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

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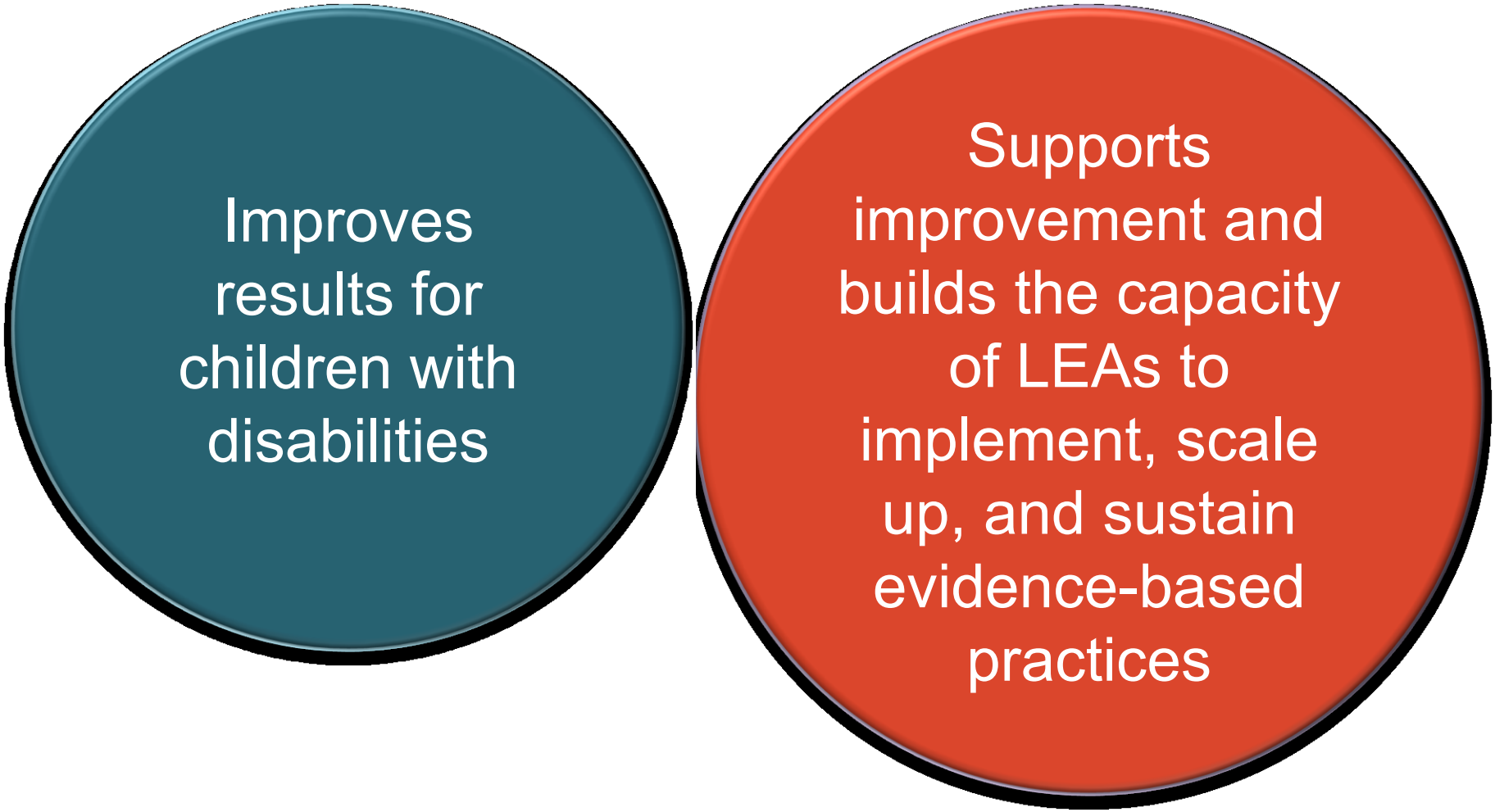
State Systemic Improvement Plan (SSIP)

