



Indiana

DEPARTMENT OF EDUCATION

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2020 Indiana State Systemic Improvement Plan

FFY 2018 - 2019

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Executive Summary

Indiana's State Systemic Improvement Plan (SSIP) provides the State Identified Measurement of Results (SiMR), Indiana's Theory of Action (ToA), and the goals, activities, stakeholder groups, and tools used to monitor progress toward the SSIP initiatives. Indiana is headed into the 6th year of this plan. Over the last 5 years, there have been many changes but through data-based problem-solving strategies and careful planning, Indiana has found systems in which the SSIP initiatives fit seamlessly, providing strength to the plan, and further, providing a system for the SSIP which is driven by SSIP initiatives and not driving SSIP initiatives. For clarity, the SiMR for the state of Indiana is as follows: Indiana will increase reading proficiency achievement on the Indiana Reading Evaluation and Determination (IREAD-3) assessment by at least .5% each year for all third grade students, including those with disabilities attending elementary schools participating in the Indiana SSIP Initiatives. The FFY 2020 SSIP will focus on three of the indicators within the ToA: Systemic Alignment, Multi-Tiered System of Support (MTSS)/Universal Design for Learning (UDL) Implementation, and Early Literacy. Indiana believes addressing these three areas through intense, targeted technical assistance in a select number of school districts will yield outcomes desired in the SiMR and provide data to support scale-up opportunities statewide.

History of the Indiana SSIP

Indiana's SSIP was initially implemented through a partnership with the Indiana Department of Education (IDOE) Division of Outreach, State Development Network (SDN) as part of school improvement. The plan initially was to increase systemic alignment and to begin the installation of the selection of evidenced-based practices within three site schools. These site schools were an elementary school within the districts of Garrett-Keyser-Butler, School City of Hammond, and Marion Community Schools. In the second year of implementation, Indiana's SEA-level infrastructure had significant changes which caused the originally developed SSIP core team to investigate partnerships within the reorganized IDOE. Members of the originally developed SSIP core team included representatives from offices within the department including: Special Education, Title and Grants, School Improvement including literacy and math representatives, as well as outside agencies from the Center for Deaf and Hard of Hearing Education, PROJECT Success, and the Indiana IEP Resource Center (IEPRC).

Using the "Plan, Do, Study, Act" (an iterative, four-stage problem-solving model used for improving a process or carrying out change) format, the original SSIP core team discussed what work had been done with the schools/districts and discussed options regarding the SSIP, including the Indiana SiMR, the ToA, and the Logic Model

(See [Appendix A](#)), and overall implementation of SSIP. Discussion included possible partners with the newly established IDOE Office of School Improvement and the Indiana IEP multi-resource Center (IEPRC) because of their combined work with the Least Restrictive Environment (LRE) and the establishment of MTSS in districts. Because the Office of School Improvement team was still being established, and the new statewide literacy framework was in the process of being created, the core team unanimously agreed upon a partnership with IEPRC. The core team also agreed continuing to focus on improving literacy by the third grade for the SiMR would not be changed.

Delving into the ToA, it was decided no changes were warranted regarding the components of Quality Instruction, Early Literacy, High Expectations, MTSS/Universal Design for Learning (UDL) Implementation, and Systemic Alignment to improve reading proficiency. However, the path to achieving the SiMR using those components required remapping. IEPRC has been using the evidence-based process of Implementation Science with specific districts to establish an MTSS framework through the Schoolwide Integrated Framework for Transformation (SWIFT) Center. IDOE included, as part of the federally-approved ESSA plan, MTSS as a foundation of the work with districts. The SSIP Core team, with stakeholder input, made the decision to incorporate the SSIP work within the broader IDOE MTSS initiative. The MTSS initiative focuses on core instruction within the education environment, as well as quality instruction and high expectations as a solid platform for the SSIP work.

Four Indiana districts: School City of Hammond, Garrett-Keyser Butler, East Chicago Lighthouse Charter School, and Gary Lighthouse Charter decided to implement the comprehensive framework for MTSS. Of these four districts, School City of Hammond and Garrett-Keyser-Butler were members of Indiana's initial SSIP. Michigan City was originally involved in SSIP but had to take a year to realign goals and visions with new leadership. They are currently participating in this year's SSIP work, addressing MTSS and Results Driven Accountability (RDA). With the addition of the two charter schools, the four districts agreed to be involved in the SSIP, and as a result, there were eight elementary schools contributing to the data for the measurement of the Indiana SiMR.

Our state team and stakeholders have worked tirelessly to develop a system that addresses the goals set within the ToA. Our team continues to work with other IDOE offices to support more inclusive practices and promote the overall goal of equity and access to improve outcomes for each and every student in Indiana.

Phase 1: Analysis

State-Identified Measurable Results for Children with Disabilities

IREAD-3 Data.

The Indiana Reading Evaluation and Determination (IREAD-3) assessment measures foundational reading standards for grade 3 students each spring. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010). This test is administered in April each school year and every third grader is required to take it.

IREAD-3 is being used for Indiana's SSIP report because it aligns with the SiMR, which states reading proficiency will increase by 0.5% each year by third grade. Since FFY 2016, our SSIP Team and SSIP Stakeholder Team has gathered and reviewed the statewide data as well as the targeted SSIP School and district-specific cohort data yearly. Proficiency data of the general education population and the special education population over several years are compared to see trends and growth within the system.

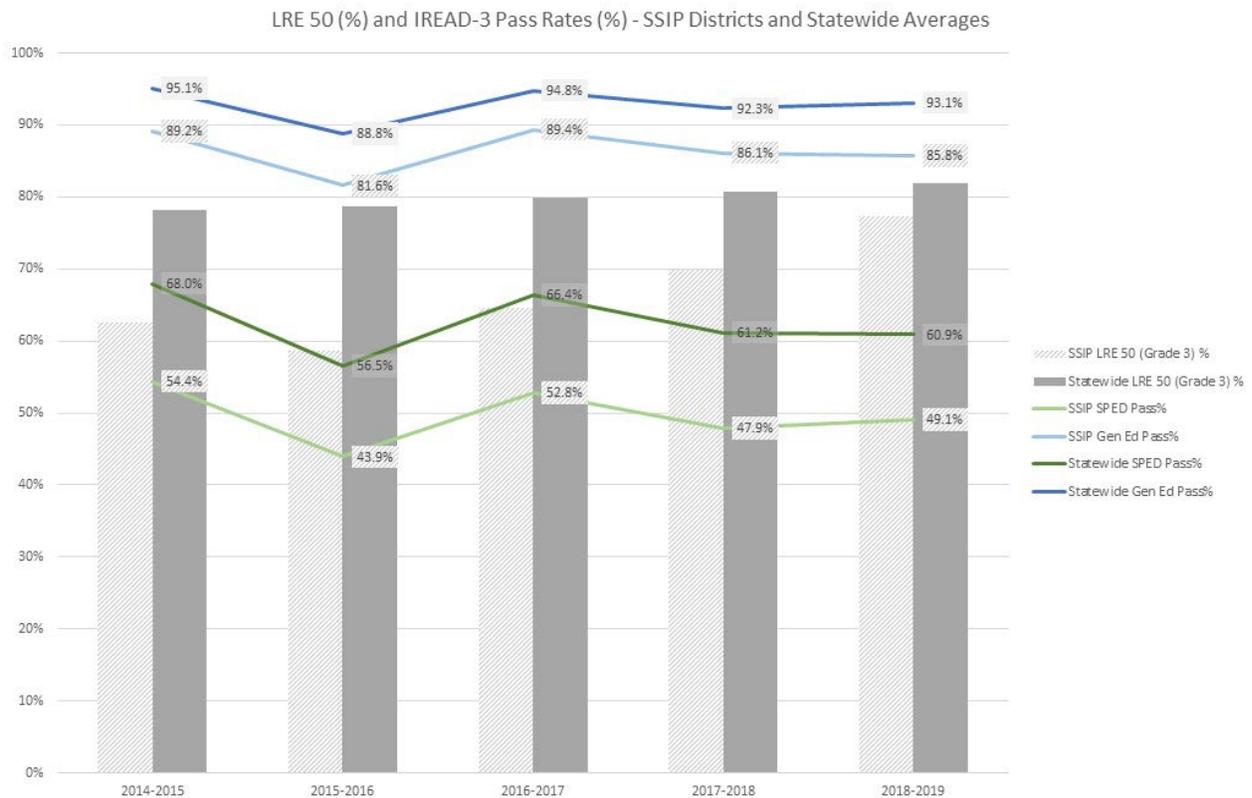
Least Restrictive Environment (LRE) Data.

