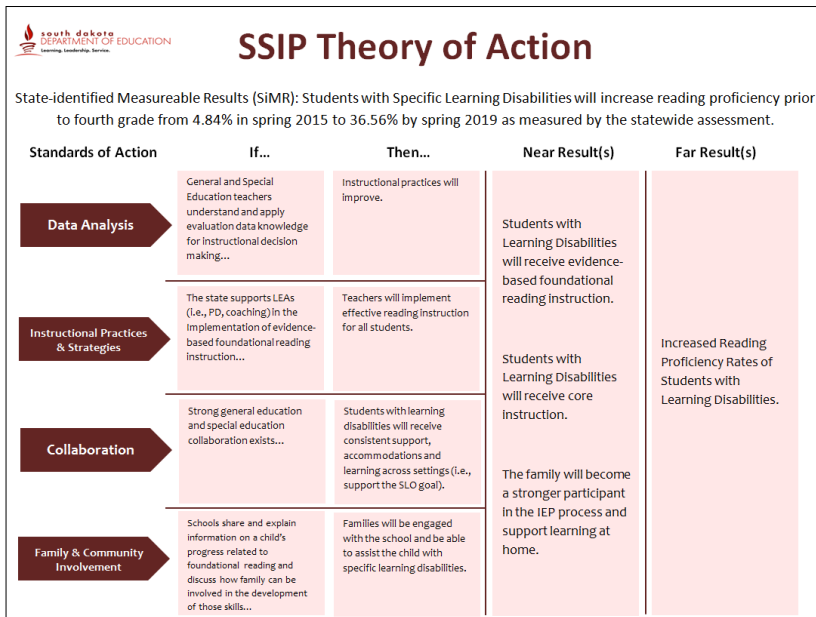


Indicator 17: State Systemic Improvement Plan (Results)

The State’s SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

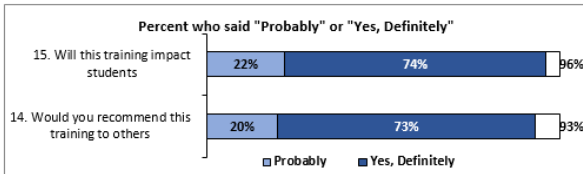
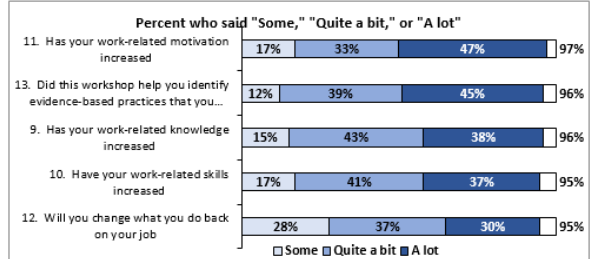
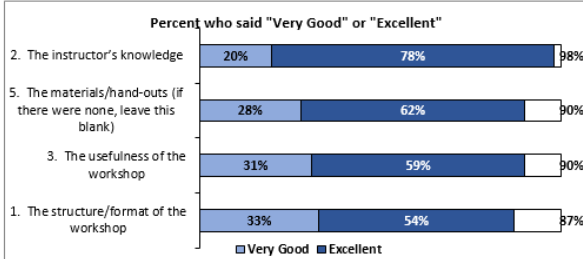
Year 1 - FFY 2013 Delivered by April 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	Phase II Plan	Phase III Evaluation
<ul style="list-style-type: none"> Data Analysis; Infrastructure Analysis; State-identified measureable result; Coherent Improvement Strategies; Theory of Action 	<ul style="list-style-type: none"> Multi-year plan addressing: <ul style="list-style-type: none"> Infrastructure Development; Support EIS Program/LEA in Implementing Evidence-Based Practices; Evaluation Plan 	<ul style="list-style-type: none"> Reporting on Progress including: <ul style="list-style-type: none"> Results of Ongoing Evaluation Extent of Progress Revisions to the SPP



Based on stakeholder input and feedback, South Dakota identified reading proficiency among students with learning disabilities entering grade four as the main focus for the SSIP.

Results

D. Training Evaluations – Across All Trainings



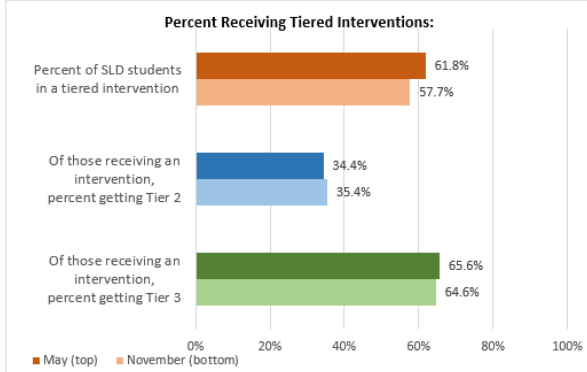
Participant Comments

- "The best thing about this workshop/session was the presenter. She was knowledgeable, made it engaging, and provided us with many great resources."
- "The presenter is very a great teacher. I enjoyed the examples and class participation activities. No question went unanswered."
- "So many practical strategies to use in the classroom for so many struggling readers."
- "I liked the collaborative discussion, problem solving, and reflecting as a team of colleagues."
- "Engaging in peer discussion on early literacy research and how to help students who are struggling. I loved reading research articles that emphasized the importance of teaching phonological awareness within early foundational skills."

Results

M. Intervention Tracking Form

Participating teachers were asked to indicate students with SLD who were receiving a Tier 2 and/or 3 intervention as of November 1, 2017 and May 1, 2018.

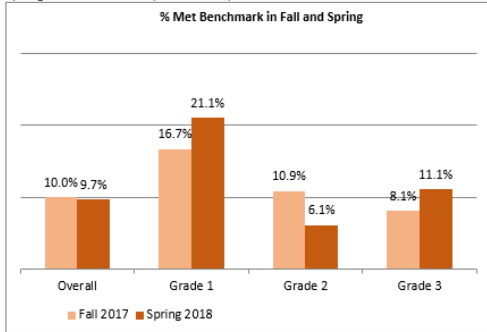


By the Numbers:	November	May
# of students with SLD in grades K-5 for whom a tracking form was completed	418	445
# of teachers who completed an intervention tracking form	54	55
# of schools with tracking forms	38	36
# districts with tracking forms	4	4
Average # of minutes per week spent in a Tier 3 Intervention	148	144
Average # of minutes per week spent in a Tier 2 Intervention	90	-

Results

Q. Student Reading Benchmark Data for 2017-18

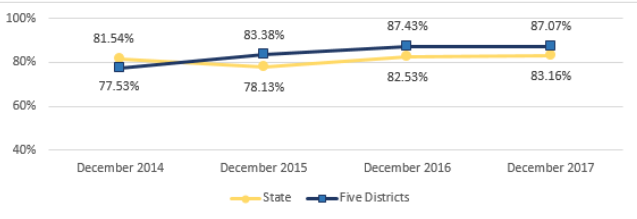
Across 3 of the districts: 240 Grade 1-3 students with SLD took a benchmark test in fall 2017; 217 in Spring 2018.
 Fall 2017: 24 Grade 1; 92 Grade 2; 124 Grade 3.
 Spring 2018: 19 Grade 1; 99 Grade 2; 99 Grade 3.



R. Least Restrictive Environment (LRE)

Grade K-3 Students with a Specific Learning Disability – Percent placed in general education environment 80%+

	December 2014		December 2015		December 2016		December 2017	
	Total # students	Gen Ed Env. Rate	Total # students	Gen Ed Env. Rate	Total # students	Gen Ed Env. Rate	Total # students	Gen Ed Env. Rate
State	1299	81.54%	1238	78.13%	1303	82.53%	1603	83.16%
Five Districts	396	77.53%	385	83.38%	358	87.43%	348	87.07%

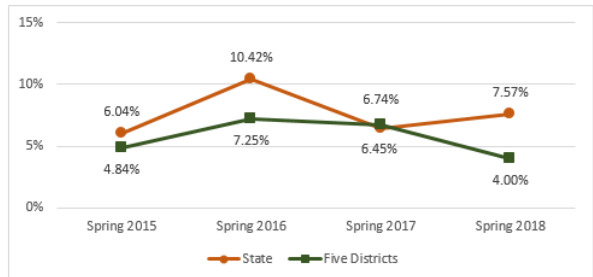
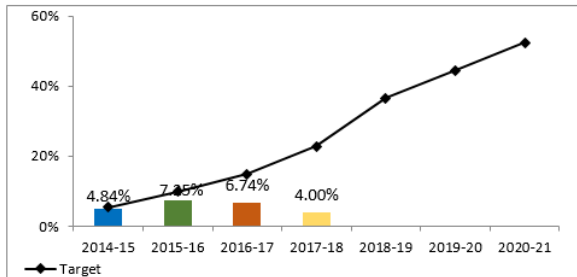


Results

S. Student State Reading Test Data

Grade 3 Students with a Specific Learning Disability – Percent Scoring Proficient

	Spring 2015		Spring 2016		Spring 2017		Spring 2018	
	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate
State	712	6.04%	739	10.42%	698	6.45%	621	7.57%
Five Districts	186	4.84%	193	7.25%	178	6.74%	150	4.00%



Next Steps

2019-2020 – Sustainability and Support

- All pilot districts are invited to attend SPDG trainings
 - Explicit Instruction
 - Coaching
 - Data-Driven Instruction (SPDG Data Workbook)

- Sustainability Grant
 - Supports for district efforts to develop plan to sustain best practices.
 - Family Engagement
 - Literacy (Instructional Practices)
 - Data
 - Collaboration