



SPP/APR Indicator 17 –

The State Systemic Improvement Plan (SSIP)

Special Education Advisory Panel: January 2026



SSIP Structure

Program Support & Monitoring (PSM)

Targeting an Outcome Indicator

For the SSIP, each state targets a student outcome:

For example

1. Graduation Rate
2. Dropout Rate
3. Assessment
4. Suspension / Expulsion
5. Least Restrictive Environment

For the Arizona SSIP, stakeholders have chosen:

Assessment

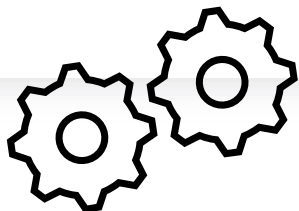
- ELA Proficiency
- Grade 3



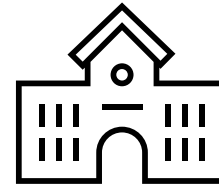
Developing a System of Supports

Each state develops a plan to include the following components:

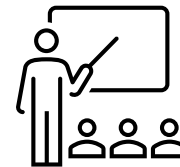
- Activities with Evidence-based Practices
- Professional Development for activities and practices
- Data Collection and Analysis
- Collaboration and Feedback



In Arizona, the system of supports target evidence-based practices:



In the
Learning
Community



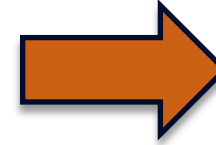
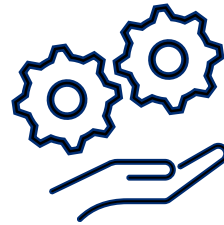
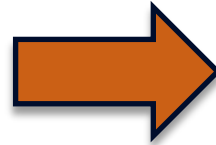
In the
Classroom



With SpEd-GenEd
Collaboration



Supporting Student Outcomes



Support Evidence-Based Practices (EBPs) in the Learning Community

Example: Scheduled time for looking at data to plan student goals and align instruction

Support Learning Community Systems

Example: SpEd-GenEd collaboration

Support Positive Student Outcomes

Increasing the ELA proficiency for students with disabilities in SSIP learning communities



SSIP Participation

Learning Communities in the SSIP

Districts and Charters Participating in SSIP

FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
Cohort 1	Cohort 1 Cohort 2	Cohort 1 Cohort 2 Cohort 3	Cohort 2 Cohort 3 Cohort 4	Cohort 3 Cohort 4 Cohort 5	Cohort 4 Cohort 5 Cohort 6	Cohort 5 Cohort 6 Cohort 7	Cohort 6 Cohort 7 Cohort 8

FY26
Cohort 7 Cohort 8 Cohort 9

First Year of Participation with Gap Data

About 1,500 students with disabilities

Districts /
Charters

Cohort 9



17

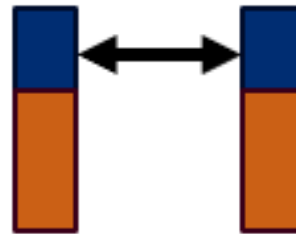
Proficiency



7

Below
state
average

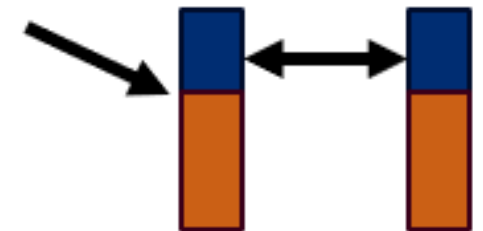
Gap



7

Above
state
average

Proficiency & Gap



3

Both above
and below
state average

SSIP PEAs: SY 2025-26

SSIP PEAs – Year 1

Balsz ESD
Kyrene ESD
Peoria USD
Page USD
Gilbert USD
Roosevelt ESD
Basis Charter Schools, Inc.- Flagstaff
Legacy Traditional School–West Surprise
Sun Valley Academy–South Mountain, Inc.

Deer Valley USD
Parker USD
Holbrook USD
Fowler ESD
STEM Arizona
Roosevelt Preparatory Academy
American Leadership Academy, Inc
Noah Webster Schools - Mesa

SSIP PEAs – Year 2

Nadaburg USD
J.O. Combs USD
Glendale ESD
St. Johns USD
Continental ESD
Casa Grande ESD
Arizona Connections Academy Charter School, Inc.
The Paideia Academies, Inc.
LEAD Charter Schools
Arizona Autism Charter Schools, Inc.

