

**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**

South Carolina



PART B DUE February 1, 2023

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

A				31.60%		N/A	N/A
B				31.60%		N/A	N/A

Provide the data source for the FFY 2021 data.

Group A is the treatment group, and Group B is the control group. There are no data to report. Per the FFY2020 submission, SiMR data would be reported comparing student academic outcomes of treatment (Group A: Students with disabilities whose teachers completed the LMS coursework) and control groups (Group B: Students with disabilities whose teachers did not complete the LMS coursework) (i.e., teacher's LMS course completion serving as the independent variable). During the reporting period, the SSIP was not implemented as intended as described at the time of the FFY2020 submission. Additionally, there exists no system developed with the ability to collect the data as described in the FFY2020 submission.

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

The implementation of the SSIP submitted for FFY2020 did not occur as planned: Due to the lack of a data collection mechanism there are no data to collect, report on, or analyze for the two groups of students included in the SiMR. Further, the link to the evaluation plan submitted with the SSIP in FFY2020 did not include any evaluative components to measure student academic outcomes or fidelity of implementation.

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)

YES

Describe any data quality issues, unrelated to COVID-19, specific to the SiMR data and include actions taken to address data quality concerns.

The SSIP evaluation plan submitted in the FFY2020 SPP/APR was not comprehensive and failed to identify all needed data to accurately determine progress on the SiMR.

In addition, SiMR data quality issues and concerns were identified based on input from stakeholders, the Office of Special Education Programs (OSEP), and several OSEP funded technical assistance centers providing support to the SC SSIP Leadership Team (i.e., National Center for Educational Outcomes, NCEO; National Center for Systemic Improvement, NCSI; IDEA Data Center, IDC). The following describes the evaluation areas that should have been addressed, issues related to the quality or lack of data, and plans for correction during the next year.

Reach: There were no data to identify the participants in each intervention tier. To address this issue, the OSES will fully describe the criteria for participants, report the relevant data for determination, and use a data collection tool to collect information on participants in the next reporting period.

Process: There were no data to report on the completion of activities or the fidelity of the implementation by the SEA or LEA participants. The OSES will have a collection tool to collect data on implementation activities in the next reporting period.

Capacity: There were no data collected on the capacity of the tiered LEAs or participants. There was not a clear definition in the SSIP about how the capacity of the LEAs was utilized to determine the tier of support. Capacity includes the ability to organize, sustain, and scale up the implementation of the practices. Moving forward, the OSES will use the District Capacity Assessment (DCA) from the National Implementation Research Network (NIRN) to measure district capacity and infrastructure and support improvement based on individual needs. In addition, The Reading Tiered Fidelity Inventory (R-TFI) through the Michigan MTSS Technical Assistance Center (MiMTSS) will be utilized to determine capacity at the school level.

Fidelity: The SSIP only suggested the completion of the modules as a fidelity measure. No data were collected on the teacher completion of the LMS course modules. The fidelity issues were twofold. There was no plan to vet the modules developed by the department to ensure that the EBPs for literacy were addressed as intended. A tool was not provided for teachers to self-assess their implementation of literacy strategies in the classroom nor was there a plan to assess the use of evidence-based practices. To address this issue, the OSES will rely on external experts provided through both state and national technical assistance centers to vet the content of all training. The OSES will use both self-assessment by participants and observational data to determine if EBPs are being implemented in the classroom, school, and LEA levels along with the Reading Tiered Fidelity Inventory as mentioned above at the school level.

Outcomes: The current SSIP requires student-level SC READY test score data on both the control group (i.e., students with disabilities whose teachers/staff received no additional training delivered via LMS) and the treatment group (i.e., students with disabilities whose teachers/staff completed the LMS course modules). There were no data collected, nor does a system exist with the ability to collect this data of students matched to individual teachers. In addition, many students with disabilities receive literacy instruction from both a general and special education teacher, which introduces a possible threat to the internal validity of the SSIP

evaluation via possible (likely) confounding variables. The plan included no data to monitor the academic progress of students. While the plan mentioned the use of data-based individualization, there was a failure to capture the use of this through progress monitoring data which could have been used to measure the progress of students by teachers.

Moving forward, the OSES will work with stakeholders—including SEA colleagues in the Office of School Transformation—to set target goals for students with disabilities on SC READY . The Office of School Transformation is responsible for providing technical assistance and support to schools and districts that have been identified for poor performance under the Every Student Succeeds Act (ESSA). Baseline data from SC Ready for students with disabilities in selected schools identified under ESSA will be collected for the next reporting period.

In addition, the OSES will implement the use of curriculum-based measurement (CBM) for students with disabilities to progress monitor and inform the effectiveness of literacy instruction for students with disabilities and to provide progress as additional information on the SiMR at the next reporting period. These data will be analyzed and reviewed by school, district, and state teams to inform progress on SC Ready for all students in the identified schools and districts.

