

**Individuals with Disabilities
Education Act (IDEA)
Part B Indicator 17**

**State Systemic
Improvement
Plan (SSIP)**



Connecticut State Department of Education • March 2022

Introduction

The Office of Special Education Programs (OSEP), a division of the U.S. Department of Education, administers the Individuals with Disabilities Education Improvement Act (IDEA). The State Systemic Improvement Plan (SSIP) is part of OSEP's Results-Driven Accountability (RDA) initiative to improve results for children with disabilities by improving educational services, including special education and related services. The SSIP is included in the State Performance Plan/Annual Performance Report (SPP/APR) as Indicator 17.

The State's SSIP is a comprehensive, ambitious, yet achievable, multi-year plan, comprised of three phases, Phase I: Analysis; Phase II: Plan; and Phase III: Implementation and Evaluation, with stakeholder engagement in all phases, for improving results for students with disabilities.



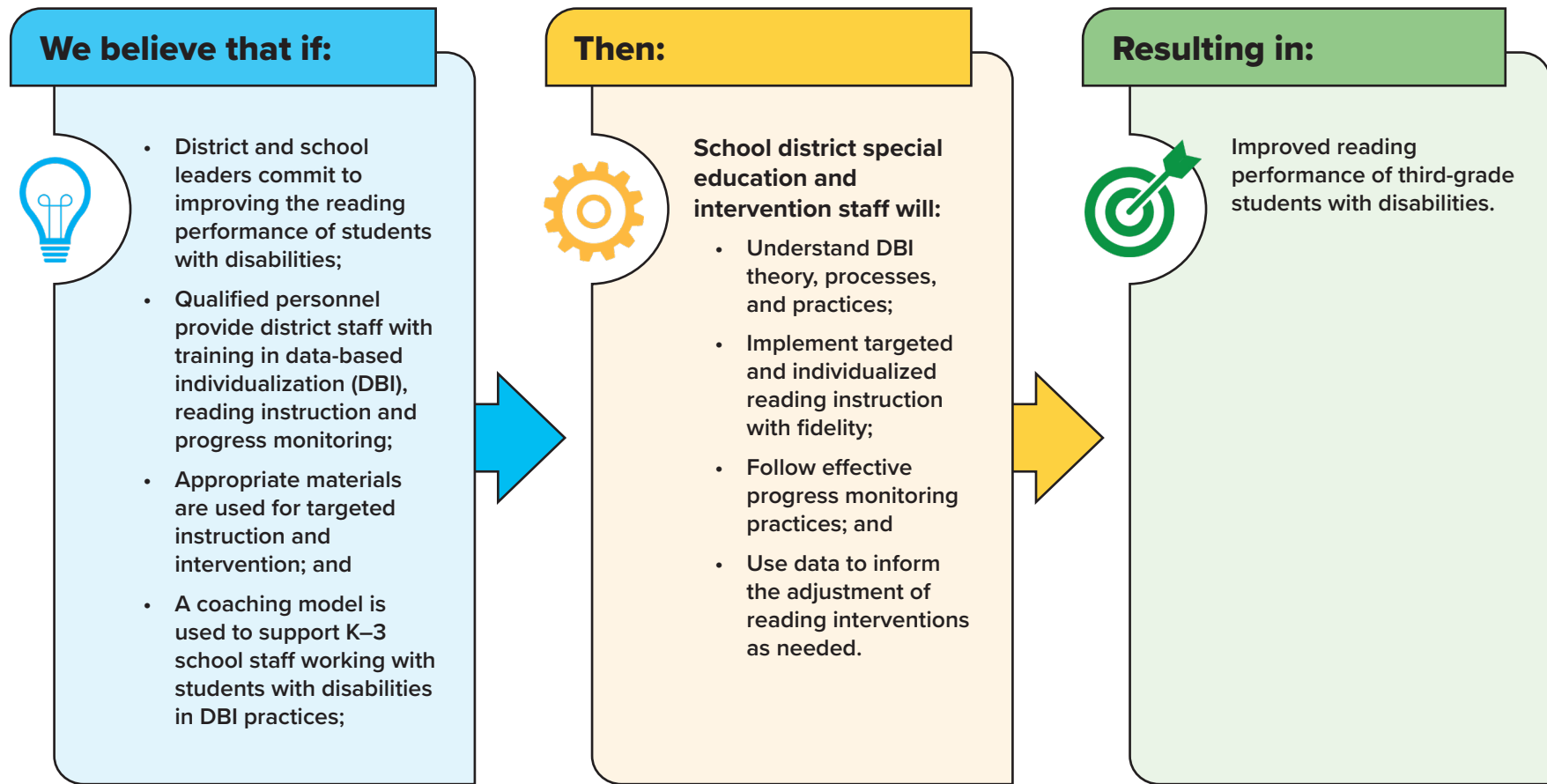
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Connecticut's Theory of Action

State-identified Measurable Result (SiMR):

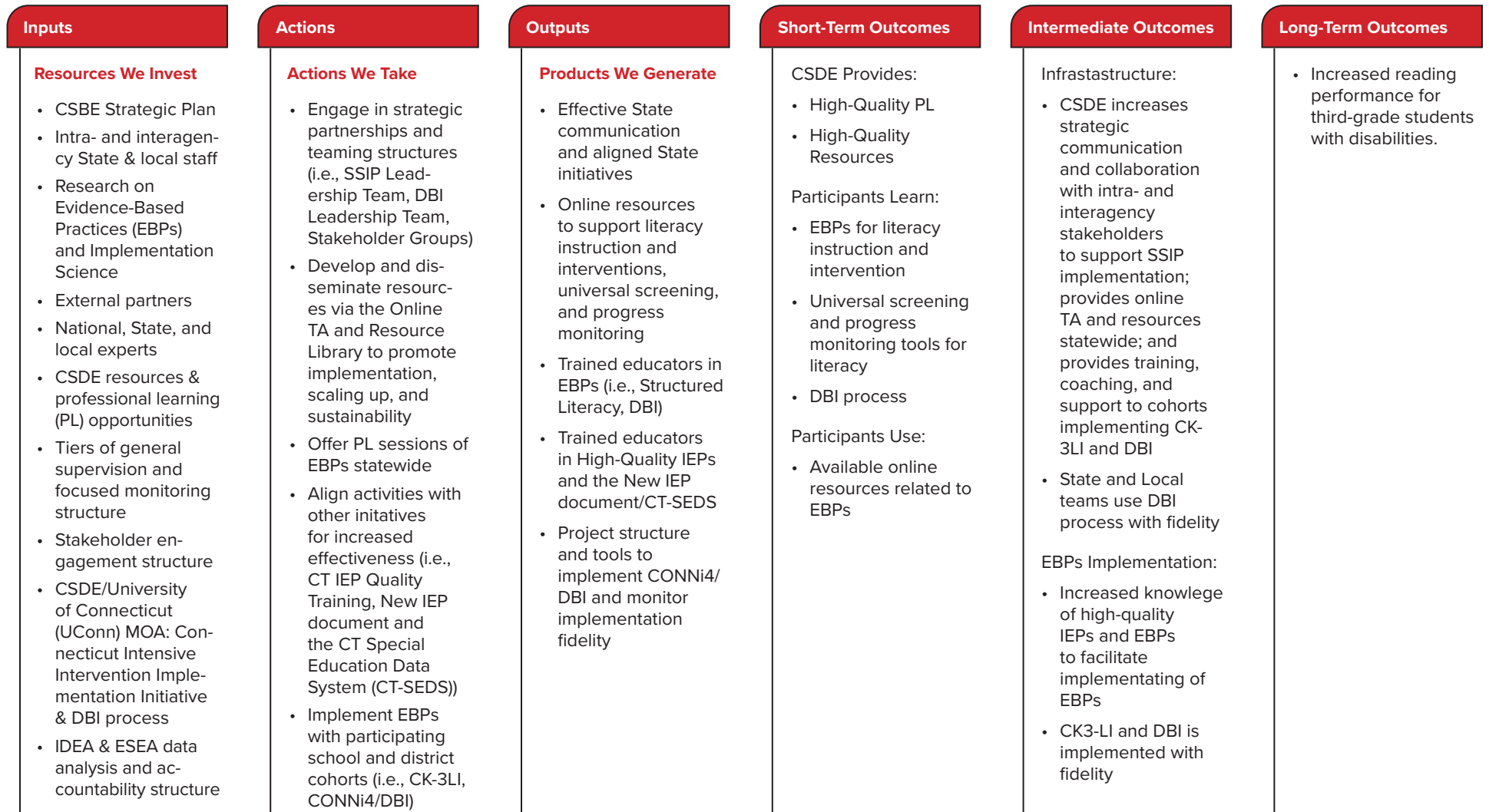
Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.