In the area of LRE, Indiana's SSIP Team used this measure to consider the strong relationship between high expectations for students yielding high outcomes. With this understanding embedded in research from the Inclusion Study completed by the Indiana Institute on Disability and Community (IIDC) (See [Appendix B](#)), Indiana continues to use MTSS as a framework for districts to increase their expectations for their learners which will then yield higher outcomes reflective in IREAD-3 data.

The Indiana SSIP Team and SSIP Stakeholder Team used LRE code 50 (80% or more of a students' time spent in the general education setting) to provide a deeper look into the correlation between inclusive practices and improved reading proficiency for students based on IREAD-3 data.

Data Analysis.

Graph 1: Comparison of IREAD-3 and Least Restrictive Environment Data Between the State of Indiana and the SSIP Cohorts from FFY 2015- FFY 2019



The above graph indicates that while targeted SSIP schools for FFY 2014 - FFY 2019 increased the number of students included within LRE code 50, IREAD-3 scores simultaneously dropped 5.3%. It can be inferred there is a direct correlation of the participating schools working with IEPRC on LRE leading to the increase of support to provide equity and access to students with Individualized Education Programs (IEPs). That being said, the LRE placement of students with disabilities did not yield the expected outcomes evidenced by the decline in IREAD-3 scores. It can also be inferred this may be due to a lack of specific and intentional implementation of Evidence-Based Practices (EBPs) in early literacy at the tier 1 level. This data supports the argument for Indiana's need to shift the literacy focus to the youngest students to ensure it is a priority for children by third grade.

In addition, it was determined that a focus on early literacy cannot remain at the universal level. Targeted early literacy support and a stronger correlation between those supports and data collected to address the SiMR must be addressed. Indiana feels strongly that it remains important to review LRE data as well as to ensure the

connection that schools are making in regard to student growth and achievement. Moving forward, this will be driven by the MTSS Framework which will ensure a whole child approach. After analysis of the data above, as well as review of the Inclusion Study¹ from the Center on Education and Lifelong Learning, it can be hypothesized that by providing students' academic, social-emotional, and behavioral support in the least restrictive environment, Indiana will see an improvement in their achievement. The MTSS Framework encompasses all three of these pillars (academic, social-emotional, and behavior supports). Therefore, it is the framework Indiana has identified to help support and improve teaching and learning for ALL.

¹ Information is from the Indiana Institute on Disability and Community Center on Education and Lifelong Learning. Inclusion Study Phase 1 and Phase 2 information can be found in [Appendix B](#).

Table 2: Baseline and IREAD 3 Passing Percentage both statewide and for the SSIP Cohort.

FFY 2014-2015		
Baseline IREAD3 Pass%		
	General Education	Special Education
Statewide	95.1%	68.0%
SSIP Cohort	89.2%	54.4%

Table 3: FFY 2015-2016 and FFY 2016-2017 targets and outcomes for both general education and special education, statewide and SSIP cohort.

	FFY 2015-2016				FFY 2016-2017			
	Target		Outcome		Target		Outcome	
	General Education	Special Education						
Statewide	95.6%	68.5%	88.8%	56.5%	89.3%	57%	94.8%	66.4%
SSIP Cohort	89.7%	54.9%	81.6%	43.9%	82.1%	44.4%	89.4%	52.8%

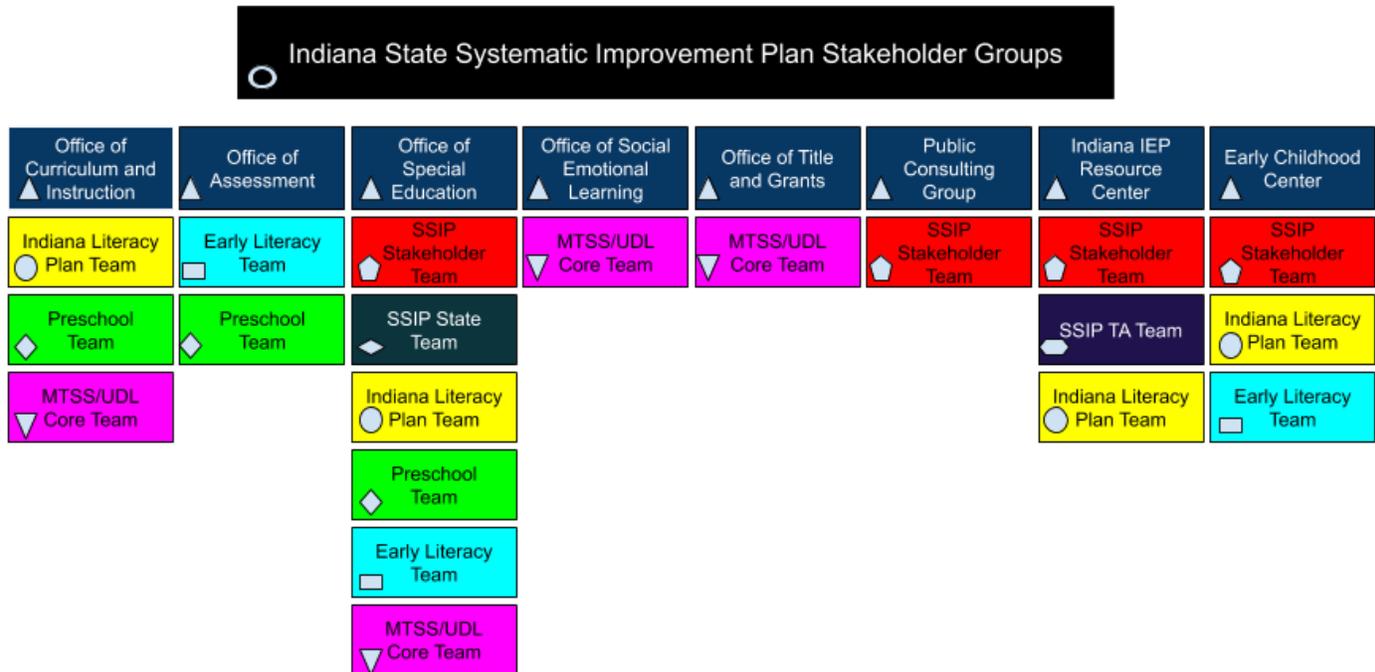
Table 4: FFY 2017-2018 and FFY 2018-2019 targets and outcomes for both general education and special education, statewide and SSIP cohort.

