

Oregon

GRADS₃₆₀

State Systemic Improvement Plan (SSIP)

Part B

2018



State Systemic Improvement Plan (SSIP) Part B

Oregon's Integrated System of Support (ORISS) Scale-Up

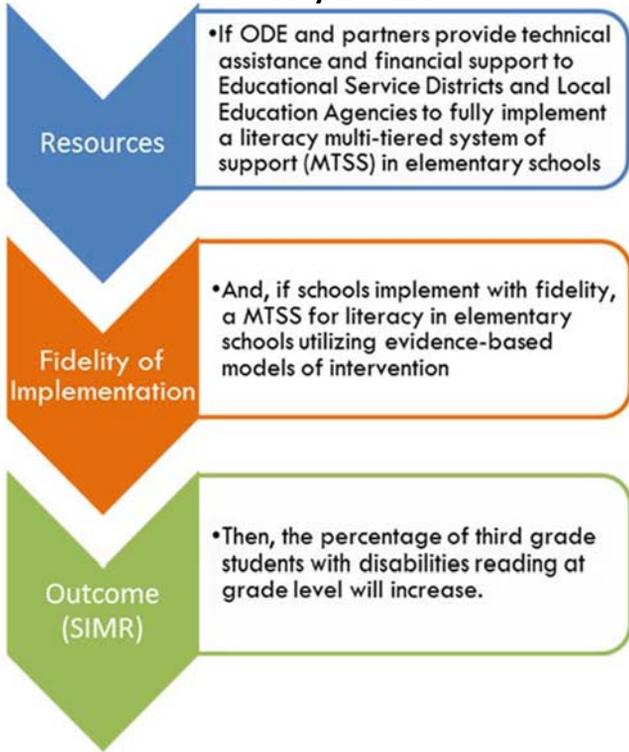
What is the SSIP?

The State Systemic Improvement Plan (SSIP) is a multi-year plan that describes how the State will improve outcome for children with disabilities served under IDEA. It is a part of the Office of Special Education Programs' (OSEP) Results Driven Accountability framework (RDA). The SSIP is an added requirement to the State Performance Plan (SPP) and is identified as Indicator B17.

Oregon's SIMR

To increase the percentage of third grade students with disabilities reading at grade level, as measured by state assessment.

SSIP Theory of Action



Phase I 2013-2015



- ✓ Analyzed data and infrastructure
- ✓ Selected SIMR
- ✓ Developed a Theory of Action
- ✓ Proposed SWIFT, MTSS, EBISS, and RTI as coherent improvement strategies

Phase II 2015-2016



- ✓ Infrastructure development at SEA and LEAs
- ✓ Prepared SEA and LEAs for MTSS Implementation
- ✓ Selected measures to evaluate MTSS implementation

Phase III 2017-2020



Implement Coherent Improvement Strategies

- Promote SEA intra-agency coherence through cross-office focus groups and collaborative teaming
- Leverage State Personnel Development Grant (SPDG) funds and coaching infrastructure
- Promote scale-up and sustainability of ORISS through high-quality coach professional development

Evaluate Outcome and Impact

- To what extent is the SEA experiencing increased coherence?
- How does SEA coherence support LEA implementation of ORISS?
- What is the impact of ORISS (MTSS) implementation on outcomes for students with disabilities?
- How do student outcomes and fidelity of implementation data inform next steps?

Table of Contents

A. Summary of Phase III-2	Pages
1. Theory of Action of logic model for the SSIP including the SIMR	2-3
2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement activities	1-5
3. The specific evidence-based practices that have been implemented to date	5-6
4. Brief overview of the year’s evaluation activities, measures, and outcomes	6-7
5. Highlights of changes to implementation and improvement strategies	7-9
B. Progress in Implementing the SSIP	
1. Description of the State’s SSIP Implementation Progress	10-12,
a. Description of the extent to which the State has carried out its planned activities with fidelity- what has been accomplished, what milestones have been met, and whether the intended timeline has been followed	14-18
b. Intended outputs that have been accomplished as a result of the implementation activities	10-12, 15-16
2. Stakeholder involvement in SSIP implementation	18-20
a. How stakeholders have been informed of the ongoing implementation of the SSIP	
b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP	20-21
C. Data on Implementation and Outcomes	
1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan	22-23
a. How evaluation measures align with the theory of action	22-26
b. Data sources for each key measure	23-26
c. Description of baseline data for key measures	24-32
d. Data collection procedures and associated timelines	22-26
e. [If applicable] Sampling procedures	33
f. [If appropriate] Planned data comparisons	33
g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements	33-34
2. How the State has demonstrated progress and made modifications to the SSIP as necessary	35
a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SIMR	35
b. Evidence of change to baseline data for key measures	35-36
c. How the data support changes that have been made to implementation and improvement strategies	36
d. How data are informing next steps in the SSIP implementation	37

3. Stakeholder involvement in SSIP evaluation	
a. How stakeholders have been informed of the ongoing evaluation of the SSIP	38
b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP	38
D. Data Quality Issues	
1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to quality of the evaluation data	39-40
a. Concern or limitations related to the quality or quantity of the data used to report progress or results	41
b. Implications for assessing progress or results	41-42
c. Plans for improving data quality	42-43
E. Progress Toward Achieving Intended Improvements	
1. Assessment of progress toward achieving intended improvements	44
a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability and scale up	44-47
b. Evidence that SSIP's evidence based practices are being carried out with fidelity and having the desired effects	47-48
c. Outcomes regarding progress toward short term and long term objectives that are necessary steps toward achieving the SIMR	48-49
d. Measurable improvements in the SIMR in relation to targets	50-51
F. Plans for Next Year	
1. Additional activities to be implemented next year, with timeline	52-55
2. Planned evaluation activities including data collection, measures, and expected outcomes	52-56
3. Anticipated barriers and steps to address those barriers	56-58
4. The state describes any needs for additional support and/or technical assistance	58-59

Oregon Department of Education SSIP Phase III Review Tool Item Index

Item	Page(s)
1. State has met milestones in implementing planned SSIP activities	12, 16
2. Activities are resulting in intended outputs	10-12, 15-18
3. Stakeholders have been continually informed of the ongoing implementation of the SSIP	18-19
4. Stakeholders have continually weighed in on the ongoing implementation of the SSIP	19-21
5. Multiple stakeholders have been involved in a meaningful way in the implementation of the SSIP, including the decision-making processes	19-21
6. The State's evaluation measures align with the theory of action	22-26
7. Data sources for each key measure are described in detail	24-32
8. Baseline data are described for key measures	23-32
9. Data collection procedures and associated timelines provide data at planned intervals that are meaningful for assessing progress toward achieving intended improvements	22-26
10. Sampling procedures, if applicable, identify a representative sample of the most suitably feasible sample from which to collect the necessary data	33
11. Data analyses are appropriate for the type of data identified, whether quantitative or qualitative	33-34
12. When appropriate, data analyses include comparisons that demonstrate the effectiveness of the coherent improvement strategies – such as pre-post comparisons or comparisons to other groups	35-36
13. Data analyses allow assessment of progress toward achieving intended improvements	35-36
14. State reviews relevant and key data that provide evidence regarding progress toward achieving intended improvements	35-36
15. Data support changes that have been made to the implementation and improvement strategies	35-36
16. Data are informing next steps in the SSIP implementation	37
17. Data support planned modifications to intended outcomes, including the SIMR	36-37
18. Where no changes are proposed, data support that the SSIP is on the right path	36-37
19. Stakeholders have been continually informed of the ongoing evaluation of the SSIP	38
20. Stakeholders have continually weighed in on the ongoing evaluation of the SSIP	38
21. Multiple stakeholders have been involved in a meaningful way in the evaluation of the SSIP	38, 54
22. What concerns are there, if any, related to the quality of data the State	39-41

Item	Page(s)
has used to make formative of summative conclusions?	
23. What are the implications of those concerns, if any, for assessing the State's progress in implementing the SSIP and achieving the SIMR?	42
24. Considering items 6-21 and any concerns and implications for items 22 & 23, how does the data quality in the State's report provide confidence in the State's conclusions and progress?	44
25. Infrastructure changes that support SSIP initiatives have occurred	44-47
26. SSIP's evidence-based practices are being carried out with fidelity (i.e., meeting established criteria for successful implementation, with adaptations as appropriate)	47-48
27. Outcomes are indicative of progress toward State-established short-term and long-term objectives that are necessary steps toward achieving the SIMR	49
28. Measurable improvements in the SIMR are achieved	50

A. Summary of Phase III

- 1. Theory of action or logic model for the SSIP including the SIMR**
- 2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement activities**
- 3. The specific evidence-based practices that have been implemented to date**
- 4. Brief overview of the year's evaluation activities, measures, and outcomes**
- 5. Highlights of changes to implementation and improvement strategies**

In the sections to follow, the Agency reports on activities and outcomes measured during Phase III-2 SSIP implementation leading towards the SIMR.

Oregon's SIMR is:

To increase the percentage of third grade students with disabilities reading at grade level, as measured by state assessment.

The Theory of action in Figure A captures the relationship between resources, implementation fidelity of evidence-based practices in literacy, and the SIMR.

Coherent Improvement Strategies

This report documents Agency progress on implementing two coherent improvement strategies, originally reported in Phase III-1.

Strategy 1:

Increase coherence of Oregon Multi-Tiered System of Support (MTSS) by planning and provision of funding for training partners, professional development and technical assistance to build a statewide network of high quality MTSS coaches, using ORTIi (Oregon Response to Intervention program), and district/school improvement (INDISTAR/Coaching) frameworks from which to base the Oregon MTSS model. These frameworks have foundations in implementation science, positive behavior supports, and evidence-based instructional practices.

Strategy 2:

Increase capacity of LEAs to implement and sustain Oregon's coherent MTSS Framework at the LEA, school, and classroom levels via financial support, and an expert network of high quality coaches. This expert coaching network will be comprised of an ODE cross-office and contracted partners collaborative training team, utilizing School Wide Integrated Framework for Transformation (SWIFT), ORTIi, and INDISTAR (district/school improvement-ESSA) frameworks.

During Phase III-2, the Agency conducted activities related to these coherent improvement strategies to (a) increase intra-agency coherence and (b) develop LEA capacity to implement and sustain an Oregon multi-tiered system of support.

The Oregon MTSS framework described in Phase II-2 has developed into the Oregon Integrated System of Support, ORISS. The Agency developed the Oregon Integrated System of Support (ORISS) during Phase III-2. ORISS is a cross-office effort that is an outcome of exploring successes from other MTSS frameworks in Oregon, including SWIFT and ORTII.

Throughout this report, the Agency uses both terms, MTSS and ORISS. The language shift from MTSS to ORISS represents a conceptual shift in thinking from MTSS as solely tiered academic and behavior services to a system of support integrating staff development, stakeholder engagement, and inclusive policies all in the aim of increasing outcomes for students.

Figure A. SSIP theory of action leading to Oregon's SIMR

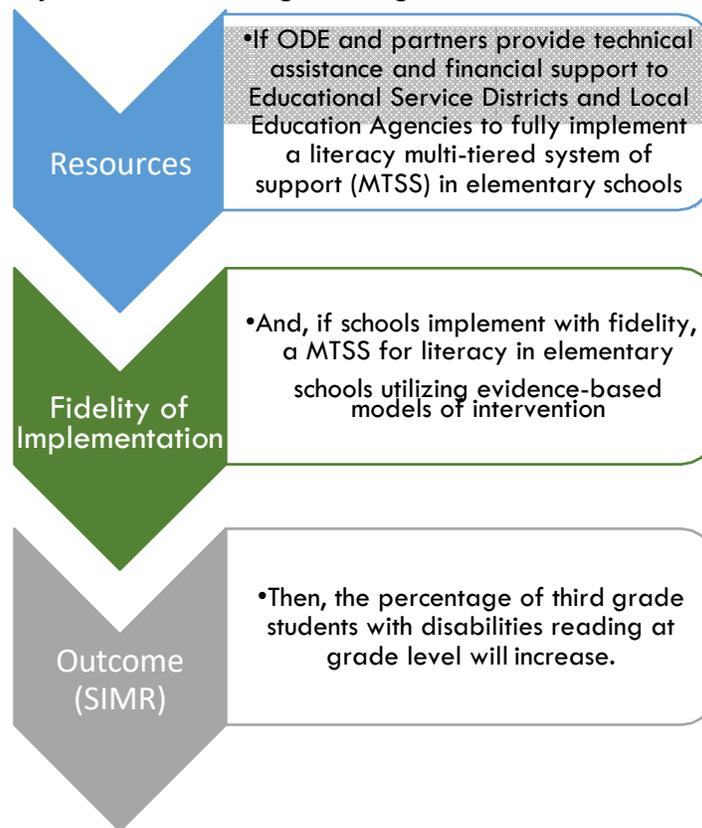
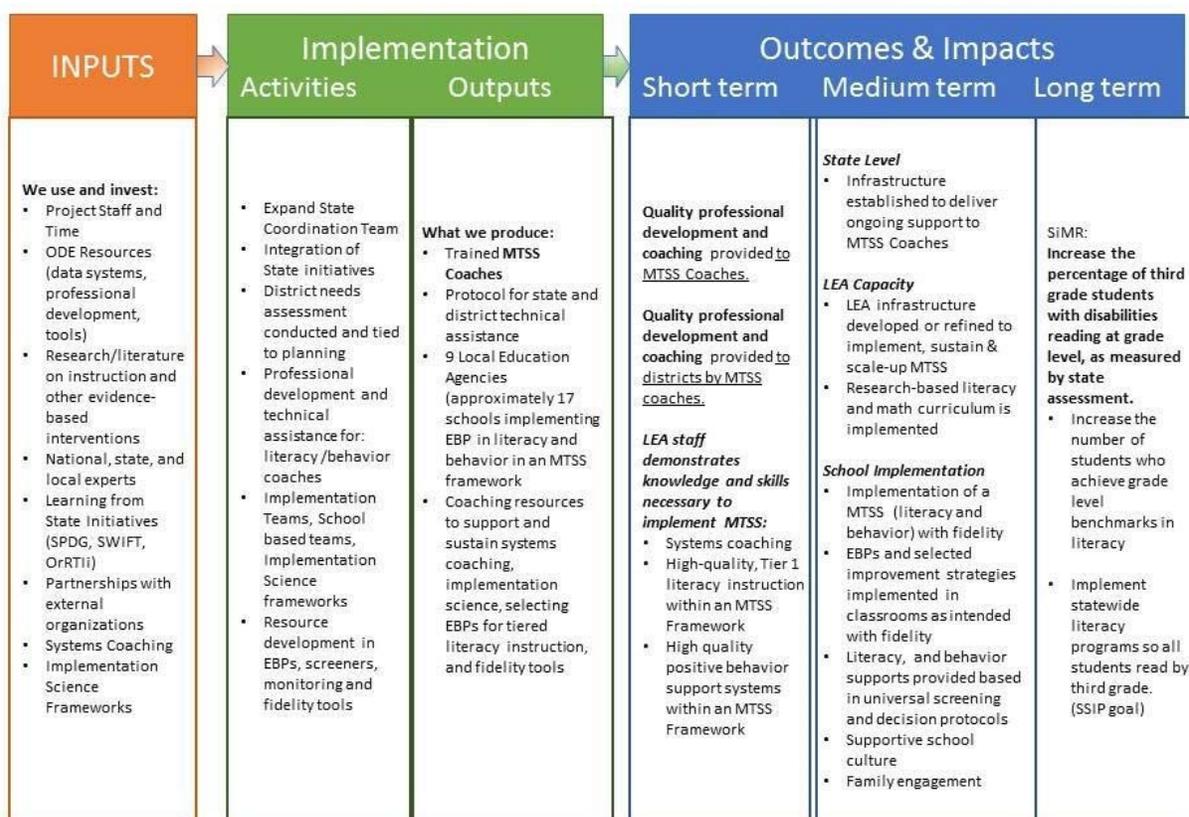


Figure B. SSIP Logic Model



Infrastructure Improvement Strategies

During Phase III-2, the Agency continued to make infrastructure improvements to support LEAs to implement and scale-up MTSS to support students with disabilities. In this report, the Agency documents how intra-agency coherence improvement strategies (SSIP Strategy 1) and supports for LEAs to implement MTSS (SSIP Strategy 2) are leading to progress toward the SIMR.

Internal Agency infrastructure changes since the submission of Phase III-1 include:

- Successful staff recruitment of 1.0 FTE Coherent Strategies Specialist
- Inclusion of outside partners to provide technical assistance and professional development to regions and districts
- Coherent approach to creation of and adaptations to existing Agency cross-office teams
- Development of the Oregon Integrated System of Support (ORISS)

Of central importance to effective intra-agency coherence is teaming and distributing leadership. During Phase III-2, the Agency reorganized internal teaming structures and work groups to further coherence efforts. Cross-office work expanded to include

connection to the Oregon Strategic Plan and statewide initiatives aimed at increasing outcomes for students in areas of academics, behavior, and graduation. See Appendix A-3 for a communication to all Agency staff from February 2018 on how ORISS relates to Strategic Plan Goal 2, for all students to transition successfully.

During Phase III-2, cross-office focus groups conducted ongoing work to align Agency initiatives and tools in the following areas:

- Developing an Agency routine to measure supports offered to districts
- Developing an Agency implementation toolkit
- Cohesion of coaching efforts in districts from multiple ODE sources of support
- Developing and scaling up ORISS
- Aligning needs assessments under ESSA

In addition to these work groups, cross-office leadership structures allow for intentional collaboration among historically independent state programs.

The Cross-Office Leadership team includes leadership from three offices at the Agency:

- Office of Student Services
- Office of Teaching, Learning and Assessment
- Office of Equity, Diversity and Inclusion

See Appendix A-4 for the Cross-Office Coherence Team Charter.

The MTSS (ORISS) Training Team provides the ongoing planning and evaluation of coaching efforts related to the SPDG and development of ORISS. This team includes Agency staff and outside partners. Since Phase III-1, this team began meeting regularly to draft a definition and framework of Oregon MTSS, now known as ORISS. During Phase III-2, the MTSS training team adopted the name of the ORISS training team.

The MTSS leadership team serves the role of advising the MTSS (ORISS) Training Team. Comprised of executive leadership from within the Agency and stakeholder organizations, this group meets at least annually to receive updates and provide feedback on the progress of Oregon MTSS. This team will convene next in May 2018 to provide guidance on development of ORISS. See Appendix A-5 for the Agency Oregon SPDG/MTSS Organizational Chart as of November 2017.

As planned for in Phase III-1, the Agency stopped receiving formal technical assistance from the SWIFT Center to support LEAs in October 2017. The SWIFT Center continues a relationship with Oregon as a contracted outside partner for the SPDG. During Phase III-2, the new coherent strategies specialist hired in July 2017 and the education specialist trained by the SWIFT Center during Phase III-1 became the SEA Coordinators supporting Cohort A and B LEAs.

ORISS Implementation and Scale-up Activities

By increasing coherence to deliver supports to LEAs, the Agency expects LEAs to increase capacity to deliver specific evidence-based practices that will improve outcomes for students.

The Agency continues to leverage the State Personnel Development Grant awarded in 2016 in support of infrastructure improvements called for in the SSIP. The Agency will include funds awarded from the 2016-2021 SPDG to support cross-office coherence through the MTSS training team activities and coaching supports.

During Phase III-2, the Agency led efforts to make the following improvements to distributed coaching supports across the state:

- 6 ESDs across Oregon were selected in October 2017 to receive funding for a .5 FTE regional coach to support MTSS implementation in LEAs
- Agency selected 18 LEAs through a competitive application process in December 2017 to receive .2 FTE for a local MTSS coach
- Regional hubs scale-up to add LEAs over the next two years
- Cohort B and I LEAs will receive SPDG supports
- Convergence of coaching supports and funding in Cohort B LEAs through combining SWIFT and SPDG grants

Specific Evidence Based Practices Implemented in Phase III-2

In Phase III-1, the Agency reported in Section A on the use of the following two practices as the SSIP specific evidence-based practices:

- Oregon Response to Intervention and Instruction (ORTII)
- School wide Integrated Framework for Transformation (SWIFT)

During Phase III-2, the MTSS (ORISS) training team in conjunction with Agency leadership developed the Oregon Integrated System of Supports (ORISS). See Appendix A for the ORISS framework domains and features.

The Agency now acknowledges that frameworks including the SWIFT framework and ORISS function as schemas within which schools implement specific evidence-based practices, such as response to intervention and instruction (RTII) in literacy or Positive Behavior Interventions and Supports (PBIS), among others.

Noting a distinction between a framework for implementation of practices and the specific evidence-based practices within the framework represents a shift in thinking by the State Agency. As ORISS develops, the Agency will provide guidance for supports for LEAs to implement a range of evidence-based practices according to district-selected priorities.

The Agency began implementing high quality professional development for regional and local coaches in December 2017 in alignment with the developing ORISS framework. Coach professional development included topics on continuous improvement and implementation science. See Appendix A-6 for the scope and sequence of coach

training as of February 2018. The Agency will continue developing the scope and sequence for coach PD and TA into Phase III-3.

During Phase III-2, LEAs from Phase III-1 continued planned Oregon MTSS implementation activities. LEA Coordinators engaged in monthly TA with SEA Coordinators and collaborative calls with the group of Coordinators. Schools in Cohort A focused on sustaining SWIFT and scaling up to additional schools within the LEA. The schools in Cohorts B and I continued initial implementation of Oregon MTSS in Cohort B and ORTII in Cohort I, respectively.

Overview of Evaluation Activities, Measures, Outcomes

The evaluation activities, measures, and outcomes reported during Phase III-2 contribute to State progress toward the SIMR. Cross-office activities related to Strategy 1 resulted in the outcome of developing ORISS, the Oregon Integrated System of Support.

Evaluation of activities supporting Strategy 1 of the SSIP demonstrate how improving the capacity of infrastructure at the State Agency will support districts in effective implementation of ORISS.

Fidelity of implementation of MTSS data gathered support the Agency's conclusions that progress in student outcomes correlate with implementation of the SWIFT and ORTII frameworks. See Table A for a summary of fidelity measures employed in Phase III-2. Section E includes additional discussion of evaluation measures and outcomes.

Summary of MTSS Implementation Outcomes

As reported in Phase III-1, Cohort A LEAs included: Pendleton SD, Portland Public, Redmond SD, and Sisters SD. Cohort A LEAs sustained MTSS (SWIFT) implementation during Phase III-2.

Redmond SD and Pendleton SD decided to sustain implementation independent of state support. As of fall 2017 these LEAs are no longer participating in the grants associated with the TA and PD described in the SSIP. As a result, SWIFT implementation data was not made available to the state during Phase III-2.

The Agency continues to review implementation and student outcomes from Portland Public SD and Sisters SD from Cohort A. Among the two continuing LEAs in Cohort A, both saw gains to implementation levels of the SWIFT framework from Phase III-1 to Phase III-2.

Longitudinal changes to least restrictive environment (LRE) placement data from Cohort A reported in Section C confirms that students attending schools using the SWIFT framework become more likely to spend a longer portion of their day in the least restrictive environment. Likewise, comparisons of exclusionary discipline data between Cohort A and the state average reveals that students with disabilities in Cohort A

schools are less likely than average in the state to receive discipline involving suspension and expulsion.

In cohort B, LEAs continued in initial implementation of the SWIFT framework. The State collected quantitative data collected from fidelity assessments (i.e. FIT and/or FIA) and qualitative data from ongoing check-ins with LEA Coordinators to measure implementation.

Table A. Overview of Fidelity Measures employed in Phase III-2 to date.

Technical Assistance Framework	Evidence-Based Practice	Fidelity Tool	Who	When	
				Most recent	Next
ORISS	High Quality Coach PD	HQ PD Checklist	Regional and LEA coaches	January 2018	March 2018
ORTII	Response to intervention and instruction in literacy	DIET-DB2	Cohort I	Spring 2017	Spring 2018
SWIFT	Multi-tiered system of support	FIA	Cohort A	Fall 2016- Fall 2017	Winter 2018
			Cohort B	Spring 2017	Winter 2018
		FIT	Cohort A	Spring 2017	Spring 2018
			Cohort B	Fall 2016 Winter 2018	Spring 2018

Summary of evaluation of progress toward SIMR

The State did not meet the FFY 2016 student achievement SIMR target for students with disabilities as established in FFY13. In FFY 2016, 23.04% of grade 3 students with disabilities scored at or above grade level on the ELA Smarter Balanced Assessment, in comparison to a target of 45.5% of students. See Table B for summative assessment data in comparison to targets.

Highlights of changes to implementation and improvement strategies

The Agency intends to continue cross-office work as planned in support of SSIP strategy 1. As described in this report, development of ORISS presented the Agency with an opportunity to align the comprehensive needs assessment process to this framework. The Oregon ESSA plan approved in 2017 includes an Agency commitment to provide all LEAs in the state with a comprehensive needs assessment tool and guidance documents. This will include a planning structure for school Comprehensive Achievement Plans (CAPs) and district level Continuous Improvement Plans (CIPs). The Agency anticipates completing the comprehensive needs assessment by August 2018.

Table B. Oregon’s progress toward SIMR

School Year	Target	Outcome
2013-14	Baseline 42.8%	
2014-15	43.5%	30.57%
2015-16	44.5%	25.22%
2016-17	45.5%	23.04%
2017-18	46.5%	
2018-19	47.5%	

The Agency established the ELA summative assessment targets in FFY 2013 using the Oregon Assessment of Knowledge and Skills, OAKS. In FFY 2014, the State began using the Smarter Balanced Assessment, and in FFY 2015, the State changed participation rules for students with disabilities on the Smarter Balanced Assessment. Taken together, these changes to state assessment practices over the duration of the SSIP make longitudinal comparisons in relation to original targets invalid. Section F of this report further details the State’s plans to adjust targets to allow for valid measurement of progress toward the SIMR.

Among districts receiving support under the SSIP in 2016-2017, the percentage of third grade students with disabilities in three of the nine districts scoring at or above the standard was higher than the state average of 23.04%. See Table C for LEA progress toward the SIMR, and see Figure C for LEA progress toward the SIMR compared to the statewide result.

Figure C. FFY 2016 ELA Summative Assessment scores, third grade students with disabilities

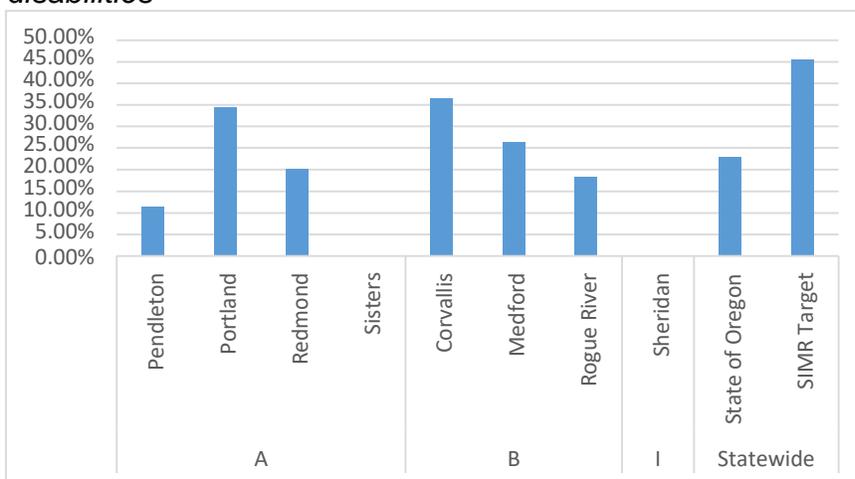


Table C. Cohort A, B, I LEA Progress Toward SIMR

Cohort	District	Percentage of grade three students with disabilities scoring at or above standard on ELA Smarter Balanced ¹
A	Pendleton	11.36%
	Portland	34.66%
	Redmond	20.00%
	Sisters	0.00%
B	Corvallis	36.54%
	Medford	26.09%
	Rogue River	20.00%
I	Sheridan	0.00%

1. Includes students participating the in alternate assessment

Cohort B and Cohort I will begin using the comprehensive needs assessment aligned to ORISS to measure MTSS implementation in the fall of 2018. The ORISS needs assessment tool will become the Oregon MTSS fidelity measure planned for in the Phase III-1 report.

The Agency SEA Coordinators are unifying the ongoing PD and TA provided through the SPDG with the previous supports to Cohorts A and B. To aid in this convergence of supports, the Agency included Cohort B LEAs in year 1 of the SPDG coaching supports. Similar to Cohort B LEAs, the Sheridan School District (Cohort I) will also be receiving aligned supports under the SPDG coaching structure.

The Agency will begin tracking implementation efforts and outcomes from an additional three schools in a new cohort of LEAs receiving systems coaching supports through SPDG and tiered literacy supports through ORTII, beginning in fall 2018. The three LEAs are Philomath, South Umpqua, and Wallowa. The Agency anticipates that the overlap of implementation and instructional coaching provided by the two opportunities will allow these districts to make measurable improvement toward MTSS implementation and toward closing the gap in ELA performance for students with disabilities. The State will measure ORISS implementation for the new cohort in Phase III-3 using the comprehensive needs assessment tool.

The State also plans to enhance existing implementation and improvement strategies by expanding opportunities for meaningful stakeholder feedback. The Agency plans to engage various stakeholder groups during Phase III-3 to receive input on the ORISS framework and provide advising regarding adjusting summative assessment targets for the SIMR.

B. Progress in Implementing the SSIP

1. Description of the State's SSIP Implementation Progress

a. Description of the extent to which the State has carried out its planned activities with fidelity- what has been accomplished, what milestones have been met, and whether the intended timeline has been followed

b. Intended outputs that have been accomplished as a result of the implementation activities

The following section presents a description of Oregon's progress in implementing the SSIP during Phase III-2. The activities to support each improvement strategy are identified in the tables below. Major activities related to Strategies 1 and 2 conducted prior to April 2017 and reported in the 2017 SSIP submission are summarized in Tables D and E, below. The use of fidelity monitoring tools and routines is discussed in the narrative sections as applicable to specific activities supporting each of the two coherent improvement strategies.

Table D. Progress on implementing SSIP activities related to Strategy 1, To Increase Coherence of Oregon MTSS, Phase III- 2

Timeline	Activity	Outputs
3/3/15-present	SWIFT Implementation Team, now MTSS/ORISS Training Team, begins meeting	Increased agency coherence through cross-office planning for MTSS training team activities
2/8/17-present	Cross-office cohesion charter established and cross-office leadership meetings begin	Cross-Office charter and intra-agency allocation of FTE to support MTSS
2/13/17-present	Outside partners identified	Funding process initiated
2/16/17 - present	MTSS Training team including members across ODE begins to meet monthly	Ongoing work on Oregon MTSS framework definition and coach training plans
2/24/17-6/23/17	Agency shares information with and gathers input from ESDs and LEAs at conferences and through newsletter	Agency gathers input on components of selected coherent strategies and application process for ESDs
4/3/17-present	Outside partners participate in MTSS training team meetings	Development of common understanding of MTSS and ESD/LEA supports
7/13/17	Agency hosts webinar to recruit ESDs for SPDG participation	ESDs provide Agency with regional plan to support LEAs across state
7/17/17	Agency fills Coherent Strategies Specialist position, open since January 2017	Qualified individual fills position and contributes to capacity of state to support MTSS
7/17/17-8/16/17	ESD application period and notification of selection	Agency selects 6 ESDs and provides with coach job description

		and interview materials
8/10/17	Agency needs assessment workgroup re-convenes	Cross-office stakeholders newly include representatives from Federal Programs
8/16/17-12/1/17	ESDs recruit and hire regional coaches	6 .5FTE coaches available to being ORISS implementation in LEAs
9/22/17	Cohort B SWIFT districts notified of automatic inclusion in SPDG	4 LEAs with up to 4 implementing schools to receive .2 FTE for coaching
10/11/17	MTSS Training team adopts Oregon Equity Lens as foundation of ORISS	Intra-agency coherence promoted as ORISS reflects shared agency value
10/3/17-11/17/17	SPDG LEA application period and selection	7 LEAs applied and each LEA accepted
10/13/17-10/23/17	Agency hosts SPDG webinars for interested LEAs and SWIFT Cohort B	Interested LEAs access webinar or recording to gain information about SPDG supports and application process
11/7/17-11/30/17	MTSS Training team compares state MTSS frameworks from California, Colorado, Florida and begins to draft outline for Oregon MTSS framework	Agency stakeholders decide on Oregon Integrated System of Support (ORISS) as name of Oregon MTSS framework
11/27/17-12/8/17	SPDG LEA application period re-opens	16 LEAs applied during second round
11/30/17-present	MTSS Training team convenes work groups to create definitions for ORISS domains	Domains and summary statements of ORISS available for intra-agency use in coherence efforts
12/13/17	MTSS training team seeks stakeholder feedback on ORISS	Regional coaches provide feedback about ORISS draft to be incorporated into definition
11/1/17	Additional cross office focus groups established to explore implementation science, coaching, and development of an agency data-based routine to measure supports	Agency coherence efforts expanded to align with Oregon's Strategic Plan
12/8/17-present	LEAs recruit coaches	16 of 18 LEAs as of 1/16/18 have hired coaches
12/12/17-12/13/17	Regional coaches attend high-quality two-day Oregon MTSS training	Fidelity of high quality PD measured through checklist and outside observer Pre-post knowledge of participants
1/4/18	Needs Assessment workgroup receives updates on ORISS domains and receives approval	ORISS domains adopted as framework for Oregon Needs Assessment

	from agency leadership to create tool to align with ESSA requirements	
1/5/18	LEA second round applicants notified of selection status	11 LEAs selected including Cohort B LEAs from SWIFT grant
1/5/18-present	ESDs identify LEAs to support from selected LEAs	Collaboration and agreement among ESDs for delivery of SPDG supports
1/12/18-1/17/18	Regional coaches complete coaching self-assessment	Common areas of strengths and needs among coaches identified
1/25/18-1/26/18	LEA coaches attend high-quality two day Oregon MTSS training with regional coaches	Fidelity of high quality PD measured through checklist and outside observer Pre-post knowledge of participants

Description of extent to which the State has carried out Strategy 1 planned activities

During Phase III-2, the State has carried out activities to promote the intra-agency coherence of Oregon MTSS through provision of funding, recruitment of local and regional education agencies, and continued cross-office collaboration. Discussed in the sections to follow are the ways in which the State measures fidelity to Strategy 1 as relates to specific activities. In addition, the significance of the accomplishments noted in Table D is explained with respect to the larger timeframe and goals of the SSIP.

