

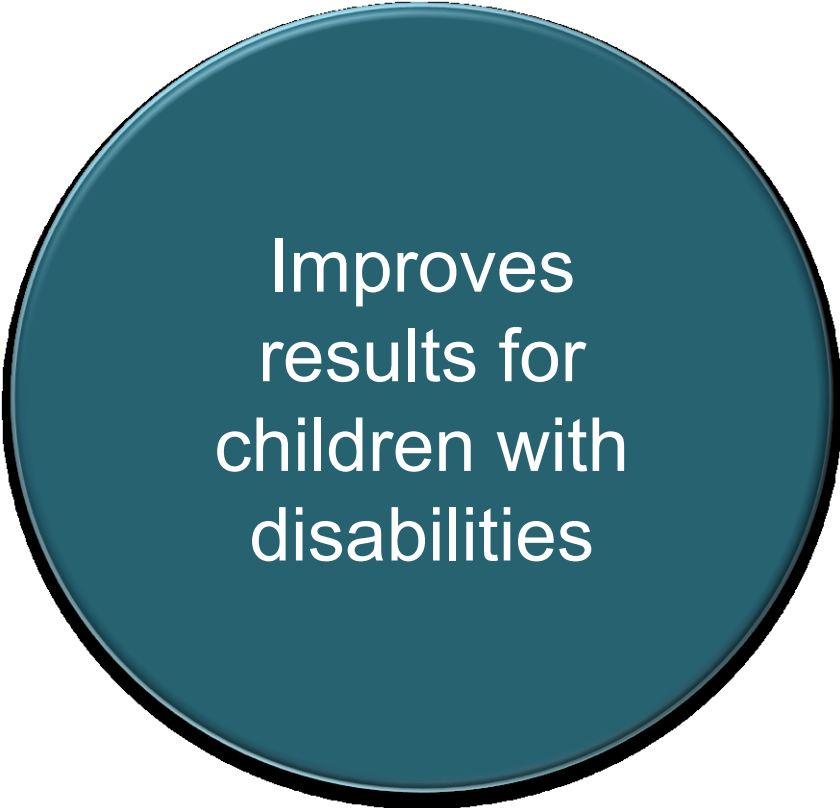
# Overview of the State Systemic Improvement Plan (SSIP) and State Personnel Development Grant

Jennifer Gonzales  
SSIP Coordinator and SPDG Director  
[jennifer.gonzales@arkansas.gov](mailto:jennifer.gonzales@arkansas.gov)


Arkansas Department of Education  
Special Education Unit  
501-682-4221

# State Systemic Improvement Plan (SSIP)

Comprehensive, multi-year, ambitious yet achievable plan that:



Improves  
results for  
children with  
disabilities



Supports  
improvement and  
builds the capacity  
of LEAs to  
implement, scale  
up, and sustain  
evidence-based  
practices

# SSIP Phase I

## Data & Infrastructure Analysis

that

**guides selection** of coherent improvement strategies

to

**increase** the State's **capacity** to lead **meaningful change** with Local Educational Agencies (LEAs) to

to

**improve results** for ALL children.



# SSIP Phases

| <b>Year 1—<br/>FFY 2013<br/>Delivered by April 2015</b>   | <b>Year 2—<br/>FFY 2014<br/>Delivered by April 2016</b>  | <b>Years 3-6—<br/>FFY 2015-18<br/>Feb 2017- Feb 2020</b>   |
|---|--|--|
| <b>Phase I<br/>Analysis</b>   | <b>Phase II<br/>Plan</b>   | <b>Phase III<br/>Evaluation</b>  |
| <ul style="list-style-type: none"> <li>▶ Data Analysis;</li> <li>▶ Infrastructure Analysis;</li> <li>▶ State-identified measureable result;</li> <li>▶ Coherent Improvement Strategies;</li> <li>▶ Theory of Action.</li> </ul> | <p>Multi-year plan addressing:</p> <ul style="list-style-type: none"> <li>▶ Infrastructure Development;</li> <li>▶ Support LEAs in Implementing Evidence-Based Practices;</li> <li>▶ Evaluation Plan.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Reporting on Progress including:               <ul style="list-style-type: none"> <li>✓ Results of Ongoing Evaluation;</li> <li>✓ Extent of Progress</li> </ul> </li> <li>▶ Revisions to the SPP</li> </ul> |

