

**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**

**Nevada**



**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)?

The Nevada Department of Education will improve the performance of third-grade students with disabilities in Clark County School District on statewide assessments of reading/language arts through building the school district's capacity to strengthen the skills of special education teachers in assessment, instructional planning, and teaching.

#### 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)

YES

#### Provide a description of the subset of the population from the indicator.

Not all third-grade students with disabilities are included in the Assess-Plan-Teach (APT) project that is being implemented in Clark County School District (CCSD). The subset of the population only includes third-grade students with disabilities in the 29 schools who participated in the APT project, and the subset does not include students with speech-language impairments in those schools.

#### 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://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Inclusive\\_Education/Documents/NV%20SSIP%20Theory%20of%20Action.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Inclusive_Education/Documents/NV%20SSIP%20Theory%20of%20Action.pdf)

#### 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
2015	7.00%

#### Targets

FFY	2021	2022	2023	2024	2025
Target >=	10.00%	14.00%	15.00%	16.00%	17.00%

#### FFY 2021 SPP/APR Data

Number of Students Scoring Proficient or Above on SBAC	Number of Students Tested on SBAC	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
16	294	5.36%	10.00%	5.44%	Did not meet target	No Slippage

#### Provide the data source for the FFY 2021 data.

Smarter Balanced Consortium Assessment (SBAC) assessment administered in Spring 2022.

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

A data set is established including third-grade students with disabilities (minus students with speech-language impairments) in the 29 APT schools who participated in SBAC assessments. From that data set, subtotals are calculated for students who scored at Level 1 and Level 2 (not proficient), Level 3 (proficient) and Level 4 (above proficient). The total number of students who scored at

Level 3 or 4 is divided by the total number of students who participated in the SBAC assessments. The resulting percentage is the actual data for reporting progress on Nevada's SiMR (16 students at or above proficient, divided by 294 students who were assessed = 5.44%).

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

YES

**Describe any additional data collected by the State to assess progress toward the SiMR.**

CORE Phonics Survey data were collected from approximately 630 students in 140 APT classrooms in fall and spring in school year 2021-2022. Between the fall and spring administration of the CORE Phonics Survey, students showed the following improvement in "average percent score":

- Students in primary grades in resource rooms improved letter knowledge from an average score of 56 to 75 – the average percent change was 17%
- Students in primary grades in self-contained classrooms improved letter knowledge from an average score of 55 to 70 – the average percent change was 21%
- Students in primary grades in resource rooms improved word reading from an average score of 23 to 38 -- the average percent change was 18%
- Students in primary grades in self-contained classrooms improved word reading from an average score of 13 to 26 – the average percent change was 15%

Each of these measures reflect improvement over the CORE Phonics Survey data reported for the 2020-2021 school year.

**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)**

NO

## **Section B: Implementation, Analysis and Evaluation**

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

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Inclusive\\_Education/Documents/NVSSIPEvaluationPlan.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Inclusive_Education/Documents/NVSSIPEvaluationPlan.pdf)

**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:**

Nevada has identified three broad APT improvement strategies: (1) Infrastructure Development, (2) Professional Development, and (3) Data Systems Development. Outcomes were established in the April 2016 SSIP report. Some outcomes overlap among strategies, but achievements are only listed once below.

### **Broad Improvement Strategy #1, APT Infrastructure Development**

Implementation of this strategy establishes the foundational infrastructure to support development, implementation, and expansion of APT as a critical component of the CCSD Comprehensive Literacy Frameworks for improving reading instruction for third-grade students with disabilities in the CCSD. During the reporting period, activities that were implemented included continued employment of Instructional Interventionists who serve as coaches; expenditures of federal funds in accordance with approved budgets; participation of 29 schools in the APT project; and continued support of Instructional Interventionists to support APT teachers at schools and build CCSD capacity to continue to implement and scale-up the project. See section below for a description of the short-term and intermediate outcomes achieved and the evaluation of those achievements.

### **Broad Improvement Strategy #2, Professional Development**

Implementation of this strategy supports improved performance of third-grade students with disabilities on statewide assessments of reading/language arts through building CCSD capacity to strengthen the skills of teachers in assessment, instructional planning, and teaching. During the reporting period, CORE INC. training and training by Instructional Interventionists was provided to teachers, and coaching was implemented in APT schools, at times in-person and at times via remote technology. Three (3) CORE Reading Academies were offered; 17 APT teachers attended, and 36 additional teachers attended, for a total of 53 attendees. The Instructional Interventionists provided 40 in-service training sessions, covering 12 topics; 135 APT teachers attended; 253 total participants (all grade levels) attended. See section below for a description of the short-term and intermediate outcomes achieved and the evaluation of those achievements.

