

South Carolina Part B Systemic Improvement Plan

Strengthening the Links to Bridge the Gaps in Reading

April 1, 2016

South Carolina Department of Education

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



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Table of Contents

Introduction.....	5
Stakeholder Involvement	12
Improvement Strategies	13
Infrastructure Development	14
State-Identified Measurable Result (SIMR)	34
Action Plan.....	34
Evaluation Plan	49
Technical Assistance and Support	65
Appendix A: Revised Theory of Action	72
Appendix B: Success Gaps Rubric	74
Appendix C: SC Partners’ Inventory	76
Appendix D: External Evaluators’ Qualifications	78

Introduction

The South Carolina Department of Education (SCDE) submits this Phase II report for the South Carolina State Systemic Improvement Plan (SSIP), as required by the Individuals with Disabilities Education Act, 2004 (IDEA). As the State transitioned from Phase I to Phase II, there have been some changes, namely to statewide assessments, the number of districts affected, the SSIP Core Team, and constituent feedback, which have modified the trajectory of the Theory of Action and Implementation to meet the State-Identified Measureable Result (SIMR) component of the SSIP. As the State continued to meet with stakeholders, the new SC SSIP Steering Committee re-examined the quantitative and qualitative results from the two standardized, statewide assessments, the *Equity, Inclusion and Opportunity: Addressing Success Gaps* rubric, and the *SC Partners' Inventory*. During this re-examination, the committee reset the baseline to reflect the performance of the ten participating school districts and the newly adopted standardized assessment for grades 3 through 8. The revised SC SIMR is not based on a four-year historical average; the SC PASS, which was administered in SY 2009–15, cannot be combined with the ACT Aspire, which was administered in SY 2015–16, to develop a historical average (see Phase I, pp. 9–20, 46). Based on this revision, the baseline will be reset for FFY 2014 to be 10.05 percent.

Further, rubric and inventory indicators were reviewed to more clearly define the three coherent improvement strategies within the Theory of Action (See Phase I, p. 48–53 and Appendix A):

- Strategy 1: Assessment, while global, includes data literacy which shifts the importance from summative assessments to multi-tiered systems of supports for all students and

includes data-based decision-making, within a comprehensive system that includes screeners and progress monitoring.

- Strategy 2: Professional Learning connotes life-long learning for general and special education teachers and staff to build capacity for the implementation of evidence-based practices that promote access to the general curriculum through inclusive practices and positive behavior supports.
- Strategy 3: Family and Community Engagement seeks to strengthen sustainable home-school-community partnerships and increase leadership and advocacy skills for parents and families.

In an effort to provide more effective support and scale up the evidence-based practices that will be implemented within the participating school districts, the SC SSIP Infrastructure has been modified (see Phase I, pp. 30–43) to include development of resources and improvement of the school districts’ ability to increase reading proficiency and positive behavior for all students, including those with disabilities. These modifications allow the State to effectuate change regionally (within the 10 districts) with the goal of expanding statewide.

State SSIP Planning Team Members, Role and Organization Represented

Leading by Convening - A Blueprint of Authentic Engagement

In 1999, the U.S. Department of Education (USED), Office of Special Education Programs (OSEP), launched a new strategy to bring general and special education into learning partnerships across families, practitioners, administrators, and policymakers. Cashman et al. (2014) affirm that four linked partnerships were designed to build the relationships necessary to accomplish the practice changes in the 1997 landmark amendments to the Individuals with Disabilities Education Act (IDEA). In September 2012, key leaders from organizations in the IDEA Partnership decided that more was needed to make learning explicit. The Partnership was clear that states needed a tool that would leave no doubt as to the kind of collaboration that is needed to achieve a change in practice. Two national organizations, the Council of Special Education Administrators and the National Association of School Psychologists, were designated to coordinate the development of a blueprint for authentic engagement that built on IDEA Partnership work in states and in organizations. Today, over fifty IDEA partner organizations, together with the USED's Office of Special Education Programs (OSEP), form a community with the potential and intention to transform the way states and districts work and improve outcomes for all students, especially students with disabilities. This blueprint makes learning explicit. In it, the focus is on *authentic engagement* as the core commitment and *convening* as the leadership strategy that makes learning partnerships possible (Cashman, p. 2–3).

The SCDE's Office of Special Education Services (OSSES) adopts this blueprint as guiding principles to coalesce around evidence-based practices and stimulate the instructional shift across the State. The OSSES believes that special education is a service and not a place. To this end, the

State will provide a statewide differentiated system of support to school districts for the purpose of building capacity within districts, school leadership, and educators to provide effective standards-aligned instruction that is facilitated by general and special education teachers who have the ability to employ evidence-based practices that meet the unique needs of all students by increasing reading proficiency and of improving school climate and culture, as well as family and community engagement. The ultimate goal of the SC SSIP is to serve as an impetus for systemic improvement in reading and behavior that transforms education within the state of South Carolina for students with disabilities.

Leading by convening.

Core Team.

The core team consists of OSES staff whose responsibilities include (1) convening, (2) taking responsibility for structuring each convening and follow up, (3) planning and monitoring interaction, (4) creating engagement strategies, (5) organizing activities, (6) communicating with decision makers, and (7) overseeing review and evaluation.

OSES Job Title	Area(s) of Strength (For SSIP Purposes)	Depth of Engagement <i>I = Informing</i> (Sharing/Sending) <i>N= Networking</i> (Exchanging successes and accomplishments) <i>C= Collaborating</i> (Determining standards/expectations and reviewing the work based on those standards) <i>T= Transforming</i> (Identifying, sharing, and celebrating accomplishments, future opportunities to influence change, opportunities to replicate and generalize, vertical and horizontal influence occurs)	Phase II Updates
Office Director	OSEP Guidance	ALL of the Above	NA
Programs and Initiatives Team Lead	Leadership Development	ALL of the Above	NA
SSIP Leader	Multi-tiered Systems of Support (MTSS), Reading Interventions	ALL of the Above	Began work at Phase II , Fall 2015
Infrastructure Lead	Literacy	ALL of the Above	NA
Behavior Lead	MTSS, Social/Emotional Development	ALL of the Above	NA
Evaluation Lead	Data & Evaluation	ALL of the Above	NA
Evidence-Based Practices Lead	Assistive Technology	ALL of the Above	Began work at Phase II , Fall 2015

Key participants team.

Key participants and advisors are members of groups that have responsibility for, or keen interest in, the issue of education of students with disabilities. Their responsibilities are to (1) act as regular contacts for information on the issue, (2) give advice and help the core team sense issues and adapt activities in a variety of contexts, (3) make opportunities for the work within their networks, (4) bring their networks into the work of the group, (5) promote the cross-stakeholder approach to problem identification and problem solving, and (6) join the core team periodically when their expertise is required on a particular issue.

OSSES Team Name <i>Ex: IDEA Program Monitoring</i>	Area(s) of Strength (For SSIP Purposes) <i>Ex: Grants Management</i>	Depth of Engagement <i>See page 10 for descriptions</i>
Office of Early Learning and Literacy (OELL)	MTSS	I, N, C, T
OSSES Programs & Initiatives Team (P&I)	Co-Teaching, Specific Learning Disability	I, N, C, T
P&I	Universal Design of Learning (UDL), State Personnel Development Grant (SPDG)	I, N, C, T
P&I	619 Coordinator	I, N, C, T
P&I	Communicative Competency, Significant Cognitive Disability Alternative Assessment and Curriculum	I, N, C, T
OSSES Oversight & Assistance Team (O&A)	Speech-Language Development	I, N, C, T
O&A	Ombudsman, Advisory Council	I, N, C, T
O&A	Secondary Transition	I, N, C, T
O&A	IDEA Program Monitoring	I, N, C, T
University of SC, Office of Program Evaluation, (OPE)	Program Evaluation	I, N, C, T
OPE	Program Evaluation	I, N, C, T
OPE	Program Evaluation	I, N, C, T

Extended participants network.

Extended participants and feedback networks are constituents who are reached through the organizations and networks that are key participants/advisors. They represent individuals who work at the practice, family, or individual level. These participants have connections to the issues and to the organizations that are active on the issue. They can be a bridge between ideas as formulated and ideas as practiced. Their responsibilities are to (1) become involved and represent the perspective of their organization and/or network, (2) bring the perspective of their role and/or organization into the work, (3) bring important learnings back to their networks, (4) identify opportunities within their networks to showcase the learning, (5) hold both their organizational

identity and the group identity while interacting with the group, and (6) identify other practitioners and family members who may become active.

SCDE Agency or Professional Community Organization	Area(s) of Strength (For SSIP Purposes)	Depth of Engagement <i>See page 10 for descriptions</i>
Office of Early Learning and Literacy(OELL)	Read to Succeed Act	I, N, C, T
Office of Standards and Learning	College and Career Ready Standards	All of the Above
Office of Educator Effectiveness	ESEA Waiver/ ESSA	All of the Above
Office of School Leadership	Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)	All of the Above
Office of Assessment	Standardized and Alternative Assessment	All of the Above
Office of School Transformation	Focus and Priority Schools	All of the Above
Office of State and Federal Accountability	School Improvement Plans; ESSA and ESEA waiver	All of the Above
Office of Virtual Education	Curriculum	All of the Above
Office of Student Intervention Services	Discipline	All of the Above
Office of Medicaid Services	Medicaid Billing	All of the Above
OSES	Deaf/Hard of Hearing	All of the Above
OSES	Vision	All of the Above
OSES	Assistive Technology	All of the Above
First Steps, Part C Governmental Office	Birth to Three	All of the Above
Early Childhood Comprehensive Services	Birth to preschool	All of the Above
SC Head Start Collaborative	Preschool	All of the Above
Family Connections	Parent and Family Input	All of the Above
Clemson University	Evidence-based Practices, Reading	All of the Above

Stakeholder Involvement

Name of Stakeholder(s)	Topic	Frequency of Meeting
Division of Career and College Readiness: (a) Career and Technology Education; (b) Early Learning and Literacy (c) Standards and Learning; and (d) Virtual Education	Disseminate SSIP information Investigate opportunities Align state initiatives Promote collaboration	Bi-monthly
OSES Internal Infrastructure Workgroup	Professional learning opportunities (PLOs) Evidence-based practice-Reading	Monthly
OSES External Infrastructure Workgroup: Preschool and Behavioral Supports	Joint planning and execution of PLOs provided to parents, child care providers, and/or educators in the areas of social-emotional development, behavioral supports, and pre-literacy skills	Bi-monthly
OSES OELL Center for Child Care Career Development SC Child Care Inclusion Collaborative	Joint planning and execution of PLOs to child care providers on revision of the early learning standards, language/ literacy development, social-emotional growth and inclusive practices for preschool children	Bi-Monthly
OSES OELL	Develop guidance documents on intervention, and ensure special education has input on state, district, and school plans; Read to Succeed statewide reading initiative, SSIP model	Bi-monthly, or more frequently, as needed
OSES OSL	Joint PLOs for the implementation of the new College- and Career-Ready Standards in ELA	Monthly
OSES Office of Assessment	Standardized assessments in English-Language Arts	Monthly
OSES Family Connections ABLE SC	Parent feedback	Quarterly

