

**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 Dakota



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)?

All students with disabilities and a subset of students with disabilities (i.e., specific learning disability, other health impairment, and speech-language impairment) will increase their 3rd-5th grade reading proficiency rates by 5 percentage points from spring 2021 to spring 2026 as measured by the regular statewide assessment.

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

YES

Provide a description of the system analysis activities conducted to support changing the SiMR.

An analysis of state test data over time, child count data over time, the evaluation results from the previous SSIP, the SPDG, and the MTSS projects were examined. There are many similarities across the three projects and the evaluation activities completed by participants within each of the three projects indicated the implementers were having an impact on more than just students with a specific learning disability. All students with disabilities were being impacted and benefitted from the projects. Thus, the State decided to systematically examine the impact of the projects on all students with disabilities. Stakeholders believed it was important to continue the focus on students with a specific learning disability, but to also add students with a speech-language Impairment and students with other health impairment given that these two groups of students (along with specific learning disability), make up a large percentage of students with disabilities in grades 3-5.

Please list the data source(s) used to support the change of the SiMR.

State test data, child count, evaluation measures from the SSIP, SPDG, and MTSS projects.

Provide a description of how the State analyzed data to reach the decision to change the SiMR.

The SEA examined data from the last SiMR which focused on grade 3 specific learning disability students and decided that a wider net needed to be cast. Thus, through discussion with stakeholders, it was determined to focus on all students with disabilities in grades 3-5 with a specific focus on students with a specific learning disability, other health impairment, and speech-language impairment.

Please describe the role of stakeholders in the decision to change the SiMR.

Indicator 17 SSIP baselines and targets were reviewed and determined during the SPDG advisory committee on September 22, 2021. During the meeting, stakeholders reviewed data from all programs that provide literacy support to pilot LEAs, including the SPDG, SSIP, and MTSS. The data included disaggregation by initiative, grade, and disability category. Based on the data reviewed for specific learning disability and all disability categories, stakeholders recommended revising and expanding the SiMR for FFY 2021 to include students with specific learning disabilities, other health impairments, and speech and language disabilities as these students would all greatly benefit from the evidence-based practices implemented. The rationale to wait to revise the SiMR until FFY 2021 instead of revising for FFY 2020 was to ensure the SEA and LEAs had time to get in place the recommendations for training, progress monitoring, evaluation, and interventions to add the additional students and disability categories. Additionally, stakeholders expressed concern about adding additional requirements to LEAs and students when they were already facing significant disruptions to learning and attendance due to COVID19.

Since stakeholders recommended adding the two additional disability categories in FFY 2021, the group determined the FFY 2020 target should align to the trajectory for the additional subgroups. The FFY 2020 target was lowered from 44.49% to 17.49%. The FFY 2021 to FFY 2025 would continue trajectory based on the FFY 2020 data reflected with specific learning disabilities, other health impairments, and speech and language disabilities.

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.

41 schools from 27 districts that participated in the SPDG and/or the state MTSS initiative.

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

YES

Please provide a description of the changes and updates to the theory of action.

The names of the standards of action changed (Data Analysis to MTSS/Data-Driven Decision Making, Instructional Practices & Strategies to Literacy/Instruction, and Family & Community Involvement to Family Engagement). The standard of action for Collaboration was replaced with Coaching. Details are outlined in the new theory of action for the new Coaching standard of action.

Please provide a link to the current theory of action.

<https://doe.sd.gov/sped/documents/SDTheoryA.docx>

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)

YES

Historical Data

Part	Baseline Year	Baseline Data
A	FFY2020	18.31%
B	FFY2020	18.12%

Targets

FFY	2021	2022	2023	2024	2025
Target A >=	18.31%	18.94%	19.56%	20.81%	23.31%
Target B >=	18.12%	18.75%	19.37%	20.62%	23.12%

FFY 2021 SPP/APR Data

Part	Number of students in grades 3-5 who scored proficient on regular state reading test. Part A = All students with disabilities. Part B = Students with specific learning disability, speech-language impairment, or other health impairment	Number of students in grades 3-5 who participated in the state reading test. Part A = All students with disabilities. Part B = Students with specific learning disability, speech-language impairment, or other health impairment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	138	703		18.31%	19.63%	N/A	N/A
B	111	545		18.12%	20.37%	N/A	N/A

Provide the data source for the FFY 2021 data.

