

# **Arkansas Special Education State Advisory Council Report**

## **State Systemic Improvement Plan**

### **April 21, 2016**

The ADE State Systemic Improvement Plan (SSIP) will focus on increasing the literacy achievement of students with disabilities (SWD). Phase I of the SSIP focused on an extensive data and infrastructure analyses in collaboration with multiple internal and external stakeholders in order to identify the focus on literacy. Phase II used the Phase I analyses to guide the development of implementation and evaluation plans.

In Phase II, the Arkansas Department of Education (ADE) created a plan to implement two strategies that will improve the infrastructure of the ADE and Local Education Agencies (LEAs) in order to increase the State-identified Measurable Result (SIMR) - The percent of student with disabilities in grades 3- 5 who made gains towards reaching a proficient score or maintained a proficient score on the statewide literacy assessment.

In Phase II of the State Systemic Improvement Plan, the Arkansas Department of Education (ADE) created a plan to implement two strategies that will improve the infrastructure of the ADE and Local Education Agencies (LEAs) in order to increase the State- identified Measurable Result (SIMR). Arkansas' SIMR is focused on improving the literacy achievement of students with disabilities in third through fifth grade.

The two improvement strategies are:

- Strategy Number One: Create a system of professional development and technical assistance that is aligned with other ADE Units and is differentiated based on LEAs needs as evidenced by data.
- Strategy Number Two: In collaboration with other ADE Units, Restructure Arkansas' Response-to-Intervention (RTI) model using evidence based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.

Strategy number one is focused on creating a coordinated professional development and technical assistance system that will provide the necessary structures for how LEA services and supports will be identified, managed, and differentiated at the state-level. Strategy number two, the restructuring of Arkansas RTI model with a focus in literacy, behavior, and least restrictive environment, is the evidence-based practice that is being provided to LEAs. The RTI Model will provide the framework to organize and assess LEAs literacy and behavior services and supports. Response-to-Intervention integrates assessment and intervention within a school-wide, multilevel prevention system to maximize student achievement and reduce behavior problems. Arkansas was fortunate to be awarded a State Personnel Development Grant (SPDG) from the Office of Special Education on October 1, 2015; the SPDG was written to align with the SSIP. The SPDG will function as the “boots on the ground” for RTI implementation in the SSIP targeted districts.