### **Broad Improvement Strategy #3, Data Systems Development**

Implementation of this strategy supports identification, development, and implementation of data collection and analysis systems to support formative and summative evaluation of the reading performance of third-grade students with disabilities, and to assess the

quality and fidelity of APT implementation. During the reporting period, activities that were implemented included using data to evaluate the training of teachers, using data to evaluate the coaching provided by Instructional Interventionists to teachers, providing training to increase teachers' knowledge about how to use data to assess, plan, and teach reading; providing training to increase teachers' knowledge about how to use progress monitoring data to assess, plan, and teach reading; using observational data to evaluate the extent to which teachers use 10 evidence-based APT practices with consistency; using data to evaluate students' progress in letter knowledge and word reading when comparing fall-to-spring CORE Phonics Survey data; and using SBAC data to evaluate progress toward the SiMR. See section below for a description of the short-term and intermediate outcomes achieved and the evaluation of those achievements.

**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.**

#### INFRASTRUCTURE DEVELOPMENT

The INFRASTRUCTURE DEVELOPMENT Broad Improvement Strategy relates to governance, finance, and accountability. The implementation of activities to support infrastructure outcomes is necessary to achieve the SiMR, sustain systems improvement, and scale-up. In particular, adequate staff must be trained and employed to provide the coaching and support needed by staff at the APT schools; adequate funding must be provided to support staff, training, and materials; APT must be implemented with fidelity or it will not produce results; producing results is what will both sustain the improvement efforts as well as encourage the participation of new schools to scale-up the project. During 2021-2022, these short-term/intermediate outcomes were achieved:

1. 4 highly qualified Instructional Interventionists (IIs) were employed to support teachers, administrators, paraeducators, and the APT Leadership Team to improve and expand the APT model.
2. Federal funds were expended according to approved CCSD budget proposal.
3. 29 CCSD schools participated in the APT project and implemented APT with fidelity.
4. 89% of administrators reported that IIs have the skills to effectively to support APT teachers.
5. 94% of administrators reported that CCSD has the professional learning capacity to support ongoing implementation of APT.

#### PROFESSIONAL DEVELOPMENT

The PROFESSIONAL DEVELOPMENT Broad Improvement Strategy relates to quality standards, professional development and technical assistance. The implementation of activities to support professional development outcomes is necessary to achieve the SiMR, sustain systems improvement, and scale-up. In particular, in order to achieve the SiMR and expand the project, teachers and paraeducators in APT schools must learn the methods of assessing, planning, and teaching that are integral to the CORE model and READ WELL--the principal evidence-based practices used in the APT model--and those methods must be implemented with fidelity. During 2021-2022, these short-term/intermediate outcomes were achieved:

1. 89% of APT teachers reported that training was high quality, relevant, and useful.
2. 86% of APT teachers reported that training increased their knowledge and skills of how to assess, plan and teach.
3. 90% of APT teachers reported that coaching was high quality, relevant, and useful.
4. 87% of APT teachers reported that coaching increased their knowledge and skills of how to assess, plan and teach.

#### DATA SYSTEMS DEVELOPMENT

The DATA SYSTEMS DEVELOPMENT Broad Improvement Strategy relates to data and accountability. The implementation of activities to support data systems outcomes is necessary to achieve the SiMR, sustain systems improvement, and scale-up. In particular, data systems are essential to ensure that teachers know how to use data to assess, plan, and teach; that students' formative and summative progress is measured; and that the implementation activities are properly evaluated, so that key adjustments can be made in a timely fashion. Data must be gathered to understand the extent to which APT is implemented with fidelity, or it will not produce results. Producing results is what will both sustain the improvement efforts as well as encourage the participation of new schools to scale-up the project. During 2021-2022, these short-term/intermediate outcomes were achieved:

1. 93% of APT teachers reported increased knowledge in using assessments to inform instruction.
2. 95% of APT teachers reported increased knowledge in using CORE data to assess, plan, and teach reading.
3. 88% of APT teachers reported increased knowledge in using progress monitoring data to assess, plan, and teach reading.
4. 81% of APT teachers reported increased knowledge in using Read Well unit test data to assess, plan, and teach reading.
5. 10 evidence-based APT practices were used consistently, on average, in 70% of observations.
6. Approximately 630 students in 29 APT schools showed progress in letter knowledge and word reading when comparing fall-to-spring CORE Phonics Survey data.
7. 294 third-grade students with disabilities who participated in the APT project were assessed through SBAC in Spring 2022. Of those assessed, 16 were at or above proficiency, for a proficiency rate of 5.44% ( $16/294 = 5.44\%$ ).