Accomplishments and Milestones

Since the Phase III-1 submission, milestones for Strategy 1 include:

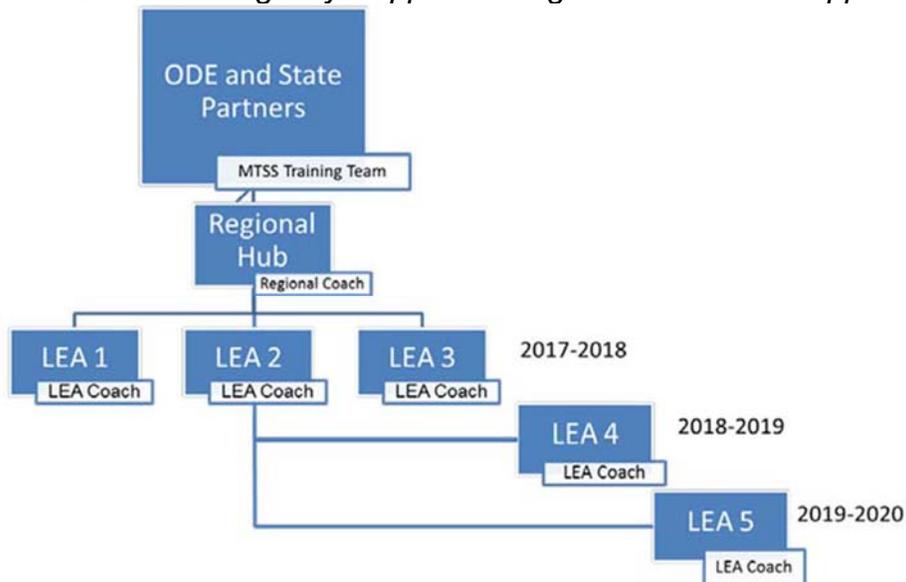
- Creation of cross-office workgroups to align agency supports provided to LEAs through Oregon MTSS, ESSA, federal programs
- Identification of outside partners to provide guidance on MTSS training team and supports to LEAs, see Table F
- Creation of a draft framework of Oregon MTSS, the Oregon Integrated System of Support (ORISS), see Appendix A-2
- Construction of schema of coaching supports to allow for scale-up, see Figure D
- Recruitment of participating ESDs and LEAs for SPDG supports, see Appendix B-1 for ESD and LEA selection tools
- Engagement of ESD and LEA coaches in high-quality professional development
- Inclusion of agency School and District Effectiveness providers in Oregon MTSS coach training
- Agency leadership approval received for creation of Oregon MTSS fidelity tool to align with ESSA requirements by August 1, 2018

These milestones contribute to enhanced collaboration within ODE rooted in a common goal of reducing burden and inefficiencies on districts. By aligning state supports offered to ESDs and LEAs, agency coherence becomes increasingly evident. Taken together, these events denote progress for Agency coherence since the Agency’s April 2017 submission.

Table F. MTSS Training Team Outside Partners and Areas of Expertise Leveraged for ORISS

Contracted Partner	Area of Expertise Leveraged for ORISS supports
Erin Chapparo, University of Oregon	Culturally responsive practices, English Learners, coaching skill development
Sarah Falcon, LLC	Chronic Absenteeism
Oregon Response to Instruction and Intervention (ORTII)	Literacy
Portland State University (PSU)	Behavior and Universal Design for Learning
SWIFT Center, University of Kansas	Implementation science and systems to support inclusive education

Figure D. Schema of Agency-Supported Regional and Local Supports



Fidelity of Coaching Activities Related to Strategy 1

Oregon Department of Education measures the fidelity of implementation of planned activities for Strategies 1 and 2 of the SSIP using evidence-based tools. The planned activities of Strategy 1 are noted in Table D above. For Strategy 1, to increase coherence of Oregon MTSS, the Agency focused on intra-agency organization as well as recruitment of coaches to create a cadre of high quality coaches. In order to measure fidelity of implementation of high quality professional development, the Agency began using an evidence-based tool, the High Quality Professional Development Checklist (Noonan, P., Gaumer Erickson, A.S., Brussow, J.A., & Langham, A. 2015). Evaluation of the December 2017 Regional Coach Training by Oregon's State Personnel Development Grant (SPDG) evaluator demonstrated attainment of 100% of required components of high-quality professional development. The Agency will continue contracting with the SPDG evaluators through the duration of the SSIP reporting phases in order to be able to consistently demonstrate fidelity to the strategy of providing high-quality professional development.

Strategy 1 Timeline

Since the Phase III-1 submission, Strategy 1 activities have proceeded according to anticipated schedule with adjustments arising as needed. As of January 16, 2018, each Strategy 1 activity planned in the Phase III-1 submission has been either completed or adjusted based on data. Completed activities related to Strategy 1 are detailed in Table D. Planned activities with an adjusted timeline are reported on in Section F, Planned Activities for Next Year.

Funding Delays Related to Strategy 1 and Projected Impact

The provision of SWIFT and SPDG grant funds to outside partners, ESDs, and LEAs was delayed during the months of September 2017- January 2018 due to changes with the Agency's procurement process. As of January 16, 2018, five of the eight districts from original SWIFT grants have returned signed agreements to the Agency indicating LEA intent for continued participation. Two of the original four districts in Cohort A have declined continued participation in the SWIFT grant, while one of the Cohort A districts has not yet returned the SWIFT grant agreement.

As of March 1, 2018, two of the five SPDG agreements with outside partners have been fully executed. The Agency anticipates that in 2018-19, delays with the Agency procurement process will continue to cause delays in provision of funds to partners and Agency receipt of deliverables. In addition, as of January 2018, the Agency has not yet been able to provide grant and contract training to the newest Coherent Strategy Specialist, hired July 2017. The combination of delays in processing agreements and lack of sufficient training for the assigned grant and contract manager is likely to result in continued delay of payment of funds and receipt of deliverables. The Agency agreed to release a portion of the funds to partners through the Electronic Grant Management System in February, 2018 in advance of executed grant agreements.

A possible outcome of this delay may be insufficient SPDG funds spent within the FFY 2017 reporting period and rescinding of funds allocated to Oregon by OSEP for the

continued development of Oregon MTSS and coaches. If OSEP were to withhold funds, the agency’s ability to carry out coaching and professional development activities in LEAs related to both Strategies 1 and 2 of the SSIP would be severely impacted. In order to mitigate the impact of these delays on districts, the Agency is checking weekly with procurement about the status of agreements. Also, Agency leadership is currently engaging in a re-design of systems and processes related to procurement. This re-design should increase efficiency through a transition to an electronic contract management system.

Description of Extent to which the State has Carried out Strategy 2 Planned Activities

Activities related to implementation that occurred prior to April 2017 can be found in the Phase III-1 submission, Section B. Detailed activities related to the State’s implementation of Strategy 2 are noted below starting with April 2017, in order to capture activity since the Phase III-1 submission.

Table E. Progress on implementing SSIP activities related to Strategy 2, to increase capacity of LEAs to implement and sustain Oregon’s Coherent MTSS Framework, Phase III-2

Date	Activity	Outputs
4/1/17-6/30/17	Cohort A conducts FITs annually	Continued sustainability and scale up of MTSS to new schools within LEAs
4/1/17-present	Cohort A and B LEA Coordinators conduct ongoing implementation/leadership meetings within LEA	Building and district leadership team records indicate continued installation and implementation of MTSS
4/1/17-9/1/18	Cohort A and B LEA Coordinators conduct professional learning in LEA related to framework implementation	LEAs support MTSS implementation and/or sustainability through PD targeted to district needs
4/1/17-present	Cohort A and B LEA Coordinators receive 1-1 TA with SEA Coordinators	LEAs receive individual support based on needs and preferences
4/1/17-present	Cohort A and B LEA Coordinators participate in monthly group TA with SEA Coordinators	LEAs receive universal TA related to MTSS implementation and SWIFT TA practices
7/25/17-7/27/17	SEA, LEA representatives attend SWIFT PLI	5 LEAs represented at SWIFT PLI in Costa Mesa, CA
8/10/17-present	Cross-Office Agency Needs Assessment Team meets regularly to develop an aligned Oregon MTSS Fidelity Tool	Re-convening of needs assessment workgroup to align tool with Oregon MTSS and ESSA requirements
9/22/17	Cohort A and B representatives attend State Implementation Meeting	Participating LEAs share expertise with each other in informal TA sessions

Present-6/30/18	Cohort A conducts FIAs twice annually	Continued sustainability and scale up of MTSS to new schools within LEAs
Present-6/30/18	Cohort B conducts FIAs twice annually	Continued implementation of MTSS in LEAs
4/1/2017-present	Cohort I continues participation in intensive supports with ORTII	Monthly on site coaching visits with Oregon RTII coach
Present-6/30/18	Cohort B optionally conducts FITs	Continued implementation of MTSS in LEAs
6/1/17	Cohort I conducts DIET-SB2	Observable increase in capacity of school to support MTSS
10/30/17-10/30/18	Two of four Cohort A LEAs continue grant agreements with ODE	LEAs receive ongoing TA and remain available as support for Cohort B
12/1/17-1/1/18	Two of four Cohort A LEAs decline grant participation	LEAs self-assess to be sustaining implementation of MTSS
11/1/17-9/1/18	Cohort B continue grant agreements with ODE for continued support	Grant agreements signed and funds available
8/22/17-9/22/17	Feedback gathered from Cohort A and B LEA Coordinators about desired TA support for the year	LEA topics for desired TA become planning focus for SEA Coordinators in monthly calls
12/15/17-1/15/18	Winter feedback about TA supports from Cohorts A and B gathered	SEA Coordinators adjust times and topics of support calls based on feedback

Accomplishments and Milestones

Since the Phase III-1 submission, milestones for Strategy 2 include:

- 5 of 8 districts participating in SWIFT grants attended SWIFT Professional Learning Institute in July 2017
- LEA Coordinator and building leadership team attendance at State Leadership Meeting in September 2017
- 4 SWIFT Cohort A LEAs sustaining implementation of MTSS
- 4 SWIFT Cohort B LEAs implementing MTSS
- Representatives from 8 LEAs participating in original SWIFT grants attend monthly collaborative TA with SEA Coordinators and provide regular input for TA topics
- Cohort I continues receiving support from ORTII and demonstrates increases in capacity to support MTSS
- 6 of 8 LEAs from Cohorts A and B choose to continue SWIFT grant funding during 2017-18 school year
- 5 of 9 LEAs involved in SSIP reporting to continue scaling up Oregon MTSS through SPDG
- Portland Public School District Scaling up MTSS district-wide while sustaining implementation in original SWIFT Cohort A schools
- Increase in LEAs exploring and/or implementing universal screening in behavior

- LEAs in Cohorts A and B continue exploring braiding Federal funds to support non-categorical service delivery of Oregon MTSS through combining FTE (i.e. Title I and Special Education funds)
- Agency Needs assessment group begins drafting comprehensive fidelity tool for schools to measure and progress monitor implementation of Oregon MTSS

Fidelity of Implementation Activities

Fidelity of implementation to Strategy 2 can be measured using quantitative and qualitative data. The Agency encourages SSIP participating districts to use two fidelity tools to monitor the implementation of the SWIFT framework, (a) the Fidelity Integrity Assessment (FIT), and (b) Fidelity of Implementation Assessment (FIA). Since the Phase III-1 submission, all participating LEAs have conducted at least one FIA or one FIT. See Section C for complete review of FIT and FIA data.

In addition to this quantitative data, the fidelity of implementation of Oregon MTSS can be evaluated in participating LEAs using qualitative data. Sources of qualitative data used to measure and evaluate the fidelity of implementation of MTSS in LEAs include meeting records with SEA and LEA Coordinators, site visits and observations of schools in participating LEAs, and group collaborative conversations during monthly LEA-SEA check-ins. These sources of data reveal continued sustainability of the MTSS framework among Cohort A LEAs, and continued exploration/initial implementation of elements of the MTSS framework among schools in Cohort B LEAs. The SEA Coordinators had opportunities to observe FIA administrations in two LEAs during the fall of 2017, further providing opportunity to observe school staff using practices to ensure the accurate administration of FIAs. The structure of TA and PD supports between the State Agency and the LEA Coordinators allows for intentional two-way communication regarding MTSS implementation, which serves as a form of qualitative fidelity check.

As discussed in Section F, LEAs are conducting FIA and FIT assessments according to an adjusted timeline for the 2017-2018 school year. The Agency expects that each participating school will complete two FIA assessments by start of the 2018 school year. The Agency is making the FIT assessment optional for LEAs in preparation for the transition to the ORISS Needs Assessment. The rationale for the adjustment in timeline is further discussed below.

Timeline

The timeline for development of an Oregon MTSS fidelity tool changed course between the Phase III-1 submission in April 2017 and work commenced at the Agency in September 2017 in order to align with the development of the Oregon MTSS framework. As reported in Phase III-1, the SSIP included plans for the Agency to develop and pilot a fidelity tool to measure the implementation of the Oregon MTSS framework. Federal approval of Oregon's ESSA plan during Summer-Fall 2017 enhanced cross-office work. As the MTSS training team simultaneously began to develop the framework for the Oregon Integrated System of Support (ORISS), it became evident to Agency leadership

that a fidelity tool to measure ORISS must be developed to guide schools in implementation.

From September 2017 to November 2017, members of the Agency Needs Assessment Group conducted an inventory of all required needs assessments for federal programs and other requirements for Oregon. As the Agency completes this report, work continues on creating and mapping measurable items to domains within ORISS. The Agency adjusted the timeline of completion of the Oregon MTSS fidelity tool to be by August 1, 2018. See Appendix B-2 for the development timeline of the comprehensive needs assessment. Section F presents the adjusted timeline of the Agency Needs Assessment tool in relation to other activities related to Strategies 1 and 2 of the SSIP.

The timeline for LEAs to administer fidelity of implementation assessments (i.e. FIT and FIA assessments) is extended. A number of factors contribute to the delay in administration of FITs and FIAs, including (a) delay in the Agency procurement process, (b) limited capacity for trained assessors to support LEAs in conducting assessments, (c) turnover within LEAs of SWIFT Coordinators and/or other district leaders qualified to administer these assessments, and (d) customization of MTSS by LEAs choosing to use other fidelity or capacity measures once in sustainability. In order to support LEAs in conducting meaningful needs assessments, the following adjustments have been made:

- LEAs in Cohorts A and B have the option to complete at least one FIT by October 2018
- LEAs in Cohorts A and B complete at least two FIAs by October 2018

The adjustment in timeline for completing fidelity of implementation assessments represents responsiveness of the State Agency to the needs of the districts. See Appendix B-3 for an inventory of State initiatives that will be addressed through the comprehensive needs assessment. See Section D for additional information regarding the Agency's plans to improve data quality related to FIT and FIA data.

2. Stakeholder involvement in SSIP implementation

a. How stakeholders have been informed of the ongoing implementation of the SSIP

b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP

The following sections detail stakeholder involvement in activities related to SSIP implementation. Stakeholders include groups external to the Agency and partnering service providers (i.e. LEA and ESD coaches, contracted partners). Included below are descriptions of the content and frequency of communications with internal and external stakeholder groups regarding the coherence of Agency activities related to the development of the Oregon MTSS framework and LEA implementation of this framework.

The Department continues to utilize a number of strategies to inform stakeholders of the ongoing implementation of the State Systemic Improvement Plan (SSIP). Positive relationship building remains a key contributor to the continued success of the SIMR. As identified throughout this plan, collaboration and service to districts are valued and recognized as critical success factors. The Department continues to maximize use of available communication strategies to implement the Plan, including but not limited to:

- ODE Website: ODE maintains a dynamic website to provide up-to-date information to districts, families, community members, and the general public. This website was recently completely restructured to make it more accessible and more user-friendly. Website resources can be accessed at www.oregon.gov/ode/.
- Newsletters: Various ODE offices maintain regularly published newsletters with information to support district efforts.
- Listservs: The Office of Student Services maintains a Directors listserv to update district special education directors on announcements, deadlines, opportunities, and resources.

Oregon is fortunate to have the continued involvement of many individuals and groups, at both their request and the state's invitation, as the state moves forward in the development of Phase III-2 of the Plan. The Department enjoys positive relationships with many other agencies and a varied group of committed stakeholders. Quite simply, these partners help the Department to be better as they offer their priceless guidance and input, integrity and commitment. Their engagement, contributions, and support have been invaluable in the development of the Plan's components, from the infrastructure development to the evaluation plan. The narrative that follows details recent opportunities when stakeholders had a voice and were involved in decision-making regarding the on-going implementation of the SSIP.

The Department continues to inform and involve stakeholders in decision-making regarding the on-going implementation of the SSIP through several existing efforts, two of which will be discussed in further detail: State Advisory Council for Special Education (SACSE) and the annual Stakeholders meetings. Among those invited to the annual Stakeholders Meeting are:

- parents,
- representatives of school districts,
- Early Intervention (EI) service providers,
- education service districts (ESDs),
- higher education,
- charter schools,
- private schools,
- state agencies.
- Members of the State Interagency Coordinating Council (SICC)
- Members of the State Advisory Council for Special Education (SACSE)

The Department began working with stakeholders on the SSIP almost four years ago. As previously reported, on November 7, 2013, 63 stakeholders had a decision-making role in APR target setting and dialogue on SSIP content. Following a review of past APR data, input was sought for targets for the 2013-2018 APR/SPP. Stakeholders were also presented with information on the development of the B17 and C11 State Systemic Improvement Plan and the determination of the State-Initiated Measurable Results.

Most recently, on November 29, 2017, 50 stakeholders gathered at the Department to participate in the annual meeting and received updates and information on the upcoming Legislative short session, a discussion on disproportionality, and updates on Phase III-2 of the SSIP. Typically, the SSIP updates have been provided via a Powerpoint presentation followed by discussion. This year, the agency developed infographics to share the SSIP updates with stakeholders. As the agency seeks to increase and improve communications with stakeholders, the infographic tool is a mechanism to do so. Infographics provide an accessible platform that allows sharing of complex information or data. See Appendix B-4 for the handout that was distributed.

The SACSE provides additional stakeholder involvement opportunities, and the Department continues to present SSIP information at their meetings, held four times a year. The SACSE is charged to advise the State of unmet needs in the education of children with disabilities, comment publicly on any rules or regulations proposed by the State regarding the education of students with disabilities, advise the State in developing evaluations and reporting data to the U.S. Office of Special Education, advise the State in developing corrective action plans to address findings identified in federal monitoring reports and advise the State in developing and implementing services for children with disabilities (34 CFR 300.169).

SACSE membership includes individuals with disabilities; parents or guardians of children or youth with disabilities; teachers, representatives of institutions of higher education that prepare special education and related services personnel; state and local education officials, including officials who carry out activities of the McKinney-Vento Homeless Assistance Act; administrators of programs for children and youth with disabilities; representatives of other State agencies involved in the financing or delivery of related services to children with disabilities; representatives of private schools and public charter schools; a representative of a vocational, community or business organization concerned with the provision of transition services to children with disabilities; a representative from the State child welfare agency responsible for foster care; and representatives from the state juvenile and adult corrections agencies (34 CFR 300.168). The State actively and intentionally seeks broad representation of Oregon's diverse regions and people when recruiting for SACSE membership. This distinctive membership offers the State access to wise counsel comprised of multiple agencies, offices, citizens, and officials who represent the State's diversity.

Participating LEA and Coach Access to Implementation Information

Coaches from LEAs, ESDs, and the LEA Coordinators in SWIFT Cohorts A and B have been informed of the ongoing implementation of the SSIP through multiple means of

communication. During this reporting phase, meetings, webinars, phone calls, and emails are among the ways that the agency provided regular updates on SSIP implementation to involved LEAs. On September 22, 2017, the Agency hosted a State Meeting for SWIFT cohort A and B LEAs. Details regarding the State Personnel Development Grant (SPDG) and upcoming opportunities to increase coaching capacity were shared with LEAs. Additionally, MTSS implementation progress and increases in student outcomes experienced by participating LEAs were shared.

Participating LEA and Coach Involvement in Decision-Making

The convergence of agency-provided supports for Oregon MTSS implementation and sustainability through the SWIFT and SPDG grants provides representatives from associated LEAs and ESDs with opportunities for reflection and shared decision-making about SSIP implementation activities. Representatives from LEAs involved with the SWIFT and SPDG grants have provided feedback on implementation of the ORISS framework and related agency-supported professional learning.

Coaches who will be coaching LEAs on the implementation of the Oregon MTSS framework have provided feedback on the framework during development. During the December 2017 Regional coach training, the agency engaged coaches with an opportunity to provide written feedback on the emerging domains of the Oregon Integrated System of Support, ORISS. Coaches first brainstormed aspects of MTSS they expected to see represented in ORISS. This activity served the purpose of laying a foundation of common knowledge, and providing the agency with feedback to incorporate as specific aspects of the framework are continued to be developed.

Next, the agency presented coaches with components of the framework. Coaches provided written input and discussed what they like about each domain and what they will need more information on in the longer explanation of the framework. See Appendix B-5 for complete feedback on the Oregon MTSS domains. Taken together, coach feedback indicates a need for increased specificity of the domains as applied to classroom instruction. Specific decisions to be addressed that will incorporate this stakeholder feedback include (a) the content of descriptions of each of the domains of ORISS, (b) the content of written guidance provided to districts around how to implement ORISS.

C1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan

- a. How evaluation measures align with the theory of action
- b. Data sources for each key measure
- c. Description of baseline data for key measures
- d. Data collection procedures and associated timelines
- e. [If applicable] Sampling procedures
- f. [If appropriate] Planned data comparisons
- g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

How the State Monitored and Measured Outputs to Assess Plan Effectiveness

During Phase III-2 implementation, the State continued monitoring and measuring outputs using structures established during Phase III-1. Agency infrastructure that was developed as a part of SSIP Strategy 1 implementation aids in monitoring and measuring outputs to assess plan effectiveness through coherent teaming and communication structures.

The Agency maintains two 1.0 FTE Coherent Strategies specialists, as well as additional education specialists assigned to SSIP implementation through the Core team and MTSS training teams. In addition, the MTSS leadership team includes membership from high-level leaders within the Agency and external stakeholders including contracted outside partners, see Table F in section B. These internal Agency teaming structures provide the cross-office collaboration needed to regularly review outputs and fidelity data related to SSIP implementation. The SEA Coordinators regularly review data from implementing LEAs. SEA Coordinators review qualitative data monthly and quantitative data as available and applicable.

The following sections include description of data sources and collection timelines for each key measure of SSIP implementation.

Aligned Evaluation Measures and Theory of Action

Table G, below, displays evaluation measures and associated timelines for data collection and reporting aligned with outcome descriptions for Strategy 1 of the SSIP. Table H displays the evaluation measures and associated timelines for outcomes of the SSIP Strategy 2. The outcomes described are the outcomes of implementing Strategies 1 and 2 of the SSIP specified according to the theory of action. If the Agency increases coherence of Oregon MTSS through the development of high-quality coaches, and

Table G. Data sources, timeline, and collection procedure for SSIP Strategy 1 key measures

Outcome Description	Key Measure	Data Sources	Data Review Procedures	Data Collection Timeline
Continue to develop a plan for training a network of high quality MTSS coaches on Professional Development (PD), Technical Assistance (TA), and Coaching Practices (CP)	Completion of PD/TA plan for coaches 1. Timeline for Implementation 2. Selection Process with Criteria 3. Scope and Sequence for Coach Training 4. List of Initial Tools and Processes for Action Planning, Implementation, and Evaluation	Meeting agendas and notes, written plans.	Meeting facilitator collects/uploads notes, Coherent Strategies Specialist and RPBP Director review	4/2/2016-4/1/2018
		Continued MTSS Training Team meeting agendas and notes		
		Permanent products documenting the PD/TA/Coaching plan		
Implement and initiate training of high quality MTSS coaches	Agenda and materials for initial PD/TA training developed in collaboration with the MTSS Training Team including the external SPDG evaluators	MTSS Training Team meeting agendas and notes	Initial materials are collected, reviewed, and maintained by the MTSS Training Team Facilitator	4/1/2017-4/1/2018
		Initial PD/TA training agenda		
		Pre-assessment of MTSS fidelity knowledge		
		Plan for evaluation using Observation Checklist for High Quality Professional Development		
Increase ODE cross-office coherence and decrease siloed work	Meeting agendas and training records reviewed 2x annually	Cross office team meeting agendas to show attendance from multiple departments	MTSS training team facilitator collects and review agendas, meeting notes, training materials	1/30/2017-8/30/2018
		MTSS training team meeting agendas and notes		
		Initial coach training materials showing participation cross office		

school districts implement an MTSS framework with fidelity, then the percentage of students with disabilities in grade three performing at grade level or higher on the ELA Smarter Balanced Assessment will increase. Progress toward these outcomes are

reviewed through the teaming structures described above. The inclusion of outcome descriptions associated with each key measure demonstrate the alignment of the data collected and reviewed to the SSIP theory of action.

Description of Baseline Data for Key Measures Associated with SSIP Strategy 2

The baseline data for key measures associated with SSIP Strategy 2 include the following:

- Data to document the process of developing an Oregon MTSS needs assessment
- Data to describe implementation and sustainability of MTSS within Cohort A, B and I LEAs
- Assessment data to indicate performance of grade three students with disabilities in ELA

Table H, below, displays data sources, timeline, and data collection procedures related to key measures of Strategy 2 of the SSIP. Data indicating the stage of implementation of MTSS in LEAs include quantitative data from the SWIFT FIT and FIA measures, and qualitative data gleaned from review of artifacts.

Oregon Needs Assessment Data

During Phase III-2, the Agency extended the timeline for developing, piloting, and adopting an Oregon MTSS needs assessment through October 1, 2018. As the Agency increased coherence efforts as a part of SSIP Strategy 1, it became evident that the new needs assessment should be used as a fidelity tool to the Oregon MTSS framework. Members of the needs assessment cross-office team began aligning workgroup tasks with the components of ORISS, under development by the MTSS training team. Developing simultaneously by multiple cross-office teams, the ORISS needs assessment will be piloted in schools beginning in fall 2018. Feedback will be integrated, and a final version will be developed for all LEAs in Oregon in alignment with ESSA guidance. The Agency plans to report on ORISS implementation using data collected from the Oregon Needs Assessment during Phase III-3. See Section F for further discussion of the Oregon Needs Assessment tool implementation timeline.

Table H. Data sources, timeline, and collection procedure for SSIP Strategy 2 key measures

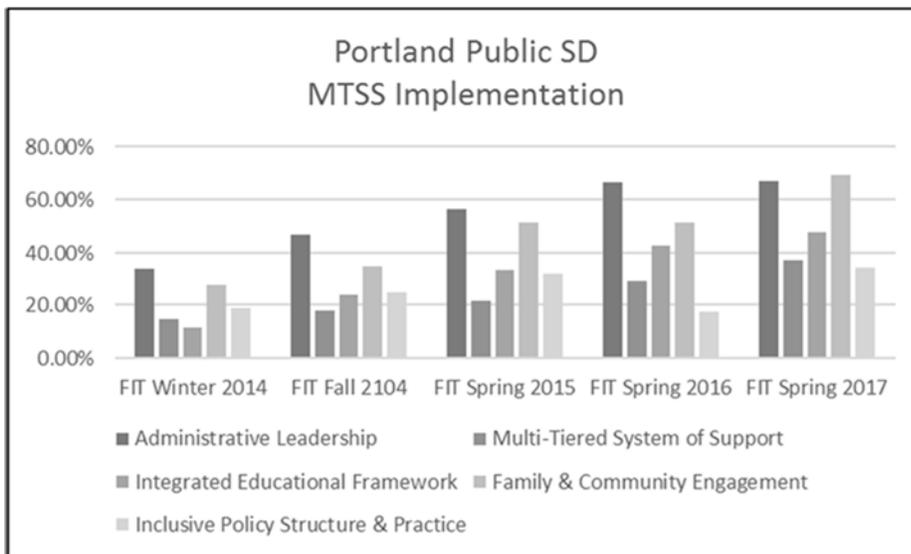
Outcome Description	Key Measure	Data Sources	Data Review Procedures	Data Collection Timeline
Select or develop tool(s) for the measurement of fidelity	1. Various measures of fidelity are reviewed by the MTSS Training Team	Agenda and notes for MTSS Training Team and meetings with the SPDG evaluators showing the review of available fidelity tools and final selection	MTSS Training Team facilitator collects agendas, notes	4/1/2017-12/1/2018
	2. Tool(s) are selected to be piloted to measure fidelity	Fidelity scores from LEAs using the tool(s) selected	LEAs and Team conducts pilot; Training Team reviews and discusses	4/1/2017-10/1/2018
	3. MTSS Training team recommends tool	Record of recommendation of tool(s) to be used (review/meeting notes)	MTSS Training Team reviews and recommends tool	12/1/2017-8/1/2018
LEAs in Cohorts A, B, I progress through stages of implementation of MTSS	1. Analysis of implementation data shows growth in area identified as a priority by the LEA	FIA and FIT Data (Cohorts A and B only)	LEA and SEA review to determine level of implementation and needs	4/1/2016-8/31/2018
		DIET SB2 Data (Cohort I only)		
	2. District shows ongoing participation in activities designed to provide PD, TA, and coaching as measured by the following:	a. Monthly check -in call logs with LEA Coordinators/ SWIFT Center LEA facilitator/SEA Education Specialist	SEA coordinator compiles and maintains records	
		b. Participation logs from monthly Implementation Team meetings (core team) between 8/16 -6/17 showing 90% participation or better		
c. LEA Team Membership list showing continuation with LEA Implementation Team using at least 80% of current implementation team members				
d. Log of monthly LEA/SEA/SWIFT Center coordinator phone calls				

		e. Log of bi-monthly PD/TA/coaching sessions between 7/16- 5/17		
		f. Record of invitation to PLI		
Increased performance of students with disabilities	Literacy progress monitoring data from SSIP participating LEAs	Literacy progress monitoring data disaggregated to show movement of K-3 students with disabilities between tiers of risk	LEAs collect data three times annually, submits to Agency	9/1/2017-7/30/2018

MTSS Implementation Data

The implementation of an MTSS framework in schools in Cohort A was initially measured in the 2013-14 school year using the SWIFT FIT to obtain a baseline, while the implementation of an MTSS framework in Cohort B was initially measured in fall 2016 using the SWIFT FIT. Data obtained from the SWIFT-FIA is a self-assessment baseline for LEA implementation of MTSS. Figures E and F display complete FIT and FIA data for LEAs in SWIFT Cohorts A and B. Figure G displays data obtained from the DIET SB-2 for Cohort I.