Improvement Strategies

Coherent Improvement Strategy 1: Assessment

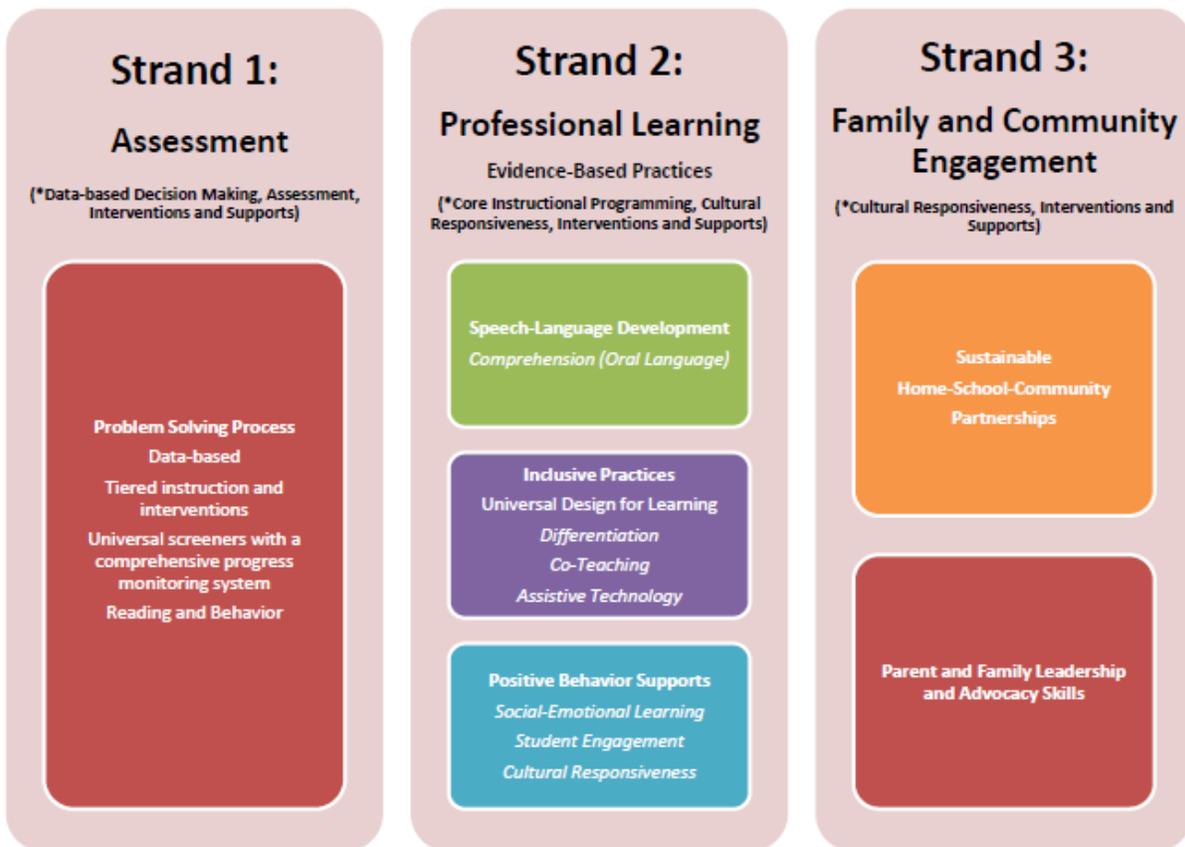
Coherent Improvement Strategy 2: Professional Learning

Coherent Improvement Strategy 3: Family and Community Engagement

Figure 1

The coherent improvement strategies are listed as implementation strands below.

SC State Improvement Plan (SSIP): Implementation Model



Updated March 21, 2016
Office of Special Education Services

*Success Gap Rubric or SC Partner's Inventory Results Indicators

Infrastructure Development

In Phase I of the SSIP, the State provided an analysis of its infrastructure. For Phase II, the State provides additional information on the degree to which infrastructure has been, or is being, developed to further the State’s success in meeting the SIMR. Improvement activities will be used to strengthen the State’s infrastructure to support the LEAs in the implementation and sustainability of coherent improvement strategies and activities. Steps will be taken to align current improvement plans and initiatives that will build district capacity to improve achievement relative to reading for children with disabilities.

Following is a discussion on the development of the State’s infrastructure.

Coherent Improvement Strategy 1: Assessment

Infrastructure Improvement Strategy 1(a)	Phase I Reference	State which Infrastructure components will be improved: Governance, Accountability, Professional Development, Data, Quality Standards, Technical Assistance, Finance	Lead agent for implementing change 1(c)	Collaboration and Stakeholder Involvement 1(d)	Infrastructure Action Steps and Intended Outcomes
<p>Continue the ESEA Flexibility Waiver and develop the ESSA Plan.</p> <p>These plans allow for improvements in evaluation systems in the way teachers are evaluated relative to specifically designed instruction and formative assessment. This will</p>	p. 30	Governance	SCDE Office of Federal and State Accountability	Broad stakeholder input will be garnered for this activity. This includes public input, focus groups, meetings, webinars, and collaboration across offices and divisions within the SCDE, including the Offices of Special Education, Federal & State	The SC State Superintendent of Education, Molly M. Spearman, announced changes that affect the State’s waiver and are a result of the newly legislated Every Student Succeeds Act (ESSA) which replaces the No Child Left Behind (NCLB) Act. Superintendent Spearman announced proposed changes to South Carolina educator evaluations. Under ESSA, states no longer have to tie educator evaluation to student growth as formerly required under the ESEA waiver. South Carolina has already begun to implement evaluation systems—Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for teachers and

<p>promote reading achievement for students with disabilities.</p>				<p>Accountability and Educator Effectiveness.</p>	<p>Expanded Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) for principals—that include student growth, including student learning objectives (SLOs). The following proposals were approved by the SC State Board of Education in January 2016:</p> <ol style="list-style-type: none"> 1. extending the system implementation timeline, with 2018-19 being the first year of full system implementation; 2. amending the guidelines effective for SY 2016-17 to remove the provision that ESEA-required test scores must be part of “student growth” measures; 3. authorizing the implementation of focus groups with educators across the state to gain feedback related to student growth, SLOs, and other components of Expanded ADEPT/PADEPP systems; 4. using formative assessments and local measures in the SLO process to drive instructional decisions regarding student growth; and 5. embedding student growth measures, like SLOs, as an artifact in teacher evaluation instead of a stand-alone measure.
<p>Read to Succeed Act</p> <p>To improve opportunities for student engagement in reading and improve reading</p>	<p>p. 31</p>	<p>Governance</p>	<p>Office of Early Learning and Literacy</p>	<p>Broad stakeholder input will be garnered for this activity.</p> <p>Currently the State employs literacy specialists</p>	<p>Eligibility for summer reading camps is based on the results of universal screening, and it is expected that many special education students will be included in the camps through a co-teaching model.</p>

outcomes.				that work directly with school-based reading coaches, with the Office of Early Learning & Literacy leading the way.	
SC State Board of Education Regulation 43-243 revision has clarified state regulations that are unique to South Carolina.	NA	Governance Accountability	OSSES	District and constituent stakeholders were involved in the revision to this regulation that will be in effect by July 1, 2016.	Items that were revised with input from stakeholders were (a) generic opening statement, (b) age of transition (age 13 in South Carolina) [34 CFR § 300.320(b)], (c) age that ends FAPE (21 as of a September 1st birthday) [34 CFR § 300.101], (d) description of Local Determinations [34 CFR § 300.608], (e) description of Homeschools and Private Schools in SC [34 CFR § 300.129 (f) multiple references to State Policies and Procedures, (g) reference to the State’s General Supervision (programmatic and fiscal) of districts [34 CFR § 300.600], (h) extended school year (ESY) and due process hearings, and (i) hearing procedures relative to LEA determination of eligibility. In January 2016, the approved revisions were posted in the State Register. The revised regulation will assist districts in providing educational services to students with disabilities in an efficient, timely, and appropriate manner.
Preschool and Kindergarten Assessments to promote emergent reading	NA	Governance Accountability	Office of Early Learning and Literacy	There is continued involvement with multiple stakeholders, led by the SCDE Office of Early Learning and Literacy and the Office of Assessment.	The Read to Succeed Act, a statewide reading initiative, requires the State Superintendent of Education to ensure that every student entering publically funded prekindergarten and kindergarten be administered a readiness assessment on the 45 th day of the school year. Initially, the assessment must focus on language and literacy development. As originally enacted, beginning in Year 2016–17, the assessment must assess

					<p>each child’s early language and literacy development, mathematical thinking, physical well-being, and social-emotional development. (Section 59-155-150 (A)). However, later legislation (Proviso 1.A77 and a Joint Resolution) have amended these timeline requirements.</p> <p>The following assessments were approved by the SC State Board of Education to meet the Read to Succeed Act requirement to assess all students who are 4 years old (4K) or 5 years old (5K) by the 45th day of school:</p> <p>4K</p> <ul style="list-style-type: none"> ○ Phonological Awareness Literacy Screening (PALS) ○ Individual Growth and Development Indicators (myIGDIs) ○ Teaching Strategies GOLD® <p>5K</p> <ul style="list-style-type: none"> ○ Developmental Reading Assessment 2nd Edition PLUS (DRA2 PLUS) <p>Detailed information on these assessments can be found at http://ed.sc.gov/tests/elementary/pre-k-and-kindergarten-readiness-assessments/</p> <p>The school districts were informed of the approved readiness assessments June 26, 2015. Each district could choose one assessment from the 4K list but were required to use DRA-Second Edition Plus for all kindergarten students. The assessments were administered within the first 45 days of school and will be administered again in the last 45 days of school.</p>
Statewide ELA	NA	Governance	Office of	The Office of	ACT Aspire had a one-year

Assessments for Grade 3		Accountability Data	Assessment	Standards and Learning is leading this, with multiple layers of stakeholder involvement.	<p>contract and was administered in Year 2014–15. DRC, a new contractor that administers the SC READY, won the bid for Year 2015–16 and for the next five years. The date the contract was awarded was December 1, 2015, and districts were informed about the new assessment on December 1, 2015. Accommodations information was provided to the districts on December 31, 2015. The assessment dates for the online administration will be April 19–May 10, 2016, and April 26–28, 2016, for paper-pencil administration.</p> <p>The State will have a consistent assessment for grades 3 through 8 for the remainder of the SSIP.</p>
Positive Behavioral Supports to improve reading achievement in students with disabilities	NA	Professional Development Data Technical Assistance	OSES	The Offices of Special Education and Student Intervention Services are leading this collaboration and have involved institutes of higher education, constituent organizations, and the public.	<p>Professional learning opportunities on Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) were conducted in school year 2015–16 by OSES when requested by districts. The PLOs provided were designed around IEP development/implementation of student FBAs and BIPs. Positive Behavioral Support is identified as a process for designing individual behavioral intervention plans based on understanding relationships between a student’s behavior and aspects of his or her environment acquired through a functional behavioral assessment. The PLO content included (a) Positive Behavioral Interventions and Supports (PBIS), (b) basic Beliefs about Behavior, (c) conducting the FBA-BIP Process, and (d) Enrich FBA and BIP. LEAs continue to request PLOs on this topic.</p>
Research to Practice (RtP) to support the implementation of evidence-	NA	Professional Development Technical Assistance	OSES	Colleges, universities, school-level experts, and partner organizations	The Research to Practice Institute (RtP) is the largest professional learning opportunity for South Carolina general and special educators. The RtP Institute is a week-long event sponsored by

<p>based practices in reading.</p>				<p>are all involved in this work, led by the OSES.</p>	<p>OSES, in partnership with other offices and divisions of the SCDE, and with assistance from other state agencies, community partners, and institutions of higher education. This comprehensive learning opportunity offers sessions on evidence-based interventions, instructional practices, and strategies. The theme of the 2015 RtP Institute was <i>Read to Succeed: Multi-Tiered Systems of Support</i>. In 2015, the 13th year of the Institute, 146 sessions were offered to more than 1500 general and special education teachers, schools, LEA administrators, and higher education faculty.</p> <p>The Awareness Strand provided sessions such as <i>Essential Questions About Evidence-Based Practices</i> and <i>Parent Support Providers—A Main Tier of a Multi-Tier System of Support</i>;</p> <p>The Behavior Supports Strand had a variety of sessions such as <i>Designing and Implementing Tier 1, 2, and 3 Behavioral Interventions to Support Students with Challenging Behaviors</i> and <i>Crisis Prevention Institute Four Day Instructor Certification</i>:</p> <p>The 2016 RtP Institute will be held July 11–15, 2016, and will be used to provide extensive professional development for participating SSIP districts.</p>
<p>Fall Special Education Leadership Conference to support the implementation of evidence-based practices for reading instruction</p>	<p>NA</p>	<p>Governance, Accountability, Professional Development, Data, Quality Standards, Technical Assistance</p>	<p>OSES</p>	<p>The OSES leads this work, with extensive feedback from districts on salient topics that are discussed.</p>	<p>Sessions were presented at the Fall Special Education Leadership Conference on topics such as <i>How to Support LEA Representatives in Fulfilling Their IDEA Responsibilities, Read to Succeed, SLOs, and ELA Standards: Integrate, Collaborate, and “Excell” erate!</i>, and <i>Student Learning Objectives (SLOs) within the Special Education Context: Overview and Support for Preliminary and Mid-Year</i></p>