SSIP PEAs – Year 3

St. David USD
Littleton ESD
Gadsden ESD
Eduprize Schools, LLC
Acorn Montessori Charter School
Leading Edge Academy Maricopa
Legacy Traditional School - Goodyear
East Mesa Charter ES, Inc
Pathfinder Charter School Foundation

Eloy ESD
Whiteriver USD
Fountain Hills USD
Santa Cruz Valley USD
Tucson Country Day School, Inc
Legacy Traditional School - Phoenix

SSIP Activities and Outcomes

School Year 2025-26

Evidence-Based Activities

- The Success Gaps Rubric & Action Plan (SGR & AP)
- The Literacy Screener Data Reporting and Analysis (LSDR / LSDA)
- The Evidence-Based Practices (EBP) Walkthrough Process

PEA Team Surveys

- The SSIP Survey
- The EBP Survey

The SGR & AP

Self-Assessment of Current Practices
with a Plan for Development



Year 1



Year 2



Year 3



Four-Year Trends

Current Practices
and Action Plans

Trend



**Core Instructional
Program**

Aligns with
Differentiation



**Interventions &
Supports**

More MTSS-focused
Action Plans



Assessment

Strongest starting point
for SSIP



**Student and Family
Responsiveness**

Least implemented and
declining



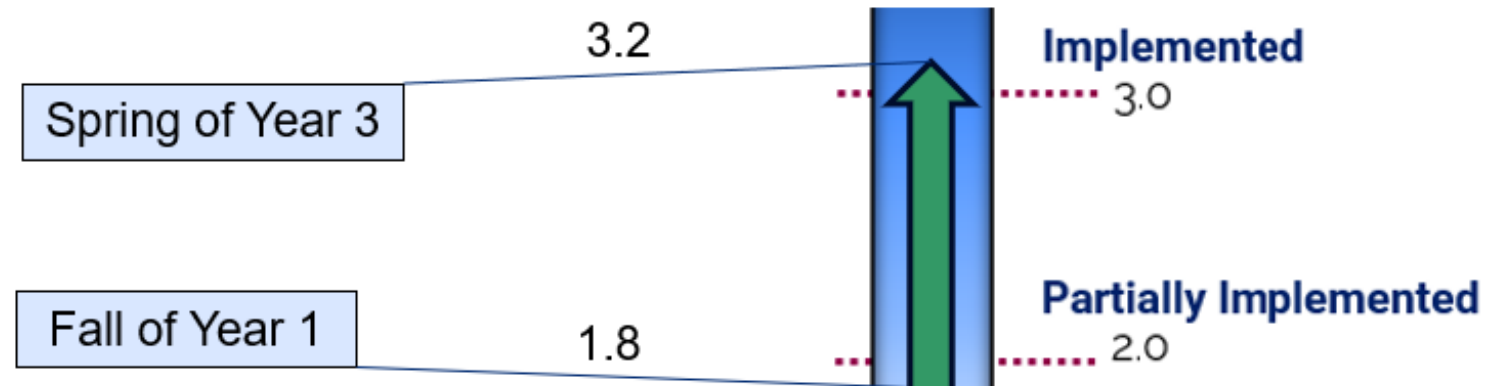
**Data-Based
Decision Making**

Moderate but growing
implementation

Core Instructional Program

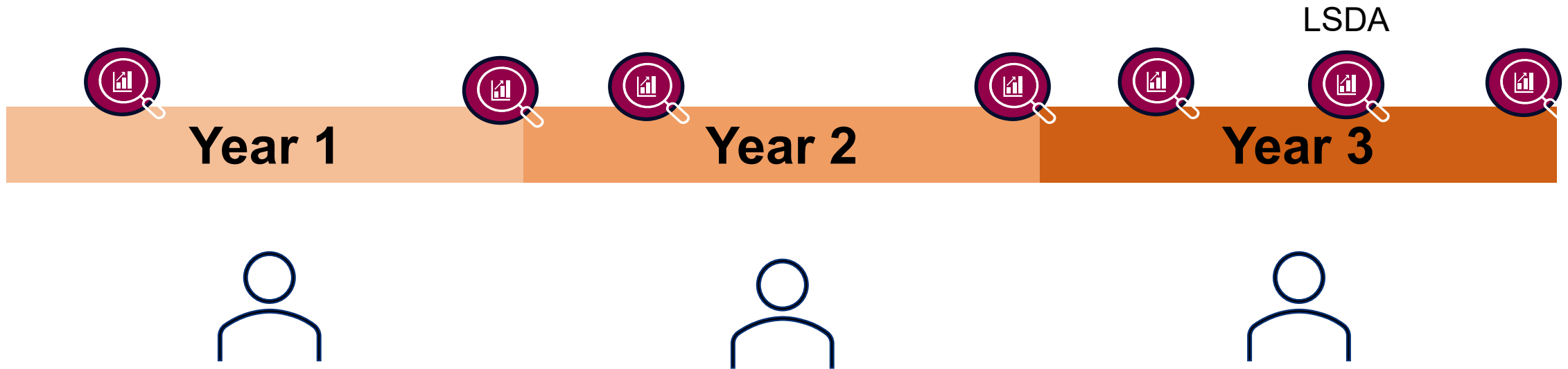
27 Action Plans in Cohort 5-6

- Students experiencing a well-articulated curriculum that is implemented with fidelity
- Teachers using evidence-based classroom practices during instruction
- Teachers providing students with accommodations and modifications during instruction, assignments, and assessments



The Literacy Screener Data Reporting (LSDR) and Data Analysis (LSDA) Activity

Evidence-Based Activities to Support Student Outcomes



At each submission period, SSIP PEAs collectively report about 1,000 students at each K-3 grade level.