Figure E. Cohort A MTSS Implementation data obtained from SWIFT Fidelity of Implementation Tool and Fidelity of Implementation Assessment, 2013-2017



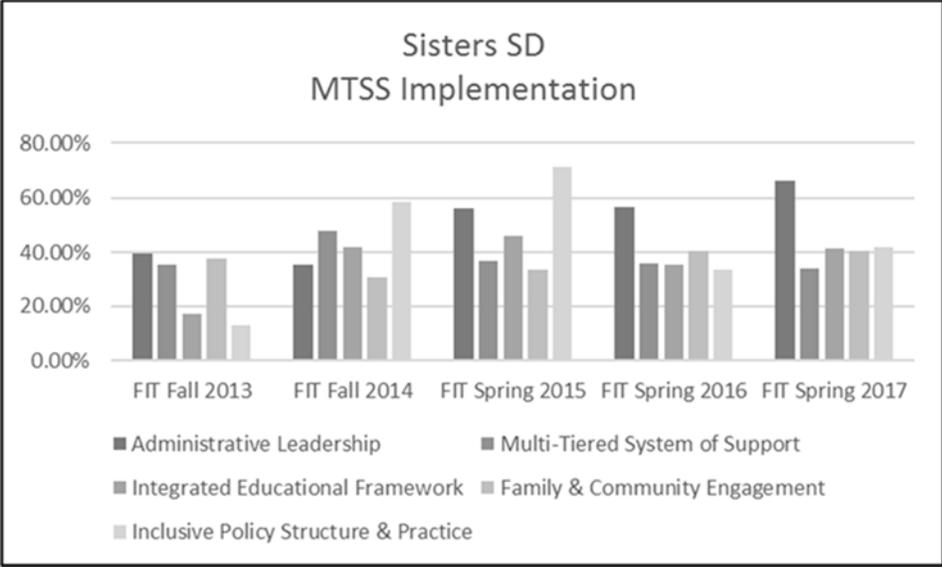
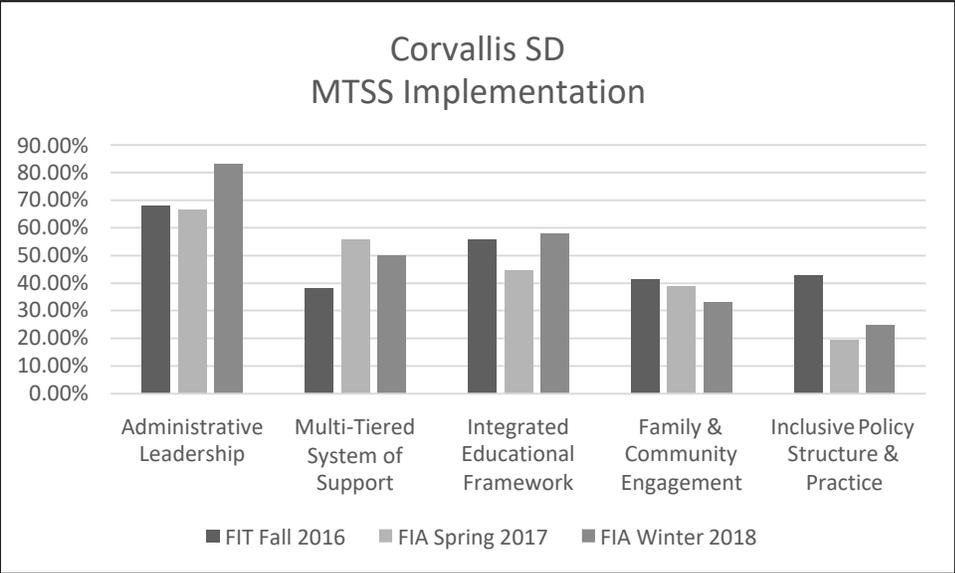
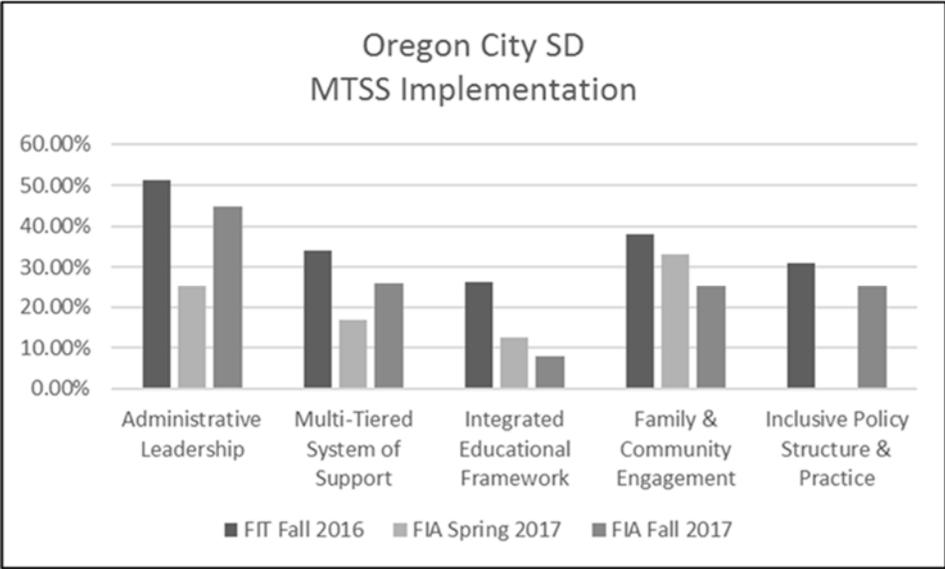
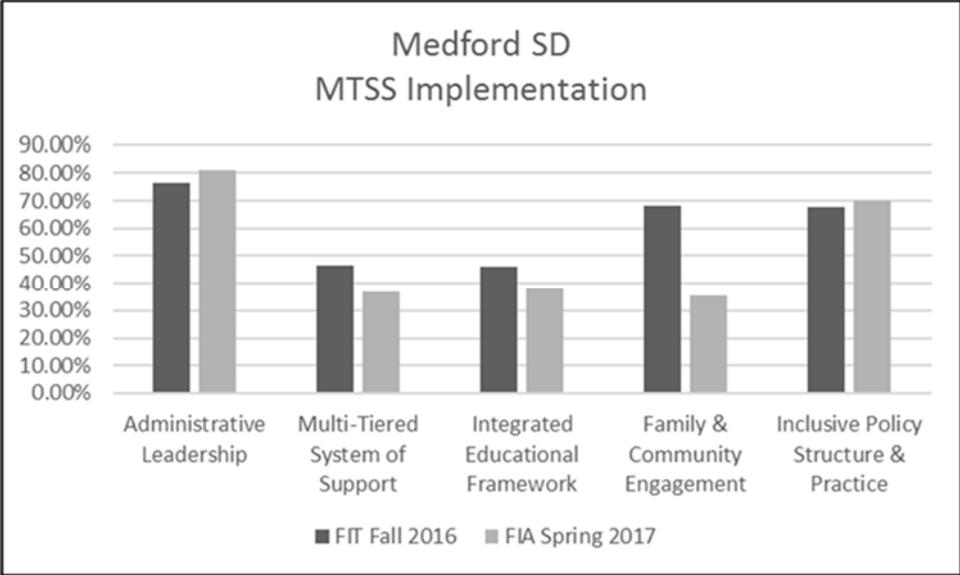


Figure F. Cohort B MTSS Implementation data obtained from SWIFT Fidelity of Implementation Tool and Fidelity of Implementation Assessment, 2016-2017.





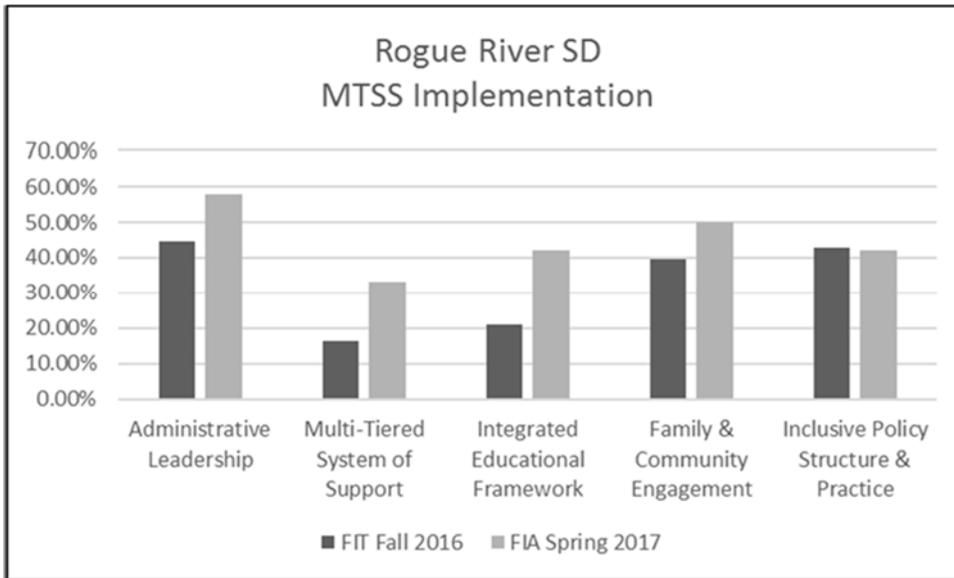
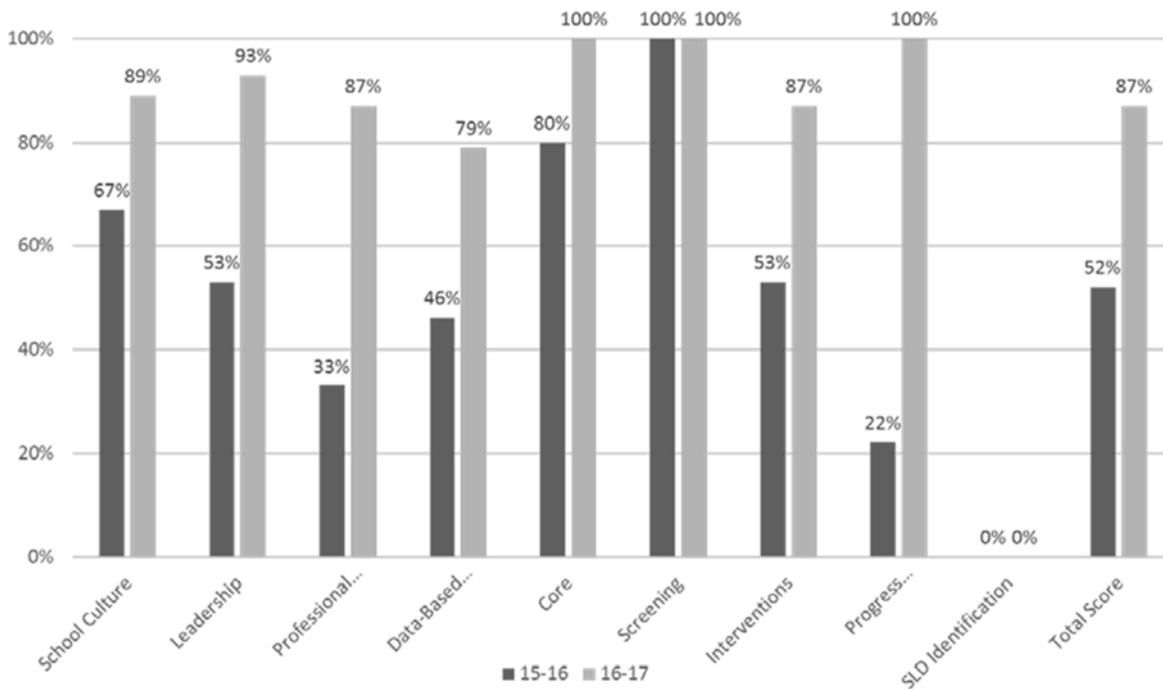


Figure G. Sheridan SD, DIET-SB2 Results for RTII Implementation 2015-2017



SWIFT Fidelity of Implementation Tool (FIT)

A trained FIT assessor administers the SWIFT-FIT to measure the implementation of the SWIFT framework in schools. The school leadership team participates in a structured interview and evidence review with the assessor. The assessor measures

implementation of the domains and features within the framework using a combination of interview transcripts and district artifacts. Schools in Cohort A have completed the FIT annually since the 2013-2014 school year. Cohort B school teams engaged in FIT assessment in 2016 to obtain baseline data. Cohort B schools will next complete a FIT assessment during spring 2018-Fall 2018. See Appendix C-5 for domains and features of the SWIFT framework measured by the SWIF-FIT assessment. Phase III-1 includes detailed information about the SWIFT-FIT administration. See Phase III-1 section C.

SWIFT Fidelity Integrity Assessment (FIA)

In addition to the FIT, the SWIFT- FIA is a tool designed to self-assess implementation of the SWIFT framework in schools. School-based leadership teams including administrators, teachers, classified staff, specialists and families engage in a structured conversation to come to consensus on stage-based items within the five domains of the SWIFT framework. Schools in Cohort B completed the FIA regularly in spring, 2017 with facilitation assistance from an SEA coordinator. The Agency included the FIA in the SSIP evaluation plan in 2017, as the Oregon MTSS needs assessment and ORISS framework are still in development. See Appendix C-6 for SWIFT-FIA administration information.

DIET SB-2

Sheridan School District measured fidelity of implementation to the Oregon Response to Intervention and Instruction (ORTII) framework using the DIET SB-2 annually. This tool includes three parts. The coach interviews the principal and literacy specialist, reviews evidence, and staff complete the Oregon RTI Staff Implementation Survey (ORSIS). The domains of the tool includes infrastructure and implementation components aligned to the domains of the ORTII framework.

The infrastructure domains are:

- Culture
- Teaming and Data Based Decision Making
- Leadership
- Professional Learning

The implementation components are:

- Core Instruction
- Universal Screening
- Interventions
- Progress Monitoring
- Specific Learning Disability Decision Making

The Phase III-1 submission includes additional information on the SWIFT FIT, FIA and the DIET-SB2. Please refer to the Phase III-1 submission, Section C, pages 56-60.

Educational Environment for Students with IEPs

In addition to using the FIT and FIA data to obtain a baseline for LEA implementation of MTSS, the Agency also examined educational environment data. The SEA used participation of students with disabilities in the least restrictive educational environment (LRE) as an indicator of educational environment. LRE data for LEAs in Cohort A was obtained from the FFY 2013 Annual Performance Review (APR) and used as a baseline for comparison in the Phase III-1 submission. During Phase III-2, the Agency obtained FFY 2015 APR data on LRE for LEAs in Cohort B for inclusion in this submission as baseline data to indicate LEA progress through stages of implementation of MTSS. Changes to LRE data for participating LEAs are described in Section C, part 2 of this submission. See Appendix C-2 for complete LRE data for Cohorts A and B.

The Agency selected 2014-2015 as a year to begin comparisons among Cohorts A, B, and statewide LRE placement data. See Figure H below.

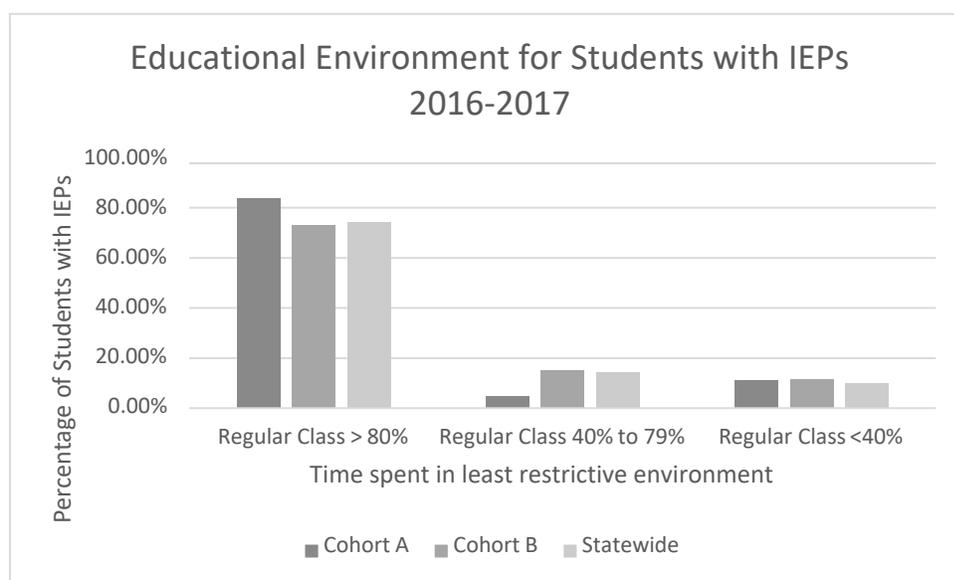
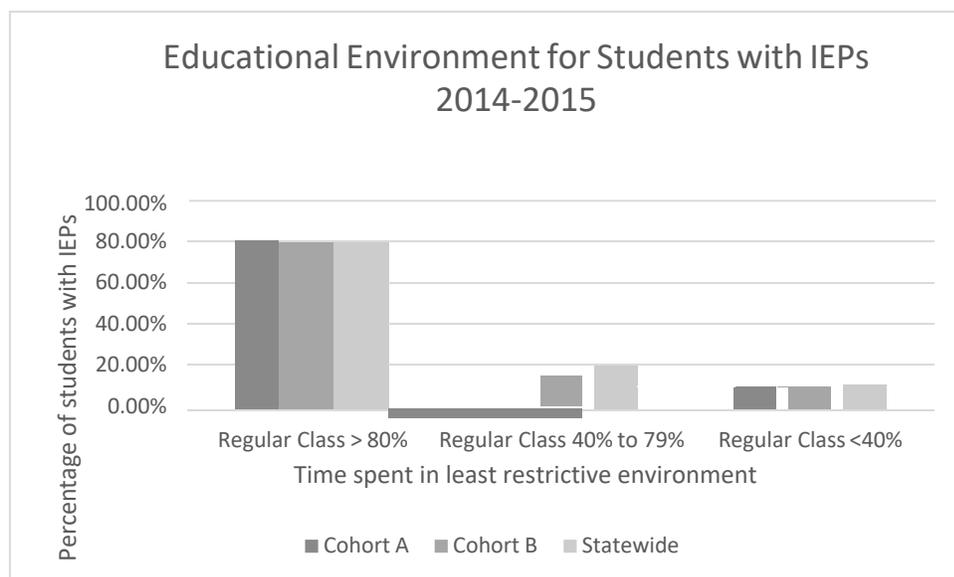
Literacy Assessment Data

The Agency identified the Smarter Balanced Assessment in ELA as the assessment measure by which to evaluate achievement of the SIMR. Baseline SBAC data was established using FFY 2013 APR data. The Agency plans to continue measuring progress toward the SIMR using SBAC data. In addition to reviewing state-wide SBAC data, during Phase III-2 the Agency began reviewing SBAC data from SSIP participating districts. Appendix C-4 includes SBAC data for LEAs implementing Oregon MTSS as a part of the SSIP. Participating LEAs can use these data as a baseline to measure progress toward the SIMR. In section C.2 of this submission, the Agency analyzes the change in SBAC data from this baseline among participating LEAs.

Phase III-1 included plans for LEAs to submit reading screening data to the Agency, in order to be able to track the numbers of students with disabilities moving between tiers of risk. LEAs may observe students improving performance while not yet achieving grade level performance. It is an indicator of a healthy MTSS system that students with disabilities would increase performance in reading as measured by reading screening.

As of February 5, 2018, three of the seven continuing LEAs from Cohorts A, B, and I have submitted reading screening data to the Agency. Of these, the two Cohort B LEAs were able to disaggregate screening data for students with disabilities. The Sheridan School District in Cohort I provided the Agency with reading screening data from the 2016-2017 school year. The district was unable to disaggregate data for students with disabilities. Appendix C-1 includes screening data made available to the Agency by the LEAs as of the writing of this report. Section C-2 of this report includes discussion of how these screening data are informing next steps in technical assistance and professional development.

Figure H. Cohort A and B Educational Environment Data



Each of the three LEAs that submitted reading screening data to the Agency used a different reading screening system. The Corvallis School district used the STAR assessment system, the Medford school district used the iReady assessment system, and the Sheridan school district used the DIBELS assessment system. The Agency expects to continue collecting reading screening data from SSIP participating LEAs throughout the remainder of Phase III. Analyzing changes to the numbers of students with and without disabilities performing at different risk thresholds on screening assessments is one way that the State will be able to show progress toward the SIMR. Furthermore, gains in the percentages of students reading a grade level made throughout the year are indicators of a successful MTSS system in literacy.

Both the STAR and iReady assessment systems are computer-based, adjusting question difficulty automatically in response to student answers. The LEAs use discretion in setting risk threshold levels within these assessment systems, yielding comparisons of data from multiple assessment systems unreliable. Section F of this report further addresses Agency plans for collecting and analyzing screening data throughout the next year.

Sampling Procedures

To evaluate progress toward Strategies 1 and 2 of the SSIP, the Agency analyzed MTSS implementation data, grade 3 student ELA summative assessment data, and least restrictive environment placement data from each participating LEA in Phase III-2. These data were collected for the schools participating in the SSIP technical assistance and are indicators of progress toward the state-level SIMR. The Agency is using data from only LEAs participating in SSIP technical assistance and professional development supports to point to progress toward the SIMR, a state-level goal with a focus on an entire population of students. It is a sampling strategy to measure the impact of State selected evidence-based practices in participating LEAs. Based on the sample of SSIP participating LEAs, the Agency expects that other LEAs across the state will experience similar gains in student achievement and inclusive practices.

Planned Data Comparisons

During Phase II-2, the Agency planned to and completed comparisons of data that demonstrates progress toward the following objectives:

- Change to level of coach knowledge before and after professional development
- Change to level of implementation and sustainability of MTSS framework domains within SWIFT framework in Cohorts A, B and RTII framework in Cohort I
- Change in performance level of students with disabilities in ELA
- Change in placement percentages of students with disabilities in least restrictive environment

These data comparisons allow for quantitative measurement of progress toward short, medium, and long-term objectives. The section below on evidence of change to baseline measures provides results of these data comparisons.

How Data Management and Analysis Procedures Allow for Assessment of Progress

The Agency plans for regular review and evaluation of data that provide evidence regarding progress toward achieving intra-agency coherence and increased capacity of LEAs to implement MTSS through collaborative teaming. The Agency uses distributed leadership to encourage a team-approach to data analysis. Intra-agency teams regularly review and analyze data related to the SSIP and associated initiatives. The MTSS Training team regularly reviews data related to coach professional development for gains to participant knowledge of MTSS and percentage of features of high quality PD accomplished. See Appendix C-3 for records of the December 2017 and January 2018 Coach Professional Development.

The Coherent Strategies Specialists assigned to SEA coordination for Cohorts A and B, and the ORTII coach assigned to Cohort I, review implementation and outcome data at least quarterly. By grouping LEAs in Cohorts A, B, and I separately, the Agency is able to compare growth in implementation of domains of each framework by stage of implementation. The Agency reviewed MTSS implementation, literacy assessment, and educational environment data by Cohort.

The Agency in collaboration with LEA Coordinators analyze MTSS implementation data from the FIT, FIA, and/or DIET-SB2 for changes to each domain of the associated framework. In conjunction with SEA Coordinators, LEA Coordinators began examining student literacy screening data in fall 2017. The Agency asked LEAs to disaggregate student literacy screening data by subgroup of students with disabilities, in order to be able to compare growth in this population in comparison to growth in literacy for all students in the district. The Agency compared fall 2017 reading screening data for students with and without disabilities in Cohorts A and B. In future months, SEA Coordinators will analyze screening data from these districts for growth in the percentages of students reading at grade level. Additionally, the SEA Coordinators will analyze data to determine if there was a decrease in the numbers of students with disabilities with high risk. Changes to these percentages of students showing some risk in ELA can indicate either fewer students in the high-risk category, or fewer students at grade level.

For the Phase II-2 SSIP submission, the Agency included data regularly collected as a part of school district annual performance reporting. These data sources include least restrictive environment data and Smarter Balanced Assessment data, included in Appendix C-4, and exclusionary discipline data, included in Section E. Agency staff tasked with data collection and analysis work with the Coherent Strategies Specialists to provide these data for the SSIP. SEA Coordinators analyzed these data points for trends in the percentages of students spending more of their school day in their LRE.

The ongoing crystallization of multiple data sources allows for assessment of progress toward Agency coherence as well as the capacity of LEAs to implement and sustain MTSS.

2. How the State has demonstrated progress and made modifications to the SSIP as necessary

- a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SIMR**
- b. Evidence of change to baseline data for key measures**
- c. How the data support changes that have been made to implementation and improvement strategies**
- d. How data are informing next steps in the SSIP implementation**

How the State has reviewed data toward achieving intended improvements

The State approaches data review with a strengths-based perspective toward supporting school districts in transformation efforts. As detailed in the sections above, Agency teams analyze multiple sources of quantitative and qualitative data to indicate progress toward improvements to State infrastructure and the SIMR. Taking a strengths-based perspective toward district transformation with LEAs in Cohorts A, B, and I allows the districts to continue refining systems that work well while selecting priorities from areas of growth.

An externally contracted evaluator supports the Agency in the evaluation and collection of coach professional development and knowledge gain data, as well as in the evaluation of the PD for the presence of high-quality features. See Appendix C-3 for an evaluation summary of the December 2017 and January 2018 coach professional development.

Evidence of Change to MTSS Implementation Data

Figures E, F, and G present longitudinal MTSS implementation data for districts involved with the SSIP by specific framework domain. The SEA and LEA Coordinators analyze individual aspects of the framework for each of the participating LEAs. As shown above, Portland Public School district and Sisters School District both show gains across domains of the framework from exploration in 2013-2014 to full implementation and sustainability in 2016-2017.

In particular, Sisters saw the percentage of implementation of features of administrative leadership increase from 39.50% in fall 2013 to 66.50% in spring 2017. In addition, the district saw noticeable gains in the Inclusive Policy Structure & Practice domain, from 13% in fall 2013 to 42% in spring 2017. Multi-tiered systems of support remained nearly constant, at 35.5% in 2013 and 34% in 2017. In 2017 in Sisters SD, administrative leadership was the only feature with an implementation percentage measured above 60%.

Implementing schools within the Portland Public School District also saw gains to the percentage of features implemented within the administrative leadership domain, from 34% in 2014 to 67% in 2017. Unlike Sisters SD, Portland schools implementing the SWIFT framework saw the domains of administrative leadership and multi-tiered systems of support both increase to over 60% of features implemented by spring 2017. Implications of these differences in implementation data for Agency TA and PD supports are further discussed below.

The Agency collected data from both FIT and FIA assessments to show growth among SWIFT domains for LEAs in Cohort B. The Agency uses fall 2016 FIT data as a baseline measure of MTSS implementation in Cohort B. FIA data collected by LEAs are the comparison data points.

Taken together, FIT and FIA data indicate growth in administrative leadership for each Cohort B LEA, see *Figure F*. Oregon City saw growth in the administrative leadership domain from 25% in the spring 2017 to 44.67% in fall 2017 FIAs. The SEA Coordinators

can also use these data to indicate areas of priority and focus for the districts and across the Cohort. Common to LEAs in Cohort B are implementation scores of less than 50% in the Multi-Tiered System of Support domain.

In the Sheridan school district, comparisons from DIET-SB2 administrations in 2016 and 2017 show an overall gain from 52% of RTII features implemented in 2016 to 87% of features implemented in 2017. Within specific domains of the ORTII framework, the professional development domain increased the most, from 33% in 2016 to 87% in 2017. Sheridan will continue to explore using RTI for specific learning disability eligibility determination in the coming school year.

Evidence of Change to Student ELA Data

Due to changes in Smarter Balanced Assessment participation rules for students with disabilities in 2015, it is not possible to make comparisons of longitudinal summative assessment data prior to 2015. In 2017 in Oregon, 23.25 % of grade 3 students with disabilities performed at or above grade level on the ELA SBAC summative assessment, compared to 25.50% of grade 3 students with disabilities in 2016. In comparison, among SSIP participating LEAs, 29.36 % of students with disabilities performed at or above grade level in 2017. See Appendix C-4 for complete summative assessment data for students in these LEAs. These data indicate a higher percentage of students with disabilities scoring at or above grade level in ELA on the summative assessment among districts implementing a MTSS framework.

Evidence of Change to LRE Data

Figure H shows LRE data from 2015 and 2017 for Cohorts A and B compared to the State Average. In Cohort A LEAs in 2017, 83.57% of students with disabilities spent more than 80% of the school day in their least restrictive environment, in comparison with 74.06% of students statewide. Similar to Cohort A, the percentage of students spending 80% or more of the school day in the LRE increased from 2014 to 2017, from 73.17% in 2014 to 76.5% in 2017. Cohort A shows a higher percentage of students spending the majority of their time in the LRE than both Cohort B and the state average. Moreover, Cohort A LEAs show an overall higher level of implementation of the SWIFT framework than Cohort B LEAs. The changes in educational environment data collected by the Agency parallels the growth in implementation of the SWIFT framework measured in Cohort A and B LEAs.

How Data Support Changes Made During Phase III-2

Phase III-1 outlined plans to collect behavior screening data from LEAs. As the SEA Coordinators and LEA Coordinators engaged in ongoing TA throughout Phase II-2, it became evident that LEAs needed more support in collecting and using screening data to make instructional decisions. As the SSIP targets literacy skills, the Agency decided to change plans from collecting behavior screening and literacy data to only collecting literacy screening data. Furthermore, LEAs in Cohorts A and B are not yet consistently implementing universal behavior screenings.

How Data are Informing Next Steps of SSIP Implementation

Among Cohort A LEAs, the combination of FIT data and Smarter Balanced ELA data points to specific TA needs in the next steps of SSIP implementation. FIT data analyzed alongside Smarter Balanced Assessment Data indicates that Sisters SD needs continued support with MTSS in literacy, especially to close gaps for students with disabilities. As data indicated this is an area of strength for Portland Public schools, the SEA Coordinators can leverage collaborative support opportunities for Sisters to glean from Portland's practices. A small, rural district, Sisters does not have additional elementary schools to scale up SWIFT. As Sisters works to sustain implementation, State TA focus will include continued supports for MTSS in literacy. As the MTSS training team develops the ORISS framework and supporting documents under the SPDG, the SEA Coordinators will make these resources available to Sisters. Portland Public School district is joining the SPDG and will use coaching allocated to scale up MTSS to additional schools in the district.

While it is premature to draw conclusions about progress toward the SIMR from limited screening data, the Agency is able to draw the reliable conclusion that LEAs need more support in disaggregating data to show movement of students with disabilities. It is in the MTSS domain that districts measure the implementation of aspects of literacy instruction, intervention, and assessment. Further state support to LEAs in the area of MTSS implementation in literacy will likely increase implementation in this domain. Among Cohort B LEAs, MTSS implementation data combined with literacy assessment data demonstrate the need to focus Agency TA and PD on the Multi-Tiered System of Support domain.

The Agency noted that four of seven LEAs were not able to provide reading screening data for K-3 students. Furthermore, LEAs experienced difficulty in disaggregating screening data. In order for the State to make noticeable gains toward the SIMR and increasing literacy achievement for students with disabilities in these districts, continued supports targeting literacy MTSS is necessary. SEA Coordinators will leverage strong administrative leadership and SPDG coach support in literacy MTSS in these districts throughout the next phase of the SSIP. Moreover, the State recognizes the need to ground data disaggregation TA as a way to promote equity for students by monitoring subgroup performance and adjusting resources accordingly.

Future plans for literacy screening data analysis include adding growth of student oral reading fluency accuracy. The Agency expects that students performing below grade level in reading will gain skills in accuracy before fluency. By examining growth to student oral reading fluency accuracy, LEAs and the SEA will be able to analyze progress toward the SIMR at a measurable grain size.

3. Stakeholder Involvement in SSIP Evaluation

- a. How stakeholders have been informed of the ongoing evaluation of the SSIP**
- b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP**

How Stakeholders have been informed of the ongoing evaluation of the SSIP

LEA Coordinators and building leadership teams have been continuously informed of the evaluation of the SSIP through regular participation in monthly professional development opportunities with SEA Coordinators. In designing the evaluation schema of the SSIP, the Agency identified measures that would be useful to districts and schools as they regularly engage in transformation activities through SSIP supports. These measures were selected to both help guide LEAs through stages of MTSS implementation, and to provide feedback to the SEA and LEAs in order to evaluate implementation of the SSIP. Thus, the ongoing participation of the LEA Coordinators in the Agency allowed SSIP opportunities for continuous updates regarding SSIP evaluation.

In addition, on September 22 2017, the Agency reviewed SSIP evaluation progress with SWIFT LEA Coordinators and teams in attendance at a State Leadership meeting presenting SSIP and State Personnel Development Grant aligned supports. Stakeholders external to the SEA Coordinators implementing the SSIP have been informed of the ongoing evaluation of the SSIP through regular participation in leadership meetings and convenings. As mentioned in Section B, special education stakeholders were informed of the ongoing evaluation of the SSIP during a November 2017 Stakeholder meeting. See Appendix B-4 for the handout distributed, including SSIP and SIMR evaluation data.

How Stakeholders have been involved in decision-making regarding the ongoing evaluation of the SSIP

LEA Coordinators from SSIP implementing districts have maintained a central role in the evaluation of the decision-making regarding the ongoing evaluation of the SSIP. Because the SSIP evaluation measures are the tools that districts and schools are employing in transformation efforts, it is imperative that these LEAs are involved in the decision-making around the use of these tools. During Phase II-2 SEA Coordinators engaged LEA Coordinators from SSIP implementing districts in conversation about adjustments to MTSS fidelity measures. As mentioned in sections addressing plans for next year, the Agency is extending the choice to LEAs to participate in FIT assessments during Phases III-2 and III-3. This decision represents stakeholder involvement in decision-making regarding the evaluation of their own progress in implementing Strategy 2 of the SSIP.