# State-identified Focus

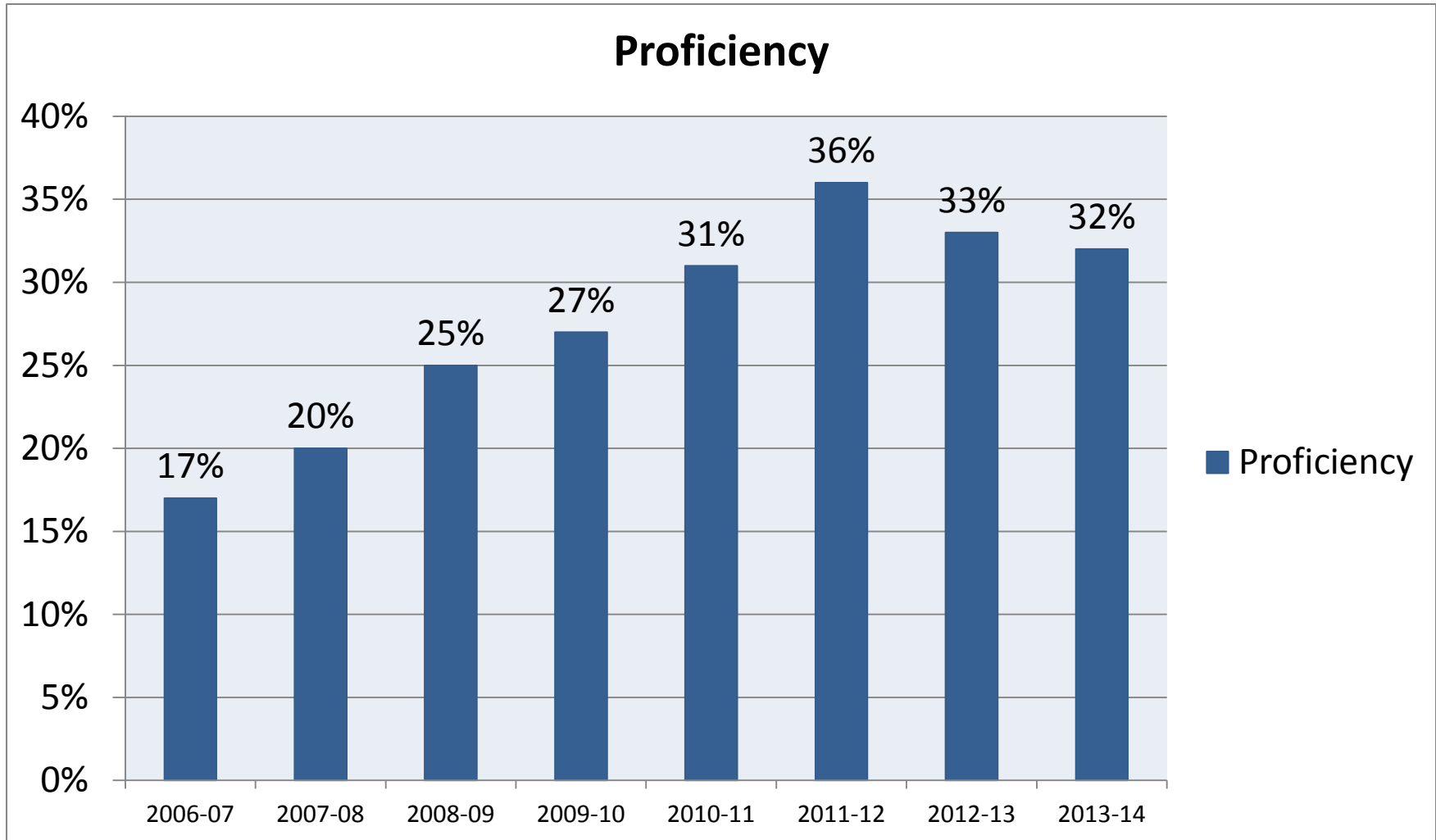


**LITERACY ACHIEVEMENT**



What the data is telling us thus far...

