STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

**For reporting on
FFY 2021**

Delaware

PART B DUE February 1, 2023

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

To increase the literacy proficiency of students with disabilities in K-3rd grade, as measured by a decrease in the percentage of third grade students with disabilities scoring below proficiency on Delaware's statewide assessments.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (*e.g.*, a sample, cohort model)? (yes/no)

NO

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

https://www.doe.k12.de.us/Page/2343

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2017	87.72%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	83.72%	81.72%	79.72%	77.72%	75.72%

FFY 2021 SPP/APR Data

Number of Students Not Proficient on SBAC or DeSSA-ALT	Number of Students Tested on SBAC or DeSSA-ALT	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
1,507	1,829	84.43%	83.72%	82.39%	Met target	No Slippage

Provide the data source for the FFY 2021 data.

Smarter Balanced Assessment Consortium (SBAC) and the Delaware System of Student Assessment Alternative (DeSSA - Alt)

Please describe how data are collected and analyzed for the SiMR.

The DE DOE Office of Assessment is responsible for collecting, analyzing, and reporting on the SBAC and DeSSA - Alt results. The Office of Assessment provides state-level data for each assessment to the SSIP Core Team. While the DE SiMR addresses all the ELA proficiency of all third grade students with disabilities in the state, the assessment data are disaggregated so that a secondary analyses can be conducted for the two SSIP districts and three charter schools that received intensive support and implemented key elements of Multi Tiered System of Support (MTSS), related to reading, during the 2021-22 school year. The assessment results from the SSIP sites are compared to the average state assessment results. The data are then reviewed by the DE SSIP Core Team to interpret the results for SSIP reporting.

Optional: Has the State collected additional data *(i.e., benchmark, CQI, survey)* **that demonstrates progress toward the SiMR? (yes/no)**

NO

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

YES

If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.

COVID-19 has impacted our ability to directly assess participating teachers' early literacy fidelity of implementation. MTSS fidelity of intervention data were collected, although the method of administration was virtual starting in spring 2020, with varied involvement of SSIP coaches to facilitate the process, impacting the completeness, reliability, and validity of the results.

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

https://www.doe.k12.de.us/Page/2343

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

Three teams were used to support the implementation of the DE SSIP infrastructure improvement strategies. This included a focus on governance, standards, accountability, and monitoring through collaborative teaming; professional learning; and family engagement.
MTSS Core Team
The DE MTSS Core Team consists of three members of the DE DOE Exceptional Childrens Resources (ECR) Workgroup, led by Jalee Pernol; and three members of the Academic Support Team, led by Pam Alfaro (who left the DOE in March 2022); Zach Weingarten, lead staff for the American Institutes for Research (AIR); Meedra Surratte, the DE Parent Information Center (PIC) Director; and Brent Garrett, the SSIP external evaluator. This group is responsible for direct oversight and support of MTSS and early literacy professional learning. The Core Team met monthly during the 2021-22 school year.
MTSS Leadership Team:
The MTSS Leadership Team (LT) consists of the Core Team members, plus representatives from the DE DOE Offices of Assessment, School Leadership, Equity and Innovation, Early Learning, and English Language Learners. Representatives from the DE PBS Project and ACCESS Project from the University of Delaware who focus on Positive Behavior Supports, Social Emotional Learning, and Universal Design for Learning also participate on the MTSS Leadership Team. The Leadership Team provides the coordination and leadership to build the capacity of state, district, charter, and school personnel to implement an integrated MTSS framework. This includes (1) a focus on multidirectional communication with stakeholders, including families, to increase capacity for MTSS implementation and (2) supporting the alignment of initiatives to improve whole child outcomes and use data to continuously improve supports for districts, charters, schools, and families. The Leadership Team met five times during the 2021-22 school year.
MTSS Advisory Council
The MTSS Advisory Council provides advice on SSIP work related to governance, standards, accountability, and monitoring. The MTSS AC (with approximately 65 stakeholders) met twice this reporting period (November 23, 2021 and June 8, 2022), averaging 19 participants at each meeting. The MTSS Advisory Council includes personnel from the DE DOE, districts and schools, community agencies, SSIP staff, and family representatives. The two Advisory Council meetings held in 2021-22 included (1) a review and feedback on SPP/APR Indicator 3, (2) MTSS evaluation updates, and (3) MTSS updates and professional learning opportunities.
Professional learning Strategies (MTSS and DELI Trainings, Book Studies, Modules, and Job-Embedded Coaching)
DELI is the name given for the SSIP professional learning initiative. DE SSIP staff facilitated professional learning through the use of training and job-embedded coaching. During 2021-22, the types of training, as well as the audience for training continued to evolve, due to challenges brought on by COVID-19. DE SSIP Cohort schools continued to receive to virtual professional learning options, including a virtual course and two book studies. The virtual courses and book studies were open to all interested Delaware educators. Four MTSS trainings were conducted with Cohort sites in 2021-22, addressing needs specific to their schools, impacting approximately 45 Delaware educators.
The Delaware MTSS Virtual Institute provided K-12 educators and school leaders with professional learning to develop the knowledge, skills, and infrastructure to effectively implement a MTSS framework. The Institute was targeted for K-12 educators, school leaders, and MTSS leadership team members. A total of 47 participants from 19 school districts and charters started the Institute, with 20 educators completing the majority of activities.
Participants in the two book studies read and discussed Leading Equity-Based MTSS for All Students (by Amy McCart and Dawn Miller). The book studies were facilitated by AIR staff. Participants received a copy of the book and engaged in two synchronous

sessions focused on how to implement equity-based MTSS to improve academic, behavioral, and social outcomes for all students. The book study was targeted for K–12 educators, school leaders, and MTSS leadership team members. A total of 61 participants completed the book studies and attended at least one of the synchronous sessions. A book study on Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS (by Kent McIntosh and Steve Goodman) was offered in spring 2022, but there was insufficient interest to conduct the book study.