In Phase III-3, the Agency plans for the SACSE to be involved in the decision-making to potentially adjust the SIMR target in evaluation of the SSIP. During Phase III-2, the Agency initiated plans for involving these external stakeholders in adjusting the target to align with the B3 indicator assessment targets for students with disabilities. See Section F for additional information on plans to involve the SACSE in adjusting SIMR evaluation targets.

D. Data Quality Issues

- 1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to quality of the evaluation data**
 - a. Concern or limitations related to the quality or quantity of the data used to report progress or results**
 - b. Implications for assessing progress or results**
 - c. Plans for improving data quality**

Data Quality Issues

In this section, concerns related to the quantity and quality of quantitative data used to report on progress toward implementing the SSIP and achieving the SIMR are discussed. In particular, these concerns impact the quantity of data for Phase III-2 reporting related to Strategy 2, implementation of Oregon MTSS in LEAs. The ability to report on quantitatively measurable progress toward implementing the SSIP and achieving the SIMR is impacted by inconsistent reporting of LEA MTSS implementation data and interim reading screening data to the Agency. The sections to follow further detail measurement concerns related to evaluation of the SIMR based on focused supports to select LEAs.

Fidelity measures associated with Strategy 1 of the SSIP provide the assurance that necessary data is of sufficient quality to reliably report on progress of the strategy of promoting intra-agency coherence. Regular participation in Agency workgroups and coherence activities by the SEA Coordinators ensure that the quantity and quality of data collected to monitor Strategy 1 is sufficient to demonstrate progress and help identify areas for continued implementation focus. Thus, the focus of this section (D) is the quality of data used to evaluate progress toward Strategy 2.

Data Limitations Affecting Reporting on SSIP Implementation Progress

Limitations that affected the Agency's reports of progress in implementing Strategy 2 of the

SSIP include:

- An adjusted timeline for collection of fidelity of implementation (i.e. FIT, FIA) data from each school in LEAs involved in SSIP implementation
- Limited reporting by LEAs of reading screening data to the Agency in time for writing of this report
- Discontinued participation of two of eight LEAs in SWIFT grant funding for 2017-2018 school year

As of January 29, 2018, 5 of 8 participating LEAs in SWIFT cohorts A and B submitted FIA or FIT data to the Agency since the submission of Phase III-1 in April 2017.

Because of delays in the procurement of intergovernmental grant agreements and funds, LEAs did not receive complete agreements with notification of specified data

deliverables until November 2017, originally intended for receipt June 2017-October 2017. The request of the two LEAs to discontinue participation in grant funding and thereby not be reported in the SSIP occurred in conjunction with receipt of the Agency's request for data deliverables. The Agency's changes to the procurement process in 2017 increased requirements from using informal memorandums of understanding to formal grant agreements. The delay in release of agreements to LEAs resulted in a short timeframe in which LEAs could submit implementation data and reading screening data to the agency prior to the writing of this report.

Since submission of Phase III-1 in April 2017, the Agency has stopped receiving technical assistance from the SWIFT center SEA Coordinators. Previously, SWIFT SEA Coordinators had the capacity to provide direct support to LEAs to complete FIT and FIA assessments. With the transition of support from SWIFT SEA Coordinators to Agency staff, LEAs have experienced increased responsibility to conduct fidelity of implementation assessments.

Data Limitations Affecting Reporting on Progress Toward SIMR

By examining progress of all students and the subgroup of students with disabilities in reading, the agency expects to see gains in performance that are not able to be captured by the summative assessment and specifications of the SIMR. New requests during the 2017-2018 school year to collect district reading screening data from districts are one way the Agency intends to demonstrate quantitatively measurable progress toward the SIMR. This request also presented a challenge for some LEAs to disaggregate student data to include the subgroup of students with special needs.

Furthermore, LEAs reported screening data from a variety of tools including DIBELS, CBM, STAR, and iReady. The potential for differences among cut points for risk set in these different assessment systems decreases the reliability of using aggregated screening data as an indicator of progress. Schools reporting STAR Early Literacy screening data further introduces unreliability into the data because this assessment combines math and reading skills to generate one risk threshold. The limitation of LEAs to be able to provide requested data impacts reporting on progress of student performance in literacy, a measure of both an effective MTSS plan in LEAs and providing the Agency with a way to evaluate progress toward the SIMR.

In addition to limitations on reporting progress toward the SIMR presented by limited screening data available, the Agency notes limitations of the summative assessment data collected to show progress toward the SIMR. Of note are the following limitations:

- Differences in population size between groups receiving supports for Oregon MTSS and total number of students represented by the targets outlined in the SIMR.
- The large scope of improvements called for under the selected coherent improvement strategy in comparison to the specific focus of the SIMR.

Group Size of Agency Supported LEAs and SIMR Population Size

The Agency currently provides and monitors fidelity of supports for nine LEAs across the state. The SIMR includes the measurable result that describes an aggregated percentage of students with disabilities across the state, while the targeted support to achieve this result is provided to limited LEAs in the state. The population targeted for supports will need to be larger than nine LEAs if it is to be reasonably expected to make marked progress toward the SIMR according to summative assessment scores within the intended time-frame. The Agency is using a scale-up process to extend MTSS supports throughout LEAs in the state. The Agency will look at progress toward the SIMR in SSIP districts through the SSIP timeline, and expects that progress toward the SSIP will continue.

Scope of Coherent Strategies Selected

The Agency selected the coherent strategies of creating and implementing an Oregon MTSS framework as a way to reach the SIMR, to increase the percentage of students with disabilities reading at grade level as measured by state assessment. While MTSS is an evidence-based approach to school transformation, the LEAs involved with the SSIP were given choice and flexibility in which specific evidence-based practices to focus on within the larger MTSS framework. Within Cohorts A and B, LEAs identified a variety of priorities as initial focus points for transformation under the SWIFT grants. Qualitative data gathered from LEA Coordinators as described in Section C point to growth in school capacity to support inclusive practices, necessary precursors to successful implementation of systems of academic support that will provide for measurable gains related to the SIMR.

Implications for Assessing Progress of Implementation of Coherent Strategy 2

The changes to LEA timeframes for completing FIT and FIA assessments in the months described in this report presents the Agency with an opportunity to triangulate evaluation of MTSS implementation progress using qualitative data. Sources for qualitative data include the monthly individual and group TA opportunities among LEA and SEA Coordinators and regular review of LEA building and district implementation meeting records by SEA Coordinators (See Table E, Section B for complete listing of collaborative opportunities). Taken together, these qualitative artifacts point to increased capacity of LEAs to implement and/or sustain MTSS.

One implication for assessing progress of implementation of the Oregon MTSS framework, or Strategy 2 of the SSIP, is that LEAs continue to customize organizational structures and delivery of services for students within an MTSS framework. These choices are observed through LEA development of processes to guide district strategic planning reflective of MTSS. This customization by LEAs within an Oregon MTSS framework is one indicator that the LEA maintains commitment to tenants of MTSS and integrates these evidence-based practices into their existing district culture.

Implications for Assessing Progress Toward SIMR

The limitations on the quantitative data available to measure progress toward implementation of Strategy 2 and the SIMR do not preclude the use of qualitative data and state summative assessment data to make informed decisions related to continued implementation and direction of Agency resources. Moreover, the expansion of Agency supports for LEAs to implement an Oregon MTSS under the SPDG will likely provide increased opportunities to measure progress toward the SIMR.

Historic Changes to Summative Assessment

As described in Phase III-1 submitted April 2017, Oregon has experienced changes to the summative assessment measure since the initial target was set in FFY 2013. These changes include adoption of The Smarter Balanced Assessment instead of OAKS in spring of 2015, and changes to participation rules of students with disabilities in the alternate assessment in the 2015-2016 school year. The participation rules for students taking the Smarter Balanced Assessment remain consistent between the 2015-16 and 2016-17 school years, allowing for reliable comparisons across these two years. Despite the ability to reliably compare data across two school years, it remains inaccurate to compare these data to the value of the original target set based on OAKS data. Section F of this report includes plans for the state to change the performance targets associated with the SIMR to align with the Smarter Balanced Assessment instead of OAKS.

Expansion of SPDG Supports

The SPDG will provide increased funding to additional LEAs to implement Oregon MTSS. An expected outcome is that students with and without disabilities will experience an increase in academic outcomes with successful implementation of MTSS under SPDG supports. With the addition of Portland Public Schools to the State Personnel Development Grant (SPDG) supports, the population of students potentially positively impacted by MTSS will notably increase. Furthermore, as coaching supports align under ORISS throughout the state, it is likely that the performance of students with disabilities will likely increase in schools receiving other types of agency supports.

Plans for Improving Data Quality

The data limitations impacting the ability to confidently evaluate quantitative progress toward Strategy 2 SSIP implementation provide opportunities for the SEA Coordinators to provide targeted technical assistance to LEA Coordinators. In particular, the Agency intends to improve the quality of data related to SSIP Strategy 2 implementation by providing increased training on FIT/FIA assessments and focusing school supports on reading based on data.

Training for LEAs on FIA Assessments

LEA Coordinators in LEAs that have experienced changes in building leadership during the 2017-2018 school year have reported to the SEA a need to increase capacity for

conducting FIT and FIA assessments. Concurrently, the Agency expects that LEAs will begin to use the comprehensive Oregon Needs Assessment that aligns with ORISS once developed. As plans for SWIFT LEA Coordinators converge with plans for the SPDG, the Agency adjusted expectations for LEAs to complete FIT assessments. As of February 2018, LEAs may request an optional FIT assessment. In Phase III-3, LEAs will move from using the FIT and FIA to the ORISS comprehensive needs assessment.

Continued Focus on Screening Data

In addition to collecting aggregated composite risk scores from interim reading screening assessments, the Agency is beginning to collect accuracy screening data in oral reading from students in participating LEAs. The theory of action is that if schools are effectively implementing a MTSS in literacy, then students will receive the supports they need to be successful, and since developing readers increase first in the area of the most need, schools will likely see more students increase performance in oral reading accuracy before observing an overall increase in grade 3 Smarter Balanced Assessment performance. In order to perform at grade level on the Smarter Balanced Assessment, students need to be performing at grade level in literacy skills including but not limited to fluency, comprehension, and vocabulary. If a student is not performing at grade level on the summative assessment, the student may still experience a growth in earlier reading skills as a result of effective implementation of MTSS in literacy. This growth measured by student change in performance will support the Agency in measuring progress toward the SIMR.

In order to use district screening data to form reliable conclusions, ensuring that schools are implementing screening processes with fidelity will be necessary. The SEA Coordinators will provide access to fidelity tools to LEAs, so schools become able to ensure that assessments are administered with fidelity. Oregon has developed formal requirements for districts to engage in training related to the identification of reading difficulties including dyslexia. This legislation requires all LEAs to screen each kindergarten and first grade student for reading difficulties including dyslexia starting in fall 2018. There will be increased opportunities for administrators and school staff to become skilled in the effective use of screening tools in Phase III-3.

E. Progress Toward Achieving Intended Improvements

- 1. Assessment of progress toward achieving intended improvements**
 - a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability and scale up**
 - b. Evidence that SSIP's evidence based practices are being carried out with fidelity and having the desired effects**
 - c. Outcomes regarding progress toward short term and long term objectives that are necessary steps toward achieving the SIMR**
 - d. Measurable improvements in the SIMR in relation to targets**

Progress Toward Achieving Intended Improvements

The Agency's intended improvements targeted through Strategies 1 and 2 of the SSIP include growth at the state and local levels in infrastructure to support a multi-tiered system of support. The Agency triangulated multiple sources of evidence to assess progress toward intended improvements. Taken together, these sources point to systems changes in state and local infrastructure that support sustainability and scale-up of an Oregon multi-tiered system of support.

Infrastructure Changes at the State Agency

Activities connected to Strategy 1 of the SSIP demonstrate how improving the capacity of infrastructure at the State Agency will support districts in effective implementation of MTSS. Internal Agency infrastructure changes since the submission of Phase III-1 include:

- Successful staff recruitment of 1.0 FTE Coherent Strategies Specialist
- Inclusion of outside partners to provide technical assistance and professional development to regions and districts
- Coherent approach to creation of and adaptations to existing Agency cross-office teams
- Development of the Oregon Integrated System of Support (ORISS)

Staffing

In Phase III-1, the Agency reported on additions to staff tasked with SSIP responsibilities that are necessary steps to building state capacity. The Agency hired a 1.0 FTE Coherent Strategies Specialist to work primarily on the SSIP in July 2017. Responsibilities of this position include lead SSIP coordination, collaboration with SPDG efforts, and cross-office work in support of Agency coherence. This position supports functions of Agency efforts targeting coherence, as a way to promote sustainability of efforts beyond immediate grant funding sources.

Outside Partners and the State Personnel Development Grant

Agency relationships with outside partners through the SPDG promote sustainability and scale-up of the capacity changes needed to increase the coherence of Oregon MTSS, Strategy 1 of the SSIP. The outside partners included in the MTSS training team and the creation of the Oregon Integrated System of Support (ORISS) includes community stakeholders with respected expertise, historically interacting with systems

and educators across the cascade of services. See Table F in Section B for the complete group of outside partners. The outside partners are supporting regional coaches and LEAs under the SPDG and contribute to professional development and technical assistance related to ORISS. Since the submission of Phase III-1, the Agency identified outside partners to be included in efforts directed towards creating a scope and sequence for coaching.

Cross-Office Teams

The Agency established the Cross-Office team as a structure for increased collaboration among historically separated groups with the aim of increasing efficiency and reducing burden for districts. Cross-office work undertaken since Phase III-1 includes expansion of coherence efforts aligned with the development of ORISS and with the Agency Strategic Plan, see Appendix E-1 for Cross-Office Driver Diagram and Appendix E-2 for Strategic Plan diagram. As of January 2018, focus groups are identifying how the agency can continue or expand collaboration in the following areas:

- Developing an Agency routine to measure supports offered to districts
- Developing an Agency implementation toolkit
- Cohesion of coaching efforts in districts from multiple ODE sources of support
- Developing and scaling up ORISS
- Aligning needs assessments under ESSA

These cross-office teams use multi-directional communication structures to share information among Agency groups and external stakeholders. See Appendix E-3 for a chart of cross-office focus groups and resources as of November 2017. This system change will continue to promote coherence of efforts internal to the Agency.

ORISS Promotes Scale-up and Sustainability of MTSS in Oregon

The cross-office efforts represent the coherence among state groups that is a necessary condition for sustainability of efforts that will impact the SIMR. Cross-office collaboration with outside partners on the MTSS training team in creating the ORISS framework is an infrastructure change that connects Strategies 1 and 2 of the SSIP. Originating within the Agency and intended to guide work both internally and in the field, this framework is a milestone in infrastructure development. The combined input from multiple stakeholders within the Agency, outside partners, and feedback from practitioners means that multiple stakeholders are able to see themselves and their work in the framework. This collaborative approach toward framework development and definition will promote sustainability of MTSS in Oregon schools.

Furthermore, the common grounding of ORISS provides a basis for shared understanding among stakeholders. The foundation of ORISS is the Oregon Equity Lens, see Appendix A-1. This foundation of ORISS in the Oregon Equity Lens is a structural decision that frames MTSS efforts in Oregon. This decision provides increased opportunities for connection between ORISS and other Agency efforts. The unification of ORISS with the Oregon Equity Lens is a State infrastructure change that will allow the scale-up and sustainability efforts targeted in the SSIP to extend beyond the next planned years of implementation. See Appendix E-4 for feedback on ORISS

from the Cross-Office Team collected in February 2018. Section F of this report further addresses how the Agency plans to use stakeholder feedback on ORISS in the next phase of the SSIP. By situating ORISS as an Agency-wide initiative connected to the Strategic Plan and Equity Lens, ODE providers working with schools beyond those targeted by the SSIP will have the common framework and language of ORISS on which to ground school transformation efforts.

Infrastructure changes at Local Education Agencies

Strategy 2 of the SSIP is to increase the capacity of LEAs to implement and sustain MTSS. Infrastructure changes that support the LEAs' capacity to implement, sustain, and scale-up MTSS include:

- 6/7 LEAs continuing with SSIP supports to receive SPDG supports
- Convergence of coaching supports and funding in Cohort B LEAs through combining SWIFT and SPDG grants
- Growth of regional capacity to implement and sustain MTSS through recruitment of 6 ESDs and regional implementation coaches
- Growth of local capacity to implement and sustain MTSS in 18 LEAs
- Refinement of building and district leadership teams to support MTSS in SWIFT Cohorts A and B

Convergence of Coaching Supports

LEAs from SWIFT Cohort B built capacity to continue implementing MTSS as they automatically received grant funding through the SPDG as well as through the SWIFT grant. Cohort I, Sheridan School district, as well as Portland Public School District from Cohort A applied for the SPDG and were each accepted. The Agency expects that Cohort B LEAs will continue to receive SWIFT grant funding through 2019, and SPDG funding through 2021. Due to grant funding from both the SWIFT and SPDG grants, these LEAs also increased staff allocated to implementing MTSS and coaching supports. These LEAs will now include both an LEA Coordinator and an LEA Coach.

Growth of Regional and Local Capacity

The addition of regional and local coaches through the SPDG will positively impact the State's capacity to implement and sustain ORISS efforts. Coaching supports aligned through the SPDG and the use of ESDs as regional hubs will advance the capacity for LEAs to implement and sustain ORISS, as the hubs will become a source of regional expertise. The SPDG provides for one additional LEA to join each region each year over the next two years, as shown in Figure D, Section B. The SPDG has provided the funding to increase the capacity for regions and districts to support ORISS in the years to come. After SPDG funding ceases, the Agency expects to leverage regional hubs and LEAs involved with the SPDG to become sites of strong ORISS implementation.

Teaming as Infrastructure Development

Infrastructure changes within the SSIP target LEAs point to an increased capacity to implement and sustain MTSS. In particular, the SEA has provided increased technical assistance to LEAs on the topic of leadership teaming. The SEA Coordinators regularly

review records from check-ins with LEA Coordinators and meeting agendas from implementation meetings within the LEAs. Overall, these artifacts show that schools are including stakeholders representing multiple perspectives on leadership teams, and building leaders are increasingly relying on these teams to distribute leadership and decision-making within the school setting. Development of teaming infrastructure within schools is a necessary condition for sustaining practices that will lead to the academic improvement in grade three student reading highlighted by the SIMR.

Fidelity and Effects of Evidence Based Practices

In order for the Agency to form reliable conclusions about the status of SSIP implementation based on the outcomes and outputs of the logic model, it is necessary to monitor the fidelity of implementation of strategies 1 and 2 of the SSIP. The Agency is monitoring fidelity of implementation of internal coherent efforts, related to strategy 1, and fidelity of implementation of MTSS in LEAs, related to strategy 2. Table I displays a summary of the fidelity tools used to monitor SSIP strategies 1 and 2.

Participating LEAs measured fidelity to MTSS practices promoted through ORTII and SWIFT technical assistance frameworks annually using a variety of evidence-based tools. The Agency included extensive description of the DIET-SB, FIA, and FIT in Phase II-1. See Section E of Phase III-1 for more information on how these fidelity measures are situated within the respective frameworks of Oregon Response to Intervention and Instruction (ORTII) and the School Wide Integrated Framework for Transformation (SWIFT).

Schools use the FIA, FIT, and DIET-SB2 (a) as tools to measure fidelity of implementation of the associated technical assistance framework, and (b) as tools to denote progress of the school in implementing areas of a multi-tiered system of support within the framework.

Quantitative growth in MTSS areas can be identified by the following data points:

- FIT trend data from the 2013-14 school year through the spring of 2017 for Cohort A LEAs continuing participation in Agency-sponsored activities
- FIT and FIA data comparisons from the 2015-16 and 2016-17 school years for Cohort B LEAs
- DIET-SB2 data comparisons from the 2015-16 and 2016-17 school years for Cohort I LEAs

See section C for a summary of results from available data collected since submission of Phase III-1. Regular use of these fidelity measures provide the implementing schools with the necessary implementation data to adjust or confirm plans and priorities within the district, as well as providing a summary of implementation efforts to date.

Table I. Timeline of use of Fidelity Tools that support measurement of SSIP Strategy 2 infrastructure improvements

Technical Assistance Framework	Evidence-Based Practice	Fidelity Tool	Who	When	
				Most recent	Next
ORTII	Response to intervention and instruction in literacy	DIET-DB2	Cohort I	Spring 2017	Spring 2018
SWIFT	Multi-tiered system of support	FIA	Cohort A	Fall 2016-Fall 2017	Winter 2018
			Cohort B	Spring 2017	Winter 2018
		FIT	Cohort A	Spring 2017	Spring 2018
			Cohort B	Fall 2016 Winter 2018	Spring 2018

Fidelity of High Quality Professional Development

Central to strategy 1 of the SSIP is providing high-quality professional development to coaches. The Agency began measuring quality of professional development provided to regional and local coaches during SPDG funded professional development opportunities using Gaumer-Erickson and Noonan’s High Quality professional development checklist in December 2017. By including all components of PD that are described in the tool, the Agency is able to demonstrate fidelity to the evidence-based practice of providing professional development connected to coaching the implementation of MTSS in schools. Feedback from the Agency’s contracted evaluator after the December 2017 and January 2018 PD indicated 100% attainment of characteristics of high-quality professional development. See Appendix C-3 for the high-quality professional development checklists from these events.

Outcomes Regarding Progress Toward Objectives

In the following section, outcomes of objectives are reviewed to show progress toward achieving the SIMR. As identified in the Agency’s logic model, see Figure B, Section A, completion of established short and medium term outcomes can be used as indicators of progress toward the long term objective of the SIMR. Changes to infrastructure at state and local levels influence the capacity of these systems to implement and sustain MTSS, which ultimately impacts the academic outcome for students specified in the SIMR.

Table J includes the short, medium, and long-term outcomes associated with SSIP implementation activities described in the Agency’s logic model, see Appendix A.

Table J. Objectives from Agency Logic Model and Outcomes in support of achieving the SIMR

Objective	Outcomes		
	Short term	Medium term	Long term
Quality professional development and coaching provided to MTSS coaches	Regional and local MTSS coaches participated in training winter 2018	Coaches to continue to participate in training through 2021 under SPDG	
Quality of professional development and coaching provided to districts by MTSS coaches	To begin Spring 2018		
LEA Staff demonstrate knowledge of systems coaching	LEAs established and maintained school leadership teams to support MTSS by winter 2018	LEA coaches to lead and continue technical assistance in district to set direction, select priorities, and revise action plans within MTSS through 2021 under SPDG	
LEAs provide high-quality Tier I literacy instruction within MTSS framework	9 of 9 LEAs involved in SSIP supports using core literacy curriculum and universal reading screening for elementary students as of 1/30/18	LEAs to implement a continuum of literacy instruction and assessment with fidelity, including decision protocols for students entering and exiting intervention	
LEAs provide high-quality PBIS systems within MTSS framework	9 of 9 LEAs involved in SSIP supports report using positive behavior systems	LEAs to continue to explore or implement PBIS practices including universal behavior screener	

Exclusionary Discipline Comparisons Indicate Progress Toward Inclusive Environments Outcomes related to student access to and participation in academic environments are indicators that districts are making progress toward the objective of implementing and sustaining a multi-tiered system of support. Inclusive academic environments are a necessary step toward achieving the SIMR. In order for students to benefit from the literacy instruction that will lead to improvements in reading scores described in the SIMR, it is necessary that schools foster inclusive learning environments for all students.

One indicator of successful MTSS implementation in Oregon is a lower rate of exclusionary discipline practices (expulsion, in-school suspension, out of school suspension) for students with disabilities in implementing districts as compared to the state average. The Agency reports suspension and expulsion data for students in Cohorts A and B schools implementing the SWIFT framework in Appendix B. In order to compare rates of exclusionary discipline among these LEAs, The Agency calculated first the rate of students with and without disabilities per 100 students in each participating LEA, and next created ratios to represent the rate of this discipline for students with disabilities per 100 students compared.

During the 2014-2015 school year, the ratio of suspension and expulsion in Cohort A for students with disabilities to students without disabilities was 7.73, while the state ratio was 2.87. A ratio of 1.0 would indicate the same rate of exclusionary discipline for students with and without disabilities, per 100 students. In 2016-2017, Cohort A witnessed a decrease in the ratio of suspension and expulsion for students with and without disabilities from 7.73 to 3.37, while the state rate remained at a similar ratio to 2014-2015, at 2.86.

With implementation of MTSS in cohort A and installation of MTSS in Cohort B LEAs, both groups of school districts witnessed lower rates of discipline disproportionality than state averages in 2017, based on the rate of students with disabilities to students without disabilities. Among Cohort B districts, the ratio of exclusionary discipline for students with disabilities to students without disabilities was 2.28 in 2014-2015, while the state ratio was 2.87. In 2016-2017, the Cohort A ratio was 2.70, while the state remained similar to 2015 rates at 2.86. Taken together, districts implementing MTSS reported lower ratios of exclusionary discipline for when comparing students with disabilities to students without disabilities than did districts on average in the state.

Measurable Improvements in the SIMR in Relation to Targets

Table K. Grade three students in SSIP participating districts earning proficient or higher on ELA Smarter Balanced, 2016-17, including students who participated in the alternate assessment

District	Percentage of Grade 3 Students with Disabilities at benchmark or higher in ELA 2015-16	Percentage of Grade 3 Students with Disabilities at benchmark or higher in ELA 2016-17
Corvallis	27.12%	36.54%
Medford	26.16%	26.09%
Oregon City	27.52%	18.95%
Portland	38.02%	34.66%
Rogue River	10.00%	20.00%
Sheridan	12.50%	0.00%
Sisters	0.00%	0.00%

The target of the SIMR addresses the performance in ELA of all students with disabilities in grade 3 in Oregon. As addressed in Section D, limitations to data quality

and quantity, it is unlikely that Agency intervention with nine school districts will produce measurable results in statewide aggregated summative assessment scores. Therefore, monitoring the changes in summative assessment data for students with disabilities in districts targeted by the SIIP is one way the Agency can measure improvements in outcomes that will directly impact the SIMR.

Table K displays Smarter Balanced Assessment English Language Arts (ELA) scores for grade three students with and without disabilities among participating SSIP districts for FFY 2015 and FFY 2016. The table includes data from students enrolled in the district for the entire academic year.

Table L. Statewide ELA Smarter Balanced Assessment Results, Percentages of Grade Three Students with Disabilities Scoring at or Above Grade Level

Year	Students taking Regular Assessment without Accommodations	Students taking Regular Assessment with Accommodations	Students taking Alternate Assessment	Total	SIMR Target
2015-2016	29.05%	8.96%	50.00%	25.50%	44.5%
2016-2017	25.29%	8.76%	46.71%	23.25%	45.5%

As addressed in Phase III-1 submission, changes to the Oregon state summative assessment and participation rules make longitudinal comparison of these data invalid before FFY 2015. See section E of Phase III-1 for the historic explanation of changes to student participation rate and potential impact to validity of drawing conclusions from longitudinal comparison of these data.

F. Plans for Next Year

- 1. Additional activities to be implemented next year, with timeline**
- 2. Planned evaluation activities including data collection, measures, and expected outcomes**
- 3. Anticipated barriers and steps to address those barriers**
- 4. The state describes any needs for additional support and/or technical assistance**

Additional Activities and Evaluation Activities to be Implemented Next Year

The State uses an ongoing continuous improvement cycle to evaluate progress and address changes to plans. Based on the activities, implementation status, outcomes, and fidelity data gathered during Phase III-2 of the SSIP, the State adjusts next steps in SSIP implementation and proposes the following additional and continuing activities.

Tables M and N include additional activities to be implemented in Phase III-3 with timelines. The tables also include the intended outcomes and the data sources that the Agency will use to evaluate progress. As the Agency submits this Phase III-2 report during the 2017-2018 school year, the Agency will continue to implement activities during the remainder of 2018 and into the 2018-2019 school year.

Anticipated Outcomes, Strategy 1 Phase III-3

The activities described in Table M will support the outcomes of training high-quality MTSS (ORISS) coaches and increasing intra-agency coherence. Aligning the intra-agency efforts to the common framework of ORISS is necessary to provide the internal coherence necessary at the state agency to deliver coherent supports to LEAs. The Agency expects to continue cross-office collaboration that impact Strategies 1 and 2 of the SSIP.

Focus groups are identifying how the agency can continue or expand collaboration in the following areas:

- Developing an Agency routine to measure supports offered to districts
- Developing an Agency implementation toolkit
- Cohesion of coaching efforts in districts from multiple ODE sources of support
- Developing and scaling up ORISS
- Aligning needs assessment guidance under ESSA

The Agency will gather feedback from stakeholders in other offices and departments through focus groups and review sessions. These opportunities will inform changes to the ORISS framework, which may include changes to guidance documents to include additional Agency programs. Furthermore, Agency staff will be more likely to support ORISS implementation in LEAs when they engage in opportunities to develop common knowledge and provide input to the framework. In addition, the Core team will host an Agency Leadership meeting in May 2018, to provide Agency executive leadership with an overview of the ORISS framework and opportunity for input.

Developing a common needs assessment based on the ORISS framework is one point of convergence of Strategy 1 and 2 of the SSIP. The Agency continues to refine the domains, features, and associated guidance documents of the ORISS framework, while simultaneously developing the capacity of coaches to support implementation of this framework.

Table M. Planned activities, timeline, and evaluation measures to Support Strategy 1 in Phase III-3

Dates	Activity	Outcome	Data Sources
Present-August 2019	Core ORISS team meets regularly with outside partners and MTSS training team	Plan for training a network of high-quality coaches on professional development (PD), technical assistance (TA), and coaching practices (CP)	Scope and sequence for coach PD including face to face and online opportunities
April 2018-July 2018	Internal Agency stakeholders provide feedback on ORISS	Changes to ORISS domains, features, or guidance documents to capture multiple programs, funding sources, and EBPs	Meeting records and feedback artifacts
April 2018-July 2018	External stakeholders including coaches, administrators, teachers provide feedback on ORISS		
August 2018	MTSS training team incorporates feedback from stakeholders into ORISS framework and comprehensive needs assessment	Completed ORISS framework and Strengths Finder/Needs Assessment	ORISS framework and evaluation tool including domains, features, guidance documents
Present-2021	Local and regional coaches attend high quality professional development through SPDG	LEAs develop capacity to implement and sustain evidence-based practices within ORISS	HQ PD checklist, participant knowledge gains
March 2018-2021	Regional coaches provide weekly check ins with LEA coaches		Coaching logs
March 2018-2021	SEA coaches (internal ODE staff and outside partners) check in weekly with Regional coaches		Coaching logs
April 2018-2021	LEA coaches provide implementation and instructional coaching to up to 4 schools within LEA		Coaching participation survey
Present-2019	Agency routine work group creates routine for district data review to identify need for supports	Cross-office work groups increase intra-agency coherence, interconnectedness of work groups ensured by	Data review process and database measuring transition points

April 2018-2019	Coaching cohesion work group creates guidance documents for coaches	cross-office monthly meetings	Agency sponsored coaches and TA provider resources
Present-August 2019	Agency Implementation work group outlines recommendations for using implementation science in initiative planning		Written guidance and professional development accessible to Agency staff

Anticipated Plans for Stakeholder Engagement to Advise on SSIP Target

The Agency plans to continue exploring meaningful stakeholder engagement in the next year. SEA Coordinators found helpful ideas for stakeholder engagement in the resource, *“Serving on Groups That Make Decisions: A Guide for Families”* which was developed as part of the State Personnel Development Grant (2007-2012) from the WI Department of Public Instruction under the Office of Special Education Programs. Of particular use is the need to define the purposes of different stakeholder groups in order to provide meaningful opportunities for feedback. Furthermore, roles and responsibilities of stakeholder groups are shifting with the SPDG and development of ORISS as a statewide initiative. As the Agency continues collaboration to develop ORISS, Strategy 2 of the SSIP incorporates language shifts to outcomes related to implementing and sustaining ORISS in the State. See Appendix E for internal agency stakeholder feedback collected in February 2018, marking consensus at the Agency to begin introducing the name ORISS in place of MTSS in Oregon.

Activities planned for stakeholder feedback for the next year will yield outcomes toward both Strategy 1 and Strategy 2 of the SSIP. The Agency will incorporate stakeholder feedback into the planning of the ORISS framework and guidance documents as well as advise changes to the SSIP target. See Section D for further explanation of the need to reset this target based on changes to the state summative assessment and participation rules since the 2014 baseline.