Connecticut's Logic Model

State-identified Measurable Result (SiMR):

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.



Connecticut's Evaluation Questions

State-identified Measurable Result (SiMR):

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Evaluation Question 1



To what extent is the SSIP project improving state-level capacity for supporting districts and schools in implementing and scaling-up evidence-based practices to improve reading for students with disabilities?

Evaluation Question 2



To what extent is the SSIP project enhancing district-and school-level capacity for implementing and sustaining evidence-based practices to improve reading for students with disabilities?

Evaluation Question 3



To what extent is the SSIP project increasing the reading performance of third-grade students with disabilities statewide?

Connecticut's Evaluation Plan

State-identified Measurable Result (SiMR):

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Evaluation Question	Performance Indicator	Data Collection	Planned Analysis	Time Frame
1. To what extent is the SSIP project improving state-level capacity for supporting districts and schools in implementing and scaling-up evidence-based practices to improve reading for students with disabilities?	<ul style="list-style-type: none"> Increased collaboration with intra- and interagency stakeholders Increased, high-quality resources posted to the Online TA and Resource Library Increased, high quality trainings, coaching meetings, and support provided statewide and to cohorts implementing CK-3LI and DBI State and Local teams use DBI with fidelity 	<ul style="list-style-type: none"> Number of SSIP Leadership Team meetings Number of resources posted via the Online TA and Resource Library Number of trainings, coaching meetings, and support provided statewide and to cohorts implementing CK-3LI and DBI Number of DBI meetings; DBI fidelity checklists, completion of DBI project deliverables; DBI participant evaluations 	<ul style="list-style-type: none"> Descriptive, frequency, and qualitative analyses 	<ul style="list-style-type: none"> Data collected in the summer for the previous school year (FFY July 1 – June 30) DBI measures collected twice per year (summer and winter) Participant evaluations collected at the conclusion of trainings/ meetings
2. To what extent is the SSIP project enhancing district-and school-level capacity for implementing and sustaining evidence-based practices to improve reading for students with disabilities?	<ul style="list-style-type: none"> Increased knowledge of high-quality IEPs and EBPs to facilitate implementing of EBPs CK3-LI and DBI is implemented with fidelity 	<ul style="list-style-type: none"> Number of resources accessed via the Online TA and Resource Library Number of educators participating in statewide trainings; participant evaluations Number of districts, schools, educators, students participating in CK-3LI and DBI; DBI fidelity checklists, DBI participant evaluations 	<ul style="list-style-type: none"> Descriptive, frequency, and qualitative analyses 	<ul style="list-style-type: none"> Data collected in the summer for the previous school year (FFY July 1 – June 30) DBI measures collected twice per year (summer and winter) Participant evaluations collected at the conclusion of trainings/ meetings
3. To what extent is the SSIP project increasing the reading performance of third-grade students with disabilities statewide?	<ul style="list-style-type: none"> Increased reading performance for third-grade students with disabilities, as measured by CT's ELA Performance Index Increased reading performance for DBI students, as measured by universal screening and progress monitoring data (DIBELS) 	<ul style="list-style-type: none"> Statewide summative assessment data CONNi4/DBI universal screening and progress monitoring data 	<ul style="list-style-type: none"> Frequency analysis 	<ul style="list-style-type: none"> Statewide summative assessment data measured in the spring Universal screening and progress monitoring data collected three times per year and bi-weekly, respectively

