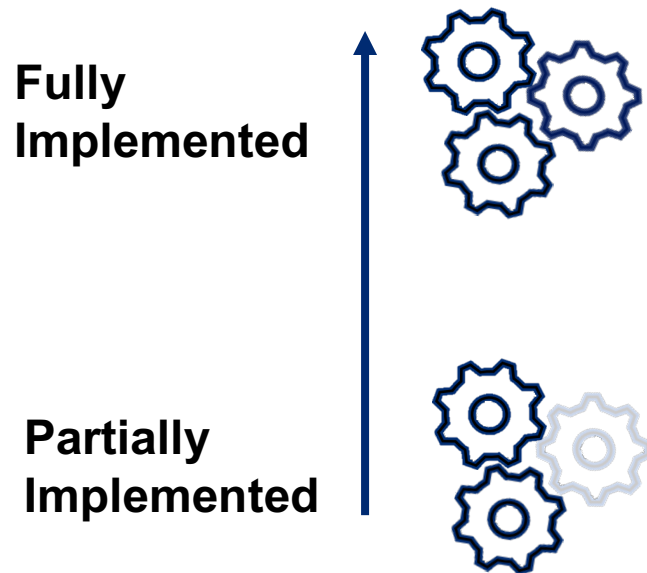
Leadership accounting for DI-EBPs:

- Differentiating of instruction, assignments, and assessments

- Using learning styles to leverage outcomes

- Collaboration between student stakeholders to review data, set goals, and plan instruction

SSIP Activities:
The Evidence-Based Practice (EBP) Walkthrough Process
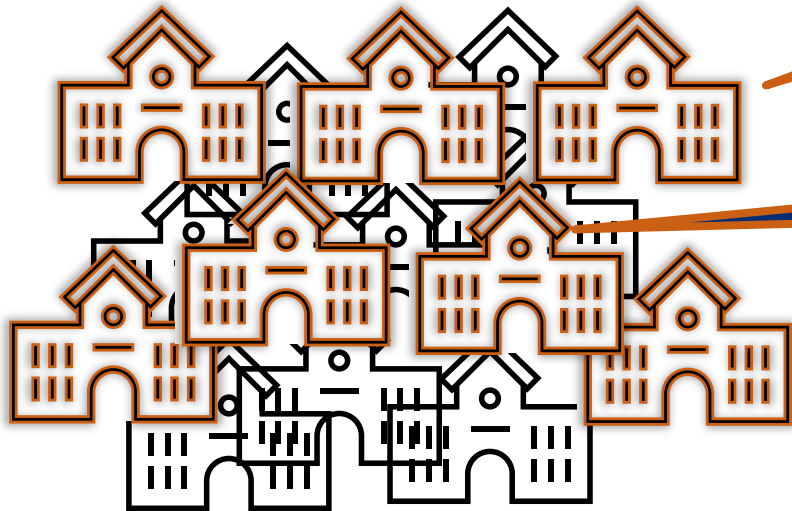

EBP Walkthroughs

Team Collaboration May Include

- Using data to align coaching and professional development with individual or group needs

- Scheduling supports such as professional learning communities or peer observations

- Connecting the development of classroom practices with assessment proficiency and growth

EBP Walkthroughs
Classroom Practices

SSIP Cohorts 3-6
Year-2 Fall to Spring
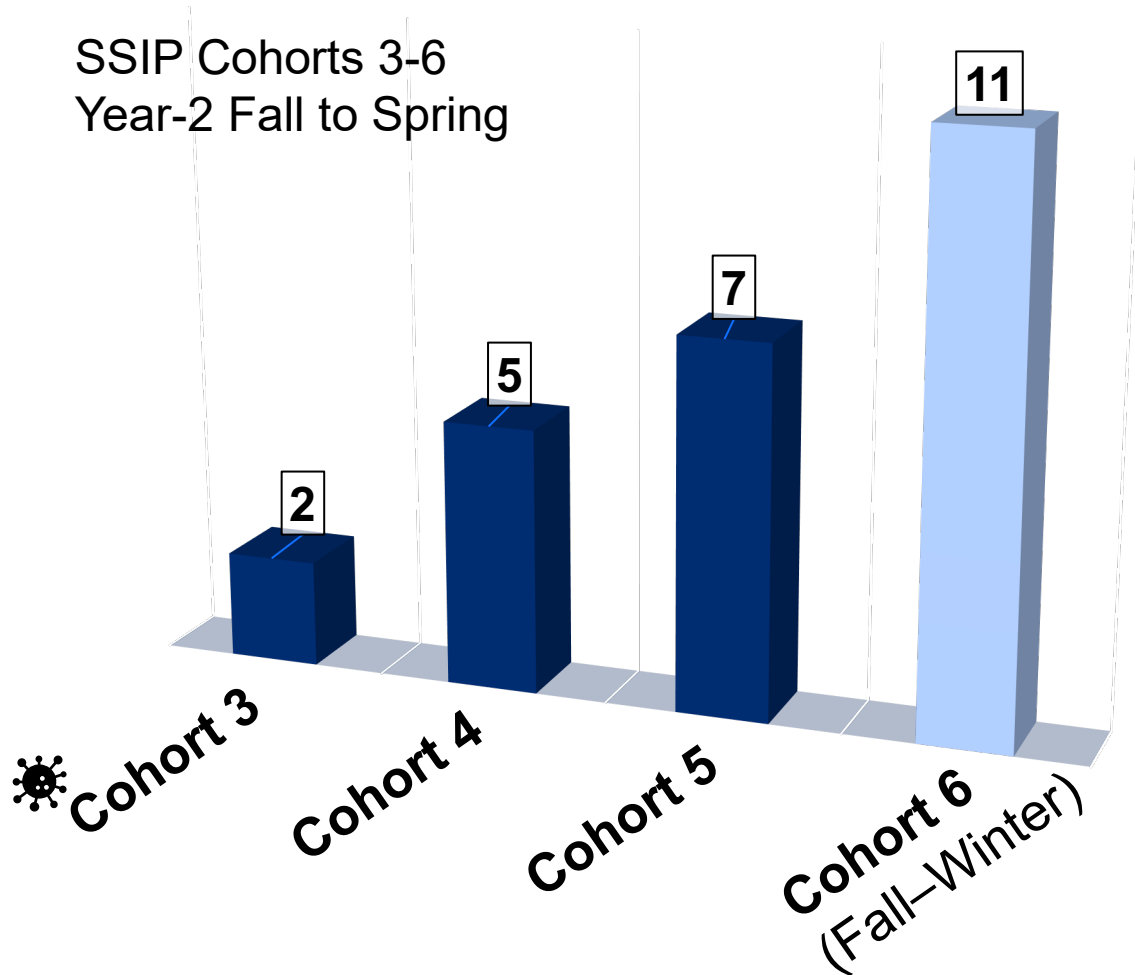
Additional Classroom Practices Include:

➢ Teachers monitoring and differentiating the learning process for students

➢ Students collaborating with one another and expressing their learning in a variety of ways

✹ Cohort 3 Year-2 in SY 2020–2021

SSIP Activities: Literacy Screener Data

Team Collaboration May Include

- Connecting data to the AASA to look at literacy development, looking at the movement between the different proficiency levels, and looking at gaps between students with disabilities and non-disabled peers.

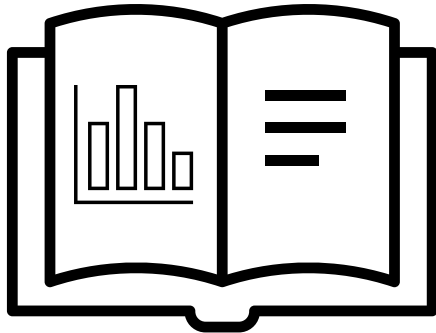- Setting student goals and planning instruction with reading specialists; GenEd teachers; Special Areas teachers; EL Coordinators

- Organizing supports and services such as interventions, before/after school tutoring, school intercession learning, and summer school

Exceptional Student Services

SSIP Activities: Student Outcomes

SSIP Cohort 5
Year-1 Fall to Year-3 Fall

Grade 1 > **Grade 2** > **Grade 3**

Student Outcome Data Showing:

- At every grade level, fewer students with disabilities At-Risk for later literacy proficiency on the AASA.

  - Over 6% lower at Grades 1–2

- At every grade level, more students with disabilities at the benchmark level for later proficiency on the AASA.

  - Over 10% higher in Grade 2

Exceptional Student Services
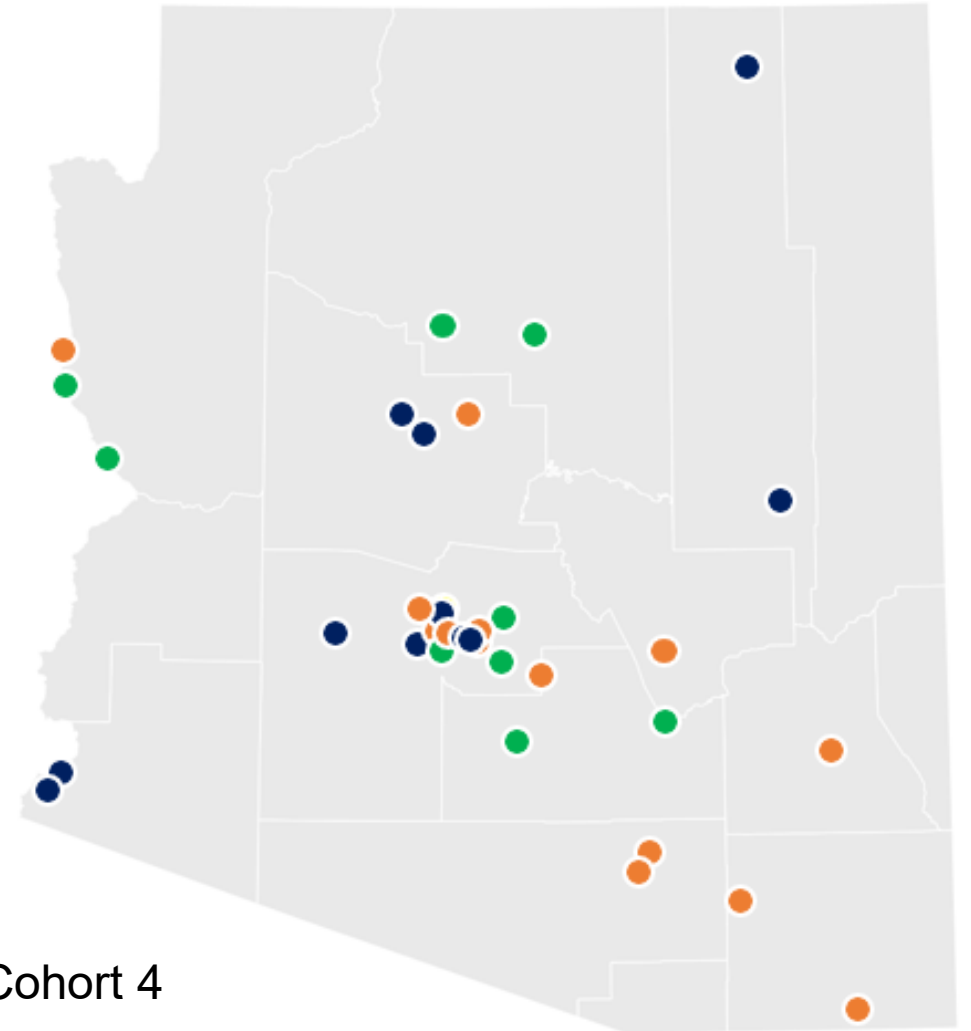
SSIP Participation