Stakeholders will provide input at the SACSE fall 2018 meeting in Salem. The Agency will ask the Council to advise the Agency about the SSIP targets in addition to providing an update on ORISS implementation progress. The State Board approved a change to indicator B3, the state summative assessment indicator, and the ESSA plan reflects this change. The new baseline year for indicator B3 is 2016.

Originally, the Agency wrote the SSIP in alignment with ELA targets for the B3 indicator. Adjusting the B17 target will provide the State with a more accurate measurement of progress toward intended outcomes.

Table N. Planned activities, outcomes, and evaluation measures to Support Strategy 2 in Phase III-3

Dates	Activity	Outcome	Data Sources
October 2018	Cohort A receives final TA and funding from Agency	Cohort A LEAs sustain implementation of MTSS	FIT, FIA
Present-June 2019	Cohort B schools measure MTSS implementation	Schools progress through initial implementation to full implementation of MTSS	Cohort B uses FIT, FIA
	Cohort I schools measure MTSS implementation		Cohort I uses DIET-SB2
January-February 2019	SEA and LEA coaches analyze change to student LRE placement		APR data FFY 2017, Indicator 5
January-February 2019	SEA and LEA coaches review exclusionary discipline practices		APR data FFY 2017, Indicator 4
October 2018	SEA analyzes SBAC data with LEA and regional coaches for Cohorts A, B, I, and new cohort	Schools demonstrable growth in ELA for students with disabilities	SBAC FFY 2017
October 2018-2020	SEA includes 3 SPDG and ORTII LEAs in in new SSIP cohort		Philomath, South Umpqua, Wallowa reading screening data disaggregated for SWD
Ongoing	Cohort B, I and new cohort LEAs screen students three times annually and review for growth in ELA for SWD		Reading screening data disaggregated for SWD
April 2018-July 2018	Agency recruits and accepts 6 additional LEAs for SPDG participation	Expansion of coaching cadre within Oregon	Application and review documents, signed grant agreements
September 2018-June 2019	New LEAs measure ORISS implementation	LEAs establish baseline for ORISS implementation	ORISS Needs Assessment conducted through SPDG
September 2018	SACCSE advises Agency on SIMR target revisions	Stakeholder feedback on SSIP target	APR data, SIMR targets

Anticipated Outcomes, Strategy 2 Phase III-3

Strategy 2 of the SSIP focuses on capacity of local education agencies to implement and sustain MTSS, now ORISS.

The ORISS Strengths Finder/Needs Assessment is a bridge between strategies 1 and 2 of the SSIP. The development of an Agency comprehensive needs assessments is one of the outputs of cross-office work. Feedback gathered from stakeholders will inform

development of the tool. During 2018, the Agency will create a new interface to replace INDISTAR, currently used by all districts for planning and reporting. The roll out of a common tool in August 2018 aligned with ORISS will be an indicator of increased inter-agency coherence and will lead to increased capacity for LEAs to be able to implement and sustain ORISS.

The Agency will include data gathered from the ORISS needs assessment in SSIP Phase III-3 for LEAs in Cohorts B and I to measure progress in implementation of ORISS. The three LEAs in the SPDG/ORTII overlap cohort will measure baseline ORISS implementation using the tool in the 2018-2019 school year. By selecting three LEAs involved in both SPDG coaching supports and ORTII literacy instructional support, the Agency expects to be able to demonstrate progress toward the SIMR.

The Agency will continue to review summative ELA assessment data for Cohort A LEAs in Phase III-3 in order to measure progress toward the SIMR, an indicator of the success of strategies 1 and 2 of the SSIP. The Agency expects to continue to see gains in the performance of students with disabilities on the ELA summative assessment among Cohort A schools. In addition to summative ELA assessment data, the Agency will continue reviewing literacy screening data from SSIP participating LEAs.

Anticipated Barriers

Much of the SSIP work and planned changes to activities involve multiple stakeholders within and external to the State Education Agency. Effective engagement of internal and external stakeholders presents opportunities that are both barriers and opportunities promoting cohesion of efforts. The following sections detail anticipated barriers and plans to address these barriers. The Agency considers barriers related to (a) developing comprehensive needs assessment guidance, (b) defining components of ORISS, (c) calibration among MTSS Training team partners, and (d) onboarding of new LEAs.

Plans to Address Barriers to Comprehensive Needs Assessment Guidance Adoption

The State intends to roll out the needs assessment guidance in conjunction with the domains of ORISS. Guidance documents will address how LEAs will be able to use the comprehensive needs assessment to measure implementation of ORISS and identify priority focus areas as a part of their continuous improvement process. This tool will align with the current INDISTAR platform used throughout the State for reporting and planning, allowing LEAs to complete one tool for all required state plans. Oregon's ESSA plan includes steps that the Agency will take to provide common comprehensive needs assessment guidance to districts. These efforts support Strategy 1 of the SSIP.

LEA administrator familiarity with existing needs assessment practices and/or tools may initially present as a barrier to the adoption of a new tool or routine. To address this barrier, the State plans to engage district leaders throughout the development of needs assessment guidance documents through activities including but not limited to workgroups, structured feedback opportunities, validation with other needs assessments, and piloting in LEAs. Infrastructure changes at the Agency resulting in

greater cross-office collaboration will also support LEAs in using the comprehensive needs assessment as a meaningful planning tool. As Agency programs align processes, the State expects that LEAs will see increased value in using a comprehensive needs assessment to guide priorities and plans.

Plans to Address Barriers to Defining Components of ORISS

The MTSS training team leads the development of the components of the Oregon Integrated System of Support, ORISS. Stakeholders including MTSS coaches, Agency staff and district employees will offer feedback in the development of the specific domains of Oregon's system. The MTSS training team is committed to establishing ORISS as the framework that aligns all efforts toward the improvement of student learning. The inclusion of numerous previously isolated federal and state programs into ORISS presents the barrier of building a common vision, vocabulary, and set of measurement tools. Through continuing to build common knowledge among MTSS training team members, the State will be able to define and offer guidance to LEAs about ORISS as an integrated system rather than a traditional multi-tiered system of support. The Agency will know that this barrier has been addressed when there is consensus on the domains and features of the ORISS framework, and aligned Strengths Finder/Needs Assessment.

Plans to Address the Barrier of Aligning Coaching Supports Provided by SEA Coaches

Select members of the MTSS Training team and outside partners are to begin serving as SEA coaches for regional coaches in March 2018. In order to promote a cohesive delivery of coaching supports, the Cross-office core team noticed the need to align SEA coaching supports delivered to regions and LEAs. Aligning coaching supports provided by the SEA coaches may initially present as a barrier to collaboration because of the range of expertise among Agency staff and outside partners serving as coaches. The State plans to initiate ongoing meetings with SEA coaches as a communication structure to support the delivery of coaching supports to regional coaches. Through this calibration, the State will develop a common language and set of tools to aid with ORISS implementation through the SPDG.

Plans to Address the Barrier of Aligning Supports within LEAs new to SPDG

In addition to the need to align supports delivered by members of the MTSS Training team, there is an emerging need to align coaching supports with ongoing initiatives with a presence in select Oregon schools. Some of the schools to be receiving supports through the SPDG and thus included in the SSIP are also already receiving supports in schools from one or more of the following groups: Oregon RTII, School and District Effectiveness, English Learner federal program support, and High School Success, among others. These initiatives include specific requirements for participation and data reporting, as well as specific language and protocol for engagement.

The State anticipates this overlap of supports will increase LEA capacity for ORISS implementation and sustainability. The number of service providers to LEAs may also present an obstacle to the LEA if coaches are unaware of each other's efforts. An

unorganized coaching system representing multiple initiatives and funding streams may impact the LEA ability to focus plans toward specific priorities. The State plans to address this barrier by encouraging LEAs to appoint a liaison for supports. This coach or other service provider will communicate with all the other external district support providers. By defining team roles and responsibilities among entities supporting LEAs, the Agency expects to be able to coherently onboard new districts through the SPDG. The Agency coaching cohesion team will also address this barrier by providing a common knowledge base of ORISS, and expectations for engagement.

Plans to Address the Barrier of Screening Data Collection

The State intends for LEAs to be able to examine student growth in oral reading fluency accuracy data. For students not yet meeting grade level expectations on SBAC in ELA, schools should expect to see growth in student accuracy before change to composite scores because accuracy is a more basic reading skill. If students are receiving instruction and intervention matched appropriately to need in K-3, the Agency expects to observe growth in oral reading fluency accuracy among LEAs implementing ORISS. The SEA Coordinators will provide LEAs with additional professional development and technical assistance to support ability to disaggregate and meaningfully use student reading screening data. In addition, SEA Coordinators will focus supports on how LEAs can make data-informed decisions about instruction and implementation of ORISS using student outcome data disaggregated by subgroup. As explained in Section C, the Agency received limited disaggregated reading screening data from LEAs during Phase III-2. Addressing this barrier through State provided TA will enable the Agency to track progress toward the SIMR at a measurable grain size, and will allow the LEA to adjust district-wide implementation drivers influencing the delivery of evidence-based practices in literacy for students with disabilities.

Additional Support and/or Technical Assistance Needs

The State is currently working with Technical Assistance Centers. The State participates in support through conference attendance, collaborative meetings, monthly calls from technical assistance, and informational/interactive webinars from Technical Assistance Centers. The state continues to be responsive to TA and will seek additional/support or technical assistance as needs present themselves in this process.

Technical assistance was utilized throughout the Department's Phase III-2 implementation and evaluation activities. Agency staff participated in a variety of technical assistance opportunities. This section includes a list of technical assistance activities accessed by various staff on Oregon's SSIP team. These actions demonstrate Oregon's commitment to the State's SSIP implementation and evaluation activities.

- NCII Selected Oregon for Technical Assistance on intensive intervention, July, 2017
- NCSI Language and Literacy Cross-State Learning Collaborative, July 11-13, 2017, Chicago, Illinois, attended by SSIP Lead

- SPDG National Meeting, October 11-12, 2017, Washington, D.C., attended by Part B Primary Writer, with participation in workshops related to SSIP and SPDG alignment
- NCSI Language and Literacy Cross-State Learning Collaborative, November 7-8, 2017, Atlanta, Georgia, attended by SSIP Lead and Part B Primary Writer
- NCII How States Can Support MTSS for Students with Disabilities, November 9, 2017, Atlanta, Georgia, attended by SSIP Lead and Part B Primary Writer
- DaSy, ECTA, and OSEP webinar, SSIP Evaluation Workshops: Introductory Webinar, December 13, 2017
- NCSI State TA Call, December 20, 2017
- OSEP has provided monthly TA assistance calls with OSEP Oregon Part B State Lead Marion Crayton and her successor Reha Mallory, and OSEP Oregon Part C State Lead Amy Bae. These meetings provide the opportunity to provide status updates on Oregon's SSIP development, as well as to receive direct assistance and have specific questions addressed.
- Part B Primary Writer is a member of SSIP-SPDG Community of Practice with participation in on-going monthly TA webinars.
- Signetwork – Has provided guidance in the implementation and integration of the SSIP and SPDG through monthly webinars with the SPDG Project Director
- NCSI SSIP Phase III Writing Pop Up Meetings, February-March 2018, SSIP Lead participated

State Systemic Improvement Plan Part B Appendices

<u>Appendix</u>		<u>Pages</u>
Appendix A	_____	62-76
Appendix B	_____	77-97
Appendix C	_____	98-128
Appendix E	_____	129-141

<u>Appendix</u>	<u>Description</u>	<u>Pages</u>
A-1:	Oregon Equity Lens	62-63
A-2:	ORISS Overview, November 2017 Draft	64-66
A-3:	Agency Communication on ORISS and Oregon Strategic Plan, February 2018	67-68
A-4:	Cross-Office Coherence Team Charter	69-71
A-5:	Oregon SPDG/MTSS Organizational Chart, November 2017	72-75
A-6:	Scope and sequence for LEA and Regional Coach Professional Development	76

Appendix A-1: Oregon Equity Lens

Oregon Integrated Systems of Support (ORISS)

The Oregon Integrated Systems of Support Framework is designed to anchor the Oregon Department of Education and our educational partners as we work collaboratively to create optimal and responsive learning environments that foster equity and excellence for every learner in our state. The work is rooted in the following beliefs:

Oregon's Equity Lens

Oregon has set a vision that all students receive a relevant, rigorous, and well-rounded education from birth through postsecondary. This vision, along with a set of core beliefs (*Oregon's Equity Lens*, Oregon Education Investment Board, 2013) represent how we think about and approach supporting all students.

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead all children to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe children receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the overrepresentation of children of color in special education and the underrepresentation of these children in "talented and gifted" programs.

We believe that the children who have previously been described as "at risk," "underperforming," "underrepresented," or "minority" actually represent Oregon's best opportunity to improve overall educational outcomes.

We believe in access to high-quality early learning experiences and appropriate family engagement and support, recognizing that we need to provide services in a way that best meets the needs of our most diverse segment of the population.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our children and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen—and have the courage to share decision making, control, and resources.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of great teaching. An equitable education system requires providing teachers with the tools and support to meet the needs of each child.

Oregonians value diversity and recognize that different backgrounds, perspectives, and ideas foster strength. Educators and communities have a long-standing commitment towards creating respectful and inclusive learning environments and eliminating discrimination or harassment in all forms, levels, or aspects.

Oregon's Equity Lens, Oregon Education Investment Board, 2013

A-2: Oregon Integrated System of Support Domains and Features, November 2017 Progress

Oregon Integrated Systems of Support (ORISS)

Supporting the creation of optimal learning environments that foster equity and excellence for every learner through collaboration with educators, partners, and communities

ORISS Components

Leadership

- D Leadership across levels (community, school board, district, school) have cultivated a shared vision, mission and culture that emphasizes the belief that all students are capable of success
- D Expectations and priorities are developed collaboratively and based on the needs of the students as evidenced by multiple sources of data
- D Effective systems and structures are installed, supported and monitored to ensure focus remains pointed on the needs and outcomes of students
- D Leadership is intentionally distributed with a clear balance between professional empowerment, authority and accountability

Talent Development

- D An evidence based evaluation model is used to ensure all educators and district personnel receive the support needed to be successful in their position
- D Quality professional learning offerings are informed and balanced by trends in student outcomes and professional goals or preferences
- D Effective systems to recruit and retain are cultivated and include opportunities for growth

Stakeholder Engagement

- D Multiple pathways and feedback loops are intentionally designed and executed to ensure positive engagement with all stakeholders including the school board, families, the community, teachers, staff and especially for groups that have traditionally been marginalized
- D Stakeholder input is valued and genuine partnerships are established and maintained
- D Communication systems are effective, transparent and multifaceted to ensure ongoing two-way information sharing

Coordinated Educational Framework

***Note:** The Coordinated Educational Framework domain is distinct from the other domains in that the overview does not specify the "what," but instead places priority on the guideposts that will be used to inform the selection, planning, and implementation of the "what," namely the specific tools, strategies, and interventions. This approach is based on the understanding that any specific tool, strategy, or intervention—no matter how strong the research basis—is not guaranteed to benefit student learning. For instance, a protocol could be enacted with exacting precision, yet provide virtually no benefit to student learning.*

Given this, specific tools, strategies and interventions (e.g., standards, textbooks, data routines, instructional grouping, progress monitoring) would be described at the next level of the framework resources. As you will see in the bullets, the overview anchors us in the belief that all tools, strategies, and interventions must be a means to the larger end of learning and not an end unto themselves. Stated another way, we cannot say that the intervention is effective because it is present but rather the intervention is effective if student learning improves as a result. This approach keeps the focus on students regardless of where the conversations are occurring.

Domain Overview

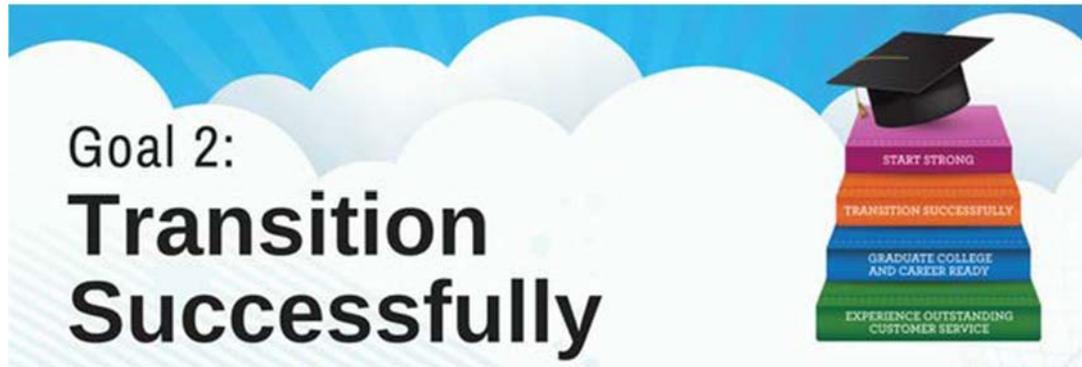
Each aspect of the Coordinated Educational Framework must be planned and implemented in such a way that:

- D Fosters necessary conditions for learning, as established in research on learning theory.
- D Establishes a clear line to the benefit each aspect provides to student learning.
- D Supports collection of evidence of its effectiveness in improving learning outcomes.
 - Contributes to a system with increasing levels of support matched to a student’s needs, goals, and interests.
- D Leverages interconnections among all aspects of the framework.

Inclusive Policy, Structure & Practice

- D A welcoming, learning centered, inclusive and safe climate is expected and reinforced across all district settings
- D Barriers to advancement, participation and opportunity are identified and replaced with inclusive and equitable practices in all settings

A-3: Agency Communication Connecting ORISS and Oregon Strategic Plan, February 2018



Goal 2 Highlight: Oregon Integrated System of Supports (ORISS)

Multiple ODE cross-office teams, working together to support ODE's Strategic Plan [Goal 2](#) team, are pleased to share their efforts on the **Oregon Integrated System of Supports (ORISS)**.

ORISS Vision and Design

ORISS is a framework intended to provide a common base for any ODE project, initiative or grant. Oregon's values as described in our Every Student Succeeds Act (ESSA) [State Plan](#) for an equitable and well-rounded education, the [Oregon Equity Lens](#), and strengthened district systems are front and center in ORISS. The draft domains in ORISS are as follows:

- Leadership
- Talent Development
- Stakeholder Engagement
- Inclusive Policies, Structures and Practices
- Coordinated Educational Framework (which addresses student learning through intentional coordination of instruction, curriculum and assessment practices)

The creation of a common agency-wide comprehensive needs assessment process is underway that aligns with the ORISS domains listed above. Similarly, a planning structure for school level Comprehensive Achievement Plans (CAPs) and district level Continuous Improvement Plans (CIPs) are also aligned and in progress.

ORISS Goal

The primary goal of ORISS is to bring cohesion and focus to the supports, processes and requirements we engage in with our districts and schools. If ODE provides the field with a streamlined message, systemic supports and a common needs assessment and planning process, we can minimize duplication and burden to those we support.

ORISS in Action

In December, staff from the Office of Student Services, Office of Teaching, Learning and Assessment, and Office of Equity, Diversity and Inclusion collaborated on providing training and professional development on the ORISS framework to [State Personnel Development Grant](#) (SPDG) regional coaches and District and School Effectiveness providers. The ORISS framework was also integrated into the strategic planning and visioning efforts of SPDG regional and district coaches and District and School Effectiveness providers during a professional development event in January.

As cross-office staff continue to incorporate ORISS into their work, schools and districts will have access to and benefit from unified supports for furthering any best practice.

ORISS Next Steps

Strategic Plan Goal 2 team members and other contributing staff hope to share the framework and supporting products by the first week of August at the Teaching, Learning and Assessment Institute in Eugene. The framework is still under construction, so stay tuned for upcoming staff feedback opportunities where you can review the framework for yourself!

For more information, please contact Goal 2 members [Shawna Moran](#) in the Office of Teaching, Learning and Assessment or [Jennifer Eklund-Smith](#) in the Office of Student Services.

A-4: Cross-Office Coherence Team Charter



ODE Internal Cross Office Coherence Team Charter

<p>Sponsors</p>	<p>Sarah Drinkwater, Assistant Superintendent , Student Services Lisa Darnold, Director, Best Practices, Student Services Theresa Richards, Assistant Superintendent, Teaching, Learning & Assessment Tim Boyd, Director, District & School Effectiveness, Teaching, Learning & Assessment</p>
<p>Cross Office Coherence Team Members</p>	<p>A cross office representation of Directors, Specialists and Analysts from the following offices:</p> <ul style="list-style-type: none"> • Equity • Student Services • Office of Teaching, Learning and Assessment • Research, Communications and Deputy Superintendent • IT
<p>Purpose & Responsibility</p>	<p>This charter is intended to (through collaborative problem solving, cooperation and communication) develop recommendations on how to:</p> <ul style="list-style-type: none"> • Mobilize supports & resources leveraged through ODE • Explore opportunities to create internal systems & agreements • Streamline key initiatives in support of one another <p>And as a result, will have the potential to:</p> <ul style="list-style-type: none"> • Alleviate initiative overload reported by LEAs • Improve customer service and credibility • Support ODE’s Strategic Plan • Influence the persistent achievement gap for diverse student populations (ELs, Students with Disabilities, Underserved Race & Ethnicities, Talented & Gifted Students, Tribes) • Reduce the burden on districts by providing a comprehensive, systemic application,

	<p>approval, monitoring and support system</p>
<p>Key Principles Guiding the Work</p>	<p>We will, through this work, aim for increased collaboration, cohesion and communication:</p> <p>Theory of Action: If ODE develops a systemic procedures to collaboratively identify, support and monitor initiative implementation at the LEA level, then ODE will:</p> <ul style="list-style-type: none"> -Improve cohesion, collaboration and communication, and; -Districts, schools and partners will be better supported by ODE (reduced burden, duplication, better plans), and; -Oregon students will be better supported. <p>This charter aligns with and supports the agency mission to foster equity and excellence for every learner through collaboration with educators, partners and communities.</p> <p>Alignment to ODE Strategic Plan: Start Strong, Transition Successfully, Graduate College &/or Career Ready and enhance Customer Service.</p>
<p>Strategies</p>	<p>Strategically emphasize key initiatives and their related processes including:</p> <ul style="list-style-type: none"> a. District Selection & Identification Processes b. Needs Assessments & Diagnostics c. Prioritization of Strategies & Goal Setting d. Action Planning e. Implementation Supports/Interventions (including coaching) f. Monitoring , Adjusting & Reporting <p>In order to (see outcomes & deliverables below):</p>

Outcomes & Deliverables	<p>Develop recommendations regarding:</p> <ol style="list-style-type: none"> 1. Cross-office agreements about how districts or ESDs are identified or selected. 2. Critical elements and processes for needs assessments, prioritization, goal-setting and plan development. January 2018 Update: ORISS Domains: Leadership, Talent Development, Stakeholder Engagement, Coordinated Educational Framework, Inclusive Policy, Structure & Practice. 3. How supports and resources are leveraged in order to avoid confusion, duplication or unintentional silos at the SEA or LEA level. 4. A state data-informed routine by which districts/initiatives described herein are monitored over time to ensure ongoing efficacy, and to make course corrections or adjustments over time at an agency/cross-office level.
Communication	<p>The Cross Office Cohesion Charter is an integral part of building coherence between and across ODE offices and will inform new and enhance existing initiatives to create clearer communication internally, and externally, for LEAs and other state-partners connected to our work.</p>
Members & Roles	<ul style="list-style-type: none"> • Cross Office Planning Team Lisa Darnold, Tim Boyd, Jennifer Eklund-Smith, Mariana Praschnik-Enriquez, Sarah Soltz, Shawna Moan • Cross Office Cohesion Charter Team (Large Group) • The need for smaller groups of the larger team to meet intermittently has been instituted with larger meetings maintained in order to bring the group together for input/feedback and to serve as key communicators.
Timeline	<p>Initial Charter Stage (February – July 2017)</p> <ul style="list-style-type: none"> • Agency Cross-Office Process Recommendations <p>Continuing Charter Stage (Aug 2017 – June 2018)</p> <p>Initial Implementation:</p> <ul style="list-style-type: none"> • Launching new cohesive efforts • Launching cross office routine/systems w/ an eye towards sustainability

A-5: Oregon SPDG/MTSS Organizational Chart, November 2017

Organizational Chart

Oregon SPDG/MTSS

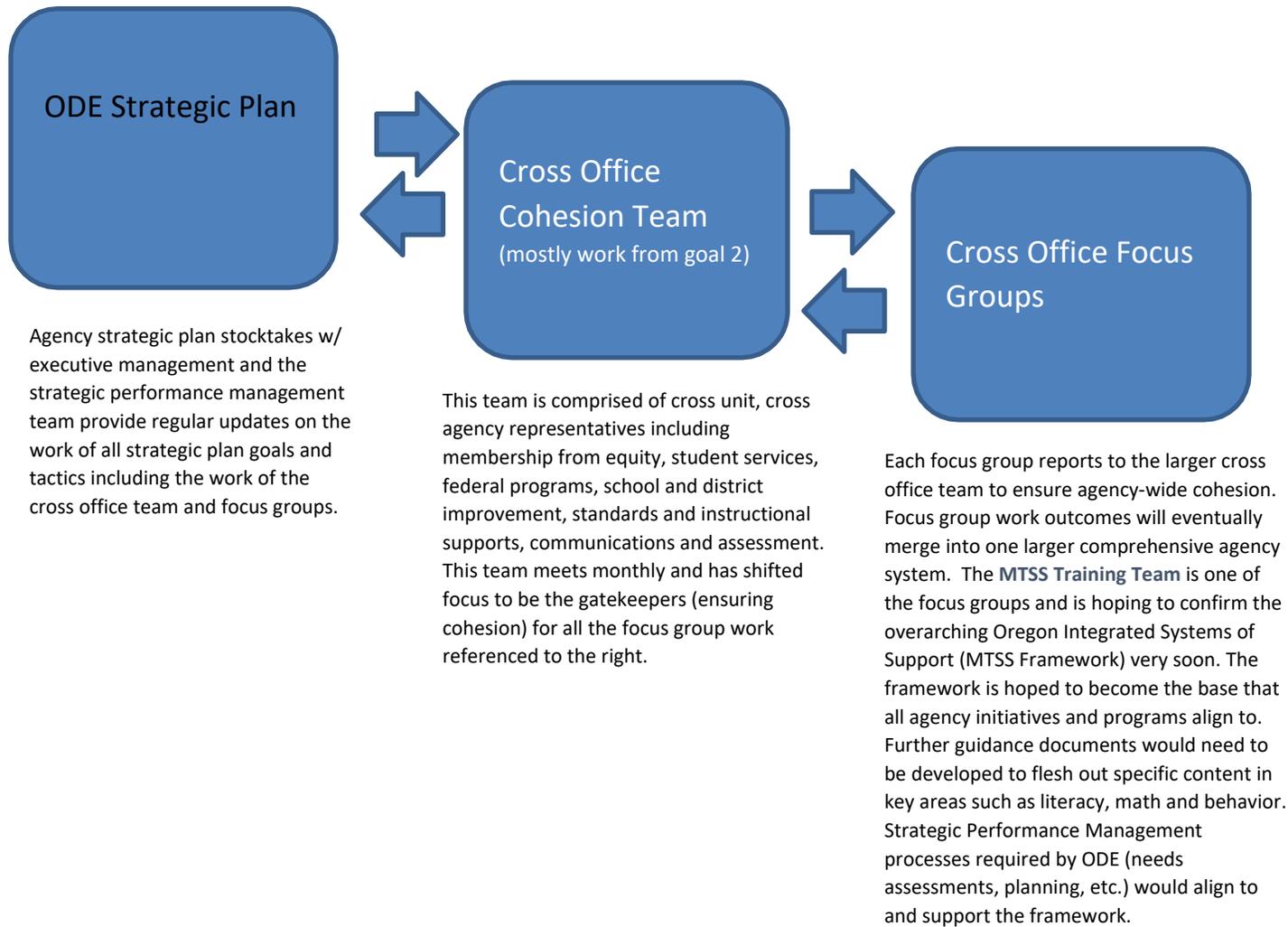
1. Coherence/MTSS in the [ODE Strategic Plan](#):

- Goal 2 - Expand ODE's coherent support for the PreK-20 System to ensure every student transitions successfully.
- Goal 3 - Strengthen systems leading to high school graduation and completion. Ensure high quality well-rounded educational opportunities that lead to college and career readiness

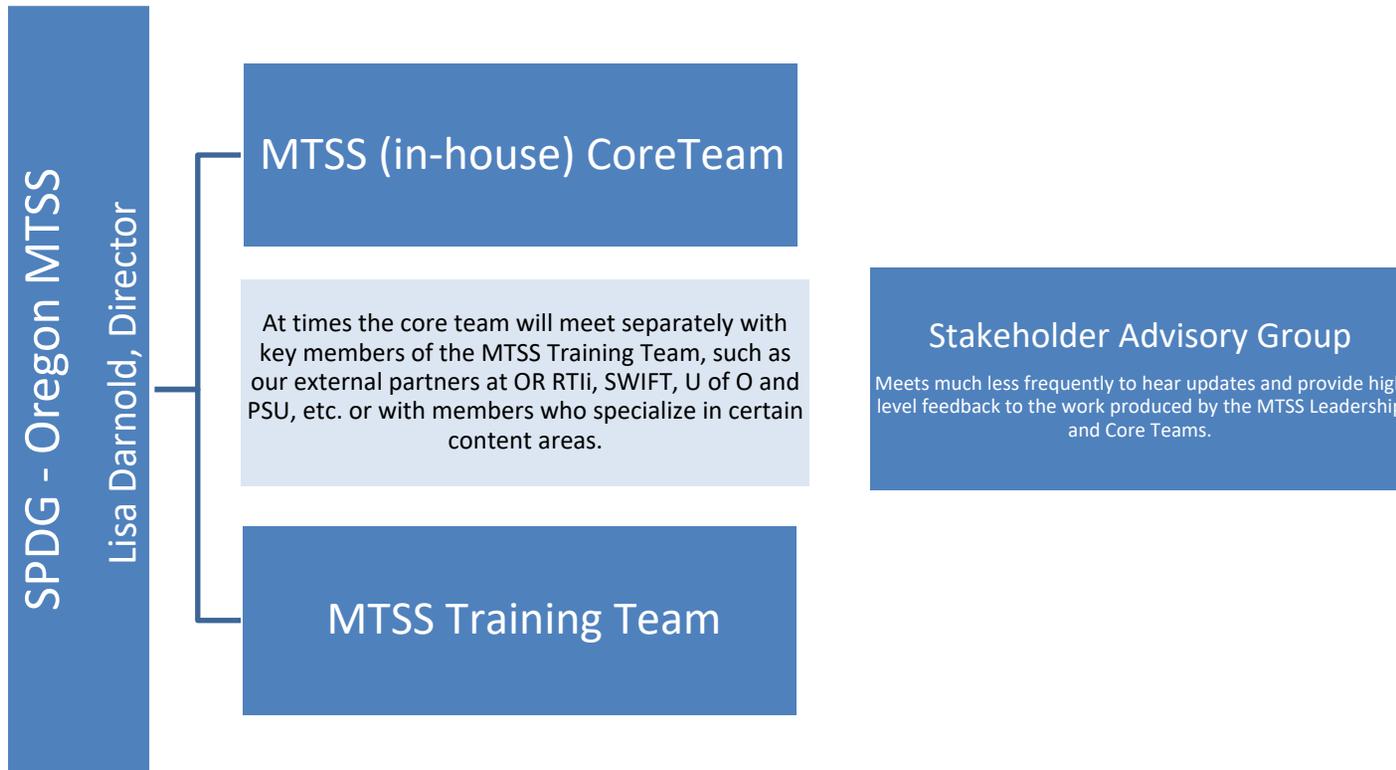
2. Coherence/MTSS in [Oregon's ESSA State Plan](#):

- In support of schools in improvement (p. 66)
- ODE Cross Office Initiative (p. 73)
- Systems Alignment and Coherence (p. 83, 84)
- Cross cutting Strategies (p. 105-107)

3. The General (Agency) Approach:



MTSS Specific Organizational Structure



Team	Membership	
Core Team	Lisa Darnold, Director Shawna Moran, Cross Office Team Contact Jennifer Eklund Smith, MTSS Training Team Contact Mariana Prashnik-Enriquez, SWIFT Contact Sarah Soltz, Oregon RTIi Contact	
MTSS Training Team	Internal (ODE) Members	External Partners & Advisors
	Angela Allen, TAG Tim Boyd, Director, District & School (& Educator) Effectiveness Holly Carter, Assessment Jennifer Christian, District & School Improvement	Sarah Arden, NCII Erin Chaparro, UofO Jessica Daily, UofO Randy DePry, PSU

	<p>Mark Freed, Math Jan McCoy, High School Success Cristen McLean, Assessment Susan Mekarski, District & School Improvement Shawna Moran, District & School Improvement Lisa Plumb, Federal (Title) Programs Brian Putnam, District & School Improvement Robin Shobe, Chronic Absenteeism Johnna Timmes, Director, Grants & Operations Beth Wigham, Counseling/Behavior Lisa Darnold, Director, Best Practices, Student Services Jennifer Eklund-Smith, Cohesion Specialist JoAnn Manning, Support Mariana Praschnik-Enrique, Cohesion Specialist Sarah Soltz, Cohesion Specialist Carrie Thomas-Beck, Early Literacy, Dyslexia Kara Williams. K-3 Programming Victor Cato, Equity Kelly Slater, Equity Markisha Smith, Director, Equity</p>	<p>Shelby DiFonzo, ORTI Sarah Falcon, Absenteeism Laura Miltenberger, SWIFT Melinda Mitchiner, SWIFT Chris Pinkney, PSU David Putnam, ORTI</p>
--	---	---

A-6: Scope and sequence for LEA and Regional Coach PD, February 2018 Progress

2017-2018 Topics	2018-2019 Topics	2019-2020 Topics
<ol style="list-style-type: none"> 1. ORISS Framework 2. Continuous Improvement Cycle 3. Implementation Science – Stage Based Planning 4. Visioning/Setting Direction 5. Establishing Team Structures 6. Beginning the Strength-Based Needs Assessment Process (District Capacity Assessment, Data Contextualization - To be continued in 2018-19) 7. Coaching Skills 	<ol style="list-style-type: none"> 1. Strengths-Based Needs Assessment Process Continued (ORISS Framework at School Level, Data Analysis & Reconciliation between district and school. 2. Priority and Practice Planning 3. Alignment of Programs and Practices 4. Resource Mapping and Matching 5. Coaching 6. Assessment (formative, screening, progress monitoring, etc) 7. Data Teams 8. UDL & tiered intervention processes addressing: <ol style="list-style-type: none"> a. Chronic absenteeism b. Literacy c. Behavior/social-emotional learning <p>Differentiation between elementary/middle/high: (i.e. elementary scheduling to maximize resources, secondary scheduling etc.)</p>	<ol style="list-style-type: none"> 1. Fidelity Measure-ORISS Framework 2. Priority and Practice Planning based off of implementation science & data snapshots 3. Alignment of Programs and Practices 4. Resource Mapping and Matching 5. Coaching 6. Assessment (formative, screening, progress monitoring, etc) 7. Data Teams 8. UDL & tiered intervention processes addressing: <ol style="list-style-type: none"> a. Chronic absenteeism b. Literacy c. Behavior/social-emotional learning d. math <p>Differentiation between elementary/middle/high</p>
<p>After PD, partner will provide support on these coach activities: Conduct DCA Create Plan for Visioning/Setting Direction</p>	<p>After PD, partner will provide support on these coach activities: Conduct Fidelity Measure Elevate Priorities and Plan Identify Resources</p>	<p>After PD, partner will provide support on these coach activities: Conduct Fidelity Measure Review Priorities and Plan Identify Resources Adjust Course</p>

<u>Appendix B</u>	<u>Description</u>	<u>Page</u>
B-1:	State Personnel Development Grant ESD and LEA Selection Materials	78-88
B-2:	Comprehensive Needs Assessment Timeline	89-90
B-3:	Comprehensive Needs Assessment Requirements Inventory	91-93
B-4:	Stakeholder Flyer, November 2017	94-95
B-5:	Stakeholder feedback on ORISS, December 2017-January 2018	96-97

B-1: State Personnel Development Grant LEA and ESD Selection Materials

ESD Selection Process

NWPBIS Conference 2/24/2017	ORTI Conference 4/29/2017	Oregon P-20 Support Network 6/9/2017	COSA Seaside 6/23	Webinar 7/13/2017	Applications Sent Via E-mail 7/17/2017
Jennifer Eklund-Smith Shawna Moran	Shawna Moran Mariana Praschnik		Jennifer Eklund-Smith Mariana Praschnik	Jennifer Eklund-Smith	
Sharing of Information Input Gathered – State Level	Sharing of Information Input Gathered – Components, Process	Sharing of Information Input Gathered – Application Process, Regional Equity	Sharing of Information MTSS and Whole Child	Sharing of Application Process Questions Answered	

*Information shared via newsletter 6/6/2017

ESD Timeline for Selection

Application Available	Optional Webinar	Application Due	Notification
7/3/2017	Week of 7/10/2017	8/7/2017	8/14/2017

Other Considerations

Job Description, Interview Questions, and Rubric in process to be provided to ESDs and LEAs.