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



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

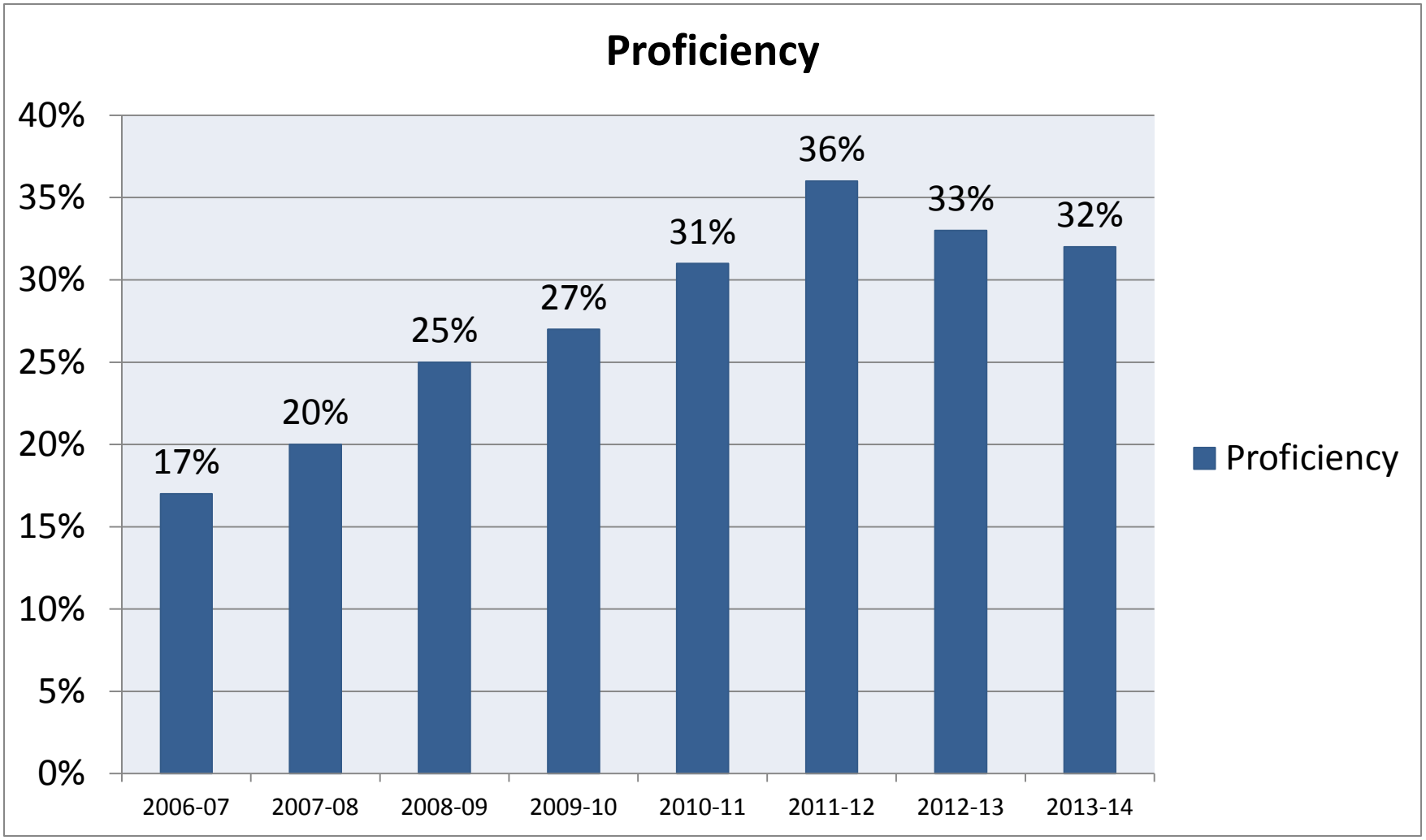
Year 1— FFY 2013 Delivered by April 2015	Year 2— FFY 2014 Delivered by April 2016	Years 3-6— FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	**Phase II Plan**	Phase III Evaluation
• Data Analysis; • Infrastructure Analysis; • State-identified measureable result; • Coherent Improvement Strategies; • Theory of Action.	Multi-year plan addressing: • Infrastructure Development; • Support LEAs in Implementing Evidence-Based Practices; • Evaluation Plan.	• Reporting on Progress including: ✔ Results of Ongoing Evaluation; ✔ Extent of Progress • Revisions to the SPP