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://ed.sc.gov/districts-schools/special-education-services/data-and-technology-d-t/data-collection-and-reporting/state-performance-plan-and-state-determinations/ssip-evaluation-plan/>

The current evaluation plan describes the process for implementation of the SSIP but does not clearly articulate the data necessary for evaluation nor the process for data collection regarding achievement of short-term, medium term or long-term outcomes. Moving forward, the OSES will have an external evaluator collaborate with the SSIP Leadership Team to develop a comprehensive evaluation plan.

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:

During the reporting period, the newly appointed Interim Director of Special Education was made aware that there was not adequate stakeholder involvement in the previous SSIP and other OSES projects. In addition, the SSIP was not implemented as described in FFY2020 submission, and the LMS coursework modules were not fully completed. There was no data system to collect or analyze the data that would be needed to report on the SiMR.

OSES has increased opportunities for stakeholder involvement by creating new stakeholder groups including other SEA offices, disability advocates, parent groups, LEAs, and agencies. In addition, the OSES conducted a virtual town hall to gather input on specific indicators, including the SSIP. The OSES has shared the current SSIP and SiMR with stakeholders and utilized the input along with the SSIP Infrastructure Development, Planning, and Progress Measuring Tool: Using Implementation and Stages of Implementation (<https://ncsi-library.wested.org/resources/258>) to implement the following infrastructure strategies.

LEADERSHIP DRIVERS:

To coordinate the efforts of the SSIP with other SEA offices and agency initiatives, the SSIP Leadership team was established to examine the current practices, solicit and analyze stakeholder input, and monitor the implementation of the SSIP.

ORGANIZATIONAL DRIVERS:

Decision Support Data Systems

The OSES established a multi-disciplinary SSIP leadership team with membership represented from the SEA Office of Research and Data Analysis, the IDEA Part B data manager, an LEA representative with special education data collection expertise, and two external contractors with expertise in psychometrics and district-level assessment accountability systems to identify data needs and availability.

Systems Intervention

Based on stakeholder input, the OSES has initiated alignment of the IDEA Part B performance indicators with ESSA Accountability Indicators. Historically, the poor performance of students with disabilities, as identified in Indicator 3, was addressed by separate initiatives with general education and special education initiatives operating in isolation. The alignment of IDEA and ESSA indicators supports a more cohesive approach to addressing the needs of students with disabilities. This also aligns with the initiatives of the SEA: Academic achievement (literacy), graduation, dropout prevention, and college and career readiness are major foci of several SEA offices and of the SEA leadership more broadly. As such, those key performance indicators are captured in several systems guiding SEA initiatives. By aligning the indicators for IDEA and ESSA accountability and monitoring, the intervention efforts of the SEA will become a more streamlined process for LEAs.

Facilitative Administration

In August 2022, the Interim Director reorganized the OSES office to facilitate better support to LEAs through improved technical assistance supporting the key IDEA Part B performance indicators discussed above. Two newly established OSES teams are tasked with improving results-oriented metrics aligned with OSEP's Results-Driven Accountability (RDA) Matrix: The Implementation Support Team and the Recruitment, Retention, & Programs Team. These two teams have begun collaboration with several key SEA offices, including the following:

- Office of Early Learning and Literacy, which includes agency initiatives regarding Multi-Tiered System of Supports (MTSS)
- Office of School Transformation
- Office of Federal and State Accountability
- Office of Research and Data Analysis
- Office of Career and Technical Education
- Office of Student Intervention Services
- Office of Assessment and Standards

Additionally, these two teams have begun collaborating with the multi-disciplinary data team mentioned above, SC TEAMS (the OSES funded technical assistance center network which launches summer 2023 which is described in greater detail below), and several OSEP funded technical assistance centers (e.g., NCEO, NCSI, IDC, CEEDAR Center, SISEP). This governance focus addresses allowable activities under 34 C.F.R. §300.704 (b)(4) (ix) and directly impacts the delivery of technical assistance.

COMPETENCY DRIVERS

Selection

The Interim Director of Special Education established the South Carolina Transition, Early Childhood, Academic, Multi-tiered Systems of Support, Social/Emotional/Behavioral (SC TEAMS). SC TEAMS is the umbrella Technical Assistance Center comprised of four specialty centers located at institutions of higher education across the state. The four specialty centers are:

- South Carolina Partnerships for Inclusion (SCPI)
- Academic Alliance of South Carolina (AASC)
- Behavioral Alliance of South Carolina (BASC)
- Transition Alliance of South Carolina (TASC)

SC TEAMS will work with OSES along with other SEA offices including the Office of Early Learning and Literacy, Office of School Transformation, Office of Standards and Learning, Office of Federal and State Accountability, and the Office of Research and Data Analysis to increase the local capacity of districts and schools to support the implementation and scaling up of evidence-based practices to improve academic outcomes and functional skills for college and career readiness for children with disabilities ages three to twenty-one in the state. SC TEAMS has two primary partners:

- Family Connection of South Carolina, the state parent training and information center, focused on improving family engagement
- ABLE SC, a non-profit organization representing individuals with disabilities, focused on ensuring disability voice and involvement

Training

OSES along with SC TEAMS developed a plan to provide high-quality training on evidence-based practices to ensure specially designed instruction for students with disabilities and to increase the capacity of the district to sustain and scale up those practices.

