



# Bureau of Special Education

## Back-to-School Meeting

Connecticut State Department of Education | September 12, 2018

### Connecticut's State Systemic Improvement Plan (SSIP)

CT's State Identified Measureable Result (SIMR):

*Increase the reading performance of all third grade students with disabilities statewide, as measured by Connecticut's English/language arts (ELA) Performance Index*

#### Identification of Districts by Tier

##### Tier I

- Districts divided into Cohorts A, B, and C – each cohort is representative of the state's demographics. Under review for 2018-19: Cohort A – **56** districts. Universal Tier I supports will be made available on the CSDE website.

##### Identification of Tier II

- Twelve districts identified from the Tier I districts based on the Grade 3 ELA performance index for SWDs, combined with the greatest gap between the performance index of SWDs and their typical peers.
- A team of district staff members independently complete the District Literacy Evaluation Tool (DLET). Individual DLET scores are reconciled through a process facilitated by SDE and SERC personnel.
- A summary document including the consensus scores, notes from the DLET meeting conversation (strengths and areas for improvement), data considerations, and relevant resources are provided to the Superintendent.

##### Identification of Tier III

- DLET scores from the twelve Tier II districts are tallied by SDE and SERC personnel as follows:

Component Area	% of total score
Assessing Students	10
Core Reading Instruction	10
SRBI	20
Students with Disabilities	20
Family Engagement	10
Professional Learning	10
Systems	20

The six districts with the lowest reconciled DLET score totals are identified as Tier III districts eligible for additional support.

**\*\*\* Please turn over for additional information \*\***



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### Tier III

- District team, with support by SDE and SERC develops an Action Plan to address early literacy for students with disabilities.
- District team participates in IEP Rubric training to for the purpose of reviewing the content/quality of district IEPs

#### **Professional Learning/Technical Assistance**

Follow-up professional learning / technical assistance will be made available to Tier II and Tier III districts in the areas of:

- Structured Literacy;
- Analyzing Literacy Data Teams;
- Using Assessment Data to Target Instruction;
- Differentiated Literacy Instruction;
- Using UDL Principles to Increase Access to Learning;
- Empowering Families Through Literacy;
- Accessible Educational Materials; and
- SRBI