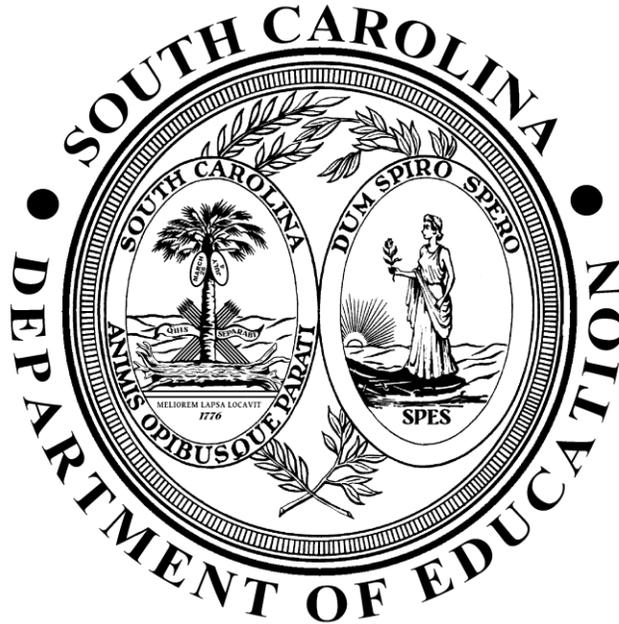


STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



**South Carolina Part B Systemic Improvement
Plan**

April 1, 2020

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South Carolina Part B Systemic Improvement Plan

Phase III, Year 4

The Palmetto Pathway to Reading Improvement

PREPARED BY

**Rebecca C. Davis, South Carolina SSIP Coordinator
Carolyn Bostick, Data Management and Technology Team Lead
Sandra Garner
Shannon Jones
Phillip Sherlock**

April 1, 2020

**Molly M. Spearman
State Superintendent of Education**

SUBMITTED BY

**Rebecca C. Davis
Director, Office of Special Education Services
South Carolina Department of Education**

**John R. Payne
Deputy Superintendent, Division of Federal Programs, Accountability, and School
Improvement
South Carolina Department of Education**

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Section A: SUMMARY OF PHASE III

The South Carolina State Department of Education (SCDE), Office of Special Education Services (OSES) submits the following report for Phase III, Year 4 (Year 4) of the State Systemic Improvement Plan (SSIP). This report covers the activities completed from April 2019 until March 2020. This report was developed based on stakeholder input, technical assistance from the National Center on Systemic Improvement (NCSI), the National Center for Intensive Intervention (NCII), and the IDEA Data Center (IDC), and feedback from the Office of Special Education Programs (OSEP). South Carolina has continued to build on the foundations established in Phases I and II in order to move forward by refining, strengthening, and implementing the commitment to improve outcomes for students with disabilities.

South Carolina’s Theory of Action

Strands of Action	If the OSES...	then...	then...	then...	then...
Data-Driven Decision Making	...supports LEAs to implement a data-driven, problem-solving model to support students with reading and social-emotional development through tiered instruction and intervention, with universal screening and comprehensive progress monitoring system	...schools will select and use assessment systems (universal screeners, progress monitors) to identify students who are at risk for reading and social-emotional problems ...schools will regularly use the data to inform interventions – analyzing baseline data and setting measurable targets	...schools will use data to make instructional decisions ...schools will identify student needs earlier ...schools will implement interventions and supports with fidelity	...more students with disabilities will be included in the general education classroom ...schools will have functional intervention teams ...school will have quality core instruction in reading and social-emotional learning ...schools will use universal screening, diagnostic, and progress monitoring data to move student between tiers of instruction/intervention ...fewer students will be identified as needing IEPs ...more teachers will deliver differentiated instruction in Tier 1 using Universal Design for Learning (UDL)	...increase the percent of students with disabilities at the end of third grade scoring proficient and above on the statewide assessment in reading.

SOUTH CAROLINA STATE SYSTEMIC IMPROVEMENT *THEORY of ACTION*

Strands of Action	If the OSES...	then...	then...	then...	then...
Quality Instruction	...supports staff in improving the quality of instructional programming by aligning with the current literacy initiative (Read to Succeed) and through the provision of professional learning opportunities (PLOs) and a technical assistance system that focus on data literacy, inclusive practices, and positive behavior interventions and supports...	...implementation facilitators will provide professional learning and differentiated support to teachers using evidence-based practices (EBPs) in these areas ...school staff will be more knowledgeable about EBPs in these areas ...teachers will deliver differentiated instruction in Tier 1 using UDL	...school staff will choose EBPs matched to students need ...students will receive differentiated instruction in the least restrictive environment ...school staff will implement EBPs with fidelity	...fewer students will be removed from the instructional setting for disciplinary reasons ...more students with disabilities will receive instruction and supports in the least restrictive environment	...increase the percent of students with disabilities at the end of third grade scoring proficient and above on the statewide assessment in reading.

SOUTH CAROLINA STATE SYSTEMIC IMPROVEMENT *THEORY of ACTION*

Strands of Action	If the OSES...	then...	then...	then...	then...
Family and Community Engagement	...supports staff in developing parent, family, school, and community partnerships to improve parent capacity and increase parent/family engagement using EBPs that are culturally responsive, promote meaningful communication, and inform and involve parents/families in their children's learning	<p>...school staff will be more knowledgeable about culturally responsive instruction</p> <p>...parents will be more aware of available community resources regarding literacy and social-emotional development</p> <p>...parents/families will be involved in their children's IEP process</p>	<p>...schools, families, and communities will have sustainable, effective partnerships</p> <p>...schools will provide opportunities that increase family engagement through the development of culturally responsive policies and procedures</p> <p>...parents/families will have equitable roles in their students' learning</p>	<p>...schools will demonstrate culturally responsive environments that value all families</p> <p>...fewer students will be removed from the instruction setting for disciplinary reasons</p> <p>...more parents will be participating in high quality literacy and social-emotional development activities</p>	...increase the percent of students with disabilities at the end of third grade scoring proficient and above on the statewide assessment in reading.

Major Accomplishments and Evidence-Based Practices in Year 4 Implementation

South Carolina's commitment to improving outcomes for students with disabilities is illustrated in the following sections, which summarize the progress in implementation of the SSIP during Year 4. The major efforts during this fourth year of implementation have shifted back to building the infrastructure within the OSES to enable staff to provide consistent, collaborative, proactive direction and support in the areas of academics (primarily in early literacy), social-emotional learning, and early childhood development. Focus at the LEA level has been on continuing the use of evidence-based practices with fidelity.

A major accomplishment this year has been the increase in the number of students with disabilities at grade 3 in the SSIP schools that have scored Meets or Exceeds on the statewide assessment.

Main Findings from Evaluation Activities (April 2019 – March 2020)

The University of South Carolina's Research, Evaluation, and Measurement Center (REM) staff continues to be the external evaluator for the SSIP work and has maintained regular contact with OSES leaders and SSIP school personnel. Members of the evaluation team attended various working meetings, professional learning sessions, and evaluation planning meetings.

OSES has worked closely with the REM Center evaluation team to plan and develop data collection tools and review data on a regular basis through Year 1 (2016-2017), Year 2 (2017-2018), Year 3 (2018-2019), and Year 4 (2019-2020) of SSIP Phase III. Regular evaluation planning meetings are held between members of the REM Center evaluation team and OSES staff members responsible for SC's SSIP. During these meetings, the evaluation team discusses information needs of OSES staff, shares drafts of data collection tools for input, and reports on findings from recent data collection for use in planning additional supports for SSIP schools.

OSES, in partnership with the REM Center evaluation team, has worked to engage stakeholders in several ways. In order to understand the changes and processes underway, the evaluation team has gathered data from key stakeholders of SC's SSIP including IFs, principals, and certified staff at SSIP schools. Additionally, the evaluation team has sought feedback from IFs on data collection tools including the SAM and the SSIP Educator Survey.

Progress toward State-identified Measurable Result (SiMR). Although there was a drop in the State's SiMR from Year 1 to 2, the subsequent years have shown an increase in overall scores. This year's percentage of students with disabilities in third grade in SSIP schools scoring Meets or Exceeds was almost double the percentage from the previous year.

Outcome data from the statewide assessment indicates the challenge of using a system's outcome measure (SC READY) to try to communicate student-level progress. Targets and actual performance of the three distinct groups of third graders with disabilities on the statewide assessment (SC READY) for the four years of implementation are reflected below:

SiMR Targets and Performance

FFY	Targets Percentage of students with disabilities scoring proficient and above on the statewide reading assessment (SC READY) in the SSIP-selected schools	Actual Percentage of students with disabilities scoring proficient and above on the statewide reading assessment (SC READY) in the SSIP-selected schools
2015 (Baseline)	15.3%	16.2%
2016	16.8%	5.7%
2017	18.3%	9.57%
2018	20%	16.8%
2019	20%	

Renewed focus on infrastructure development at state level. A major undertaking this year has been the overhaul of the OSES’ general supervision system. This has been guided by the process guide developed by WestEd and NCSI entitled, *Leveraging General Supervision Systems to Improve Student Outcomes*. The support and guidance from the NCSI Results-Based Accountability and Support Collective has assisted with this review and revision. The resources and support from this group made up of technical assistance providers and stakeholders from other states engaged in this work will continue to assist in building capacity, scaling out, and sustainability of the work begun with the SSIP. Additional information on this process may be found in Section B.

Stakeholder engagement. Stakeholder engagement has continued with face-to-face and virtual meetings, shared resources, and email communication with SSIP school staff. The stakeholder input from across LEAs and SOPs as well as from the South Carolina Advisory Council for Educating Students with Disabilities (ACESD) and evaluation information that led to the development of a tiered system of support and technical assistance by the OSES has continued.