Coaching

Members of SC TEAMS will provide facilitative coaches for on-site coaching along with SEA partners to district-level teams on building capacity to select, coach, and train evidence-based high-leverage practices. The support provided to LEAs will be based upon a holistic review of data, initiatives, and root cause identification. Coaching emphasis will align with priority areas identified as requiring support and also for which the district has identified as a priority. In addition, the coaches will work with districts to use decision data to strategically monitor the progress of students with disabilities through their MTSS system. This will support the provision of the technical assistance framework to build, sustain, and scale up the LEAs' capacity to deliver evidence-based practices systematically.

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.

LEADERSHIP DRIVERS:

While the stakeholder input process must be improved, a positive outcome was that the newly established SSIP leadership team gained insight from initial meetings with stakeholders. The first theme was that, historically, there had been limited to no substantive input on the SiMR or SSIP. When SSIP was discussed with stakeholders during the current reporting period, many were unaware of the current SSIP or SiMR. The second theme stakeholders voiced concern about was the sole use of OSES-developed learning modules as a way to ensure the implementation of EBPs, prompting review of the requisite infrastructure to support improvement.

When utilizing the SSIP Infrastructure, Development, and Planning Process Tool, the OSES is presently within the exploration and installation stages. A short-term outcome of this activity was that OSES needs to build a strong infrastructure to sustain the

practices. The activities conducted by the SSIP Leadership team will improve the implementation of the SSIP and result in progress toward the SiMR. The SSIP will serve as the foundation to examine needed changes for governance, data collection systems, fiscal affairs, monitoring, and technical assistance to support and scale up practices across the state.

ORGANIZATIONAL DRIVERS

Decision Support Data Systems

Outcomes of an analysis of the state infrastructure were that the SSIP Leadership Team determined that there was no system to collect the necessary data for the SSIP as outlined during this reporting period and identified the needed components to collect all data including student outcome, fidelity, and input data to utilize for analysis to improve, sustain, and scale up evidence-based practices. Stakeholders also expressed concerns about the ability to collect valid data within the current system. Another outcome was that the SSIP Leadership team identified the need for an external evaluator to write and conduct an evaluation plan for the next year's SSIP implementation. It is anticipated that the external evaluator for the SSIP will be the same as for SC TEAMS and will be under contract by the next reporting period. Having an SSIP Leadership Team with expertise in data analysis will enable the OSES, its external evaluator, and LEAs to effectively identify the data necessary to measure implementation effectiveness, monitor progress toward the SiMR, and inform potential adaptations of the SSIP. As a result, the OSES can establish usable innovations to scale up practices in the state. This will impact the quality of data and the needed governing policies and procedures for data-based decision-making and will be used to report on the SiMR.

Systems Intervention

Outcomes of the alignment of the Part B performance indicators and ESSA accountability indicators resulted in the formation of the SSIP Leadership Team and the initial development a cohesive mechanism for districts to improve performance on both Part B performance indicators and ESSA indicators. Targeting LEAs who have been identified as needing assistance under Part B and ESSA because of poor reading performance of students with disabilities enables the districts to formulate a cohesive plan to address the action items needed to improve performance. The team has identified the districts that have been determined as needing assistance for indicator 3B performance on the regular reading assessment as addressed in the SiMR for reading performance and those districts who are needing assistance under the ESSA because of the poor reading performance of students with disabilities. The SEA will work collaboratively to provide professional learning, including focused coaching aligned to the SiMR. Professional learning outcomes will include use of high-leverage practices and specially design reading instruction, and the use of data-based individualization to make instructional decisions. Having schools work together on a targeted goal for both the SiMR and ESSA will result in the alignment of federal requirements, and progress on the SiMR and will increase the sustainability of evidence-based practices.

Facilitative Administration

An outcome of the reorganization of teams within OSES means that OSES provides direct support to districts. The formation of the Implementation Support Team and the Recruitment, Retention, and Programs Team signals the shift for OSES to provide needed support for the implementation of the SSIP and aligns with the SEA priorities . The Implementation Support Team provides direct support to districts by region, and the Recruitment, Retention, and Support Teams will coordinate the technical assistance and professional learning efforts. A process map was created to guide the approach to working with LEAs to implement the practices. Improving systems and support at the state level will have a direct impact on scaling up evidence-based practices.

COMPETENCY DRIVERS

Selection

SC TEAMS and the SSIP Leadership Team, along with our national TA Center partners including NCEO, NCII, National Center for Improving Literacy (NCIL), and others will assist in determining the providers of the content of the targeted evidence-based practices . SC TEAMS will work with the selected LEAs to identify the skills needed and ensure ongoing professional learning to build their team of trainers and coaches. The team will develop job-specific skills needed to support the use of evidence-based practices.

