



Exceptional Student Services

The State Systemic Improvement Plan (SSIP)

Special Education Check-In: January 2023

Special Education Check-In

Structure and Intended Outcomes

SSIP Overview



SSIP is...



Accountability Indicator 17

Each state develops a plan to positively affect student outcomes. This includes:

- Setting targets for improving outcomes
- Conducting activities for the systemic improvement of evidence-based practices with districts and charters
- Using data and stakeholder feedback to drive decision-making



AZ-SSIP is...

Foundational Literacy Outcomes

SSIP identifies districts and charters with outcomes that are below average proficiency on the state ELA assessment for students with disabilities in grade 3 and supports these agencies with activities over a three-year period that develop evidence-based practices and systemic improvement.



SSIP PEAs: SY 2022-23

SSIP PEAs – Year 1

Success School Globe USD
Happy Valley East Benson USD
Douglas USD Bullhead City SD
Sunnyside USD Safford USD
Camelback
Education, Inc Desert Heights
Charter Schools
The Charter
Foundation, Inc Cottonwood-Oak
Creek ESD

Arizona Community
Development Corporation

Maryvale Preparatory Academy

Liberty Traditional Charter School

SSIP PEAs – Year 2

Avondale ESD Phoenix ESD
Chino Valley USD Saddle
Mountain USD
Humboldt USD Show Low USD
Kayenta USD Somerton ESD