Literacy Screener Data

Reporting and Analysis

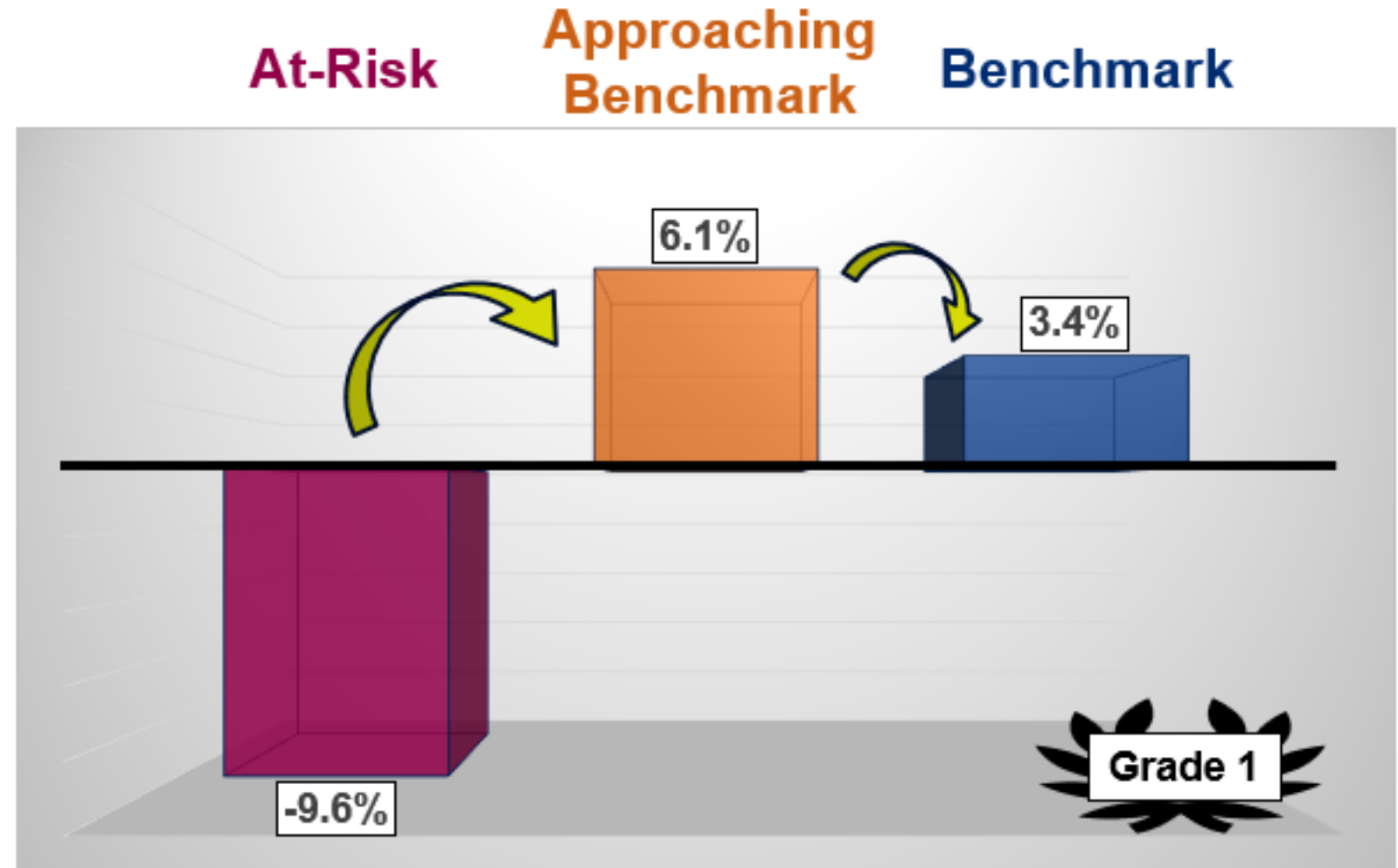
Cohort 6

SSIP Year 3

SY 2024-25

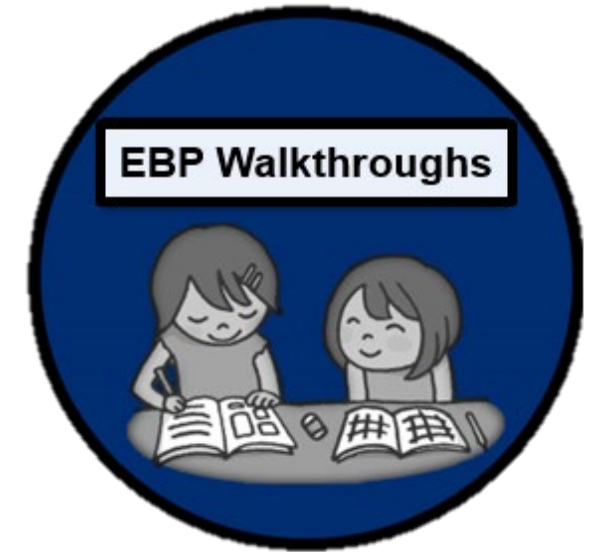
Considerations

- Adjacent Grade Levels
- AASA or Benchmarks
- Current Practices
- Ongoing Initiatives



