



CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Part B

**State Performance Plan
Annual Performance Report**

CT Family Support Council Presentation February 11, 2016

State Performance Plan / Annual Performance Report

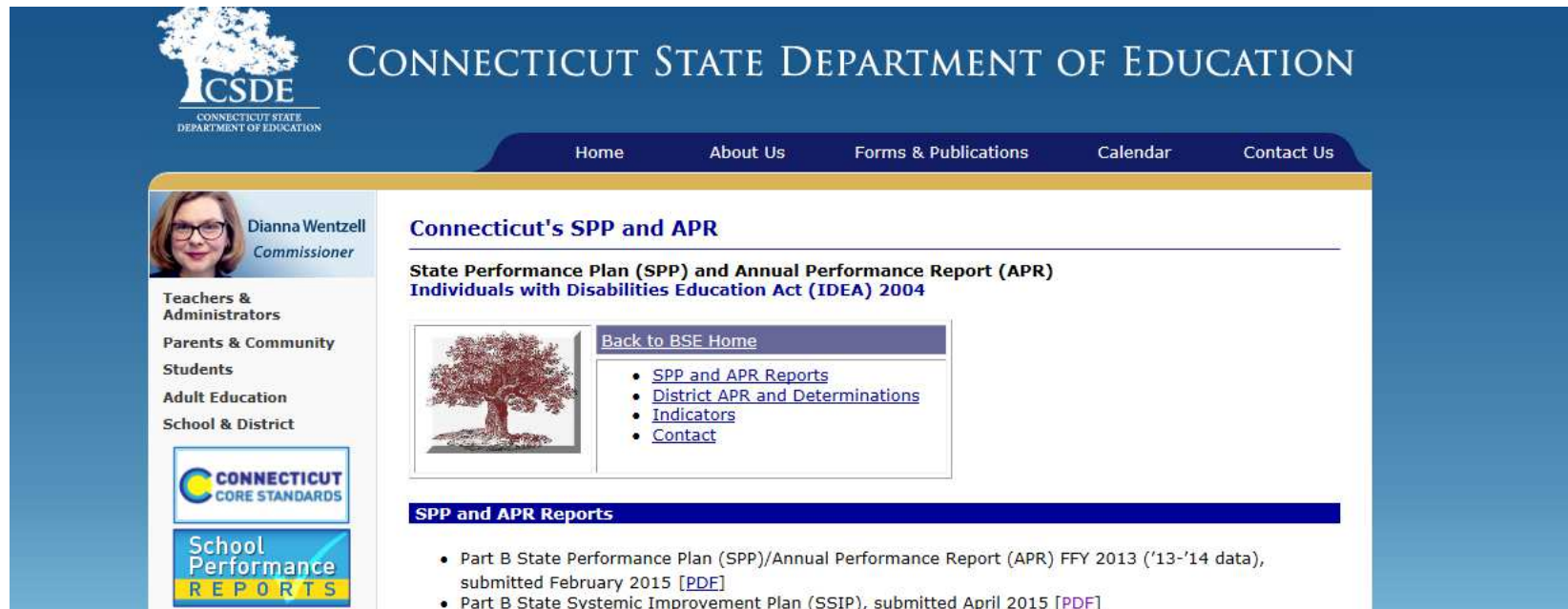
- [Indicator 1](#): Graduation
- [Indicator 2](#): Dropout
- [Indicator 3](#): Participation and Performance on Statewide Assessments
- [Indicator 4](#): Suspension and Expulsion (B)
- [Indicator 5](#): Regular Class Placement (LRE)
- [Indicator 6](#): Preschool Settings (LRE)
- [Indicator 7](#): Preschool Outcomes
- [Indicator 8](#): Parent Involvement
- [Indicator 9](#): Disproportionate Representation in Special Education and Related Services due to inappropriate identification
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- [Indicator 17](#): State Systemic Improvement Plan (SSIP)



Indicator 17

State Systemic Improvement Plan (SSIP)

(www.sde.ct.gov)