Legacy Traditional
School - Glendale Wilson ESD

Harvest Power Community
Development Group, Inc

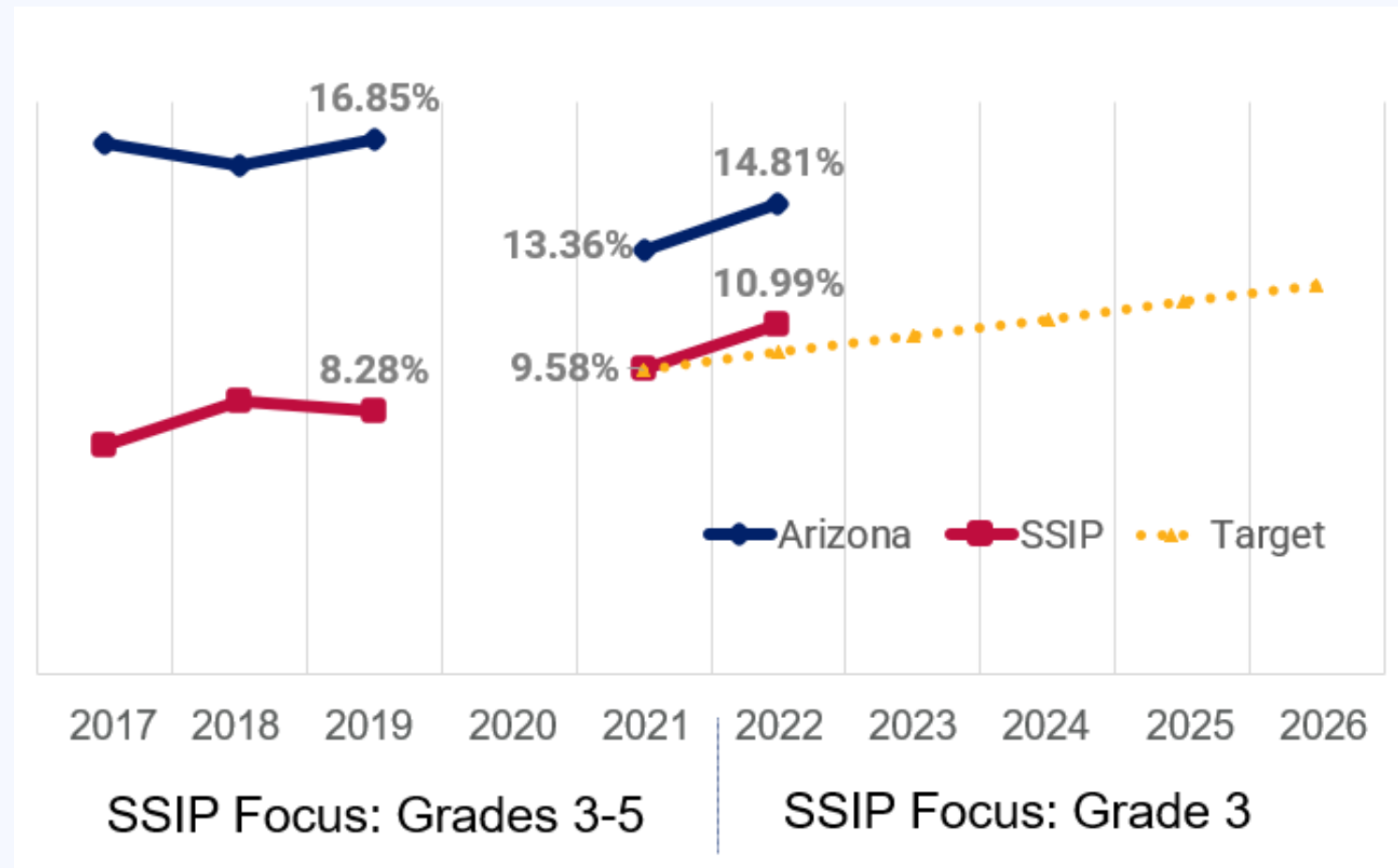
SSIP PEAs – Year 3

Hayden-Winkelman USD
Country Gardens Charter Schools
Palo Verde ESD
Flagstaff USD
Lake Havasu USD
Little Lamb Community School
Mohave Valley ESD
Legacy Traditional School -
North Chandler
The Grande Innovation Academy
Williams USD

SSIP Activities & Outcomes

Systemic Improvement and State Testing

SSIP Activities	Implementation
Success Gaps Rubric & Action Plan	Years 1-3
Evidence-Based Practices (EBP) Walkthrough Process	Year 2
Literacy Screener Data Reporting	Years 1-3
Systems/EBP/SSIP Surveys	Year 1 / Year 2 / Years 1-3