Increase in MTSS practice. The results from Year 4 were similar to Year 3. Schools reported a slight increase in the level of overall implementation of a Multi-Tiered System of Supports (MTSS) framework on the Self-Assessment of MTSS (SAM) from Fall 2018 (overall average rating 1.9, within the Operationalizing range) to Spring 2019 (overall average rating 2.0, within the Optimizing range). The lowest areas of implementation were data-based problem solving, three-tier model, and data evaluation. The highest areas of implementation were communication/collaboration and capacity/infrastructure. Overall level of implementation decreased slightly in Fall of 2019 to 1.8.

Increase in program implementation. In Year 4, most school teams' overall self-rating on the SAM were in the operationalizing level.

SSIP schools have continued to focus on academics. Academic assessment and MTSS continue to be more firmly established than social and emotional interventions and assessments at SSIP schools in Year 3, though progress has been made in this area since Years 1 and 2.

Universal screening increased while progress monitoring decreased between 2017 to 2019. Educator survey results indicated that the use of universal screening increased (+29 change) and the use of progress monitoring decreased (-21% change) from Year 1 to Year 4. Between 2018 and 2019, universal screening and progress monitoring remained consistent with a slight decrease in universal screening and a slight increase in progress monitoring (change < 5%). The shift may be the result of clarification in terminology for staff at SSIP schools.

Decrease in the number of students scoring below benchmark in Year 4. Based on data related to instructional tiers and universal screening results, there has been an improvement in the percentage of students scoring below benchmark. In Fall 2018, 48% to 52% of students scored below benchmark, depending on the grade; in Spring 2019, the range was from 23% to 43%. It is important to note that more students scored below benchmark than received interventions. However, that gap decreased between Fall 2018 and Spring 2019. The percentage of students that scored below benchmark in Fall 2019 (Year 4) ranged between 43% and 58%.

Decrease in professional development offerings from Year 2 to Year 4. The number of professional development opportunities decreased between 2018 and 2019 in five out of eight areas. The highest numbers (three or more) of professional offerings in 2019 were: use of assessment to measure student progress and inform instruction, identifying at-risk students through universal screening instruments, and matching student needs with appropriate evidence-based practices. While there was a decrease between 2018 and 2019, overall, across all three years of the project, there has been a positive change in the number of professional development offerings in all areas except for Universal Design for Learning (UDL), which remained about the same.

The same diverse training needs were reported in Year 4 as in Year 3. Educators reported that the highest need for training were in UDL, cultural responsiveness, and implementing an MTSS framework of instruction.

Schools have ongoing activities for families but struggle with deeper engagement. With regard to family and community engagement, schools have worked to create a welcoming environment for families through various communication methods and events during the school year. A common concern for schools is how to engage parents who are less involved and also how to provide parents with opportunities to engage more deeply in their child's learning through parenting skills training.

Summary of Evaluation Activities and Outcomes

Both process and outcome data have been gathered during Year 4 to assess progress. Results show SSIP schools continue make progress, but also continue to be sorted into two groups – Group 1 that is implementing response to instruction processes within an MTSS framework at within the Optimizing/Operationalizing ranges while Group 2 is implementing practices within the Operationalizing range. Although progress has been noted in both groups, these results supported the continued need for the development of a tiered, tailored system of support for SSIP LEAs/schools. Additional information on these results is found in Section C of this report.

Section B: PROGRESS IN IMPLEMENTATION

The OSES continues to build infrastructure to support the SSIP work in LEAs and schools across the action plan activities described in the *Theory of Action*. Year 4 activities have been designed to foster and support of outcomes in the *Theory of Action* across the three strands of data-driven decision-making, quality instruction, and family/community engagement.

Infrastructure and Capacity Building – State Level:

South Carolina has continued to build infrastructure at the state level that will support LEA and school transformation. Staff turnover continues to be a challenge. There were changes to three of the five team lead positions in the OSES as well as the loss of two state-level Implementation Support Coordinators (ISCs) involved with the SSIP work. The ISCs are members of the Results-Driven Accountability Team (RDAT) and are responsible for supporting SSIP work. Staff change within the SCDE has also slowed the development of a common MTSS framework, use of a common problem solving model, and use of a common professional learning opportunities/coaching model.

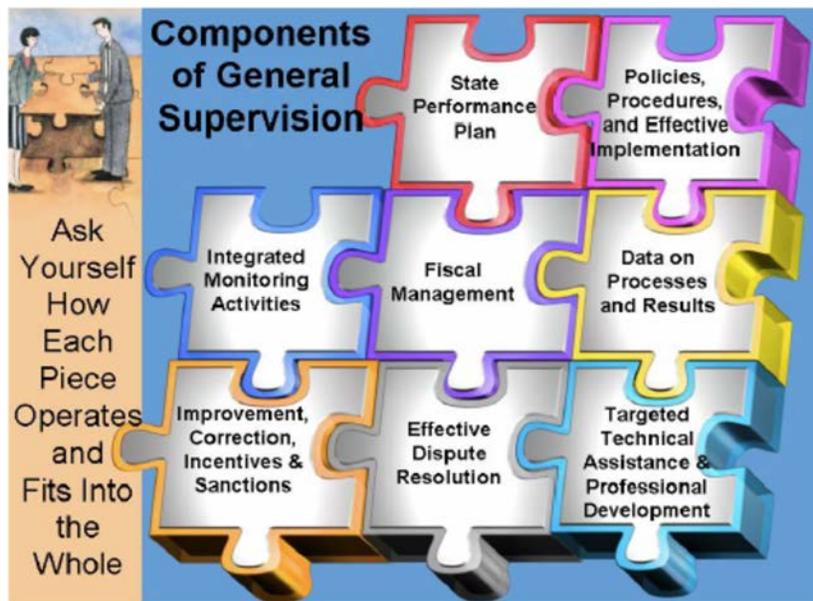
As mentioned previously the OSES has refocused on the review and revision of its system of general supervision and the provision of technical assistance through a tiered approach; alignment of initiatives; continued fiscal support and accountability.

The SSIP work has guided the realignment of the OSES to ensure coherence within the SCDE. With the assistance of NCSI staff, the OSES has captured its general supervision role with the following statement:

If we, as the SCDE OSES, provide consistent, collaborative, proactive direction and support in the areas of data-based decision making, quality instruction (EBPs), family and community engagement, and fidelity of implementation, then districts will have the infrastructure, capacity, and sustainability to provide students with disabilities equitable access and opportunity to meet the Profile of the South Carolina Graduate.

This vision statement reinforces the importance of the strands embedded in the SSIP work. Staff is developing evaluative measures at the district-, school-, and student-levels to define what progress across these areas looks like. This type of evaluation (assessing and measuring lasting changes in behavior as a result of support and technical assistance) will be one of the primary drivers for change in the office.

The development of the vision statement was part of the work the OSES has continued with the NCSI related to the State’s system of general supervision and the focus on improved outcomes for students with disabilities. The use of the Guide and technical assistance from NCSI have provided staff with a process for assessing the interconnectedness of the eight components of an effective system of general supervision – State Performance Plan; policies, procedures, and effective practices; effective dispute resolution; data on processes and results; integrated monitoring activities; targeted technical assistance and professional development; improvement, correction, incentives, and sanctions; and fiscal management and accountability. OSES staff is working through the six steps of exploration, establishing a shared vision, mapping the current system, comparing the current system against requirements and shared vision, planning achieving our shared vision, and evaluating the implementation of and impact of the system. The guiding questions in the Guide have helped staff align current components with required components with projected goals. The components are reflected in the picture of interconnected puzzle pieces below:



The RDAT members continued to play a crucial role in the support and coordination of the SSIP work. This team provided frequent, individualized support and contact to the SSIP LEA/school staff. Staff participated in technical assistance offered through NCSI, IDC, and NCII. This has included on-site visits, bi-weekly telephone/video check-ins, webinars, and email correspondence. The team has also attended several national conferences related to MTSS, language and literacy, and results-based accountability.

MTSS Framework:

The development of a statewide MTSS framework has initially focused on the universal screening requirement. Screening is required for fall, winter, and spring in 5K through 1st grade and as needed/requested in 2nd grade beginning with the 2019-20 school year. SSIP schools have

been utilizing this type of universal screening for grades 5K-3rd since the beginning of the SSIP implementation.

The OSES continues the participation in the state-level technical assistance offered through the NCII. One of the SSIP schools is participating as the pilot school in this TA. This fall, the focus has been on providing professional development and technical assistance in the areas of team building, data collection and use, and instructional decision making. The data-based individualization (DBI) process described by NCII will support the consistent utilization of a process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The core team has met regularly to assist with implementation.

Coordination of Initiatives:

Inter-agency and intra-agency collaborations have continued despite significant turn-over in positions within the SCDE. Cross-office and cross-division workgroups have continued in the areas of family and community engagement, early learning and literacy, social-emotional development, inclusive practices, and data governance. State staff from across offices has attended professional development trainings and conferences to increase knowledge particularly in the areas of implementation science for systemic change, MTSS, and family and community engagement.

Other initiatives and projects impacting SSIP work have continued in the areas of early language development, social-emotional development, and reading instruction. These initiatives and activities provide implementation support of the short-term and medium-term defined in the *Theory of Action* related to data-driven decision making, quality instruction, and family/community engagement. A recent accomplishment in the Pyramid Project (SSIP Phase III, Year 1 report) has been the training and support of the initial master cadre of statewide trainers. This cadre will continue providing support to LEAs at the Pyramid pilot sites.

The Division of Federal Programs, Accountability, and School Improvement staff (including the OSES, Office Federal & State Accountability, Office of Assessment, and Office of School Transformation) continue to work together to braid and blend services across IDEA and Title programs. The work has focused initially on the alignment of monitoring processes, both fiscal and programmatic.

A summary of major accomplishments for projects and initiatives is reflected in Appendix A.