**Did the State implement any new (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.**

#### NEXT STEPS IN INFRASTRUCTURE DEVELOPMENT

Next steps for the Infrastructure Development strategy and anticipated outcomes are as follows:

1. The APT project will continue to employ highly qualified Instructional Interventionists to support teachers, administrators, paraeducators, and the APT Leadership Team to improve and expand the APT model. We expect that the work of the Instructional Interventionists will continue to be highly rated in surveys and focus groups.
2. The APT project will continue to expend federal funds according to approved CCSD budget proposals and we expect those funds to support next steps in adding schools to the project.
3. The APT project will continue to require a Memorandum of Understanding to be signed by APT school principals and we expect principals to remain highly committed to the project.
4. During 2021-2022, the APT Leadership Team met to make decisions about adding schools during the 2022-2023 school year. One school had indicated it was no longer interested in participating in the APT project and the request was granted, leaving 28 schools in the original Cohort. In order to add schools, a decision was made to rank existing schools based on the extent of support they continued to need in the project, so that existing IIs could provide services to additional "new" schools. Existing schools were designated as either (1) self-sustaining (minimal support), (2) maintenance (need in-person coaching support but less than a new school), (3) intensive support (need the high level of support that new schools require). When the existing 28 schools were evaluated, 7 were designated as "self-sustaining/referral" schools where they may receive materials, etc., from the APT project, but not coaching support. These 7 schools will no longer be considered part of the APT project for data collection purposes. That left 21 schools, and 4 of those schools were designated as needing "intensive support" as the result of significant staff and administration turn-over. The remaining 17 schools were designated as "maintenance" and requiring less II support than the "intensive" schools. Four (4) new schools were added to the APT project and designated as needing intensive support. To summarize, going into the 2022-2023 school year, there were 17 schools in the "maintenance" group and 8 schools in the "intensive" group, for a total of 25 schools.

#### NEXT STEPS IN PROFESSIONAL DEVELOPMENT

Next steps for the Professional Development strategy and anticipated outcomes are as follows:

1. The APT project will continue to provide CORE Reading Academies and we expect APT teachers to continue to report that the training is high quality, relevant and useful; and that the training increased their knowledge and skills of how to assess, plan and teach.
2. The APT project will continue to provide coaching to teachers and we expect APT teachers to continue to report that the coaching was high quality, relevant and useful; and that coaching increased their knowledge and skills of how to assess, plan and teach, as well as how to implement APT.
3. The APT project will continue to provide training and support to school administrators and we expect that administrators will continue to report that the training and support increased their knowledge of assessing, planning and teaching early literacy and increased their capacity to develop and sustain APT.

#### NEXT STEPS IN DATA DEVELOPMENT

Next steps for the Data Systems Development strategy and anticipated outcomes are as follows:

1. The APT project will continue to provide training to teachers to focus on using data to assess, plan and teach reading and we expect that teachers will continue to report that the training has increased their knowledge to use assessments, CORE data, progress monitoring data, and Read Well unit test data to assess, plan and teach.
2. The APT project will continue to provide training to teachers on the use of evidence-based practices so that they can use those practices consistently and we expect that "consistency of implementation" data will show that teachers are increasing their consistent use of these practices.
3. APT teachers will continue to implement the APT project and we expect an improvement in the performance of 3rd grade students with disabilities on statewide assessments of reading/language arts.

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

Nevada continues to implement two essential EBPs: (1) implementation of the CORE model for data-based problem solving to plan for and provide reading instruction for students with disabilities and assess progress, and (2) implementation of the Read Well curriculum to plan for and teach reading.

#### Provide a summary of each evidence-based practices.

##### Summary of CORE

CORE is an evidence-based professional development framework that supports the implementation of a school's reading curriculum. The CORE framework includes presentation of theory, modeling and demonstration, practice in workshop settings and simulated conditions, structured feedback, and coaching for classroom applications. The CORE Phonics Survey has a central role in the evaluation of student outcomes in the APT project.

##### Summary of READ WELL

Read Well is a research-based K-3 reading/language arts curriculum that helps students build the critical skills needed to be successful readers. Read Well complements CORE training and tools.

#### 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.

The role of CORE and READ WELL as evidence-based practices (EBPs) in impacting Nevada's SiMR is explained in Nevada's Theory of Action and summarized as follows: "If NDE provides technical support and resources to build CCSD's capacity to

strengthen the skills of special education teachers in assessment, instructional planning, and teaching, then third-grade students with disabilities will receive specially designed instruction in reading to meet their unique needs, and then the performance of third-grade students with disabilities on statewide assessments of reading/language arts will improve." The EBPs described above comprise the "technical support and resources" embedded in APT that are intended to impact the SiMR.