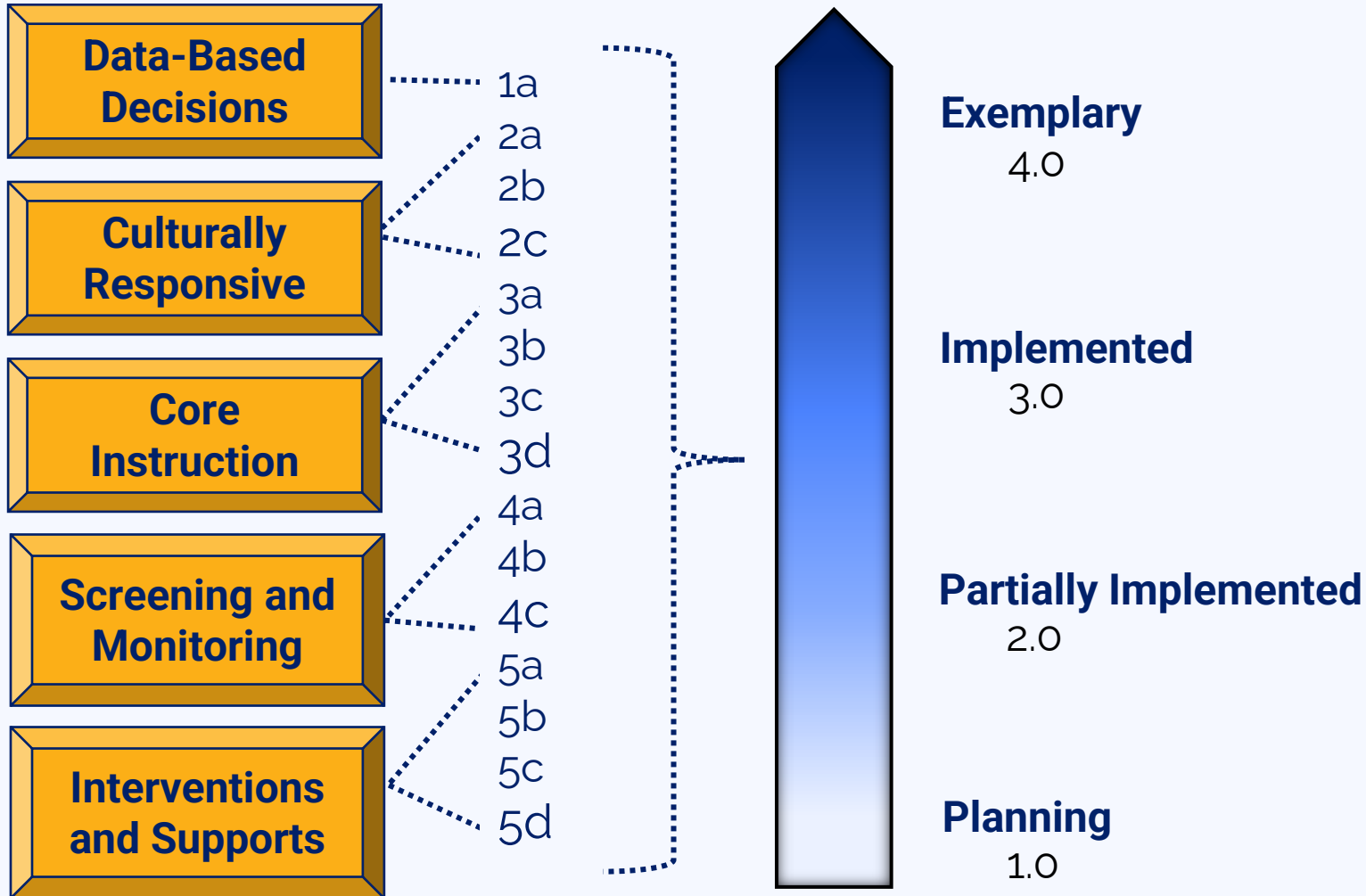
Special Education Check-In

Evidence-Based Practices and Systemic Improvement
SSIP Activities & Outcomes

A large, faint, light-orange graphic in the background depicts a group of stylized human figures. There are four figures in the center, two taller and two shorter, all holding hands in a line. To the right, another figure is partially visible, also holding hands. The figures are composed of simple lines and circles, creating a sense of community and support.

Success Gaps Rubric (SGR)

Self-Assessing Community-Wide Systems



Action Plan (AP)

Targeting Practices for Systemic Improvement

Action Plan—Progress Period: **SY2022-2023 Fall**

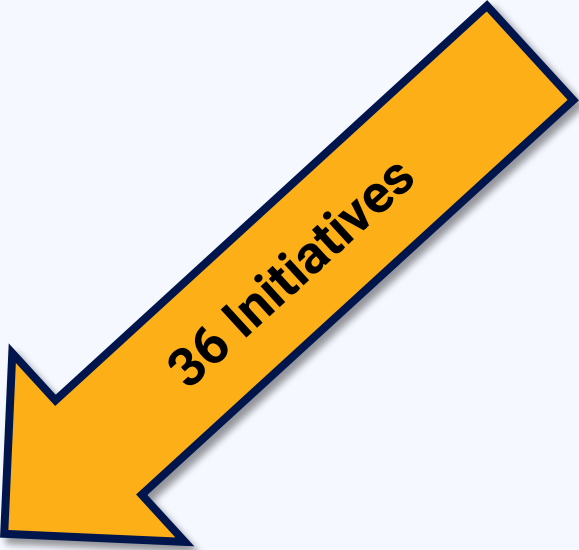
Indicator: **3a - Curriculum Articulation**

	Describe Action Steps;
Action Step #1	Instructional Leads/Coaches will be delivered at two consecutive
Action Step #2	Grade Level Teams will use at subsequent grade levels,
Action Step #3	Subs will cover classes as well as and pacing guides and co
<input type="checkbox"/> Action Step #	Principals will review grade into curriculum maps, pac
<input checked="" type="checkbox"/> Update: 8/19/22	