Data for this indicator is collected through the SD English Language Arts regular statewide assessment for grades 3-5.

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

SSIP stakeholders proposed that the SSIP focus on four groups of students with disabilities: (1) all students with disabilities, (2) students with specific learning disabilities, (3) students with other health impairments, and (4) students with speech language impairments. The last three groups each have different needs, and as such, the stakeholders thought it important to focus on these three groups separately. Since the template doesn't allow for four targets, the SEA has combined the last three groups into one group. The SEA will continue to track these three groups individually (as well as one group).

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.

Benchmark data from 2021-22 for participating LEAs shows the percentage of all students with disabilities and the subset of students with disabilities a (i.e., specific learning disability, other health impairment, and speech-language impairment) scoring at benchmark from fall 2021 to fall 2022 increased at each grade (K-5).

The percentage of all students with disabilities scoring at benchmark in fall 2021 and spring 2022:

Grades K-5: increased (33.9% to 40.5%)
Kindergarten: increased (50.0% to 53.2%)
Grade 1: increased (34.4% to 41.9%)
Grade 2: increased (32.0% to 35.9%)
Grade 3: increased (34.6% to 40.3%)
Grade 4: increased (27.3% to 41.0%)
Grade 5: increased (30.9% to 35.6%)

The percentage of students with a specific learning disability, other health impairment, and speech-language impairment scoring at benchmark in fall 2021 and spring 2022:

Grades K-5: increased (33.4% to 41.0%)
Kindergarten: increased (52.0% to 56.6%)
Grade 1: increased (36.4% to 44.2%)
Grade 2: increased (31.7% to 35.1%)
Grade 3: increased (36.1% to 41.2%)
Grade 4: increased (26.0% to 42.9%)
Grade 5: increased (28.5% to 34.8%)

The evaluation measures included in the combined evaluation plan allow the SEA to assess outcomes achieved in each infrastructure improvement strategy. The current evaluation plan can be viewed at <https://doe.sd.gov/sped/documents/22-23-EvalPlan.pdf>

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.sd.gov/sped/documents/22-23-EvalPlan.pdf>

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

YES

If yes, provide a description of the changes and updates to the evaluation plan.

There were two minor changes from the 2021-22 evaluation plan to the 2022-23 evaluation plan. The Team Problem-Solving Checklist for Individual Students was removed, and the Family Engagement measures were updated.

If yes, describe a rationale or justification for the changes to the SSIP evaluation plan.

The Team Problem-Solving Checklist for Individual Students was removed because participants did not find it valuable. The Family Engagement Survey and Family Friendly Walk-Through Checklist were part of the SPDG project but are not going to be used in the current school year. For 2022-23, there are Family Literacy Training Evaluations for the Read to Succeed trainings.

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

The four infrastructure improvement strategies are: 1) MTSS/Data-Driven Decision Making, 2) Literacy/Instruction, 3) Coaching, and 4) Family Engagement. Each of the standards of action have improvement strategies within them. The SEA continues to implement activities within each of these standards of action.

MTSS/Data-Driven Decision Making

General education and special education teachers in participating LEAs continue to take part in schoolwide data analysis training and grade level student data reviews using the MTSS Data Workbook. Data analysis training provides LEAs with a process and tools to review student benchmark data to determine instructional effectiveness and student need. Grade level student data reviews provide teams with a process and tools for reviewing ongoing progress monitoring data to adjust intervention supports. LEAs use meeting fidelity checklists to ensure building leadership team meetings and grade level meetings are timely, effective, and on-topic. When teams demonstrate high meeting fidelity over time, less support is provided by state coordinators. LEAs continue to use data to drive instructional planning for core classroom and intervention groups.