# Students with Disabilities Proficiency on the Statewide Literacy Assessment



# Low proficiency in all Co-ops and differences in performance across Co-ops

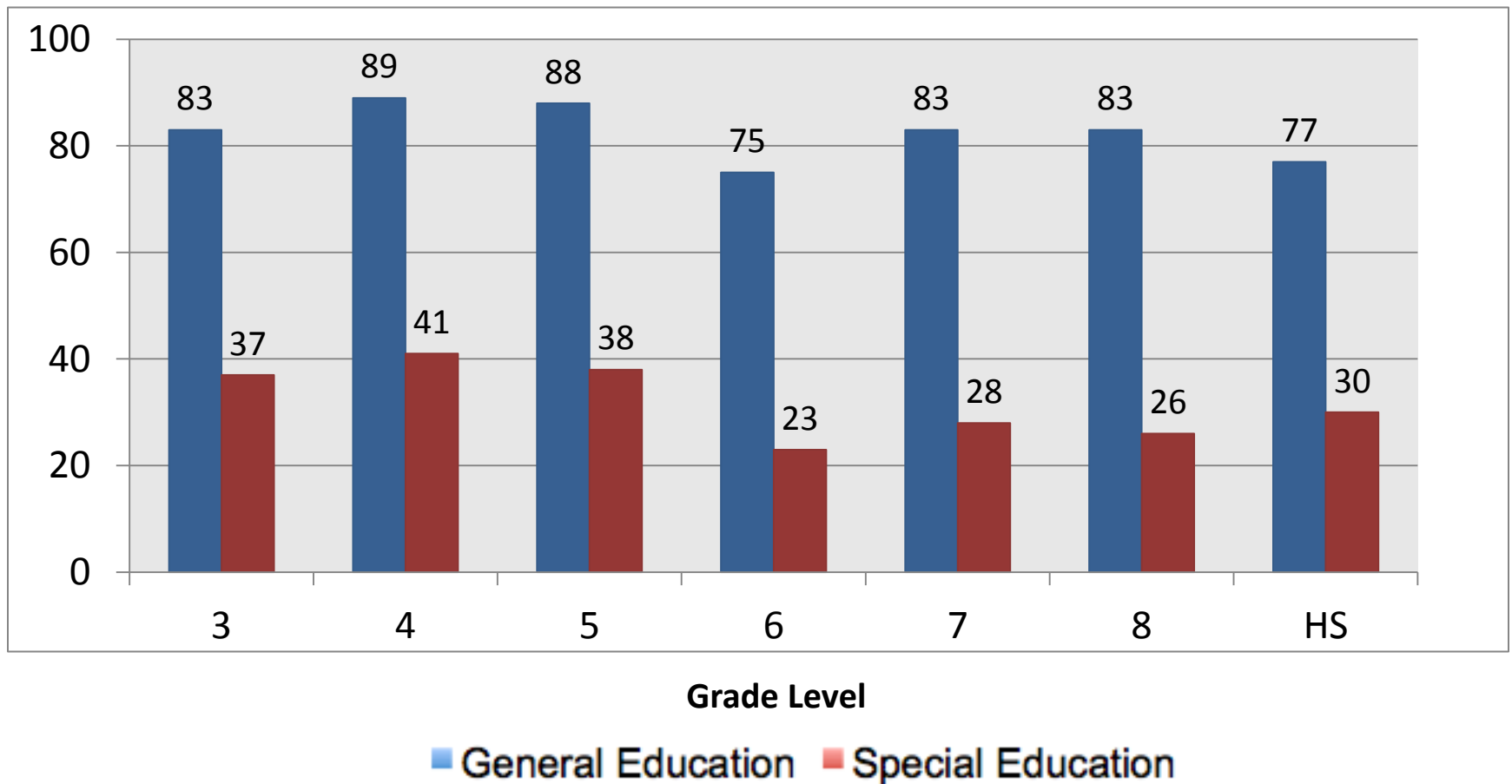
| <b>Educational Cooperative<br/>2012-13</b> | <b>Average<br/>Percent of<br/>SWD<br/>Proficient</b> | <b>Total # of<br/>SWD</b> |
|--|--|---------------------------|
| <b>Arch Ford</b>                           | <b>39%</b>   | <b>2,720</b>              |
| <b>Arkansas River</b>                      | <b>25%</b>   | <b>926</b>                |
| <b>Crowley's Ridge</b>                     | <b>29%</b>   | <b>2,497</b>              |
| <b>Dawson</b>                              | <b>35%</b>   | <b>2,497</b>              |
| <b>DeQueen Mena</b>                        | <b>26%</b>   | <b>668</b>                |
| <b>Great Rivers</b>                        | <b>25%</b>   | <b>947</b>                |
| <b>North Central</b>                       | <b>38%</b>   | <b>1,115</b>              |
| <b>Northeast</b>                           | <b>27%</b>   | <b>1,239</b>              |
| <b>Northwest</b>                           | <b>42%</b>   | <b>3,947</b>              |
| <b>OUR</b>                                 | <b>33%</b>   | <b>965</b>                |
| <b>South Central</b>                       | <b>27%</b>   | <b>697</b>                |
| <b>Southeast</b>                           | <b>22%</b>   | <b>897</b>                |
| <b>Southwest</b>                           | <b>25%</b>   | <b>605</b>                |
| <b>Tri- District</b>                       | <b>24%</b>   | <b>3,093</b>              |
| <b>Western</b>                             | <b>34%</b>   | <b>2,924</b>              |
| <b>Wilbur Mills</b>                        | <b>35%</b>   | <b>1,723</b>              |