AIR staff, with review from DE DOE staff, created five MTSS and five DELI training modules available to all Delaware Educators. The modules are housed on Schoology, a virtual platform available to all Delaware educators. The modules were launched in September 2021. The MTSS modules were (1) Delaware MTSS Overview, (2) Building an Effective Tier 1 System, (3) Universal Screening Process, (4) Tier 2 and Tier 3, and (5) Effective Progress Monitoring. The DELI modules were (1) Overview of Explicit Instruction, (2) Foundational Reading Skills, (3) Vocabulary and Comprehension, (4) Intensive Intervention in Reading, and (5) Effective Writing Instruction. At the end of the 2021-22 school year, 124 educators had completed the evaluation survey for all five MTSS modules and 8 educators had completed the evaluation survey for all five DELI modules.

AIR staff provided sustained, job embedded coaching to support early literacy and/or MTSS implementation in three DE SSIP charter schools, two DE SSIP school districts, and seven associated schools. In 2021-22, there were 62 MTSS coaching contacts and 5 early literacy coaching contacts. Coaching content was specific to each school or district, driven by the results of their MTSS fidelity of implementation data collection and subsequent action plan.

Family Engagement

The DE SSIP engaged stakeholders with the assistance of the DE PIC, and meetings with the Governor's Advisory Council for Exceptional Citizens (GACEC). The DE PIC supported the SSIP family engagement activities to increase parents understanding of MTSS and early literacy. The DE PIC developed and disseminated 21 articles in the PIC electronic newsletter during the 2021-22 school year. This included an MTSS fact sheet and MTSS resources articles that are also available in Spanish and Haitian Creole. Two SSIP presentations were presented to the GACEC. More detailed information about family engagement is presented in Section C of this report.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

Teaming

Evaluation data were collected at one of the two DE MTSS Advisory Council meetings held in 2021-22. On average, 96% of Advisory Council members (n=8) were in strong agreement that the MTSS AC meetings were of high quality, their views were listened to and honored, and there were opportunities for collaboration. Across the eight respondents, 91% expressed strong agreement that they were more knowledgeable of the content delivered at the Advisory Council meeting. These results support the impact the DE SSIP teaming structure has had on efforts to support system change. Continuation of this improvement strategy is critical to our sustainability and scale-up efforts.

Professional Learning Strategies (MTSS and DELI Trainings, Book Studies, Modules, and Job-Embedded Coaching)

Training and job-embedded coaching output data were collected via a Google Form, allowing real time analyses. Data were analyzed continually to inform the MTSS Core Team of the type and frequency of professional learning provided. Evaluation data have been useful in determining changes to the training process. As a result, trainings are shorter in duration, with more varied training forums.

Across the seven DE SSIP trainings, two book studies, and the MTSS Virtual Institute held in 2021-22, there were 208 participants (a duplicated count), with an average of 30 people at each training. The number of participants ranged from 15 to 47. Training evaluation data were collected at each of the trainings. When asked, 95% of respondents stated the training objectives were met, 100% reported the trainings were of high-quality, relevant, and useful, and 96% of participants thought the purposes of the trainings were well defined, communications were clear, and the training platforms were easy to use.

At the end of the 2021-22 school year, a total of 425 educators registered and 289 completed the MTSS course. The number of educators who completed at least one of the five MTSS modules training evaluations ranged from 124-212. On average, across all modules, 95% - 96% of respondents reported the modules increased their knowledge of the MTSS content addressed, the information was useful for supporting MTSS implementation, and the modules were of high quality. Using data from the first module, general education teachers (n=131) and special education teachers (n=58) were most likely to have completed the MTSS course evaluation survey.

At the end of the 2021-22 school year, a total of 58 educators had registered for the DELI modules and 25 completed the course. The number of completed evaluation forms for at least one of the five DELI modules ranged from 8-20. The degree of participation with the DELI modules was much lower than with the MTSS modules reported on in the Goal 1 section of this report. On average, across all DELI modules, 88% - 91% of respondents reported the modules increased their knowledge of the DELI content addressed, the information was useful for supporting the literacy development of students, and the modules were of high quality. Using data from the first module, general education teachers (n=6), district or school coaches/instructional support (n=4), and special education teachers (n=3) were the most frequent respondents on DELI course evaluation survey.

Further feedback on the impact and effectiveness of SSIP MTSS professional learning (including training and coaching) was gathered from impacted personnel in the two participating districts (and two member schools) and three charter schools in March 2022 on the Participating Personnel Survey. The DELI early literacy Participating Personnel Survey was not administered in spring 2022, due to the limited amount of contact with educators in Cohort schools in 2021-22. Of the 29 DE SSIP MTSS survey respondents, 87% agreed or strongly agreed that the professional learning was high quality, relevant, and useful. When asked to what degree the professional learning impacted their knowledge of MTSS and their confidence to support schools to use data (i.e., progress monitoring and benchmarking data) to inform instruction, 82% of the respondents were in agreement that the DE SSIP training increased their knowledge and confidence. The same percentage of respondents (82%) felt they were more knowledgeable to support and sustain MTSS in their districts and schools.

