



CONNECTICUT STATE DEPARTMENT OF EDUCATION

State Systemic Improvement Plan (SSIP)

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SPP / APR

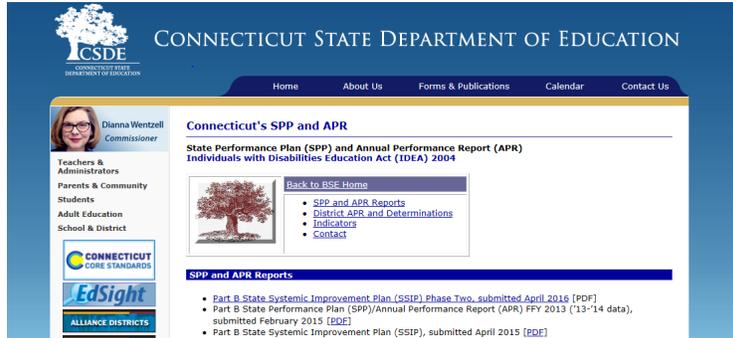
- [Indicator 1:](#) Graduation
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Indicator 17

State Systemic Improvement Plan (SSIP)



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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



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Phase II
Submitted: April 1, 2016

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



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Connecticut's
STATE IDENTIFIED MEASURABLE RESULT
FOR CHILDREN WITH DISABILITIES (SIMR):
Revised April 2016

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



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EdSight > Overview > Special Education Annual Performance Reports

The screenshot shows the EdSight website interface. At the top, there is a navigation bar with the EdSight logo and the text "INSIGHT INTO EDUCATION". Below this is a secondary navigation bar with links for Home, Overview, Students, Educators, Instruction, and Performance. The main content area displays "Special Education Annual Performance Reports" with a breadcrumb trail: "Students > Students with Disabilities > Special Education Annual Performance Reports". There are two dropdown menus for "Year" (set to "All Years") and "District" (set to "All Districts"), followed by a "Submit" button.



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Annual Performance Report on Connecticut's State Performance Plan



2014-2015 School Year
Publication Date: June 2016

IDEA Determination based on FFY 2014 data:

Meets Requirements

(Indicators 4B, 9, 10, 11, 12, 13, General Supervision and Timely and Accurate Reporting contributed to the determination decision.)

State-Identified Measurable Result (SIMR):

40.0

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

District identification for Tier 2:

Grade 3 SWD achievement in literacy (ELA Performance Index)

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



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District identification for Tier 3:

Use of the Literacy Evaluation Tool (LET)

Including:

Identified district data points District selected data point(s)

and

Assessment Practices

Reading Curriculum & Interventions

Response to Intervention / SRBI

Students with Disabilities (relative to reading instruction/intervention)

Family Engagement (relative to Literacy)



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Timeline:

SDE review of data:	Nov
Identification of Tier 2 districts:	Nov
Submission of LET:	Nov/Dec
Identification of/contact Tier 3 districts:	Dec
In district planning/ technical assistance:	Winter/Spring 2017
Follow-up professional learning:	2017-18 school year

District plans to address:

Effective use of universal screening measure
(including dyslexia screening) 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 CCS

Development of student-specific intervention plans

Plan for parent engagement in supporting student reading



Phase III
Submission date: April 1, 2017

IMPLEMENTATION

AND

EVALUATION



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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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