District Selection Process

NWPBIS Conference 2/24/2017	ORTli Conference 4/29/2017	COSA Seaside 6/23	COSA Fall	Webinar
Jennifer Eklund-Smith Shawna Moran	Shawna Moran Mariana Praschnik	Jennifer Eklund-Smith Mariana Praschnik		

*Information shared via newsletter 6/6/2017

LEA Timeline for Selection

Application Available	Optional Webinar	Application Due	Interviews???	Notification
10/9/2017	Week of 10/9/2017	10/31/2017	Week of 11/6	11/6 if no interview 11/13 if interviews

Other Considerations

Job Description, Interview Questions, and Rubric in process to be provided to ESDs and LEAs.

Stakeholder Input/Sharing

SWIFT Monthly Meetings			

--	--	--	--

NWPBIS Conference 2/24/2017	ORTI Conference 4/29/2017	COSA Seaside 6/22 or 6/23?	COSA Fall
Jennifer Eklund-Smith Shawna Moran	Shawna Moran Mariana Praschnik	Jennifer Eklund-Smith Shawna Moran Mariana Praschnik	

LEA Selection Rubric

LEA Name: _____

Scorer: _____

	1	2	3	4
<p>1. How will this opportunity fit with your LEA’s overall vision, current initiatives, needs, and CIP/Strategic Plan? How will this effort further educational equity and culturally responsive practices? Please describe who has been involved in the discussion regarding this opportunity and what their roles are in the LEA.</p>	<p>The LEA has not outlined a vision consistent with this opportunity and has not involved key leadership in the discussion of this opportunity. No ties to educational equity and culturally responsive practices are made.</p>	<p>The LEA has outlined a vision that vaguely ties current initiatives and educational equity/culturally responsive practices to this opportunity OR has had discussions with individuals that are not in key leadership positions.</p>	<p>The LEA has outlined a vision and current initiatives that align this opportunity and educational equity/culturally responsive practices. OR has involved key leadership staff in the discussion of this opportunity.</p>	<p>The LEA has outlined a vision and current initiatives that align this opportunity and educational equity/culturally responsive practices. AND has involved key leadership staff in the discussion of this opportunity.</p>
<p>2. If selected, who do you envision serving as an instructional/implementation coach at the LEA level?</p>	<p>The LEA does not have a staff member identified or does not outline qualities of a high quality</p>	<p>Option 1: The LEA has an identified staff member with little to no experience in</p>	<p>Option 1: The LEA has identified a staff member AND</p>	<p>Option 1: The LEA has current staff allocated to implementation/instruction</p>

	1	2	3	4
<p>How do you see this individual participating and supporting the implementation of a multi-tiered system of support framework? Please include their experience in providing professional development, technical assistance, and coaching. If you do not have an individual identified, please describe what qualities you will prioritize for this position and the process you will use to assess these qualities.</p>	<p>implementation/instructional coach.</p>	<p>implementation/instructional coaching or implementation of a multi-tiered system of support</p> <p style="text-align: center;">OR</p> <p>Option 2: The LEA has provided a description of the qualities they will look for when hiring that does not demonstrate understanding of best practices for implementation/instructional coaches.</p>	<p>the individual has experience supporting the implementation of a multi-tiered system of support</p> <p style="text-align: center;">OR</p> <p>Option 2: The LEA has provided a description of the qualities they will look for when hiring that demonstrates understanding of best practices for implementation/instructional coaches.</p> <p>AND No process for assessing these qualities is described.</p>	<p>instructional coaching</p> <p>AND the individual has experience supporting the implementation of a multi-tiered system of support</p> <p style="text-align: center;">OR</p> <p>Option 2: The LEA has provided a detailed description of the qualities they will look for when hiring that demonstrated understanding of best practices for implementation/instructional coaches</p> <p>AND The LEA has described a</p>

	1	2	3	4
				process for assessing these qualities.
3. Has your LEA implemented an MTSS framework in either select schools or LEAwide? If so, please describe this experience, including number of schools involved, and outline any specific needs your LEA has to further implementation.	The LEA has never implemented an MTSS framework.	The LEA has implemented an MTSS framework that reaches across one area, i.e. behavior, literacy, social-emotional, attendance, etc. in at least one school AND Needs have not been identified to further the work.	Option 1: The LEA has implemented an MTSS framework that reaches across multiple areas , i.e. behavior, literacy, social-emotional, attendance, etc. in at least one school AND Needs have not been identified to further the work. OR Option 2: The LEA has implemented an MTSS framework that reaches across one area, i.e. behavior, literacy,	The LEA has implemented an MTSS framework that reaches across multiple areas , i.e. behavior, literacy, social-emotional, attendance, etc. in more than one school (if applicable) AND Needs have been identified to further the work.

	1	2	3	4
			social-emotional, attendance, etc. in at least one school AND Needs have been identified to further the work.	
4. How does your LEA use data to inform its work at the LEA and school levels? Please include any structures you have in place for the review of data (regular team meetings, data protocols, etc.), the frequency of data reviews, who participates in data reviews, how data reviews examine equity, and how data reviews impact the supports provided.	The LEA does not use or review data to inform the work it does at the LEA and school levels.	Option 1: The LEA has data reviews with a team that are held at least once a year. AND These reviews have no connections to educational equity and the supports provided. OR Option 2: One or more school(s) have data reviews with a	Option 1: The LEA has data reviews with a team that are held at least once a year. AND These reviews have loose connections to educational equity and the supports provided. OR Option 2: One or more school(s) have bi-weekly (2xmonth)	Option 1: The LEA has regular data reviews with a well-defined team. AND These reviews have direct connections to educational equity and the supports provided. OR Option 2: One or more school(s) have bi-weekly (2xmonth)

	1	2	3	4
		<p>team that are held at least monthly.</p> <p>AND</p> <p>These reviews have no connections to educational equity and the supports provided.</p>	<p>data reviews AND</p> <p>These reviews have loose connections to educational equity and the supports provided.</p>	<p>data reviews with a well-defined team.</p> <p>AND</p> <p>These reviews have direct connections to educational equity and the supports provided.</p>
<p>5. Please describe your collaborative process for working within your LEA and schools. What resources are allocated, what structures exist to ensure meaningful engagement across the LEA and within schools, and how these processes support educational equity? (Examples of collaborative processes may include regularly</p>	<p>The LEA has not identified any collaborative processes and does not have structures to ensure meaningful engagement.</p>	<p>The LEA has identified a collaborative process</p> <p>OR</p> <p>The LEA has structures to ensure meaningful engagement across at least some schools that support educational equity.</p>	<p>The LEA has identified a collaborative process</p> <p>AND</p> <p>The LEA allocates resources and has structures to ensure meaningful engagement across at least some schools that support educational equity.</p>	<p>The LEA has identified a collaborative process</p> <p>AND</p> <p>The LEA allocates resources and has structures to ensure meaningful engagement across all schools that support educational equity.</p>

	1	2	3	4
scheduled meetings of stakeholders, communication protocols, etc.)				
Total Points				
<p>Did the district address educational equity and culturally responsive practices in their application?</p> <p>How many additional points (up to 10) would you award based on their responses?</p>				
Total:				

Written Questions
(80 Possible)

Yes Responses
(38 Possible)

(20 Possible)

(12 Possible)

(10 Possible)

(160 Possible)

B-2: Comprehensive Needs Assessment Timeline

Work Plan

1	Consider accepting the proposed domains (or at least their focus if we need to wordsmith)	done
2	Develop guiding questions (needs assessment) for each domain <ul style="list-style-type: none"> • Draw from existing tools • District Level/School Level 	Jan-Feb 2018
3	Determine what (if any) highly specific additional diagnostic tools we'd include in our "overall bundle"	Jan-Feb 2018
4	Develop specs and guidance <ul style="list-style-type: none"> • Who does this (district/school – teams)? • When and how often is it repeated? • What happens as a result? • What data might we encourage accompanies the assessment? 	Jan-Mar 2018
5	Begin leaning into the prioritizing and planning processes that occur as a result (Continuous Improvement via CIP/CAP	Jan-Mar 2018
6	Get some tangible plans in place for stakeholder input (to occur simultaneously w/ above timelines). <ul style="list-style-type: none"> • CIP Advisory Group • Cross Office Cohesion Team • OACOA? Principals, SPED, Curriculum, Title Directors, OEN? OLN? 	Spring 2018
7	Begin Planning for Training for districts, schools & ESD's on how to use the tool effectively for fall of 2018.	Spring 2018
8	Use the guidance and recommendations from all the steps above and to envision and actualize our platform needs (i.e. Indistar adjustments)	Spring 2018
9	Plan communication and roll out	Spring 2018

Additional Considerations:

- External facilitator to negotiate tradeoffs within ODE current needs assessments
- How do we support this at the district level and get their input?
- Comparison between SPR&I and Indistar and Reporting vs Compliance
- Need to include all needs assessments as a list and the actual questions/requirements to review for overlap
- Consider backwardsmapping
- What does a well-functioning school/district look like?
- Get ELD & CEdO involved
- Once we have a complete inventory of current needs assessments send out inventory

B-3: Comprehensive Needs Assessment Requirements Inventory

Needs Assessments Requirements

Federally Required Needs Assessment					Expected Outcomes		
Program	Description	SEA	LEA	School	SEA	LEA	School
Accountability & Improvement CSI/TSI	Must help elevate the relationship between performance on accountability indicators and evidence based systems that influence those indicators and must also address local contextual information (qualitative/quantitative)		X	X		District must develop a plan to support CSI/TSI schools with key priorities and metrics and embed a routine to	Schools must develop a plan to support priority needs
Title I				X			Plan
Title IIa Effective Teachers							
Title III ELLs		Implied					

Title IIIa Block Well-rounded			X				
Title X Homeless			X				
Migrant		X					
Neglected		X					
Headstart							
Other Programmatic Needs Assessments					Expected Outcomes		
RTI							
SWIFT							
3499							

M98	Significant data requirement and requirement for 9 th grade teacher meetings to discuss student progress. Needs assessment is, as yet, undetermined.		X			District must develop a plan to address graduation rate deficiencies while expanding and enhancing CTE and college credit opportunities	Schools will be involved but the plan is at the district level
Chronic Absenteeism							

B-4: Stakeholder Flyer, November 2017

Part B – School Age

State Systemic Improvement Plan (SSIP) Update Oregon's Integrated System of Supports Scale-Up



Regional Programs and Best Practices/Student Services/Oregon Department of Education

Development of the Oregon

Integrated System of Support

In collaboration with outside partners, members of the Oregon Department of Education's Office of Student Services and the Office of Teaching Learning and Assessment formed the multi-tiered system of support (MTSS) training team. This team is tasked with designing, implementing, and scaling up Oregon's multi-tiered system of academic and behavioral supports.

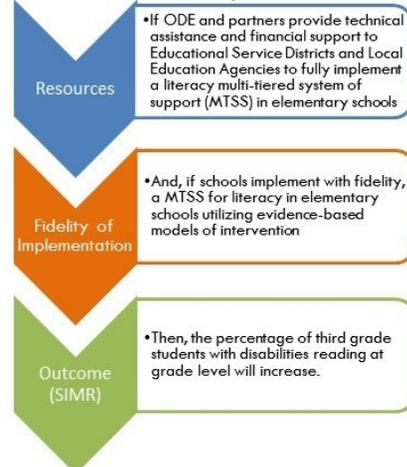
Why use a Multi-Tiered System of Supports?

Students experience access to equitable and inclusive opportunities focused on growth	Families experience collaborative school and district cultures
Schools experience increased likelihood of success implementing initiatives	Districts experience reduction of waste through alignment of priorities and resources

Resources

RTI action network:
<http://www.rtinetwork.org/>
NW PBIS: <https://pbisnetwork.org/>
Oregon Response to Intervention and Instruction: <http://www.oregonrti.org/>
SWIFT Center: www.swiftschools.org

SSIP Theory of Action



Current Activities

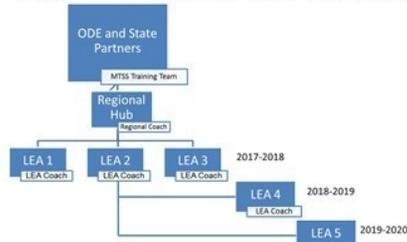
- 8 school districts are continuing to implement and sustain the SWIFT (school-wide integrated framework for transformation) framework including MTSS in literacy and behavior

Oregon Integrated System of Supports (OISS)

The MTSS Training Team is:

- Developing Oregon's framework for a comprehensive, integrated system of supports including tiered instruction in academics and behavior
- Developing professional learning opportunities for regional and local coaches to support implementation of OISS

Oregon Re-Awarded State Personnel Development Grant (SPDG)



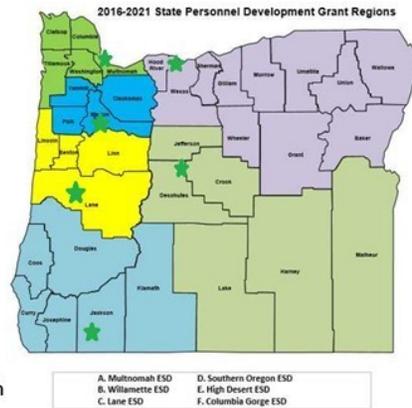
The United States Department of Education, Office of Special Education Programs (OSEP), awarded Oregon a new State Personnel Development Grant for 2016-2021. The grant will provide Oregon with the infrastructure to create a network of high-quality instructional and implementation coaches.

Distributed Coaching Supports

- 6 ESDs across Oregon were selected in October 2017 to receive funding for a .5 FTE regional coach to support MTSS implementation in LEAs
- ODE is currently reviewing applications to select up to 18 LEAs to receive support for a .2 FTE local MTSS coach
- Regional hubs scale-up and add LEAs over the next two years

SPDG and SSIP Alignment

The coaching supports provided by the SPDG to ESDs and LEAs will increase state capacity to support MTSS implementation. Students with and without disabilities make increased progress toward grade-level expectations in reading within an MTSS framework.



Progress Toward State Identified Measurable Result (SIMR)

Percentage of Third Grade Students with Disabilities Performing at Grade Level on Year-End English Language Arts Assessment

School Year	Target	Outcome
2013-14 ¹	Baseline 42.8%	
2014-15 ²	43.5%	30.57%
2015-16 ³	44.5%	25.22%
2016-17	45.5%	23.04%
2017-18	46.5%	
2018-19	47.5%	

SIMR: To increase the percentage of third grade students with disabilities reading at grade level, as measured by state assessment. ¹Baseline was set in 2013 using the Oregon Assessment of Knowledge and Skills (OAKS) before the state transitioned to Smarter Balanced in 2014. ²First year of Smarter Balanced Results. ³Change in participation rules for students taking extended assessment

SSIP and Oregon MTSS Contact

Sarah Soltz
 (503) 947-5752
 sarah.soltz@state.or.us
Director of Regional Programs and Best Practices
 Lisa Darnold
 503-947-5786
 lisa.darnold@state.or.us

B-5: Coach Feedback on ORISS domains, December 2017-January 2018

Oregon Integrated System of Supports ORISS

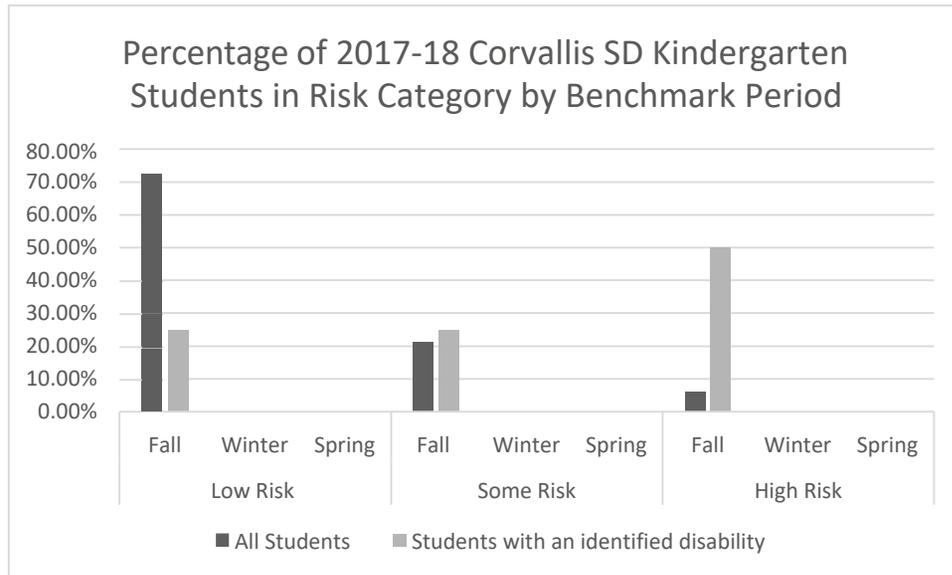
Key Terms and Concepts to describe in greater detail.

Leadership	Talent Development	Stakeholder Engagement	Coordinated Educational Framework	Inclusive Policy, Structure & Practice
Clear Expectations Established Priorities Vision of success Identifying resources, needs Stage-based planning Consolidating budgets aligned to priorities Self-evaluation routines installed across levels Shared leadership Collaborative Accountable Growth oriented Clear role definitions	Supports for teachers Supports for leaders Supports for paraprofessionals Evidence based evaluation model Opportunities for growth High quality professional learning Intentional recruitment and retaining strategies Collaboration Structures	Information sharing and learning opportunities for stakeholders (i.e. school boards) School board Community Families Students Staff Intentional outreach Multiple pathways for engagement Systems/Protocol to consider varied stakeholder groups and	Classroom best practices Standards, Instruction, Curriculum Instructional Engagement Core content (i.e. lit/math) Social emotional curriculum Screeners Benchmarking Progress monitoring Formative practices Teaming, Goal setting, Data-based decision making, Problem solving, Decision rules	Inclusive practice for all students regardless of ability, ethnicity, language or socio-economic status Procedures and policies are examined and renewed to ensure Values that embrace the community and student diversity are clearly articulated and practices Barriers to student participation, engagement or safety are addressed and replaced with

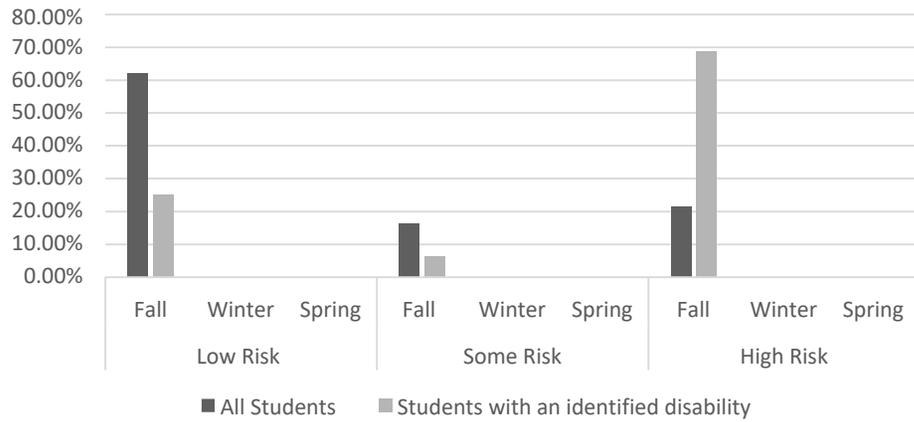
<p>across districts and schools</p>		<p>decision points about the communication (info sharing, input needed, decisions, etc.)</p>	<p>Intervention, Tiers of Support Personalization or Differentiation Enhancement v. Enrichment Data informed feedback loops (student & teacher, classroom & school, school & district, district & board, district & state)</p>	<p>inclusive practices supportive by policy Question: Are families inherent in this? Or do they need to be called out? Be careful not to confuse this with stakeholder engagement.</p>
-------------------------------------	--	--	---	---

<u>Appendix</u>	<u>Description</u>	<u>Page</u>
C-1:	LEA Reading Screening Data	99-104
C-2:	Educational Environment Data	105
C-3:	ORISS Coach High Quality Professional Development Outcome Data	106-120
C-4:	Smarter Balanced ELA Assessment Data	121-124
C-5:	SWIFT Framework Domains and Features	125
C-6:	SWIFT FIA Administration Information	126-128

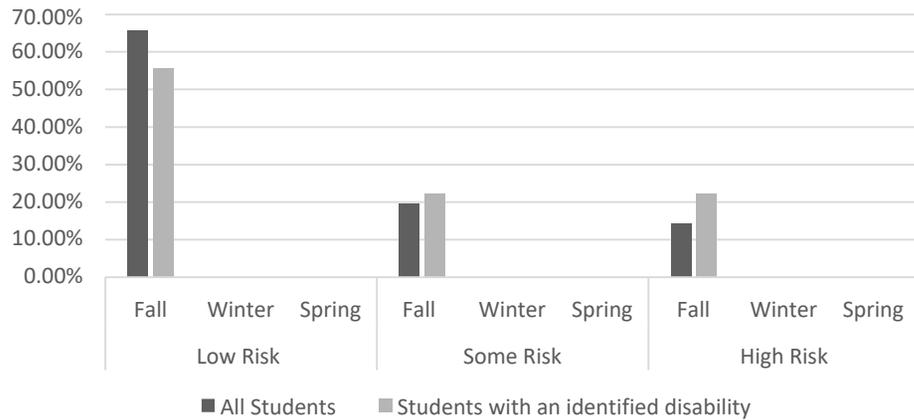
Appendix C-1: Fall 2017 LEA Reading Screening Data



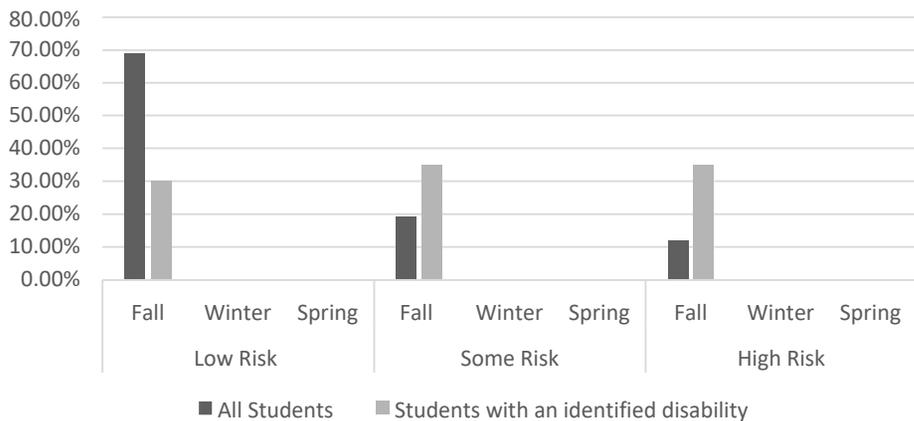
Percentage of 2017-18 Corvallis SD Grade 1 Students in Risk Category by Benchmark Period



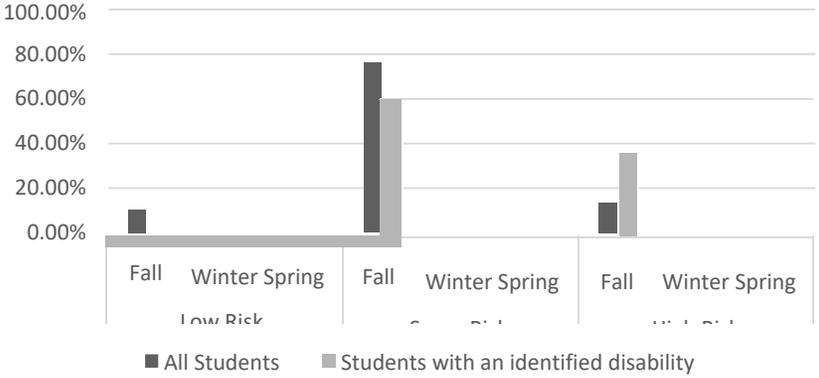
Percentage of 2017-18 Corvallis SD Grade 2 Students in Risk Category by Benchmark Period



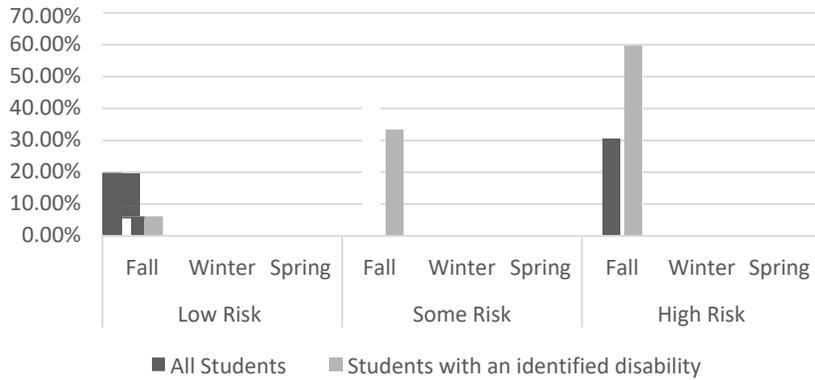
Percentage of 2017-18 Corvallis SD Grade 3 Students in Risk Category by Benchmark Period



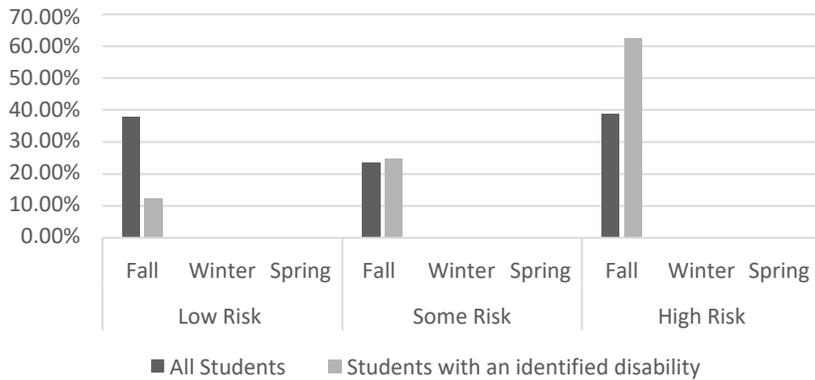
Percentage of 2017-18 Grade 1 Medford SD Students in Risk Category by Benchmark Period



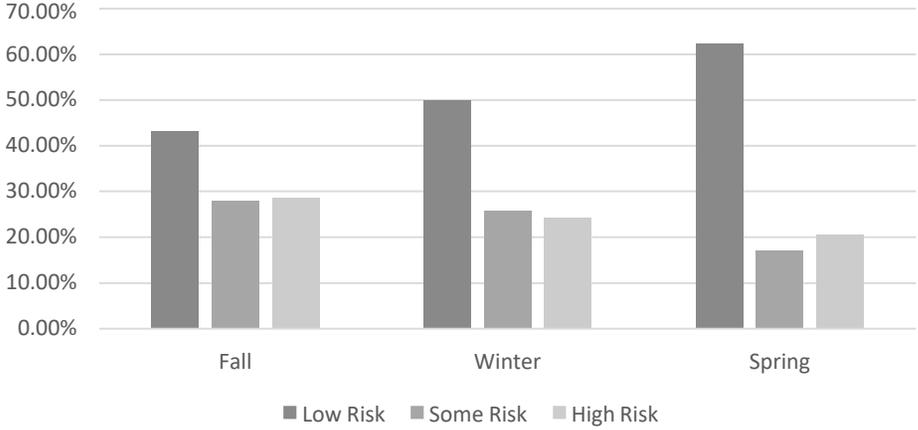
Percentage of 2017-18 Grade 2 Medford SD Students in Risk Category by Benchmark Period



Percentage of 2017-18 Grade 3 Medford SD Students in Risk Category by Benchmark Period



Percentage of Sheridan SD Elementary Students
in Risk Category by Benchmark Period
2016-2017