A retrospective pre/post-test was used to gauge the impact on participants' knowledge of early literacy practices across the school year. Participants were asked to rate their knowledge of (1) writing, (2) vocabulary, (3) phonemic awareness, (4) fluency, (5) comprehension, and (6) phonics prior to, and at the end of the school year. 81% of respondents felt moderate to very knowledgeable about the literacy topics prior to their involvement with DELI, increasing to 89% at the end of the school year. Qualitative feedback received indicated the greatest benefit of the training was on participants' understanding of MTSS and working with data.

Family Engagement

The DE Core Team monitored and tracked the DE PIC deliverables related to MTSS and early literacy resources, webinars, and videos. All resources were vetted by the DE DOE to ensure they were of high quality, relevant, and useful before being disseminated across the state. The detailed list of resources developed by the DE PIC during 2021-22 is shared in Section C (Stakeholder Engagement) of this report. The quality of the DE PIC resources supports the continued use of this improvement strategy. These results support the reach and impact of the DE SSIP family engagement activities, which are critical to informing parents and families of MTSS and early literacy practices that can be implemented in the home. Continuation of this improvement strategy is an important part of the DE SSIP sustainability efforts.

Did the State implement any <u>new</u> (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

NO

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Teaming: While the DDOE's teaming structure will continue as in previous years, the team participants will be modified. The Core Team will still include staff from Exceptional Children and Curriculum Instruction and Professional Development workgroups that focus on early literacy. The DE Early Literacy Advisory Group will serve as our stakeholder group and includes DDOE, LEA curriculum and literacy personnel, and the SSIP external evaluator. The newly created Early Literacy Advisory Group includes staff from the DDOE, LEAs , PIC, State Board of Education, Rodel, Rivet Eduaction, and Reading Assist and will focus on literacy statewide through topics such as SSIP, the State Literacy Plan, and literacy regulations. This group is facilitating guidance around screeners and interventions related to literacy. It will be addressing capacity building and sustainability through numerous professional learning opportunities, improving current tools, and ongoing support in districts.

Professional Learning Strategies: As we move away from the cohort model used previously, the number of professional learning improvement strategies with a statewide reach will be increased.

DELI (Delaware Early Literacy Initiative) Modules are currently found on Schoology. We are also working to build a competency-based component to these. They are aligned to the Science of Reading, and we are also working to build a Facilitators guide so that they could be used as a professional learning option during PLC's.

MTSS Modules, described previously are also on Schoology and available to all educators in the state. The importance of implementing evidence-based early literacy strategies through an MTSS framework will continue to be emphasized.

DE Literacy Plan Training Series consists of multiple courses that address early literacy from an educator's and administrator's perspective. The courses addressing reading, writing, assessment, and leadership. A brief summary of the courses are listed below. LETRS (Lexia):The goal is for educators to complete the Volume 1 training, Volume 2, and the facilitator training. Educators who attain facilitator status will be able to provide professional learning within their local system and across the state, serving as a capacity building mechanism. Participants who may be interested in becoming a LETRS Facilitator Trainer to lead future LETRS trainings themselves must achieve a score of 88% or higher on the Volume Post-Test.

AIM Pathways: Again, our goal is to increase the number of AIM Pathway facilitators. Participants must complete the Pathways to Proficient Reading course, the Pathways to Structured Literacy course, and a practicum, prior to taking the AIM Pathway Facilitator training. Participants must score a 85% on the knowledge inventory to move to the next level. We are also offering a Pathways to Literacy Leadership course in the summer that is a wonderful resource for building principals' understanding of the components of early literacy.

Professional Development Center for Educators (PDCE) Courses: The PDCE courses are offered through University of Delaware and are currently posted on Professional Development Management System the DOE's (PDMS). These courses support educators who are exploring the micro-credential pathway and help to support their knowledge with the Science of Reading and Writing: Overview K-2 and Early Writing Course K-2.

Micro-credentials: Currently, we have 29 micro-credentials that are released on DE's Digital DE Early Literacy website as part of a full complement of early literacy, tier 1 instruction, and universal design for learning.

Reading Interventionists: There are 395Reading Interventionists positions, funded through the DE Literacy Plan who support K-5 educators and/or students in the use of evidence-based literacy interventions. They support educators working with a wide range of students, including those with disabilities and multi-lingual learners. We are improving our data collection efforts to better demonstrate the impact of the Reading Interventionists on students' literacy outcomes.

Systematic Processes for Enhancing and Assessing Communication Supports (SPEACS), is a low incidence initiative designed to improve communication and educational services to students with the most significant disabilities. It is built on the premise that all students communicate. The main objective of SPEACS is to assist school teams in progressing students from pre-symbolic and emergent communication to symbolic communication. To accomplish this goal, SPEACS focuses on training teams to work with targeted students with complex communication needs who participate in the state's alternate assessment. Aligning SPEACS with the DE Literacy Plan professional learning activities will support literacy efforts for all Delaware students.