Literacy/Instruction

LEAs continue to receive training in foundational literacy using the Teaching Reading Sourcebook. Foundational literacy training provides a basic understanding of literacy skills (phonological awareness, phonics, fluency, vocabulary, and comprehension) along with modeling and practice of evidence-based instructional strategies. Participants leave the training with a copy of the Teaching Reading Sourcebook, visual aides, and the knowledge and skills needed to provide effective instruction in their respective classrooms. LEAs who are new to the initiative receive onsite training by a trained coordinator or coach. The SEA continues to partner with other DOE divisions to provide annual regional training in foundational literacy using the Teaching Reading Sourcebook when LEAs have new staff join their district. Regional training is open to all LEAs.

Coaching

Participating LEAs continue to receive coaching support from their respective LEA coaches. Coaches conduct fall walkthroughs to collect data and develop a coaching plan to provide differentiated coaching cycles to teachers. Coaching cycles include a pre-conference, lesson observation or modeling, and debrief. Coaches continue to receive ongoing training and support through monthly meetings and quarterly training. The meetings and training provide continuous support on collecting coaching data, implementing coaching cycles, and working through challenging conversations and situations.

Family Engagement

Through the state MTSS Initiative, the SEA continues to provide regional training and support to all LEAs in the implementation of family literacy modules. Modules 1 and 2 focus on phonological awareness and phonics skills. Modules 3 and 4 focus on reading fluency, vocabulary, and comprehension. Modules 1 and 3 can be offered face-to-face or completed online using the guided Nearpod training housed on the Read to Succeed website (<http://bit.ly/ReadtoSucceedSD>). Modules 2 and 4 are self-paced online activities completed by participants in the Read to Succeed website. These modules provide a basic understanding of foundational literacy skills and activities that families can do at home to build literacy skills. The SEA continues to provide weekly family literacy tips to LEAs that can be included in newsletters, websites, and social media.

Ongoing infrastructure analysis and improvement efforts continue to focus on alignment across common initiatives, including MTSS, SPDG, and SSIP. Intentional planning meetings continue to be held with leadership and key stakeholders from SSIP, MTSS and SPDG to discuss ongoing alignment efforts.

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.

MTSS/Data-Driven Decision Making

LEAs participated in 13 trainings on data-driven decision-making strategies. 81 participants (including general education teachers, special education teachers, and school administrators) responded to training evaluations. 98% of survey respondents indicated that the trainings were useful, 93% stated that their work-related knowledge increased, and 90% stated that the workshops will positively impact students.

These short-term outcomes are related to the both the data and professional development area of a systems framework. LEAs who participate in data-driven decision-making have a clear understanding of the importance of collecting and analyzing high-quality data. Providing professional development in the area of MTSS and data-driven decision-making supports student-level, grade level, and systems-level change at the LEA level and are necessary for sustainability of systems improvement efforts.

Literacy/Instruction

Instructional coaches and state trainers provided 40 literacy or instruction trainings to participating LEAs. 254 participants (including general education teachers, special education teachers, and school administrators) responded to training evaluations. 97% of survey respondents indicated that the trainings were useful, 96% stated that their work-related knowledge increased, and 89% stated that the workshops will positively impact students.

These short-term outcomes are related to the professional development area of a systems framework. Providing professional development in the area of literacy and instruction supports system change by improving instructional skills for teachers, which leads to a positive impact on student outcomes. Professional development in the areas of literacy and instruction are necessary for both achievement of the SiMR and sustainability of systems improvement efforts.

Coaching

121 staff members from participating LEAs completed a coaching survey. 92% of survey respondents stated that they were satisfied

or very satisfied with support received by the coach. Coaches at participating LEAs completed 1,476 coaching activities during the 2021-22 school year. The topics of the coaching activities include student data, intervention, and assessment.