Appendix C-2: Educational Environment Data

Cohort A - Federal Placement															
Participating Schools of District															
District Name	Year	Regular Class > 80%		Regular Class 40 to 79%		Regular Class <40		Separate School/Hospital/Homebound		Private School Parent Placed/Home School		Corrections		Total	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Sisters SD 6	2014-2015	34	94.44%	1	2.78%	1	2.78%	0	0.00%	0	0.00%	0	0.00%	36	100.00%
	2015-2016	24	82.76%	1	3.45%	2	6.90%	0	0.00%	2	6.90%	0	0.00%	29	100.00%
	2016-2017	21	72.41%	4	13.79%	3	10.34%	0	0.00%	1	3.45%	0	0.00%	29	100.00%
Portland SD 1J	2014-2015	244	81.61%	14	4.68%	38	12.71%	2	0.67%	1	0.33%	0	0.00%	299	100.00%
	2015-2016	248	82.67%	18	6.00%	33	11.00%	0	0.00%	1	0.33%	0	0.00%	300	100.00%
	2016-2017	269	84.59%	13	4.09%	35	11.01%	1	0.31%	0	0.00%	0	0.00%	318	100.00%
Cohort A	2014-2015	278	82.99%	15	4.48%	39	11.64%	2	0.60%	1	0.30%	0	0.00%	335	100.00%
	2015-2016	272	82.67%	19	5.78%	35	10.64%	0	0.00%	3	0.91%	0	0.00%	329	100.00%
	2016-2017	290	83.57%	17	4.90%	38	10.95%	1	0.29%	1	0.29%	0	0.00%	347	100.00%
Statewide	2014-2015	55357	73.53%	10353	13.75%	8034	10.67%	900	1.20%	636	0.84%	8	0.01%	75288	100.00%
	2015-2016	56390	73.99%	10680	14.01%	7791	10.22%	755	0.99%	591	0.78%	11	0.01%	76218	100.00%
	2016-2017	57316	74.06%	10989	14.20%	7748	10.01%	756	0.98%	574	0.74%	5	0.01%	77388	100.00%

Cohort B - Federal Placement															
Participating Schools of District															
District Name	Year	Regular Class > 80%		Regular Class 40 to 79%		Regular Class <40		Separate School/Hospital/Homebound		Private School Parent Placed/Home School		Corrections		Total	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Corvallis SD 509J	2014-2015	124	70.45%	30	17.05%	13	7.39%	0	0.00%	9	5.11%	0	0.00%	176	100.00%
	2015-2016	124	73.81%	29	17.26%	12	7.14%	0	0.00%	3	1.79%	0	0.00%	168	100.00%
	2016-2017	132	70.21%	35	18.62%	16	8.51%	0	0.00%	5	2.66%	0	0.00%	188	100.00%
Medford SD 549C	2014-2015	137	85.63%	19	11.88%	3	1.88%	1	0.63%	0	0.00%	0	0.00%	160	100.00%
	2015-2016	166	88.77%	20	10.70%	0	0.00%	1	0.53%	0	0.00%	0	0.00%	187	100.00%
	2016-2017	191	91.39%	17	8.13%	0	0.00%	1	0.48%	0	0.00%	0	0.00%	209	100.00%
Oregon City SD 62	2014-2015	224	63.10%	64	18.03%	58	16.34%	7	1.97%	2	0.56%	0	0.00%	355	100.00%
	2015-2016	247	68.80%	49	13.65%	53	14.76%	7	1.95%	3	0.84%	0	0.00%	359	100.00%
	2016-2017	239	69.88%	29	8.48%	74	21.64%	0	0.00%	0	0.00%	0	0.00%	342	100.00%
Rogue River SD 35	2014-2015	115	89.15%	10	7.75%	1	0.78%	2	1.55%	1	0.78%	0	0.00%	129	100.00%
	2015-2016	88	73.33%	26	21.67%	5	4.17%	1	0.83%	0	0.00%	0	0.00%	120	100.00%
	2016-2017	102	79.07%	18	13.95%	8	6.20%	1	0.78%	0	0.00%	0	0.00%	129	100.00%
Cohort B	2014-2015	600	73.17%	123	15.00%	75	9.15%	10	1.22%	12	1.46%	0	0.00%	820	100.00%
	2015-2016	625	74.94%	124	14.87%	70	8.39%	9	1.08%	6	0.72%	0	0.00%	834	100.00%
	2016-2017	664	76.50%	99	11.41%	98	11.29%	2	0.23%	5	0.58%	0	0.00%	868	100.00%
Statewide	2014-2015	55357	73.53%	10353	13.75%	8034	10.67%	900	1.20%	636	0.84%	8	0.01%	75288	100.00%
	2015-2016	56390	73.99%	10680	14.01%	7791	10.22%	755	0.99%	591	0.78%	11	0.01%	76218	100.00%
	2016-2017	57316	74.06%	10989	14.20%	7748	10.01%	756	0.98%	574	0.74%	5	0.01%	77388	100.00%

Appendix C-3: ORISS Coach High Quality Professional Development Outcome Data

Observation Checklist for High-Quality Professional Development Training

The *Observation Checklist for High Quality Professional Development*¹ was designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to individuals who provide professional development training. Furthermore, it can be used as a guidance document when designing or revising professional development. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

Context Information	
Date: 12/12/2017-12/13/2017	Location: Willamette ESD, Salem
Topic: SPDG Orientation	Presenters: Lisa Darnold, Jennifer Eklund-Smith
Observer: John Green	Role: Evaluator
The professional development provider:	
Preparation	Observed? (Check if Yes)
1. Provides a description of the training with learning objectives prior to training <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Training description and objectives e-mailed to participants in advance</i> ● <i>EXAMPLE 2: Training description and goals provided on registration website</i> ● <i>EXAMPLE 3: Agenda including learning targets provided with materials via online file sharing before training</i> 	Yes
Evidence or example: The training provided the participants with clear training objectives, an agenda, and suggested readings to be done prior to the training.	
2. Provides readings, activities, and/or questions in accessible formats to think about prior to the training <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Articles for pre-reading e-mailed to participants in advance</i> ● <i>EXAMPLE 2: Book for pre-reading distributed to schools before training</i> ● <i>EXAMPLE 3: Materials made available via online file sharing</i> 	Yes

Evidence or example: Three articles were given to participants prior to the training: 1. *NIRN Global Implementation Specialist Practice Profile: Skills and Competencies for Implementation Practitioners* 2. *The 13 Behaviors of a High Trust Leader* and 3. *Global Implementation Specialist Practice Profile* was provided for pre-reading via email, and the latter was cited as a lead in to the ‘Give One Get One’ exercise, “The May Possible Functions That You Will Engage In”.

<p>3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Paper copy of agenda included in training packet for participants</i> ● <i>EXAMPLE 2: Agenda included in pre-training e-mail</i> 	<p>Yes</p>
--	------------

Evidence or example: A paper copy of the agenda was included in the training packet for participants, and given out as we walked into the room. Additionally, the agenda was discussed at the beginning of the training, including the objectives of both the training and SPDG, with reasons for each.

<p>4. Quickly establishes or builds on previously established rapport with participants</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Trainer gives own background, using humor to create warm atmosphere</i> ● <i>EXAMPLE 2: Trainer praises group's existing skills and expertise to create trust</i> ● <i>EXAMPLE 3: Trainer uses topical videos to break the ice with the audience</i> 	<p>Yes</p>
--	------------

Evidence or example: Lisa Darnold began by introducing herself and how her job fits within the MTSS work. Jennifer Eklund-Smith did the same. Throughout the training both Lisa and Jennifer both praised the trainees and asked them to participate in the drafting of the Oregon MTSS framework. And lastly, videos were used to break the ice with the audience.

Introduction	Observed? (Check if Yes)
---------------------	-------------------------------------

<p>5. Connects topic to participants’ context</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: The state leader introducing the presenter explains that the topic is related to the initiative being implemented across the state</i> ● <i>EXAMPLE 2: Trainer shows examples from classrooms, then asks participants to compare the examples to what happens in their school</i> 	<p>Yes</p>
--	------------

<ul style="list-style-type: none"> ● <i>EXAMPLE 3: Trainer shares participating district data profiles and asks participants to consider how the intervention might affect students</i> 	
<p>Evidence or example: As example one mentions, Lisa Darnold discussed how the SPDG Orientation training is related to each of them and how the initiative is being implemented across the state. Further, she had the participants read the objectives for the day and discussed which districts will be involved.</p>	
<p>6. Includes the empirical research foundation of the content</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Trainer provides a list of references supporting evidence-based practices</i> ● <i>EXAMPLE 2: Citations to research are given during PowerPoint presentation</i> ● <i>EXAMPLE 3: Trainer references key researchers and details their contributions to the training content during presentation</i> 	<p>Yes</p>
<p>Evidence or example: All three handouts given prior to the training provided a list of references for participants to research. Also, the statements/concepts given out during the training had supporting footnotes. However, for the most part, citations were not given within the powerpoint presentation.</p>	
<p>7. Content builds on or relates to participants' previous professional development</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Trainer explains how intervention relates to other existing interventions within the state</i> ● <i>EXAMPLE 2: Trainer refers to content provided in previous trainings within the sequence</i> ● <i>EXAMPLE 3: Trainer uses participants' knowledge of other interventions to inform training</i> 	<p>Yes</p>
<p>Evidence or example: The day one presentation given by Shawna Moran on ORISS was a good example of this. She explained, in detail, how the intervention both relates and is integrated within, existing interventions within the state. Further, as an 'anticipatory set' she asked participants to write down the concepts and terms they expected to hear, based on their understanding MTSS. Further, both Lisa and Jennifer discussed the PBS and RTI conceptual frameworks, the various Oregon state initiatives currently being initiated.</p>	
<p>8. Aligns with organizational standards or goals</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Trainer shows how the intervention fits in with the Elementary and Secondary Education Act and Individuals with Disabilities Education Act</i> ● <i>EXAMPLE 2: Trainer discusses how the district selected this intervention for implementation as part of an</i> 	<p>Yes</p>

<p style="text-align: center;"><i>improvement plan</i></p> <ul style="list-style-type: none"> ● <i>EXAMPLE 3: Trainer refers to the program as part of a federally-funded State Personnel Development Grant</i> 	
<p>Evidence or example: The alignment of the Oregon SPDG project with ESEA , IDEA, and numerous other federal goals and aspirations was the overall purpose of the training. Therefore, this aspect of the HQPD checklist was met repeatedly, thoroughly and throughout both days.</p>	
<p>9. Emphasizes impact of content (e.g., student achievement, family engagement, client outcomes)</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Participants brainstorm the ways the intervention will impact students, especially students with disabilities</i> ● <i>EXAMPLE 2: Trainer uses data to show that the intervention is shown to positively impact post-school outcomes and inclusion in the general education classroom for students with disabilities</i> ● <i>EXAMPLE 3: Trainer shares research that shows that the use of the instructional strategies improved academic achievement for students</i> 	Yes
<p>Evidence or example: The Edutopia movie explaining MTSS (and the different tier purposes) showed the participants that the use of the MTSS tiered instructional strategies improved academic achievement for students. However, the backing of the research it has was not discussed.</p>	
<p>Demonstration</p>	
<p>10. Builds shared vocabulary required to implement and sustain the practice</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Trainer has participants work together to formulate definitions of the intervention components and then goes over the definitions as a group</i> ● <i>EXAMPLE 2: Trainer defines instructional practices according to established literature</i> ● <i>EXAMPLE 3: Trainer introduces acronyms and mnemonics to help participants remember training content</i> 	Yes
<p>Evidence or example: A running list of acronyms was kept on large notepad paper and on the dry erase board. On day 2, the “Which Label is most Familiar to you” exercise reviewed 3 different definitions of similar processes and the came to a common understanding of them.</p>	

<p>11. Provides examples of the content/practice in use (e.g., case study, vignette)</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Trainer provides video examples of the intervention in place within classrooms at different grade levels</i> ● <i>EXAMPLE 2: Trainer provides hands-on demonstrations of how to use new technology tools</i> ● <i>EXAMPLE 3: Trainer uses a case study to demonstrate how to implement the intervention</i> 	<p>Yes</p>
<p>Evidence or example: Examples of this were evident throughout the training. For instance, the ‘RTI with Colleen Riley’ movie provided a Kansas case study of how KSDE is implementing a successful RTI intervention. The Edutopia movie explaining MTSS gave several examples/descriptions of how the MTSS intervention is benefiting classrooms at different grade levels</p>	
<p>12. Illustrates the applicability of the material, knowledge, or practice to the participants’ context</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Trainer describes how the intervention will benefit schools/classrooms</i> ● <i>EXAMPLE 2: Trainer shows trend data before and after the practice was implemented in a school</i> ● <i>EXAMPLE 3: Trainer presents a case study of a teacher who has successfully implemented the intervention</i> 	<p>Yes</p>
<p>Evidence or example: In day 1: The “Give one Get One (3 rounds)” and the questions, “What functions are you excited about? challenge you? What do you need to feel prepared and successful?” resulted in a group discussion of how MTSS will benefit districts, schools, classrooms, and teachers. In Day 2: The, “ ‘In what context have you heard these concepts’ Label review” resulted in trainees discussing cases of implementation for change.</p>	
<p>Engagement Observed? (Check if Yes)</p>	
<p>13. Includes opportunities for participants to apply content and/or practice skills during training.</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Trainer has participants perform a mock lesson using the new instructional strategy</i> ● <i>EXAMPLE 2: After receiving training on how to complete a form, participants practice completing the form with a sample case</i> ● <i>EXAMPLE 3: Participants practice identifying various instructional strategies from sample videos</i> 	<p>Yes</p>

<p>Evidence or example: Participants were asked to make contact with district level folks and given a list of potential questions they may be asked by administrators. They then broke into partners, and role played potential scenarios.</p>	
<p>14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Participants use their experiences and prior knowledge to fill in a worksheet on the advantages and disadvantages of various instructional approaches</i> ● <i>EXAMPLE 2: Participants work together to strategize ways to overcome barriers to implementation in their school</i> ● <i>EXAMPLE 3: In groups, participants share personal and professional experiences related to the topic.</i> 	<p>Yes</p>
<p>Evidence or example: In day 1, This aspect of the HQPD analysis was achieved using Kahoot, a polling app. Participants used their knowledge to fill in the kahoot, with real time feedback, and discussion about myths, advantages and disadvantages insued. This discussion included strategizing ways to overcome the barriers of MTSS myths. Also in day 1, the “Equity Reflection and Activity” allowed participants to discuss the <i>advantages and disadvantages of various MTSS approaches</i></p>	
<p>15. Facilitates opportunities for participants to interact with each other related to training content</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Participants independently answer questions, then discuss those answers as a large group</i> ● <i>EXAMPLE 2: Participants work in groups to assess implementation progress in their building</i> ● <i>EXAMPLE 3: Participants think/pair/share about questions within the training</i> 	<p>Yes</p>
<p>Evidence or example: Numerous worksheets and the kahoot worked toward fulfilling this HQPD aspect. The list includes, but is not limited to: The 4th Box, The Many Possible Functions that You Will Engage In, the MTSS Expectations Processing and Feedback Activity and Equity Reflection and Activity</p>	
<p>16. Adheres to agenda and time constraints</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Breaks, lunch, and dismissal occur on schedule according to written or verbal agenda</i> 	<p>Yes</p>

<ul style="list-style-type: none"> ● <i>EXAMPLE 2: Trainer adjusts training content to accommodate adjustments to agenda (e.g. participants arriving late due to inclement weather)</i> 	
<p>Evidence or example: A written schedule was handed out and adhered to, and when questions from the trainees changed the timeline, adjustments were made.</p>	
<p style="text-align: center;">Evaluation/Reflection</p> <p style="text-align: right;">Observed? (Check if Yes)</p>	
<p>17. Includes opportunities for participants to reflect on learning</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Participants strategize how to apply the knowledge from the training in their own schools</i> ● <i>EXAMPLE 2: Participants record 3 main points, 2 lingering questions, and one action they will take</i> ● <i>EXAMPLE 3: Green, yellow, and red solo cups at tables used to visually check for understanding at key points throughout training</i> 	<p style="text-align: center;">Yes</p>
<p>Evidence or example: ODE was honest in that they are still ‘flushing out’ descriptions and explanations within the language of the MTSS program. To that end, participants were asked, “What will you need more information on (in the lengthier explanations ODE is developing) to more fully describe each domain within the MTSS Expectations?”</p>	
<p>18. Includes specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Participants work in district-level teams to use a graphic organizer to create an action plan</i> ● <i>EXAMPLE 2: Expectations for completing classroom observations outlined for coaches</i> ● <i>EXAMPLE 3: Materials provided for educators to do mid-semester self-assessment to see if intervention is being implemented</i> 	<p style="text-align: center;">Yes</p>
<p>Evidence or example: As example two indicates, coaches were expected to make an initial contact with the LEA and complete the december contact log by 1/15/18.</p>	
<p>19. Engages participants in assessment of their acquisition of knowledge and skills</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Post-test to assess trainees' grasp of learning objectives</i> ● <i>EXAMPLE 2: After guided practice on how to complete an observation form, participants use the form</i> 	<p style="text-align: center;">Yes</p>

<p style="text-align: center;"><i>to individually rate a video example and compare their responses to the trainer</i></p> <ul style="list-style-type: none"> ● <i>EXAMPLE 3: Participants complete performance based assessment, illustrating that they have mastered the learning targets.</i> 	
<p>Evidence or example: As example one indicates, a Pre/Post test was given to assess trainees grasp of learning objectives. Also, participants were shown, through guided practice, how to complete the coaching form, with the expectation that they will sign up for the website and input a coaching form.</p>	
<p>Mastery Observed? (Check if Yes)</p>	
<p>20. Details follow-up activities that <u>require</u> participants to apply their learning</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Participants complete an action plan with clear activities, a timeline, and individuals responsible</i> ● <i>EXAMPLE 2: Due dates for steps of student behavioral assessment process reviewed at end of training</i> ● <i>EXAMPLE 3: Implementation timeline with due dates provided and discussed</i> 	<p>Yes</p>
<p>Evidence or example: The implementation timeline, with due dates, was provided and discussed: 1. Make Initial Contact with LEA 2. Complete December Contact Log, 3. Complete Self Assessment and 4. Log in to SPDG Data Portal. All had a due date of 1/15/18.</p>	
<p>21. Offers opportunities for continued learning through technical assistance and/or resources</p> <ul style="list-style-type: none"> ● <i>EXAMPLE 1: Trainer describes future trainings and explains how training fits into the series</i> ● <i>EXAMPLE 2: Trainer provides contact information for technical assistance including e-mail address and phone number</i> ● <i>EXAMPLE 3: Trainer shows participants where to find additional materials and readings on the project website</i> 	<p>Yes</p>
<p>Evidence or example: 1.5 hours of day two was dedicated to “Next Steps for Regional Coaches”. During this session, participants were shown the project website, and how to find additional materials. They were asked to create a login and review it. Also, on the outline of the training, ORSISS Contact Information was provided, including email and phone.</p>	

<p>22. Describes opportunities for coaching to improve fidelity of implementation</p> <ul style="list-style-type: none"> ● EXAMPLE 1: Trainer describes follow-up in-building support to be provided by state-level coaches ● EXAMPLE 2: Trainer provides monthly two-hour phone calls to discuss barriers and strategize solutions ● EXAMPLE 3: Series of coaching webinars scheduled to provide follow-up support and additional information on how to implement the intervention 	<p>Yes</p>
<p>Evidence or example: As mentioned above, 1.5 hours of day two was dedicated to “Next Steps for Regional Coaches”. During this time, participants were shown the training schedule. The trainings in the schedule provided follow-up support and additional information on how to implement the intervention.</p>	

¹Noonan, P., Gaumer Erickson, A., Brussow, J., & Langham, A. (2015). *Observation checklist for high-quality professional development in education* [Updated version]. Lawrence, KS: University of Kansas, Center for Research on Learning

Authors’ Note:

This checklist is not designed to evaluate all components of professional development, because as Guskey (2000) points out, professional development is an intentional, ongoing, and systemic process. However, training (e.g. workshops, seminars, conferences, webinars) is the most common form of professional development because it is “the most efficient and cost-effective professional development model for sharing ideas and information with large groups” (p. 23). Therefore, this checklist is designed to improve and evaluate the quality of training.

References

Archibald, S., Coggshall, J. G., Croft, A., & Goe, L. (2011). High-quality professional development for all teachers: Effectively allocating resources (Research and Policy Brief). Retrieved from National Comprehensive Center for Teacher Quality website: <http://www.tqsource.org/publications/HighQualityProfessionalDevelopment.pdf>

Cooper, J. D. (n.d.). *Professional development: An effective research-based model*. Houghton Mifflin Harcourt. Available at <http://www.washingtonstem.org/STEM/media/Media/Resources/Professional-Development-An-Effective-Research-Based-Model-COOPER.pdf>.

Duda, M. A., Van Dyke, M., Borgmeier, C., Davis, S., & McGlinchey, M. (2011, February). *Evidence-based professional development*. Presented at the 2011 State Personnel Development Grants Regional Meeting, Washington, DC.

Dunst, C. J., & Trivette, C. M. (2009). Let’s be PALS: An evidence-based approach to professional development. *Infants & Young Children, 22*(3), 164-176.

Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.

Hunzicker, J. (2010). Characteristics of effective professional development: A checklist. Unpublished manuscript, Department of Teacher Education, Bradley University, Peoria, Illinois.

- Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. New York: Cambridge.
- Knoff, H. M. (2011). Arkansas SPDG research-based professional development: Evaluation form. Unpublished instrument.
- Learning Forward. (2012). Standards for Professional Learning. Retrieved from, <http://learningforward.org/standards-for-professional-learning#.U-EvhPldXFo>.
- National Research Council. *How People Learn: Bridging Research and Practice*. Washington, DC: The National Academies Press, 1999.
- Trivette, C. M., Dunst, C. J., Hamby, D.W., & O'Herin, C. E. (2009). Characteristics and consequences of adult learning methods and strategies (Winterberry Research Synthesis, Vol. 2, No. 2). Asheville, NC: Winterberry Press.
- Wei, R. C., Darling-Hammond, L., & Adamson, F. (2010). *Professional learning in the United States: Trends and challenges*. Dallas, TX: National Staff Development Council.

This evaluation instrument was developed under a grant from the US Department of Education, #H323A120018. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Office of Special Education Programs.

TASN-Specific Items		Observed? (Check if Yes)
1. All Learning Objectives (LOs) are adequately addressed during the training.	√	
LO1:	√	
LO2:	√	
LO3:	√	
LO4:	√	
LO5:	√	
LO6:	√	
Evidence or example:		
2. Training includes information about the material's alignment to Kansas MTSS.	√	
Evidence or example:		

3. Training is appropriately branded as a TASN event.	√
Evidence or example:	

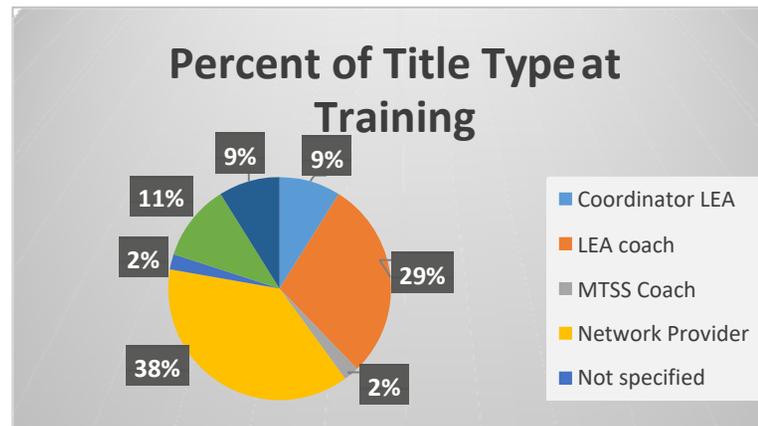
Oregon MTSS Training Session

January 25-26, 2018

The Oregon Department of Education delivered professional development to coaches and administrators in order to provide Session 2 training on the Oregon MTSS/ORISS Framework. Fifty participants met at Roth's Fresh Markets in Salem for the event.

Demographics

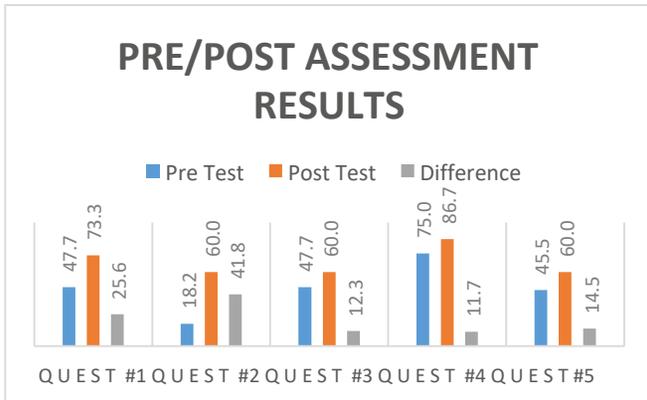
The pre- and post-tests were administered prior to and after the training. Forty-four participants completed pretests while only 17 completed posttests. A summary of the results appears below.



Pre/Posttest Results

A total of five questions were asked of the participants. The following graph show the percentage of participants that provided the correct response for each items. These questions were:

1. What are three of the skills are needed to facilitate visioning?
2. Which of the following is the correct order for the components of stage based planning?
3. What is the foundation of the Oregon Integrated System of Supports?
4. Which of the following are providers in the structure of ORISS?
5. Which of the following were not identified as behaviors of high-trust leaders?



The following are notable results:

- Question #2 had the greatest improvement pre to post.
- On three questions, (2, 3 & 5) 60% of participants answered correctly on the post-test.
- Question #4 had the highest scores for both pre and post, but the least improvement.

Average Individual Improvement from Pre to Post34.2%

For the individuals that completed both the pre- and post-tests, their average individual improvement was 34.2%. The majority answered at least 4 of the 5 questions correct on the post-test.



Post-Test Score Count

20%	1
40%	1
60%	4
80%	4
100%	4

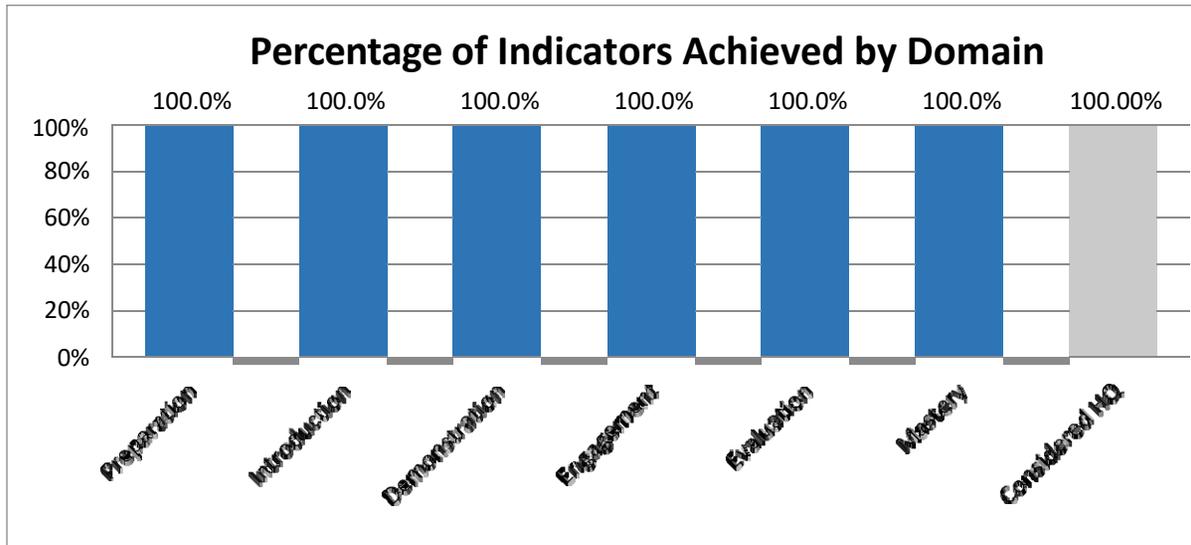
There was some confusion about whether or not more than one answer would be appropriate. This accounted for several wrong responses for question #5. Questions #1 and #4 also caused some confusion due to the question choices being below the Roman numerals. Some respondents circled the numerals instead of the choices.

High-Quality Professional Development Checklist Results

The training was rated using the *Observation Checklist for High-Quality Professional Development* (Noonan, Gaumer Erickson, Brussow, & Langham, 2015), which measures the training's adherence to adult learning principles in the domains of Preparation, Introduction, Demonstration, Engagement, Evaluation/Reflection, and Mastery.

Professional development training with a maximum of one item missed per domain can be considered high quality.

This training met **22 out of 22** indicators, achieving high quality.