Reimagining Professional Learning (RPL) Grants are used by schools to create sustainable professional learning conditions and processes, aligned to high quality instructional materials (HQIM) that lead to improved teacher practice and student learning. The DE SSIP will work with RPL grantees to ensure the professional learning conditions and processes, and the high-quality instructional materials (HQIM) incorporate strategies for improving literacy outcomes for students with disabilities.

Family Engagement: The DDOE will continue their partnership with the DE PIC to communicate and gather feedback from families regarding early literacy topics. The DE PIC will remain an active partner through the newly formed Early Literacy Advisory Group

and the MTSS Advisory Group. This collaborative effort will assist our ongoing sustainability efforts.

We will also partner with the DE Readiness Teams. These teams work in collaborating with a panel of stakeholders to improve early literacy outcomes. They are led by First Lady Carney, Dr. Annie Norman from DE Libraries, DDOE staff from Exceptional Children Workgroup and Curriculum Instruction and Professional Development Workgroup, the DE PIC and other community members. They organize and promote the use of early literacy resources and website links so that early literacy messaging across forums would be consistent, repetitive, and easy to understand and navigate. Books were distributed through events, agencies, and doctors' offices. The books were selected based on the summer reading theme "Oceans of Possibilities." They were also offered in multiple languages.

List the selected evidence-based practices implement in the reporting period:

1. MTSS Implementation
2. Evidence-Based Early Literacy Instruction
3. Evidence-Based Professional Learning Practices

Provide a summary of each evidence-based practices.

MTSS Implementation
The DE-MTSS framework is designed to meet the needs of the whole child through an integrated, multilevel prevention system that optimizes team-based leadership and data-driven decision-making to meet the academic and nonacademic needs of all students. Educators provide high-quality, core academic instruction and nonacademic practices as universal supports to all children. School teams use a universal screening process to identify students who need additional help, and they deliver evidence-based interventions and supports that match student needs and are informed by ongoing progress monitoring and additional formative assessments. As in 2020-21, 2021-22 DE SSIP activities focused mainly on the development of professional learning offerings and resources to support MTSS implementation, to support the new MTSS regulations that went into effect in July 2021. Initial professional learning offerings included the development of two MTSS book studies (discussesd in the previous section), a MTSS Virtual Institute, and a series of MTSS modules available through the DE DOE-sponsored Schoology platform. More information on the implementation of the professional learning improvement strategies was addressed in the previous sections of this report.
The resources listed below were finalized in fall 2021 by SSIP partners at AIR. The resources were vetted with national MTSS experts at AIR, before being reviewed by DE DOE staff. Resources were then shared with the DE MTSS Advisory Council to gather their feedback and suggestions for improvement. The resources listed below can be accessed at
https://www.doe.k12.de.us/Page/4413 and corresponding web pages.
? The DE-MTSS Professional Learning Plan
? A DE-MTSS Professional Learning one-pager
? DE-MTSS Overview Video
? DE-MTSS Overview Infographic
? DE-MTSS Implementation Guide
? District/Charter Quick Reference Guide
? School Quick Reference Guide
Evidence-Based Early Literacy Instruction
DE SSIP early literacy instruction was based on reading research provided by the National Reading Panel (2000), National Literacy Panel (2006), and various What Works Clearinghouse practice guides (i.e., Baker et al., 2014; Gersten et al., 2007) that indicated the importance of explicit instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension. Additionally, the findings of Snow, Burns, & Griffin (1998) highlight the benefit of interactive literacy activities and oral language skills.
Evidence-Based Professional Learning Practices
The AIR professional learning staff has extensive experience providing targeted, intensive technical support in MTSS and literacy for states and LEAs through several projects, including the Center on MTSS at AIR, the National Center on Intensive Intervention (NCII), the National Center for Systemic Improvement (NCSI); and multiple other federal, state, and LEA projects.
The DELI training and follow-up coaching were informed by evidence-based practices for professional learning and adult learning practices (Dunst & Trivette, 2012 and Guskey, 2000). At the DELI trainings, participants had opportunities to reflect on evidence-based instructional practices and consider ways that these practices could be adapted to fit their classroom context. Survey data from DE SSIP trainings, book studies, and modules indicated that participants were more felt the trainings were of high quality, relevant, useful, and used adult learning practices to facilitate learning.

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

MTSS Implementation
Personnel from the two participating SSIP districts (and two member schools) and three charter schools implemented key elements of MTSS during the 2021-22 school year. All SSIP sites used MTSS teams to review student data and make decisions about interventions and instruction. Ensuring that schools had a well-developed screening process, strong progress monitoring practices, the capacity to use data to inform decision-making, quality core instruction and the use of Tier 2 and 3 interventions, and the necessary infrastructure (including the use of fidelity tools to evaluate progress) are essential components to ensuring that schools are able to improve students' early literacy outcomes. Similarly, the participating districts and schools used the results of the MTSS fidelity tool to review and strengthen their MTSS policy, procedures, and practices. MTSS screening and intervention will impact the SiMR by identifying students in need of extra reading support and providing targeted interventions to address their needs.
Evidence-Based Early Literacy Instruction
Due to limited time available for training and coaching since the pandemic, and accentuated by staffing shortages.

minimal training and coaching were provided on early literacy instruction in 2021-22. Pre-pandemic, 2019-20 data indicated that teachers were beginning to implement literacy practices with fidelity. For example, in the Teacher Instruction domain, 66% of second grade teachers observed implemented the practices with fidelity. As discussed previously in the improvement strategy section, participating teachers reported increased knowledge and skills to implement evidence-based literacy practices and feel that student outcomes are improving as a result. Evidence-based literacy instruction will impact child outcomes by improving students' ability to decode and comprehend text.