Fiscal Support and Accountability:

The OSES has continued to provide support through the provision of funds to SSIP LEAs/schools for the implementation of evidence-based practices. As stated above, each school developed a Year 4 spending plan aligned to its implementation plan. These spending plans were reviewed by the auditors and the ISCs to ensure activities, materials, and services were allocable and allowable. Feedback through on-site and virtual assistance provided guidance as the SSIP spending plans were developed to ensure plans supported the State's SiMR.

The auditors also provide quarterly updates to SSIP LEAs and schools regarding monies spent and balances remaining. Oversight is provided via self-assessments, risk assessments, desk audits and on-site audits. Analysis indicated most LEA/SOPs chose to allocate funds to curriculum and program materials or to instructional and staff development.

Infrastructure and Capacity Building: LEA/School Level

The RDAT continued to support SSIP LEAs and schools with quarterly check-ins, weekly email and telephone contact, and on-site facilitation and coaching. Frequent communication from the ISCs to the school-level Implementation Facilitators (IFs) included sharing resources from a variety of sources, such as the NCII, What Works Clearinghouse, and the Center on Response to Intervention. The IFs continue to facilitate the SSIP work at the school/district level. LEA/school staff has been encouraged to access these resources when selecting and implementing evidence-based practices based on data, identifying and selecting interventions matched to student needs, implementing interventions with fidelity, progress monitoring, and evaluation of progress. A summary of information gathered during site visits may be found in Section C.

The LEA/school teams developed implementation and spending plans containing activities aligned to the three SSIP strands for Year 4. ISCs, other OSES staff, LEA staff, and school staff collaborated in the development of these plans.

Three face-to-face meetings were convened with IFs during the 2018-2019 school year and at the start of the 2019-2020 school year, and one virtual webinar during the 2018-2019 school year. During Year 4, consultation to schools was provided as needed. ISCs assisted with SSIP implementation and spending plans and with identifying and connecting schools with resources to support their SSIP goals as needed. In Year 4, two schools had new IFs, and two other schools had new principals and administrative staff. Consistent with Year 3, it is evident that some SSIP schools are further along in the process of implementing their SSIP plans than others. Overall, SSIP schools have made progress toward implementing their specific plans.

SSIP schools continued to make progress in implementing activities according to their Implementation Plans across the three strands of data-driven decision making, quality instruction, and family and community engagement. Although progress was noted across all schools, the schools continued to fall into the two previously identified groups - Group 1 schools' evaluation data from the SAM indicate they have a more stable infrastructure in place with respect to functional data teams and use of data to drive instruction than Group 2.

The OSES continued to provide universal professional learning opportunities (PLOs) to support LEA/school growth in the three strands through large and small group PLOs, virtual and face-to-face sessions, and the provision of resources. The largest PLO, the Research to Practice (RtP) Institute 2019 (refer to Phase III, Year 1 Report for a description) focused on data-driven decision making for instructional purposes. LEA and school staff attended sessions based on need and interest. Strands for the 2019 RtP were similar to those of previous years and are described in the Year 1 Report.

Additional PLOs have been supported by the OSES in collaboration with organizations including the SC Council for Exceptional Children, the SC Preschool Inclusion Initiative, Southeastern School Behavioral Health Community, the SC Association of Positive Behavior Supports, the Transition Alliance of South Carolina, and Able South Carolina.

Targeted technical assistance was provided for Group 2 via more frequent check-ins via web-based activities, telephone, and email with ISCs. Resources specific to building an MTSS framework and changing school culture were provided as well.

Trainings and Meetings Facilitated and Convened by OSES/SCDE

Event	Date(s)	Strand
Year 1		
Sessions at Research to Practice Institute	July 11-July 15, 2016	Strands 1, 2, & 3
Implementation Facilitators' Webinar	September 6, 2016	Strand 1
Universal Design for Learning (CAST)	September 29, 2016	Strand 2
Implementation Facilitators' Webinar	December 15, 2016	Strand 1
PBIS Refresher	January 18, 2017	Strands 1 & 2
Implementation Facilitators' Kickoff	January 27, 2017	Strands 1 & 2
School Site Visits (OSES staff)	May-June 2017	Strands 1, 2 & 3
Face to Face with Implementation Facilitators	May 25, 2017	Strands 1, 2 & 3
Research to Practice: SSIP Showcase	July 27, 2017	Strand 1
Early Literacy and Language Training	August 29-30, 2017	Strand 2
Year 2		
Face to Face with Implementation Facilitators	September 28, 2017	Strands 1, 2, & 3
MTSS review with Steve Kukic	November 2, 2017	Strand 1
Face to Face with Implementation Facilitators	December 4, , 2017	Strands 1, 2, & 3
Face to Face with Implementation Facilitators	March 20, 2018	Strands 1, 2, & 3
Sessions at Research to Practice Institute	July 16-19, 2018	Strands 1,2, & 3
Year 3		
Virtual Meeting with Implementation Facilitators	September 20, 2018	Strands 1,2, & 3
Face to Face with Implementation Facilitators	December 6, 2018	Strands 1,2,& 3
Webinar	April 8, 2019	Strands 1,2,& 3
Meeting with NCII -DBI initiative	April 16 2019	Strands 1 & 2
Face to Face with Implementation Facilitators	May 23, 2019	Strands 1,2, &3
Year 4		
SSIP Data Dive with RDAT	September 10, 2019	Strands 1,2,& 3
Face to Face with Implementation Facilitators	October 21, 2019	Strands 1,2,& 3

Stakeholder Involvement in SSIP Implementation

Communication among the various stakeholder groups involved in SSIP work continued to be facilitated by the ISCs. The ISCs provide a line of authentic two-way engagement with LEA and school stakeholders. They are responsible for assisting with the provision of technical assistance, evaluation of implementation practices and activities, and addressing concerns and questions in a timely manner.

As described above, technical assistance and support for Group 1 and 2 have been provided through universal measures available to all IFs and staff and through targeted measures available to both groups. TA topics are chosen based on input from stakeholders (see Section D for additional information). Topics included MTSS-related issues such as scheduling, social-emotional outcomes, and tiered instruction as well as activities designed to facilitate scaling efforts up and out. Stakeholder input will continue to drive technical assistance.

The OSES provided regular updates concerning SSIP activities and progress toward the SiMR to the ACESD as well as to extended stakeholders in other SCDE offices, State agencies and advocacy groups, LEA staff, school staff, and family and community leaders. These updates are provided during the quarterly face-to-face Executive Committee and full committee meetings. The ACESD makes recommendations and influences decisions made on behalf of students with disabilities to enhance the quality of educational services they receive and to improve their outcomes. Information provided to the ACESD Professional Development, Preschool, and Safe Schools and Mental Health Committees regarding the SSIP work informs their recommendations in the areas of policy, procedure, and practices related to the education of students with disabilities. The ACESD committees recommended continued focus in the areas of professional development related to improving social-emotional outcomes across grades as well as continuing to support the implementation of a statewide MTSS framework. The Council also agreed with the recommendation from other stakeholders to extend the SiMR for an additional year.

Due to the broadening of the universal screening legislation to include an MTSS framework, an additional group of stakeholders has begun participating in the SSIP process. This group includes South Carolina legislators, parents of students with dyslexia, dyslexia advocacy groups such as Decoding Dyslexia, and other professional groups such as the USC Department of Communication Sciences and Disorders. This group is represented on the newly-created Learning Disorders Task Force. The task force is made up of a school psychologist; speech-language therapist; elementary, middle, high, and special education teachers; parent of a child with dyslexia; member of the South Carolina Optometric Physicians' Association; and a member of the state branch of the International Dyslexia Association. The group has identified criteria to be used by districts in the selection of universal screening measures to identify students who are at risk for reading difficulties, including dyslexia. Several of the representatives on the task force are employed in SSIP schools/districts.

Section C: DATA ON IMPLEMENTATION AND OUTCOMES

The REM Center was contracted by the Office of Special Education Services (OSES) of the South Carolina Department of Education (SCDE) to provide external evaluation services for SC's State Systemic Improvement Plan (SSIP). The SSIP was developed in three phases and is

currently in Year 4 of Phase III. In spring 2017, REM Center staff began data collection for the evaluation of SSIP’s Phase III: Implementation of SC’s SSIP.

Data collection methods have included statewide student assessments, implementation of self-assessments, surveys (created by the REM Center evaluators with input from OSES staff), focus groups with IFs and principals, and site visits that include observations and interviews with key staff members. These data collection activities address two goals: understanding the implementation efforts underway at SSIP schools and determining whether movement towards the SIMR, increasing reading scores for third grade students with disabilities, has been achieved. Below is a timeline outlining key evaluation data collection activities for SC’s SSIP implementation for the four years of SSIP Phase III.

Summary of Evaluation Data Collection Across Years								
Activity	2016-2017 SY		2017-2018 SY		2018-2019 SY		2019-2020 SY	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Planning, Selection, and Development	✓	✓	✓	✓	✓	✓		
Implementation Self-Assessment (SAM)		✓	✓	✓	✓	✓	✓	
Student Assessment (SC Ready)		✓		✓		✓		✓
SSIP Educator Survey		✓		✓		✓		✓
Implementation Facilitator Focus Group		✓		✓		✓		✓
Principal Focus Group			✓		✓			
Site visits (rotate)				✓	✓		✓	
Data Systems Questionnaire			✓					
Data meetings with exemplar schools				✓				
Universal screening data					✓		✓	✓
RDAT Focus Group						✓		
Implementation Facilitators’ Reflection Survey							✓	

Data Collection Methods:

The REM Center collected three main sources of process data and one source of outcome data during the last three years of SSIP implementation including focus groups with IFs, the SAM and the SSIP Educator Survey. The outcome data collected for Year 1 through Year 4 was the SC SSIP PLAN

April 1, 2020

Ready Assessment. In addition to these data collection activities, during years 2 - 4 of SSIP implementation process data include: focus groups with principals, focus groups with Implementation Facilitators, a focus group with the RDAT team, site visits at SSIP schools, a Data Systems Questionnaire, meetings with three exemplar schools with data systems and processes in place, and collection of universal screening data.