Evidence-Based Practices (EBP) Classroom Walkthroughs

Evidence-Based Activities to Support Student Outcomes



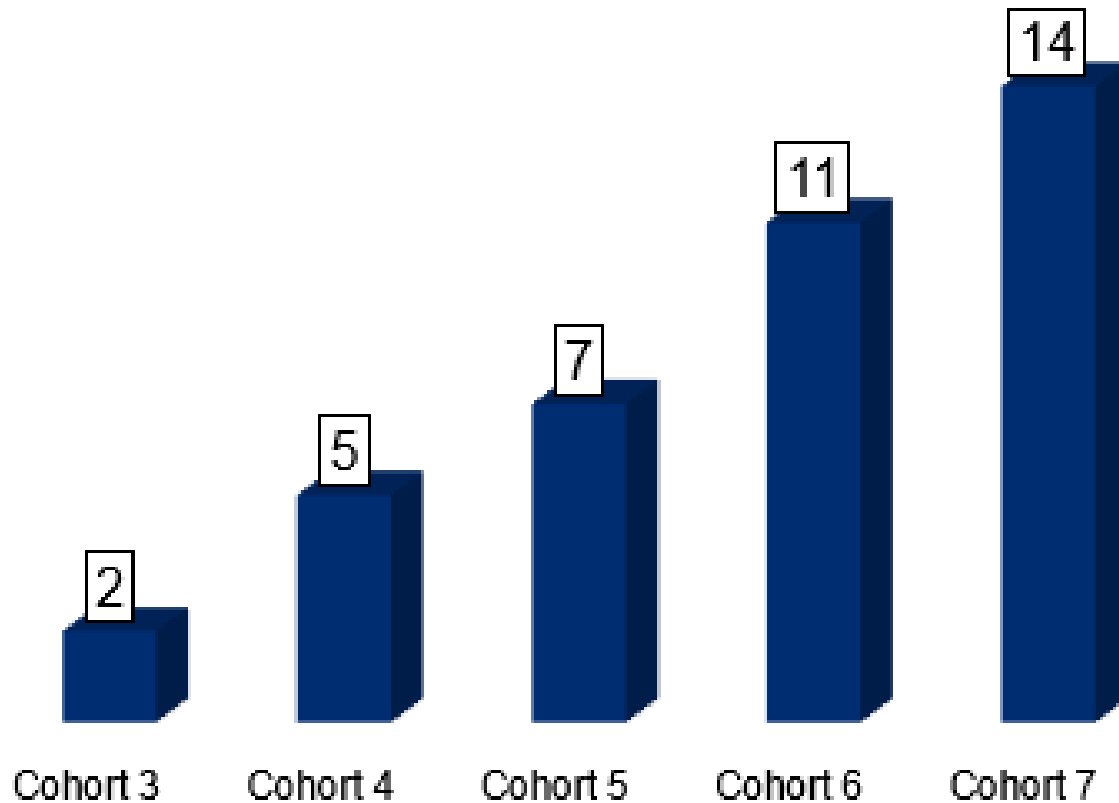
Survey

- Walkthrough Systems



What the EBP Walkthrough Activity Data Shows

School Years (SYs) since COVID-19



Teachers monitoring and differentiating the learning process for students

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

The SSIP and EBP Surveys

PEA Team Feedback

The SSIP & EBP Survey

S

Year 1



S

E

Year 2



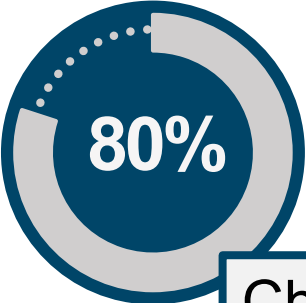
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Year 3

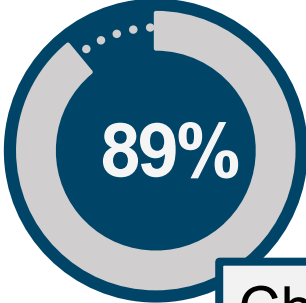


What SSIP Teams Are Saying About SSIP

When asked if SSIP participation has been supportive:



Characterized participation as helping to prioritize the needs of students with disabilities in the learning community.