These short-term outcomes are related to the technical assistance area of a systems framework. Instructional coaching provides hands-on, direct support to teachers and supports system change by impacting both the skill level of the teachers and the instructional outcome of the students. Instructional coaching is necessary for both achievement of the SiMR and sustainability of systems improvement efforts.

Family Engagement

During the 2021-22 school year, the SEA shared access to a Read to Succeed Online Family Literacy training to families of both participating and non-participating LEAs. The asynchronous training modules were accessed by unique participants across the state. As of June 30, 2022, there were 481 unique clicks on the website and 33 unique video views. 963 family members and 374 educators completed a Family Engagement Survey. 79% of family members and 87% of educators reported that they are engaged in the school. 103 team members (family members, community members, school administrators, and school staff) completed a Family Friendly Walk-Through Checklist. Team members awarded the school 85% of the possible points. Thus, the schools had an 85% "Family Friendliness" rating.

These short-term outcomes are related to the professional development area of a systems framework. Family literacy training and resources support system change by impacting the level of understanding and ability to support children in key areas of foundational literacy. Provide asynchronous options online for families to access the training and support increases access to families across the state and is necessary for scale-up.

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.

The SEA implemented the following new infrastructure improvement strategies in the areas identified below:

MTSS/Data-Driven Decision Making

The SEA reviewed the training and resources offered in the area of data-driven decision making and identified areas of continued need for LEAs. The review showed that additional assessment tools are used by LEAs that are not reflected in the current MTSS Data Workbook. Feedback from districts also indicated a need for additional training in data collection and progress monitoring for students with the highest needs. The SEA will update the MTSS Data Workbook to include additional assessment tools and will seek training opportunities that focus on data-driven decision-making for students in Tier 3.

Literacy/Instruction

The SEA continues to partner with divisions across DOE to provide a variety of evidence-based foundational literacy training for all LEAs. DOE

continues work on the state literacy plan. DOE is currently contracting with several entities for technical assistance in planning, developing, and implementing the plan. Workgroups are currently working to develop the written plan with an anticipated roll out scheduled for spring 2023. Training will begin in the summer or fall of 2023.

Coaching

Feedback from LEAs indicates an increasing desire for ongoing coaching supports. In the district applications for the most recent cohort of LEAs, 60% of applicants indicated an interest in receiving coaching support and 40% already had district-employed coaches. In response, The SEA increased the number of LEAs receiving coaching support in the most recent cohort.

Family Engagement

The SEA continues to work across divisions to provide access to family literacy resources. The SEA continues providing Train the Trainer events to equip more LEAs in the family literacy training. Train the Trainer participants leave with copies of all presentation materials, trainer notes, and ample practice in delivering the training content.

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

The SEA anticipates implementing the following infrastructure improvement strategies in the following areas.

MTSS/Data-Driven Decision Making

The SEA is developing a data website that will allow LEAs to enter data and review reports included in the evaluation plan. The detailed plan can be found at <https://doe.sd.gov/sped/documents/22-23-EvalPlan.pdf>. This will provide LEAs with more frequent opportunities to review data and implementation progress. The SEA will update the MTSS Data Workbook to include additional assessment tools and will seek training opportunities that focus on data-driven decision-making for students in Tier 3.

Literacy/Instruction

DOE is in the planning stages of developing a state literacy plan. This plan will provide access to literacy training to all LEAs in the areas of early childhood through high school. DOE is contracting with several agencies to assist in the development of the plan and related training. The state literacy plan will be available spring 2023 and accompanying training will be available beginning in summer 2023. Data collected on effectiveness of the training and support provided through SSIP, SPDG, and MTSS continue to guide the strategies and evaluation plans for the state literacy plan.

Coaching

Providing coaching in a virtual platform will reduce the need for extensive rural travel and minimize weather delays. The SEA will continue to explore options for providing virtual coaching to LEAs. The SEA will work with other DOE divisions to identify virtual coaching platforms and equipment that best fit the needs of supported LEAs.