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

Consistency (fidelity) of implementation data are collected by Instructional Interventionists who observe APT teachers and rate the extent to which teachers use 10 practices aligned with the APT model: alignment with Nevada academic content standards; teacher engagement; organization of classroom materials; appropriate pacing; alignment with student needs; classroom management reflected in routines, procedures, and transitions; implementing provided curriculum consistent to the program manual; explicit instruction; gradual release model; and student engagement.

Consistency of implementation data were collected during the 2021-2022 school year through a combination of in-person observations and observations conducted through remote technology. There was a steady increase in the consistency of implementation from 2016-2017 through 2018-2019, with an average of 45% of practices used consistently in 2016-17, increasing to 56% in 2017-18, and reaching 65% in 2018-2019. In 2019-2020, through March 2020, there was a slight dip in the average frequency of use of the APT teaching practices to 63%. During the 2020-2021 school year, consistency of implementation dropped further, to an average frequency of 45%. However, by 2021-2022 when students and teachers had returned to classrooms, the average frequency had increased to 70%.

Of the 10 practices rated, the practice of alignment with Nevada academic content standards was observed the most frequently at 96%. Higher than average frequencies were reported for teacher engagement (87%), organization of classroom materials (83%), appropriate pacing (80%), alignment with student needs (77%), and classroom management (77%). The least consistent implementation was noted for student engagement (26%), use of the gradual release model (53%); and explicit instruction (54%).

These data are critical in identifying areas where teacher skill should be strengthened, and they help inform the content of training sessions and future coaching. It was clear that in 2022-2023 and moving forward, much work continues to need be done to help teachers and paraeducators return to the high levels of APT implementation that was in evidence prior to the onset of the pandemic.

**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.**

There were no additional data collected to support the decision to continue the ongoing use of each evidence-based practice.

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

1. The APT project will continue to provide CORE Reading Academies and Read Well training, and we expect APT teachers to continue to report that the training is high quality, relevant and useful; and that the training increased their knowledge and skills of how to assess, plan and teach. We also anticipate that students with disabilities in the APT classrooms will increase reading proficiency as measured by the SBAC.
2. The APT project will continue to provide coaching to teachers and we expect APT teachers to continue to report that the coaching was high quality, relevant and useful; and that coaching increased their knowledge and skills of how to assess, plan and teach, as well as how to implement APT. We also anticipate that students with disabilities in the APT classrooms will increase reading proficiency as measured by the SBAC.
3. The APT project will continue to provide training to teachers on the use of evidence-based practices so that they can use those practices consistently and we expect that "consistency of implementation" data will show that teachers are increasing their consistent use of these practices. We also anticipate that students with disabilities in the APT classrooms will increase reading proficiency as measured by the SBAC.

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

YES

**If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.**

The NDE and the APT Leadership Team will continue to focus in 2022-2023 and 2023-2024 on regaining ground lost in the project when COVID-19 caused school closures in the spring and fall of 2020, followed by the spring of 2021 when many students continued to be educated through distance learning. COVID-19 created profound disruptions in the lives of students, families, staff and administrators in the Clark County School District. COVID-19 disrupted the initiatives the APT project had implemented to engage and support parents of students with disabilities. COVID-19 disrupted the practice of schooling as we knew it pre-pandemic. COVID-19 disrupted the recruitment and retention of teachers and administrators.

The NDE does not intend to implement any activities not already described in this report, but considerable work is being done to rebuild the APT system and support structures. The APT project is uniquely situated to address lost learning opportunities for students with disabilities. Its focus on basic reading instruction principles, intensive teacher training and coaching, and support for school administrators is precisely the model that principals need in their schools to help students regain their trajectory toward confident and competent readers. There are no "new steps" -- the model simply needs to be reintegrated into the schools now that students are back in classrooms.

All of the learning lost to the pandemic cannot be recouped in one year, and although the SBAC evaluation data does not yet show a return to our highest pre-COVID SBAC performance for these students, it does show very slight improvement from 2020-2021 levels. We must be patient while children regain lost ground.

## **Section C: Stakeholder Engagement**

### **Description of Stakeholder Input**

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

Nevada has organized stakeholder engagement through the lens of NASDSE's "Leading by Convening" model. We have structured stakeholder involvement depending upon whether the purpose ("depth of interaction") was to inform, network and collaborate, or transform. In the last five years, we have focused on the purpose to transform reading instruction in a total of 29 schools. In these years, the bulk of our work with stakeholders has involved those who are closest to the actual implementation of APT. The primary "transforming" stakeholder group is the APT Leadership Team who are continuously engaged in decision-making regarding ongoing SSIP implementation.