Training

Outcomes of the review of training and professional learning opportunities by internal and external stakeholders, the SSIP leadership team, SC TEAMS—along with other offices at the SEA—included a change in the focus and delivery methods for professional learning in literacy. The science of reading training through LETRS is being offered by the Office of Early Learning and Literacy as the foundation of the general curriculum. Special education will provide guidance on how to design specially designed instruction through the use of high-leverage practices for instruction for students with disabilities and data-based individualization which focuses on how to intensify services for students who are not responding to instruction and intervention. Another outcome is that SC TEAMS will work collaboratively with the LEAs to determine the professional learning needs of the district and provide the needed professional learning opportunities. Each OSES funded specialty technical assistance center will focus on literacy and college and career readiness with the identified schools that need to improve results in literacy for students with disabilities. This concentrated effort will support growth toward meeting the SiMR.

An additional outcome was that SC TEAMS would create an initiative inventory of the high-leverage special education practices and literacy instructional strategies along with interventions for students with disabilities to focus the work. There will be an expert content review conducted by identified experts including advisory panel members, Dr. Devin Kearns from the University of Connecticut, and Pam Stecker from Clemson University. The team will design various delivery methods to provide training and support to LEA-level implementers. The training will be delivered through different formats including the use of face-to-face training, virtual simulations, self-paced resources, and the use of the Project ECHO model for case-based professional learning opportunities.

Coaching

Outcomes of a review of coaching opportunities were that SC TEAMS and OSES determined that facilitative coaches would be

utilized through SC TEAMS to facilitate the coordination of efforts between TA providers and LEAs. These coaches will be former district-level administrators with training in data analysis and leading district initiatives. Coaching district teams to build their capacity ensures the sustainability and scale-up of the practices and is an effective form of technical assistance.

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

YES

Describe each new (newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.

State Level Training in the Science of Implementation

During a stakeholder input session with members of SC TEAMS and OSES, it was determined that members of the group had content area expertise but needed more training on the science of implementation. Implementation Specialists from the National Implementation Research Network (NIRN) provided training and are currently following up with SC TEAMS to support the use of implementation science when working with LEAs. The result of this training was rethinking the SSIP to build the infrastructure both within the SEA and also in LEAs to support the practices rather than just focusing on the practices. The team is continuing to restructure the approach for the SSIP to better utilize the facets of implementation science.

Select members of SC TEAMS have completed training with Project Echo to conduct virtual case-based professional learning opportunities. BASC has been named a Project Echo partner and this platform will be used to provide training across the state, particularly in rural areas. The use of virtual case-based professional learning opportunities will provide content expertise to teachers and school leaders to address challenges faced when implementing the practices to improve outcomes for students with disabilities.

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

Leadership

The current SSIP Leadership Implementation Team will need to expand its membership to include representatives from other offices in the SEA to ensure alignment with SEA initiatives and priorities for improvement. There will be two tasks and outcomes to support better data, governance, and technical assistance during the next reporting period:

- The team must develop a standard protocol for collecting, documenting, and analyzing stakeholder data to inform not only the SSIP specifically but also for the SPP/APR more broadly. The team will utilize OSEP funded technical assistance centers (e.g., NCSI, NCEO, IDC) to assist in the development of the protocol.
- The SSIP Leadership Team and its external evaluator will be responsible for developing a process to monitor the fidelity of the implementation of the activities in the SSIP and progress toward the SiMR and seeking technical assistance when progress is not adequate.

Organizational Drivers

Decision Support Data

The SSIP Implementation Leadership Team will work in collaboration with the multi-disciplinary data team to develop a data dashboard and/or better leverage existing data reports and dashboards to enable districts to examine both input and output data related to the implementation of the SSIP. The data team will assist in the following:

- Identification of a tool to measure the progress of students that is sensitive to small increments of growth to formatively measure progress during the year.
- Development of a standard protocol to progress monitor students with disabilities using curriculum-based measurement.

Systems Intervention

The SC Implementation Team will collaborate with other SEA offices to create guidance for the co-creation of a plan to address the reading performance of students with disabilities in the schools identified through ESSA and/or IDEA indicators. This cohesive plan will specifically target the inclusion of high-leverage evidence-based practices for students with disabilities along with data-based individualization. When schools focus on improving outcomes for students with disabilities, the targets on the SiMR can be met.

Facilitative Administration

The OSES will need to further restructure and provide supports to their new internal teams to create regional multi-disciplinary teams with representation from different offices in SEA to provide technical assistance to LEAs and schools. This will provide a model demonstrating the alignment of cross-office SEA support. An outcome of this collaboration with a targeted focus is an effective accountability and monitoring system.

Capacity Drivers

Selection

The SSIP Implementation Leadership Team will collaborate with SC TEAMS to select and train facilitative coaches along with identifying the cadre of professional trainers to provide training on evidence-based practices. Anticipated outcomes are a group of facilitative coaches and professional trainers who are knowledgeable about EBPs in literacy and beginning to work with educators in SSIP implementation sites.

Training

There will be four major infrastructure improvement strategies for training in the next year.