					<p><i>Conference.</i> A Spring Special Education Leadership Conference will be held in April 2016.</p>
<p>IDEA Program Monitoring and General Supervision System</p> <p>to ensure students with disabilities are receiving evidence-based practices to access the general curriculum</p>	p. 41	Governance Accountability Data Technical Assistance	OSSES	Ongoing input is derived from multiple agencies, including the State Advisory Council. The OSSES leads this work.	<p>The OSSES is exploring steps necessary to incorporate South Carolina’s newly adopted college- and career-ready standards in English language arts (ELA) and mathematics into the IEP goal development through the State’s IEP documentation system, SC Enrich IEP.</p> <p>The OSSES is examining how the system could be adapted so that IEP teams would identify the relevant standards when developing IEP goals. The OSSES envisions embedding links and references to the standards into the IEP documents and SC Enrich IEP System.</p> <p>IDEA Program Monitoring will continue in 2016–17.</p>
<p>Center for IDEA Fiscal Reporting will provide technical assistance in order to build state capacity in support of LEAs and reading achievement for students with disabilities.</p>	p. 35	Technical Assistance Finance	OSSES	Collaboration across offices and divisions within the SCDE, including the Offices of Special Education, Office of Research & Data Analysis, and Office of Finance. In addition, CIFR has been partnering with the State in this work.	<p>The Center for IDEA Fiscal Reporting (CIFR) provides intensive technical assistance to state educational agencies when requested. The Fiscal and Data Management (FDM) team in the Office of Special Education Services (OSSES) has been participating for several months in numerous conference calls and email communications with CIFR to establish the level of technical assistance that will be provided. The FDM team has specifically asked for assistance in the following areas: Maintenance of State Fiscal Support (MFS), Maintenance of Effort at the LEA level (MOE), and Coordinated Early Intervention Services (CEIS). CIFR is reviewing our existing policies, procedures, and training materials and plans an intensive on-site technical assistance visit on March 31–April 1, 2016.</p> <p>The intended outcomes from the partnership with CIFR are (1)</p>

					increased and equal knowledge base for the FDM team on all things fiscal, with particular emphasis on MFS, MOE, and CEIS; (2) more digestible and engaging training materials for LEAs to assist them in effectively and accurately utilizing IDEA funding; and (3) Scaling up the FDM team’s tiered monitoring system to provide interventions and supports that will prevent compliance issues and potential withholding of dollars.
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Coherent Improvement Strategy 2: Professional Learning

SSIP Infrastructure Improvement Strategy 1(a)	Phase I Reference	State which Infrastructure components will be improved: Governance, Accountability, Professional Development, Data, Quality Standards, Technical Assistance, Finance	Lead agent for implementing change 1(c)	Collaboration and Stakeholder involvement 1(d)	Infrastructure Action Steps and Intended Outcomes
Read to Succeed Act so educators are trained on the use of evidence-based strategies for teaching reading	p. 31	Governance	Office of Early Learning and Literacy	Currently the State employs literacy specialists that work directly with school-based reading coaches, with the Office of Early Learning & Literacy leading the way.	<p>Eligibility for summer reading camps is based on the results of universal screening, and it is expected that many special education students will be included in the camps through a co-teaching model.</p> <p>Summer Camps will be funded for 2016.</p> <p>All elementary educators in SC will be required to complete four courses:</p> <ol style="list-style-type: none"> a. R2S Foundations in Reading b. R2S Instructional Practices

					<p>c. R2S Assessment of Reading</p> <p>d. R2S Content Area Reading and Writing</p>
<p>SC Regulation 43-205 relative to caseload versus workload to ensure an adequate service delivery model which allows for intensity of supports in reading for students with disabilities.</p>	NA	Governance Accountability	OSES	<p>Broad stakeholder input will be garnered for this activity. This includes public input, focus groups, meetings, webinars, and collaboration across offices and divisions within the SCDE, including the Offices of Special Education and Federal & State Accountability, and the State Board of Education Policy</p>	<p>SC State Board of Education Regulation 43-205 addresses administrative and professional personnel qualifications, duties, and workloads of district staff. Districts must assure that all levels of the continuum of programs and services are available, considered by IEP team, and utilized for children with disabilities ages 3 through 21.</p> <p>In Spring 2016, a work group will convene to develop a plan for regulatory revisions to include a service delivery model, relative to intensity of student supports. The regulatory change is anticipated to take effect in 2017–18.</p> <p>Through this mechanism, the State hopes to support greater inclusion of students with disabilities in general education settings.</p>
<p>New College- and Career-Ready Standards in ELA to support evidence-based practices in reading</p>	NA	Governance Accountability Quality Standards Technical Assistance	Office of Standards and Learning	<p>Collaboration across offices and divisions within the SCDE, including the Offices of Special Education and Standards and Learning</p>	<p>The new South Carolina College- and Career-Ready Standards for English Language Arts, presently in the first year of implementation, were written in response to Act 200, ratified on June 6, 2014, which required the SCDE to facilitate the process of developing new, high-quality, college- and</p>

					<p>career-ready standards for English language arts.</p> <p>The new standards were approved for use in school year 2015–16. Beginning in fall of 2015, the SCDE’s Office of Standards and Learning provided professional learning opportunities (PLOs) in summer 2015 to assist classroom teachers with the implementation of new college- and career-ready standards. Concurrently, the SCDE monitored the selection process for a statewide assessment to be administered in spring of 2016 that measured the new college- and career-ready standards. Professional learning opportunities (PLOs) were offered to district teams of educators in the summer of 2015. These teams were charged with providing PLOs on the new standards to teachers in their respective districts.</p> <p>Continued PLOs will support increasing teachers’ knowledge of the ELA and math standards.</p>
Alternate Assessment: National Center and State Collaborative (NCSC) Curriculum, Instruction and Assessment South Carolina National Center State	Yes	Governance Quality Standards Technical Assistance	Assessment	Broad stakeholder input will be garnered for this activity. This includes public input, meetings, webinars, and collaboration across offices and divisions	South Carolina is a member of the National Center and State Collaborative (NCSC), a consortia led by five centers and 24 states to build an alternate assessment (NCSC) based on alternate achievement standards (AA-AAS) for students with disabilities. The

<p>Collaborative (SC-NCSC) to ensure evidence-based practices in reading and access to the general curriculum</p>				<p>within the SCDE, including the Offices of Special Education and Assessment</p>	<p>goal of the NCSC project is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. The Office of Special Education Services sees a vital need to participate in the consortia to provide vital input in the creation of alternate achievement standards and assessments to increase outcomes for students with significant cognitive disabilities.</p> <p>The OSES has provided ongoing professional learning opportunities relative to communicative competence and the Communication Toolkit via regional trainings, including Research to Practice, SC Council for Exceptional Children, Fall/Spring Leadership Conferences, South Carolina Association of School Administrators (SCASA), and districts that request technical assistance.</p>
<p>Infant Toddler and Early Childhood Standards to ensure young children have opportunities to engage in pre-emergent reading</p>	<p>p. 37</p>	<p>Governance Quality Standards Technical Assistance</p>	<p>Office of Early Learning and Literacy</p>	<p>Continued stakeholder involvement will be led by the Office of Early Learning and Literacy, with the OSES representing students with disabilities.</p>	<p>South Carolina is in the process of updating its standards for young children under the age of five. The State's current standards, the <i>S.C. Good Start, Grow Smart Standards for 3–5 Year Olds</i>, were developed as part of a federal mandate in the early 2000's. The SCDE and the State Child Care Administration</p>

					<p>partnered to develop 3- and 4-year-old standards that aligned to the SCDE's existing 5K standards.</p> <p>The decision was made to merge the Infant/Toddler Guidelines with the <i>Good Start/Grow Smart Early Learning Standards</i> into one document to have a continuum from birth up through preschool.</p>
Positive Behavioral Supports to improve reading achievement in students with disabilities	NA	Professional Development Technical Assistance	OSES	The Offices of Special Education and Student Intervention Services are leading this collaboration, and have involved institutes of higher education, constituent organizations, and the public.	<p>The Institute for Behavioral Intervention and Supports (IBIS) and OSES planned and delivered PLOs to the New Directors' Academy, Special Education Leadership Cohort, and potential SC SSIP districts known as transformational zones on such topics as <i>School Organization—Working Smarter: Interconnected Systems Framework</i>, <i>Trauma—Informed Schools</i> and <i>Trauma-Informed Classrooms</i>.</p> <p>OSES provided PLOs in the area of behavioral supports for school stakeholders during the Research to Practice Institute, a week-long PLO for general and special education educators. The Crisis Prevention Institute (CPI) provided sessions that pertain to the Nonviolent Crisis Intervention Training Program, which outlines practical skills and strategies to safely manage disruptive or difficult behavior while</p>

					balancing the responsibilities of care.
Universal Design for Learning to ensure instruction provides multiple means of representation, opportunities for action and expression, and student engagement in reading	NA	Professional Development Technical Assistance	OSES	Collaboration across offices and divisions within the SCDE, including the Offices of Special Education and Standards and Learning.	<p>In 2010, the OSES was awarded a federal State Personnel Development Grant (SPDG). The title of the SC SPDG is South Carolina Gateways: Cradle to Career (SC Gateways). A primary goal of SC Gateways is to provide PLOs on Universal Design for Learning (UDL). UDL is a conceptual framework for planning and delivering flexible learning experiences that can lead to changes in instructional practice that benefit all learners.</p> <p>Consistent with the SC SSIP model of utilizing multi-tiered systems of support, the UDL framework is considered a tier one best-practice for LEA instructional staff.</p> <p>In January 2016, SC Gateways sponsored a two-day UDL Presenters' Academy (a train-the-trainer model) for Read to Succeed Literacy Specialists and SCDE staff in the Offices of Early Education and Literacy, School Transformation, and Special Education Services. The intent of this training was to introduce UDL and in some instances, reinforce UDL. In SY 2017–18, SCDE staff trained in UDL will begin to support UDL in transformational zones.</p>
Research to	NA	Governance	OSES	See	The Inclusion/Co-

<p>Practice (RtP) to support the implementation of evidence-based practices in reading for students with disabilities</p>		<p>Professional Development Technical Assistance</p>		<p>collaboration under Strategy One.</p>	<p>Teaching Strand had sessions such as <i>Effective Instructional Strategies for the Inclusive Classroom: Tier 1 and 2 Interventions and Co-Teaching: What it is, Essential Components, and How to Implement Multi-tier Systems of Support through the Co-Teaching Model.</i></p> <p>The largest strand, Instructional Practices, had over 40 different sessions on such topics as <i>Teaching Children of Poverty: Strategic Shifts that Uncover the Hidden Potential of Under-Resourced Learners 4 Day Session</i> and three different two-day sessions for grade bands K–2, 3–5 and 6–8 titled <i>Meeting Students Where They Are: Differentiating Instruction.</i></p> <p>The Standards Strand provided sessions on the new SC college- and career-ready standards in sessions such as <i>How to Succeed with the New SC ELA College and Career Ready Standards</i> offered in grade bands K–2, 3–5, and 6–8 and a session titled <i>Supports for Accessing the General Curriculum for Students with Significant Disabilities.</i></p>
<p>Preschool Services to provide inter- and intra-office support in emergent reading strategies for</p>	<p>p. 40</p>	<p>Governance Accountability Professional Development Quality Standards Technical Assistance</p>	<p>Office of Early Learning and Literacy</p>	<p>Broad stakeholder input will be garnered for this activity. This includes public input,</p>	<p>OSES has partnered with other SCDE offices and state agencies to provide professional learning opportunities that target SC SSIP coherent improvement</p>