Characterized the EBP Walkthrough activity as effective for improving classroom practices and student outcomes

11% responded, "Too Early to Tell"



The SSIP SiMR

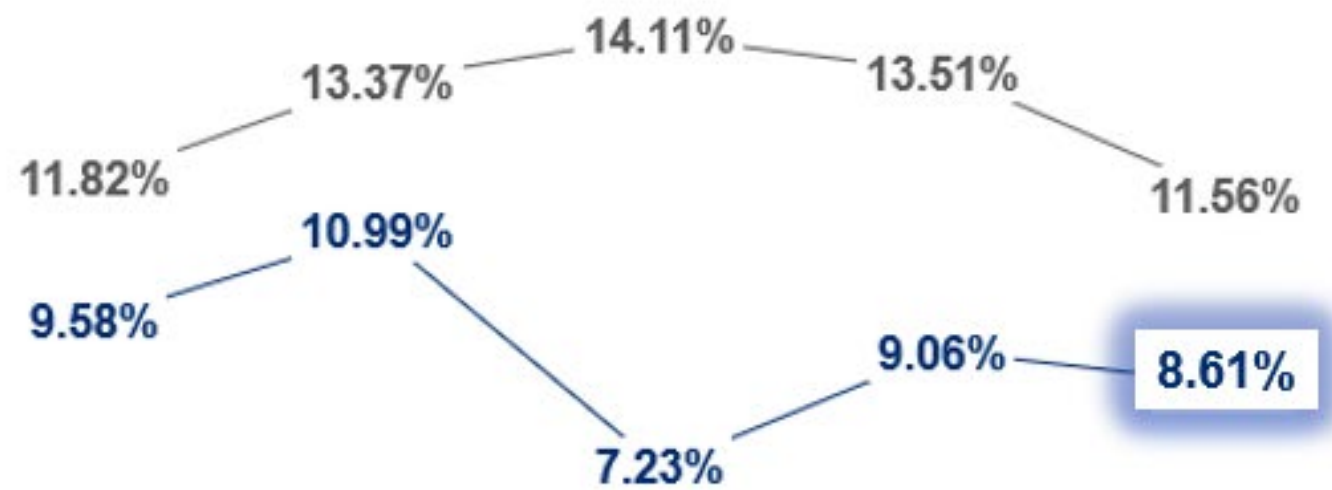
The State-Identified Measurable Result: Grade 3 AASA-ELA Proficiency