The screenshot shows the Connecticut State Department of Education (CSDE) website. The header includes the CSDE logo and the text "CONNECTICUT STATE DEPARTMENT OF EDUCATION". A navigation bar contains links for Home, About Us, Forms & Publications, Calendar, and Contact Us. On the left, there is a profile for Dianna Wentzell, Commissioner, and a sidebar menu with categories: Teachers & Administrators, Parents & Community, Students, Adult Education, and School & District. Below the menu are logos for "CONNECTICUT CORE STANDARDS" and "School Performance REPORTS". The main content area is titled "Connecticut's SPP and APR" and features a sub-header: "State Performance Plan (SPP) and Annual Performance Report (APR) Individuals with Disabilities Education Act (IDEA) 2004". A "Back to BSE Home" button is present, along with a list of links: "SPP and APR Reports", "District APR and Determinations", "Indicators", and "Contact". A blue bar below this section is labeled "SPP and APR Reports", followed by a list of two items: "Part B State Performance Plan (SPP)/Annual Performance Report (APR) FFY 2013 ('13-'14 data), submitted February 2015 [PDF]" and "Part B State Systemic Improvement Plan (SSIP), submitted April 2015 [PDF]".



Background

- Alignment with *Results Driven Accountability*;
- To improve results for children with disabilities by improving educational services, including special education and related services;
- Stakeholder input: parents, local educational agencies, State Advisory Panel.



Phase I
Submitted April 1, 2015

DATA ANALYSIS

ANALYSIS OF INFRASTRUCTURE TO SUPPORT IMPROVEMENT
AND BUILD CAPACITY

STATE-IDENTIFIED MEASURABLE RESULT FOR CHILDREN
WITH DISABILITIES *

SELECTION OF COHERENT IMPROVEMENT ACTIVITIES

THEORY OF ACTION



Connecticut's
STATE IDENTIFIED MEASURABLE RESULT
FOR CHILDREN WITH DISABILITIES (SIMR):

*Increase the reading performance of all
3rd grade students with disabilities
statewide, as measured by Connecticut's
approved ESEA Flexibility Performance
Index*