Focus Groups with Implementation Facilitators

Focus Group with RDAT

Evaluators from the REM Center conducted an in-person focus group with four ISCs and the Director of OSES (previously the SSIP team lead) on April 3, 2019. The purpose of the focus group was to understand the RDAT's experience with the SSIP project during the past three years. In the focus group, evaluators spoke with the RDAT members about their overall experiences with SSIP, major successes and challenges at the state and school levels, their thoughts about sustainability of SSIP, and dissemination of best practices. The focus group was facilitated and analyzed by members of the evaluation team.

Self-Assessment of MTSS (SAM)

In consultation with OSES staff members, the REM Center selected the SAM for SSIP schools to use to self-monitor their implementation of MTSS core components. The purpose of the SAM is to assess school-level implementation efforts of an MTSS framework over each year of SSIP implementation. This information is intended to help school teams review and guide planning for implementation. The SAM includes thirty-nine questions covering six domains. The domains assessed by the SAM include:

- Leadership
- Building the Capacity/Infrastructure for Implementation
- Communication and Collaboration
- Data-Based Problem Solving
- Three-Tiered Instructional/Intervention Model, and
- Data-Evaluation

Each item on the SAM is rated at one of four implementation levels: Not Implementing (0), Emerging/Developing (1), Operationalizing (2), or Optimizing (3). Items within each domain are averaged to find an implementation level for each of the six domains. In Year 1 of SSIP Phase III, the IFs completed the SAM in the spring of 2017 as a preliminary baseline. The SAM administration process for Years 2 through 4 includes multiple members from each school's SSIP implementation team. The SAM will be completed by school teams, twice each school year, in the fall and in the spring in order to gauge progress over the school year. The administration of the SAM for Year 2 was completed in fall 2017 and spring 2018. The SAM for Year 3 was completed in fall 2018 and in May of 2019. The SAM for Year 4 was completed in Fall 2019, and will be administered at the end of the school year in May 2020.

SSIP Educator Survey

The REM Center designed the SSIP Educator Survey in order to gain insight into educators' perceptions of the changes underway in SSIP schools and to gauge educators' understanding, application, and future needs for professional development in the three core strands of the SSIP. The survey consists of 29 item sets, including four open-ended prompts regarding challenges,

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strengths, and needed supports. The survey is being administered to educators in SSIP schools annually in the spring for the three years of SSIP Phase III. The questions ask respondents to answer questions on an agreement scale (6-point scale; strongly disagree to strongly agree), a frequency scale (most items used a 5-point scale; never to weekly), and open-ended responses. A total of 229 educators completed the survey in Spring of 2017, and the number of responses to each question ranged from 171 to 229. In Spring 2018, a total of 290 educators completed the survey, and the number of responses to each question ranged from 228 to 290. In Spring 2019, a total of 283 educators completed the survey, and the number of responses to each question ranged from 229 to 283.

Evaluation Site Visits

The evaluation team completed site visits to each SSIP school in Years 2 and 3 of SSIP. The site visits helped to inform an understanding of SSIP implementation at the school level and see SSIP in action at different sites. The site visits included classroom observations, focus groups with teachers, and interviews with leadership staff. During site visits, the evaluation team note activities across the three strands (Data-Based Decision Making, Quality Instruction, and Family and Community Engagement). The site visits also gave leadership and staff at SSIP schools an opportunity to share their experiences. Findings gleaned from the site visits conducted in Year 2 informed the development of best practices and recommendations for SSIP implementation moving into Year 3. Evaluation site visits to all 10 SC-SSIP schools have been completed.

SC Ready (State Assessment)

The SC Ready assessment is SC's exam that is used for state and federal accountability reporting. This assessment includes an English Language Arts (ELA) and a mathematics subtest and is administered to all students in grades 3 through 8 in the state annually in the spring. Results from the third grade SC Ready ELA assessment for students with disabilities is being used to report the SIMR results. On the SC Ready assessment, student scores are reported in one of four categories in relation to meeting state standards: *Does Not Meet*, *Approaches*, *Meets*, and *Exceeds*. The percentage of students who scored in the *Meets* or *Exceeds* category is reported as the proficiency rate. Results from the SC Ready ELA assessment will be reported annually as SC's SIMR from 2016 (baseline) to 2020 (Year 4 of Phase III). To date, assessment results from 2016, 2017, 2018 and 2019 are available.

Universal Screening Data

Information from the Data Systems Questionnaire in fall 2017 and data meetings at exemplar schools in spring 2018 informed data collection efforts for universal screening results. All SSIP schools were expected to have a universal screening tool in place for all students in at least 5K through 3rd grade at the start of Year 3 SSIP implementation. Universal screening data from SSIP schools for the 2018-2019 school year were collected in the fall of 2018, winter of 2019, spring of 2019, and fall of 2019 for all schools. Screening results for the 2019-2020 school year were collected in fall of 2019 and will also be collected in winter of 2020 and spring of 2020. OSES developed a set of criteria for selecting screening tools and a spreadsheet was created for schools to record the following information related to screening scores: 1) How many students are in each grade; 2) How many students scored below grade-level/benchmark/in the at-risk category for each grade; 3) What interventions are being provided; and 4) When comparing fall, winter,

and spring screening results, are the same students still scoring below grade-level/benchmark/in the at-risk category? The chart below shows the percentage of students scoring within the “at risk” range for each screening period. For the 2018-19 school year, the percentage of students scoring within the “at risk” range across the year decreased from fall to winter to spring, indicating improved instructional outcomes across the year. This information will be used to analyze instructional practices within grade levels as well as across grade levels.

Universal Screening Results

Grade	2018-2019 SY			2019-2020 SY
	Fall 2108	Winter 2019	Spring 2019	Fall 2019
5K	48.21	30.59	23.37	45.36
1st	51.51	45.03	40.13	58.27
2nd	52.49	46.03	38.71	51.23
3rd	52.17	42.75	42.73	42.54
Total	51.19	41.36	36.47	49.13

Findings related to Theory of Action Strands

This section shares key evaluation findings from SC’s SSIP three core strands: Data-Based Decision Making, Quality Instruction, and Family and Community Engagement. These findings are based on data collected from key implementers of SSIP at the school level including certified staff, principals, school leadership teams, and IFs through surveys, interviews, focus group discussions, observations and state facilitated meetings as well as on student assessment data.

Overall, it is evident that SSIP schools have made progress in each of the three core strands. In particular, schools made gains in using data to inform instruction, especially in the area of reading. Schools also increased the number of professional development opportunities for staff and continued to provide innovative and targeted opportunities to involve parents of all students. Looking at the SIMR outcome measure, the proficiency rate of third grade students with disabilities on the SC READY ELA assessment was higher in 2018-2019 than in the previous year. More students were classified as disabled in 2018-2019 than the previous year. Fewer third grade students were classified as disabled in 2016-2017 than in 2015-2016. It is unclear if this is a reflection on improved core instruction preventing students from being identified for special education or differences in the population of third graders between those two years. Below are some key findings from Year 4 to summarize key implementation activities at the ten SSIP schools.

Data-Based Decision Making

In Year 4 SSIP schools continued implementing activities related to Data-Based Decision Making. In particular, educators at SSIP schools reported with between 90-100% agreement: (1) high levels of comfort with and perceptions of importance of data use for improving instructional practice (agreement rates of 97-99% in 2019), (2) increases for receipt of universal screening data in usable/understandable format, and (3) there is someone who helps teachers make change in their practices based on data. Furthermore, IF reported that staff had a better understanding of the MTSS framework and noted a shift in mindset toward using data to inform instruction.

Educators continue to report high percentage of data use practices (agreement 86-90%), and teachers have learned to store, track, and use student data to guide their decision making for academics. Some schools noted that procedures for tiered behavioral supports continue to be a work in progress. Teachers in some schools have learned to use data from behavioral screening tools to identify problematic behaviors and to adjust instruction and intervention for students. Specifically, in 2019, educators reported their schools used the following forms of data: self-created assessments (87%), universal screeners (74%), progress monitoring tools (68%), and state assessments (63%). While there was a dramatic increase in the reported use of universal screeners from 45% in 2017 to 74% in 2019, reported use of progress monitoring tools decreased from 89% in 2017 to 68% in 2019. Overall, the findings from the Spring 2019 SAM showed that school leadership teams across SSIP schools rated their implementation of the data-based problem solving domain as a 1.9, indicating that they were moving from the *emerging and developing* stage toward the *operationalizing* stage. In fall of 2019, SSIP schools rated their implementation of DBPS slightly lower at 1.7.

While SSIP schools have made important gains this year with implementing data-based decision-making activities, evaluators recommend schools continue to focus on MTSS capacity building at the school level. Schools could also devote effort to the development of three-tiered instruction for both reading and behavior. Specifically, staff need support to implement instruction and intervention with fidelity, and support for developing clear processes for progress monitoring in academics. Schools expressed need for additional support to implement core aspects of tiered support for behavior and social-emotional learning, which has worked well for some schools. Further, as the SAM results show, there are some areas of MTSS implementation that need strengthening. The lowest means from the SAM came from the following items: (1) Staff understand and have access to academic, behavior, and social-emotional data sources; (2) Tier 3 behavior practices; (3) Leadership facilitating professional development and coaching on multi-tiered instruction and intervention. These items are consistent with data from the previous year.