# Performance gap at all grade levels

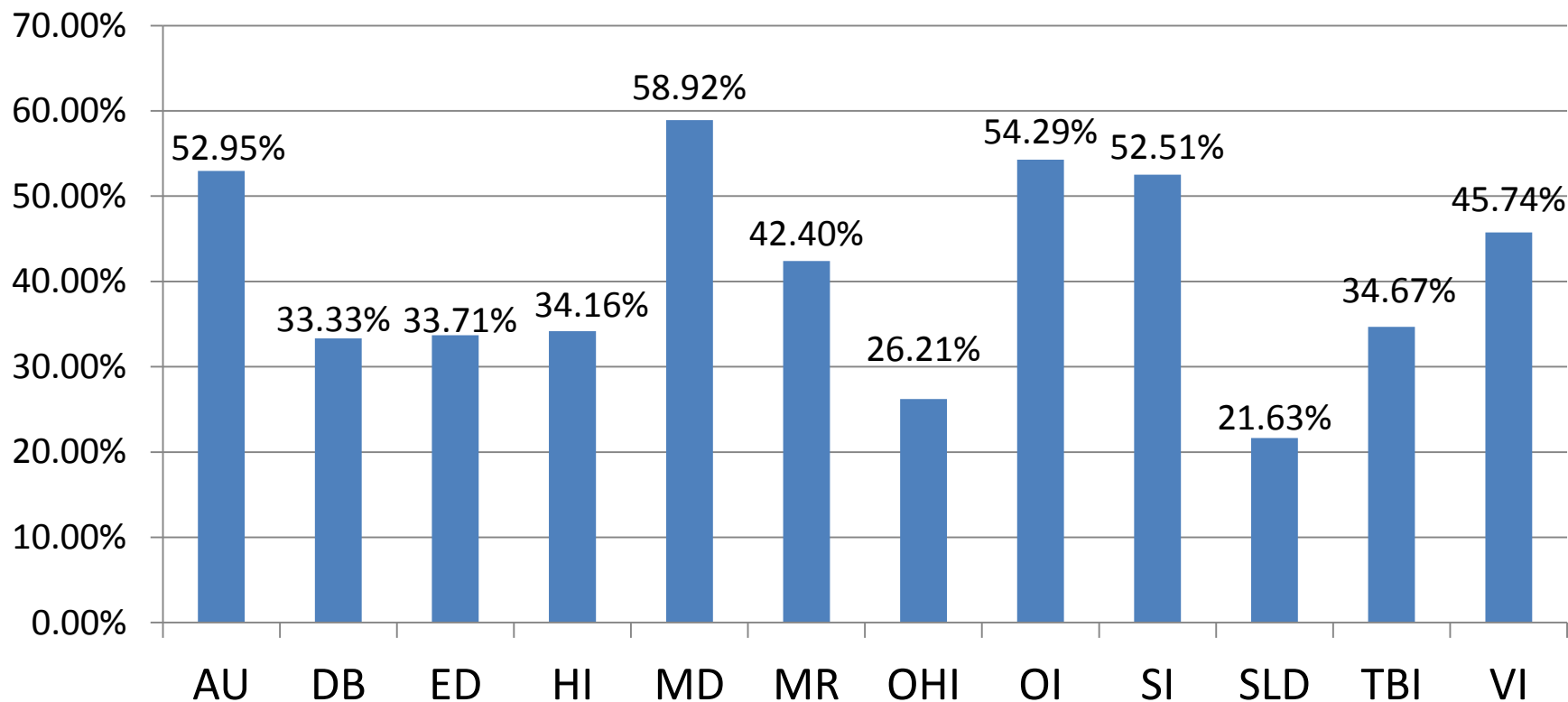
## Notable drop at 6<sup>th</sup> grade

**Literacy Statewide Assessment  
2013-2014 Percent Proficient**



# Additional layers of analysis: Disability Category

**Percent of Students with Disabilities Proficient in Literacy by Disability Category, 2012-13**

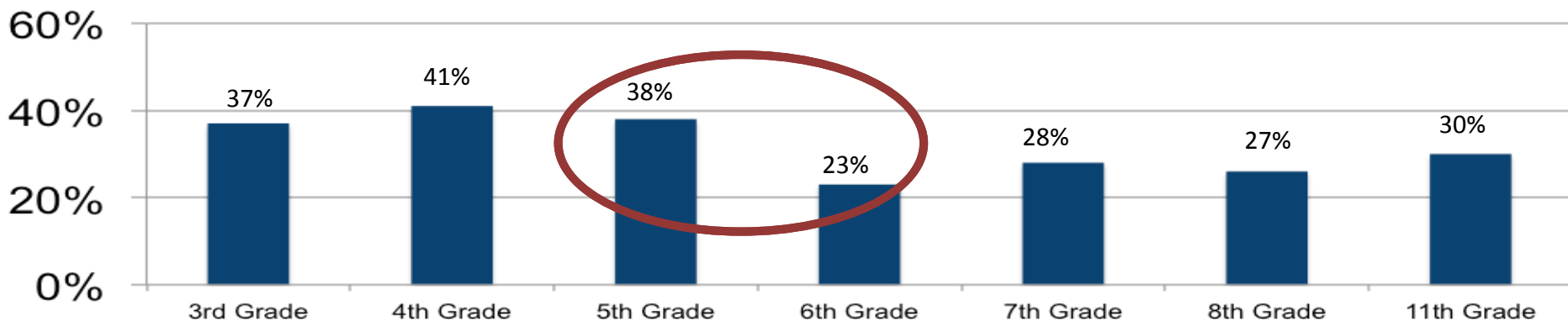


# Additional layers of analysis: LRE

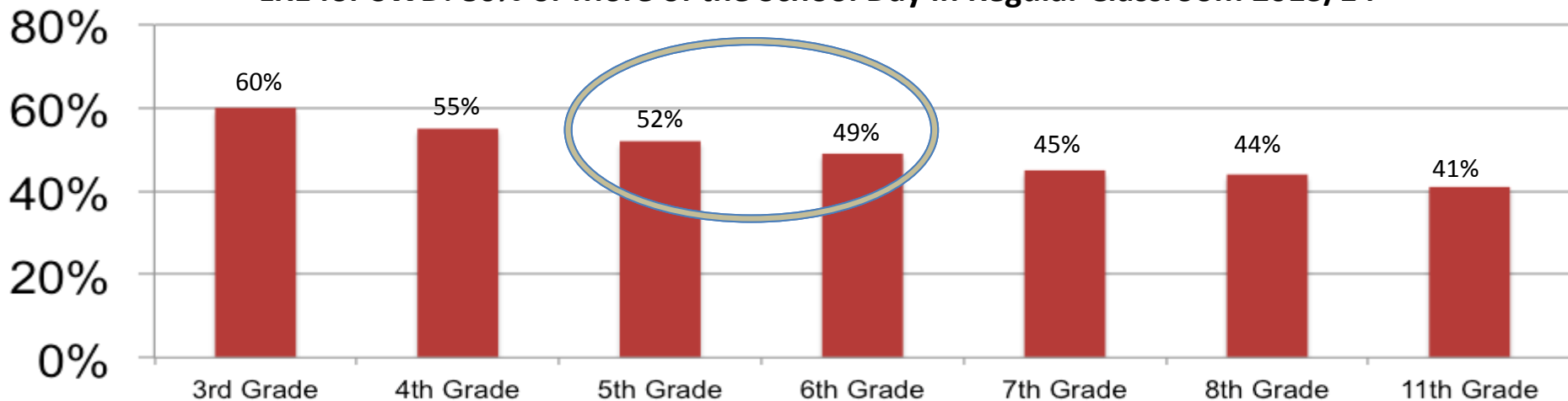
| 2013/14 Least Restrictive Environment   |   |  |                |               |
|---|---|--|----------------|---------------|
|   | Number of children with IEPs aged 6 through 21 served | Total number of children with IEPs aged 6 through 21 | FFY 2012 Data* | FFY 2013 Data |
| A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day                                   | 27,844  | 52,637   | 52.88%         | 52.90%        |
| B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day                                 | 7,049   | 52,637   | 13.18%         | 13.39%        |
| C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements | 1,247   | 52,637   | 2.57%          | 2.37%         |