	FFY 2017-2018				FFY 2018-2019				FFY 2019-2020	
	Target		Outcome		Target		Outcome		Targets	
	General Education	Special Education								
Statewide	95.3%	66.9%	92.3%	61.2%	92.8%	61.7%	93.1%	60.9%	93.6%	61.4%
SSIP Cohort	89.9%	53.3%	86.1%	47.9%	86.6%	48.4%	85.8%	49.1%	86.3%	49.6%

The above tables provide context to the Indiana SiMR and targets over the life of the SSIP. As previously stated, Indiana has struggled to meet the targets from year to year which speaks to the need to make changes in implementation. Please note the FFY 2019-2020 targets above in gold.

Analysis of State Infrastructure to Support Improvement and Build Capacity

Figure 1: Stakeholder Connections and Team Participation



Stakeholders.

Indiana has a resource network (Indiana Resource Network (IRNs)) of centers funded through Part B money to support work around inclusive practices that benefits not only students with disabilities but all students. The Office of Special Education (OSE) SSIP work currently relies very heavily on partnerships with stakeholders from some of these resource centers as well as our stakeholders from other internal IDOE offices. Indiana has worked diligently on creating teams to carry out and contribute to conversations around SSIP planning, tools, and resources for the Local Education Agency (LEAs). Stakeholder members and their roles are defined below.

SSIP Stakeholder Team - tasked with discussing data, resources, implementation, and progress toward SiMR. Meets quarterly and is made up of both internal and external members.

- Public Consulting Group, Inc (PCG): External Evaluator
- Early Childhood Center: IRN focused on early literacy research, data and development of EBPs for FFY 2020 Targeted SSIP District Implementation

- Indiana IEP Resource Center: IRN focused on the FFY 2020 implementation of MTSS and early literacy EBPs in the FFY 2020 Targeted SSIP Districts
- Office of Curriculum and Instruction (OCI): Office within the IDOE housing literacy specialists and early learning specialists (general education and community-based)
- Office of Special Education(OSE): Office within the IDOE housing the preschool special education specialist and LRE specialist

SSIP State Team - tasked with writing and orchestrating SEA-level SSIP initiatives, communicating with all other stakeholder teams, and managing all activities in the SSIP. This team is in attendance at all stakeholder engagement meetings and is an exclusively internal team all from the OSE.

- Assistant Director of the Office of Special Education
- Preschool Special Education Specialist
- Least Restrictive Environment (LRE) Specialist

SSIP Technical Assistance (TA) Team - tasked with SSIP implementation in the FFY 2020 Districts. This team will meet with districts through a combination of in-person and phone conferences monthly or more frequently depending on the district's stage of readiness.

- Indiana IEP Resource Center specialists
- Office of Special Education: Preschool Special Education and LRE Specialist

MTSS/UDL Core Team - tasked with planning and managing activities for the Indiana MTSS Pilot Program. There are six districts participating in the state-level pilot program and one was an SSIP-targeted district in FFY 2018. This group consists of internal stakeholders only and meets monthly.

- Office of Social Emotional Learning: three Social-Emotional Learning Specialists (SEL)
- Office of Special Education: Preschool Special Education Specialist, LRE Specialist, and the State Director of Special Education
- Office of Curriculum and Instruction: Specialists from content areas in Math, Literacy, Dyslexia
- Office of Title and Grants: seven specialists with at least one assigned to each state-level MTSS pilot program team for fiscal support

Preschool Team - This team consists of the early learning positions within the IDOE. The team meets bi-weekly and provides guidance and opportunities for collaboration around early literacy for learners ages three to five.

- Office of Special Education: Preschool Special Education Specialist
- Office of Curriculum and Instruction: Preschool Expansion Specialist and Early Learning Specialist
- Office of Assessment: Preschool Assessment Specialist

Indiana Literacy Plan Team - This is a team of both internal and external stakeholders and serves as a landing ground for all literacy initiatives pertaining to the SSIP and statewide rollout outside of the SSIP work for the State of Indiana. It will be meeting monthly in FFY 2020 and data will be collected via Google Forms to track goals and progress.

- Office of Curriculum and Instruction: Primary and Secondary Literacy Specialists, Early Childhood Specialist, and Dyslexia Specialist
- Office of Special Education: Preschool Special Education Specialist
- Early Childhood Center: Research Associate
- Indiana IEP Resource Center: Specialists implementing EBPs in Targeted SSIP Districts

Early Literacy Team- This is a subgroup of the Indiana Literacy Plan Team focusing on research, a taxonomy of resources, and development of EBPs which contribute to the Indiana Literacy Plan Team with an SSIP lens. This team meets monthly with the Indiana Literacy Plan Team as well as monthly as an Early Literacy Team for collaboration on activities to address goals that will also be tracked via google forms.

- Office of Special Education: Preschool Special Education Specialist
- Early Childhood Center: Literacy Research Associate

FFY 2014-2018 SSIP Targeted School Progression.

Over the last 5 years, Indiana has experienced shifts in the SSIP targeted school participation. Reasons for these shifts ranged from schools needing to take a step back to focus on internal leadership changes, to schools no longer interested in participation due to lack of alignment between their district initiatives and the SSIP priorities. See the chart below for a list of districts participating over the last six years in the Indiana SSIP and the justifications for the changes in those targeted districts.

Table 4: SSIP District Participation by Federal Fiscal Year

SSIP Year	Indiana Districts Participating	Justification for change (if any)
FFY 2014 And FFY 2015	N/A	School Identification was a goal of the SSIP in FFY 2014
FFY 2016	School City of Hammond, Community Schools of Frankfort, Garrett Keyser Butler, MSD Decatur Township, Marion Community Schools, South Bend Community Schools, School City of East Chicago, MSD of Wayne Township	During the first year of SSIP Implementation, districts determined that their goals no longer aligned with SSIP Initiatives
FFY 2017	Garrett-Keyser Butler, School City of Hammond, Marion Community Schools	IDOE Infrastructure changes; outreach Division no longer existed to complete the current work
FFY 2018	Garrett-Keyser Butler, School City of Hammond, Lighthouse Charter Schools, Marion Community Schools	Changes in leadership; goals no longer aligned with SSIP initiatives
FFY 2019	Garret-Keyser Butler, School City of Hammond, Michigan City School Corporation, Decatur Community Schools, and Marion Community Schools	Changes in leadership; goals no longer aligned with SSIP initiatives

Universal Tier 1 Supports.