Evidence-Based Professional Learning Practices

SSIP training and follow-up coaching were informed by evidence-based practices for professional learning and the use of adult learning practices (Dunst & Trivette, 2012 and Guskey, 2000). At the DELI trainings, participants had opportunities to ask questions, interact, and reflect on evidence-based instructional practices and consider ways that these practices could be adapted to fit their classroom context. Similarly, after MTSS trainings, participants were able to interact with peers, ask questions, and reflect on what they learned and plan for further implementation. Survey data from DE SSIP trainings, book studies, and modules suggests that participants were more knowledgeable about MTSS and early literacy practices. This feedback suggests that the improved systems and teachers' instructional practices should impact the DE SSIP SiMR.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

The Delaware MTSS Fidelity of Implementation Rubric and MTSS Essential Components Worksheet were adapted from the National Center on Response to Intervention Response to Intervention (NCRTI RTI) Fidelity of Implementation Rubric and RTI Essential Components Worksheet as the instrument and process to measure fidelity of implementation of the essential components of MTSS at the school-level, beginning with the Cohort 3 schools. A different fidelity tool was used with Cohort 1 and 2 schools that was not compatible with data from the new instrument.

The Delaware MTSS Fidelity of Implementation Rubric and MTSS Essential Components Worksheet were completed by the team responsible for monitoring school-level fidelity of MTSS implementation. The rubric is aligned with the essential components of MTSS and the infrastructure that is necessary for successful implementation. The MTSS Essential Components Worksheet includes guiding questions for use in an interview with a school's MTSS leadership team. The Rubric is comprised of eight domains. Each domain is made up of three to eight items. The Rubric uses a five-point scale, with a one indicting little or no implementation and a five meaning complete and consistent implementation. The fidelity threshold is 3.5 on the five-point scale. With the exception of the final administration, a DE SPDG coach facilitated the the completion of Rubric with completed with school implementation team, and assigned the final ratings.

The results from the fidelity tool administration were used to develop action plans to guide MTSS implementation and inform the SSIP professional learning provided. Baseline fidelity data were collected as schools began participation in the DE SSIP, then in the spring or summer of each following year. SSIP coaches facilitated the MTSS fidelity data collection with school leadership teams, then used the fidelity results for action plan development.

The four Cohort 3 schools collected their baseline fidelity data in fall 2018, with their third fidelity of implementation administration conducted in spring or fall 2021. The spring 2020 and 2021 fidelity data collection process occurred virtually for each school, while the initial meetings were face-to-face. All four Cohort 3 schools showed growth in their MTSS implementation on the Delaware MTSS Fidelity of Implementation Rubric. over the three-year period. Three of the four schools surpassed the 3.5 fidelity threshold, while one school fell just short of the threshold. As the change from face-to-face review of data and consensus on ratings changed to a virtual platform for the last two years, care must be taking in interpreting these results.

We also disaggregated by Rubric components for the four Cohort 3 schools that completed three administrations of the Rubric. On the final administration, participating schools rated their use of screening assessments the highest (4.4), followed by data-based decision making and Tier 2 (both 4.3). The lowest ratings were provided for the fidelity and evaluation components (3.4). The most growth was found with the Tier 2 component (+1.5).

The three charter schools which began implementation after the Cohort 3 schools completed a baseline and second administration of the Rubric, although the timing of the fidelity data collection varied across the schools. None of the three charter schools reached the 3.5 fidelity threshold.

Fidelity of implementation data collection related to teachers' use of evidence-based early literacy practices has been more of a challenge in a virtual environment. No data has been collected since prior to COVID-19 (spring 2020), although we continue to explore methods to facilitate this process.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

Not applicable. All data collected has been discussed previously.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

Evidence-Based Early Literacy Instruction - As just mentioned, with the end of the cohort-model of implementation support, data collection becomes more challenging. At the same time, SSIP activities will be more aligned with activities under the Delaware Literacy Plan, allowing for more opportunities to scale up and sustain the evidence-based early literacy practices. The more targeted professional learning initiatives listed below will provide us with the best data to assess the impact of the training and coaching on the use of evidence-based practices and student outcomes.

Evidence-Based, Reading Instruction Curricula - To address the new Senate Bill 4, DDOE will create a state-approved adoption list for evidence-based, reading instruction curricula for grades K-3. LEAs must adopt from the list by the start of the 2027-2028 school year. The state is also assisting LEAs in providing job-embedded, competency-based professional learning on their reading curricula to all personnel in a K-5 building providing reading instruction or coaching (grounded in the science of reading). Related to the new House Bill 304, there will be the creation of a state list of universal reading screeners and literacy intervention approaches (K-3) that are aligned with the essential components of evidence-based reading instruction. This requires inclusion of curriculum and special

education supervisors, as well as elementary school teachers and elementary special education teachers, from districts and charters in the development of the lists of aligned screeners and interventions. DE Early Literacy Advisory Group, referenced earlier, plays a critical role in the development of this resource. Educators must also be given time during the contractual day to complete duties associated with the universal reading screener, including DDOE provided professional learning.