# Additional Layers of Analysis: LRE

**Statewide Assessment SWD Proficient in Literacy (2013/14)**



**LRE for SWD: 80% or More of the School Day in Regular Classroom 2013/14**



# Additional layers of analysis: Discipline

Of the Special students who had any disciplinary removal (in school or out of school suspension) for any length of time, 19.22% were proficient in literacy. In contrast, 35.86% of special education students with no disciplinary removals were proficient in literacy.

## Literacy Proficiency for Students with Disability

### By Disciplinary Removal

|   | Percent Proficient | Number Proficient | Total Number of Students |
|---|--------------------|-------------------|--------------------------|
| Students with a <u>Disciplinary Removals</u>  | 19.22%             | 867               | 4510                     |
| Students with no <u>Disciplinary Removals</u> | 35.86%             | 8614              | 24,020                   |

# Additional layers of analysis: Discipline

Drilling down to analyze the performance of students by the length of the disciplinary removal, we see that 20.24% of students with 1 to 10 days of removal were proficient and only 12.31% of the students with more than 10 days were proficient.

## Literacy Proficiency for Students with Disability

### by Length of Disciplinary Removal

|              | Percent Proficient | Number Proficient | Total Number of Students |
|--------------|--------------------|-------------------|--------------------------|
| 1 to 10 Days | 20.24%             | 594               | 3923                     |
| > 10 Days    | 12.31%             | 72                | 585                      |

# Qualitative Feedback

Emphasis needs to be on Instructional Practices, including how teachers instruct, Materials or Content of instruction, Child variables, including individualized and differentiated instruction, and Time or scheduling considerations.

Having Quality Standards that **help support the selection and implementation of evidence-based practices** are necessary, along with **methods of assessing the fidelity of implementation, and efficacy of the practices**. Indicated a desire for more data, disaggregated in ways to support instruction and evaluation of programmatic effectiveness.