Through collaborative efforts from all of these stakeholders, Indiana has developed many universal supports that are provided statewide to all schools around MTSS (academic, behavior, and social-emotional components) and UDL, early literacy, and systemic alignment. Indiana is currently focusing on these three core components from the ToA for the FFY 2019 and FFY 2020 SSIP reports. Each of the universal supports pertaining to the currently identified ToA indicators has been identified below in the following categories: Guidance, Collaboration, and Implementation (See [Appendix C](#) for descriptions).

The guidance, collaboration, and implementation listed below outline each IDOE effort to support LEAs in their work as they focus on systemic alignment through the MTSS Framework utilizing EBPs in the implementation of Social-Emotional Learning, Behavior, UDL, and Early Literacy. When considering the need to understand how LRE

affects student outcomes, it was important to the Preschool Team to provide LEAs with EBPs on inclusion coupled with resources and tools to provide clarity on preschool LRE. Likewise, with the implementation of MTSS, it was important to also provide EBPs in the areas of social-emotional learning and behavior. The MTSS (academics, social-emotional learning, and behavior) practices are embedded in the tools provided by the Indiana IEP Resource Center and IDOE.

Indiana does not have data to support which districts, if any, utilized these universal supports in 2019, or whether or not their use directly impacted the SiMR data for the SSIP cohort. For this reason, Indiana is reexamining what targeted support will be provided in year 6 in an effort to better align these supports to IREAD-3 results which are used to track the SiMR data.

Guidance.

- Indiana's Adapted LRE Tool
- Preschool Special Education Guidance on LRE
- Preschool Inclusion Directory
- Foundations For Early Learning Guidance
- Early Learning Guidebook
- Short Share Webinars: DEC Recommended Practices
- Coffee Talks
- #INspireEDearly Newsletter
- PATINS UDL Resources
- Indiana Social-Emotional Learning Competencies
- IDOE Social-Emotional Learning Toolkit
- Indiana IEP Resource Center: MTSS Resources
- MTSS Promising Practices

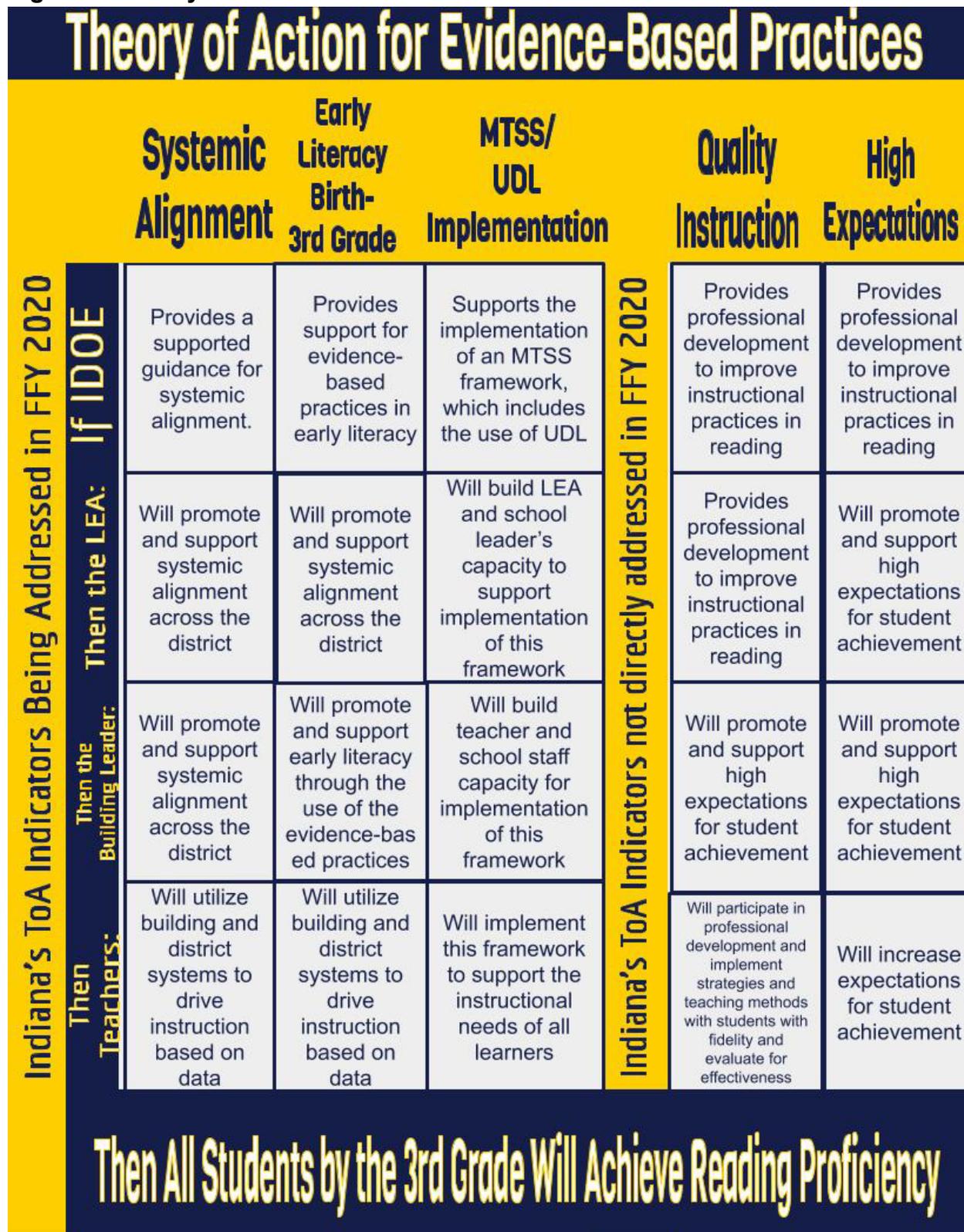
Collaboration.

- Special Education Administrators Conference
- Data Dashboards
- Preschool Roadshow
- LRE Webinar
- MTSS Regional Trainings

Implementation.

- Literacy Framework Pilot Program
- Indiana's Self-Assessment of MTSS (SAM)
- MTSS Pilot Program

Figure 2: Theory of Action



MTSS/UDL

As the structure of Indiana's SSIP is shifting, there has been robust conversation and brainstorming with the SSIP Stakeholder Team as well as the MTSS/UDL Core Team regarding why many of the goals, scaleups, and in-district work have been unsuccessful over the past few years. As Indiana navigated through the root cause analysis process to identify what these causes were, it was discovered Indiana used many of these universal supports in our SSIP-targeted schools but not in a targeted and intentional way. These supports were used universally and therefore it is challenging to directly tie school and district level successes around early literacy specifically to this the SiMR. Indiana concluded that the work around MTSS and UDL would continue to play a critical role in our state seeing growth in early literacy. Our state has developed numerous universal supports to aid districts in the creation and implementation of MTSS. As discussed in the proposal above, this is the main reason for the shift in the structure of our SSIP work. Our SSIP Stakeholder Team along with the Early Literacy Plan Team will be creating a continuum that reaches beyond the K-3 grade band and into preschool to be used in the FFY 2020 SSIP report. There will be resources, tools and a technical assistance model that will be used to support the newly-identified SSIP targeted schools for the FFY 2020 SSIP report.