Quality Instruction

In addition to targeted assistance and guidance that ISCs provide to IFs and their school teams, OSES facilitated three face-to-face meetings and one virtual meeting with IFs which provided opportunities for reviewing evaluation data, discussing best practices, and sharing and learning from each other in Years 3 and 4. At the school level, teams across SSIP schools reported that support for quality instruction was in the *operationalizing stage*, especially regarding time in their schedules to provide: (1) adequate time for trainings and coaching, (2) evidence-based instruction and time to engage in collaborative and data-based problem solving and decision-making, (3) adequate time for multiple tiers of evidence-based instruction and intervention, all of which increased from the beginning of the school year. Implementation of quality instruction decreased slightly from Spring 2019. Based on feedback from educators and Implementation Facilitators, some schools continued working with consultants who provided much needed support and guidance, especially in the areas of using data to support instruction, data management, and tiered instruction planning primarily for academics and also for positive behavior supports in a few schools. Teachers also worked on improving core instruction for all

students and began targeted supports in the general classroom in conjunction with supports provided by interventionists. Most educators (91%) reported participating in at least one professional development activity that helped them implement MTSS in Year 3, with 62% participating in at least three or more professional development activities, which increased slightly from the previous year. Overall, educators reported an increase in the number of professional development opportunities across all topic areas except for UDL. The most frequent opportunities reported were using assessments to measure student progress, identifying at-risk students through universal screening instruments, and matching student needs with appropriate evidence-based practices. Finally, with regard to the universal screening data results, there was improvement in the percentage of students scoring below benchmark over the 2018-2019 school year. In Fall 2018, 48% to 52% of students scored below benchmark, depending on the grade; in Spring 2019, the range was from 23% to 43%. In Fall of 2019, the start of the 2019-2020 school year, the range of students scoring below benchmark was 43% to 58%.

Educators reported having access to more professional development opportunities, but also expressed the need for more training. Educators reported their highest need for training were in UDL, co-teaching and inclusion, and cultural responsiveness. School leadership and staff also noted that more support for implementing behavior and social-emotional tiered instruction and intervention is needed. In concurrence with other data from Year 3, the universal screening and tiered distribution results show that schools may need more support to shore up their tiered instructional model since the percentage of students in Tier 1, 2, and 3 are not ideal for MTSS. The patterns suggest that the core instructional program may need improvement in some schools.

Family and Community Engagement

Throughout Year 3, SSIP schools continued to support family and community engagement with MTSS through a variety of events and meetings. Schools have continued to work on enhancing the ways they reach out to parents through digital newsletters and apps such as ClassDoJo and SeeSaw. At the end of Year 3 of implementation, school leadership rated infrastructure to support family engagement and educators' role in engaging families both in the *operationalizing stage*. School leadership teams reported family engagement implementation at the start of Year 4 to be in the *emerging/developing stage* which is a decrease from the end of Year 3 in Spring 2019.

In Year 4, SSIP schools continued to involve parents through evidence-based programs such as *Parenting Partners*, hosting multiple parent nights, organizing events such as *Books and Breakfast*, and promoting businesses and organizations that are collaborating with the schools. In Year 3, several schools have made greater efforts to engage families of children with special needs and parents who speak Spanish as their primary language. While these efforts show that SSIP schools are making progress, educators reported that they need more supports and strategies to engage families and communities. Additional parent trainings are needed so that parents can more fully support their children in their learning. Implementation Facilitators and staff reported that while they have high parent attendance at family nights and game nights, it is often more challenging to get parents to participate in longer format workshops and in discussions about behavior.

Progress toward the SiMR

Overall SC READY scores for all students, students with disabilities, and students without disabilities showed an increase from Year 3 to Year 4 statewide. Scores for third grade students with disabilities in the SSIP schools also showed an increase.

Statewide Percentages of Students Scoring Meets or Exceeds on SC READY

Statewide Percentages	FY 15	FY 16	FY 17	FY 18
All students	43.7	42.1	41.7	49.7
Students without disabilities	48.4	46.8	46.4	55.8
Students with disabilities	15.5	13.8	8.7	18.8
SSIP schools students with disabilities	16.2	5.7	9.8	16.8

Stakeholder Involvement in SSIP Evaluation

OSES has also collaborated with evaluators to facilitate face-to-face meetings with SSIP school leadership teams. Since May of 2017, OSES has held five face-to-face meetings with IFs and one virtual meeting. Two additional face-to-face meetings will be held on April 3, 2019 and May 23, 2019 during Year 3. These meetings are organized to support the schools in their implementation of SSIP activities. During these meetings, the evaluation team has had an opportunity to share findings from the SSIP evaluation with IFs and develop action plans around areas needed for improvement. The face-to-face meetings with IFs has also helped gain insight in how teams are managing the data collection process. During the last face-to-face meeting that was held on October 20, 2019, evaluators worked with IFs to review their school level data and facilitated a discussion about implementation goals and plans for sustainability in Year 4.

Section D: DATA QUALITY AND USAGE ISSUES

Data quality and data literacy continue to be challenges in South Carolina, although progress has been noted with the increased focus on these areas by OSES staff. The OSES continues to emphasize the need for clear, measurable, aligned goals across all divisions and offices within the SCDE.

Data Limitations that Impact Reporting Progress toward the SiMR

As pointed out in previous SSIP reports, comparison of third grade scores year-by-year does not yield sensitive and reliable measures of growth. South Carolina continues to struggle with the lack of an easily accessible, student-level data system to collect and report formative assessment data at the state level.

Plans to Improve Data Quality

The REM Center will continue the collection of universal screening data begun in the fall of 2018. Results will be reported in terms of number of students screened at each grade level,

number of students at benchmark, and number of students below benchmark. Fall and spring results will be compared to assess movement between tiers.

Broad Evaluation Data:

As described in last year's SSIP report, South Carolina's LEA determination system includes both compliance and performance data, integrated into a results-based accountability system. FY16 data showed approximately 22 percent of LEAs fell into the *Meets Requirements* category, 73 percent fell into the *Needs Assistance* category, and less than 1 percent (four LEAs) fell into the *Needs Intervention* category. Data for FY17 show upward movement for the majority of LEAs with two LEAs falling into the *Needs Intervention* category.

Section E: PROGRESS TOWARD ACHIEVING INTENDED IMPROVEMENTS

The focus in Year 4 of the SSIP work continues to be on achieving the following short- and medium-term outcomes from the *Theory of Action*:

Strand 1: Data-Driven Decision Making

All SSIP schools made progress with putting an MTSS framework in place. All SSIP schools are using universal screening measures to identify students who are at risk for reading difficulties. All schools have begun to regularly use data to inform instruction and to tier support based on student needs.

Stakeholder input continues to drive support for all schools in a tiered fashion. The change in administration at two of the Group 2 schools has provided much-needed buy-in and support from leadership and led to noted improvements across areas.

Strand 2: Quality Instruction

As mentioned previously, the IF positions have been fairly consistent across the SSIP years. With the support of the ISCs, the IF and principals/assistant principal who were new to the work year, have stepped into their roles with enthusiasm and energy. The IFs in all SSIP schools continue to provide professional learning opportunities and support to school staff in the area of evidence-based practices. IFs continue to participate in and lead trainings in the areas of early language and literacy assessment and intervention, positive behavior supports, and inclusive practices. This group continues to provide support at the school level to support fidelity of implementation in evidence-based instruction.

Strand 3: Family and Community Engagement

Schools have continued to broaden and strengthen family and community engagement. This has been seen in an increase in the number of opportunities made available to families and community member to be involved in the education as well as in the expansion of types of activities. Stakeholder input indicates this is an area in need of structured support and training.

Summary of State Level Supports

ISCs and other OSES staff have continued to provide resources and guidance to SSIP schools through on-site visits, face-to-face meetings, and targeted support. ISCs were in regular communication with their schools' IFs to provide guidance and resources. ISCs monitored

implementation through site visits to SSIP schools every nine weeks. The OSES continued providing more targeted supports through professional opportunities meetings to support the needs of the Group 1 and 2 schools. At the school-level, it is evident that some SSIP schools continue to be further along in the process of implementing their SSIP plans than others. Each school, however, has made progress toward implementing their specific plans.

The state has also continued building infrastructure by refocusing on ensuring the State's system of general supervision is focused solidly on improving outcomes for students with disabilities. The new law that requires all students in kindergarten through first grade be universally screened three times each school year (and as needed in second grade and for any other student as required) with approved universal screening tools for reading and the provision of the appropriate level of evidence-based instruction and intervention based on their needs has had the groundwork laid by the SSIP schools.

Measureable Improvements in SiMR

Although the percentage of students with disabilities in the 3rd grade who scored Meets or Exceeds on the SC READY almost double in 2019, the cohort did not reach the target. Data drill downs will continue to look at root causes for both increases and decreases in performance of students with disabilities. The core team and stakeholders will look more closely at interim progress data and use this information to guide next steps.

Section F: PLANS FOR NEXT YEAR

Additional Activities

Upcoming Data Collection Activities for Year 5 (extension) at SSIP Schools

The OSES will continue to work with the evaluation team on data collection activities to inform SC's SSIP for the remainder of Year 5. In spring 2020, school teams will complete the SAM for the second time in Year 4. SSIP IFs will complete a reflection survey in May 2020 to share their experiences with SSIP over the past four years as well as plans for sustainability in their schools. The SSIP Educator Survey will be administered to educators at SSIP schools toward the end of the 2019-2020 school year to understand implementation. In partnership with the OSES team, evaluators will continue to work collaboratively with stakeholders at all levels and share findings from the evaluation to inform programmatic changes of SC's SSIP.

The area of family and community engagement will need additional evaluation activities to assess progress. These might include measuring the impact on families and levels of engagement such as family awareness of available community resources regarding literacy and social-emotional development.

Blending Services and Oversight

The SCDE recently identified the Targeted Support and Improvement Schools (TSI) for the upcoming year. The TSI schools are defined as Title I schools with one or more subgroup of students performing at or below the 5th percentile of all Title I schools in the state. The majority of schools on the list are there due performance of students with disabilities. Each school will receive federal school improvement funds and receive technical assistance and support via professional development from relevant department of education offices. The OSES will use this

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as an opportunity to expand the activities within the SSIP that have shown promise in improving outcomes, particularly reading outcomes, for students with disabilities. The OSES staff will work closely with staff in the Office of School Transformation, Office of Federal and State Accountability, and Office of Assessment. With this last reorganization of the SCDE, these four offices are now within the same division (FPASI).

