The SSIP: Systems Change for Equitable Outcomes

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Participant Outcomes

- Understand the State Systemic Improvement Plan (SSIP) as well as its purpose and components

- Understand the importance of the alignment of required components within the SSIP

- Understand the importance of viewing the SSIP work through an equity lens

Agenda

- Components of the SSIP

- The importance of the alignment of components

- Weaving in equity at every stage

- Discussion and problem solving of stakeholder engagement concerns

What Is the SSIP?

- Comprehensive, ambitious, yet achievable, multi-year plan for improving results for children with disabilities

- Intended to help states strengthen infrastructure to support LEAs to use data to make decisions and improve practices to achieve better results for children with disabilities and their families

- Area of focus—State-identified Measurable Result (SiMR)
  - Must be a child-level outcome (not compliance/process outcome) and be clearly based on the results of in-depth data and infrastructure analyses

- Three phases the of SSIP

"*Equity is an approach to ensuring equally high outcomes for all by removing the predictability of success or failure that currently correlates with a racial, social, economic, or cultural factor*."

—Shane Safir and Jamila Dugan

Source: Safir, S., Dugan, J, and Wilson, C. (2021). *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*. Thousand Oaks, CA: Corwin.

The SSIP Is Your North Star

- **State**—How does your SSIP support your office/agency mission and goals?

- **Systemic**—How does your SSIP address the infrastructure needed to make and sustain change?

- **Improvement**—Are the evidence-based practices (EBPs) improving outcomes, changing behavior?

- **Plan**—Is your SSIP designed using implementation science and the continuous improvement cycle?

SSIP Phases

Phase I
Analysis (2015)

Data analysis

Infrastructure analysis

SiMR

Coherent improvement strategies

Theory of action

Phase II
Development (2016)

Infrastructure development

Choosing EBPs

Creating evaluation plan

Phase III
Implementation and Evaluation (2017–25)

Report results of on-going evaluation

Report progress toward SiMR

Revise plan based on data collected and stakeholder input

SSIP Template (as We Know It)

Sections of the Template

- Section A

  Data analysis

- Section B

  Implementation, analysis, and evaluation

- Section C

  Stakeholder input and engagement

- Additional implementation activities

"*Every system is perfectly designed to get the result that it does*."

—W. Edwards Deming

To change the results, change the system.

The Importance of Alignment of the SSIP Components

- States must select components of the SSIP thoughtfully
  - SiMR
  - Infrastructure activities
  - EBPs
- The whole plan also must be in alignment for the pieces to all work together to achieve the SiMR
- Ideally, the SSIP also would be in alignment with your state agency mission and other state initiatives (e.g., *Every Student Succeeds Act* [ESSA]) to achieve better results

Poll

- With what other initiatives is your SSIP aligned?
  - ESEA plan
  - State Personnel Development Grant (SPDG)
  - State initiatives
  - Department initiatives

- To what extent is the SSIP aligned with your other work?
  - Not well aligned
  - Somewhat aligned
  - Very well aligned

Weaving in Equity at Every Stage

- Selecting the SiMR
- Coherent improvement strategies
- EBPs
- Outcomes
- Continuous improvement

Equitable Input ≠ Equitable Output

Good input does not guarantee results. Examine your results carefully.

Types of data
- SiMR
- Progress monitoring data
- Fidelity data

Levels of data
- Teacher
- Student
- District
- State

Do You Have the Right Data?

- **Complete** data represent the expected population and subgroups

- **Accessible** data are readily available in formats that are understandable, user-friendly, and practical

- **Usable** data support decisionmaking for sound management, strong governance, and improvement of results for children and youth with disabilities and their families

From IDC's *Checklist to Identify and Address SSIP Data Quality Issues*

Ways to Collect More Equitable Data

- Are you asking the right questions?
- Are you asking the right people?
- Are you centering voices from the margins?
- What are the barriers to collecting this type of data?

Small Group Discussion

After analyzing your stakeholder input, you see that you have an underrepresented region and population in your stakeholder input. How do you address that?

Take Home Thoughts

- Do you have all the data you want for decisionmaking?

- What do you wish you knew about the experiences of children with disabilities and their families?

- What are some ways you could collect that data?

IDC Resources

- *Operationalizing Your SSIP Evaluation: A Self-Assessment Tool*

- *Using a Theory of Action to Develop Performance Indicators to Measure Progress Toward a SiMR*

- *A Guide to SSIP Evaluation Planning*

- *Checklist to Identify and Address SSIP Data Quality Issues*

Contact Us

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