Early Literacy

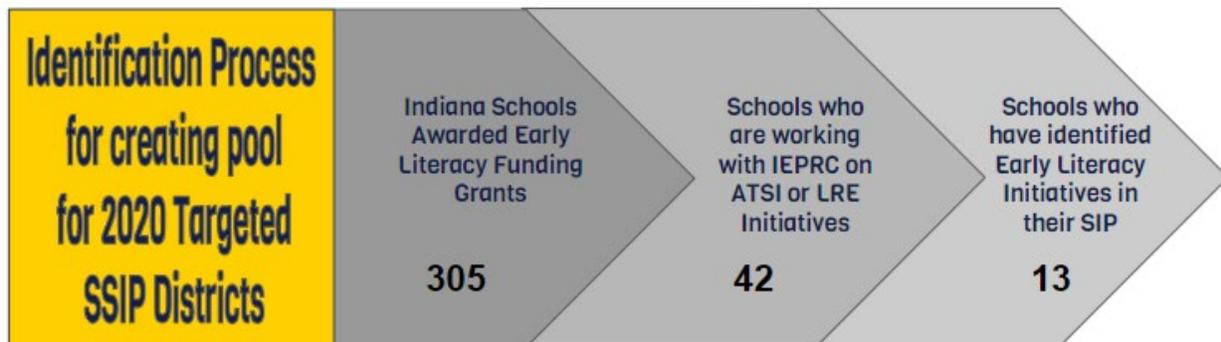
Early Literacy was introduced in the FFY 2018 SSIP along with many scale-up plans for aligning early literacy initiatives across state agencies such as the intent to include initiatives for community-based preschools. Some of these plans were dependent on other agencies' timeframes, securing grant funding, and having a system for targeted technical assistance in place at the SEA level. Of the above-mentioned plans, many have been accomplished and are provided to community-based preschool programs and LEAs at a universal level. This information can be found in the *Guidance* section listed above. Barriers to cross-agency alignment arose when Indiana did not receive the second round of funding for the Preschool Development Grant (PDG). Through the PDG project, Indiana's state and local agencies began a plan and set a goal targeted at promoting a high-quality early childhood care and education workforce which included specific activities in early literacy. The full goal description and activities can be found in [Appendix D](#).

It has become apparent to the Indiana SSIP Team, through data analysis of schools targeted by the FFY 2014-2018 SSIP, there is a need to focus specifically on early literacy EBPs while continuing to support the State of Indiana as a whole in inclusive practices. In Phase 2 of this report, activities and timelines have been articulated addressing the research, taxonomy, and process for implementation of EBPs in early literacy in the chosen FFY 2020 Targeted SSIP districts.

Systemic Alignment

As part of the SSIP writing process for FFY 2019, yearly IREAD-3 data from FFY 2014 - 2018 were collected and analyzed. Through collaboration and discussion with stakeholders, it was determined that Indiana's past SSIPs were meaningful and produced helpful material to the field, but the work tied to the SSIP was driving it rather than the SSIP driving the work around the state. As the SSIP team reviewed current strong systems within the IDOE, they found several opportunities for alignment. However, in order for any new alignment to be successful, there needed to be criteria to determine a pool for identifying new Targeted SSIP districts for targeted assistance. To better align with the SiMR, the first system was The Office of Curriculum and Instruction (OCI), which is where the Literacy Team is housed. The OCI, in conjunction with the Office of Title Grants, awarded over two-hundred schools in the State of Indiana with Early Literacy Funding Grants. The SSIP Team compared this list of recipients to the list of schools that are working with the IRNs, specifically IEPRC, on their School Improvement Plans (SIP). This was an obvious opportunity for alignment as IEPRC is an extension of the OSE and they are currently supporting several schools that are identified as Additional Targeted Support and Improvement (ATSI). After cross-referencing the two lists, the team reviewed the SIPs for each remaining school to identify schools with early literacy goals. Another list of schools working with IEPRC on efforts for the LRE was cross-referenced with those who received Early Literacy Funding Grants. This new set of schools' SIPs were reviewed for an early literacy goal. Of those, 13 schools were selected. The graphic below displays the process used to narrow down schools to create a pool of potential Targeted SSIP districts who are engrossed in current systems within IDOE and IEPRC who already have an early literacy initiative.

Figure 3: SSIP School Identification Process



Phase 2: Plan

Infrastructure Development

How to Identify Schools.

The SSIP Stakeholder Team meets quarterly throughout the year to discuss progress, data, and needed changes for the SSIP. The conversation around the FFY 2019 progress and planning for SSIP yielded a clear need to look at and examine the current schools that participate in the SSIP work. In working with our current Targeted SSIP Schools (Garret-Keyser Butler, School City of Hammond, Michigan City School Corporation, Decatur Community Schools, and Marion Community Schools) it became clear, as stated above, that the early literacy focus of the Indiana SSIP was not necessarily a priority for each of our currently existing schools. Through the use of data and a reflection on the SSIP practices over the last year (FFY 2019), it was unanimously agreed that there was a need to find opportunities to incorporate the SSIP work within currently existing systems. In an effort to do so, it was imperative to identify opportunities to connect directly to the Indiana SiMR. As the SSIP Team began looking at the currently targeted schools, it was determined the work currently being carried out lacked a clear focus on early literacy which increased barriers to implementation. It was also clear to the team that the priorities of the SSIP and the priorities of the SSIP-targeted schools did not align. Moving forward, in an effort to build a strong system, it is important the targeted schools have a focus on early literacy.

Communication with FFY 2019 Schools.

Each district that was identified with a Targeted SSIP school for FFY 2019 will receive a letter from the IDOE/OSE. This letter will indicate the changes made to the Indiana SSIP and inform the district contact of the requirements to be an Targeted SSIP district moving forward. Districts may choose to continue their work as an FFY 2020 Targeted SSIP District, with the understanding of the new requirements which are identified in the *Next Steps for School Districts* section of this report.

Identification and Communicating with FFY 2020 Targeted SSIP Districts.

As stated above, the SSIP Team identified a specific process in which the districts that the IEPRC were already working with through LRE and ATSI initiatives² were chosen. These districts were then crosswalked with districts that received the early literacy grant from the IDOE. There were 13 districts on this list. The next step in this process is to take the list of 13 districts to the SSIP Technical Assistance Team who will

²Please note: Districts participating in ATSI technical assistance initiatives were selected based on the identification of specific schools. Those SIPs were used to confirm early literacy initiatives. For the purpose of SSIP, each of those schools' districts were invited to participate at the district level.

look at several different components and decide on the final list of FFY 2020 Targeted SSIP Districts. These components include location, size, demographics, number of district preschool programs, the number of elementary schools, and willingness to participate. Once the potential FFY 2020 Targeted SSIP districts have been identified, the SSIP Technical Assistance Team will contact those districts to discuss what support and participation will look like and to confirm their interest and willingness in participating in the FFY 2020 SSIP work.

Next Steps for Schools.

The SSIP Technical Assistance Team has laid out next steps that will be taken after the FFY 2020 Targeted SSIP districts are identified and have agreed to participate. The steps are each outlined below.