# Qualitative Feedback

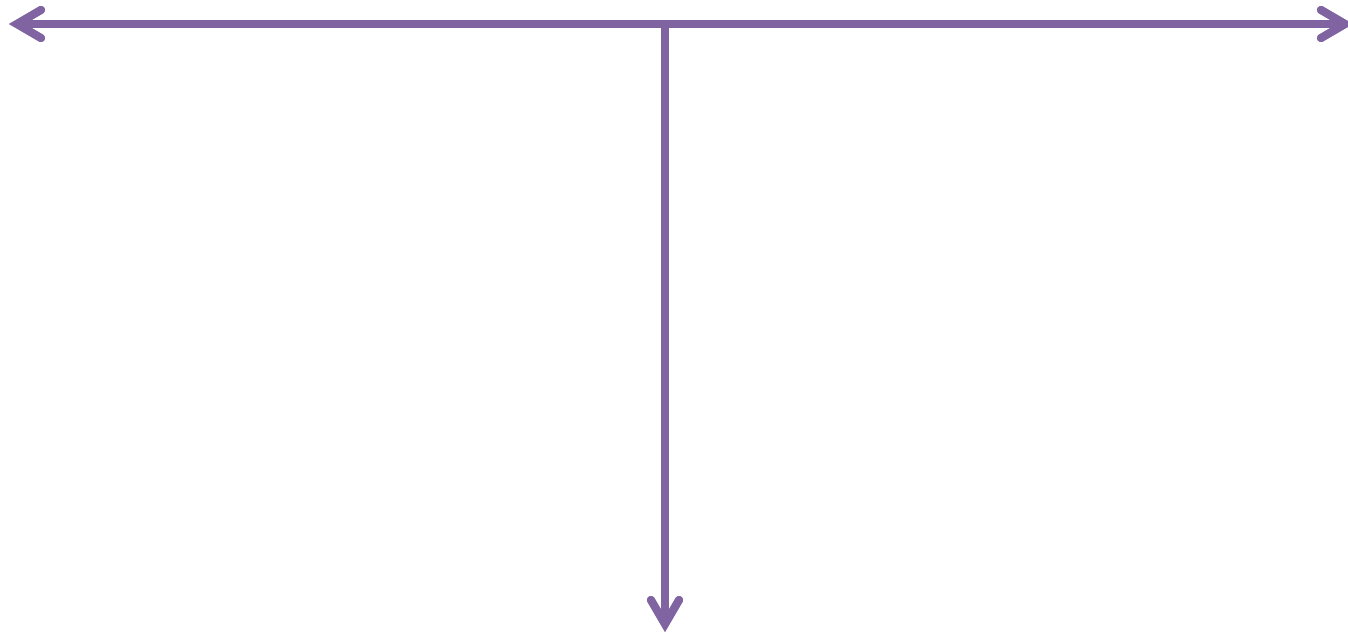
Need for Professional Development and Technical Assistance related to how to **provide effective, individualized, and differentiated instruction.**

This also correlates with the identification of **teacher qualifications** as areas of need. While there were responses that indicated a need for additional credentialing or certifications, most of the qualification needs related to the areas could be addressed by a **targeted (general and special education) professional development and technical assistance plan specific to the individual district needs** as well as statewide specific needs.



# Levels of Development – SSIP Phase II

Building state-level capacity through the alignment and coordination of efforts/systems



In order to support LEAs capacity to implement evidence based systems and practices

# SSIP Infrastructure Strategies

- 1. Redesign a tiered state monitoring system that includes a focus on results with an emphasis on literacy.**
- 2. Create a special education professional development (PD) and technical assistance (TA) system that aligns with other ADE Units and is differentiated by LEA needs.**

# LEA Capacity Building Strategies

## Increasing Response-to-Intervention Supports for Academics and Behavior

- Creating a tiered system of supports for literacy
- Creating a tiered system of supports for behavior
- Increasing and supporting the number of students with disabilities in the general education classroom

Resources and tools developed to support SSIP will directly be aligned with and support the RTI Arkansas statewide initiative.

# State Personnel Development Grant “Boots on the Ground” for the SSIP

- Five-year grant that will be used to develop RTI literacy and behavior resources and tools
- Provide professional development and technical assistance for districts and schools to assist all students, especially students with disabilities
- Evaluate implementation fidelity and outcomes at the state, regional, district, school, and student level

# State Personnel Development Grant Partners

- Partner with the American Institutes for Research (AIR) to support RTI resource development
- Partner with Arkansas State University's Center for Community Engagement (CCE) to implement a statewide multi-tiered system of support for behavior
- Partner with the Parent Training and Information Center to provide parents with an understanding of RTI and their role in supporting their child