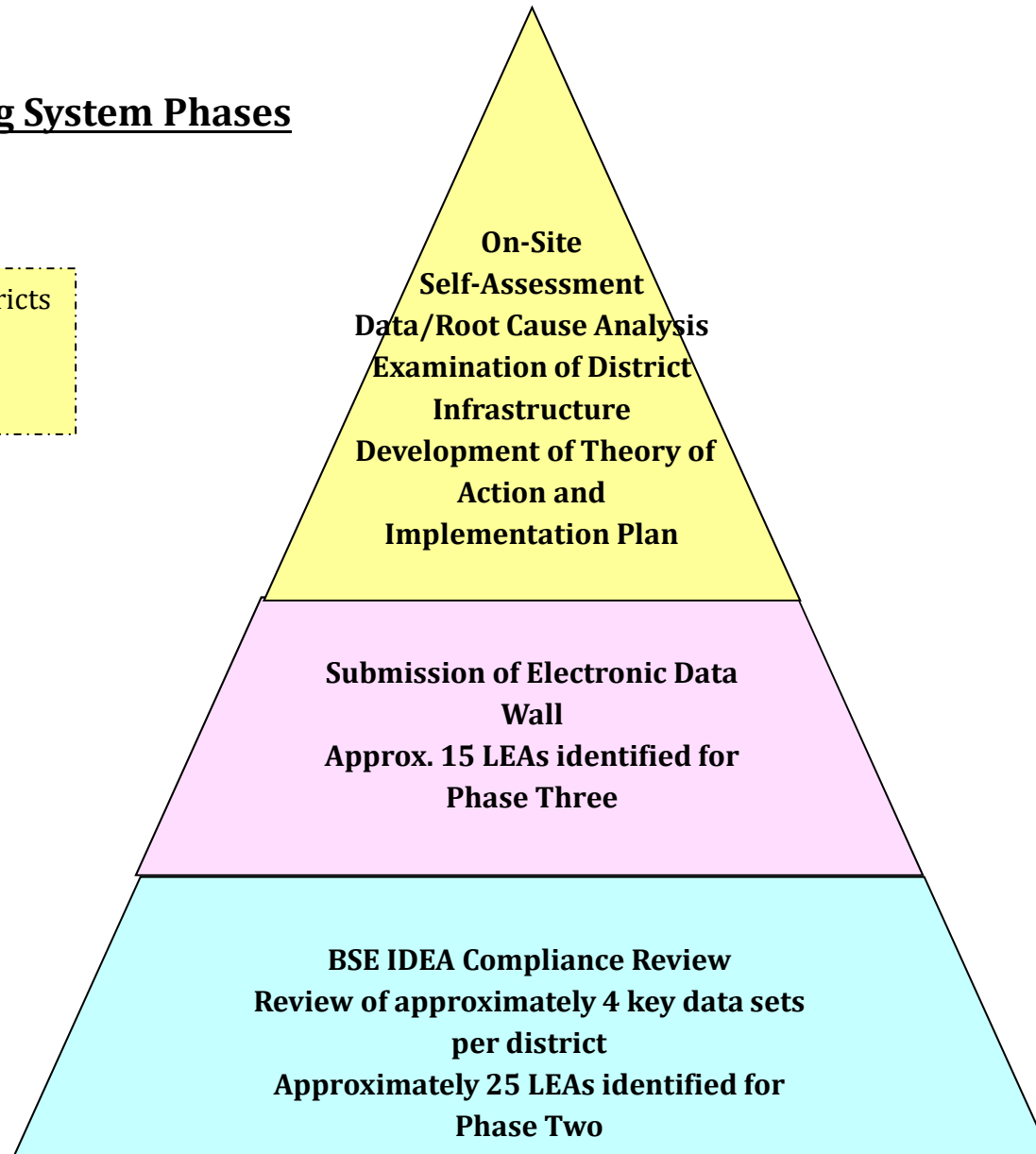


Focused Monitoring System Phases

Phase Three – Selected Districts
(LEAs Most in Need of Improvement)

Phase Two - LEAs with Data of Concern

Phase One -
Approx. 60 LEAs on a 3-yr Cycle.



District participation based on:

Grade 3 SWD achievement in literacy

Gap size between SWDs and all students

Additional factors:

Disproportionate special education identification by race

Placement of SWDs by race

Placement of SWDs by type of placement



	2015-16	2016-17	2017-18
Tier 3	Cohort A-3 Approx. 6 districts (↓) <i>Intensive Intervention</i>	Cohort B-3 Approx. 6 districts (↓) <i>Intensive Intervention</i> + Cohort A-3	Cohort C-3 Approx. 5 districts (↓) <i>Intensive Intervention</i> + Cohort A-3 & B-3
Tier 2	Cohort A-2 Approx. 25 districts(↓) <i>Targeted Intervention/Support</i>	Cohort B-2 Approx. 25 districts (↓) <i>Targeted Intervention/Support</i> + Cohort A-2	Cohort C-2 Approx. 25 districts(↓) <i>Targeted Intervention/Support</i> + Cohorts A-2 & B-2
Tier 1	Cohort A-1 <u>56 districts</u> <i>Universal Supports</i> (resources/supports available to all >)	Cohort B-1 <u>51 districts</u> <i>Universal Supports</i> >	Cohort C-1 <u>63 districts</u> <i>Universal Supports</i> >



SSIP Tiers of Intervention

Tier 3 (Intensive)	<ul style="list-style-type: none">- Data, Infrastructure, & Root Cause Analysis- REQUIRED development of Theory of Action- Focused TA / Professional Learning Activities- Periodic Progress Monitoring- + Supports/Resources of Tiers 1 & 2
Tier 2 (Targeted)	<ul style="list-style-type: none">- Development of Data Wall (in response to: 3rd Grade Reading data)- Potential requirement of utilizing FM protocol to develop Theory of Action, subject to SDE review- + supports of Tier 1
Tier 1 (Universal)	<ul style="list-style-type: none">- Best Practices Guidance- Availability of Professional Learning Modules- Provision of Focused Monitoring Protocol (for use as <i>optional</i> district self-study / Theory of Action development)



District plans to address:

Effective use of universal screening measure and ongoing progress monitoring

Established/functional process for data analysis for the purpose of instructional planning

Review / revision of multi-tiered system of support process (SRBI)

