



Commissioner's Back-to-School Meeting

Connecticut State Department of Education | August 19, 2015

Connecticut's State Systemic Improvement Plan (SSIP)

What is the State Systemic Improvement Plan (SSIP)?

The U.S. Department of Education (USDE) has revised its accountability system under the Individuals with Disabilities Education Act (IDEA). Results-Driven Accountability (RDA) shifts the USDE's accountability efforts from a primary emphasis on compliance to a framework that focuses on improved results for children with disabilities, while continuing to ensure States meet IDEA requirements. RDA emphasizes improving child outcomes such as performance on assessments, graduation rates, and early childhood outcomes. To support this effort, States are required to develop a State Systemic Improvement Plan (SSIP). USDE expects that: (1) the SSIP will be developed in a manner that is aligned with the State's existing improvement initiatives and reform efforts and, (2) a State's focus on results will drive innovation in the use of evidence-based practices in the delivery of services to children with disabilities, which will lead to improved results.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

As part of the SSIP all states are required to select the area or result to be improved for children with disabilities called the SIMR. With the input of stakeholders and through the process of data analysis and infrastructure analysis, Connecticut selected the following SIMR: *Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's Approved ESEA Flexibility Request Performance Index.*

Implementing the SSIP

Under the SSIP, the Connecticut State Department of Education (CSDE) Bureau of Special Education (BSE) will change how districts are monitored and held accountable for special education services. The BSE will continue to conduct its IDEA compliance review analyzing approximately 10 key data sets, related to students with disabilities. However, under the SSIP, Connecticut will identify approximately 60 Connecticut districts for review each year, resulting in all of the state's local education agencies (LEAs) participation in such a review once every three years. All 60 districts will be reviewed using the traditional Focused Monitoring (FM) methodology as well as Tier I universal supports. Approximately 20 of the original 60 districts will comprise Tier II and will develop and submit an electronic data wall presentation based on their third grade reading data. Submissions will be reviewed by the CSDE and the State Education Resource Center (SERC) consultants and six to eight LEAs will be identified to receive additional support and technical assistance in *Tier 3* of the SSIP process.



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Supports to Districts under the SSIP

Universal Supports: Through the *universal* supports of the SSIP and *Tier 1*, all LEAs will have access to: best practices guidance, professional learning modules, and the FM protocol – should they choose to conduct their own self-study and/or develop their own Theory of Action.

Targeted Supports: Through the *targeted* supports/interventions of *Tier 2*, LEAs will receive feedback on their data wall submission, may be required to utilize the FM protocol to develop a Theory of Action (subject to CSDE review), and will have the opportunity to participate in a data wall showcase and professional learning activity related to early literacy. LEAs identified in *Tier 3* will be required to conduct a data analysis, an infrastructure analysis, and a root cause analysis and develop a district-specific Theory of Action. Through that plan and with the participation and oversight of a team of consultants from the BSE and SERC, focused technical assistance and professional learning activities will be developed as well as methods and metrics for progress monitoring.

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