Grade 3 Student Proficiency – SPP/APR Reporting

14.67%

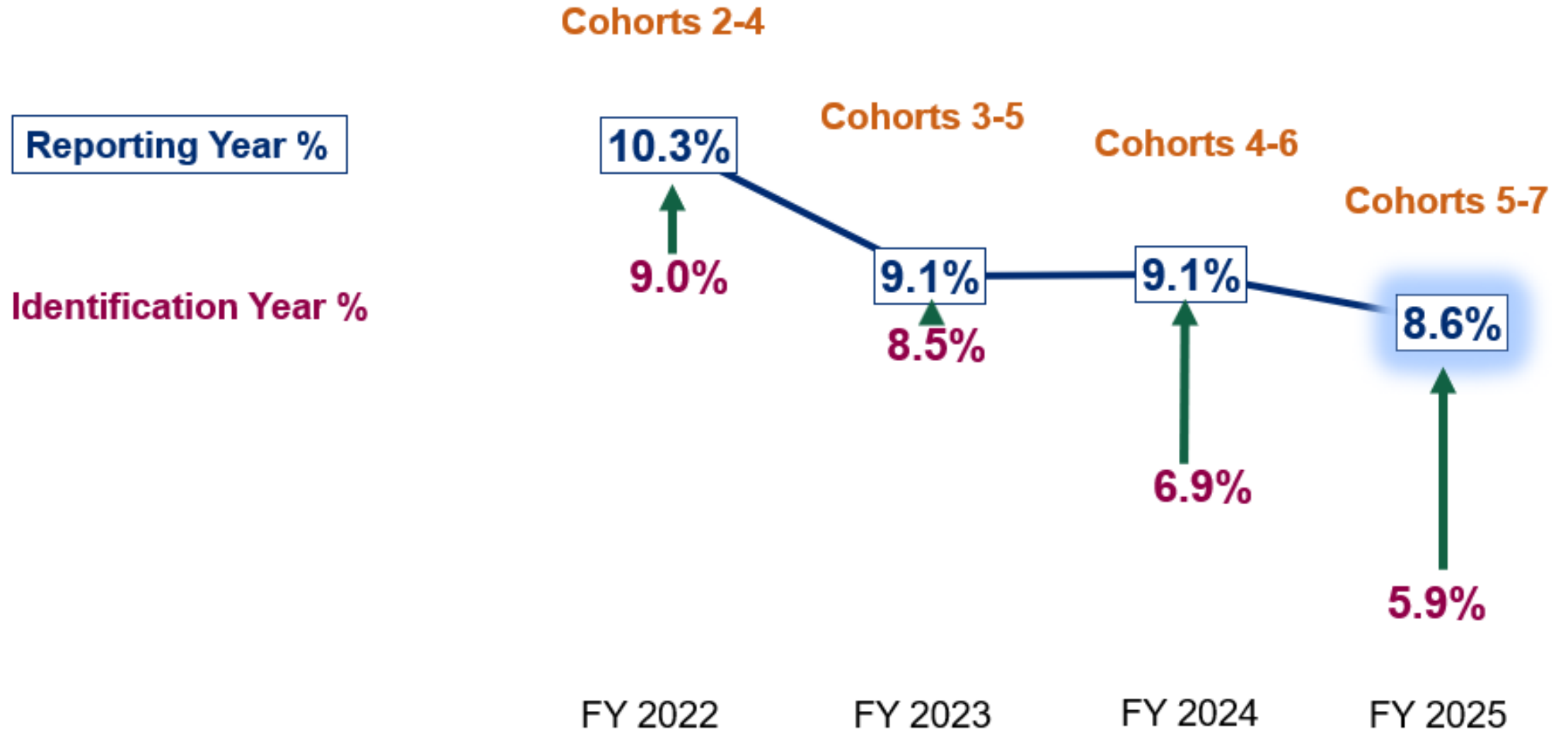
Arizona



FY 2017 FY 2018 FY 2019 FY 2020 FY 2021 FY 2022 FY 2023 FY 2024 FY 2025



Grade 3 Student Proficiency – New Reporting Calculation



Gap Data for Students with Disabilities (SwD) in SSIP Cohorts

Student Groups

- SwD in Arizona
- The GenEd group in SSIP Cohorts
- The GenEd group in Arizona

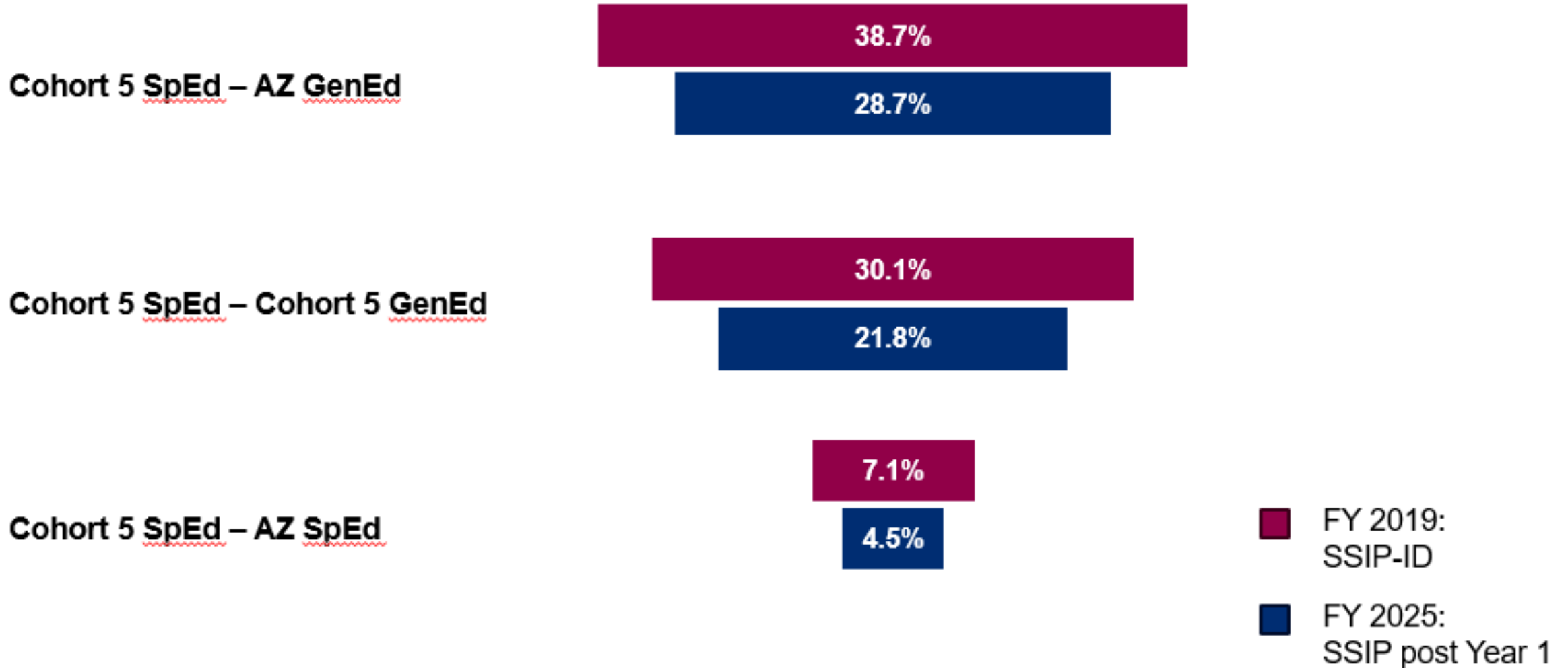
Data Periods

- At identification for SSIP
- At completion of post-SSIP Year 1

Gap Data for SSIP Cohorts

- **Last Year: Gap reduction between all groups in Cohorts 2-4**
- **This Year: Gap reduction between all groups in Cohorts 2-5**

Gap Data for Students with Disabilities (SwD) in Cohort 5





SSIP Activity Updates

Alignment and Support

Shifts in SSIP –Alignment Process

Shift 1: 2022

SSIP identification and focus to align with Move on When Reading (MOWR).

