



CONNECTICUT STATE DEPARTMENT OF EDUCATION


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## State Systemic Improvement Plan (SSIP)

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SPP / APR

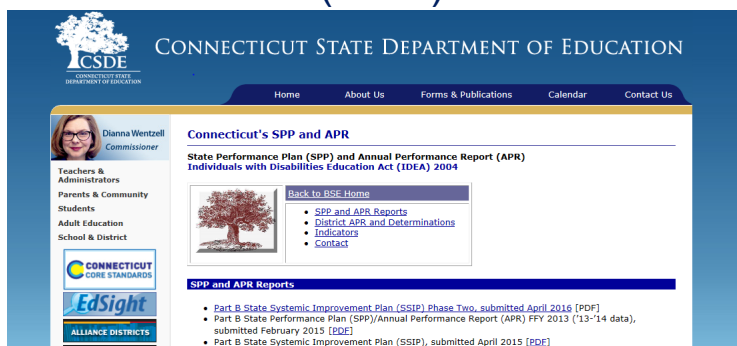
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## Indicator 17

### 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  
3<sup>rd</sup> 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




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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



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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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