- The first step after districts are identified is to create a data dashboard that includes IREAD-3 and LRE data specific to the district and schools.
- Next, district and school teams will identify what targeted supports are needed around the work being done to improve early literacy results by third grade.
- Once a plan is in place, the SSIP Technical Assistance Team will provide the agreed upon support to SSIP targeted school districts. The SSIP Technical Assistance Team will support districts in tracking LRE data and progress data related to literacy throughout the year (create a data-based problem-solving system for each school).
- The SSIP Technical Assistance Team and the school and district leadership teams will review IREAD-3 scores at the end of the year to determine progress and next steps.

Additionally, the purpose of this implementation and support stage is to offer specific support to teachers on Early Literacy EBPs in the SSIP targeted schools. This process will begin with The Early Childhood Center (ECC) creating a taxonomy of early literacy guidance and tools using the High Leverage Practices from the Council for Exceptional Children (CEC), and current EBPs in the Indiana Literacy Framework as well as the Foundations Guidance beginning May 2020. For the first year of implementation, the support being provided to districts will focus on alignment and systemic changes around MTSS - setting the foundation to being in early literacy EBPs at the tier 1 level once the foundation has been laid. The Indiana Literacy Team will be discussing the EBPs and deciding which ones will be the focus of SSIP Implementation. The activities for this work are listed below:

1. Identify evidence-based early literacy practices for children from PreK to Third Grade and submit for adoption by OSE for dissemination

- Review literature and identify current EBPs
 - Compile literature base for each that we can share with the field
 - Cross reference with Indiana's ELA Foundations
 - Integrate into IDOE's SSIP work
2. Establish a state implementation plan to communicate and support statewide efforts
 - Establish State Implementation Team, including OSE, Early Learning, practitioners, and IU, to develop, implement, and evaluate a plan for promoting the adoption and implementation of the EBPs
 - Establish and maintain data share agreements that support identified analyses and reports
 - Develop a statewide plan (roles, activities, and timelines clearly identified) for:
 - a. marketing the EBPs and promoting general awareness and understanding (see below),
 - b. providing technical assistance to districts interested in exploring adoption of the EBPs, and
 - c. providing more intensive professional development to districts committed to adopting the EBPs
 3. Develop ongoing evaluation plan for continuously measuring the implementation and impact of the state plans and supporting continuous improvement
 4. Conduct an analysis of LRE and child outcome data (IREAD, ISTAR-KR, ISPROUT) and follow up with interview/observation data to identify exemplary districts
 - Analyses of state data and individual district dashboards
 - Identify and confirm model districts/practitioners (current and new) to serve as exemplars and co-trainers
 - Provide Indiana-specific examples that illustrate research to practice and challenges
 - Assess usability, capacity, and supports needed to implement EBPs
 5. Establish an online directory and/or integrate with existing Inclusion Directory
 6. Engage in extensive, statewide marketing efforts designed to build awareness, increase understanding, and strengthen relationships among districts and their knowledge of EBPs. These activities may include:
 - Presentations and communications from OSE in support of EBPs
 - Roadshow (2/yr)
 - webinars (4/yr)
 - podcasts (2/yr)
 - Short Shares (2-4/yr)
 - Coffee Talks (2/yr)
 - conference presentations (e.g., ICASE, ECSE)

Evaluation.

- Stakeholder Input and Meetings- Four Google Forums have been created to collect meeting dates, notes, agendas, action items and progress on those action items (See [Appendix E](#)).
- Targeted SSIP District Evaluations - The Targeted SSIP Districts will be given a survey at the middle and the end of the year to capture the following data: progress toward goals, effectiveness of technical assistance, needs and next steps. This survey has not yet been developed as Indiana wants the questions to be specific and direct toward the goals and feedback Indiana is looking to get from each of the Targeted SSIP Districts.
- Data-Based Evaluation - The SSIP Stakeholder Team along with the SSIP Technical Assistance Team and the Indiana Literacy Team will discuss IREAD-3 and LRE data annually. These discussions will continue to drive the next steps and decisions moving forward with the Indiana SSIP report. **Phase 3:**

Implementation and Evaluation

Beginning April 2020, the FFY 2020 SSIP work will roll out to the stakeholder teams and goal setting will take place to solidify the foundation of each team for the FFY 2020 SSIP. This year, the SSIP team has created specific checkpoints and tools to ensure goals are being monitored and data is being reviewed throughout the process to ensure all SSIP goals are being consistently tracked in order for data-based problem-solving to occur. Forms to track team goals have been created and will be disseminated in May 2020 to each stakeholder team. As noted in previous sections of this document, infrastructure has been built with strong ties back to the SiMR. This was completed through the creation of a pool of districts, narrowed down to meet the needs of the district, IDOE, and resource network systems, all the while being strategically aligned to the priorities of the SSIP with the intention to create a strong correlation between targeted technical assistance efforts in the FFY 2020 Targeted SSIP Districts yielding an increase in IREAD-3 scores by .5% each year.

The deliverables for the outlined early literacy research have been approved by the Indiana State Director of the OSE to be added to the Early Childhood Center (ECC) contract, and a plan for implementation has been outlined with the SSIP Technical Assistance Team. Detailed descriptions of each deliverable can be found in Table 3 as well as [Appendix F](#). Each stakeholder team will continue to meet as outlined in the above *Stakeholder* section of this report. Indiana will implement this plan in FFY 2020.

Appendix A: Logic Model

Process and Evaluation Outcomes – Impact

Learning Outcomes for SSIP Districts

Learning outcomes for Partner LEAs and site schools:

- All stakeholders will develop a shared vision for improving outcomes for all learners
- District and building leaders will commit to MTSS framework
- Site school staff trained on MTSS framework
- Compilation of school funding/plans for each site school
- Selection of pre-k site schools and completion of needs assessment
- Special education input on state level comprehensive needs assessment that included systems alignment

Medium Term Goals:

- Ongoing, site specific TA/PD of MTSS framework
- Site school staff will build capacity to implement MTSS framework
- Universal and ongoing site specific TA/PD on evidence based practices for early learning
- Increase uses for evidence based practices by prek staff
- Continued support and review of comprehensive needs assessment
- Implementation of evidence based practices as determined by state literacy plan team

Long Term Goals:

- Students in Prek-3rd grade show evidence of improved outcomes based on formative data
- Students will have increased reading proficiency by 3rd grade
- Statewide implementation of MTSS framework
- State level systems alignment on comprehensive needs assessment

Process Inputs:

- EBPs related to MTSS implementation
- EBPs for systems alignment
- EBPs in early literacy
- EBPs for statewide identified areas (Quality instruction, early literacy, MTSS)
- Support from Indiana Resource Network TA providers
- Stakeholders
- Part B funding
- State Intervention Funds
- State Title Funds

Process Activities:

- Core Stakeholder Team meetings to review and revise SSIP
- Universal and targeted PD and support for targeted TA providers
- Establish partnership with SSIP districts
- IRN supports for targeted TA needs
- MTSS training for IDOE Staff
- IDOE offices collaborate to complete state level comprehensive needs assessment

Process Outputs:

- Support for SSIP Targeted Districts
- Revised SiMR
- Onsite meeting with SSIP Districts
- MTSS training for LEAs
- Systems alignment at the state level
- Supports for systems alignment for LEAs

Appendix B: Inclusion Study by the Indiana Institute on Disability and Community

Please click the links below to access the Indiana based inclusion study referenced above.