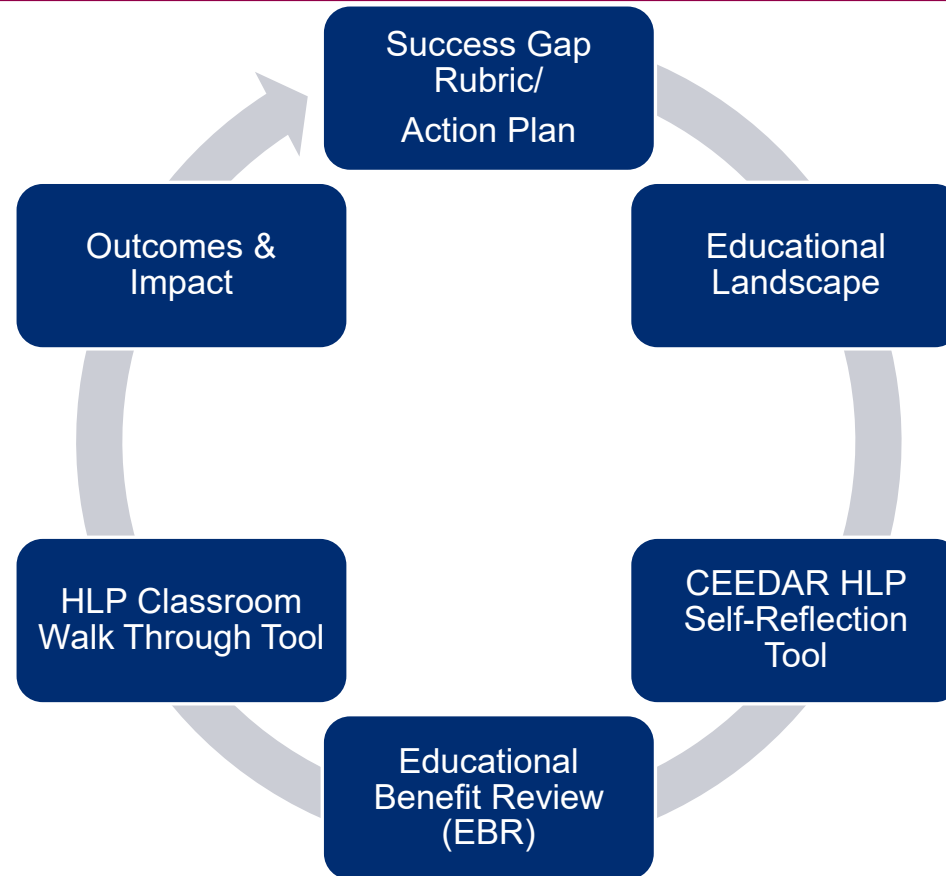
Shift 2: 2025

This new shift will show direct alignment noted to the school improvement framework, through Project Momentum, and alignment to other ESS units and resources.

What does this new shift ensure?

- ESS continued commitment to this work:
 - created an additional unit, Academic Achievement and Instruction Practices (AA&IP).
 - Continued collaboration within ADE
- Data-driven and student-focused:
 - Alignment to current agency initiatives
 - Changes to further improve student outcomes with stakeholder feedback
 - Alignment to High-leverage practices
 - Educational Benefit Data for PEAs
- Endrew F. Standard and Federal Guidance: Building and Sustaining Inclusive Educational Practices
- Aligned supports to PEAs for targeted technical assistance and professional learning

The Updates to Activities



Educational Landscape Activity

Who are your students?

Where are your students being serviced?