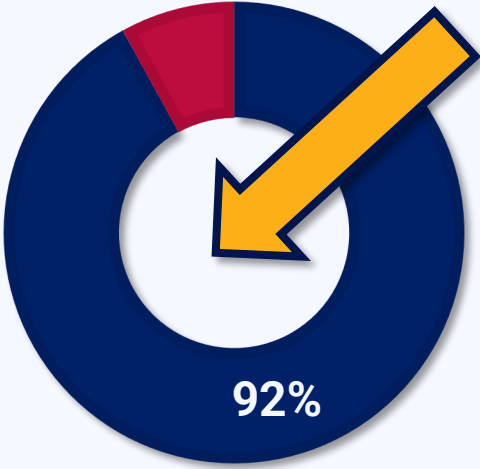


SGR & AP Data

Cohort 3: Three Years inSSIP



AVERAGE GROWTH OF ALL TARGETED INITIATIVES



EBP Walkthrough Activity

Notating the Observed Classroom Practices from
a Comprehensive Group of Practices

EBP Walkthrough Tool: 4 Quadrants with 104 EBPs

**Inclusive
Learning
Environment**

**Instructional
Practices**

**Student
Engagement**

**Student
Interactions**



EBP Walkthrough Process (continued)

The Opportunity to Both Strengthen Classroom Practices and Walkthrough Systems

The opportunity between any two classroom observations to implement:

- Targeted Peer Observation
- Targeted Professional Development
- Professional Learning Communities
- Growth Analysis
- Connection to Student Outcomes



Walkthrough Data: Average Classroom Practices

This year, PEA-SSIP Teams are reporting more evidence-based practices that they are observing in classrooms this year, as opposed to this point last year.

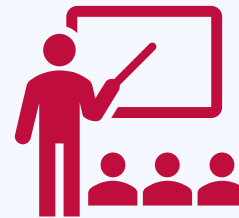
INCLUSIVE
LEARNING
ENVIRONMENT



TEACHER
INSTRUCTIONAL
PRACTICES



STUDENT
INTERACTIONS



STUDENT
ENGAGEMENT



Alignment with Move On When Reading (MOWR)

The Opportunity to Contextualize Growth toward Comprehension

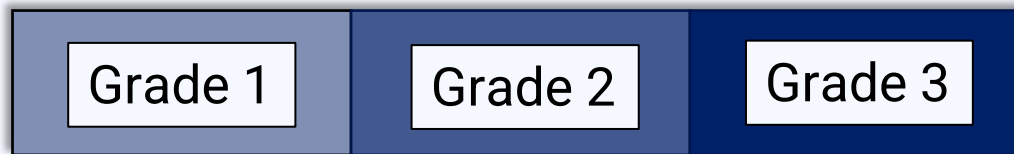
	Fall SY22-23 August	Winter SY22-23 December	Spring SY22-23 (month)
SWD at Benchmark	3	4	6
SWD Approaching Benchmark	2	5	5
SWD Significantly At-Risk	9	7	6
er of SWD Assessed	14	16	17



