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

State Systemic Improvement Plan (SSIP)



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Individuals with Disabilities Education Act (IDEA) Part B Indicator 17: State Systemic Improvement Plan (SSIP)

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.

We believe that if:



- District and school leaders commit to improving the reading performance of students with disabilities:
- Qualified personnel provide district staff with training in data-based individualization (DBI), reading instruction and progress monitoring;
- Appropriate materials are used for targeted instruction and intervention; and
- A coaching model is used to support K-3 school staff working with students with disabilities in DBI practices;

Then:



School district special education and intervention staff will:

- Understand DBI theory, processes, and practices;
- Implement targeted and individualized reading instruction with fidelity;
- Follow effective progress monitoring practices; and
- Use data to inform the adjustment of reading interventions as needed.

Resulting in:



Improved reading performance of third-grade students with disabilities.

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.

Inputs

Resources We Invest

- · CSBE Strategic Plan
- Intra- and interagency State & local staff
- Research on Evidence-Based Practices (EBPs) and Implementation Science
- · External partners
- National, State, and local experts
- CSDE resources & professional learning (PL) opportunities
- Tiers of general supervision and focused monitoring structure
- Stakeholder engagement structure
- CSDE/University of Connecticut (UConn) MOA: Connecticut Intensive Intervention Implementation Initiative & DBI process
- IDEA & ESEA data analysis and accountability structure

Actions

Actions We Take

- Engage in strategic partnerships and teaming structures (i.e., SSIP Leadership Team, DBI Leadership Team, Stakeholder Groups)
- Develop and disseminate resources via the Online TA and Resource Library to promote implementation, scaling up, and sustainability
- Offer PL sessions of EBPs statewide
- Align activities with other initatives for increased effectiveness (i.e., CT IEP Quality Training, New IEP document and the CT Special Education Data System (CT-SEDS))
- Implement EBPs with participating school and district cohorts (i.e., CK-3LI, CONNi4/DBI)

Outputs

Products We Generate

- Effective State communication and aligned State initiatives
- Online resources to support literacy instruction and interventions, universal screening, and progress monitoring
- Trained educators in EBPs (i.e., Structured Literacy, DBI)
- Trained educators in High-Quality IEPs and the New IEP document/CT-SEDS
- Project structure and tools to implement CONNi4/ DBI and monitor implementation fidelity

Short-Term Outcomes

CSDE Provides:

- · High-Quality PL
- High-Quality Resources

Participants Learn:

- EBPs for literacy instruction and intervention
- Universal screening and progress monitoring tools for literacy
- DBI process

Participants Use:

 Available online resources related to EBPs

Intermediate Outcomes

Infrastastructure:

- · CSDE increases strategic communication and collaboration with intra- and interagency stakeholders to support SSIP implementation; provides online TA and resources statewide; and provides training, coaching, and support to cohorts implementing CK-3LI and DBI
- State and Local teams use DBI process with fidelity

EBPs Implementation:

- Increased knowlege of high-quality IEPs and EBPs to facilitate implementating of EBPs
- CK3-LI and DBI is implemented with fidelity

Long-Term Outcomes

 Increased reading performance for third-grade students with disabilities.

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 thirdgrade 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? | 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 | 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 | Descriptive, frequency, and qualitative analyses | 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? | Increased knowledge of high-quality IEPs and EBPs to facilitate implementing of EBPs CK3-LI and DBI is implemented with fidelity | 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 | Descriptive, frequency, and qualitative analyses | 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? | 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) | Statewide summative assessment data CONNi4/DBI universal screening and progress monitoring data | Frequency analysis | Statewide summative assessment data measured in the spring Universal screening and progress monitoring data collected three times per year and bi-weekly, respectively |

