

Planning Together to Improve Outcomes for All Students

U.S. Department of Education
Office of Elementary & Secondary Education (OESE)
Office of Special Education and Rehabilitative Services (OSERS)
Implementation and Support Unit (ISU)



What does the SSIP mean to you?
Making the connection between the SSIP and YOUR students

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Session Objectives

- Objective 1 → Provide information on Results Driven Accountability and the State Systemic Improvement Plan (SSIP)
- Objective 2 → Discuss OSEP's efforts to enhance program collaboration at Federal and State levels
- Objective 3 → Hear from State Directors on how they are using the SSIP to partner with stakeholders to improve results for students
- Objective 4 → Discuss how the SSIP process can support work in your State

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Components of RDA

- State Performance Plan/ Annual Performance Report (SPP/ APR) measures results and compliance and includes a State Systemic Improvement Plan (SSIP)
- Determinations reflect State performance on results, as well as compliance
- Differentiated monitoring and support focuses on improvement in all States, but especially low performing States

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Core Principles

- Principle 1 → Partnership with stakeholders
- Principle 2 → Transparent and understandable to educators and families
- Principle 3 → Drives improved results
- Principle 4 → Protects children and families
- Principle 5 → Differentiated incentives and supports to States
- Principle 6 → Encourages States to target resources and reduces burden
- Principle 7 → Responsive to needs

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OSEP Theory of Action

Strands of Action	If OSEP	Then	Then	Then
Leadership	... provides guidance in a timely and responsive manner ... communicates its vision effectively	... States will have the information they need to align their activities to OSEP's vision ... States will promote higher expectations for CWD	... States, LEAs and EIS providers will have higher expectations for CWD, will access resources to provide effective interventions and services to infants, toddlers, children, and youth with disabilities	... All infants, toddlers, children, and youth with disabilities will receive individualized services in natural settings and demonstrate improved educational results and functional outcomes
Collaboration	... engages strategically with other ED programs, Federal agencies, States, grantees and outside organizations	... OSEP will more effectively leverage resources to improve services for CWD ... OSEP will increase the reach and impact of its work	... States, LEAs and EIS providers will have higher expectations for CWD, will access resources to provide effective interventions and services to infants, toddlers, children, and youth with disabilities	... All infants, toddlers, children, and youth with disabilities will receive individualized services in natural settings and demonstrate improved educational results and functional outcomes
Technical Assistance	... provides differentiated resources and evidence-based information ... supports the development of effective personnel that support CWD	... States have increased capacity to support LEAs and EIS providers to deliver effective interventions ... the number of effective personnel will increase	... States, LEAs and EIS providers will have higher expectations for CWD, will access resources to provide effective interventions and services to infants, toddlers, children, and youth with disabilities	... All infants, toddlers, children, and youth with disabilities will receive individualized services in natural settings and demonstrate improved educational results and functional outcomes
Accountability	... holds States and grantees accountable for clearly identified, measurable results ... engages States in planning, assessment and evaluation	... States put systems in place that lead to improved results for CWD and protect the rights of children and families	... States, LEAs and EIS providers will have higher expectations for CWD, will access resources to provide effective interventions and services to infants, toddlers, children, and youth with disabilities	... All infants, toddlers, children, and youth with disabilities will receive individualized services in natural settings and demonstrate improved educational results and functional outcomes

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SSIP Purpose

Multi-year, ambitious yet achievable plan that:

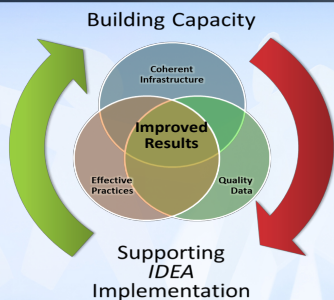
- Increases capacity of EIS programs/LEAs to implement, scale up, and sustain evidence-based practices
- Improves results for children with disabilities (and their families)



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SSIP Conceptual Framework



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SSIP Activities by Phase

Year 1 – FFY 2013 Delivered by Apr 2015	Year 2 – FFY 2014 Delivered by Feb 2016	Years 3-6 – FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis <ul style="list-style-type: none"> • Data Analysis; • Infrastructure Analysis; • State-identified measurable result; • Coherent Improvement Strategies; • Theory of Action. 	Phase II Plan <ul style="list-style-type: none"> • Multi-year plan addressing: <ul style="list-style-type: none"> • Infrastructure Development; • Support EIS Program/LEA in Implementing Evidence-Based Practices; • Evaluation Plan. 	Phase III Evaluation <ul style="list-style-type: none"> • Reporting on Progress including: <ul style="list-style-type: none"> ○ Results of Ongoing Evaluation; ○ Extent of Progress. • Revisions to the SPP

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How will OSEP Support States?

Intensive
for Low Levels
of Implementation and
Capacity

Targeted
for Low to Moderate Levels
of Implementation and Capacity

Universal
for All Levels
of Implementation and Capacity

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How will OSEP Support States?

- SSIP Implementation Support activities, including on site visits and desk support
- All States will get TA on SSIP development and general TA from OSEP-funded TA Centers
- Targeted and intensive TA based on determinations and SSIP
- Connecting our work with Early Learning, SIG and ESEA Flex

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Technical Assistance and Dissemination (TA&D)

- The Department's primary vehicle under the IDEA for providing educators, policymakers, other service providers, and parents of children with disabilities with information on effective practices for meeting the needs of children with disabilities and their families.
- The program makes competitive awards to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientific research.

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Collaboration – Federal Level



- To improve results for children with disabilities, OSEP needed to collaborate with other ED programs
 - Monitoring
 - Technical assistance

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Promoting Collaboration at the State Level



- Encouraging State Special Education Staff to participate in ESEA Flex, School Turnaround and RTT conference calls and visits
- Including staff from other ED offices in SSIP Implementation Support Pilot visits
- Conducting joint visits

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Promoting Collaboration at the State Level



- Aligning State initiatives and improvement efforts included in SSIP
- Stakeholder involvement in development of SSIP
- Encouraging States to include general ed partners in SSIP Implementation Support Visits and Calls

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Conversation with State Partners



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Exceptional Education and Student Services
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Conversation with State Partners



- Effective strategies for collaboration
- SSIP integration
- LEA capacity
- Stakeholder engagement

Questions?



Where Are We Going?



- *Improved outcomes for our children with disabilities:*
 - Closing the gap
 - Improved graduation rates
 - Improved assessment proficiency
 - **Better futures** – employment, postsecondary education and training, independent living

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