Learning Communities in the SSIP

SSIP Supports LEAs in Years 1–3 of SSIP

Self-Assessment (SA)
10+ SWD in Grade 3
Below Statewide AASA Proficiency Average

Collectively, SSIP comprises about 1,000 students with disabilities per grade level each year, or about 10% of the state's population

● Cohort 4

● Cohort 5

● Cohort 6

Exceptional Student Services

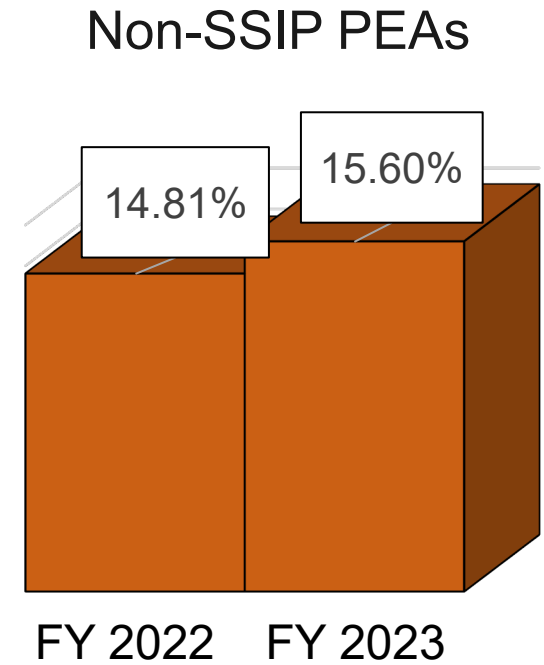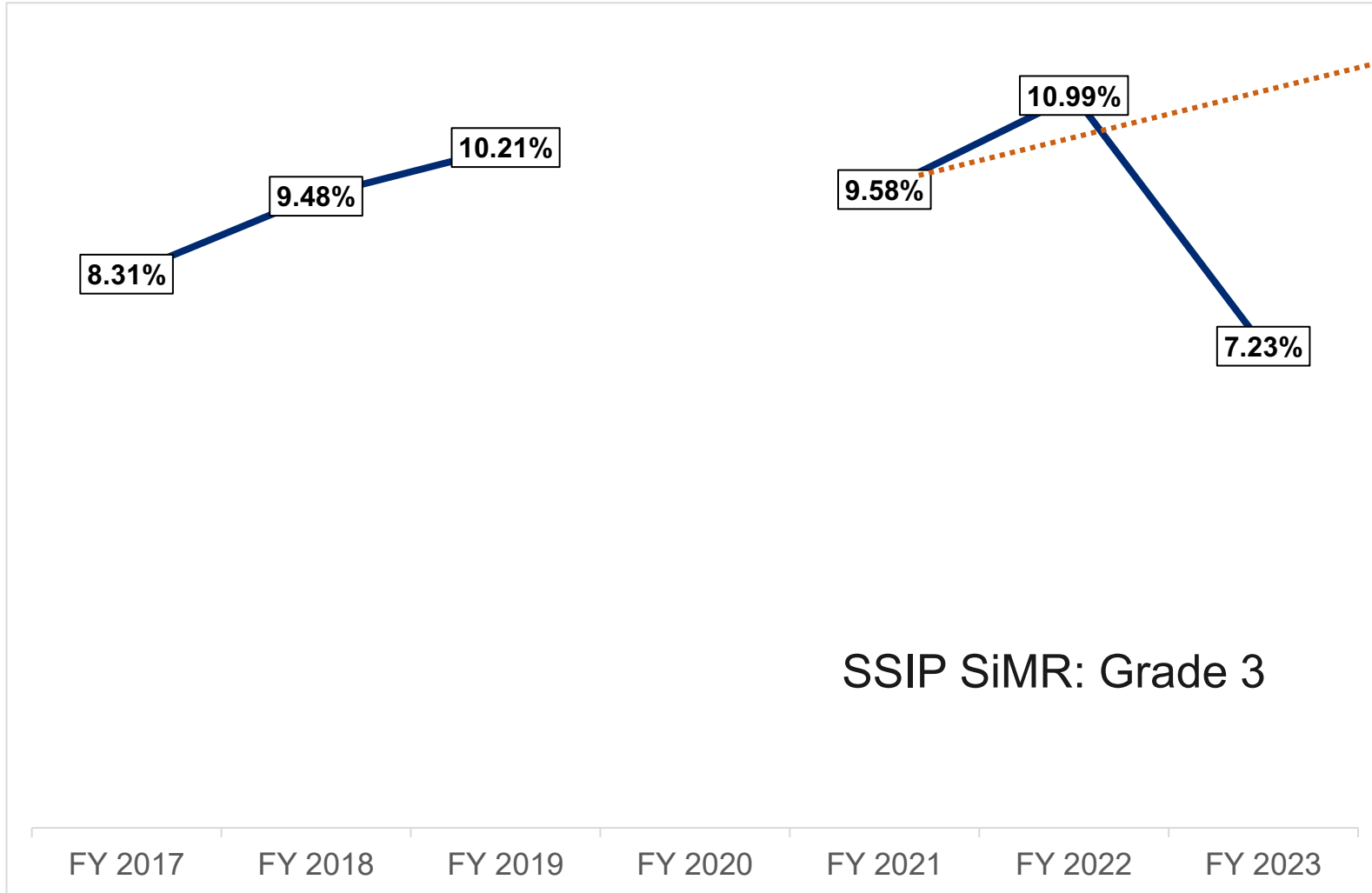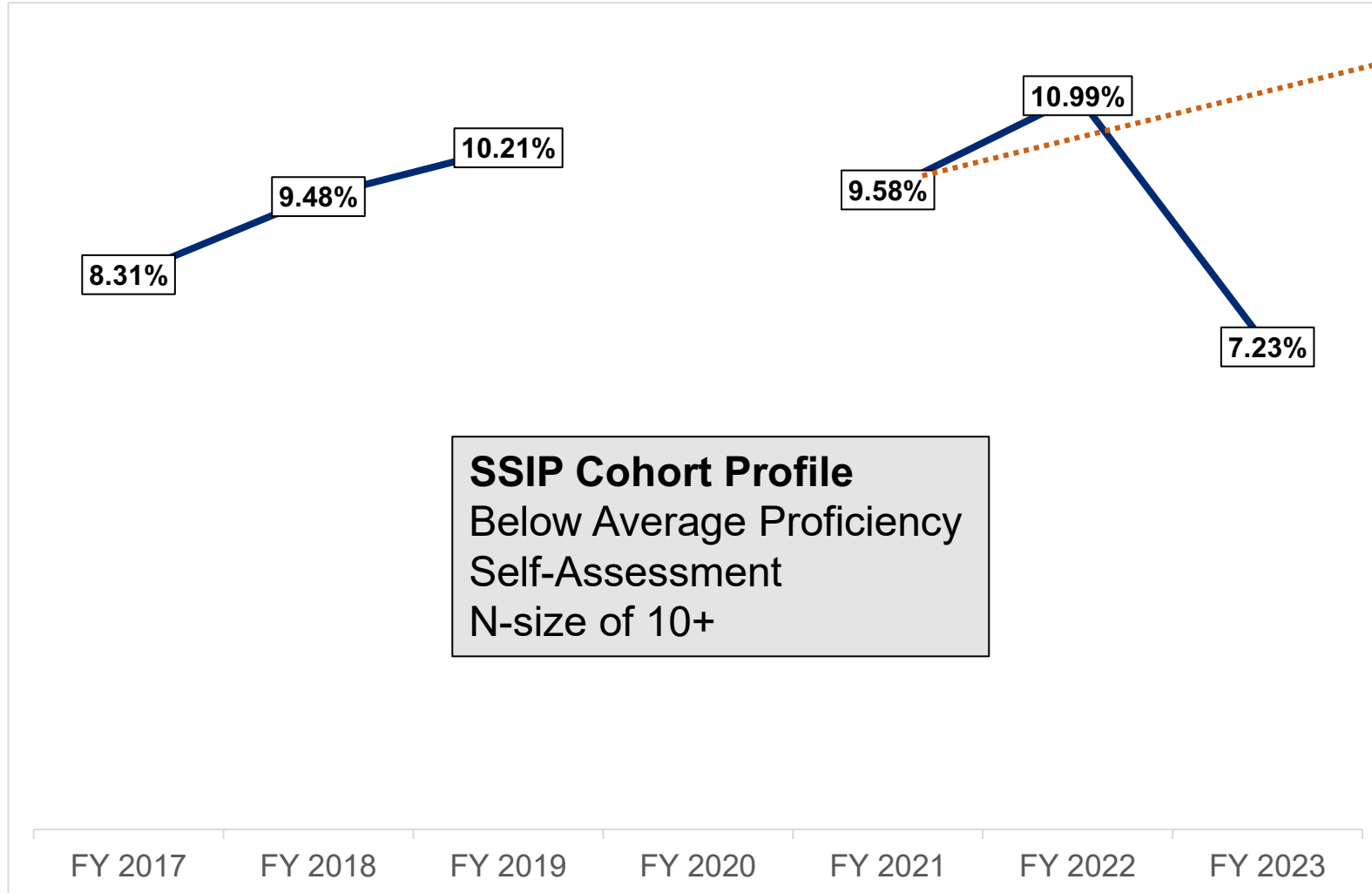# SSIP Student Outcomes

State-identified Measurable Result: SiMR

For Year 1–3 SSIP PEAs, Students with Disabilities in Grade 3 on the AASA—ELA

Students in SSIP and Non-SSIP PEAs

8.31%

9.48%

10.21%

10.99%

9.58%

7.23%

SSIP SiMR: Grade 3

FY 2017   FY 2018   FY 2019   FY 2020   FY 2021   FY 2022   FY 2023

Non-SSIP PEAs

14.81%   15.60%

FY 2022   FY 2023

Exceptional Student Services

Extent of Below-Average Literacy Proficiency

SSIP Cohort Profile
Below Average Proficiency
Self-Assessment
N-size of 10+

Chart values:
- FY 2017: 8.31%
- FY 2018: 9.48%
- FY 2019: 10.21%
- FY 2021: 9.58%
- FY 2022: 10.99%
- FY 2023: 7.23%

Average Literacy Proficiency when Identified for SSIP Participation

SSIP Cohort	Average
Cohort 1	6.7%
Cohort 2	8.5%
Cohort 3	8.9%
Cohort 4	9.1%
Cohort 5	7.7%
Cohort 6	4.7%

Exceptional Student Services

AASA Student Gaps

FY 2022–2023 proficiency changes and the resulting proficiency gaps between students in SpEd and their non-disabled peers.