<p>young children who may be at-risk for disabilities in reading</p>				<p>focus groups, meetings, webinars, and collaboration across offices and divisions within the SCDE, including the Offices of Special Education and Early Learning & Literacy.</p>	<p>strategies, such as social-emotional development of the young child, language and literacy development, and family and community engagement.</p> <p>Multiple state offices and outside stakeholders collaborate with OSES to meet preschool-centered objectives identified in the SC SSIP. The following list includes a sample of collaborative events and activities:</p> <p>OSES and BabyNet presented together at the 2016 Hopes and Dreams Conference (March 11, 2016) hosted by Family Connections (the State’s IDEA Parent Training & Information Center). The presentation focused on the topic of transitioning from Part C to Part B.</p> <p>Staff from BabyNet, OSES, and the Office of Early Learning and Literacy will participate in a process of strategic planning, training, and subsequent collaboration at the Early Childhood Personnel Center (ECPC) Institute on May 2–4, 2016. The goal of this collaboration is to strategically develop training and outreach that will strengthen the skills of early childhood and preschool providers.</p> <p>OSES and the South</p>
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					<p>Carolina Inclusion Collaborative will partner with BabyNet, the Center for Child Care Career Development (CCCCD), to provide technical assistance to ensure that young children with special needs are included fully in preschool and child care experiences, therefore arriving to kindergarten ready to learn.</p> <p>OSES attends the bimonthly meetings of the South Carolina Interagency Coordinating Council for Part C of IDEA (ICC) to participate with members to fulfill the function of advising and assisting the Lead Agency in developing a comprehensive interagency system to provide early intervention services to all eligible infants and toddlers with developmental delays or disabilities and their families.</p> <p>OSES participates in monthly meetings of the Early Childhood Comprehensive Systems (ECCS) leadership group to provide support and offer perspective on all issues relating to early childhood. The group includes members from all major child-serving agencies, several non-profit groups, and advocates with expertise in all areas of child development and numerous areas of state</p>
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					and private structure. Initiation of the Child Find Taskforce to coordinate, support, and document efforts to identify children from birth to age five in need of early intervention and special education services. Task force partners include OSES, Family Connection, BabyNet, Head Start, Early Headstart, Easter Seals, the medical field including the SC American Academy of Pediatrics, Quality through Technology and Innovation in Practice (Q-TIP), Inclusion Collaborative, ABC Quality Child Care Licensing of the Department of Social Services (DSS), the Department of Disabilities and Special Needs (DDSN), the Department of Health and Environmental Control (DHEC), and Children’s Trust of South Carolina.
National Webinar for the IDEA Data Center (IDC) to build state capacity in support of LEAs and reading achievement for students with disabilities.	No	Professional Development, Data	OSES	Collaboration across offices and divisions within the SCDE, including the Offices of Special Education, Research & Data Analysis, and Assessment	Webinars were conducted on topics such as <i>The Success Gap Rubric: Building District and School Leadership Capacity in South Carolina</i> for IDC, and statewide webinars on topics such as <i>disproportionality</i> (indicator 4, 9 and 10)
Clemson University in support of evidence-based reading strategies for students with	No	Professional Development	OSES	Collaboration with Clemson University professors and across offices and divisions	PLOs are planned for summer 2016 on Foundational Instructional Practices in Reading for Students with Disabilities

disabilities				within the SCDE, including the Offices of Special Education and Standards and Learning	
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Coherent Improvement Strategy 3: Family and Community Engagement

SSIP Infrastructure Improvement Strategy 1(a)	Phase I Reference	State which Infrastructure components will be improved: Governance, Accountability, Professional Development, Data, Quality Standards, Technical Assistance, Finance	Lead agent for implementing change 1(c)	Collaboration and Stakeholder Involvement 1(d)	Infrastructure Action Steps and Intended Outcomes
Office of Family and Community Engagement	NA	Governance	Office of Family and Community Engagement	Broad stakeholder input will be garnered for this activity. This includes public input, focus groups, meetings, webinars, and collaboration across offices and divisions within the SCDE, including the Offices of Special Education and Family and Community Engagement.	In January 2016, the SCDE established the Office of Family and Community Engagement (FACE). The SCDE senior leadership has formulated four FACE objectives to increase family and community engagement. The objectives that will guide the work are (a) to promote the creation of school- and faith-based organization partnerships at each school within each district by 2018; (b) to expand before- and after-school student learning opportunities by 50 percent; (c) to increase summer learning opportunities; and (d) to increase the number of active community partners.

<p>South Carolina Advisory Council for the Education of Students with Disabilities</p>	<p>p. 32</p>	<p>Accountability</p>	<p>OSES</p>	<p>Broad stakeholder input will be garnered for this activity. This includes public input, focus groups, meetings, webinars, and collaboration across offices and divisions within the SCDE, including the Offices of Special Education and Family and Community Engagement.</p>	<p>The Advisory Council consists of parents of children with disabilities, individuals with disabilities, kindergarten through twelfth-grade general and special educators, school district administrators, family advocates, representatives of nonprofit organizations, representatives of higher education, and governmental service providers from throughout the state. The Advisory Council conducts the majority of their work within the five committees: Executive, Preschool, Transition and Self Advocacy, Safe Schools and Mental Health, and Professional Development of Teachers.</p> <p>The Council has adopted goals for their work: (a) promotion of inclusive practices; (b) increased participation in the general education curriculum for students with disabilities to transition from high school to college or career; (c) quality of special education teachers; and (d) improved use of data and multi-tiered systems of support implementation. The Council also seeks to continually build its own capacity to provide more informed advisory input to the SCDE and the South Carolina</p>
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					Legislature. Ongoing meetings are scheduled to continue its four goals for 2016-17.
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State-Identified Measurable Result (SIMR)

The State selected the following State-identified Measurable Result (SIMR) for South Carolina’s State Systemic Improvement Plan (SSIP): For students with disabilities in grade three, South Carolina will increase the percentage of students who are deemed proficient or higher on the statewide reading accountability assessment in select districts with the largest average achievement gaps as determined by the ESEA waiver (i.e., those districts with “focus” or “priority” schools).

Action Plan

In Phase I of the SSIP, the State provided an overview theory of action. For Phase II, the State provides the State’s Action Plan to address the State’s success in meeting the SIMR. The systematic planning and structure of the MTSS emphasizes problem solving and intervention selection based on needs identified through relevant data. When schools develop a tiered framework with interventions aligned to each tier, they are able to organize a continuum of resources that are more effective and efficient in meeting the needs of all students. The following is a discussion on the development of the State’s Action Plan.

South Carolina State Systemic Improvement Plan

COHERENT IMPROVEMENT STRATEGY 1: Assessment

EVIDENCE-BASED PRACTICE:	
Implement a data-based, problem-solving model that supports students in their reading and behavioral development through tiered instruction and intervention, with universal screenings and a comprehensive progress monitoring system.	
DATA SUPPORTING COHERENT IMPROVEMENT STRATEGIES:	SUCCESS GAP RUBRIC / PARTNERS’ INVENTORY INDICATORS:
South Carolina Part B Systemic Improvement Plan, Phase I–Section II, pp. 9–27	<ul style="list-style-type: none">• Data-based Decision-making• Assessment—Universal Screening and Progress Monitoring• Interventions and Supports
STRATEGY RESEARCH:	
The leadership team regularly engages in formal problem solving using district/building/site-level data which is supported by an agile data/software system that provides frequent and up-to-date reports that allow data-based decision-making to occur for addressing both academics and behavior. Data are shared with district, building, and community (Rafoth and Foriska 2006) (Johnson 2002) (Lewis and Sugai 1999).	
The assessment system for academics and behavior includes Universal Screening, Diagnostic/Functional Behavioral Assessment, Progress Monitoring, Outcomes (Fuchs and Fuchs 2007), (Lewis and Sugai 1999) (Good, Simmons, and Kame’enui 2001) (Foorman and Torgeson 2001).	
Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding access to supports, changing supports, intensifying supports, and exiting supports. (Lewis and Sugai 1999) (Good, Simmons, and Kame’enui 2001) Compton et al. 2006).	
The staff has formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards, and the evidence base (Lewis and Sugai 1999) (Vaughn,	

Wanzek, and Linan-Thompson 2007).

The staff is specifically trained in using academic and behavioral core, supplemental and intense curricular materials, and programs that they are responsible for providing. Coaching is provided as staff implements the curricula and programs to ensure fidelity of implementation (Noellet al. 1997) (O’Conner et al. 2005).

A process is in place to check the fidelity of academic and behavioral curricula and program implementation at all tiers with feedback and coaching to staff provided throughout the year (Noell et al. 1997).

The schedule provides sufficient time for core, supplemental, and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized (Foorman et al. 1998) (Vaughn, Wanzek, and Linan-Thompson 2007).

Supplemental and intensive group size is based on the premise that as intensity of instruction increases, group size decreases, and instruction is delivered by highly trained staff (Harn, Kame’enui, and Simmons 2007), (Vaughn et al. 2003).

A clearly identified team meets at regularly scheduled times to conduct decision-making, addressing intensive instruction for academic and behavioral program decision-making. This team includes the family or utilizes input and feedback from the family (Lewis and Sugai 1999).

The implementation of MTSS is guided by a formalized multi-year action plan and has resulted in both academics and behavior becoming the top goals (Kratochwill et al. 2007).

Policy documents are available describing the vision and implementation of MTSS (Biech 2007).

The realignment of resources and changes in educational practices within the entire educational system (including all state and federal programs and local resources) is occurring (Adelman and Taylor 2003).

All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision-making, including data analysis, decision rules, and system responsiveness (Adelman and Taylor 2003) (Denton, Vaughn, and Fletcher 2003).

There is a formal process to monitor fidelity of implementation, outcomes, and sustainability of all principles and practices of MTSS to ensure that changes are positive for learner progress ((Kratochwill et al. 2007).

There is a formal, long-term professional development plan for all staff and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data (Adelman and Taylor 2003) (Denton, Vaughn, and Fletcher 2003) (Gersten, Chard, and Baker 2003).

The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision-making and leading from within (Adelman and Taylor 2003) (Denton, Vaughn, and Fletcher 2003), (Gersten, Chard, and Baker 2003).

Implementation activities were adapted from Kansas and MiBLSi for use within Great Lakes Public Schools.

Activities/Strategies to Meet Outcomes	Implementation Steps	Resources Needed	Person(s) Accountable	Timeline		Stakeholder Involvement
				Begin	End	
Develop a Coaching Structure for Administrators and Coaches	<u>TEAL Launch (Year 1)</u> This series of training sessions provide school principals and coaches with an introduction to the Transforming Educators and Administrators through Leadership (TEAL) structure of support and also to the scope and sequence of professional learning for the building leadership teams.	Other states’ initiative’s training materials	State Implementation Specialist/Coach District/School Leadership Teams LEA Implementation Coach	Aug 2016	June 2019	SCDE: Office of Special Education Services Office of School Leadership Office of Student Intervention

	<ol style="list-style-type: none"> 1. Establish commitment 2. Establish and maintain teams 3. Conduct audit of current status of schoolwide reading and behavior models 4. Establish schoolwide expectations for reading and behavior models 5. Establish information systems for schoolwide reading and behavior models (outcome and process tools) 6. Build capacity for function-based support <p><u>TEAL Maintain (Years 2 and 3)</u></p> <p>Coach meetings and training sessions are offered regionally throughout the school year. This provides opportunities for coaches to develop their schools' support teams through the MTSS implementation process.</p> <p>Overall Focus: Developing Secondary and Tertiary Supports</p> <ol style="list-style-type: none"> 1. Schoolwide supports in place 2. Establish and maintain a Support Team 3. Strategies for Meeting the Needs of Students 4. Monitoring and Evaluation 5. Targeted Interventions 6. Intensive Individual Interventions 7. General Education Teacher 				<p>Services</p> <p>Office of Educator Effectiveness</p> <p>Office of School Transformation</p> <p>Office of Assessment</p> <p>Office of Federal and State Accountability</p> <p>Local Agency Representatives</p>
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	<p>8. Special Education Teacher</p> <p>9. Behavior Support Specialist</p> <p><u>TEAL Support</u> (Years 1, 2, and 3)</p> <p>Building Leadership Teams attend regional training to develop skills and learn about using tools to actively manage implementation at the school level.</p> <p>Specifically, teams need to develop a process to summarize information and act on this information to coordinate efforts around training, coaching, and providing resources to the school community for strengthening schoolwide behavior and reading supports.</p>					
<p>Develop Training Plan for Teachers</p> <p>Develop a System for Learning Communities/Supports</p>	<p><u>Action Step I:</u> <u>Universal Foundation</u></p> <p><u>Reading PLOs</u></p> <ul style="list-style-type: none"> ▪ Schoolwide Reading Day 1: Comprehensive Assessment System (CAS) Administration and Scoring ▪ Schoolwide Reading Day 2: Linking the big ideas in reading instruction to assessment, maximizing classroom instruction ▪ Schoolwide Reading Day 3: Importance of a core program, instructional modifications to core for at-risk students, schoolwide reading program evaluation tools <p><u>Behavior PLOs</u></p> <ul style="list-style-type: none"> ▪ Positive Behavioral Interventions and Supports Day 1: 	<p>Training Manuals and Tools for Assessment System, PBS</p> <p>Student and Teacher Data</p>	<p>District/School Leadership Teams</p> <p>LEA Implementation Coach</p> <p>Teachers</p> <p>Parents/Families</p>	<p>Aug 2016</p>	<p>June 2019</p>	<p>SCDE Offices:</p> <p>Office of Special Education Services</p> <p>Office of School Leadership</p> <p>Office of Student Intervention Services</p> <p>Office of Educator Effectiveness</p> <p>Office of School Transformation</p> <p>Office of Assessment</p> <p>Office of Federal and State Accountability</p>

	<p>Identifying and teaching schoolwide expectations</p> <ul style="list-style-type: none"> ▪ Positive Behavioral Interventions and Supports Day 2: Review schoolwide expectations, data systems, active supervision, acknowledgment systems ▪ Positive Behavioral Interventions and Supports Day 3: Addressing problem behavior, classroom management, data collection system, action planning <p>Data Review PLOs</p> <ul style="list-style-type: none"> ▪ Winter Systems Review: Review and action planning using systems/process data, focus on strengthening universal systems ▪ Spring Data Review: Focus on student outcomes at Tier 1 Supports: review/revise action plan, act on data collection system Big 5 report, review systems self-assessments, review CAS results at each grade level, schedule and plan grade-level meetings 					Local Agency Representatives
<p>Implement Training Plan for Teachers</p> <p>Implement a System for Learning Communities/Supports</p>	<p>Action Step II: Targeted/Intensive Interventions</p> <p>Focused training sessions provide skill development on a specific topic in behavior or reading support. The training sessions are intended to support the practitioner (e.g., teacher, building content expert) in increasing effectiveness of implementing the specific strategy. Each focus training strategy is an evidence-based practice. The content for the</p>	<p>Training Manuals and Tools for Assessment System, PBS</p> <p>Student and Teacher Data</p>	<p>District/School Leadership Teams</p> <p>LEA Implementation Coach</p> <p>Teachers</p> <p>Parents/Families</p>	Aug 2016	June 2019	<p>SCDE Offices:</p> <p>Office of Special Education Services</p> <p>Office of School Leadership</p> <p>Office of Student Intervention Services</p> <p>Office of Educator</p>

	<p>focus training is aligned with material presented at the Building Leadership Team training.</p> <p><u>Reading PLOs</u></p> <ul style="list-style-type: none"> ▪ Strategic Reading: Focus is on designing reading support for at-risk learners. ▪ Intensive Reading: Focus is on designing intensive reading support for at-risk learners. <p><u>Behavior PLOs</u></p> <ul style="list-style-type: none"> ▪ Targeted Behavior: Focus is on designing behavior support for at-risk learners. ▪ Intensive Behavior: Focus is on designing intensive behavior support for at-risk learners using the principles of functional behavior assessment. <p><u>Data Review Trainings for PLOs</u></p> <ul style="list-style-type: none"> ▪ Fall Review: Focus on student outcomes at Tier 1 Supports: review/revise action plan, act on data collection system Big 5 report, review systems self-assessments, review CAS results at each grade level, schedule and plan grade-level meetings ▪ Winter Review: Focus on student outcomes at Tier 1 Supports: review action plans, act on data collection system Big 5 report, review grade-level meeting outcomes, understand CAS summary of effectiveness report, schedule and plan grade-level meetings ▪ Spring Review: Focus 				<p>Effectiveness</p> <p>Office of School Transformation</p> <p>Office of Assessment</p> <p>Office of Federal and State Accountability</p> <p>Office of Early Learning and Literacy</p> <p>Local Agency Representatives</p> <p>Clemson University</p>
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	on Tier 2-3 systems: self-assess Tier 2-3 supports, action plan, use secondary/tertiary tracking form, analyze CAS summary of effectiveness reports, use systems support checklists, revise building action plans					
Developing Schoolwide Foundations in Behavior and Reading	<p><u>Action Step III: Continuous Improvement</u></p> <p><u>TEAL Sustain</u></p> <p>Sustainability Year for MTSS Implementation</p> <ol style="list-style-type: none"> Ongoing professional development Ongoing communication of action plan Celebration of successes Orientation for new staff Schoolwide reading and behavior models are embedded within school culture/procedures Use of data to make decisions District leadership providing funding, visibility, and political support Establishing institutional memory (handbooks, manuals, etc.) <p><u>Data Review PLOs</u></p> <p>Fall Review: Focus on student outcomes at Tier 2-3 Supports: review/revise action plan; act on data collection system Big 5 reports; act on Tier 3-4 tracking form; review team implementation checklist/reading self-assessments; review CAS results at each grade level and findings from summary of effectiveness reports;</p>	<p>Training Manuals and Tools for Assessment System, PBS</p> <p>Student and Teacher Data</p>	<p>District/School Leadership Teams</p> <p>LEA Implementation Coach</p> <p>Teachers</p> <p>Parents/Families</p>	<p>Aug 2016</p>	<p>June 2019</p>	<p>SCDE Offices:</p> <p>Office of Special Education Services</p> <p>Office of School Leadership</p> <p>Office of Student Intervention Services</p> <p>Office of Educator Effectiveness</p> <p>Office of School Transformation</p> <p>Office of Assessment</p> <p>Office of Federal and State Accountability</p> <p>Office of Early Learning and Literacy</p> <p>Local Agency Representatives</p> <p>Clemson University</p>

	<p>determine action plan related to resources, training, and coaching; schedule and plan grade-level meetings</p> <p>Winter Review: Focus on sustainable systems: self-assess using sustainability checklist; review action plans; act on data collection system Big 5 report; act on Tier 2-3 tracking form; review team implementation checklists/reading self-assessments; review CAS results at each grade level and findings from summary of effectiveness reports; schedule and plan grade-level meetings to create grade-level action plans; use reading intervention effectiveness support worksheet to evaluate effect of Tier 2 and 3 supports; review/revise action plans</p> <p>Spring Review: Focus on Secondary/Tertiary systems: self-assess using sustainability checklist; review action plans; act on data collection system Big 5 report; act on Tier 2-3 tracking form; review team implementation checklist/reading self-assessments; review CAS results at each grade level and findings from sum of reports; schedule and plan grade-level meetings to create grade-level action plans; use reading intervention effectiveness support worksheet to evaluate effect of Tier 2 and 3 supports; review/revise action plans</p>					
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South Carolina State Systemic Improvement Plan

Coherent Improvement Strategy 2: Professional Learning

EVIDENCE-BASED PRACTICE(S):
Offer professional learning opportunities in MTSS (Reading Strategies, Speech-Language Development, Inclusive Practices, and

Positive Behavior Supports).						
DATA SUPPORTING COHERENT IMPROVEMENT STRATEGIES:				SUCCESS GAP RUBRIC / PARTNERS' INVENTORY INDICATORS:		
South Carolina Part B Systemic Improvement Plan, Phase I–Section II: Data Analysis, pp. 9–26				<ul style="list-style-type: none"> • Data-based Decision-making • Core Instructional Program • Cultural Responsiveness • Interventions and Supports 		
STRATEGY RESEARCH:						
<p>The staff has formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards, and the evidence base (Lewis and Sugai 1999).</p> <p>The staff select academic curricula, behavioral instructional materials, and programs/processes for supporting learner behavior that are an appropriate match for the needs of the learners at all tiers, based upon data (Lewis and Sugai 1999) (Torgeson 2004).</p> <p>All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision-making, including data analysis, decision rules, and system responsiveness (Adelman and Taylor 2003) (Denton, Vaughn, and Fletcher 2003).</p> <p>There is a formal, long-term professional development plan for all staff and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data (Adelman and Taylor 2003) (Denton, Vaughn, and Fletcher 2003) (Gersten, Chard, and Baker 2003).</p> <p>The staff is specifically trained in using academic and behavioral core, supplemental and intense curricular materials, and programs that they are responsible for providing. Coaching is provided as staff implements the curricula and programs to ensure fidelity of implementation (Noell, et al. 1997) (O'Conner, Fulmer, Harty & Bell, 2005).</p> <p>All staff is specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff understands the critical features and application in all settings. Ongoing support and coaching is provided as staff implements the instructional practices/strategies (Noell et al. 1997).</p> <p>The frameworks for RtI and PBIS empowers school stakeholders to identify the needs of all students, match the level of support to the severity of the academic and/or behavior need, and then assess the students' responses to the intervention (Batsche et al. 2008).</p>						
Activities/Strategies to Meet Outcomes	Implementation Steps	Resources Needed	Person(s) Accountable	Timeline		Stakeholder Involvement
				Begin	End	
Develop a Coaching Structure for Administrators and Coaches	<p><u>Action Step I:</u> <u>Shared Leadership</u></p> <p>Develop District and School Leadership Teams</p> <ol style="list-style-type: none"> 1. Establish Leadership and Design Team 2. Identify Core Teams for Training 3. Develop System 	<p>Other States' / Initiatives' Mentor/Coaching Materials</p> <p>Transformational Zones Leadership Academy</p> <p>Research to Practice Sessions</p>	<p>SCDE SSIP Core Team</p> <p>District Leadership Team</p> <p>School Leadership Teams</p>	Aug 2016	June 2019	<p>Collaborate with SCDE Offices:</p> <p>Office of Student Intervention Services</p> <p>Office of Educator Effectiveness</p>

	<p>For Learning Communities, Supports, and Implementation Strategies</p> <p>4. Provide opportunity for leadership teams to learn about practices and network with others–SCDE Office of Special Education Services Research to Practice(RtP)</p>					<p>Office of School Leadership</p> <p>Office of School Transformation</p> <p>Office of Special Education Services</p> <p>Local Education Agency Representatives</p>
Conduct Needs Assessment	<p><u>Action Step II: Analyze School Data</u></p> <p>Data-Based Problem Solving and Decision-making</p> <ol style="list-style-type: none"> District/School Demographics District and School Infrastructure Current Initiatives and Partnerships Student Performance (Reading, Assessments, Special Education Services Models, Discipline, Attendance) Assessment, Curriculum, and Instructional Systems Professional Learning Opportunities (Speech-Language Development, Inclusive Practices, and Positive Behavior Supports) Relevant Policies and Procedures 	<p>Other States’/Initiatives’ Mentor/Coaching Materials</p> <p>Research to Practice Sessions</p> <p><i>ed</i>Learning Course (co-teaching)</p> <p>Multi-tiered Language Development–Language Dynamic Group</p> <p>UDL online learning module</p> <p>Assistive Technology learning module</p> <p>Transformational Zones Leadership Academy</p> <p>South Carolina Network, Association for</p>	<p>SCDE SSIP Core Team</p> <p>District Leadership Team</p> <p>School Leadership Teams</p> <p>LEA Implementation Coach</p>	Aug 2016	June 2019	<p>Collaborate with SCDE Offices:</p> <p>Office of Assessment</p> <p>Office of Federal and State Accountability</p> <p>Office of Student Intervention Services</p> <p>Office of Educator Effectiveness</p> <p>Office of School Leadership</p> <p>Office of School Transformation</p> <p>Office of Special Education Services</p> <p>Local Education</p>

	(Attendance, Discipline, Special Education Eligibility, LRE, Promotion/Retention)	Positive Behavior Supports				Agency Representatives South Carolina State Advisory Council Parents of Students with Disabilities
Implement Training Plan for Teachers Implement a System for Learning Communities/ Supports	<u>Action Step III: Identify Target Areas for Intervention</u> Evidence Based Instruction, Intervention, and Assessment Practices 1. MTSS Academic Content and Instruction (Differentiation, UDL, Instruction Supports, SPED, ELL) 2. MTSS Behavior (Positive Behavior, Intervention Supports, Classroom Management, Social Emotional Learning, Wrap-Around Services, School Climate/Safety) 3. Culturally Responsive Practices— Student/Family Engagement 4. Early Warning Systems 5. Provide presentation and discussion on specific topics related to implementation of a tiered model of supports	Read to Succeed Literacy Trainings Online Webinar and/or Professional Learning Modules South Carolina Network, Association for Positive Behavior Supports Other States’/ Initiatives’ Mentor/Coaching Materials Research to Practice Sessions Transformational Zones Leadership Academy Institute for Behavioral Intervention and Supports (IBIS) PLOs	SCDE SSIP Core Team District Leadership Team School Leadership Teams LEA Implementation Coach	Aug 2016	June 2019	Collaborate with SCDE Offices: Office of Student Intervention Services Office of Educator Effectiveness Office of School Leadership Office of School Transformation Office of Special Education Services Local Education Agency Representatives
Develop Implementation Plan	<u>Action Step IV: Lavered Continuum of Supports</u>	Other States’/Initiatives’ Mentor/Coaching Materials	SCDE SSIP Core Team District	Aug 2016	June 2019	Collaborate with SCDE Offices: Office of

	<p>Implement evidence-based practices and strategies</p> <ol style="list-style-type: none"> 1. Selected Evidence-Based Practices 2. Determine Level of Intensity (Universal, Supplemental, Intensive) 3. Develop Training Plan for Identified Settings 4. Establish Timelines 5. Action Planning 	<p>Read to Succeed Reading Plans</p> <p>Transformational Zones Leadership Academy</p> <p>Research to Practice Sessions</p> <p>Institute for Behavioral Intervention and Supports (IBIS) PLOs</p>	<p>Leadership Team</p> <p>School Leadership Teams</p> <p>LEA Implementation Coach</p>			<p>Student Intervention Services</p> <p>Office of Educator Effectiveness</p> <p>Office of School Leadership</p> <p>Office of School Transformation</p> <p>Office of Special Education Services</p> <p>Local Education Agency Representatives</p> <p>South Carolina State Advisory Council</p> <p>Parents of Students with Disabilities</p>
Implement Fidelity Check(s)	<p><u>Action Steps V: Progress Monitoring</u></p> <p>Monitor and Evaluate</p> <ol style="list-style-type: none"> 1. Conduct Baseline Measures 2. Implement Strategies On-Site Coaching 3. Consultation & Feedback 4. Measure Results: Progress 5. Monitoring, Fidelity Checks 6. Evaluate Outcomes 7. Celebrate Success 8. Disseminate Outcome Data 	<p>Formative and Summative Assessments</p> <p>Implementation Rubrics</p>	<p>School Leadership Teams</p> <p>LEA Implementation Coach</p>	Aug 2016	June 2019	<p>Collaborate with SCDE Offices:</p> <p>Office of Assessment</p> <p>Office of Career and Technology Education</p> <p>Office of Federal and State Accountability</p> <p>Office of Educator Effectiveness</p> <p>Office of School Leadership</p> <p>Office of Special Education</p>

						Services Local Education Agency Representatives South Carolina State Advisory Council Parents of Students with Disabilities
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South Carolina State Systemic Improvement Plan

COHERENT IMPROVEMENT STRATEGY 3: Family and Community Engagement

EVIDENCE-BASED PRACTICES:						
1) Implement an engagement model that builds capacities, relationships, self-efficacy, and learning						
2) Implement evidence-based parenting interventions in conjunction with other state and community agencies and organizations.						
DATA SUPPORTING COHERENT IMPROVEMENT STRATEGY:				SUCCESS GAP RUBRIC/ PARTNERS' INVENTORY INDICATORS:		
South Carolina Part B Systemic Improvement Plan, Phase I Section III pp. 28-40				<ul style="list-style-type: none"> • Cultural Responsiveness • Interventions and Supports 		
STRATEGY RESEARCH:						
<p>Mutually promoting these and other learning activities in the classroom and in the home, facilitated by all of the adults in children's lives, is a central component of effective family engagement and contributes to children's learning and developmental outcomes. (Rodriguez and Tamis-LeMonda 2011)</p> <p>Mutually reinforcing learning at home and in the community is enabled by positive relationships between families and teachers and providers. (Porter et al. 2012)</p> <p>Positive relationships enable strong partnerships, two-way communication, and coordination about children's goals, progress, and strategies to promote learning and development across settings. (Morrison, Rimm-Kaufman, and Pianta 2003)</p> <p>Research indicates that families' positive attitudes about schools are associated with children's improved performance at school. (Morrison, Rimm-Kaufman, and Pianta 2003)</p> <p>The leadership team analyzes intervention data from supplemental instruction regarding grouping decisions, sufficiency of supplemental instruction, fidelity of implementation of supplemental instruction and curriculum, effectiveness in engaging families and makes recommendations for adjustments to the system for curriculum and instruction and programs used for supplemental instruction (Albers et al. 2005).</p>						
Activities/Strategies to Meet Outcomes	Implementation Steps	Resources Needed	Person(s) Accountable	Timeline		Stakeholder Involvement
				Begin	End	
Develop a Coaching Structure	Develop expectations for teachers and parents/families	US Department of Health and Human Services and US Department	SSIP Core Team District/State Leadership	Aug 2016	June 2019	SCDE Office of Family and Community Engagement

		<p>of Education</p> <p>Family Engagement Policy: From the Early Years to the Early Grades</p> <p>Other states'/initiative's family engagement materials</p> <p>Information on personnel in the State</p>	Team			Family Connections, Inc.
	<p>Develop training plan for Teachers</p> <p>Develop a system for learning communities/supports</p> <p>Identify potential people to serve as parent educators</p>					
Implement an Engagement Model that Builds Capacities, Relationships, Self-efficacy, and Learning	<p><u>Action Step I: Intake and Assessment</u></p> <p>Purpose: Survey parents through information giving and sharing</p> <p>(Baseline data)</p>	<p>Parents/Families Teachers</p> <p>Survey geared towards parent support, child behaviors, parent engagement, parent self-efficacy, school climate, school program fit, parent roles and responsibilities</p> <p>Training modules for teachers on meaningful parent-teacher interactions</p> <p>Parents/Families Teachers</p> <p>Other states'/initiatives' family engagement materials</p>	<p>District/School Leadership Team</p> <p>LEA Implementation Coach</p>	Aug 2016	June 2019	<p>LEA Schools Parents/Families</p> <p>Advisory Council</p> <p>Community Partners</p>
	<p><u>Action Step II: Goals and Objectives</u></p>	Parents/Families Teachers		Aug 2016	June 2019	

	<p>Purpose: Continue to build capacity in parents to increase academic and behavioral outcomes</p> <p>Develop Measure[s] of Engagement</p>	<p>Other states'/initiatives' family engagement materials</p>				
<p>Implement Evidence-based Parenting Interventions in Conjunction with Other State and Community Agencies and Organizations</p>	<p><u>Action Step III: Planning and Implementing of Activities</u></p> <p>Purpose: Collaborative Support for and within Schools and Communities, Parent Education</p>	<p>Parents/Families Teachers</p> <p>Other states'/initiatives' family engagement materials</p> <p>Parent/Family Information</p> <p>Schedule of Activities</p> <p>Community Partners</p> <p>Volunteers</p>	<p>District/School Leadership Team</p> <p>LEA Implementation Coach</p>	<p>Aug 2016</p>	<p>June 2019</p>	<p>SCDE Office of Family and Community Engagement</p> <p>Advisory Council</p> <p>Family Connections, Inc.</p>
<p>Shared Decision-making</p>	<p><u>Action Step IV: Evaluation of Activities</u></p> <p>Purpose: Quantitative Analysis (Tracking Parental Involvement) and Qualitative Analysis (Leadership, Policy, and Advocacy) of Programming</p>	<p>Attendance and Contact Logs</p> <p>Survey with questions geared towards parent support, child behaviors, parent engagement, parent self-efficacy, school climate, school program fit, parent roles and responsibilities</p>	<p>District/School Leadership Team</p> <p>LEA Implementation Coach</p>	<p>Aug 2016</p>	<p>June 2019</p>	<p>LEA Schools Parents/Families</p> <p>Advisory Council</p> <p>Community Partners</p>
<p>Collaborating with Community</p>	<p><u>Action Step V: Review</u></p> <p>Purpose: Whole and small group interaction to report successes and success gaps of individual and group</p>	<p>Focus Groups</p>				<p>LEA Schools Parents/Families</p> <p>Advisory Council</p> <p>Community Partners</p>

	engagement plan					
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Evaluation Plan

The evaluation of South Carolina’s State Systemic Improvement Plan (SC SSIP) will be conducted by an external evaluation team from the University of South Carolina (USC) with assistance from internal staff with the Office of Special Education Services (OSES). The Office of Program Evaluation (OPE) at USC will conduct the external evaluation of South Carolina’s SSIP.

Evaluator Qualifications

Under the direction of Dr. Tammiee Dickenson, the OPE is part of the College of Education at USC. The OPE provides services for a range of evaluation, research, and assessment projects funded by the U.S. Department of Education, the National Science Foundation, the South Carolina Department of Education (SCDE), and others.

Research faculty members direct evaluation and research teams consisting of university faculty and staff members and advanced graduate research assistants. The OPE staff currently includes three research faculty members, three staff research associates, an administrative support staff member, and ten research assistants. This staff represents a comprehensive array of expertise in program evaluation, research, and assessment methodologies and support.

Dr. Dickenson will serve as the lead evaluator for the evaluation of South Carolina’s SSIP. Dr. Dickenson will be assisted by Drs. Ashlee Lewis and Nivedita Ranade. In addition, Dr. Dickenson’s team will include two graduate research assistants with training and experience in educational evaluation, research, and assessment. Each team member will devote a portion of

their time to evaluation tasks including instrument selection and development, data collection, data analysis, meeting attendance, presentations, and report writing. The qualifications of Drs. Dickenson, Lewis, and Ranade exemplify the breadth of methodological skills and experiences required for the SC SSIP evaluation (see Appendix D: OPE Evaluation Team Qualifications).

Goal and Objectives

The SC SSIP evaluation has established objectives and associated data collection that align to the theory of action and other components of the SC SSIP relative to short-term and long-term objectives in measuring the impact on achieving measurable improvement of the SIMR for students with disabilities. The goal and objectives associated with each coherent improvement strategy are presented below.

Goal: The overarching goal of South Carolina’s SC SSIP is to increase the capacity of district and school personnel to implement a model of data-based problem solving that supports students in their reading proficiency and behavioral development through instruction and intervention, which will result in increased reading achievement for all students, including students with disabilities. Participating schools from the transformational zones will receive support to enhance their capacity to implement a MTSS model that emphasizes reading while also supporting students’ social-emotional development. OSES will provide support in the schools’ development of three primary strands including assessment, professional learning, and family and community engagement. Objectives to measure the implementation of the SC SSIP associated with each of the three strands are stated below.

Strategy 1: Assessment

Objective 1.1: To implement a data-based problem-solving model that supports students in their reading and behavioral development through tiered instruction and intervention, with universal screenings and a comprehensive progress monitoring system.

Strategy 2: Professional Learning

Objective 2.1: To develop the capacity of district staff, school administrators, and school-based implementation coaches in identified evidence-based practices in reading and behavior to support the implementation of MTSS.

Objective 2.2: To provide Speech-Language Pathologists training in evidence-based intervention approaches, progress monitoring methods, and evaluation of instructional outcomes to support the implementation of a Multi-tiered System of Language Supports (MTSLS) model for comprehension (oral language skills).

Strategy 3: Family and Community Engagement

Objective 3.1: To support an engagement model that builds capacities, relationships, self-efficacy, and learning of parents and families of students with disabilities.

Objective 3.2: To assume shared responsibility with other state and community agencies and organizations to engage parents and families by implementing evidenced-based parent interventions.

Evaluation Methods

A combination of qualitative and quantitative methods will be used to measure progress toward meeting the objectives of South Carolina's SC SSIP initiative. Data will be collected to measure program implementation as well as program outcomes. The purposes of both formative (process evaluation) and summative (outcome evaluation) evaluation are clarified below. The evaluation of the program implementation will draw heavily from Guskey's (2000) levels of evaluating professional development interventions. Guskey's model recommends that professional development program evaluation measure five levels: Level 1: participant reactions to training, Level 2: participant knowledge, Level 3: participant actions, Level 4: organizational support/change, and Level 5: student achievement as a result of training activities. Evaluation questions that address Guskey's levels are noted below.

Process Evaluation: Formative feedback will be provided on an ongoing basis to guide program development. The process component will seek to answer the following evaluation questions:

- Are the program activities/timelines being implemented as proposed?
- Are professional learning opportunities being delivered as intended?
- How many participants are attending the professional development offerings?
- How do project stakeholders interact with one another, OSES staff, and other service delivery agencies?

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- What resources are being invested? What additional resources are needed?
 - What barriers to implementation are encountered and how are they addressed?

The process evaluation will also document specific information on each schools' MTSS model. While all schools will be expected to adopt the MTSS framework, individual schools will be given flexibility in the selection of specific assessment systems and intervention strategies. Documentation of each schools' specific strategies and activities will allow for analysis of individual features and associations of features with outcome measures.

Outcome Evaluation: Annual evaluation reports, as well as a final project evaluation report at the end of the SC SSIP, will be written for summative purposes. The outcome component will seek to answer the following evaluation questions:

- Were the overall objectives achieved?
- Did program activities impact the achievement of the overall objectives?
- To what extent did knowledge and skills increase for participants? (Guskey Levels 1 and 2)
- To what extent are educators implementing evidenced-based instruction and intervention with fidelity? (Guskey Level 3)
- To what extent are the steps of problem-solving being implemented with fidelity? (Guskey Level 3)
- Was the implementation of the professional learning opportunities advocated, facilitated, and supported by the school administration? (Guskey Level 4)
- How are students performing compared to grade-level expectations? (Guskey Level 5)

SC SSIP Logic Model

Logic models link program inputs (resources), outputs (strategies and activities), and outcomes defined by short-, medium-, and long-term outcomes. The logic model for South Carolina’s SC SSIP initiative presented below displays program inputs, outputs, and outcomes organized by the three major strands that will be developed in participating schools and is aligned with the Theory of Action. The SIMR is the primary long-term outcome of interest.

Inputs	Strategies/Activities	Outputs	Outcomes – Impact		
			Short	Medium	Long
<ul style="list-style-type: none"> SC Dept. of Education Project staff Transformational zones (school districts) Organizational partners Fiscal and other resources Stakeholders Technology Evidence-based practices related to intervention and implementation 	<p>Strand 1: Assessment</p> <ul style="list-style-type: none"> Implement a data-based problem solving model that supports students in their reading and behavioral development through tiered instruction and intervention, with universal screenings and a comprehensive progress monitoring system <p>Strand 2: Professional Learning</p> <ul style="list-style-type: none"> Offer professional learning opportunities in MTSS (Speech-Language Development, Inclusive Practices, Positive Behavior Supports) Create a network of district staff, school administrators, and implementation coaches in implementing MTSS using data-based decision making and evidence-based practices Provide Speech-Language Pathologists training in evidence-based intervention approaches, progress monitoring methods, and evaluation of instructional outcomes to support the implementation of a MTSS model for comprehension (oral language skills). <p>Strand 3: Family/Community Engagement</p> <ul style="list-style-type: none"> Support an engagement model that builds capacities, relationships, self-efficacy, and learning of parents and families Implement evidence-based parenting interventions in conjunction with other state and community agencies and organizations 	<ul style="list-style-type: none"> Teachers use progress monitoring data to inform instruction School teams use progress monitoring data to inform placement of students in intervention Participant schools build capacity to support MTSS Administrators and teachers receive training in areas of need at school Implementation coaches/school leadership teams support implementation of MTSS School personnel apply evidence-based strategies Parents receive training, resources, and support to address their students’ educational needs 	<ul style="list-style-type: none"> Project accomplishments Description and number of professional learning opportunities conducted Reports of fidelity of implementation and intervention Teacher and student changes as a result of the implementation activities ↑ in stakeholders’ knowledge, awareness, attitudes, or skills Changes in stakeholders’ actions or behaviors as a result of knowledge, awareness, attitudes, or skills acquired 	<ul style="list-style-type: none"> ↑ in screening and assessment of students to determine literacy and socio-emotional skills ↑ in use of appropriate intervention strategies ↑ student engagement ↑ in the use of appropriate academic and behavioral accommodations within IEPs ↑ in formative assessment scores in reading for SWD Parents and families feel empowered and have equitable roles in their students’ education ↑ in the quality of sustainable and effective partnerships between school, family, and community 	<ul style="list-style-type: none"> SIMR: For SWD in grade 3, SC will increase the percentage of students deemed proficient or higher on the statewide reading accountability assessment in select districts with the largest average achievement gaps as determined by the ESEA waiver ↓ in percentage of students with discipline problems ↓ in percentage of students identified for special education All SWDs are on track to be college and career ready (<i>outside program scope</i>)

State Infrastructure

The State engaged with stakeholders within the SCDE and with other state agencies and parent groups, including the South Carolina Advisory Council for the Education of Students with Disabilities (the Advisory Council). Within the SCDE, the Director of the Office of Special Education Services (OSES) works collaboratively to maintain consistent priorities and share information concerning programs and initiatives.

The OSES examined closely results from the Success Gap Rubric or SC Partner's Inventory to determine a plan to assist LEAs in improving outcomes for students with disabilities. Three strands emerged from the feedback: Strand 1: Assessment that included such areas as data-based decision-making and comprehensive assessments that include screeners and progress monitoring; Strand 2: Professional Learning that addresses areas such as differentiation, Universal Design for Learning, co-teaching, and social-emotional learning; and Strand 3: Family and Community Engagement that promotes sustainable home-school-community partnerships and parent, family leadership, and leadership skills. All three strands include interventions and supports.

The OSES had ongoing collaboration and planning with offices within the SCDE and with outside agencies to make specific improvements to the State infrastructure to better support LEAs. The following areas were addressed: governance, fiscal, quality standards, professional development, and program monitoring and general supervision.

Data Collection Instruments for Process Evaluation

A variety of instruments will be used to collect data for the evaluation of the SC SSIP initiative. Implementation rubrics will be used to monitor the stages of implementation of process components. To capture information on perceptions of various aspects of professional learning opportunities offered through the program, participant surveys will be developed. In order to study the implementation and impact family and community engagement, focus groups will be conducted with parents and teachers. School personnel will conduct observations to ensure implementation of identified evidence-based practices. School site visits will be conducted by the evaluation team to gain understanding of how MTSS is implemented and how the three strands are supported within the context of each school. More information on each data collection instrument is provided below.

Implementation rubrics and fidelity measures.

Implementation rubrics can be used to summarize progress towards achieving a variety of process outcomes or outputs. These tools provide a scale to document progress toward meeting each targeted outcome/output. Tools developed by the evaluators include a scale associated with stages of implementation from implementation research. The rubrics are developed collaboratively between program personnel and the evaluators. Program personnel determine key components of the evidence-based practices to be implemented and evaluators guide development of descriptors of implementation stages. Components for evidenced-based practices are connected with various implementation drivers. Implementation rubrics are typically administered two or more times during a year, and results are summarized after each completion. Results from implementation rubric completions are used primarily for formative purposes. The OPE evaluation team will collaborate with the state-level SC SSIP team in selecting and/or

creating evaluation tools to monitor implementation of SC SSIP components. Evaluation tools from Florida's MTSS from the following link are being reviewed and considered:

http://www.floridarti.usf.edu/resources/program_evaluation/evaluation_tools/index.html

Instruments considered for the evaluation will be reviewed first by the state-level SC SSIP team and then by personnel at participant schools. This process will provide evidence of construct validity by ensuring that the elements to be evaluated are consistent with the MTSS framework in the context of the SC SSIP schools. Selection of existing instruments that have been studied for validity and reliability can ensure that data collected for South Carolina will be valid and reliable. A process that includes a team of personnel with diverse perspectives can ensure that data on implementation are collected reliably.

The SC SSIP implementation rubrics will be completed as a consensus process of school leadership team members and submitted online through a survey administration system. The rubrics will be distributed to team members to review and reflect on ratings for all components. The team will meet to come to consensus on ratings with associated rationale at each administration period. The data files will be exported to a file server and summarized using data analysis software. OPE staff will summarize the results of each administration and share the results during evaluation meetings. Formative feedback from the implementation rubric administrations will provide SC SSIP personnel with information on the degree of program implementation (fidelity). The evaluators will engage in follow-up discussions with SC SSIP personnel and implementation coaches regarding items rated below expectations. The discussion may reveal barriers to implementation that need to be addressed. This information will be used to inform the state-level staff of program needs and adjust program focus as necessary.

In addition to completion of implementation rubrics, school personnel may select observation tools for use in assessing fidelity of their selected evidence-based practices. OPE staff will guide school personnel on establishment of reliability on observation instruments. Data collected from observations should be used as formative measures to guide practices and will be reported to the evaluation team for inclusion in summative reports.

Participant surveys.

Participant surveys will be developed for personnel in schools that implement the MTSS model within the SC SSIP initiative. The surveys will be administered online at the end of each school year. Feedback surveys may also be administered to gauge participants' reaction to specific professional learning opportunities offered by the State to all SC SSIP schools. The data files will be exported to a file server and summarized using data analysis software. The surveys will measure participants' perceptions of the changes in their schools associated with the SC SSIP initiative. Questions will be included around the three systems (assessment, professional learning, and family and community engagement). The surveys will be developed with input from OSES staff members and school leadership team members. Most items will be closed-ended with Likert rating scales. The surveys may also include one or two open-ended items.

Focus group protocols.

Data on family engagement, which addresses strand 3, will also be collected in focus group interviews to gauge progress on this component. These focus group interviews will be conducted annually with groups of parents and groups of teachers of students separately within each participating school. The focus group sessions will be conducted by OPE staff members with

training and experience in qualitative methods. Focus group data will be recorded and analyzed by OPE staff to explore emerging themes. Summaries of results will be shared at evaluation meetings and in the annual evaluation reports.

School site visits.

The evaluation team will conduct site visits at each of the SC SSIP schools at least once during SC SSIP funding. These site visits will include a systematic engagement in the field through various data-collecting activities such as observation of key activities, interviews with key personnel and students, and document analysis. The purpose of these site visits is to

- (a) allow the evaluation team to see SC SSIP in action at different sites,
- (b) give personnel in SC SSIP schools an opportunity to share their experiences with SC SSIP formally and informally,
- (c) provide formative feedback to the program administrators about factors that facilitate and/or hinder program implementation,
- (d) establish a set of best practices and recommendations for SC SSIP implementation based upon lessons learned from these site visits, and
- (e) increase stakeholder involvement and investment in the program.

Results from the site visits will be summarized in a short case-study report on each school and a report on broader themes seen across the schools for state-level personnel.

Data Collection Instruments for Outcome Evaluation

Achievement data.

Achievement data will include scores from the schools' comprehensive assessment systems for screening and progress monitoring, district benchmark tests/norm-referenced tests (such as Measures of Academic Progress [MAP]) as formative measures of student achievement, and the state's ESEA assessments (SC READY) as a summative measure of student achievement. The baseline for the SIMR will be established in spring of the 2015–16 school year by the SC READY for third-grade students with disabilities in participating schools. South Carolina has adopted a new statewide assessment to begin in the 2015–16 school year. Due to the change of the statewide assessment from the ACT Aspire assessment to the SC READY assessment, the baseline will need to be reset for the 2015–16 school year. The evaluation team will track annual changes in the scores of third-grade students with disabilities at these schools to gauge progress toward improvement.

In addition to looking at changes in student performance within SC SSIP participant schools, the evaluation will also consider comparison with matched schools that are not implementing MTSS. These comparison schools will be selected based on comparable reading achievement of third-grade students in 2015–16 as well as similar demographics as the participant schools. As much as possible, the comparison schools will be selected within the school districts of participant schools. Achievement data for both SC SSIP and matched comparison schools will be summarized to assess whether gains in SC SSIP schools are greater than comparison schools.

Other outcome data.

In addition to the achievement data described above, other outcomes to be considered include student behavior and special education placement. Because the SC SSIP includes aspects of social-emotional support, it is expected that student discipline will be handled more proactively and that student behavior indicators, such as discipline referrals and suspensions, will decrease. In addition, with effective intervention strategies, there may be fewer students identified for special education services. Baselines for participant schools will be established for the 2015–16 school year, and changes will be documented over the duration of the SC SSIP. In addition, the same data from matched comparison schools will also be collected and analyzed. Data for both SC SSIP and matched comparison schools will be summarized to assess whether decreases in SC SSIP schools are more pronounced than comparison schools.

Participant Schools and Student Sample

The State initially selected twelve districts with schools in SC SSIP Phase I that had focus schools (i.e., those schools that the State had identified as having the largest achievement gaps in subgroup performance or low-achievement subgroups) or priority schools (i.e., Title I schools that were performing in the lowest 5 percent of all schools within the State). These districts met the above criteria for multiple years, did not have major compliance issues in their annual determinations or monitoring visits, and had a local administration that would be available and prepared to participate in the planning and implementation of the SC SSIP.

The State will be providing training and support on evidenced-based practices (EBPs) for all children within the elementary schools chosen in each of the transformational zones of the SC

SSIP. All districts participating have been meticulously involved in the discussion and upcoming implementation of the State's coherent improvement strategies to ensure all children within a transformational zone will receive EBPs in a manner that will be aligned with each district's priorities. The State will ensure this continues by continuously engaging with stakeholders throughout the remaining phases as well as relying on the State's external evaluator to collect data in the outlined Process Evaluation within this narrative at regular intervals.

Stakeholder Involvement

Stakeholders for Phase II included personnel from potential SC SSIP districts. The selection process for these districts is described in the Participant Schools and Student Sample section above. Personnel who provided input during Phase II included District and Assistant/Associate Superintendents, Curriculum and Instruction Personnel, School-based Reading Coaches, Special Education Director, Special Education Coordinator, School Psychologist, Speech-Language Pathologist, Behavioral Interventionists, School Principal, and Guidance Counselors. These stakeholders represented the school districts in which the SC SSIP work will focus. Additional stakeholders included Baby Net and the Office of Early Learning and Literacy to ensure seamless transition from preschool to elementary school with the focus on early language and literacy as determined by the SC SSIP districts Success Gap Rubric and the SC Partner's Inventory in improving outcomes for students with disabilities.