Family Engagement

Feedback from districts and survey results indicated that families were not using the online modules as frequently as they were accessing the face-to-face training. The SEA plans to update the Read to Succeed family literacy training from four modules provided both online and face-to-face to two face-to-face modules. This will allow for the online support previously provided in modules 2 and 4 to be incorporated into the face-to-face modules. Module 1 will focus on phonological awareness and phonics skills, and Module 2 will focus on reading fluency, vocabulary, and comprehension. The SEA will continue to monitor evaluation results and district feedback for continued revisions of the training as needed.

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

Foundational Literacy Training
LETRS Training Cohorts
Facilitated Coaching Supports

Provide a summary of each evidence-based practices.

Foundational Literacy Training

The SEA continues to provide onsite training in foundational literacy to supported LEAs. The SEA continues to partner with other divisions in DOE to offer summer Foundational Literacy training to all LEAs. Both the onsite and summer trainings provide a basic understanding of foundational literacy using the Teaching Reading Sourcebook. This training is ideal for new teachers, as well as experienced teachers who would like to strengthen their understanding and refine teaching practices. Providing continued training in foundational literacy will strengthen the knowledge and skills of teachers and build a common understanding across LEAs. With improved knowledge and skills, teachers can provide effective instruction which will improve outcomes for all students, including students with a specific learning disability, other health impairment, and speech-language impairment.

LETRS Training Cohorts

During the 2020-2021 school year, the SEA began to offer a two-year LETRS training to an initial cohort of literacy coaches and instructional leaders from participating LEAs. This cohort completed units 1 through 4 during the 2020-2021 school year and completed units 5 through 8 during the 2021-2022 school year. A second cohort began training on units 1 through 4 during the 2021-2022 school year and will complete units 5 through 8 during the 2022-2023 school year. The LETRS training provides participants with an in-depth understanding of foundational literacy skills. Participants who complete the training gain experience with evidence-based instructional practices that allow them to identify and support struggling readers, including those with dyslexia.

Facilitated Coaching Support

The SEA continues to facilitate coaching support in participating LEAs. The SEA offers annual coach training using the Jackson Coaching model to all LEAs. Instructional coaches and LEA leadership attend this training to develop strong coaching supports in their buildings. When teachers are provided ongoing coaching supports, they are receiving job-embedded professional development and opportunities for ongoing feedback and refinement of instructional strategies. This will lead to improved instruction and improved outcomes for all students, including students with a specific learning disability, other health impairment, and speech-language impairment.

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.

Foundational Literacy Training

Participants in the Foundational Literacy Training receive training in foundational literacy skills. Improved understanding of foundational literacy and skills in providing effective instruction will lead to improved teacher knowledge and instruction. The students receiving this high-quality instruction will demonstrate improved outcomes.

LETRS training cohorts

Participants in the LETRS training cohort receive advanced training in foundational literacy skills. Highly skilled educators will provide high-quality instruction and support to students. The students receiving this high-quality instruction will demonstrate improved outcomes.

Facilitated Coaching Support

Teachers who receive coaching support are receiving job-embedded professional development. This level of support will lead to improved instructional strategies and improved student outcomes.

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

Reading Tiered Fidelity Inventory (R-TFI): 84% of schools indicated that they are implementing the Tier 1 skills with fidelity (fidelity score of 70% or higher), 82% for Tier 2, and 61% for Tier 3. A trained facilitator leads the school team through a structured process to complete the R-TFI and collect the data. The data is reviewed annually by school teams during summer training and each fall with

a group of stakeholders.

Classroom Observation Checklist: 71% of teacher participants observed are implementing the literacy strategy skills with fidelity and 50% are implementing explicit instruction skills with fidelity. Instructional coaches observe in a percentage of classrooms at each LEA. Instructional coaches meet in the spring to review all observation data collected and identify common areas of need across LEAs.