In order to accomplish this integration of services, staff from all offices within the FPASI division will participate in professional learning opportunities related to implementation science, the use of a common professional development model, and the use of a common problem solving model, Team-Initiated Problem Solving (TIPS). The focus of these PLOs will be to ensure staff are focusing all activities on common goals as outlined by the superintendent, using research-based practices in the area of adult learning, supporting practices that will build capacity in LEAs and schools, and using evaluative measures to ensure changes in practice are supported and sustained.

Fiscal Oversight

The OSES will continue providing fiscal oversight for accountability and support for expenditures through the quarterly submissions of reimbursement requests. As more outcome data are collected, the OSES and REM staff will continue the analysis of data to identify effective use of funds.

Technical Assistance

The OSES will rely on continued technical assistance and support from NCSI, IDC, and NCII as well as the self-paced content, activities and assessments designed to promote the knowledge and practice of implementation science and scaling-up on the National Implementation Research Network's Active Implementation Hub.

Support in the area of data-based individualization through the NCII TA project has played a critical role in this process as the OSES moves into the first year of implementation of DBI with one of the SSIP schools. Due to the connections the OSES has with NSCI and NCII, the state has been able to broaden the audience involved in this TA to include general education state and local staff through the MTSS cohort roll-out as well as the task force involved in the universal screening legislation.

Another focus that will assist with implementation with fidelity of evidence-based practices will be an emphasis on the use of High Leverage Practices as defined by the Council for Exceptional Children and the Collaboration for Effective Educator Development, Accountability and Reform. This focus on the processes involved in teaching (collaboration, assessment, social-emotional-behavioral, and instruction) will assist with implementation with fidelity.

As the SCDE continues to move forward with the implementation of the Pyramid Project to support social-emotional development in young children, TA will continue to be provided through that project as well as the South Carolina Association of Positive Behavior Supports and the Behavior Alliance of South Carolina project. The support and training of the master cadre for Pyramid for pilot sites will continue during the late spring and the summer of 2020.

Anticipated Challenges and Steps to Address

REM evaluators reported that the findings from Phase III Year 4 of implementation show that SSIP schools have continued making progress toward implementing activities across the three core strands: Data-Based Decision Making, Quality Instruction, and Family and Community Engagement. As OSES moves through the next year of implementation of SC's SSIP, the evaluators recommend that the state continue its efforts to build capacity through the work of the ISCs, providing professional development opportunities for SSIP school team leadership and staff, and continuing to engage stakeholders in the process. Below are some specific areas at the school and state levels for improvement offered by the evaluators based on the evaluation findings to date.

Supporting School-Based Leadership Teams

At the school level, SSIP leadership teams have continued to work with educators to expand the use of data at schools, to identify and utilize evidence-based practices for instruction and intervention, and to increase family and community engagement through parenting events and programs. Using data to inform academic instruction and tiered instruction has been a consistent focus across SSIP schools over the four implementation years and staff reported that a key area of success has been use of data and student growth. Schools note that their SSIP work has provided quality resources, but some staff across schools are concerned about sustainability if there is no longer an on-site IF to drive the work forward. As SC's SSIP moves into its final months of implementation, the evaluators offer the following recommendations for how OSES can continue to support school-based leadership teams with appropriate resources.

- Provide specific guidelines and examples to SSIP schools regarding assessment tools and progress monitoring.
- Offer continued support for integrating academic and behavior practices at SSIP schools through technical assistance and quality professional development opportunities for educators.
- Provide support and guidance to schools on managing resources and monitoring fidelity of tiered instruction and intervention.
- Facilitate SSIP schools' work in engaging families by providing evidence-based resources and tools and through opportunities for school leadership to share ideas and information.
- Offer guidance on sustainability of practices initiated through SSIP funding.
- Provide opportunities for collaboration between school leaders and district leaders to share best practices, work on sustainability planning, and align initiatives to continue SSIP work.

State Supports for SSIP Schools and Sustainability

As the SCDE moves into the final months of implementation of SC's SSIP, the evaluators recommend that the state continue its efforts to build capacity of SSIP schools in the following

areas: through direct assistance of ISCs, communication, opportunities to connect, sustainability, guidance, and dissemination.

OSSES Guidance and Support. IFs report that staff's understanding and implementation of SSIP varies within and across schools, especially in the area of tiered instruction. Moving into the final months of implementation, SSIP school teams continue to need direct guidance from OSSES about how to accomplish this goal. In particular, ISCs should continue to support SSIP school leadership teams by providing guidance and resources on evidence-based practices, tracking and managing data, and engaging educators in MTSS. One way they might accomplish this is through providing examples of action plans that facilitate implementation of MTSS. The ISCs can help school teams to structure their work within MTSS as a framework for their current programs so they do not view it as something extra added to their plate. IFs requested more guidance from the state on the types of assessments and screening tools that are appropriate for implementation of SSIP. Schools requested a list of approved assessments and interventions. OSSES may consider compiling a list of suggested tools for SSIP schools to use for assessment and progress monitoring.

While SSIP schools have not made extensive progress with behavior supports compared to their work with academics, most schools acknowledge that increasing supports for positive behaviors among their students is important. The SCDE can support schools by hosting a training session for SSIP schools about evidence-based practices and tools on positive behavior supports.

Provide opportunities for school teams to connect. The SCDE provided a series of training opportunities for Implementation Facilitators during this first year of implementation. These trainings continued into the second year of implementation. As the fourth year of implementation nears the end, opportunities for SSIP school teams to connect will be important. While the IFs have been the primary stakeholders engaged in face-to-face meetings during the first three years of implementation, moving forward, having an opportunity for full leadership teams to meet and share best practices may be an important way for schools to start developing plans for sustainability.

Provide opportunities for school leaders to meet and discuss their experiences with SSIP and the feasibility of continuing the work after funding ends. School administrators play an important role in supporting the work of SSIP. During the course of the project, school leaders did not have much opportunity to connect with each other and solve problems about how to implement, sustain, and disseminate their SSIP work. Facilitating an SSIP administrators' working group to discuss ways that SSIP work can continue would be an important way for leaders to connect with each other.

Provide sustainability guidance to schools and districts. The SCDE can help SSIP schools sustain their SSIP work by helping them to identify best practices for continuing their work after funding ends. Guidance from OSSES on the development of school sustainability plans would help to document established practices and how they may sustain and expand those practices. ISCs can work with school teams by facilitating discussions with school administrators about their goals for sustainability. ISCs also might facilitate discussions between school teams and

district administrators about how the district can support the development of a sustainability and dissemination plan for SSIP.

Disseminate best practices. South Carolina recently passed a bill that requires districts to universally screen for reading problems and provide appropriate tiered supports for all students in early grades. As the SCDE begins to roll out the protocol for districts, leveraging the work done on SSIP schools would be a great way to engage and share best practices for the statewide components of MTSS in South Carolina. As mentioned in the evaluators recommendations in previous years, stakeholder engagement is crucial to continued support for SSIP work. Presenting at state meetings and conferences may be a way to share progress from SSIP implementation with stakeholders and also provide an opportunity to gather input and discussion about ways to support sustainability and scalability of SSIP's core goals. Another way to share best practices would be to publish information on the OSES website.

Summary

Systemic change will always be a challenge. The SCDE once again renews our commitment to improving outcomes for all children and youth through the use of evidence-based practices.

If the South Carolina Department of Education's Office of Special Education Services provide consistent, collaborative, proactive *direction and support* focused in the areas of *academics, social emotional learning, early childhood development, and post-secondary transition* by using *data-based decision making, quality instruction (EBPs), family and community engagement and fidelity of implementation...*

then

...districts will have the infrastructure, capacity, and sustainability to provide students with disabilities *equitable access and opportunity* to meet the profile of the South Carolina graduate (world-class knowledge, world-class skills, and life and career characteristics).

Appendix A: Updated Action Plan Activities
Improvement Strategy 1 Data-Driven Decision Making

Activities to Meet Outcomes	Steps to Implement Activities	Progress	Next Steps
SEA/OSES provides fiscal support and accountability for LEAs/Schools	<p>Review and approve Implementation Plans and budgets for each SSIP LEA</p> <p>Allocate funds per budget for SSIP LEAs</p> <p>Create reimbursement system and fiscal monitoring tool</p> <p>Review and approve fiscal reimbursement requests per plans/budgets</p> <p>Monitor expenditures and carry-over amounts</p> <p>Provide fiscal analysis to look for correlations between spending and outcomes</p> <p>Encourage alignment between TEACH Tiers I, II, and III (SSIP) plans</p> <p>Provide assistance to two SSIP LEAs also receiving TEACH Tier II funds to ensure alignment among plans at all levels</p>	<p>All MFS Tier I and II impact and spending plans have been completed.</p> <p>All implementation and spending plans have been reviewed and approved for the ten SSIP LEAs for Year 4.</p> <p>Quarterly submissions for reimbursement continue to be submitted by LEAs to the auditors; auditors monitor expenditures and provide quarterly updates on expenditures to LEAs and OSES staff.</p> <p>ISC and auditors have closed out MFS Tier 1 and 2 plans and expenditures successfully.</p> <p>ISCs and auditors have provided varied levels of assistance to the SSIP schools through on-site visits, on-line sessions, and telephone/email contacts concerning development and implementation of spending plans.</p> <p>LEAs are submitting amendment requests based on progress data to ISCs/auditors; these are reviewed and approved to ensure alignment with the SiMR.</p>	<p>Continue fiscal support for PLOs and implementation of SSIP work.</p> <p>Continue submission of reimbursements through end of SSIP.</p> <p>Continue monitoring expenditures for alignment with plans.</p> <p>Continue the analysis of fiscal and performance outcomes links for SSIP</p>
SEA/OSES organizes a system of Implementation Facilitators (IFs) to build infrastructure at the LEA level for capacity building and sustainability	<p>Develop implementation plan templates and provide expectations for SSIP work</p> <p>Review Implementation</p>	<p>New personnel were brought up to speed quickly by ISCs.</p> <p>ISCs reviewed plans/budgets and provided feedback during the approval process; site visits were</p>	<p>Continue to use SAM results and stakeholder input to provide tiered and targeted support for LEAs regarding implementation of an MTSS framework.</p> <p>Monthly webinars, resource sharing, and contact with IFs by ISCs on topics of need (data analysis, evaluation of EBPs, MTSS fidelity, evaluation of outcomes).</p>