State-identified Focus

LITERACY ACHIEVEMENT

What the data is telling us thus far…

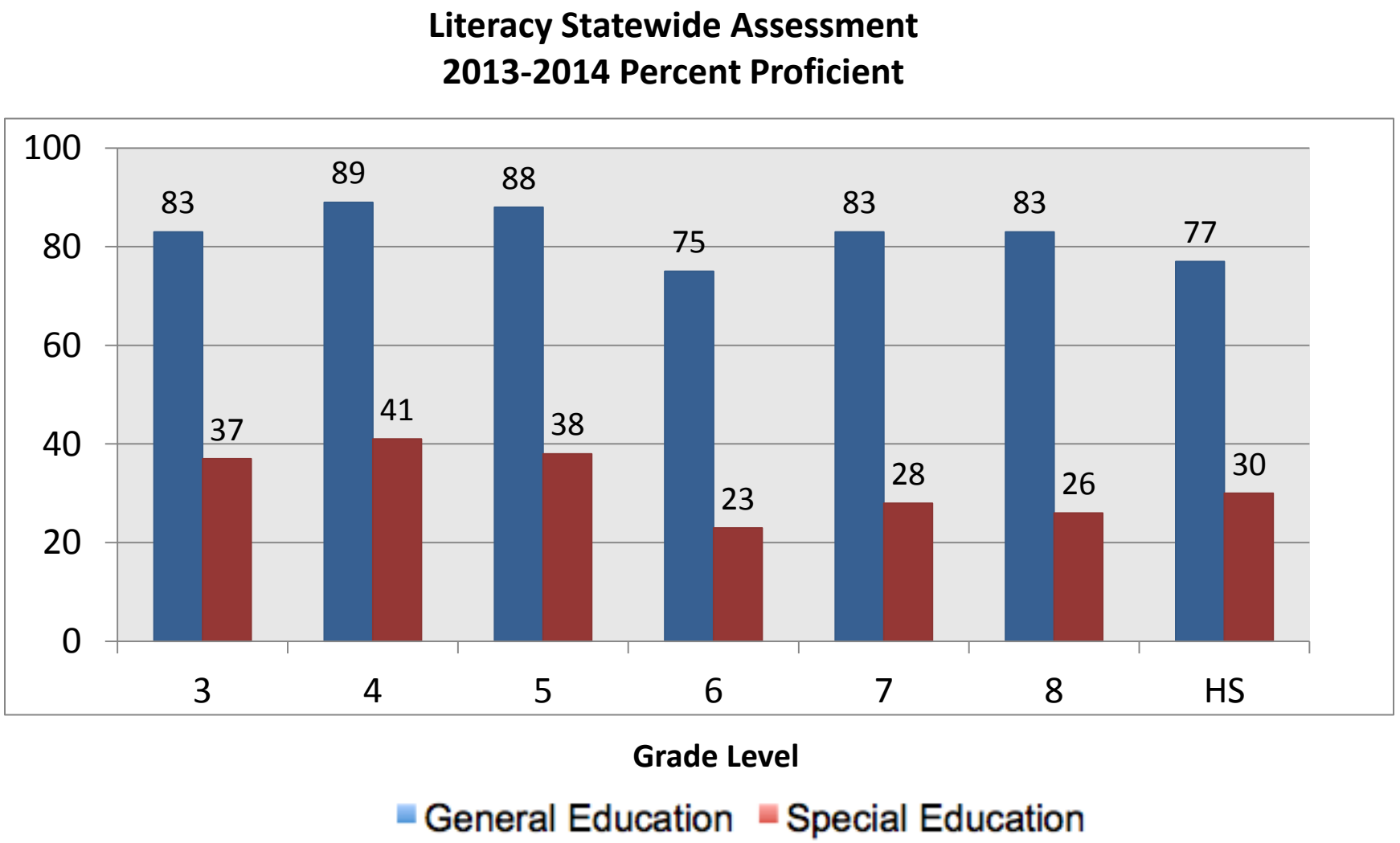
Students with Disabilities
Proficiency on the Statewide Literacy Assessment