Observation Checklist for High-Quality Professional Development (HQPDP) Training: 95% of the trainings observed had 80% or more of the essential elements included in the training. This data is collected through a combination of self-assessment and external observations. Trainers review the results annually to identify any common strengths or areas of need.

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.

The SEA collects data on each of the infrastructure areas through the combined evaluation plan. Data is collected and reported at the LEA and state level to be used for continuous feedback and improvement. The 2021-2022 state-level data dashboard report can be found at <https://doe.sd.gov/grants/documents/SDSPDGDashboardReport21-22.pdf>.

The SEA collects data on each of the infrastructure areas through the combined evaluation plan. Data is collected and reported at the LEA and state level to be used for continuous feedback and improvement.

MTSS/Data-Driven Decision Making

* 90-93% of participants indicated that their knowledge/skills increased, and they will change what they do on the job as a result of the trainings. From the interviews conducted in spring 2022:

* 82% of participants said they are implementing the skills in the classroom that they learned in the MTSS/Data-Driven Decision-Making trainings.

* 96-100% of participants said the project positively impacted the Tier 2/Tier 3 interventions that teachers are using and positively impacted students with disabilities receiving Tier 2/Tier 3 interventions.

Literacy/Instruction

92-96% of participants indicated that their knowledge/skills increased, and they will change what they do on the job as a result of the trainings. Based on the Intervention Tracking Forms, 4% of students receiving a Tier 2 intervention in November no longer needed intervention supports in May; 4% receiving a Tier 3 intervention moved to a less intensive (Tier 2) intervention in May, and 1% no longer needed intervention supports in May.

Coaching

Based on the interviews, 96% of teacher participants said that coaches are effective in helping K-5 teachers improve literacy components at schools; 100% of coach participants said they are implementing the skills in the schools that they learned in the coaching trainings. From the Coaching Survey, 92% of teacher participants said that coaches are effective in helping K-5 teachers improve literacy components at schools.

Family Engagement

Based on the interviews, 87% of participants said that schools were more welcoming as a result of family engagement efforts through the project. From the Family Engagement Surveys conducted in fall 2021:

* 79% of family members said that they are engaged in the school.

* 60% of family members said that they are involved in literacy activities with their children.

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

MTSS/Data-Driven Decision Making

The SEA plans to develop a MTSS data website for districts to upload MTSS-related data and access real-time reports. These reports can be used during monthly building leadership team meetings to inform LEA implementation progress and action planning.

The SEA will also develop online modules on data-driven decision making. These online modules will provide LEAs with asynchronous training on how to develop decision rules around data, conduct grade level data meetings, and effectively use data to drive decision-making at the student, building, and district levels.

Literacy/Instruction

The SEA will continue to provide onsite foundational literacy training to new districts in the state MTSS initiative. The SEA will also continue to partner with the DOE Division of Learning and Instruction (DLI) to provide summer foundational literacy training. The foundational literacy training provides a basic understanding of reading research (phonological awareness, phonics, fluency, vocabulary, and comprehension) as well as modeling and practice in providing effective reading instruction. This training is held as two summer sessions - one session for kindergarten through third grade teachers, and a separate session for fourth through eighth grade teachers. Both sessions incorporate strategies to support students with a specific learning disability, other health impairment, and speech-language impairment.

The SEA will identify a partner organization to provide advanced literacy training to all educators who have completed foundational literacy training. The advanced literacy training will be a component of the state literacy plan.

Coaching

The SEA will continue to partner with DLI to provide annual coach training. Annual coach training provides instructional coaches with the tools and skills to collect data to determine starting skills for coaching, complete coaching cycles, and troubleshoot challenging coaching situations. As part of the state literacy plan, The SEA will develop a state coaching network to support all instructional coaches statewide.