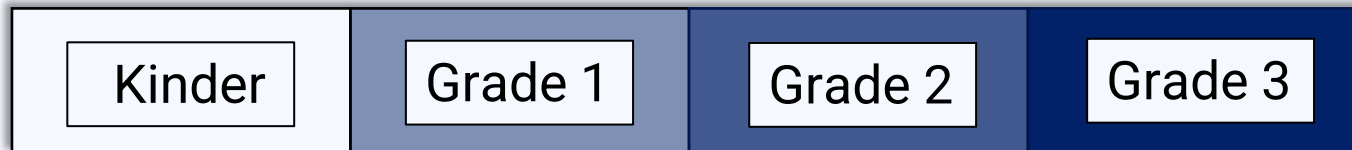
Literacy Screener Data

The Opportunity for Collaboration between
SpEd and GenEd

SSIP: Three Years for SWD



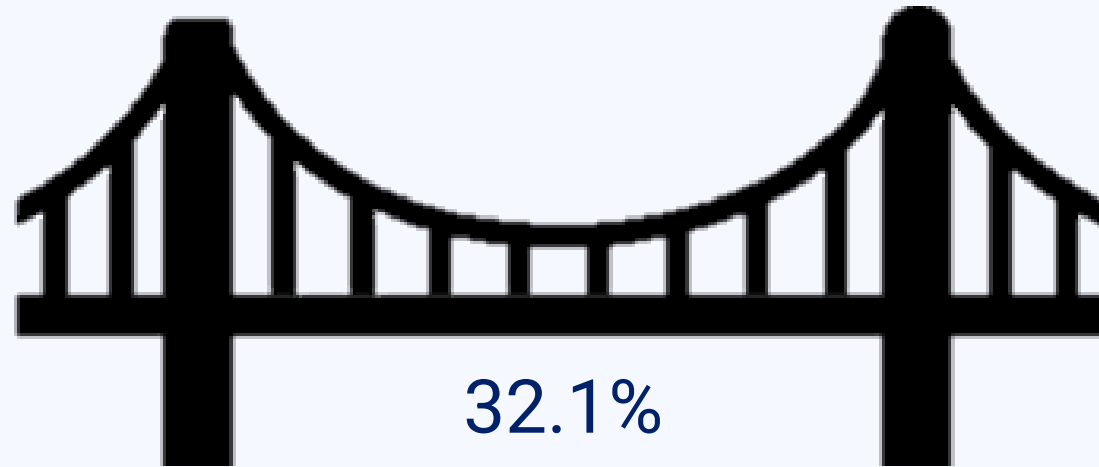
MOWR: Ongoing for All-Students



Literacy Screeners Data in SSIP PEAs

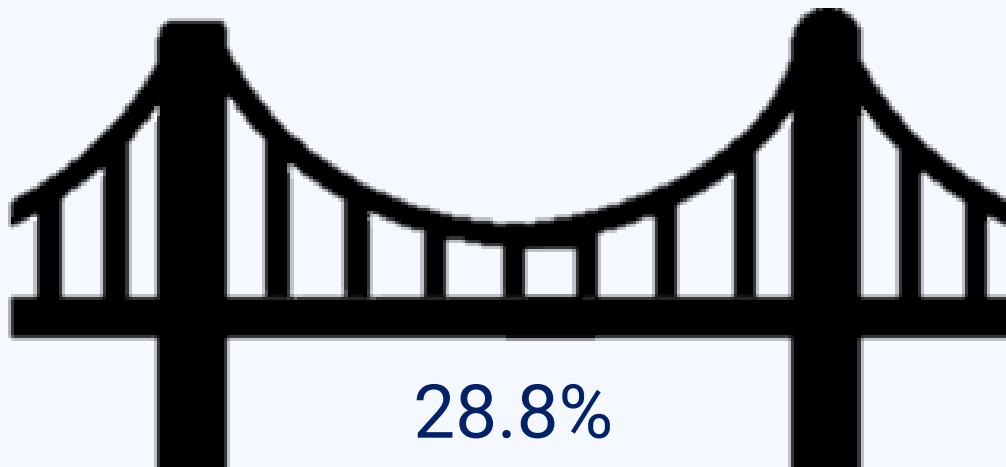
The Proficiency Gaps Between All-Student and SWD Groups in Grade 3

FY22 Fall



32.1%

FY23 Fall



28.8%

This Cohort began the year with a smaller gap, by 3.3%

Surveys

Information and Feedback

Year 1

SSIP Survey

Year 2

SSIP Survey

Year 3

SSIP Survey

SSIP Team and the SGR & AP

Walkthrough
Systems

Differentiate
EBP Activity
Support

EBP Survey

The EBP
Walkthrough
Process



Special Education Stakeholders Forum

FY22 Survey Information

Last year, we surveyed this group about how frequently the group experienced collaboration between SpEd and GenEd.

71% Reported collaborating with GenEd no more than occasionally when setting goals, planning instruction, and monitoring student progress.