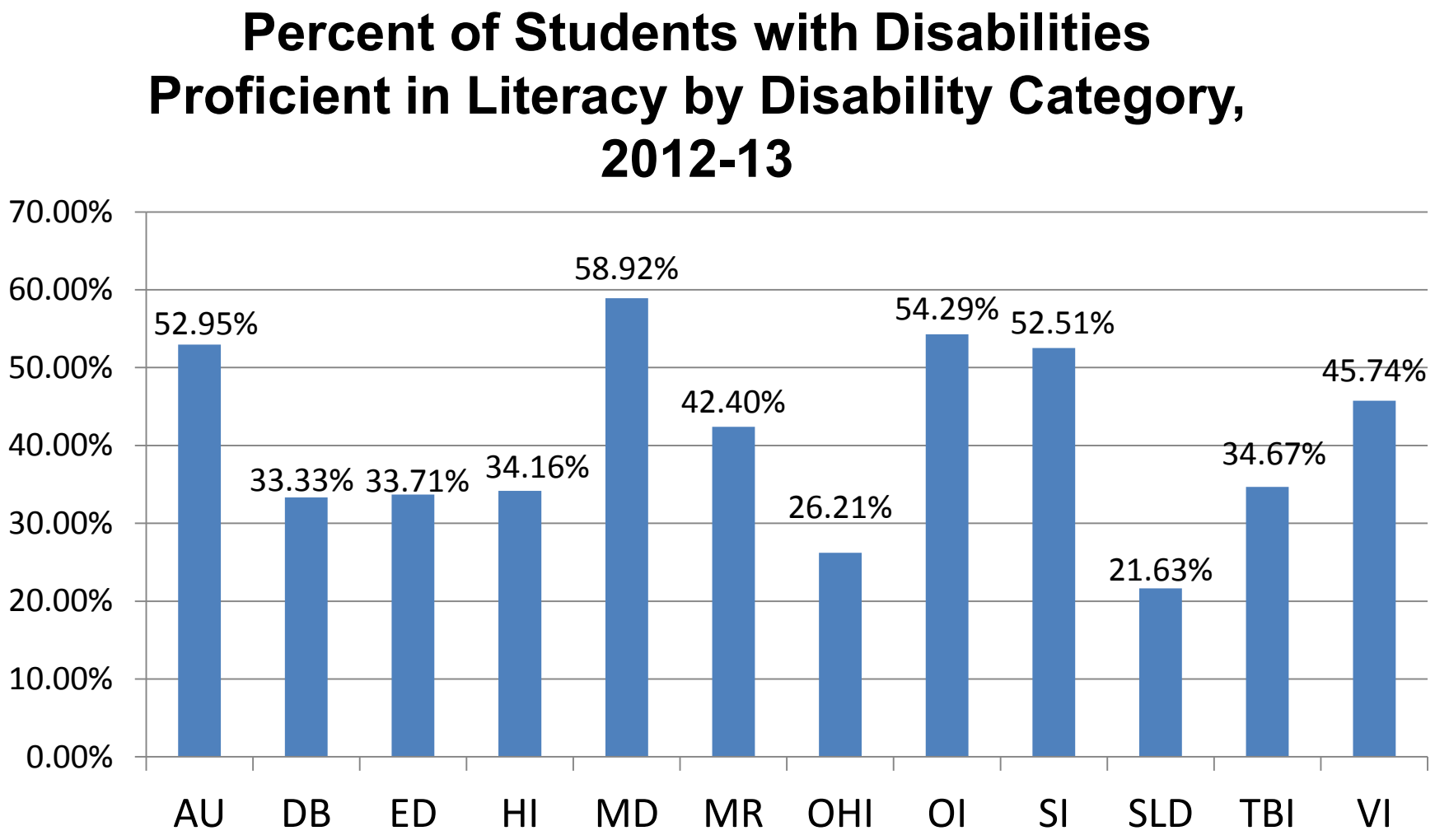
Low proficiency in all Co-ops and differences in performance across Co-ops

