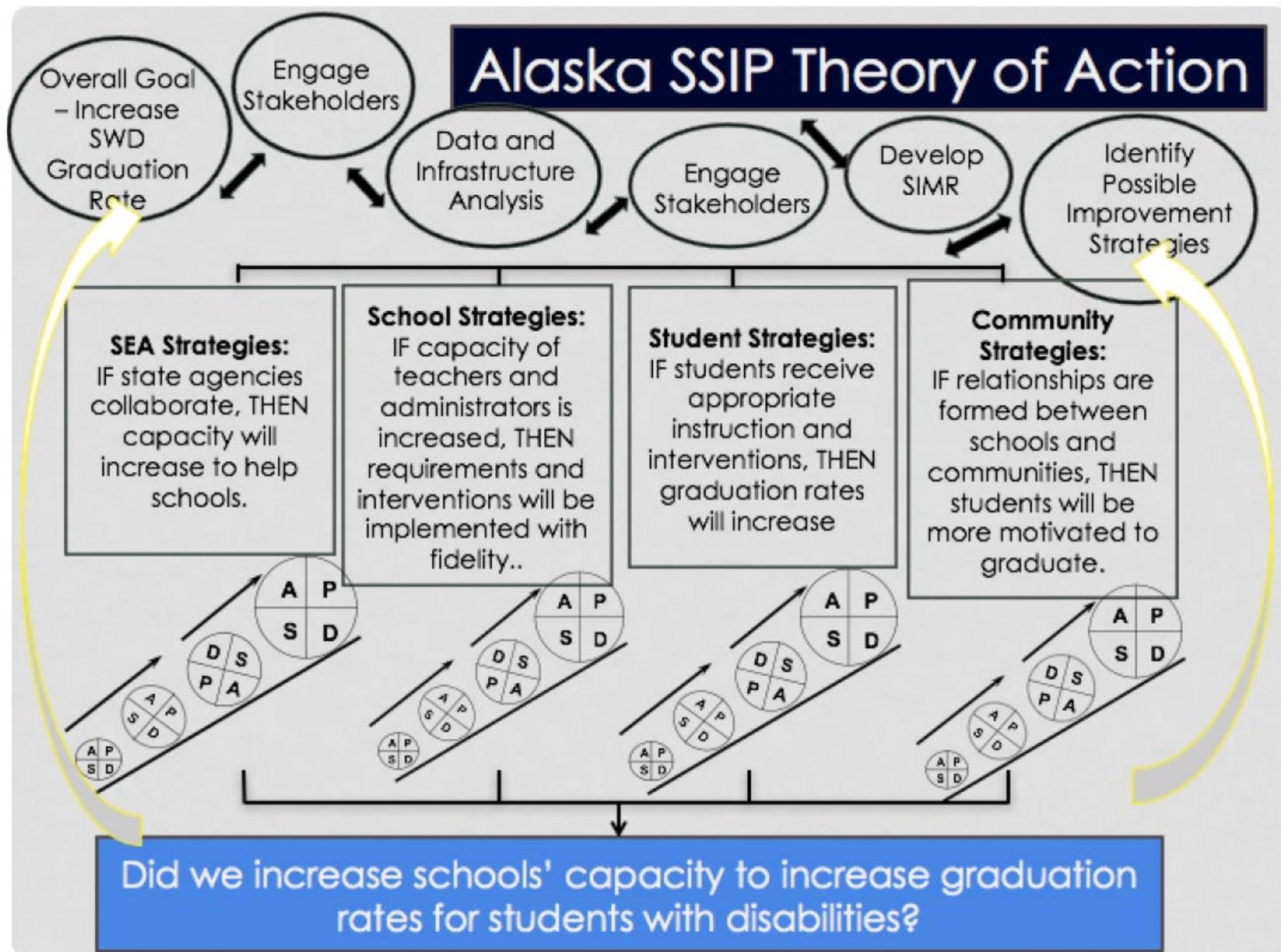


Alaska State Systemic Improvement Plan (SSIP) Theory of Action



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Theory of Action

Alaska SSIP Theory of Action demonstrates rationale of how implementing a coherent set of improvement strategies will increase the State's capacity to lead to meaningful change in local education agencies (LEAs) and achieve improvement in the State Identified Measurable Result (SiMR).

The Alaska Department of Education and Early Development (DEED) engage stakeholders to develop the SiMR through the analysis of data, including data from State Performance Plans (SPP)/Annual Performance Reports (APR) indicators, 618 data collections, and other data as applicable to determine and evaluate the SiMR and the root causes contributing to low performance. Improvement strategies are identified through a data and State infrastructure analysis, that are needed to improve State infrastructure and to support LEA implementation of evidence-based practices.

Improvement strategies form the foundation of the theory of action and include state education agency (SEA) strategies, school strategies, student strategies, and community strategies. Through the full implementation of each improvement strategy, each improvement strategy will lead to meaningful progress to achieve improvement in the SiMR:

1. If state agencies collaborate, the capacity will increase to help schools.
2. If capacity of teachers and administrators is increased, then requirements and interventions will be implemented with fidelity.
3. If students receive appropriate instruction and interventions, then graduation rates will increase.
4. If relationships are formed between schools and communities, then students will be more motivated to graduate.

Each identified strategy goes through rapid cycles of improvement, Plan Do Study Act (PDSA) cycles, to build capacity sequentially. PDSA cycles are broadly used for systemic improvement and require planning, doing, studying and acting for each of a series of tests leading up to full implementation of an improvement strategy. Through each PDSA cycle, implementers test potential solutions and study changes with the goal of making continuous improvement to achieve intended outcomes.

Based on the results of PDSA cycles, data are reviewed to determine if schools' capacity was increased to improve graduation rates for students with disabilities. These results are then presented to stakeholders to evaluate its progress towards the SiMR and to identify any necessary changes or new improvement strategies which continue through PDSA cycles to improve results and increase school capacity to increase graduation rates for students with disabilities.