DELI Modules – As mentioned previously, a competency-based assessment will be built for each set of DELI modules to assess the impact of the modules on educators' use of evidence-based practices. DELI modules topics include: explicit instruction, foundational reading skills, vocabulary and comprehension, intensive interventions in reading, and effective writing instruction.

DDOE is partnering with American Institutes of Research (AIR) to update existing DELI Schoology eLearning modules to include a competency component that supports educators in local school systems in demonstrating their acquisition of early literacy knowledge. AIR is also building a facilitator guide and training package for systems to use in collaborative learning environments such and professional learning communities (PLCs) or professional learning days.

Reading Interventionists - The Reading Interventionists collect and report on the types of universal screening and progress monitoring tools used in their schools, as well as the number of students impacted. They also report on the number of students they support at each performance level of the universal screening tool used, at the beginning and end of the school year. We will work with the Reading Interventionists and the DE Early Literacy Advisory Group to create and implement a self-assessment fidelity of implementation tool they can use with their teachers to ensure the early literacy evidence-based practices are used with fidelity. We will also develop a process to survey the participating teachers to gather their perceptions on the impact of the professional learning on their use of evidence-based practices.

Reimagining Professional Learning (RPL) Grants - Through the RPL grants, we will be able to assess the impact of the professional learning in these schools on teachers' use of evidence-based practices. RPL grantees. A fidelity of implementation tool is used by the RPL grantees. We will use the DE Early Literacy Advisory Group to review the fidelity tool to ensure it is aligned with SSIP practices for students with disabilities. We will also collect data on student performance, disaggregating by students with disabilities.

Systematic Processes for Enhancing and Assessing Communication Supports (SPEACS) - During the DE 2012-2017 SPDG, a fidelity of implementation tool and student outcome measures were developed to determine the impact of SPEACS professional learning on communication and academic outcomes for students with significant cognitive disabilities. These tools will be reviewed by the DE Early Literacy Advisory Group and revised as necessary to ensure alignment with the DE Literacy Plan.

MTSS Implementation - With the ending of the DE SPDG, which supported a cohort model of professional learning, much of our MTSS professional learning will focus on universal strategies, with the opportunity to impact all Delaware educators. These include the MTSS Schoology modules and the MTSS book studies. Districts and schools that complete the MTSS Schoology modules and the MTSS book studies will become more knowledgeable about MTSS implementation and will begin to implement MTSS with fidelity.   We will develop sample fidelity of implementation tools which can be used by districts and schools to determine to what degree MTSS is being implemented with fidelity.

Evidence-Based Professional Learning Practices - The current set of professional learning practices used with SSIP training and coaching will continue. The actual practices will vary depend on the type of professional learning, but a focus on the use of evidence-based strategies ensuring that the professional learning is sustained and not stand-alone trainings. Trainings are evaluated to make sure they are skill based, incorporate adult learning practices, and assess teacher competency. With the Reading Interventionists, RPL, and SPEACS initiatives, job-embedded coaching is used to support educators in implementing what they learned through trainings.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

NO

If no, describe any changes to the activities, strategies or timelines described in the previous submission and include a rationale or justification for the changes.

DDOE is still dealing with the consequences of COVID related to staff shortages and decreased time for professional learning opportunities. These challenges are being addressed through professional learning opportunities being provided in various modalities and offered to a wider audience statewide. This is evidenced in the synchronous learning opportunities provided such as DE MTSS Virtual Institutes and Community of practice and asynchronous opportunities such as MTSS modules, videos, and guidance documents. The DE SSIP continues to align with the State Literacy Plan and also address new state literacy regulations. The creation of the DE Early Literacy Advisory Group may lead to future modifications based on stakeholder feedback while enhancing the integration of literacy initiatives and regulations for the state. These changes enable our efforts to have a larger statewide impact and increase our capacity building and sustainability.

Section C: Stakeholder Engagement

Description of Stakeholder Input

Delaware embraces authentic stakeholder engagement throughout all areas of our work. Members of ECR have engaged in Leading by Convening training through NCSI and IDC, our national technical assistance centers, to enhance our stakeholder involvement. We believe to improve outcomes for students with disabilities, we must embrace and value our learning partnerships with parents, educators, advisory/advocacy groups and community members. ECR realized that in order to broaden our stakeholder involvement, we also needed to deepen the levels of interactions among stakeholders. The DDOE has built a strong relationship with Delaware Parent Information Center (PIC), our IDEA PTI, to advance our engagement with parents. We partnered with PIC to embrace the four levels of interaction in Leading by Convening: informing (sharing information with others who care about the issue), networking (asking others what they think about the issue and listening to what they say), collaborating (engaging people in trying to do something by working together about the issue) and transforming (doing things The Partnership Way: leading by convening, cross-stakeholder engagement, shared leadership and consensus building). As we prepared to engage stakeholders in the process of data analysis and target setting for the new SPP/APR, PIC provided us with the support and strategies to involve many more parents in this process, focusing on increasing the appropriate breadth of representation and depth of interactions.

For the FFY 2020 SPP/APR, as members of ECR prepared to engage stakeholders in analyzing Delaware data, setting targets and identifying improvement strategies and activities, each staff member utilized the Delaware Stakeholder Engagement Analysis Tool to ensure all demographics were addressed when inviting stakeholders (e.g.: race/ethnicity/ geographic locations/disability categories/advocacy groups/advisory groups/parents/families/etc.). 59 individual indicator stakeholder meetings took place that included sharing data, rich discussions regarding data analysis, target setting and improvement strategies.