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

Performance gap at all grade levels
Notable drop at 6th grade



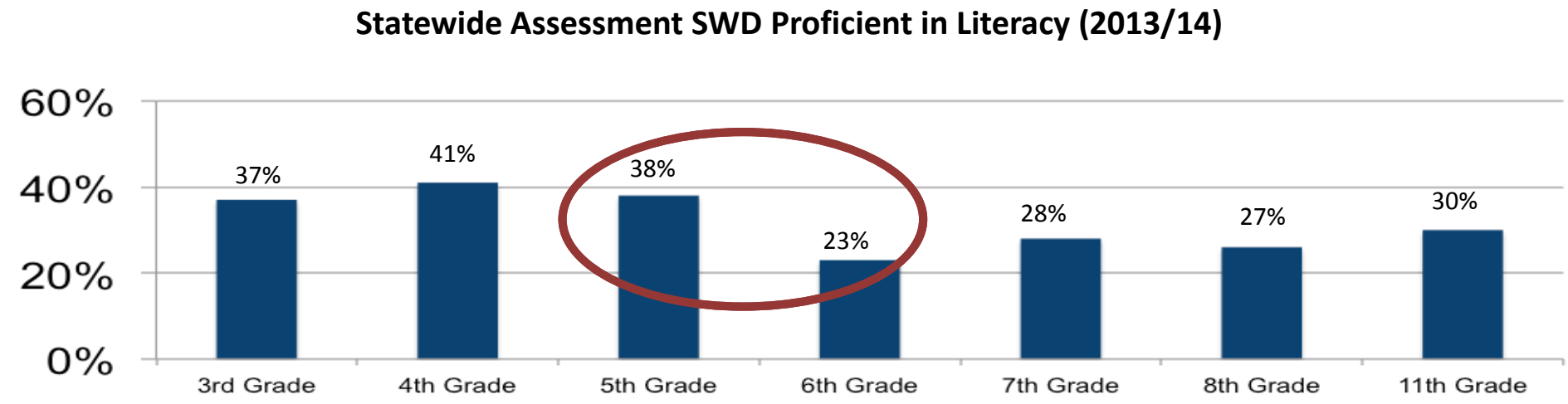
Additional layers of analysis: Disability Category