Gap: -3.0%

1.4%

0.8%

Arizona non-SpEd

Arizona SpEd

Gap: +0.6%

-3.8%

-6.8%

SSIP non-SpEd

SSIP SpEd

Exceptional Student Services
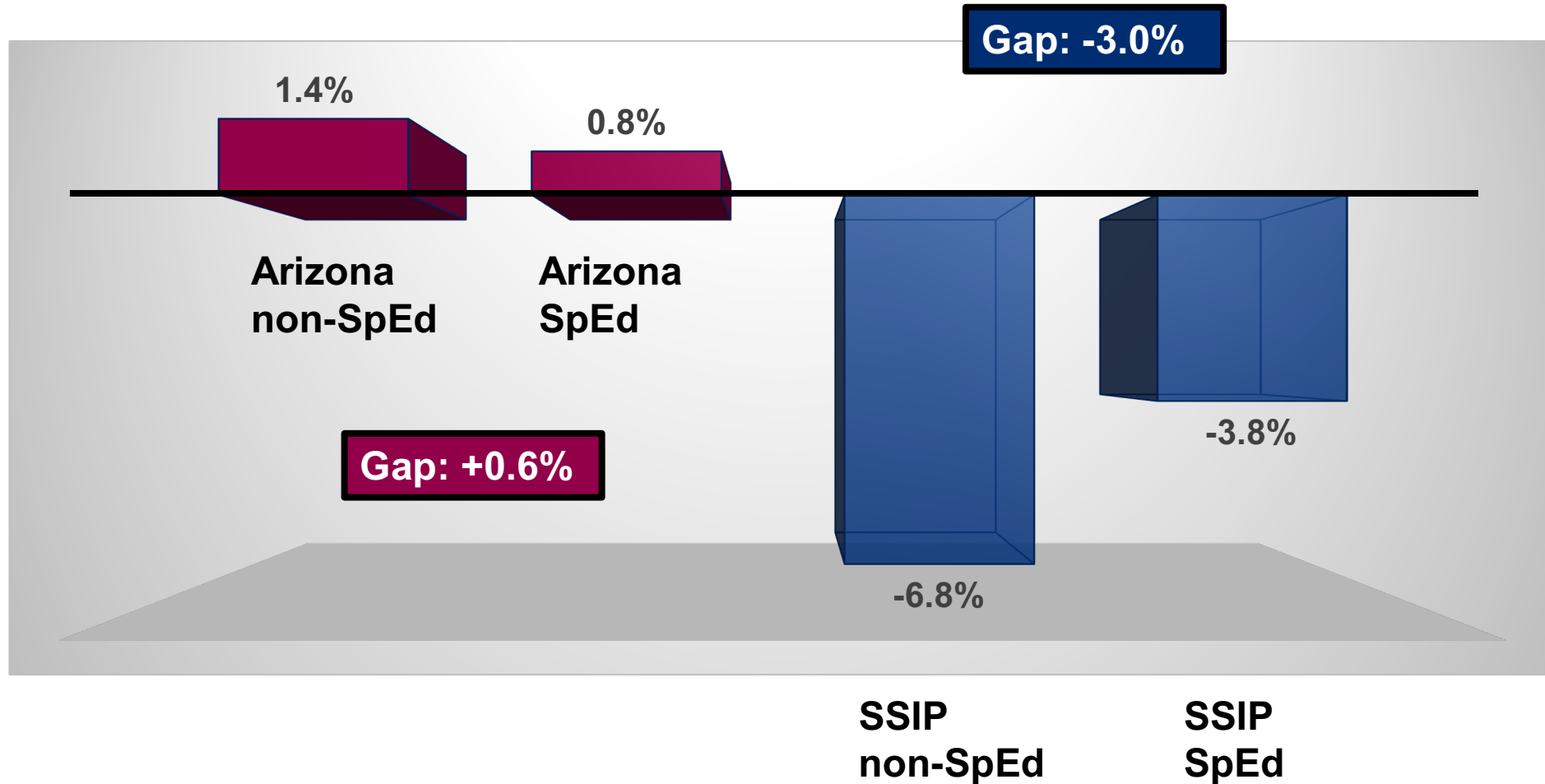
Student Grade Levels and COVID-19
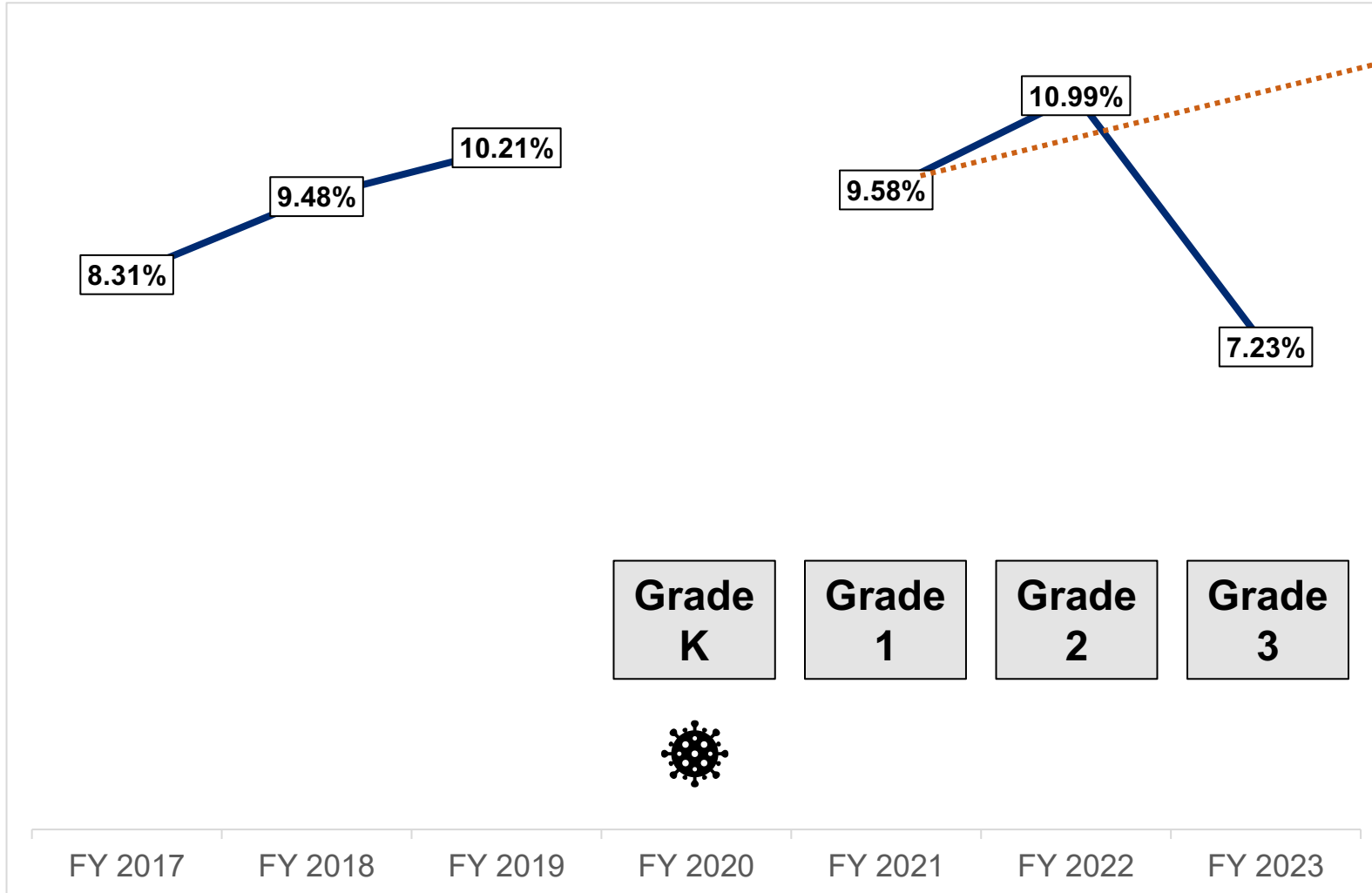
COVID-19