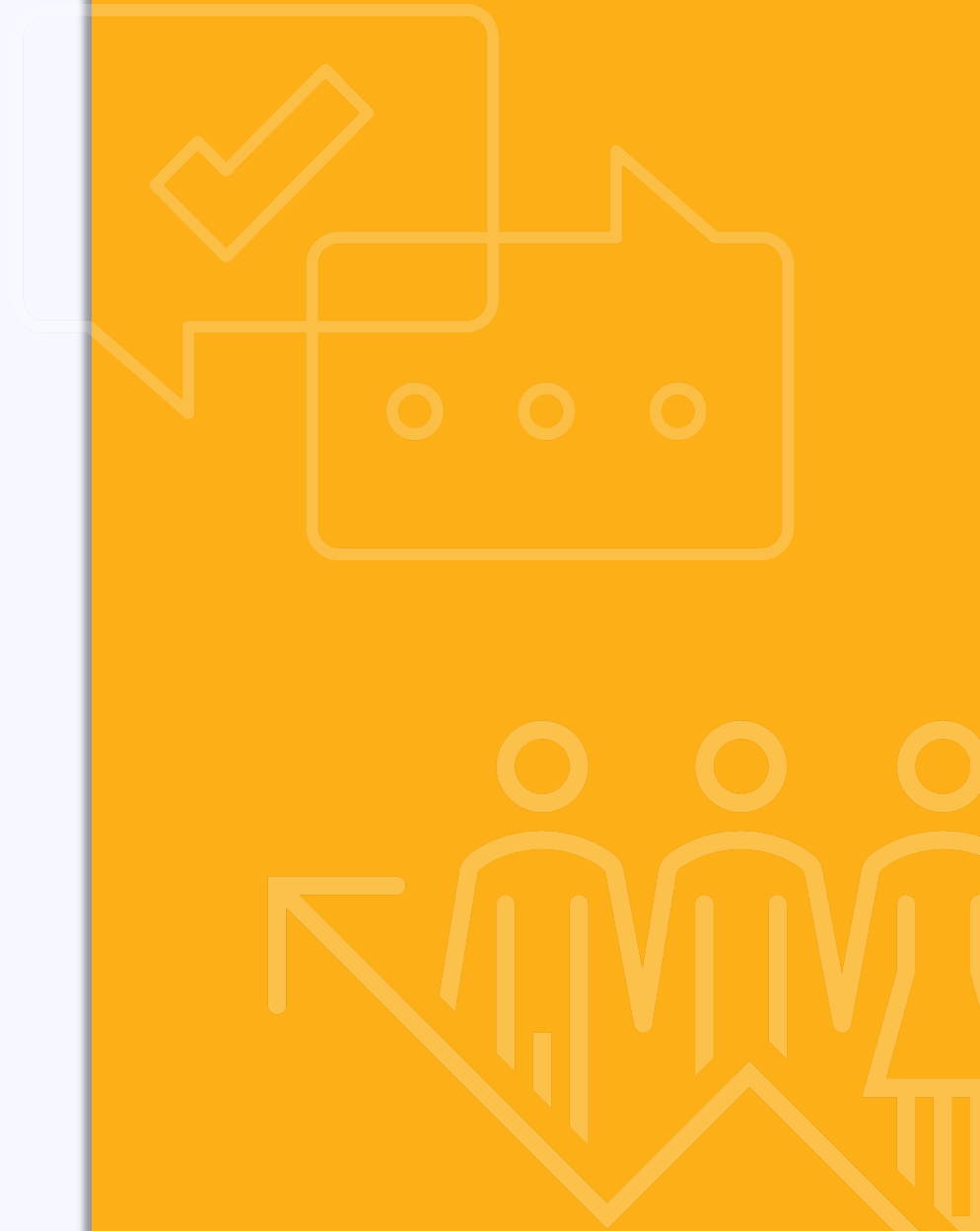
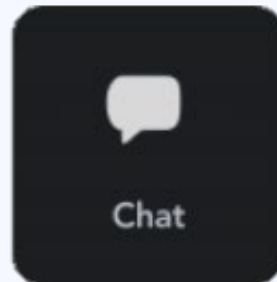
According to the SSIP Survey, SSIP PEAs reported a higher level of collaboration between SpEd and GenEd this year, as opposed to last year.

Survey Question

SpEd / GenEd Collaboration

Question: In your experience, how would you characterize the collaboration between Special Education and General Education this year, compared to last year?

- Pursuing Shared Initiatives
- Setting Student Goals
- Monitoring Student Progress
- Planning Instruction
- Communicating with Families





Thank You

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