During 2021-2022, the APT Leadership Team included 3 CCSD administrators, 1 APT principal, 2 APT Instructional Interventionists, 2 NDE staff (including the OIE Director), and the Educational Services Director from Nevada PEP, Nevada's federally funded parent training and information project. The Team meets frequently with a standing agenda to review fiscal matters, grants/contracts, personnel, and the design of the entire APT model, including all SSIP implementation and evaluation data issues. The Team is very much a working team, and nearly all SSIP implementation recommendations and decisions occur at this level. The Team met five times in 2021-2022, in August, November, January, May, and June.

A second means of engaging "transforming" stakeholders is through the Communication Protocol that serves as a bidirectional communication between school staff who implement APT and the APT Leadership team. In previous years, the Communication Protocol was provided to schools three times per year with a deadline for submission. The Protocol asks for responses to three prompts: (1) what successes have you had; (2) what challenges have you had; and (3) is there anything you need from your Instructional Interventionist or the APT Leadership Team?

During 2021-2022, the communication protocol was not implemented as originally designed. The APT Leadership team discussed the fact that much had been learned and many technological tools have been developed during the COVID-19 school closures, and the continued implementation of a paper-based feedback mechanism is no longer optimal. The time it takes for buildings to respond to communication protocol prompts, followed by time for the APT Leadership Team to review and respond, is not as efficient and effective as it can be. A decision was made to overhaul the communication feedback tool so that building administrators can provide feedback, ask questions, and request assistance in "real time" and responses can be provided much more promptly. Work toward this goal is slated for the 2022-2023 school year. As the APT communication protocol is strengthened, APT principals and assistant principals will have an increased role in decision-making regarding ongoing implementation. Feedback from teachers and administrators, through all channels, has a direct impact on choices that are made about needs for training and coaching, and policy choices about uses of resources.

A third means of engaging "transforming" stakeholders is through direct communication with and engagement of parents. APT implementation is a standing topic at the Nevada PEP meetings, and Nevada PEP provides substantial training to parents relating to reading, social/emotional learning, and other important topics throughout each year. During 2021-2022, Nevada PEP began development of a podcast series designed for parents and is considering doing one to highlight the APT project. Nevada PEP also provides training and support upon request from any APT school.

Finally, during 2021-2022, the APT Leadership Team made an important decision that will further strengthen the connection between school district stakeholders and parents. The CCSD Director of Family & Community Engagement Services was asked to join the APT Leadership Team, and this individual has a history of working cooperatively with CCSD schools and Nevada PEP. As a result, the APT Leadership Team plans to outline a specific plan of action to increase involvement of parents with the APT project.

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

YES

#### **Describe how the State addressed the concerns expressed by stakeholders.**

During the 2021-2022 school year, the primary concern expressed by stakeholders was how to balance project implementation with fewer IIs than in previous years, with the desire to add new schools. The project addressed this concern by reorganizing the level of support to be provided to existing schools, so that II resources could be utilized where they were most needed in existing schools, and new schools could be added.

As described above, one school had indicated it was no longer interested in participating in the APT project and the request was granted, leaving 28 schools in the original Cohort. In order to add schools, a decision was made to rank existing schools based on the extent of support they continued to need in the project, so that existing IIs could provide services to additional "new" schools. Existing schools were designated as either (1) self-sustaining (minimal support), (2) maintenance (need in-person coaching support but less than a new school), (3) intensive support (need the high level of support that new schools require). When the existing 28 schools were evaluated, 7 were designated as "self-sustaining/referral" schools where they may receive materials, etc., from the APT project, but not coaching support. These 7 schools will no longer be considered part of the APT project for data collection purposes. That left 21 schools, and 4 of those schools were designated as needing "intensive support" as the result of significant

staff and administration turn-over. The remaining 17 schools were designated as "maintenance" and requiring less II support than the "intensive" schools. Four (4) new schools were added to the APT project and designated as needing intensive support. To summarize, going into the 2022-2023 school year, there were 17 schools in the "maintenance" group and 8 schools in the "intensive" group, for a total of 25 schools.

**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.**

No new activities not already described are planned for 2022-2023.

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

No new activities not already described are planned for 2022-2023.

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

There were no newly identified barriers.

**Provide additional information about this indicator (optional).**

**17 - Prior FFY Required Actions**

None

**17 - OSEP Response**

**17 - Required Actions**