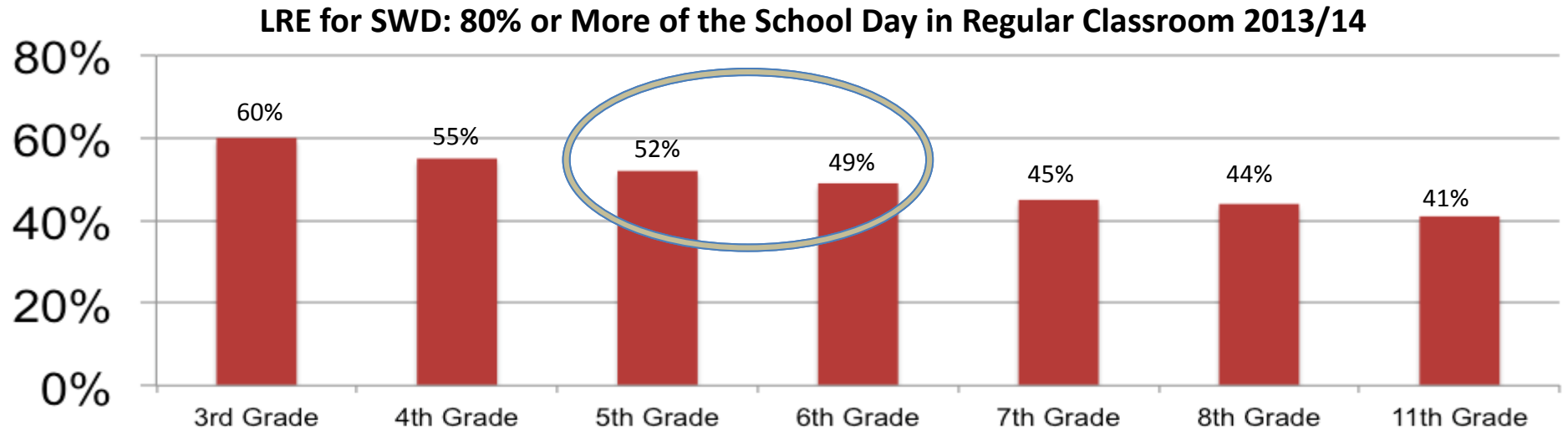


Additional layers of analysis: LRE

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





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 Disciplinary Removals	19.22%	867	4510
Students with no Disciplinary Removals	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.

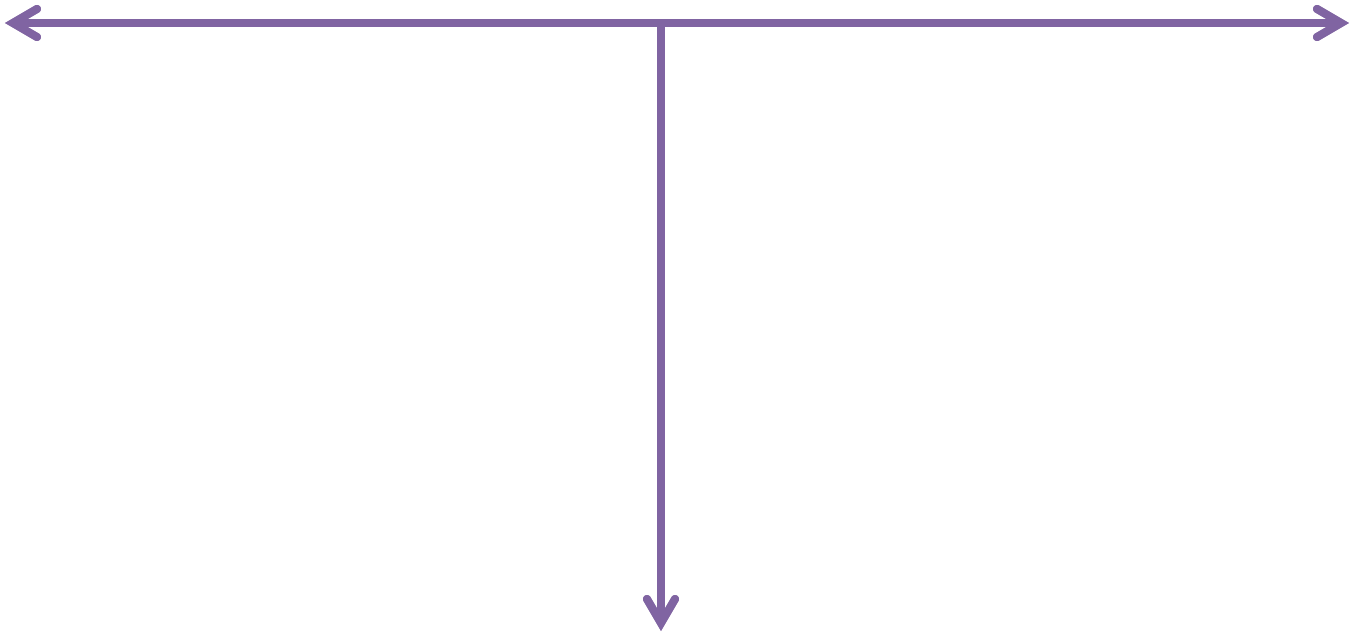
Qualitative Feedback

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