Family Engagement

The SEA will host four regional family literacy train-the-trainer trainings. During these trainings, LEAs will send a team to receive the training and materials needed to provide a family literacy training at their respective LEAs. The family literacy training provides family-friendly definitions of key literacy terms and easy-to-implement activities that families can do at home or on the go to improve children's literacy skills.

The SEA will continue to distribute weekly family literacy tips to LEA contacts. The tips can be included in LEA newsletters, social media, and other family communication tools.

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 SEA utilized data and feedback during summer LEA trainings and the annual stakeholder meeting to determine plans for continued implementation. While the SSIP will continue without modifications, The SEA will expand the focus to include all students with disabilities. The data indicated that some improvements have been made surrounding reading proficiency for students with specific learning disabilities, but LEA and stakeholders feedback indicated that more students with disabilities could be positively impacted by expanding the focus. Data from the Classroom Observation Checklist indicated that teachers are implementing key literacy strategies with fidelity. Data from the Intervention Tracking Form indicated that students receiving Tier II and Tier III interventions are making progress.

Section C: Stakeholder Engagement

Description of Stakeholder Input

Indicator 17 SSIP progress was reviewed with stakeholders during the SPDG Advisory Committee meeting on October 13, 2022. SPDG Advisory Committee members included educators, administrators, family organizations, higher education representatives, and staff from several divisions of DOE. While the focus of the meeting was to review data and progress of districts implementing the SPDG, data from all programs that provide literacy support to pilot LEAs was reviewed.

Indicator 17 data was also reviewed during the MTSS Stakeholder meeting held on November 17, 2022. MTSS stakeholders included educators, administrators, MTSS coordinators, parents, and school board members from LEAs participating in the state MTSS initiative. The stakeholders represented school staff who serve students from multiple race/ethnicities and multiple disability categories. Stakeholders reviewed data and progress of the MTSS initiative and also participated in a facilitated feedback process for each component of the MTSS initiative. MTSS stakeholders also provided feedback on the updated Theory of Action and implementation activities related to each Theory of Action component.

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

Prior to the meeting, stakeholders in both the SPDG Advisory Committee and MTSS Stakeholder meeting were given access to state-level reports disaggregated by initiative in a Google folder. The Google folder also contained copies of the presentation materials and handouts. During each meeting, the meeting facilitator led stakeholders in a guided feedback-gathering process to ensure all voices were heard. The facilitators used a variety of small-group and whole-group sharing as well as written feedback tools to gather input from all stakeholders.

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

YES

Describe how the State addressed the concerns expressed by stakeholders.

Stakeholders shared positive outcomes of participating in SSIP initiatives as well as concern about the SEA's capacity to support an increased interest in SSIP related activities. In response to stakeholder feedback, The SEA plans to work with other DOE divisions to pursue a second SPDG that will expand universal supports available to all LEAs and targeted supports to LEAs who demonstrate a significant need.

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.

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

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

Provide additional information about this indicator (optional).

The state recalculated the FFY 2020 data. Previously, only students with a specific learning disability were included in the calculation. Since the SSIP population changed, the FFY 2020 data was recalculated for all students with disabilities and the subset of students with disabilities (i.e., specific learning disability, other health impairment, and speech-language impairment). Because the SSIP calculation changed, The SEA, along with stakeholder input, changed the baselines. Prior to FFY2021, the SEA was not tracking all students with disabilities and were not tracking specific learning disability, other health impairment, and speech-language impairment students, as part of the SSIP. Feedback collected from stakeholders indicated a request to use the first year that these groups would be targeted (FFY2021) as the baseline year.

17 - Prior FFY Required Actions

The State did not provide a working link to the Theory of Action. The State must provide a working link to the current Theory of Action in the FFY2021 SPP/APR.

Response to actions required in FFY 2020 SPP/APR

Link to the current Theory of Action: <https://doe.sd.gov/sped/documents/SDTheoryA.docx>

17 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2020 and OSEP accepts that revision.

The State revised its FFY 2021-2025 targets for this indicator, and OSEP accepts those targets.

17 - Required Actions