- The SSIP Implementation Leadership Team will work in collaboration with SC TEAMS to select and train a cadre of highly trained professionals to deliver content on implementation science, high-leverage evidence-based practices for students with disabilities in reading, and data-based individualization. An anticipated outcome is a cadre of trainers to work in the LEAs identified as needing improvement but can also be available for others.
- The SSIP Leadership Team will work in collaboration with SC TEAMS to conduct Summer University. Summer University will be a week-long opportunity for LEAs to bring teams to learn about high-leverage and evidence-based practices. An anticipated outcome of the Summer University is that LEA teams increase their awareness and knowledge of high leverage practices to support literacy.
- In collaboration with SC TEAMS, a website will be developed with resources for educators, families, and community members on evidence-based practices. Anticipated outcomes include improved dissemination of universal resources.
- The ECHO Project Model will be implemented as a way to provide professional learning to teachers or administrators through a case-based approach.
Coaching

The SSIP Implementation Team will work with members of SC TEAMS to develop a coaching protocol for working with designated districts and schools. The coaches will receive training on the process and expectations for supporting districts.

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

The OSES developed a Science of Reading Training Module 101; this consisted of one module for a pretest, three content modules, and one module for the post-test.

Provide a summary of each evidence-based practices.

The following is a description of each content-specific module on the science of reading as stated in the current SSIP:

Why Instruct in the Science of Reading?

In this topic, you will examine national and state trends for reading proficiency and consider the impact that instructional practices have on student literacy. We will open the discussion as to why the science of reading matters and how it can improve student outcomes when implemented with fidelity. It is important to understand why the science of reading is crucial to student achievement before moving on to how it should be implemented.

What is the Science of Reading?

In this topic, you will see a cursory overview of the science of reading. You will learn definitions for the science of reading by experts in the field, conceptual models that allow educators to apply the research to practice, and the brain activity that occurs as readers read.

Legal Foundations for the Science of Reading?

In this topic, you will examine the requirements in state and federal laws regarding reading. Also included are common and useful reading terms that will be helpful in your journey in the science of reading.

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 thought process behind using this as an evidence-based practice is that teachers would complete the modules and this would enable them to understand the rationale for the science of reading which would impact their use of future evidence-based practices in their classroom literacy instruction. However, input from special education directors suggests that they did not find this method beneficial (see Section C).

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

There are no data collected to monitor the fidelity of implementation of the Science of Literacy based modules as described in the SSIP, including completion of the LMS courses and scores on the post-test.

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 data collected to support continuing this evidence-based practice as described in the current SSIP.

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

Based on input from a variety of stakeholders, the SSIP Leadership Team will revise its evidence-based practices it intends to implement in the SSIP. Newly drafted state standards for English Language Arts will have foundations of reading based on the science of reading for the first time in South Carolina.

The Science of Reading through LETRS is being used as the basis for the development and selection of the general curriculum and is being offered through the Office of Early Learning. For this reason, the focus of the SSIP will shift to evidence-based instructional

strategies to deliver the science of reading and training to school teams on how to purposefully monitor the progress of students with disabilities within a data-based problem-solving process within the MTSS framework. The evidence-based practices will be the following:

High Leverage Practices for Special Education by the CEEDAR Center and Council for Exceptional Children : Training and coaching of these practices will be focused on how to deliver specially designed instruction to students with disabilities in special education and to provide practices for general education teachers who deliver reading instruction to students with disabilities. Focusing on schoolwide implementation of practices for students with disabilities will result in a targeted goal to improve literacy outcomes for students with disabilities.

Intensifying Reading Instruction through Intervention through the National Center for Intensive Intervention(NCII): Training and coaching will be provided to both teachers and district-level instructional coaches on the skills to evaluate and build intervention intensity using NCII's Taxonomy of Interventions in response to progress monitoring data as part of the data based individualization process.

Team Initiated Problem Solving (TIPS): The TIPS model from the Center on Positive Behavior Interventions and Supports will be used to train school teams to problem solve and inform decisions for students with disabilities. This same six-step problem-solving process will be used for teachers as they problem-solve when students are not responding to instruction.

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.

The State's current SiMR is difficult to measure and does not identify the intervention specifically. The State will revise its SiMR to enable useful data that can be used to support scaling up LETRS training to all k-3 general education teachers and elementary special education teachers across the state. The revised SiMR will not include a control group; rather, the SiMR will be measured using a percentage of increase methodology. The OSES will propose to stakeholders a revised SSIP to include LETRS training for K-3 general education teachers and elementary special education teachers that will result in an increase in 3rd grade ELA scores for students with disabilities.

Based on stakeholder input, which has included collaboration with the South Carolina Department of Education's Office of Early Learning and Literacy, the following changes are being drafted as considerations. These will be revised and/or adopted after receiving additional input from stakeholders in the summer/fall of 2023 based on timelines and activities. The alignment of requirements under Part B of the IDEA for the SSIP and ESSA's accountability indicators will result in a cohesive, targeted, and intentional approach to improve reading scores for students with disabilities which will strengthen the implementation of the SSIP to meet the SiMR. The following is a description of activities and the anticipated timeline to take place during the next reporting period.