Stakeholders included the entire community of the participating schools and districts. The evaluation team shared the evaluation plan with participating school and district leadership team members at the Fall Leadership of Administrators meeting and with district literacy coaches (see Appendix B: Power Point of the Evaluation Overview for SC's State Systemic Improvement

Plan). Stakeholder members shared feedback on the plan, and the evaluation team made necessary adjustments as warranted.

The evaluation team will also solicit input on the development of data collection instruments from members of the leadership teams. In addition, data will be collected from school leaders, teachers, parents, and students annually through implementation rubrics, surveys, and focus groups. The results of data collection efforts will be shared back with stakeholders at appropriate forums. Furthermore, a comprehensive description of the SSIP is posted on the OSES webpage for stakeholder feedback.

Implementation fidelity

The districts have participated in a needs assessment process with state-level personnel during the 2015–16 school year. The evaluation team will assist with MTSS readiness assessments for SC SSIP schools early in the 2016–17 school year. Participant surveys will be administered annually at the end of each school year. An implementation rubric or other fidelity measure will be completed twice each year, at the midpoint and end of the school year. Informal reports on data collection will be shared for formative purposes as results become available, and annual evaluation reports will be prepared for summative purposes in the summer for early fall delivery. The evaluators will meet monthly with state-level SC SSIP personnel to stay informed of SC SSIP activities, develop data collection instruments, and share evaluation results as they become available. The state-level SC SSIP team will consider feedback from the evaluation data collection and make modifications to the SC SSIP as necessary.

Data on professional learning opportunities afforded through South Carolina’s SC SSIP will be collected based on Guskey’s model for evaluation of professional development. Participant feedback will be collected through surveys following professional learning opportunities. In addition, surveys will be administered to personnel at SC SSIP schools at the end of each school year to gain information on perceptions of professional development received, aspects of implementing MTSS at their schools, and future needs and supports to effectively implement the MTSS model. Results from these surveys will be shared with state-level SC SSIP personnel who may use the information to make adjustments in future professional learning opportunities.

Summary

Program evaluation will be an integral aspect of South Carolina’s SC SSIP initiative. OPE staff will work with OSES personnel on the development of implementation rubrics, surveys, and focus group protocols. Data collected from these instruments and from student outcome measures will provide both qualitative and quantitative data to inform various facets of the SC SSIP initiative. Through data collection, analysis, and synthesis, evaluators will provide SC SSIP personnel with both formative and summative feedback. Additionally, a summative year-end evaluation report will be provided each project year documenting the results from overall data analyses. Reporting and recommendations based on the analyses of surveys, focus groups, and achievement data will inform programmatic decision-making by highlighting areas of needed improvement or program modification, as well as emphasizing successes of the initiative. The evaluators will disseminate information through various methods including regularly scheduled meetings with OSES personnel, formal presentations to stakeholders, and written reports. The

evaluators will also assist OSES personnel with USED-required reporting as appropriate, including assistance with summarizing data for the Annual Performance Report.

Technical Assistance and Support

The SCDE will continue to utilize the technical assistance provided by the USED, Office of Special Education Programs (OSEP), the National Center of Systemic Improvement (NCSI), the Center for IDEA Fiscal Reporting (CIFR) and the IDEA Data Center (IDC) to improve results for children and youth with disabilities. The State will also continue to receive input, technical assistance, and professional development from the State's two main research universities – Clemson University and the University of South Carolina. In addition, the State will attend professional learning opportunities and regional and national conferences and meetings in order to apply research and utilize EBPs related to effective implementation (including technical assistance and professional development), implementation science, systems change, and school reform.

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Wisconsin Assistive Technology Initiative:

<http://wati.org/?pageLoad=content/supports/free/index.php>

Appendix A: Revised Theory of Action



State of South Carolina
DEPARTMENT OF EDUCATION
Office of Special Education Services (OSES) --- Theory of Action

Implementation Framework			
If the State creates an interconnected network at the state and regional levels to provide continuous support in literacy and positive behavioral supports	Then, (Short Outcomes)	Then (Short/Mid-term Outcomes)	Then (Long-Term Outcome)
	The school leadership will implement an integrated school-wide systems model that promotes the district reading plan and incorporates social-emotional learning	Special education teachers will collaborate with general education teachers to promote inclusive learning environments by facilitating explicit small group instruction Students will receive universal, targeted, intensive and/or specialized supports	For students with disabilities in grade 3, South Carolina will increase the percentage of students deemed proficient or higher on the statewide reading accountability assessment in select districts with the largest average achievement gaps as determined by the ESEA waiver (i.e. those districts with "focus" or "priority" schools)***

Updated March 14, 2016

1



State of South Carolina
DEPARTMENT OF EDUCATION
Office of Special Education Services (OSES) --- Theory of Action

Strand 1: Assessment		
if	Then, (Short-Term Outcomes)	Then, (Short/Mid-term Outcomes)
The State implements a data-based problem solving model that supports students in their reading and behavioral development through tiered instruction and interventions, with universal screenings and a comprehensive progress monitoring system	Implementation coaches will support teachers through the analysis of progress monitoring data from multiple data sources in reading and social-emotional development	Students entering Kindergarten and the subsequent grades thereafter, will be screened and assessed to determine the progress of reading and social-emotional skills
Strand 2: Professional Learning		
if	Then, (Short-Term Outcomes)	Then, (Short/Mid-term Outcomes)
The State creates a network of district staff, school administrators and implementation coaches who will support the implementation of MTSS	Implementation coaches will provide embedded professional learning and differentiated support to teachers in the areas of Data Literacy, Reading, Inclusive Practices within the Universal Design for Learning Framework, Positive Behavioral Supports and Speech-Language.	Teachers will implement evidence-based practices that promote active student engagement to support literacy and social-emotional learning
Strand 3: Family and Community Engagement		
if	Then, (Short-Term Outcomes)	Then, (Short/Mid-term Outcomes)
The State supports an engagement model that builds capabilities, relationships, self-efficacy and learning of parents and families The State assumes shared responsibility with other state and community agencies and organizations to engage parents and families by implementing evidence-based parenting interventions	Schools will create and sustain cultures/beliefs that welcome, invite and promote family engagement and development Districts and schools will provide opportunities for parents and families to participate in learning activities that are linked to school improvement.	Parents and families will have equitable roles in their student's learning School, family and community will have sustainable yet effective partnerships.

Updated March 14, 2016

2

Appendix B: Success Gaps Rubric

(see Attachment 1)



“Utilizing the Success Gap Rubric to Maximize Academic Achievement and Social Skill Competence with SSIP Transformational Zones in South Carolina”

South Carolina Department of Education
Office of Special Education Services

“BUILDING DISTRICT AND SCHOOL LEADERSHIP CAPACITY”

John Payne, *State Director*
Tresa Diggs, *Team Lead*
Karen Bradford, *SSIP Lead*

Bev Bequeath-Collom, *Infrastructure*
Fred Edora and Aimee Wieler,
Evaluation
Sara McKay and LaJamea Dixon,
Evidence-Based Practices

Appendix C: SC Partners’ Inventory

(see Attachment 2)

SC SSIP Partners' Inventory

Rationale The purpose of completing this inventory is twofold. First, considering these questions will enhance your framework for thinking about how your district operates according to five specific domains, referred to as “success indicators.” Second, your responses will indicate strength and challenge areas, which may inform a specific area of opportunity to receive ongoing support through this collaboration; and subsequently promote an improvement in teaching and learning in your district that satisfies the target identified in the State’s SIMR.

Definitions This inventory includes five standard responses that assume the following working definitions:

- *Planning/Rarely* – This response indicates that district staff are in the planning stages but have not implemented an approach yet; or, staff rarely implement an approach. For example, a committee has been formed to draft an implementation plan for 1:1 computing.
- *Partially/Initiatives* – This response indicates that district staff are in the early stages of implementing an approach and implementation is reached through initiatives provided to a small segment of district staff. For example, the district provides teachers an opportunity to participate in a voluntary workshop about evidence-based practices.
- *Implemented/School-wide* – This response indicates that district staff are implementing through school-wide initiatives. For example, two schools in the district have a full-time instructional technology coach that provides training and support to all staff.
- *Exemplary/District-wide* – This response indicates that the district is implementing an approach that has reached all staff at every school in the district. For example, the district recently completed the third and final phase of an instructional technology roll-out plan which resulted in the placement of an interactive whiteboard (IWB) in every classroom and IWB training for all teachers.
- *Unsure* – This response indicates that you are unsure about the degree to which an approach is being implemented in the district. Accordingly, you will have an opportunity to reconcile responses of “Unsure” at a later time. Please return to your district to discuss the item with district staff in order to provide a response that accurately reflects the implementation status. For example, you are aware that professional development opportunities were being planned about differentiated instruction; however, you are currently unsure whether or not any staff have gone through the training.

Appendix D: External Evaluators' Qualifications

OPE Evaluation Team Qualifications

Dr. Dickenson earned her PhD in Educational Research and Measurement from the University of South Carolina and specializes in applied statistical analysis techniques appropriate for educational settings. Her research interests include multilevel modeling, quasi-experimental designs, item response theory, and measures of program implementation. Dr. Dickenson is a member of the American Educational Research Association, the American Evaluation Association, and is a board member of the South Carolina Educators for the Practical Use of Research. She has presented numerous papers at annual meetings of these organizations.

Dr. Dickenson has led evaluation efforts on federal grants awarded to the Office of Special Education Services (OSES) at the SCDE. She was lead evaluator on two grants from the USED investigating Alternate Assessments based on Modified Achievement Standards, and she currently serves as lead evaluator on South Carolina's State Personnel Development Grant awarded in 2010. In addition to her work on special education grants, Dr. Dickenson served as evaluator on South Carolina's Reading First grant, which was awarded to the SCDE in 2003 and concluded in 2010. The Reading First Initiative served to develop the capacity of participating schools to implement research-based reading instruction and assessments and was South Carolina's first consolidated effort to implement a tiered approach to instruction and intervention. Dr. Dickenson was the lead data analyst for the South Carolina Reading First initiative. She was responsible for analyzing student achievement data reported annually to the USED. She also contributed to survey design and analysis and implementation rubric development.

Dr. Ashlee Lewis is a Research Assistant Professor in the OPE. Dr. Lewis holds a PhD in Foundations of Education and a Masters of Education in Educational Research, both from the University of South Carolina. She has expertise in the areas of qualitative evaluation methods and assessment development. For the last nine years, Dr. Lewis has worked on the South Carolina Arts Assessment Program (SCAAP), and she has served as the program director for the past three years. In addition to her experiences working in arts assessment, Dr. Lewis has worked on evaluations of a variety of programs that included implementation measurement as a key component of the evaluation. Dr. Lewis is an evaluator on South Carolina's current State Personnel Development Grant awarded to OSES at the SCDE. This federally funded project, which is currently in its final year, used instructional coaches to provide instruction and support in Universal Design for Learning with the goal of ensuring that more students with disabilities are able to remain in the general education classroom. Dr. Lewis is also a member of the evaluation team led by Dr. Dickenson for the Carolina Consortium for Enterprise Learning (CCEL), a federal Race to the Top district grant that funds work in four South Carolina school districts and 17 schools. This project relies on instructional coaches to support change through elements including project-based learning (PBL) and college and career readiness, among others.

As a large, multi-district project, measuring implementation is an important component of CCEL, and Dr. Lewis has been involved in developing the implementation measures for use across all 17 schools and four school districts.

Dr. Nivedita Ranade is a Research Associate in the OPE and holds a PhD in Human Development and Family Studies from the University of Connecticut. Prior to joining the OPE, Dr. Ranade worked as a Senior Qualitative Analyst at The Findings Group in Atlanta, GA, which specialized in providing education research, evaluation, and grant-writing services to K–20 public education programs. Her utilization-focused and participatory approach to evaluation, and her day-to-day involvement in project management, gives her a unique vantage point in understanding the context around projects and in building relationships with clients and stakeholders. This in-depth understanding of projects helps inform analysis, formative and summative reporting, and subsequent evidence-based decisions. In her 3.5 years of professional experience in program evaluation, Dr. Ranade has used her expertise in qualitative research methods to conduct site visits, observations, and focus groups/interviews in a variety of school districts across Georgia and South Carolina. She also has experience in developing implementation rubrics for large-scale federal evaluation projects. For example, she was involved in developing district-level and school-level implementation rubrics for the CCEL project. Dr. Ranade also co-leads the evaluation of The Learning Bridge, a program to support literacy and school readiness across the Midlands.