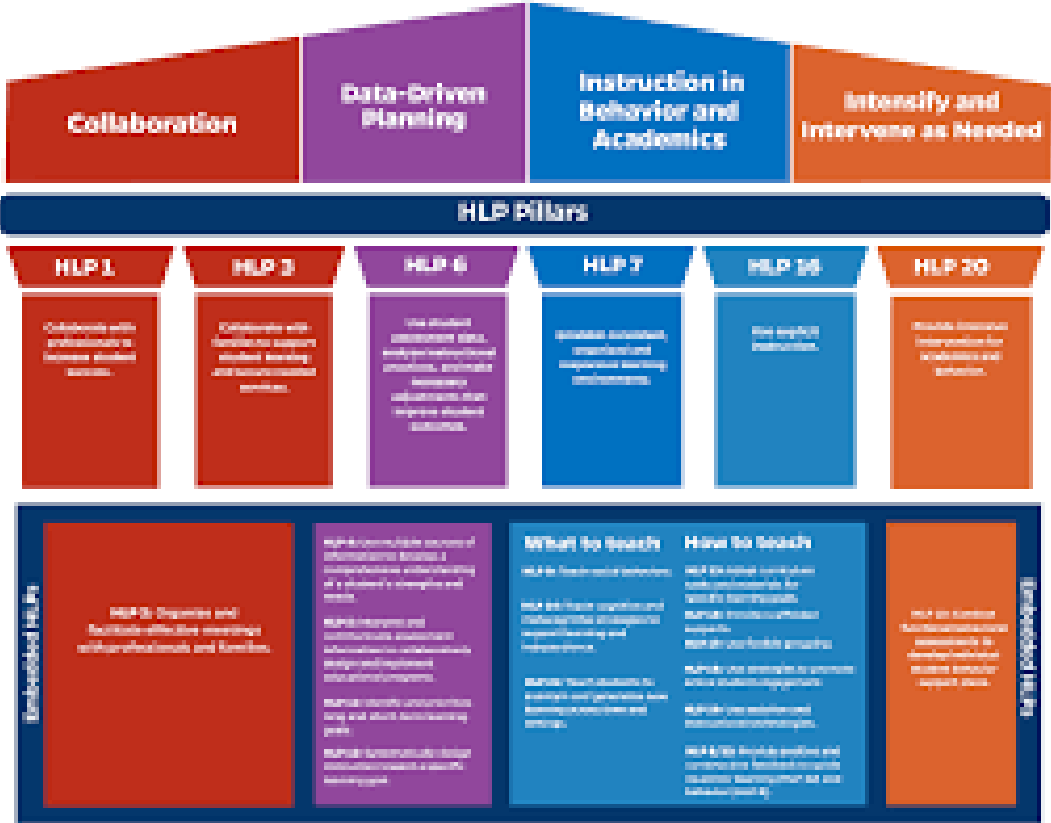
How are students with disabilities performing?

How are students without disabilities performing?

Are all students achieving their potential?

CEEDAR HLP Self-Reflection Tool:

- Aligned focus to the SGR/Action Plan
- To provide teachers, mentors, coaches, and administrators with data on HLP implementation that can be used to guide professional learning and support.
- To provide a broad measure of the ability of teachers to implement HLPs, which can serve as a basis of discussion with faculty and administrators.



Educational Benefit Review (EBR): (5 Students)

- assisting a building/district in reviewing the impact and quality of IEP programming being offered and implemented,
- identifying areas of need in policy, practice, and/or procedures,
- analyzing programming when progress has been limited for a particular student,
- assisting an individual IEP team to prepare for/conduct an annual IEP review or planning for a transition, and
- Building the capacity of staff as a professional development tool to improve the quality of IEP development.

HLP Classroom Walk-Through Tool:

- Aligned to the HLP focus areas from the HLP Self-Reflection and Site action plan
- Collaborative process through which educators observe teaching and learning in classrooms to deepen their understanding of instructional practices and improve student outcomes, ensuring educational benefits for students with disabilities
- Identify which HLPS are evident in the classroom and further focus on the supports to teachers that will benefit students



Timeline for Activity Implementation and Phase In

Year 1:

Educational Landscape
SGR/AP
HLP Self-Reflection 2X
Literacy Screener Data

Year 2:

Revisit AP Focus Areas
HLP Self-Reflection 2X
Educational Benefit Review
Literacy Screener Data
HLP Classroom Walk Through Tool

Year 3:

Revisit AP Focus Areas
HLP Self-Reflection 2X
Literacy Screener Data
HLP Classroom Walk Through Tool
Tell the story of impact

Program Support & Monitoring

Technical assistance is designed directly to indicators in the State Performance Plan/Annual Performance Report (SPP/APR) to improve student outcomes and procedural compliance in Arizona public education agencies (PEAs)

- Ranges from on-site staff training to webinars and statewide conferences
- Documents available online or through the Program Support and Monitoring (PSM) specialist assigned to each PEA

Academic Achievement & Inclusive Practices

Focus on the knowledge and skills of professionals serving students with disabilities so that students are provided a FAPE to achieve academic and functional outcomes.

- Professional Learning based on High-leverage Evidence-Based Practices
- Technical assistance means assisting in identifying, selecting, or designing solutions based on data and research, including professional learning and high-quality training to implement solutions leading to improved teaching and learning outcomes toward student achievement.

Planning for Training and Support- Next Steps

- HLP webinars and training provided to PEAs- AAIP
- Assistance with the Educational Landscape and data analysis as needed/requested- AAIP
- Targeted support based on PEA needs as they work through the SSIP process over the three years – AAIP assigned specialist
- Build out training on EBR and support over the next year to ensure in place for the upcoming cohort prior to implementation- AAIP and PSM
- Build out training and support for HLP walk- through tool and process to ensure in place for the upcoming cohort prior to implementation- AAIP and PSM

Feedback Please



Thank You

Questions and Feedback

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