Summer/Fall 2023

Selection of Schools: The OSES and the Office of Early Learning and Literacy will select the participating schools that meet the following criteria:

The OSES will propose to stakeholders that a total of 5 pilot schools will be chosen to participate in the SSIP based on the following 4 criteria:

- Each school began LETRS training in the first round rolled out by the South Carolina Department of Education, Office of Early Learning and Literacy in August of 2021.
- All K-3 general education teachers and elementary special education teachers in each selected school have completed LETRS training.
- A literacy coach has been assigned to each school through the Office of Early Learning and Literacy.
- All districts must be willing to sign a multi-year agreement to participate.

Agreements:

- LEAs will agree to have K-3 general education teachers and special education teachers in pilot schools participate in all LETRS training and implementation support provided by the literacy specialists from the office of Early Learning and Literacy.
- LEAs will commit to using one of the state-approved universal literacy screeners as a progress monitoring tool to measure student outcomes at the three benchmark periods (fall, winter, and spring).

Target and Progress Data:

The OSES along with input from stakeholders will reset the target for the SiMR. The OSES will also engage in progress monitoring of targets based on improvement for each of the 5 target schools based on SCReady ELA annual data.

Data Review

The literacy specialists along with members of the OSES SSIP leadership team will meet annually with the 5 pilot schools to review results of their SCReady ELA assessments and assist the school with analyzing those results and determine, if necessary, what additional support may be needed.

Fall of 2023:

- Installation: The 5 pilot schools will be chosen. They will continue to receive support for the remainder of the SSIP cycle.

- The SSIP Support Team will develop an action implementation and professional learning plan to ensure the delivery of training and support.

Fall 2023:

Initial Implementation: The following is a brief list of activities that will take place during the school year.

- Training will occur throughout the school year.
- Teachers will implement evidence-based practices, including progress monitoring through one of the state approved universal screeners.
- Internal instructional coaches will collaborate with external coaches to provide instructional support to teachers who are teaching students with disabilities.
- SSIP Leadership Team will meet with the school and LEA team to provide support to the school team.
- LEA will examine and document the process to encourage scale up practices using the school as a model demonstration site for the district.

Summer 2024:

- Evaluation: The LEA and school teams will meet with the SSIP Support Team and state level literacy specialists to evaluate progress towards improving outcomes. The teams will review fidelity measures, satisfaction measures, and student outcome data to plan for the any changes or adjustments for the following school year.

Section C: Stakeholder Engagement

Description of Stakeholder Input

The SCDE shared information about the SPP/APR and sought input from our South Carolina Advisory Council on the Education of Students with Disabilities (ACESD). This partnership is designed to authentically engage this critical group of stakeholders in collaborative efforts that are directly aligned with the educational results and functional outcomes for students with disabilities. Updates with the SPP/APR were shared at the quarterly ACESD meetings. The SPP targets were also shared with the South Carolina Joint Citizens and Legislative Committee on Children and feedback was solicited from this group as well.

Information about the SPP/APR is posted on the SCDE website with a link to provide input. The SCDE is in the process of getting an email address for the SPP/APR so input can be shared at any time about the targets. In addition, the OSES is currently working to develop a standard protocol for engaging stakeholders, collecting data, documenting input, and analyzing the input to inform the SPP/APR.

Finally, weekly updates were provided to Special Education Directors and technical assistance providers that included information on the SPP/APR.

Stakeholder input gathered during the reporting period suggested a need to change the SSIP as well as highlighted the lack of knowledge about the SSIP and SimR and the need to establish regular stakeholder feedback processes. Feedback from LEA representatives confirmed that the LMS courses outlined in the SSIP were not fully implemented during the reporting period; feedback from other SEA offices confirmed that vetting of the LMS course materials had not occurred outside of the OSES (e.g., with the Office of Early Learning and Literacy), which prompted concerns about the quality of the LMS courses. Additionally, LMS courses presented a barrier in that educators perceived the courses to be difficult to access and complete. One Director shared, "Regarding professional development, the previous online modules were not very helpful in planning. On-site coaching and support in evidence-based practices seems like a move in the right direction." Stakeholders were encouraged that the new SSIP Leadership Team had involved general education colleagues at the SEA in the re-imagining of the SSIP.

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

In FY2020 submission, it was reported that a variety of methods were utilized to solicit stakeholder input in the development of the SIMR and the SSIP. OSES staff involved in the SSIP indicated that they solicited input from teachers, parents/community members, and LEA staff. The Advisory Council for Students with Disabilities (ACESD) provided input on the information that was sent out to stakeholders, and surveys were conducted.