C-4: Smarter Balanced Assessment Data

ELA Smarter Balanced Assessment Results, FFY 2015

Grade 3 Performance
(Full Academic Year)
2015-2016

STUDENTS WITH DISABILITIES													
COHORT DISTRICTS		Regular without Accommodations			Regular with Accommodations			Alternate Assessment			Total		
ID	District name	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
1901	Corvallis SD 509J	12	27	44.44%	0	24	0.00%	4	8	50.00%	16	59	27.12%
1928	Oregon City SD 62	23	80	28.75%	4	24	16.67%	3	5	60.00%	30	109	27.52%
1977	Redmond SD 2J	8	35	22.86%	1	36	2.78%	1	2	50.00%	10	73	13.70%
1978	Sisters SD 6	0	2	0.00%	0	4	0.00%	0	0	NA	0	6	0.00%
2044	Rogue River SD 35	1	8	12.50%	0	0	NA	0	2	0.00%	1	10	10.00%
2048	Medford SD 549C	22	79	27.85%	4	58	6.90%	19	35	54.29%	45	172	26.16%
2180	Portland SD 1J	181	421	42.99%	22	127	17.32%	16	28	57.14%	219	576	38.02%
2207	Pendleton SD 16	3	10	30.00%	0	20	0.00%	1	4	25.00%	4	34	11.76%
2257	Sheridan SD 48J	1	7	14.29%	0	0	NA	0	1	0.00%	1	8	12.50%
Total Cohort Districts		251	669	37.52%	31	293	10.58%	44	85	51.76%	326	1047	31.14%

STUDENTS WITHOUT DISABILITIES													
COHORT DISTRICTS		Regular without Accommodations			Regular with Accommodations			Alternate Assessment			Total		
ID	District name	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
1901	Corvallis SD 509J	256	429	59.67%	2	9	22.22%	0	0	NA	258	438	58.90%
1928	Oregon City SD 62	265	482	54.98%	1	5	20.00%	0	0	NA	266	487	54.62%
1977	Redmond SD 2J	240	455	52.75%	0	0	NA	0	0	NA	240	455	52.75%

1978	Sisters SD 6	33	58	56.90%	0	2	0.00%	0	0	NA	33	60	55.00%
2044	Rogue River SD 35	27	70	38.57%	0	0	NA	0	0	NA	27	70	38.57%
2048	Medford SD 549C	478	864	55.32%	21	54	38.89%	0	0	NA	499	918	54.36%
2180	Portland SD 1J	2027	3184	63.66%	2	9	22.22%	0	0	NA	2029	3193	63.55%
2207	Pendleton SD 16	117	208	56.25%	1	10	10.00%	0	0	NA	118	218	54.13%
2257	Sheridan SD 48J	14	62	22.58%	0	0	NA	0	0	NA	14	62	22.58%
Total Cohort Districts		3457	5812	59.48%	27	89	30.34%	0	0	NA	3484	5901	59.04%

STATEWIDE Group	Regular without Accommodations			Regular with Accommodations			Alternate Assessment			Total		
	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
Students with Disabilities	1109	3818	29.05%	154	1718	8.96%	303	606	50.00%	1566	6142	25.50%
Students without Disabilities	1900	3605										
	4	5	52.71%	66	348	18.97%	0	0	NA	19070	36403	52.39%
All Students	2011	3987										
	3	3	50.44%	220	2066	10.65%	303	606	50.00%	20636	42545	48.50%

Note

- s: Total = Total Tests
- Met = Met and Exceeded (L3 and L4)
- % Met = Number Met or Exceeded/Total Tests

ELA Smarter Balanced Assessment Results, FFY 2016

Grade 3 Performance
(Full Academic Year)
2016-2017

STUDENTS WITH DISABILITIES													
COHORT DISTRICTS		Regular without Accommodations			Regular with Accommodations			Alternate Assessment			Total		
ID	District name	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
1901	Corvallis SD 509J	16	39	41.03%	0	8	0.00%	3	5	60.00%	19	52	36.54%
1928	Oregon City SD 62	13	55	23.64%	4	34	11.76%	1	6	16.67%	18	95	18.95%
1977	Redmond SD 2J	5	30	16.67%	0	16	0.00%	6	13	46.15%	11	59	18.64%
1978	Sisters SD 6	0	5	0.00%	0	2	0.00%	0	1	0.00%	0	8	0.00%
2044	Rogue River SD 35	2	9	22.22%	0	0	NA	0	1	0.00%	2	10	20.00%
2048	Medford SD 549C	29	119	24.37%	3	43	6.98%	16	22	72.73%	48	184	26.09%
2180	Portland SD 1J	167	404	41.34%	18	130	13.85%	15	43	34.88%	200	577	34.66%
2207	Pendleton SD 16	4	30	13.33%	0	6	0.00%	1	3	33.33%	5	39	12.82%
2257	Sheridan SD 48J	0	6	0.00%	0	1	0.00%	0	1	0.00%	0	8	0.00%
Total Cohort Districts		236	697	33.86%	25	240	10.42%	42	95	44.21%	303	1032	29.36%

STUDENTS WITHOUT DISABILITIES													
COHORT DISTRICTS		Regular without Accommodations			Regular with Accommodations			Alternate Assessment			Total		
ID	District name	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
1901	Corvallis SD 509J	274	441	62.13%	0	2	0.00%	0	0	NA	274	443	61.85%
1928	Oregon City SD 62	229	483	47.41%	0	0	NA	0	0	NA	229	483	47.41%
1977	Redmond SD 2J	239	436	54.82%	0	0	NA	0	0	NA	239	436	54.82%

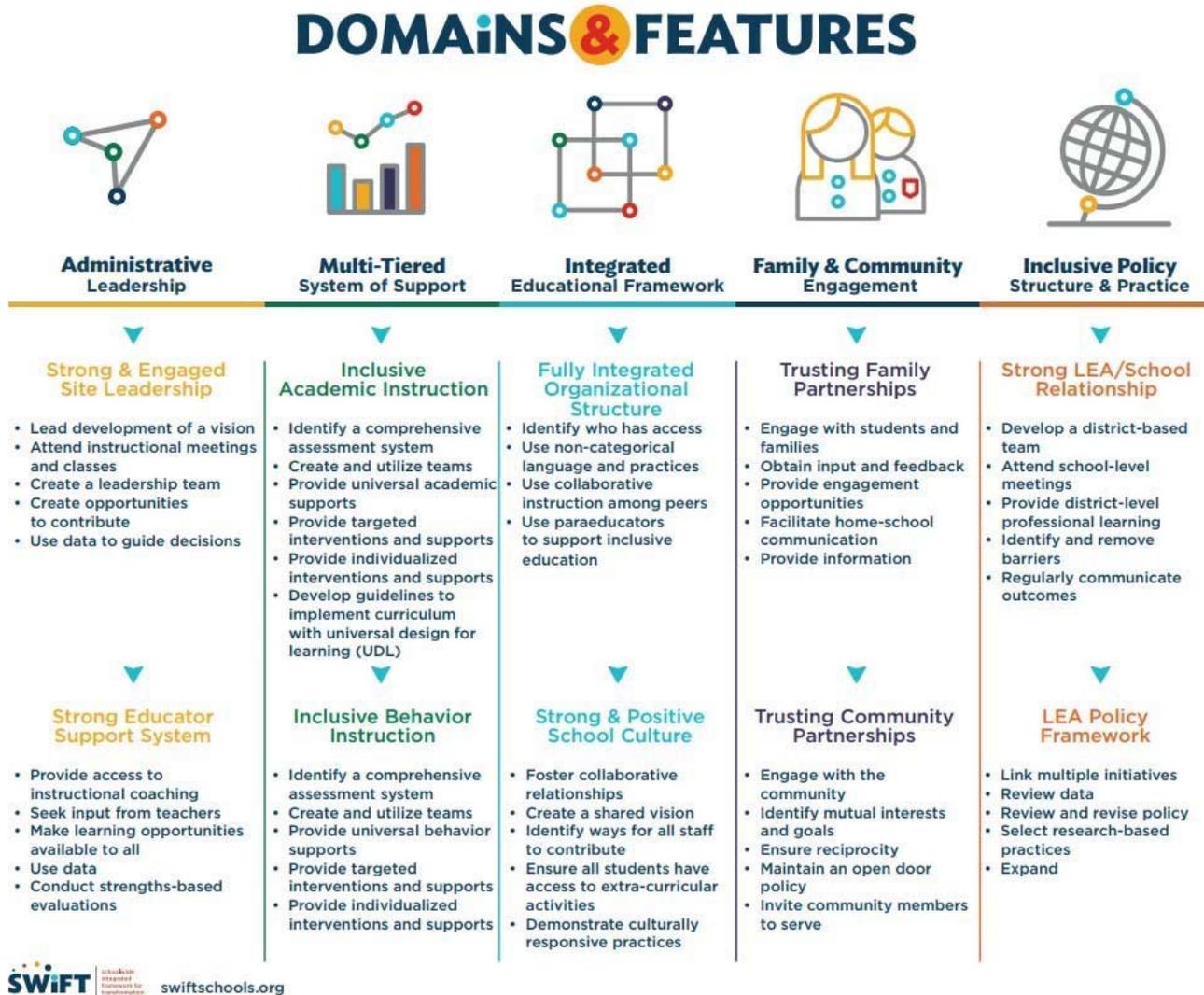
1978	Sisters SD 6	27	63	42.86%	0	0	NA	0	0	NA	27	63	42.86%
2044	Rogue River SD 35	33	57	57.89%	0	0	NA	0	0	NA	33	57	57.89%
2048	Medford SD 549C	462	912	50.66%	0	1	0.00%	0	0	NA	462	913	50.60%
2180	Portland SD 1J	1861	3034	61.34%	17	53	32.08%	0	0	NA	1878	3087	60.84%
2207	Pendleton SD 16	78	177	44.07%	0	0	NA	0	0	NA	78	177	44.07%
2257	Sheridan SD 48J	18	62	29.03%	0	0	NA	0	0	NA	18	62	29.03%
Total Cohort Districts		3221	5665	56.86%	17	56	30.36%	0	0	NA	3238	5721	56.60%

STATEWIDE Group	Regular without Accommodations			Regular with Accommodations			Alternate Assessment			Total		
	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
Students with Disabilities	1027	4061	25.29%	132	1506	8.76%	270	578	46.71%	1429	6145	23.25%
Students without Disabilities	1822	3640										
	6	7	50.06%	54	213	25.35%	0	0	NA	18280	36620	49.92%
All Students	1925	4046										
	3	8	47.58%	186	1719	10.82%	270	578	46.71%	19709	42765	46.09%

Note

- s: Total = Total Tests
- Met = Met and Exceeded (L3 and L4)
- % Met = Number Met or Exceeded/Total Tests

C-5: SWIFT Domains and Features Measured by SWIFT-FIT and SWIFT-FIA



C-6: SWIFT FIA Administration Information



SWIFT Fidelity Integrity Assessment (FIA) Administration Checklist

Name	Y=Yes	N=No	
Observation Date	N/A= unsure or not applicable		
1. Prepare the Team: Participants are invited, emailed the SWIFT-FIA, and given necessary information prior to the process.	Y	N	N/A
2. Set the Stage: Administrator ensured all participants have a copy of the SWIFT-FIA; provided an overview of the SWIFT-FIA, including its purpose, desired outcomes, and key administration steps; identified a Note Taker; and established/reviewed group norms.	Y	N	N/A
3. Administer the SWIFT-FIA: Each item and main idea were read aloud to the group while the document or focus area was projected for all to see. Repeated for each question.	Y	N	N/A
4. Read and Clarify: Participants independently read the Rubric Scoring Descriptions. Administrator addressed clarifying questions. Repeated for each question.	Y	N	N/A
5. Poll Team for Agreement: Participants polled to share their scores for each item.	Y	N	N/A
6. Dialogue the Differences and Re-poll for Consensus: Administrator summarized the polling results. If consensus was not reached, the Administrator encouraged dialogue and re-pollled until consensus was reached.	Y	N	N/A
7. Document Results: Note Taker recorded scores during administration and polling process. The Administrator entered final scores to SWIFT FIA Score Tracking Tool or another tracking system.	Y	N	N/A
8. Wrap-up: SWIFT-FIA scores were displayed and debriefed with participants. Team reflected on the SWIFT-FIA and the process.	Y	N	N/A
9. Next Steps: Administrator collaborated with participants and other leaders to determine next steps (e.g., adjust Priority and Practice Planning, add results to the Data Snapshot, and develop a communication plan to share SWIFT-FIA results with stakeholders).	Y	N	N/A

Purpose of SWIFT-FIA

SWIFT Fidelity Integrity Assessment (SWIFT-FIA) is a self-assessment used by School Leadership Teams to examine the current status of schoolwide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community. School-based teams can administer SWIFT-FIA through a structured conversation accompanied by a review of evidence to substantiate the ratings assigned. By assessing the extent of current implementation of SWIFT Core Features during the school year, teams can monitor their progress over time.

Conducting SWIFT-FIA

Who completes SWIFT-FIA?

A trained School Leadership Team completes SWIFT-FIA with support from a facilitator who facilitates discussions and helps the team to assign scores. This facilitator clearly understands the SWIFT framework and can articulate what it looks like when schools implement each SWIFT Core Feature. A facilitator should be trained in the content of the Core Features, group facilitation, and criteria for scoring SWIFT-FIA. A school team should be trained in using SWIFT-FIA to discuss the school's performance and progress in SWIFT implementation.

When and how often should SWIFT-FIA be completed?

SWIFT-FIA results should be used on a regular basis to monitor implementation. A School Leadership Team generally completes SWIFT-FIA approximately every 3 months (or Fall, Winter, and Spring of the school year) to discuss progress and barriers to progress, and how changes can be implemented. At the very least, school teams should complete SWIFT-FIA twice a school year.

How is SWIFT-FIA completed?

A School Leadership Team reviews each descriptive statement on SWIFT-FIA and examines its current status (e.g., We are: Laying the Foundation, Installing, Implementing, or Sustaining and Scaling Up). Team members should schedule 60-90 minutes for the first administration and at least 30-45 minutes for subsequent progress monitoring. With subsequent administrations, the team will be able to become more efficient and focus on changes that have resulted from implementation efforts.

SWIFT Domains, Core Features, and related SWIFT-FIA items

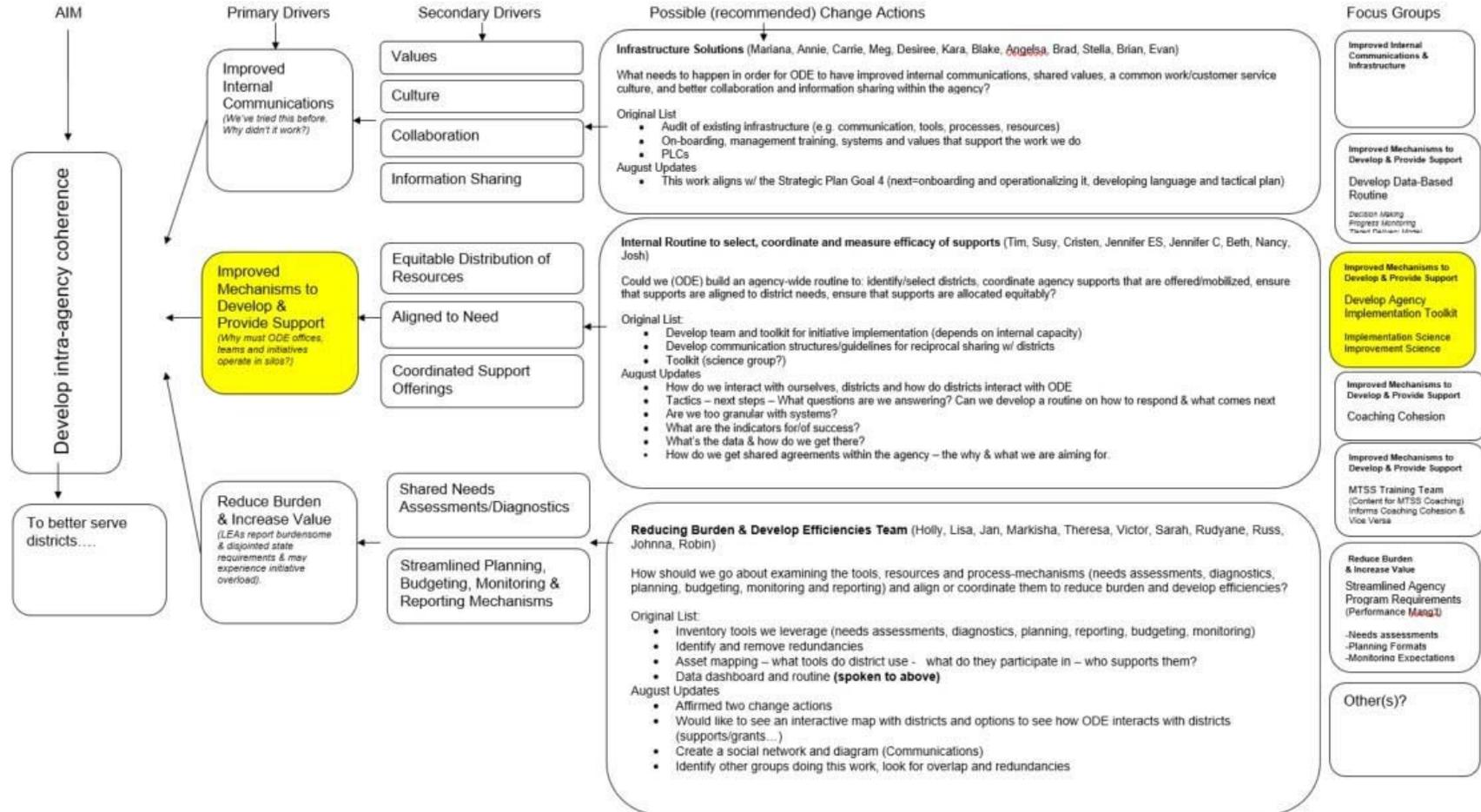
SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area
Administrative Leadership	Strong and Engaged Site Leadership	1. Valued Leadership 2. Empowered Decision Making
	Strong Educator Support System	3. Educator Coaching and Learning 4. Personnel Evaluation
Multi-tiered System of Support	Inclusive Academic Instruction	5. Academic Supports 6. Academic Instruction 7. Data-based Decision Making for Academics
	Inclusive Behavior Instruction	8. Behavior Supports 9. Behavior Instruction 10. Data-based Decision Making for Behavior
Integrated Education Framework	Fully Integrated Organizational Structure	11. Tier I Instruction for All 12. Non-categorical Service Delivery
	Positive and Strong School Culture	13. Full Access for All Students 14. Shared Responsibility
Family & Community Engagement	Trusting Family Partnerships	15. Family Opportunities to Participate 16. Partnerships with Families
	Trusting Community Partnerships	17. Community Collaboration 18. Community Benefits
Inclusive Policy Structure & Practice	Strong LEA (District)/School Relationship	19. LEA (District) Support 20. LEA (District) Addresses Barriers
	LEA (District) Policy Framework	21. LEA (District) Links Initiatives 22. LEA (District) Process for RBP (research-based practice)

These 22 SWIFT-FIA items are associated with SWIFT Domains and Core Features, and are aligned with SWIFT Fidelity of Implementation Tool (SWIFT-FIT).

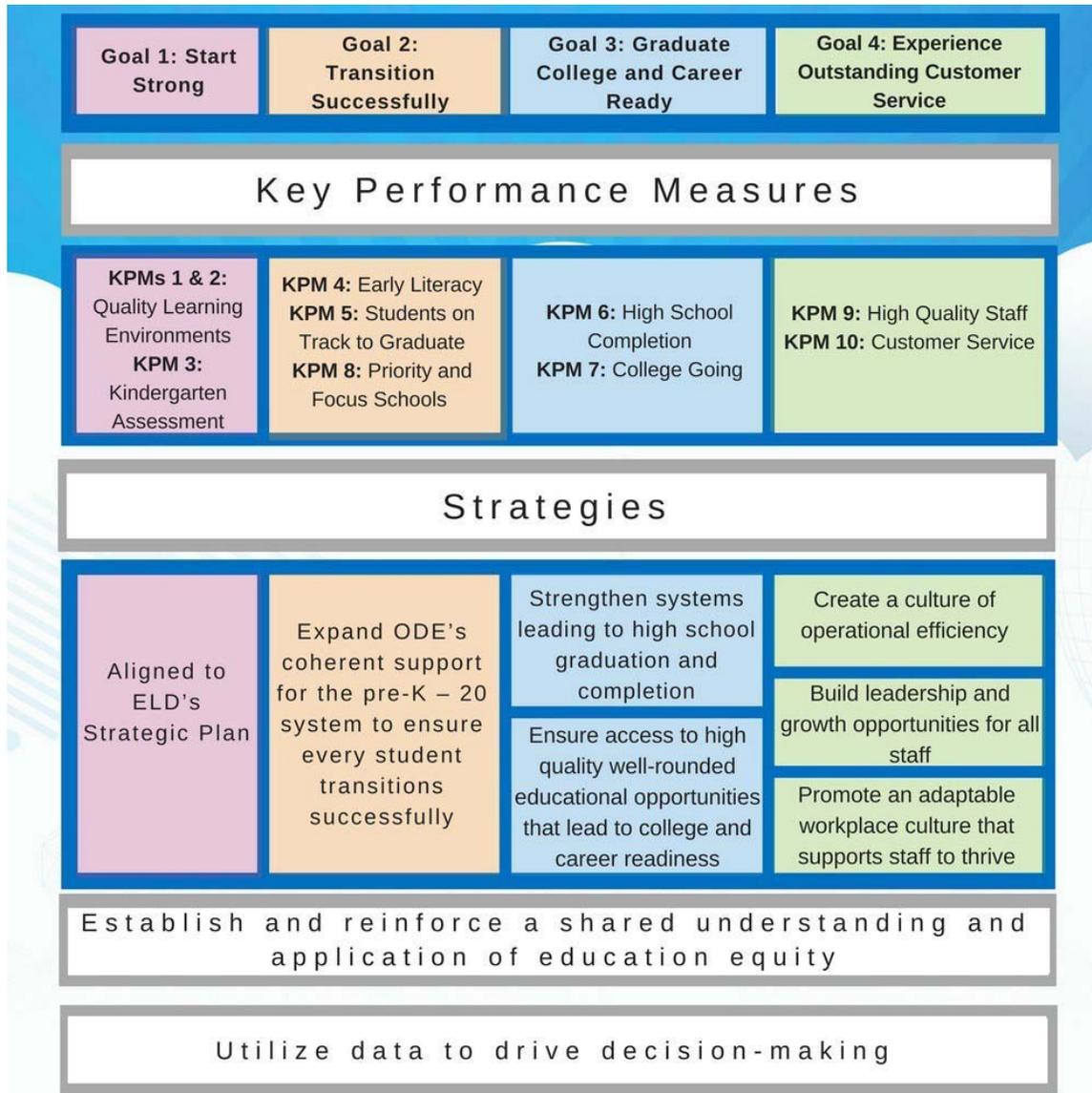
<u>Appendix</u>	<u>Description</u>	<u>Page</u>
E-1:	Cross Office Driver Diagram, January 2018	130
E-2:	Agency Strategic Plan	131
E-3:	Cross Office Focus Groups, November 2017	132-136
E-4:	Cross-Office ORISS Feedback and Meeting Notes, February 2018	137-141

Appendix E-1: Cross Office Driver Diagram, January 2018

ODE Cross Office Driver Diagram



Appendix E-2: Agency Strategic Plan, Strategy Level



Appendix E-3: Cross Office Focus Group Teams and Resources, November 2017

Cross Office Focus Group (Teams) & Plan

Updated 11/6/2017

- Teams meet on their own schedule.
- Teams will update the larger cross office team at each meeting.
- Team facilitators will request more time at larger cross office meetings as needed when to vet, provide input or help problem solve.
- Goal Leads will update the agency strategic plan on goal and action progress.

Larger Cross Office Team Members (needs updating)

Angela Allen <ul style="list-style-type: none"> • Team 4 • CO Team 	Stella Brown <ul style="list-style-type: none"> • Team 3 • CO Team 	Christie Dudley <ul style="list-style-type: none"> • CO Team 	Cristen McLean <ul style="list-style-type: none"> • Team 2 • CO Team 	Mariana Praschnik <ul style="list-style-type: none"> • Teams 3, 4, 5 • CO Team 	Carrie Thomas-Beck <ul style="list-style-type: none"> • Team 4 • CO Team
Melinda Bessner <ul style="list-style-type: none"> • Team 5 • CO Team 	Victor Cato <ul style="list-style-type: none"> • CO Team 	Sarah Drinkwater <ul style="list-style-type: none"> • CO Team 	Jan McCoy <ul style="list-style-type: none"> • Teams 2, 5 • CO Team 	Brian Putnam <ul style="list-style-type: none"> • Teams 4, 5 • CO Team 	Renee Van Norman <ul style="list-style-type: none"> • Team 3 • CO Team
Meg Boyd <ul style="list-style-type: none"> • CO Team 	Holly Carter <ul style="list-style-type: none"> • Teams 1, 2, 5 • CO Team 	Jennifer Eklund-Smith <ul style="list-style-type: none"> • Teams 1, 3, 4, 5 • CO Team 	Susan Mekarski <ul style="list-style-type: none"> • Teams 1, 4 • CO Team 	Theresa Richards <ul style="list-style-type: none"> • Team 5 • CO Team 	Beth Wigham <ul style="list-style-type: none"> • Teams 2, 5 • CO Team
Tim Boyd <ul style="list-style-type: none"> • Team 1 • CO Team 	Jennifer Christian <ul style="list-style-type: none"> • Team 1, 3, 4, 5 • CO Team 	Nancy Johnson-Dorn <ul style="list-style-type: none"> • CO Team 	Shawna Moran <ul style="list-style-type: none"> • Teams 3, 4, 5 • CO Team 	Josh Rew <ul style="list-style-type: none"> • Team 1 • CO Team 	Kara Williams <ul style="list-style-type: none"> • Team 1 • CO Team
Donna Brant <ul style="list-style-type: none"> • CO Team 	Joni Gilles <ul style="list-style-type: none"> • CO Team 	Brad Lenhardt <ul style="list-style-type: none"> • CO Team 	Kate Pattison <ul style="list-style-type: none"> • CO Team 	Robin Shobe <ul style="list-style-type: none"> • Team 1 (recommended) • CO Team 	Terri Ward <ul style="list-style-type: none"> • CO Team?
Denise Brock <ul style="list-style-type: none"> • Team 2 • CO Team 	Lisa Darnold <ul style="list-style-type: none"> • Teams 3, 4, 5 • CO Team 	Dawneesha Lasuncet <ul style="list-style-type: none"> • CO Team 	Lisa Plumb <ul style="list-style-type: none"> • Team 5 • CO Team 	Markisha Smith <ul style="list-style-type: none"> • Team 3, 5 • CO Team 	Sarah Soltz <ul style="list-style-type: none"> • Teams 1 (recommended), 3, 4, 5 • CO Team
	Heidi Dupuis <ul style="list-style-type: none"> • Team 1 			Johnna Timmes <ul style="list-style-type: none"> • CO Team 	

• CO Team

Overview: Focus Group Teams (needs completing)

Improved Internal Communications & Infrastructure Group	This group has been absorbed by the agency Strategic Planning Process (specifically Goal 4)	Original members have joined in the strategic planning team process and/or have joined one of the teams below. Original team members included: Mariana, Annie, Carrie, Meg, Desiree Kara, Blake, Angela, Brad, Stella, Brian, Evan	
Improved Mechanisms to Develop & Provide Support Focus Groups	Team 1 Develop an agency routine to identify, select, support, measure & monitor districts	Facilitator, Tim Boyd (Jennifer Christian and Susy Mekarski support)	Team Members: New: Holly Carter New: Kara Williams Josh Rew Susy Mekarski Sarah Soltz Cristen McLean Jennifer Eklund-Smith Jennifer Christian Beth Wigham Susy Mekarski Nancy Johnson-Dorn Heidi Dupuis
	Team 2 Develop an agency implementation toolkit	Facilitator, Beth Wigham	Team Members: New: Holly Carter Denise Brock Needs to be completed
	Team 3 Coaching Cohesion	Facilitator, Shawna Moran & Jennifer Christian	Team Members: Markisha Smith Tanya Frisendahl Mariana Praschnik Jennifer Eklund Sarah Soltz Lisa Darnold Renee Vannorman Holly Reed-Schindler Robin Shobe Johnna Timmes New: Stella Brown
	Team 4	Facilitator, Jennifer Eklund-Smith	Team Members: New: Angela Allen New: Susy Mekarski

	<p>Develop and scale up MTSS “Oregon Integrated Systems Framework” initiative</p>		<p>Beth Wigham Brian Putnam Carrie Thomas-Beck Chris Pinkney Cristen McLean David Putnam Erin Chapporro Holly Carter Jan McCoy Jennifer Christian Jennifer Eklund-Smith Johnna Timmes Kara Williams Kelly Slater Laura Miltenberger Lisa Darnold Lisa Plumb Mariana Praschnik Mark Freed Markisha Smith Melinda Mitchiner Randy DePry Robin Shobe Sarah Arden Sarah Falcon Sarah Soltz Shawna Moran Shelby DiFonzo Theresa Richards Tim Boyd Victor Cato</p>
<p>Reduce Burden & Develop Efficiencies Group</p>	<p>Team 5</p> <p>Needs Assessment Team:</p> <p>Streamline agency performance management requirements including:</p> <ul style="list-style-type: none"> III Comprehensive Needs Assessments III Planning Processes III Monitoring Expectations 	<p>Facilitator, Shawna Moran</p>	<p>Team Members:</p> <p>Theresa Richards Jan McCoy Lisa Darnold Sarah Soltz Beth Wigham Brian Putnam Jennifer Christian Jennifer Eklund Tim Boyd Melinda Bessner Kim Miller Kelly Slater Johnna Timmes</p>

			Mariana Praschnik Lisa Plumb Sarah Martin New: Holly Carter
--	--	--	--

Focus Group (Optional) Resources

Theory of Action Sentence Starter:

If we....(*effective practice we will implement*), then....(*the impact of the practice on the LEA, school or constituents*) and.....(*resulting outcome*).

Mini Charter Template (and example):

Our Goal	
Our Team	
Our Why	
Assumptions (if any)	

Example Mini Charter for Coaching Cohesion

Our Goal	<p>To create an efficient and nimble agency system to:</p> <ul style="list-style-type: none"> • Develop a cohesive network of coaches and service providers that can support districts at the agency’s request. • Develop the expertise of coaches and service providers in preparation of the service(s) they will provide to districts and schools. • Allocate and deploy coaches and service providers efficiently, based on needs of districts and schools. • Monitor the efficacy of coaches and service providers in their service to districts and schools.
Our Team	<p>Equity – Rudyane Lindstrom Operations – Johnna Timmes, Robin Shobe Best Practices – Lisa Darnold, Mariana Praschnik, Jennifer Eklund-Smith, Sarah Soltz District & School Improvement – Tim Boyd, Jennifer Christian, Shawna Moran</p>

Our Why	<ul style="list-style-type: none"> • To provide high quality support to districts and schools • To increase district and school capacity • To reduce duplication and increase cohesion in the field through the processes used by coaches and service providers in support of districts and schools
Assumptions &/or Dependencies	<ul style="list-style-type: none"> • ODE will implement an agency data-based routine whereby districts in need of supports are identified. • ODE will develop internal agreements about Strategic Performance Processes that coaches and service providers will use or support including needs assessments, strategic planning, and monitoring
Our Timeline	

E-4: Cross-Office ORISS Feedback

Feedback data collected on February 14, 2018 from Cross-Office Meeting Participants

<p>ORISS stands for the Oregon Integrated System of Supports. It is a framework built upon 5 evidence based domains including:</p> <ul style="list-style-type: none"> • Leadership • Stakeholder Engagement • Inclusive Policy, Structure and Practice • Coordinated Educational Framework • Talent Development <p>The ORISS framework, including supportive guidance documents, is under construction by the MTSS Training Team group; the group intends to create a framework that all agency departments, units and/or teams can support and align their supports to – including the MTSS/SPDG team.</p>		
Should the MTSS Training Team & Coaches be called the ORISS Training Team & ORISS Coaches?	Yes 10	No 2
Should the MTSS Training Team & Coaches stay the MTSS training Team and MTSS Coaches & use the ORISS Framework as the basis of their systems work?	Yes 6	No 5
Did you know before today that the ORISS domains would align to the Comprehensive Needs Assessment and Planning processes we plan to provide to all districts and schools so that (eventually) there will be one needs assessment process we can all draw from and one plan for districts and schools?	Yes 8	No 4
<p>Note: A communication and roll out plan is still under construction for this item.</p>		

Even though ORISS is still in draft form, would you be interested in a shared folder (x:drive) where you can access the most up to date ORISS documents?	Yes 12	No 0
--	-----------	---------

Cross-Office Coherence Team Agenda & Minutes
February 14, 2018
1:30-3:00 Basement A

Angela Allen		Sarah Drinkwater	x	Nancy Johnson-Dorn		Kate Pattison		Carrie Thomas-Beck	
Melinda Bessner		Sheli Dumas	x			Lisa Plumb	x	Johnna Timmes	
Meg Boyd	x			Chung-Fei Lai		Mariana Praschnik	x		
Tim Boyd		Jennifer Eklund-Smith	x	Brad Lenhardt		Brian Putnam		Renee Van Norman	
Donna Brant		Wendy Finley		Dawneesha Lasuncet					
Denise Brock	x	Mark Freed	x			Josh Rew		Terri Ward	
Stella Brown	x	Tanya Frisendahl	x	Cristen McLean	x	Theresa Richards		Blake Whitson	X
				Jan McCoy				Beth Wigham	x
Holly Carter		Joni Gillis		Susan Mekarski		Anya Sekino	x	Kara Williams	
Jennifer Christian	x			Kim Miller	x	Robin Shobe			
				Shawna Moran	x	Markisha Smith			
Lisa Darnold	x	Bill Hansel	x			Sarah Soltz			
Christie Dudley		Sandee Hawkins				Susie Strangfield			

All resources can be found in the following shared drive [X:\30 Day Share\Cross Office Cohesion Charter](#)

Next Cross Office Meeting Dates

March 14, 2018 1:30-3 Basement A
 April 12, 2018 1:30-3 Basement A
 May 16, 2018 1:30-3 Basement A
 June 14, 2018 1:30-3 Basement A

TODAY's Agenda:

- I. Opening (15 mins)
 - a. Welcome & New Members

- b. Revisit Charter & Purpose
- c. Strategic Plan Update
- d. Our Teams:
 - i. MTSS/ORISS Training Team (Jennifer Eklund, Sarah Soltz, Lisa Darnold, Mariana P)
 - ii. Agency Routine Team (Tim Boyd)
 - iii. Coaching Cohesion Team (Shawna, Jennifer Christian, Tanya Frisendahl)
 - iv. Comprehensive Needs Assessment Team (Shawna)
 - v. Agency Implementation Model Team (Beth Wigham)
 - vi. New Team: Pilot 8 Districts (*Multi-Director Team*)** *Elevate to Sarah Drinkwater for Goal 2*

- II. Dialogue Rotations (50 mins total w/ 4 to 5 rotations)
 - a. Teams i-v will host short information & dialogue stations
 - b. Visit the stations of your choice
 - c. Our guiding questions are: “The connections I see are ...My wonderings are....”
 Note: Station hosts may also ask specific questions at each station

- III. Summary Discussion: The connections I see and the wonderings I have are.....(15 mins)

- IV. ORISS Exit Ticket ORISS

Minutes & Action Items:

Get Federal Programs representative on “8 Teams Pilot”

*Multi-Director Team** Elevate to Sarah Drinkwater for Goal 2 – DSE team member should join*

ORISS Exit Ticket

Comments:

Meg Boyd would like to help.

There is power in language! The shift to ORISS extends our reach & helps more ODE staff see themselves (their work) in the work. Its exciting stuff & I want more info 😊

Should the MTSS Training Team & Coaches be called the ORISS Training Team & *ORISS* Coaches? Take out the second ORISS.

Even though ORISS is still in draft form, would you be interested in a shared folder (x:drive) where you can access the most up to date ORISS documents? Move to Intranet, where strategic plan info will be stored.

Should the MTSS Training Team & Coaches stay the MTSS training Team and MTSS Coaches & use the ORISS Framework as the basis of their systems work? Use the ORISS Framework.

Wonderings

I wonder... how much could be taught in Pre-Service Admin & Teaching Programs so districts have more of these tools prior to ODE stepping in. (CEEDAR)

Who is classified as a “coach”? Would they need to directly paid by ODE or, do they include indirectly paid coaches (e.g. Title IIA district coaches)

How might an ODE staff person take on the liaison role instead? Would we feel better connected/able to monitor progress? Strengthen routines?

Could the needs assessment platform be expanded to include ancillary services (e.g. transportation) that is a small unit needing collaboration for efficiency.

How many MTSS districts are there? How will a shift to ORISS impact district “doing” MTSS? Is ORISS internal or external facing?

Is the improvement liaison different from an improvement coach?

MTSS is often placed in the SPED world; will/does ORISS help expand ODE’s reach?

Could the improvement/implementation science improve our interface with the legislative process?

Comprehensive Needs Assessment: What are current assessments in place that would be replaced? What would be taken off districts plates?

Connections:

MTSS training Team – some similar partners, as we are involved with CEEDAR – High Leverage Practices. This is good – need to connect.

Implementation science & improvement science are nested processes.

MTSS Training Team: engaging stakeholders in decision-making, engagement opportunities (not just updates), use of infographics to help do so.

How could the “training badges” idea for coaches be applied to ODE staff? (It’s a great idea!)