Activities to Meet Outcomes	Steps to Implement Activities	Progress	Next Steps
	<p>Plans to ensure alignment with strengths and needs identified through Success Gaps Rubric and Partners' Inventory</p> <p>Provide training in Implementation Science to facilitate capacity building and sustainability</p> <p>Assist in the development of professional learning communities at the LEA and School levels</p> <p>Provide leadership and support to IFs with monthly "check-ins" to evaluate reading and social-emotional data and assess other progress and needs</p> <p>Plan for scaling up and sustainability</p>	<p>made to three LEAs to provide additional, more intensive support during plan development.</p> <p>All ten LEAs/schools have approved implementation plans and budgets for Year 4.</p>	<p>Use of self-paced modules on implementation science from National Implementation Research Network's Active Implementation Hub for universal support. Use of the same modules with a facilitator for more intensive support.</p> <p>Summer PLO opportunities EBPs, implementation science, collaboration opportunities, and MTSS.</p> <p>Continue the evaluation of MTSS implementation using SAM in fall and spring.</p>
SEA/OSES will support the creation of LEA/School Implementation Teams	<p>Hire and assign Education Associates (EAs) for the Programs and Initiatives team</p> <p>Define the EAs' roles related to SSIP (support, guidance, review of data/progress, assist with evaluation,</p> <p>Obtain professional development for EAs and Implementation Facilitators (IFs) on Implementation Science</p>	<p>The ISCs continue to provide support and assistance for SSIP schools now that the MFS TEACH activities have been closed out.</p> <p>Additional training has been provided to IFs and school teams in the areas of implementation science, data literacy, selection of EBPs, and fidelity evaluation. Staff have also been trained in the use of the TIPS problem solving process from PBIS.</p> <p>LEAs participating in the MTSS roll-out have also received TIPS training. This problem solving process is being supported at the DBI pilot school as well.</p>	<p>The SCDE continues to explore the selection of a consistent problem solving method across state, LEAs, and schools; this may be supported with the passing of legislation regarding MTSS.</p> <p>Quarterly on-site check-ins will continue. These will, at times, include the USC outside evaluation team.</p> <p>The USC outside evaluation team will continue gathering information through on-site visits, facilitating presentations and activities related to evaluation, focus groups, surveys, and review of data. This activity has been extended for another year due to the extension of the current SSIP by OSEP.</p> <p>ISCs will continue providing differentiated support based on school needs.</p>

Activities to Meet Outcomes	Steps to Implement Activities	Progress	Next Steps
	<p>Assist Schools with creating or revising an Implementation</p> <p>Assist teams in setting meeting schedules, reviewing/revising existing EBPs using data-driven decision making, reviewing/revising existing Implementation Plans based using data-driven decision making</p> <p>Assist LEA/School Teams with reviewing data annually and updating Implementation Plans as needed, based on data</p>	<p>ISCs have provided tiered support based on stakeholder input, data, and needs assessment in the areas of root cause analysis, systems change, scheduling, and instruction/intervention.</p> <p>Schools have been grouped according to performance and need so that support may be matched to needs. Group 1 contains schools with functioning data teams (according to SAM results and observational data from quarterly on-site visits). Group 2 contains schools that have yet to be able to set up functional data teams.</p> <p>Support and technical assistance will be provided across 3 levels to align with LEA determinations – universal, targeted, and intensive</p>	<p>SCDE staff will work to integrate language and terminology across divisions and offices so that common language is used.</p>
<p>SEA/OSES will coordinate activities related to the SiMR across stakeholder groups</p>	<p>Review and revise current improvement strategies, and activities to ensure clarity and alignment with SiMR</p> <p>Review current SC READY data and reset baseline and target for SiMR</p> <p>Develop and implement a communication plan with other SCDE offices to facilitate coordination of technical assistance efforts related to SiMR</p> <p>Develop and implement communication plan, including solicitation of feedback where</p>	<p>SC READY data were analyzed and compared to SiMR.</p> <p>Data comparison and reporting methods were explored.</p> <p>SSIP schools reported data from fall screening measures in terms of percentage of students at/above and below benchmark.</p> <p>Screening results from the previous year were compared with current results.</p> <p>Quarterly check-in visits by ISCs provided a direct line of communication among state, district, and school stakeholders.</p> <p>OSES Part B 619 coordinator has continued to participate in DaSY and other preschool initiatives collaboratively with Part C.</p> <p>The Pyramid Project has continued roll-out.</p>	<p>Administration of SC READY for the fourth year.</p> <p>Continue analysis and disaggregation of data for SiMR.</p> <p>Collect and compare spring results for screening measures 2019-20.</p> <p>Continue pursuing inter-office and inter-agency collaboration in an effort to develop a common language and message to stakeholders.</p> <p>Model coaching and support for SSIP schools after the Pyramid model to ensure common practices and use of evidence-based models. Emphasis will be on data collection and reporting to inform the process.</p>

Activities to Meet Outcomes	Steps to Implement Activities	Progress	Next Steps
	<p>needed, with all stakeholders regarding progress toward SiMR; to include updated SSIP webpage with communication tools</p> <p>Participate in the DaSY Linking C and 619 Data Topic Cohort</p>		

Improvement Strategy 2 Quality Instruction

Activities to Meet Outcomes	Steps to Implement Activities	Progress toward Outcomes	Next Steps
SEA/OSES will coordinate with other SCDE initiatives pertaining to the SiMR and with Read to Succeed in particular	<p>Provide survey to other SCDE offices regarding PLOs offered during the year in order to coordinate and facilitate</p> <p>Communicate regularly with R2S staff regarding initiatives and progress related to R2S initiatives</p> <p>Review school and LEA R2S plans for consistency and extension of initiatives related to reading to ensure inclusion of students with disabilities</p> <p>OSES will allow the use of state funds for the purpose of helping special education teachers obtain the required reading endorsements under the R2S legislation</p>	<p>All activities have been impacted and hampered by turn-over in personnel in the OELL.</p> <p>Dyslexia modules continue to be available on the SCDE website</p> <p>2019 R2S Summer Reading Camps were held</p> <p>All activities related to MFS Tier I and II have concluded successfully</p>	<p>OSES staff will continue to work with OELL and the state legislature to support the provision of a state-wide MTSS framework.</p> <p>Continue coordination with R2S personnel when they are hired by OELL on development of additional resources for training and support including additional on-line modules and courses and PLOs across agency offices; collaboration should also include how to facilitate appropriate inclusion of students with disabilities in R2S summer reading camps and track progress.</p> <p>Continue collaboration with OELL staff to develop support for using EBPs to teach reading.</p> <p>Continue training and support specifically targeting dyslexia and other reading disorders; the task force is currently working to create a guidance document</p>
SEA/OSES will support continued development and implementation of UDL principles and training for SSIP LEAs/schools	<p>OSES will coordinate with outside TA providers to develop a cadre of trainers to include EAs and IFs</p> <p>OSES will coordinate with outside TA providers to assist and facilitate the scaling up of UDL use in SSIP LEAs/schools</p>	<p>2019 Research to Practice sessions were held. Strands were similar to previous strands.</p>	<p>Additional training will be provided in the summer of 2020 for school and LEA teams including introductory and advanced training.</p> <p>ISCs will continue to look for the use of UDL practices during quarterly classroom walkthroughs.</p>
SEA/OSES will support continued development and implementation of PBIS principles and training for SSIP LEAs/schools	<p>OSES will coordinate with outside TA providers to develop a cadre of trainers to include EAs and IFs</p> <p>OSES will coordinate with outside TA providers to assist and facilitate the scaling up of PBIS use in SSIP LEAs/schools</p>	<p>2019 Research to Practice sessions included PBIS review and renew, MTSS overview, and CPI training</p> <p>2019 PBIS booster sessions and networking opportunities were provided.</p>	<p>Continue partnership between the SCAPBS and the SCDE to support statewide implementation of PBIS.</p> <p>Continue to develop training “certification” for PBIS trainers to ensure fidelity of training.</p>