Since August 2022, OSES has provided stakeholders with information regarding the SSIP via two recorded virtual town halls open to the public, a Special Education Directors Advisory Committee meeting of regional directors, a meeting of the Advisory Council for Educating Students with Disabilities, SC TEAMS, and a team of members of SEA offices. At these meetings, a description of the current SSIP, as well as proposed changes to the SSIP were presented, and input was collected via surveys. Stakeholders included special education administrators, parents, representatives from advocacy organizations, and outside agency representatives.

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

YES

Describe how the State addressed the concerns expressed by stakeholders.

Upon review of the SSIP submitted in FFY2020 and after soliciting feedback from stakeholders, which expressed numerous concerns, including that the SSIP was not aligned with other initiatives. The SSIP Leadership Team agreed with its stakeholders, and the OSES is developing and will implement a new SSIP aligned to existing state initiatives to be reported on in the FFY2022 SPP/APR submission. Implementation will be based on a new theory of change.

Another concern expressed by stakeholders was that the LMS courses developed were too narrowly focused in that there was no alignment of the courses with other SEA or LEA initiatives. Additionally, there had been no vetting of LMS content by relevant SEA

offices (such as the Office of Early Learning and Literacy), and there was no ongoing coaching or support for teachers who wished to implement the strategies learned via the LMS courses. The SSIP Leadership Team determined that the SSIP submitted in FFY2020 focused on the virtual delivery of content via LMS and did not provide implementation support (coaching, feedback, etc.). The SSIP Leadership Team identified the need to better align SSIP implementation with Implementation Science, reflected in the participation by the OSES in NIRN's Science of Implementation training in fall 2022 and reflected in the revised theory of change and process maps (to be fully reported on in FFY2022 submission).

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.

The process of revising the SiMR to an ambitious yet attainable result to improve academic achievement in the area of literacy began during the reporting period and will be reported on more fully in the FFY2022 SPP/APR submission. This shift in SSIP coincides with the change in the Office of Special Services Director, which took effect in May 2022.

Notably, the OSES has begun the process of revising the SiMR, and theory of action, and developing several supporting documents to include a logic model and a TA process guide to align the SSIP with broader state-level literacy initiatives for literacy improvement. Additionally, the OSES is in the process of contracting with an external evaluator for the SSIP and building a robust evaluation plan. The SSIP Leadership Team composed of OSES members, representatives from SEA offices, external content contractors, and LEA representatives will be responsible for coordinating and monitoring the fidelity of the implementation and progress toward the SiMR and making recommendations about adaptations to ensure effectiveness.

These proposed changes to the SSIP and SiMR have been informed via feedback from stakeholder groups and multiple offices in the SEA to ensure alignment with current state initiatives to improve literacy. In addition, several OSEP funded technical assistance centers have provided guidance directly as OSES has engaged in the process of revising its SSIP. These centers include the NCSI, IDC, and NCEO .

South Carolina intends to implement a new SSIP in the next fiscal year as a result of the feedback related to the current SSIP as well as the identification of barriers to effective implementation of the current SSIP. The state will update the theory of change, develop a logic model, and implementation plan, and maintain a network of training and technical assistance centers that will provide ongoing training, support, and coaching to identified schools and districts. As the state develops the new SSIP, stakeholder input will be obtained on a regular basis from parents/community members, outside agencies, LEA representatives, and teachers.

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

Timeline for Stakeholder Input

January /February 2023: A standard protocol for engaging stakeholders, collecting data, documenting input, and analyzing the input to inform progress on the SiMR and SSIP will be developed. The SSIP Leadership Team will use the guidance documents from the NCSI to develop the protocols.

- March 2023: Follow-up meeting with ACESD from the January 2023 ACESD meeting in which the SSIP Leadership Team provided an overview of the SSIP and proposed changes to the SiMR and SSIP. Feedback will be solicited via survey. Members will again be surveyed for their interest in joining a focus group to provide ongoing feedback throughout the development of changes to the SSIP.
- March 2023: The SSIP Leadership Team will present at the ESSA Academy state conference.
- May 2023: The SSIP Leadership Team will present at the Family Connection of SC Hopes & Dreams Conference.
- Spring 2023: The SSIP focus group will be identified, representing a diverse group of stakeholders. This focus group will provide feedback related to proposed changes as well as feedback related to methods for communicating information with stakeholders. The focus group will meet regularly to discuss updates and to provide feedback to the SSIP Leadership Team.
- Spring 2023: A dedicated webpage for the SSIP, including space to submit feedback, will be made available on the SEA website and also communicated via the SC TEAMS website launch

Throughout the year, virtual town halls will be held to provide a detailed overview of the SSIP process along with proposed changes to the SiMR and the SSIP for next year. Stakeholders invited will include SEA representatives, LEA representatives, advocacy organizations, parents, outside agencies, community organizations, and educators. Feedback will be solicited via survey.

Additionally, the SSIP Leadership Team will leverage existing state infrastructure to share about SSIP activities with LEA and SEA stakeholders (e.g., roundtable meetings facilitated by the South Carolina Association of School Administrators, the cross-office SEA work termed "SCORE" to create a unified framework, comprehensive consolidated needs assessment, and "One Plan").