[**Inclusion Study Phase 1 Poster Session**](#)

[**Inclusion Study Phase 2 Poster Session**](#)

Appendix C: Universal Supports for Indiana SSIP

Guidance

[Indiana's Adapted LRE Tool](#)

The decision tree was adapted from the IDEA Data Center (IDC) decision tree found [here](#). Following the webinar, which used the IDC tool and different LRE coding, a need for an adapted tool using Indiana Specific LRE codes was needed. It is an easy-to-use three-question process that ends in the appropriate LRE code for determining preschool environments.

[Preschool Special Education Guidance on Least Restrictive Environment](#)

The previous statewide guidance on LRE for Indiana was written in 2017. As questions continued regarding LRE and uncertainty around students attending outside regular early childhood programs, it was clear new guidance would be beneficial to the field. As this new guidance was created, it was important to break down the thought process between determining codes for students falling in the 26, 27, 28, and 29 LRE categories. The new guidance offers scenarios and an easy-to-read table for better understanding the differences between these codes. There are also helpful clarifications for other codes and what types of service delivery models can change LRE. This guidance document was released alongside a scheduled webinar to walk through the document, practice with other universal LRE tools, and ask questions in real-time.

[Foundations for Early Learning Guidance](#)

This guidance is intended to be a resource for educators to support and enhance children's learning and development while using the Foundations, Indiana's Early Learning Development Framework. While this is not an exhaustive list, this guide is meant to serve as a suggestion for practice from birth to age five including the transition into kindergarten. It can be used to support a child's development at different levels of learning and promotes fluid movement between developmental stages. The Foundations are not intended to be a curriculum, but more of a roadmap of what children should know and be able to do throughout developmental stages. Curricula are content that children should learn and methods to teach the content, whereas lesson plans are intended to demonstrate how the content is conveyed to children. This guidance is a resource for educators to use while developing an intentional lesson plan.

[Early Learning Guidebook](#)

The Early Learning Guidebook is a statewide resource tool for schools to develop, expand, and/or sustain high-quality preschool programs by providing information to support young children's development and learning, as well as how to fund and manage such programs. In the absence of a statewide, fully funded early

childhood education program, this Early Learning Guidebook for Indiana Schools is designed to support schools in developing a preschool program, expand existing programs and consider inclusive models, as well as ensure all programs are of high-quality.

Short Share Webinars: Division for Early Childhood (DEC) Recommended Practices

The DEC Recommended Practices included in this webinar series were chosen based on their inclusive components in relation to the work being done in Indiana. The topics were collaboration, membership, accessibility, and participation. Each webinar lasts anywhere between 5-10 minutes, will soon have checks for understanding as well as will provide educators with professional growth points to apply toward license renewal. These webinars are meant to provide important information to educators in a quick way, empowering them to take swift action in implementation.

[Preschool Inclusion Directory](#)

In Indiana, less than one in three preschoolers with a disability receive special education services alongside their peers without disabilities. The Preschool Inclusion Directory provides LEAs who are interested in learning more about districts where the majority of preschoolers are educated alongside each other (preschool inclusive services), access to Indiana's Online Directory of Effective Preschool Inclusion Models. By clicking the link above, and hovering over the districts highlighted, it is easy to find districts offering high-quality inclusive services to preschoolers. By clicking on them, LEAs can learn more about funding streams, instructional practices, personnel supports, and more.

[Coffee Talk](#)

Coffee Talks are a great opportunity to send out information for the field in the form of a chat among collaborators. In this Coffee Talk, representatives from the ECC and OSE discuss the next six months of activities planned for the field. These are planned to take place about every six to eight months as a way to inform the field about guidance documents, roadshows, conferences, webinars, and short shares.

[#INspirEDearly Newsletter](#)

The #INspirEDearly Newsletter was launched in March of 2019. This newsletter has over 800 subscribers from educators across all early learning settings. On average, the newsletter receives around 1,000 views per month. Newsletter topics include updates from IDOE and our partners, engagement and funding opportunities, a resource list reflecting relevant topics, and upcoming professional development opportunities. Additionally, this newsletter is used to spotlight educators and the great work being done around the state. Educators are nominated by their colleagues for the

great things they are doing in the classroom and nominations are reviewed by the Early Learning Team.

[*PATINS UDL Resources*](#)

The PATINS Project is another resource center funded through the OSE. This center provides support to school districts on assistive technology, evidence-based practices and uses in classrooms, augmentative communication devices and more. One of the components connecting the PATINS work to SSIP is its focus on UDL. PATINS has created a UDL Lesson Planning Tool for educators and hosts professional development opportunities for the state as well as individual school corporations.

[*Indiana Social-Emotional Learning Competencies*](#)

The newly-created Indiana Social-Emotional Competencies for students in grades Pre-K through 12, address social and emotional well-being through a neurodevelopmental, culturally responsive framework. The foundation for these competencies has been developed from the most current brain research, social-emotional research, and trauma and culturally responsive best practices. This neurodevelopmental model is in alignment with the latest brain research regarding brain development and the fundamental skills of attachment and regulation. If our social and emotional learning outcomes, programs, and competencies are to be reflective of the current brain research addressing the severe life disruptions, exposure to trauma, and the increasing unmet mental health needs that are occurring in our student populations across the country, then we need to address specific areas of brain development with regard to acquiring these competencies.

[*IDOE Social Emotional Learning Toolkit*](#)

Together, school districts and educators can help students develop social-emotional learning competencies by intentionally teaching these skills, implementing educational neuroscience learning strategies, practicing culturally responsive classroom management, and approaching this work with a growth mindset.

Goals of the Toolkit:

- To increase educators' awareness, knowledge, and skills regarding social-emotional learning
- To promote collaboration between educators, community, and families to address the social-emotional learning competency development of all students
- To enhance knowledge of educational practices that promote social-emotional learning competency development
- To provide tools and resources to educators to help improve students' social-emotional skills

Indiana IEP Resource Center: MTSS resources

The IEPRC is one of many resource centers funded through the OSE. This resource center continues to contribute to the development and implementation of the SSIP through the support of districts around the LRE and MTSS.

- **Least Restrictive Environment**

Indiana's SSIP team used LRE as a measure to consider the strong relationship between high expectations for students yielding high outcomes. With this understanding embedded in research from the Inclusion Study completed by the IIDC, Indiana continues to use MTSS as a framework for districts to increase their expectations for their learners. Indiana feels this will then yield higher outcomes reflective in IREAD-3 data.

Given the process explained above, Indiana realizes the necessity for targeted early literacy support and the need for a stronger correlation between those supports and outcome data. Indiana also feels strongly that it remains important to review LRE data as well to ensure the connection that schools are making in regards to student growth and achievement. Above, the longitudinal data comparing the Targeted SSIP Districts' LRE to their IREAD-3 outcomes over time can be found.