- Kindergarten for FY 2020 school closures

- Grade 3 for FY 2023 data

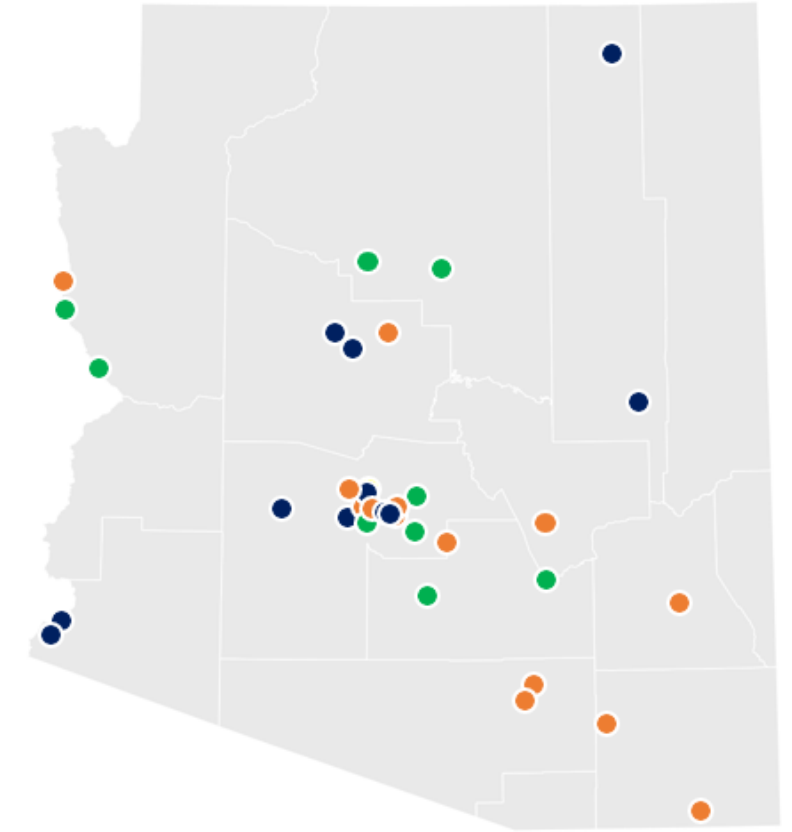**Exceptional Student Services**

SSIP PEAs Locales and Designations

10.99%

10.21%

9.48%

9.58%

8.31%

7.23%

SSIP PEAs Compared to Arizona PEAs

- SSIP group as being 17% more town/rural
- SSIP group with a 27% higher proportion of districts as compared to charters

| FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 | FY 2023 |

● Cohort 4
● Cohort 5
● Cohort 6

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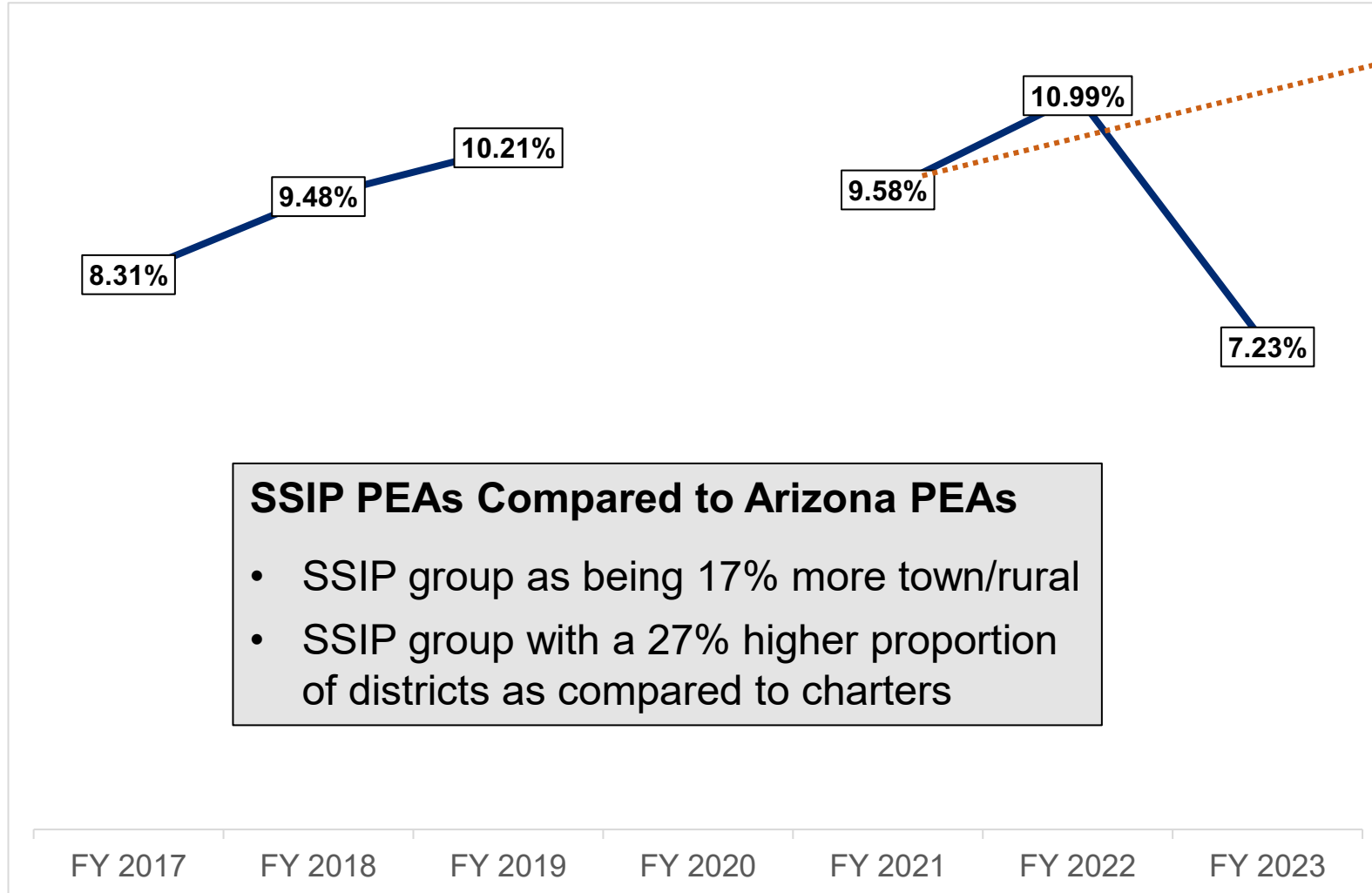
SSIP Activities and System Development