Timeline for Implementation Activities

The following are additional activities and timelines to support implementation not stated in Section B.

- March 2023: The SSIP Leadership Team in collaboration with the external evaluator will utilize NCSI's Implementation Evaluation Matrix (<https://ncsi-library.wested.org/resources/55>) to plan and track the implementation of changes. This will enable the team to track implementation progress and ensure continuous improvement of the activities in the SSIP in order for the state to meet the SiMR target.
- Spring 2023: For SSIP implementation schools, SC READY data for students with disabilities in grades 3-5 from the spring 2023 administration will be collected to use as baseline data to monitor the progress of implementation and inform progress towards the SiMR.
- Fall 2023: Selected schools will utilize curriculum-based measures for students with disabilities. These data will be utilized for data-

based individualization and for the school MTSS Leadership Team to monitor the effectiveness of practices. CBM data will guide the need to intensify evidence-based practices to ensure students make ambitious progress to impact the SiMR.

- Fall 2023: School MTSS teams will receive training on the use of TIPS to identify problems with the implementation of SSIP, set short-term goals for improvement, and implement solutions with fidelity. This targeted focus by the school-level MTSS teams will increase the performance of students impacting the SiMR.

- Fall 2023: Baseline data will be collected on the LEA's capacity to implement and support the evidence-based practices as described in Part B in order to sustain and scale up. The District Capacity Assessment from the National Implementation Research Network will be used to measure the LEA's ability to align its resources to support the intended outcomes of the implementation.

The use of this tool will enable districts not only to support the targeted school to sustain the practices, but they will also be able to scale up their practices to other schools within the LEA thus impacting improvement on the SiMR.

- Fall 2023: Schools will be trained to administer the MiMTSS Reading Tiered Fidelity Inventory for baseline data. This will serve to enable the school to measure the implementation of the systems. This does not measure the implementation of curriculum, but rather will enable schools to align resources to support the implementation of SSIP to reach the SiMR.

- Fall 2023: The SSIP Leadership team will identify a tool to collect information from participants after participation in training on the effectiveness of training will be used to evaluate and inform the next steps for training.

- Fall 2023: The SSIP Support Team will select the fidelity and observational tools for use. These will be trained and use will begin after the first practices begin. These data will be used to determine the level of coaching, monitor the fidelity of implementation, and document feedback to determine effectiveness.

- Spring 2023: All data listed above will be analyzed and used to provide the data evaluation component of implementation.

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

No newly identified barriers not addressed in previous sections have been identified.

Provide additional information about this indicator (optional).

n/a

17 - Prior FFY Required Actions

The State did not provide data for FFY 2020. The State must provide the required data for FFY 2021 in the FFY 2021 SPP/APR.

The State did not provide baseline data. The State must provide the required baseline data in the FFY 2021 SPP/APR.

The State did not provide FFY 2020-FFY 2025 targets. The State must provide the required FFY 2020- FFY 2025 targets in the FFY 2021 SPP/APR.

The State did not provide numerator and denominator descriptions in the FFY 2020 data table. The State must provide the required numerator and denominator descriptions for FFY 2021 in the FFY 2021 SPP/APR.

Response to actions required in FFY 2020 SPP/APR

We are signaling a change in the SSIP with the FFY2021 SPP/APR submission. The SSIP from the FFY2020 SPP/APR submission was not implemented. Stakeholder input was not solicited to set targets for a plan which was not implemented, nor planning to be continued.

The process of soliciting stakeholder input for target setting has begun during the current reporting period; however, baseline data and targets for the SSIP will be provided in the FFY2022 SPP/APR submission once sufficient stakeholder input has been gathered.

17 - OSEP Response

OSEP's response to the State's FFY 2020 SPP/APR required the State to include in the FFY 2021 SPP/APR, the required: data for FFY 2021; baseline data; FFY 2020- FFY 2025 targets; and the numerator and denominator descriptions. The State provided none of the required information.

The State reported, "There are no data to report. Additionally, there exists no system developed with the ability to collect the data as described in the FFY2020 submission." OSEP is concerned about the State's inability to collect data for this indicator for FFY 2020 and FFY 2021.

The State did not provide a current Evaluation Plan.

The State did not summarize the strategies or activities that ensured the use of evidence-based practices with fidelity.

17 - Required Actions

The State did not, as required by the OSEP Response to the State's FFY 2020 SPP/APR and the Measurement Table, provide: (1) data for FFY 2021; (2) baseline data; (3) FFY 2020- FFY 2025 targets; and (4) the numerator and denominator descriptions. Additionally, the State did not provide in its FFY 2021 submission, a current Evaluation Plan, or a summary of the strategies or activities that ensured the use of evidence-based practices with fidelity, as required by the Measurement Table.

In the FFY 2022 SPP/APR, the State must report all required data and components in this indicator. Reporting data under this indicator is critical so that the State, OSEP, and the public can determine the State's performance and whether and how the State met its targets for this indicator. OSEP may consider taking additional actions if the State is unable to report the required data in its FFY 2022 SPP/APR.