Activities to Meet Outcomes	Steps to Implement Activities	Progress toward Outcomes	Next Steps
	<p>OSES will facilitate the scaling up of the statewide PBIS network</p>	<p>2019 OSES sponsored and presented at the SC School Behavioral Health Conference.</p> <p>2019 OSES continues work with the BASC project to provide direct multi-tiered behavioral supports for students and educators.</p>	<p>Continue support of coordination with outside agencies.</p> <p>Continue provision of PLOs related to PBIS through RtP and BASC.</p>
<p>SEA/OSES will support continued development and implementation of data literacy for SSIP LEAs/schools</p>	<p>Work with Steve Kukic of NCLD, to provide guidance on MTSS and data literacy based on LEAs'/schools' assessed needs and according to Implementation Plans</p> <p>Explore statewide data management systems with R2S personnel to meet requirements under R2S and support MTSS</p> <p>Research project with the USC's Dr. Scott Decker (school psychologist specializing in neuropsychological assessment, brain mapping, diagnostic decision making, academic assessment, development, and evolutionary psychology), to identify current EBPs practices used to identify students as LD</p>	<p>SSIP stakeholders met quarterly to continue the development of an MTSS framework that includes support for data literacy.</p> <p>LD Project work with USC's Scott Decker has continued to include surveys regarding LD identification practices, site visits, and additional evaluation activities.</p>	<p>Continue cross-office discussions about need to develop a statewide data management system to include RtI data.</p> <p>Continue LD Project work with Dr. Decker; this work has been extended an additional year</p> <p>Develop tiered system of technical assistance and support to include data literacy, analysis, and usage.</p>
<p>SEA/OSES will support continued development and implementation of early language and literacy initiatives</p>	<p>Work with outside TA provider to facilitate training for early childhood teams (5K, sped teacher, SLT, IF)</p> <p>Workgroup to discuss alternative service delivery methods for language services</p> <p>Cross-agency group meets to identify and provide TA related to early identification of hearing impairments in young</p>	<p>Two additional cohorts of SC Preschool Inclusion Initiative (SCPII) have launched.</p> <p>8/2019 Champions for Young Children Symposium</p> <p>Little Ears and Language group rolled out a Virtual Toolkit to provide resources to educators and parents of young children with hearing loss.</p>	<p>Continue support for SCPII with 5th cohort and District Leadership Day 3.0 for existing cohorts.</p> <p>Continue support of use of EBPs in the areas of early language and literacy.</p> <p>Planning for 2020 CEC will continue to emphasize EBPs for literacy and social-emotional development for students with disabilities.</p>

Activities to Meet Outcomes	Steps to Implement Activities	Progress toward Outcomes	Next Steps
	<p>children (Little Ears and Language)</p> <p>Develop plan for accessing resources related to services for young children with hearing impairments (audiologists, hearing specialists, SLTs,...)</p> <p>Support the annual Champions for Young Children Symposium</p>	<p>2/2020 SC CEC conference; OSES staff facilitated learning sessions in EBPs in literacy and social-emotional development by NCSI and NCII staff.</p>	
<p>SEA/OSES will support continued development of LEA/school Assistive Technology teams</p>	<p>OSES sponsored AT conference with strands for LEAs with existing teams and for newly established teams jointly sponsored by SC Assistive Technology Program, Center for Disability Resources, USC School of Medicine Department of Pediatrics, SC Developmental Disabilities Council, and SCDE</p> <p>OSES will facilitate continued skill development using regional AT specialists to provide requested TA</p> <p>OSES will assist/promote the establishment of next cohort of LEA/school AT teams</p>	<p>2020 AT Expo</p> <p>2/2020 SC CEC conference</p>	<p>Continue jointly sponsoring AT Expo to continue differentiated support for local AT teams.</p> <p>Continue support of SC CEC conference.</p>
<p>OSES will support the statewide exploration and implementation of infusing literacy and social/emotional development for young children in the Pyramid Model (see attached description of Pyramid)</p>	<p>SC became a state partner using the Pyramid Model</p> <p>Cross-sector leadership team will evaluate models of from states and choose model for SC</p> <p>Develop plan for implementation</p> <p>Implementation at model sites</p>	<p>Pyramid cross-agency leadership team continued to meet monthly to and developed the application process, parameters for master cadre, and funding process.</p> <p>Pilot sites were chosen and have begun implementation.</p> <p>Training in practice based coaching was provided to the master cadre.</p>	<p>Continue support for Pyramid Project to address social-emotional needs in young children.</p> <p>OSES staff will explore avenues to promote generalization and cross-over with other agencies/organizations such as local law enforcement</p>

Activities to Meet Outcomes	Steps to Implement Activities	Progress toward Outcomes	Next Steps
		Pyramid subcommittees met monthly to develop processes in the areas of professional development and communication.	
<p>OSES will support the statewide Preschool Inclusion project and other inclusive activities to promote expanding inclusive opportunities for preschool children with disabilities</p>	<p>LEAs met to develop strategic plans to increase opportunities for inclusion in PK years</p> <p>Kick off meetings for additional cohorts (expansion to additional LEAs)</p> <p>Participation in Intensive Technical Assistance from the Early Childhood Personnel Center (ECPC)</p>	<p>Spring 2019 and fall 2020 SCPII cohorts launched.</p> <p>2/2020 SCPII cohort team training was held in conjunction with SC CEC; preconference sessions focused on social-emotional supports for young children</p> <p>2/2020 SC CEC conference</p>	<p>Continue tiered support based on LEA need for SCPII.</p> <p>Continue adding cohort teams for SCPII to promote meaningful preschool inclusion.</p> <p>Continue participation in activities and technical assistance with centers such as ECPC with Part C.</p>
<p>OSES will facilitate making PLOs in EBPs more readily available to SC teachers, staff, families, and other stakeholders</p>	<p>OSES will explore use of Virtual SC co-teaching, reading disorders, and UDL modules</p> <p>OSES will continue sharing resources with LEAs/SSIP from agencies such as Florida’s MTSS TA Center, State Implementation & Scaling-up of Evidence-based Practices Center, and Center on Response to Intervention using a variety of methods such as webinars, face-to-face meetings, on-site meetings, and other means</p> <p>Develop communication tools to include summary of SSIP strategies and expected outcomes and evaluation information that may be easily customized by LEAs/schools for stakeholders</p>	<p>ISCs conducted quarterly site visit check-ins virtually and on-site using protocols to assess fidelity of implementation information.</p>	<p>Continue consistent communication with SSIP schools through site visits, telephone and virtual check-ins, and other correspondence.</p> <p>Continue use of stakeholder feedback to drive topics for technical assistance.</p>

Improvement Strategy 3 Family and Community Engagement

Activities to Meet Outcomes	Steps to Implement Activities	Progress toward Intended Outcomes	Next Steps
<p>OSES will work with cross-agency leadership team to implement Pyramid Partnership model</p>	<p>Align policies</p> <p>Identify model demonstration sites</p> <p>Provide training for sites</p> <p>Develop benchmarks and evaluate progress</p>	<p>Pyramid activities have occurred as described in Quality Instruction.</p>	<p>See Pyramid next steps above.</p>
<p>OSES will develop/identify training modules to increase families' understanding of data (IEP data, progress monitoring data, ...)</p>	<p>Work with Family Connections (PTI) to provide training for parent navigators</p> <p>Expand the work of the Child Find Task Force to include early identification resources</p> <p>Continue work of the Part C to B Supports group</p>	<p>2/2020 Contract with Family Connections revised and signed.</p>	<p>New contract revised negotiables and outcomes to align and integrate more with current service delivery model and provide more targeted and individualized assistance with navigation of the C to B transition.</p>
<p>OSES will coordinate the Text 2 Read program, an outreach program designed to engage new mothers and primary caregivers of young children (particularly in high poverty areas) in literacy and language development activities.</p>	<p>Develop the free, mobile, leveled texts regarding activities to develop language and literacy skills, illustrate milestones and questions for pediatricians, when appropriate direct parents to Child Find, and identify seasonal books and free or inexpensive events for young children</p> <p>Align texts/activities with Early Learning Standards Implement in the chosen pilot area of the state</p> <p>Empower all parents to include language and literacy activities in their day so that all children will arrive at school ready for Kindergarten</p> <p>Support parents in monitoring child development and speak with pediatrician or Child Find screener should a</p>	<p>3/2019 Texts and activities have been developed and reviewed for ages 3-5.</p> <p>There were some challenges with the roll-out of the Text2Read program.</p>	<p>Continue work with Family Connections (SC PTI) to develop technology safeguards and necessary requirements for roll-out.</p> <p>Roll out for field testing and begin evaluation process.</p>

Activities to Meet Outcomes	Steps to Implement Activities	Progress toward Intended Outcomes	Next Steps
	<p>developmental delay be suspected</p> <p>Use the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model to conceptualize, maintain, and improve the Text 2 Read</p>		
<p>OSES will sponsor and support the Preschool Cultural Responsiveness strand at the state CEC conference</p>	<p>Coordinate arrangements for speaker</p> <p>Publicize the strand statewide and to SSIP LEAs</p>	<p>2/2020 CEC Sessions: Culturally Responsive Practices: Meeting the Needs of Diverse Children in Early Childhood Programs, Exploring the Arts from a Cultural Perspective, Parent Engagement that is Inclusive and Culturally Responsive; additional sessions provided by the SC PTI – Family Connections and ABLE SC to support families and people with disabilities.</p>	<p>LEA/school staff will continue to use information from CEC sessions to ensure the development of culturally responsive practices.</p>
<p>OSES will work with other SCDE offices to facilitate the LEA/schools’ activities to increase parents’ ability to identify and access resources related to parenting practices that will improve engagement and participation in school activities related to literacy and social-emotional development</p>	<p>OSES will work with OELL staff to participate in the TA provided by American Institutes of Research (AIR) to facilitate family involvement at statewide level</p> <p>Gather additional stakeholders and develop implementation plan to increase family engagement</p> <p>Implement plan</p>	<p>OELL has again had significant staff turnover in key positions; the director’s position was filled in the fall of 2017, then transferred to the deputy superintendent’s position in that division; a new director came on in February 2018, but left in December 2018. An MTSS education associate position was created in early spring of 2018, but was vacant in early 2019. This has significantly impacted the development and implementation of the MTSS framework. The MTSS position has evidently been absorbed by the director of the office.</p> <p>OSES staff worked with Office of Family and Community Engagement staff to plan a summit. The annual Family Engagement Statewide</p>	<p>Re-engage with the cross-office group for family and community engagement.</p> <p>Due to staff turnover in OELL, many of these activities have been delayed and are now being revisited.</p> <p>SSIP LEA/school staff will review and revise current activities to ensure alignment with the R2S plan.</p> <p>OSES will continue to work with other SCDE offices to support family and community engagement.</p> <p>OSES will assist with summit once again.</p>

Activities to Meet Outcomes	Steps to Implement Activities	Progress toward Intended Outcomes	Next Steps
		Summit is free and open to persons whose primary job responsibilities include leading or co-facilitating family engagement initiatives at the school and/or district level(s). Event is to be held 4 of 2020.	