SSIP SiMR Calculation

- PEAs Participating in SSIP during Assessment

Chart values: 8.31%, 9.48%, 10.21%, 9.58%, 10.99%, 7.23%

Cohorts 2–4 | Cohorts 3–5 | Cohorts 4–6

FY 2017   FY 2018   FY 2019   FY 2020   FY 2021   FY 2022   FY 2023
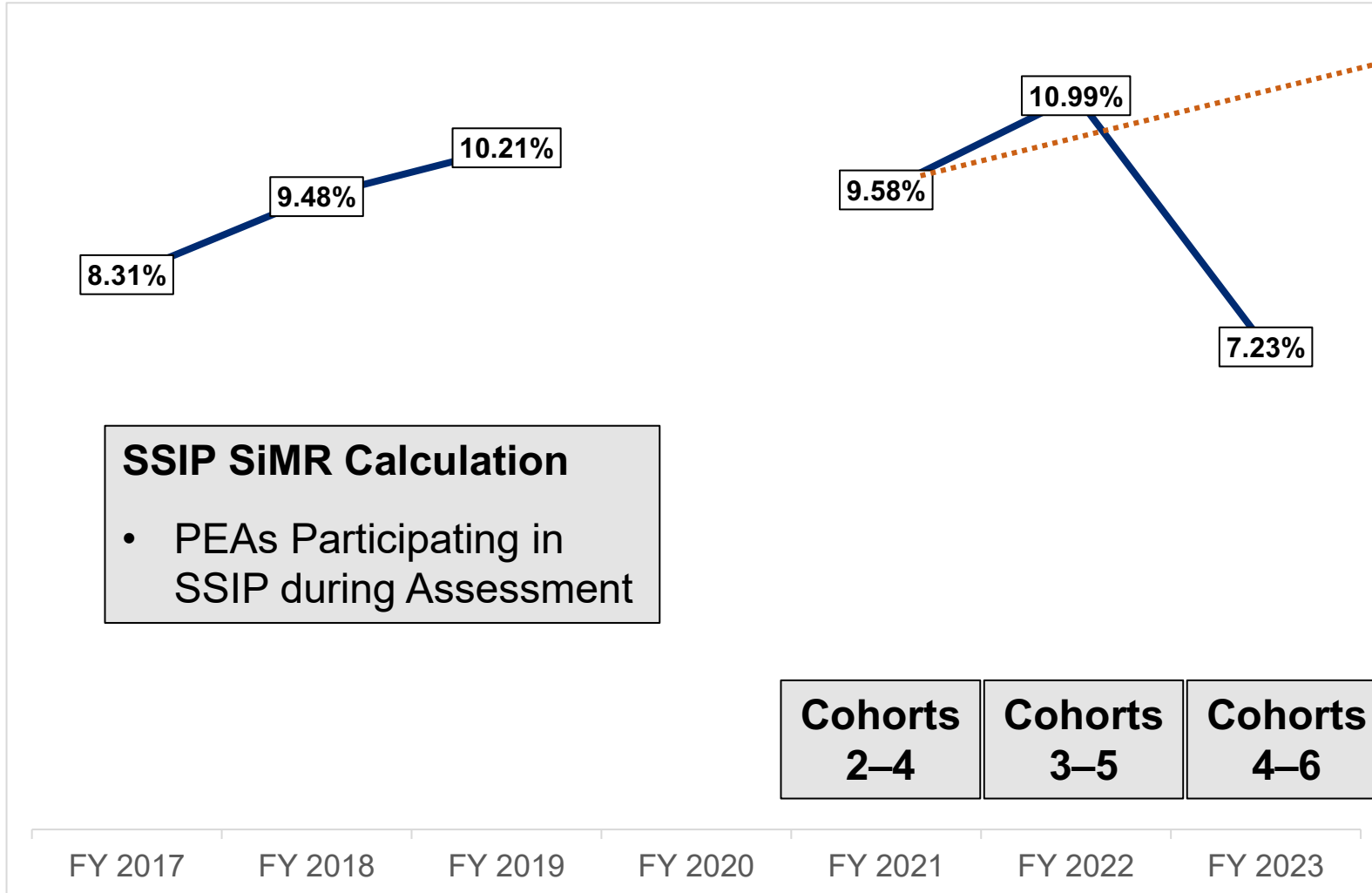
SGR & AP (Years 1–3)

Average number of submissions for rise in systemic implementation: **2.5**

EBP Walkthroughs (Year 2)

Cohort 6 Walkthrough Grade Levels

Grade 3: 40%
Grade 2: 27%
Grade 1: 23%
Kindergarten: 10%

Exceptional Student Services

Feedback Survey: Data for Context

Question

Based on your experience, how would you characterize the following variables for their negative impact on outcomes for students with disabilities in Grade 3?

Prompts

COVID-19; Overwhelmed teachers; Teacher turnover;
Unavailable time; Unavailable professional development; Other

Choices

Highly impactful; Mostly impactful; Moderately impactful;
Minimally impactful; Not impactful

Take the Survey

Thank You

Questions and Feedback

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SSIP Webpage: https://www.azed.gov/specialeducation/ssip