During monthly meetings with Governor's Advisory Council for Exceptional Citizens (GACEC), state IDEA advisory panel, as a whole council, as well as with council subcommittees, ECR engages with the council in data analysis and discussion of improvement activities around individual indicators. In addition, individual members represent GACEC on each specific indicator stakeholder committees. ECR also presented to and engaged all stakeholders/parents from the GACEC in discussion on indicator data analysis, input/feedback on target setting, and input/feedback on improvement activities and provided GACEC an additional opportunity to ask questions/provide input during an evening Q and A session designed specifically for them. GACEC provided DDOE with written input by the end of December. Presentations, data analysis, target setting discussions and improvement activities also took place at all County Special Ed Leadership Meetings to promote LEA Special Ed Directors and additional educators in the process of providing input/feedback as indicated above.

ECR staff, in cooperation with PIC, developed one-page, parent friendly fact sheets for each SPP/APR indicator and partnered with PIC to share with all 42 LEA Parent Councils for Special Education, and to the PIC parent distribution list of over 5,000 families. PIC utilized their social media platform to invite all parents to engage in Lunch and Learn Facebook Live sessions, where each ECR member presented their indicator information, engaged in a data analysis discussion, presented target proposals and improvement strategies. These sessions were scheduled both during the day and in the evening to insure further opportunities for parent participation. In addition, ECR staff created individual indicator surveys to gather further input from parent stakeholders which was communicated during the "Lunch and Learn" sessions. Both the one-page fact sheets and surveys were translated from English into Spanish and Haitian Creole to reach a wide range of families. To centralize all this information and to gain even further public input, ECR created an IDEA SPP/APR webpage which contains the one-page fact sheets for each indicator, a live link for individual surveys to gain additional input/feedback, the power point presentation used during stakeholder presentations and a copy of the previous SPP/APR, for reference. (https://www.doe.k12.de.us/Page/4541) DDOE utilized social media, such as the DDOE Facebook Page, to share this information statewide, in addition to posting info and live links in the Principals' Weekly Newsletter. To support this effort, PIC created a similar webpage which links to DDOE's webpage.

To support the Informing stage of Leading by Convening, DDOE collected data to support the efforts on increasing the appropriate breadth of representation and depth of interactions from stakeholders through social media and websites. In addition, DDOE collected data on Networking, Collaborating and Transforming efforts.

Number of stakeholders who were reached by DDOE/PIC through Informing on social media and websites: 30,902

Number of stakeholders who were engaged by DDOE/PIC by Informing on social media and websites: 1,035

Number of stakeholders who were engaged with DDOE/PIC by Networking, Collaborating and Transforming through completing surveys and participating in meetings: 1,191

For the FFY 2021 SPP/APR, the DDOE continued to utilize Leading by Convening to meet with and engage stakeholders in analyzing data, developing strategies to support improvement activities and evaluating progress toward targets for each indicator. Stakeholder groups include, but are not limited to, the GACEC, PIC, Access to the General Education Curriculum Committee, DE-Positive Behavior Support Project Cadre (DE-PBS), MTSS Leadership/Advisory, Special Education Leadership, Special Education Director County meetings, Equity Professional Learning Community, and the Equity in IDEA Stakeholder Committee, Transition Cadre, Early Childhood Inclusion Committee, Early Childhood Special Education Committee, Special Education Leadership, and Special Education Directors County Meetings. ECR staff regularly engage stakeholders in activities to build capacity and deepen knowledge and understanding of the indictor/indicator data resulting in rich discussion around progress and evaluation of improvement activities. For example, LEA Special Education Directors were led through a deep dive into their data for Indicators 4, 9 and 10 during which they identified trends, and engaged in discussion around strategies to target areas of need. ECR staff has also met with GACEC to explain the state-wide data system that ensures that LEA data is complete, accurate, reliable and valid, share trends and discuss improvement activities including MTSS, DE-PBS, and other targeted support provided to LEAs. In addition, at state-wide 619 coordinator meetings, data is regularly analyzed at the state and LEA levels around Indicator 12 to determine root causes of noncompliance and strategies to address the root causes. The DDOE also continued to focus on parent engagement, parent representation on stakeholder groups and supporting the 42 LEA Parent Councils of Students with Disabilities. In addition, the DDOE, in collaboration with PIC, have reached out to community centers to identify and remove barriers for underrepresented groups. Community centers include the Boys and Girls Club, United Way, Sussex County Health Coalition and the Latin American Community Center.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

MTSS Advisory Council

The DE MTSS Advisory Council is the most engaged group of stakeholders providing insight and feedback on SSIP implementation activities. The specific Advisory Council strategies and outcomes were discussed in detail in the teaming improvement strategy discussed previously in this report.

The Parent Information Center of Delaware Activities

The DE PIC is an essential partner in the SSIP family engagement activities, as they are for other focus areas within the DE DOE. The DE PIC Director is a member of the DE MTSS Leadership Team and MTSS Advisory Council. This allows both groups to consistently hear and learn from the parent/family perspective. The DE PIC's role is to disseminate information and resources necessary to increase parents' awareness and understanding of MTSS and early literacy practices.