- **Multi-Tiered System of Supports**

The IEPRC is actively working with 10-15 districts around the state to provide targeted technical assistance around MTSS implementation. In the past, this work has not always been directly aligned with the SSIP. Moving forward, partnerships with the IEPRC will provide opportunities to scale up the current MTSS work with our Targeted SSIP Districts.

[MTSS Promising Practices](#)

The MTSS Promising Practices Google folder is a landing page for the resources that have been created by our pilot schools as well as some partner districts within our state related to MTSS and UDL implementation. It is imperative that schools have access to the work that their colleagues are doing in order to support their current practices. This is a resource that has been shared statewide through IDOE communications and the MTSS regional training. It continues to grow and evolve to include the exceptional work that LEAs in our state are doing.

Implementation

[Literacy Framework Pilot Program](#)

Following the creation of the Indiana Literacy Framework for grades K-12, the OCI completed a pilot program to ensure the tools embedded in the framework were capable of producing the results intended by the SSIP Team. The process by which the pilot took place was highly individualistic and dependent on the needs of the building

and district participating. Overall there were three elementary schools and three secondary schools involved. Schools were chosen based on three criteria: location, population, and standardized test scores. Of these chosen schools, monthly in-person meetings were held (as well as virtual meetings as requested by the school). The way in which OCI worked with each school varied. In one building, a train the trainer model was implemented. Classroom observations were completed with the administration to practice using a literacy lens across disciplines. Also, Professional Learning Community planning time was used for working with educators in the building on the functionality and use of the Literacy Framework in their classrooms. At another building, a junior/senior high school, technical assistance predominantly focused on curriculum mapping and instructional best practices. The pilot program was a great success evidenced by increased writing and E/LA scores, both for benchmark and state-testing. The success of this program largely impacted the decision to integrate the SSIP work with phase two of the literacy initiatives coming out of the Department, known as The Indiana Literacy Plan. Direct reflections of both the Literacy Framework pilot and the needs of Indiana Comprehensive School Improvement Schools (CSI) were taken into consideration when building the Indiana Literacy Plan. The intended use of this plan is to act as a guide for administrators to reflect on what systems their school has in place and where they should focus their instruction and development on next.

[Indiana Self-Assessment of MTSS \(SAM\)](#)

This instrument is used to measure the school-level implementation of MTSS. MTSS is a term used to describe an evidence-based model of educating students that uses data and problem solving to integrate academic, behavior, and social-emotional instruction and intervention, to maximize the success of all students. Instruction and intervention are provided to students across multiple tiers of intensity based on need. The staff makes data-based decisions in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency.

[MTSS Pilot Program](#)

The IDOE created an MTSS pilot program for the 2019-2020 school year. An application was sent out to districts that had expressed interest and then opened up to all LEAs through the state superintendent's weekly communications. These applications were scored by multiple members of the internal stakeholder team for readiness and commitment to the work, among other components. Six districts were chosen, and of those six districts, each district identified an elementary and secondary pilot site within their district. Once this process was completed, a multidisciplinary team made up of members from multiple internal offices and external state resource centers was assigned to each of the districts. Teams meet monthly with each school to support their work in creating and implementing an MTSS framework that meets the needs of their schools.

Collaboration

Special Education Administrators' Conference

Twice each year, the preschool special education representative from the IDOE is invited to attend the Preschool Special Educators Administrator Conference. Attending this conference offers the opportunity to introduce new tools, materials, initiatives, and resources to all who attend.

Data Dashboards

IDOE has a data share agreement with the IIDC for a variety of data-driven deliverables in their contract as one of the IRNs. One such deliverable is to create data dashboards for LEAs at their request. The dashboards provide a variety of valuable information specific to each LEA. This information includes data such as December 1 count, preschool assessment outcomes averages, LRE by eligibility category, and more.

[MTSS Implementation and Regional Trainings](#)

The IDOE put on a series of one day trainings on how a MTSS can be implemented in a school and/or district. Districts were encouraged to attend in teams of two to four educators (administrators, general education teacher, student services, and/or special education teacher.) An overview of the MTSS framework was covered and then breakout sessions were conducted where district teams could choose to receive more introductory information on MTSS or go to a session geared more toward implementation practices.

Preschool Roadshow

The Preschool Roadshow was a great opportunity for the OSE, alongside the OCI and the ECC, to bring information and resources to the LEAs around the state of Indiana. The opportunity was provided for attendees to learn and engage in collaborative conversations on the topics of Transition, Preschool Expansion, Social Emotional Learning, ISPROUT (the new preschool assessment), Data Dashboards, and Inclusion. The roadshow was taken to four different locations around the state of Indiana and reached 163 attendees.

[LRE Webinar](#)

The LRE webinar was hosted by OSE in collaboration with the ECC. Attendees were invited to follow along during several scenarios sampled from the IDC tools and examples. To date, there have been 201 additional views following the live recording. Professional Growth Points (PGPs) were also made available to participants.

Appendix D: Preschool Development Grant Literacy Goal

Goal #5: Promote a High-Quality Early Childhood Care and Education Workforce

- **Goal:** Implement training recommendations for early childhood care and education professionals that further promote equitable, high-quality programming, particularly for those early childhood care and education professionals who serve vulnerable families.
- **Desired outcome:** Early childhood care and education professionals will enhance their skills in order to further promote child growth and learning, especially for children who have been impacted by adverse childhood experiences (ACEs), children whose primary language is not English, and children with developmental disabilities or other specific needs.
- **Action Steps:**
 - A. By 2020, assemble a stakeholder workgroup or utilize an existing workgroup to make recommendations for revising or improving existing workforce requirements and guidance for early childhood care and education professionals.
 - B. Develop recommendations by reviewing current practices and literature on evidence-based practices and incorporating needs assessment findings.
 - Recommendations will specifically address working with children from vulnerable populations, especially those who have experienced ACEs, speak a language other than English, and children with developmental disabilities or other specific needs.
 - Include results from INAEYC PDG work in review of current practices and literature.
 - Coordinate with other strategic plan workgroups working on high-quality early childhood care and education activities.
 - C. Conduct a cost analysis and determine how training opportunities could be made available to early childhood care and education professionals and others in the birth-5 service array
 - D. Make recommendations to strategic plan governance committee by the end of 2020
 - E. Develop new training materials and/or promote existing training resources for early childhood care and education professionals to access by the end of Quarter 2, 2021. Stakeholders will share this information with Indiana higher education institutions who provide CDA training if these institutions desire to leverage the expectations in their programs.
- **Owner:** OECOSL, DOE

- **Partners:** DCS, ISDH, community partners, early childhood care and education providers, families

Appendix E: Activity Progress Monitoring Tools

Activity and Google Form

[Indiana Literacy Plan Meetings](#)

[SSIP TA Team Meetings](#)

[Early Literacy Team](#)

[Documented Collaboration Among Agencies, Stakeholder Groups, etc.](#)

Appendix F: Support Evidence-Based Literacy Practice TA Preschool-Grade3

Key Steps

- Convene and choose Targeted SSIP Districts
- Plan goals and set a timeline for implementation
- Meetings with targeted districts
- Build out of MTSS framework beginning in preschool