IEP goals/objectives written in alignment with CT Core Standards

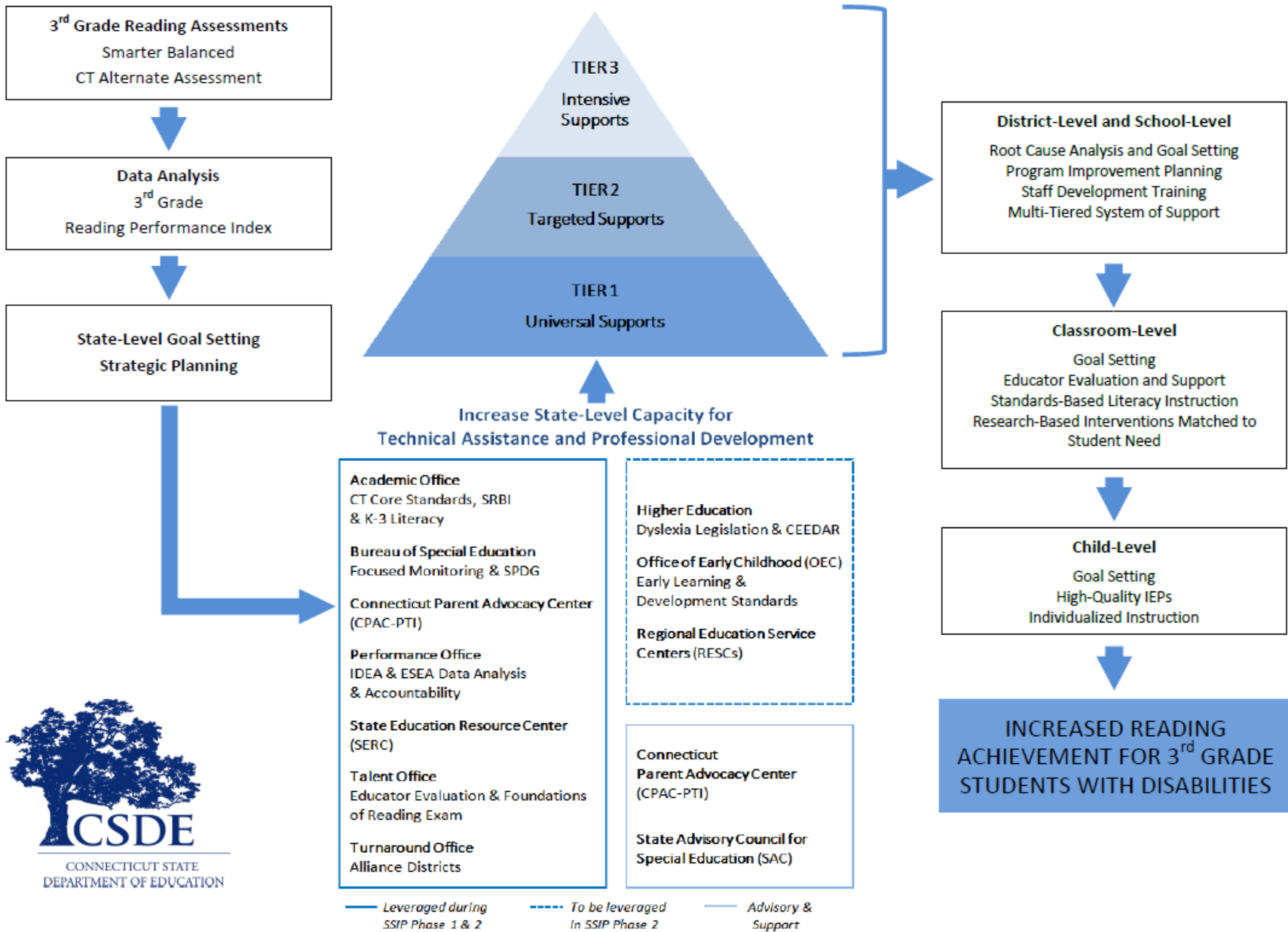
Development of student-specific intervention plans

Plan for parent engagement in supporting student reading



SSIP – THEORY OF ACTION

SIMR - Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut’s Approved ESEA Flexibility Performance Index



Phase II
Submission date: April 1, 2016

INFRASTRUCTURE DEVELOPMENT
SUPPORT FOR LEA IMPLEMENTATION OF
EVIDENCE-BASED PRACTICES
EVALUATION



Phase III

Submission date: April 1, 2017

IMPLEMENTATION

AND

EVALUATION



Connecticut State Department of Education



Part B State Systemic Improvement Plan

State Performance Plan/Annual Performance Report Indicator 17
April 2015

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