During the 2021-22 school year, the DE PIC has increased the number of family engagement resources from previous years. Resources are developed on an ongoing basis, including videos and webinars on parent/child shared reading, dialogic reading, social-emotional learning, phonics, and MTSS. During the 2021-22 school year, the PIC developed and disseminated the 21 family resources listed below. These resources can be accessed at https://picofdel.org/resources/.

• Parents as Remote Literacy Partners (8/6/2021)
• Dyslexia video Understood (9/9/21)

• How a Delaware school Transformed Literacy in Three Years (9/30/2021)
•   Story Walks Video (9/30/2021)
• What's the Difference Between Structured Literacy and Balanced Literacy? (10/21/2021)
• Six Skills of Early Literacy Video (11/4/2021) (replay)
• Nine Great Books for Reluctant Readers (11/21/2021)
• The Legit Fear Behind "Don't Call on Me to Read" – Understood.org (12/29/2021)
• What is Structured Literacy? (1/26/2022)
• Learn the Signs (2/10/2022)
• Eight Tips for Talking to Your Teachers About Dyslexia (2/17/2022)
• MTSS One-Pager (2/17/2022)
•   Video Resource: Delaware Department of Education - Delaware's Social, Emotional and Behavioral Wellbeing (SEBW)
Plan and how it can be incorporated into a multi-tiered system of support (MTSS) to aid all students in Delaware. (2/24/2022)
• Developing Emotional Literacy Across all Grade Levels (4/14/2022)
• Why Is Reading So Hard? (2/23/2022)
• 8 Tips for Talking to your Teachers about Dyslexia (2/17/2022)
• MTSS One-Pager -(2/17/2022)
• Learning to Read – Literacy first 3 years (4/29/2022)
• Phonics Blending- An Evidenced Based Literacy Strategy (5/5/2022)
• Advocating for Dyslexia in Schools (6/2022)
• Reading from Birth (6/14/2022)
In January 2022, PIC partnered with the Disability Law Program to provide three webinars breaking down the US Department of Education's Back to School Roadmap Guidance for families. The series covered topics highlighted in the guidance to ensure despite the pandemic, students with disabilities continued to receive appropriate services under IDEA, and infants and toddlers with disabilities and families, appropriate Part C services. Disabilities Law Program is a part of Community Legal Aid Society, Inc. and serves as the state's protection and advocacy center (PNA) for individuals with disabilities. The event was advertised via social media, on our website and within our networks. The event was advertised via social media, on our website and within our networks. The webinars were recorded so that families not able to participate in the live webinar could view them at a convenient time for them. There was an average of 21 participants at the three webinars.
Early Literacy Advisory Group
This newly formed group was created to support and provide feedback as we work to support Districts and Charters with the roll out of recent legislation and current SSIP regarding the Science of Reading, reading screening, and literacy interventions.
Governor's Advisory Council for Exceptional Citizens (GACEC)
DE SSIP staff met twice with the GACEC during the 2021-22 school year to share information related to SSIP implementation and outcomes. The new MTSS regulation was discussed along with related supports and resources. Updates on DELI were also given with ongoing professional learning opportunities. Designated members of GACEC participate in additional committees such as MTSS Advisory Council.
Professional Learning Participants
District and school personnel participating in the MTSS professional learning activities were surveyed in March 2022 to receive their feedback on the quality and effectiveness of each improvement activity. They also provided qualitative feedback on what could be done to improve the professional learning offerings. Detailed information related to feedback from professional learning participants was discussed in detail previously in the professional learning improvement strategy section of this report.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

NO

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

Not applicable. All planned activities have already been discussed.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

Not applicable

Describe any newly identified barriers and include steps to address these barriers.

Not applicable. The primary barriers related to the impact of the COVID-19 are the same as those reported in the 2021 SSIP Phase III report.

Provide additional information about this indicator (optional).

DDOE ensures that this data is complete, accurate, reliable, and valid for Indicator 17. DDOE mitigated the impact of COVID-19 by providing guidance and technical assistance for LEAs. COVID-19 did not have any impact on the data collection since the SEA and LEA utilize a state data system. Although most schools resumed in person learning, some schools continued to offer virtual and/or hybrid options. Ongoing quarantines continue to impact instruction.
The DDOE engaged with stakeholders to review historical data, discuss targets and identify improvement activities for proficiency of students with disabilities on the state assessment. Based on stakeholder input, the baseline was set using FFY 2017 data as this reflected pre-pandemic trends. Stakeholders included LEA Special Education Directors, Multi-Tiered System of Support (MTSS) Advisory Council, parents from across the state, school psychologists, teachers, administrators and DDOE staff. Feedback from

stakeholders to improve proficiency rates for Indicator 3 included: enrichment opportunities in evenings and on weekends, additional support materials, clear communication with parents, and addressing needs of English Language Learners (ELL).
DDOE meets with Special Education leadership and Directors throughout the state, six times a year, and reviews relevant Indicator 17 improvement activities and outcome data. The DDOE continues to share Indicator 17 data with the MTSS Advisory Council, which focuses on implementation of a multi-tiered academic and behavioral framework with priority on high quality Tier1 instruction for all students. Discussions include addressing the needs of English Language Learners, math standards, quality instruction and initiatives that focus on MTSS for academic and social emotional/behavioral needs. Delaware MTSS regulations were enacted in 2021 that include high quality instructional materials and practices in collaboration with early identification and data based decision making.

17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions