

Oregon

State Systemic Improvement Plan (SSIP) Part B

Phase III-4



SSIP Phase III-4 Outline

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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-4 SSIP implementation leading towards the State Identified Measurable Result (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-1 captures the relationship between resources, implementation fidelity of evidence-based practices, and the SIMR.

Coherent Improvement Strategies

This report documents Agency progress on implementing two coherent improvement strategies, originally reported in Phase III-1. These coherent improvement strategies are also included in Oregon's State Personnel Development Grant (SPDG). The State Education Agency (SEA) supports the SSIP and SPDG as an aligned initiative to implement and scale up an Oregon Multi-Tiered Systems of Support (MTSS) through coaching.

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-4, the Agency conducted activities related to these coherent improvement strategies to (a) increase intra-agency coherence and (b) develop regional and Local Education Agency (LEA) capacity

to implement and sustain an Oregon MTSS, the Oregon Integrated Systems Framework (ORIS).
Figure A-1. SSIP theory of action leading to Oregon’s SIMR

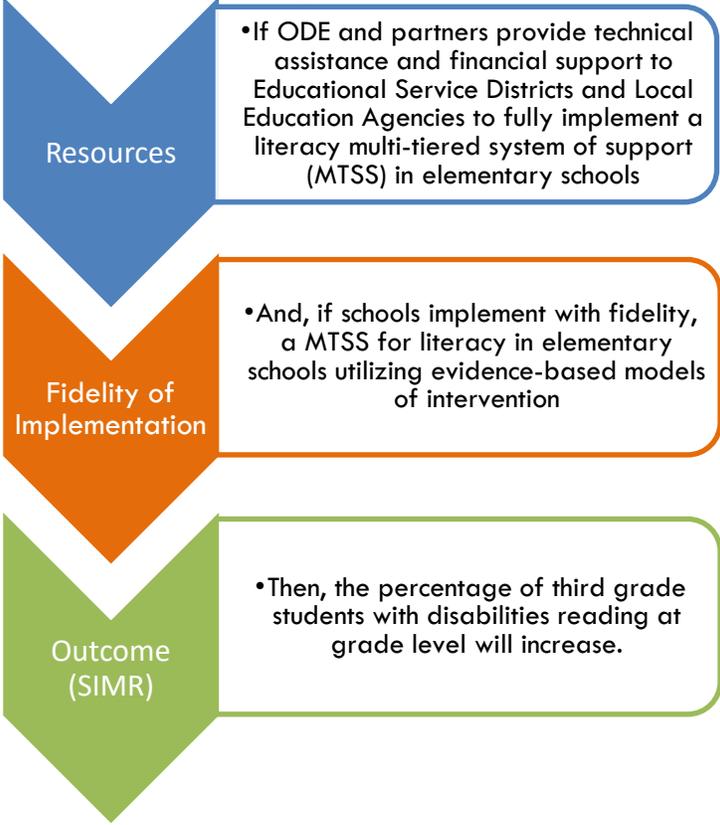
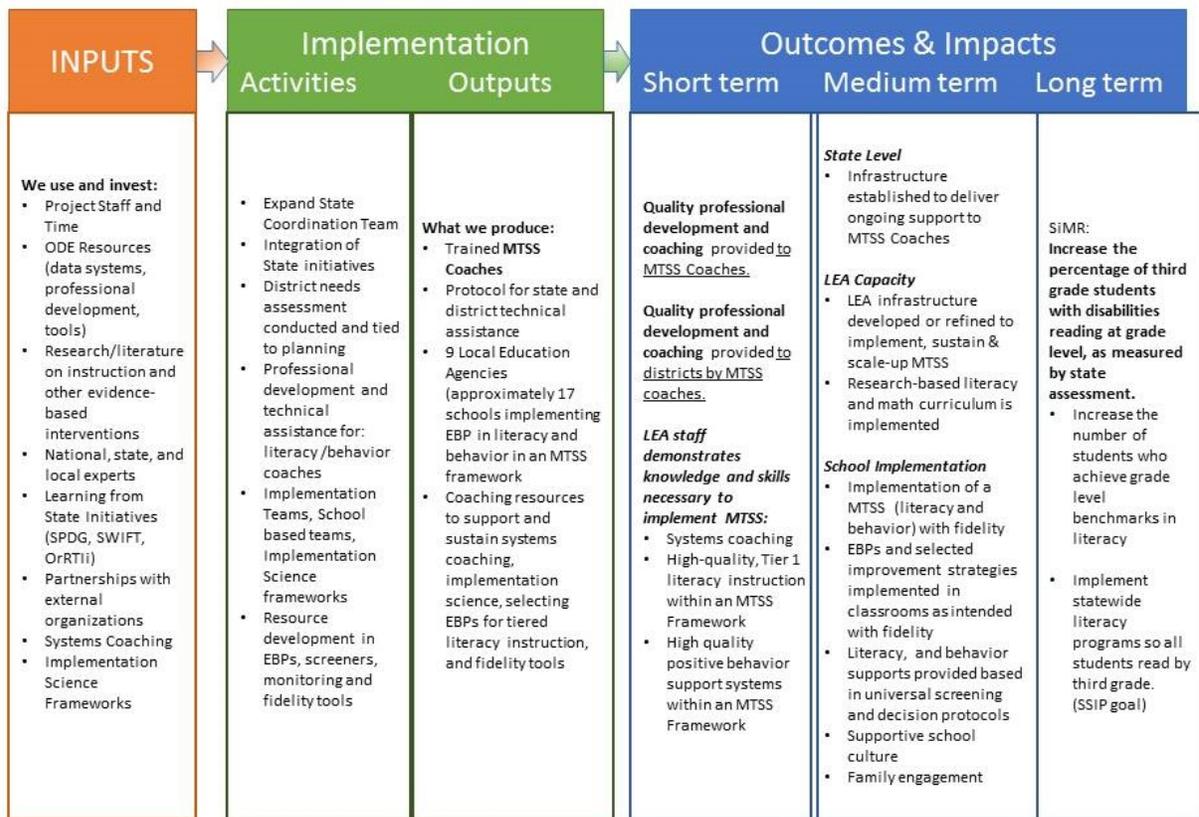


Figure A-2. SSIP Logic Model Developed During Phase III-1



Infrastructure Improvement Strategies

During Phase III-4, the Agency continued to make infrastructure improvements to support LEAs to implement and scale-up MTSS (ORIS) 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.

Oregon’s Student Success Act and SSIP/SPDG

The Oregon legislature passed a multi-billion dollar reinvestment in education in 2019, the Student Success Act (SSA). As a part of this legislation, districts are asked to apply for funds, set performance growth targets, and will be offered coaching supports based on performance. To guide districts through the process of developing goals and targets as a coherent improvement plan, the Agency adopted the continuous improvement process and tools developed and piloted through SSIP/SPDG work. These resources include the ORIS needs assessment tool and continuous improvement plan (CIP) template. The following Agency infrastructure changes prompted by the new legislation are in support of the scale-up of ORIS/MTSS using the Agency’s continuous improvement process:

- Rebalancing of Agency organizational structure to merge IDEA and Title Programs within the Office of Enhancing Student Opportunities (OESO)

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- New office within Agency created, the Office of Education Innovation and Improvement (OEII), to steward the Student Investment Account (SIA) under the SSA
- ESSA District and School Effectiveness (DSE) team moved to OEII to scale-up coaching programs

See Section E of this report for further details about infrastructure changes at the SEA.

ORIS Implementation and Scale-up Activities

During Phase III-4, the SEA continued to support the scale-up of MTSS coaching activities using a stage-based approach. The DSE and SSIP/SPDG teams continued partnering in offering supports to districts. During Phase III-4, the teams developed and piloted resources for districts to self-monitor progress toward stated goals using measures identified in their continuous improvement plans.

The SEA continued scale-up activities of the regional and local coaching cadres through the SPDG. Regional hubs increased support, adding eight LEAs statewide. The Agency unified the technical assistance provided to regional coaches with the SWIFT Center. During Phase III-4, 100% of regions identified through the SPDG provided coaching supports to their assigned districts.

Specific Evidence Based Practices Implemented in Phase III-4

The ORIS Framework provides a shell within which LEAs select and implement priority-driven strategies, including evidence-based practices.

Districts across Oregon participating in SSIP/SPDG aligned supports continued implementing an array of evidence-based practices within a variety of tiered service delivery models. During Phase III-4, LEA coaches in SSIP/SPDG participating districts began participating in communities of practice, which include monthly conversations around their district-specific priority areas of MTSS implementation. Table A-1 below shows the number of districts participating in each of the priority areas of focus.

Table A-1. MTSS priority areas supported through communities of practice during Phase III-3

	Attendance	Behavior	Literacy	Adult Learning and Culture	Other
Number of LEAs Participating	2	16	7	7	2

Overview of Evaluation Activities, Measures, Outcomes

The evaluation activities, measures, and outcomes reported during Phase III-4 contribute to Oregon’s progress toward the SIMR. During Phase III-4, the Agency continued evaluating the quality of professional learning provided to coaches and continued offering district staff a survey to measure levels of MTSS implementation.

The SEA continued providing financial support and professional development to six regional MTSS (ORIS) coaches through the SPDG. These regional coaches provide technical assistance and coaching to 31 district level (LEA) coaches, including six scale-up districts that joined the SPDG in November 2018.

To measure interim progress toward long-term SSIP objectives and the SIMR, the SEA coordinators focus evaluation on the districts receiving state supports from the SSIP/SPDG. During Phase III-4, these districts were within the SSIP/SPDG cohorts B, C, and I. The six scale-up districts received SPDG funds

and associated coaching supports starting in June 2019. The Agency included implementation data as available from these districts.

As the Agency has worked to align initiatives, the SSIP/SPDG shifted reporting requirements to align with other agency program reports. For this reason, the SEA did not require LEAs to submit data collected from the ORIS needs assessment tool to the Agency. As such, the Agency is unable to longitudinally compare levels of implementation of MTSS/ORIS using the ORIS needs assessment tool. In Phase III-3, the Agency reported on levels of MTSS/ORIS implementation in SSIP/SPDG participating schools, as measured by the ORIS needs assessment tool. Each LEA was asked to engage in a comprehensive needs assessment process, with the ORIS needs assessment tool being available as an optional source. However, the SEA did not collect additional needs assessment data from these LEAs.

The Agency continued to monitor summative ELA assessment data from two districts each in cohorts A and B that received SSIP supports through the duration of Phase III-2. Of the districts participating in SSIP/SPDG supports during Phase III-2, three districts declined continued participation in Phase III-3. Portland, Sisters, Corvallis, and Medford did not participate in SSIP/SPDG supports during Phase III-2 or Phase III-3. Section E includes additional discussion of evaluation measures and outcomes.

Summary of evaluation of progress toward SIMR

The State did not meet the FFY 2018 student achievement SIMR target for students with disabilities. In FFY 2018, 24.45% of grade 3 students with disabilities scored at or above grade level on the ELA Smarter Balanced Assessment, in comparison to a target of 33% of students. See Table A-2 for summative assessment data in comparison to targets.

Table A-2. Oregon’s State Identified Measureable Result (SIMR) Targets and Outcomes

School Year	SIMR Target OAKS	SIMR Target SBAC	SIMR Outcomes Smarter Balanced	Target Met
2013-14	Baseline 42.8% OAKS			NA
2014-15	43.5%		30.57%	No
2015-16	44.5%		25.22%	No
2016-17	45.5%		23.04%	No
2017-18	(46.5%)	29%	24.08%	No
2018-19	(47.5%)	33%	24.45%	No
2019-20	NA	35%		

See Table A-2 for statewide assessment data from SSIP/SPDG participating districts. The SEA includes comparisons to previous years’ performance, and FFY 2018 in comparison to the SIMR target.

Table A-2. Annual changes in percentages of grade 3 students with disabilities performing at or above grade level on Smarter Balanced ELA assessment scores by district.

Cohort	District	FFY 2015	FFY 2016	Change from 2015 to 2016	FFY 2017	Change from 2016 to 2017	FFY 2018	Change from 2017 to 2018
Statewide (SIMR)		25.50%	23.25%	-2.25%	24.08%	+0.83%	24.45%	+0.37%
All SSIP/SPDG Cohort districts		31.14%	29.36%	-1.78%	28.37%	-0.99%	27.52%	-0.85%
A	Portland	38.02%	34.66%	-3.36%	36.57%	+7.57%	34.68%	-1.89%
	Sisters	0.00%	0.00%	No change	40.00%	+11.00%	25.00%	-15.00%
B	Corvallis	27.12%	36.54%	-9.42%	32.08%	+3.08%	32.76%	+0.68%
	Medford	26.16%	26.09%	-0.05%	20.64%	-8.36%	20.83%	-0.19%
	Oregon City	27.52%	18.95%	-8.57%	20.43%	-8.57%	15.29%	-5.14%
	Rogue River	10.00%	20.00%	+10.00%	10.00%	-19.00%	5.88%	-4.12%
I	Sheridan	12.50%	0.00%	-12.50%	0.00%	-29.00%	14.29%	+14.29%
C	Philomath				18.75%	-10.25%	10.00%	-8.75%
	South Umpqua				22.22%	-6.87%	25.00%	+2.78%
	Wallowa				66.67%	-4.92%	60.00%	-6.67%

Highlights of changes to implementation and improvement strategies

During Phase III-4, the SEA continued implementing the two principal coherent strategies of (a) increasing intra-Agency coherence, and (b) increasing the capacity of LEAs to implement MTSS (ORIS). These primary implementation and improvement strategies remained the same from Phase III-3 to Phase III-4. As mentioned elsewhere, the state reinvestment in education shifted cross-office efforts to focus on implementation of the SSA. The SSIP/SPDG coordinators continued working with contracted partners to provide high quality professional learning and coaching supports for regional and district coaches. SSIP/SPDG participating districts leveraged experience with the ORIS framework and continuous improvement process tools while preparing applications for SIA funds.

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-4. Activities reported below began during Phase III-3 and continued into Phase III-4. The activities to support each improvement strategy are identified in the tables below. Major activities related to Strategies 1 and 2 conducted between May 2019 and December 2019 are summarized in Tables B-1 and B-2 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 B-1. Progress on implementing SSIP activities related to Strategy 1, Increase intra-agency coherence, Phase III-4

Dates	Activity	Outputs
April 2019	State of Oregon Legislature approves multi-billion dollar increase to state education funding through the Student Success Act	Opportunities for schools to leverage resources to meet needs of historically underserved populations
April 2019	Office of Student Services including SPDG, SSIP, IDEA staff begin using Microsoft Teams application	Horizontal communication and transparency of decision making improves
April 2019- August 2019	Office of Student Services leadership engages staff in listening sessions using improvement science	ODE organizational culture identified as possible lever for change
April 2019- September 2019	ODE staff engage in equity-focused <i>Taking It Up</i> professional learning	Provide staff with common language and understanding of core constructs needed to center equity as the core of our improvement work
Present-2021	Local and regional MTSS (ORIS) coaches attend high quality professional development through SPDG	LEAs develop capacity to implement and sustain evidence-based practices within ORIS
April 2019- 2021	Regional MTSS (ORIS) coaches provide ongoing coaching support to LEA coaches	
April 2019- August 2019	SPDG State Liaisons check in monthly with Regional coaches	
September 2019	SWIFT assumes leadership of regional coach cohort	Schools receive consistent coaching supports and coaches have aligned source of support
September 2019-2021	Regional coaches engage monthly with SWIFT center through calls and meetings	
April 2019-	LEA coaches provide implementation	

Dates	Activity	Outputs
2021	and instructional coaching to up to 4 schools within LEA	
Spring-Fall 2019	ODE hosts listening sessions related to implementation of the Student Success Act	ODE publishes tools and resources for districts to use when working with stakeholders to set priorities
Summer-Fall 2019	Cross team meetings with team supporting ESSA implementation in CSI/TSI schools and team supporting IDEA implementation	IDEA team begins exploring how to use CIP processes and MTSS as mechanisms for improvement
September 2019	National Center for Systemic Improvement site visit	Set direction for IDEA Part B monitoring and supports redesign
October 2019	COSA Special Education Director Conference stakeholder engagement	Communication with field signaling a redesign of monitoring and supports to focus on results, equity, and inclusion
October 2019	SEA renews cross office team efforts with focus on Continuous Improvement Plan submission process	ODE communicates process for district Continuous Improvement Plan submission and unified Title budget narrative with field
October 2019	Oregon Department of Education Offices reorganize	Title programs and IDEA merge into Office of Enhancing Student Opportunities, formerly Office of Student Services, under one assistant superintendent. Title programs were previously situated in the Office of Teaching, Learning, and Assessment.
December 2019	ODE releases Student Investment Account Guidance	Districts access resources to support resource allocation according to community-vetted priorities

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

During Phase III-4, the State has carried out activities to promote intra-agency coherence through continued activities, including the provision of funding, scaling up regional coaching supports to additional districts, and renewed visioning of cross-office collaboration. Discussed in the sections to follow are the ways in which the State measures fidelity to Strategy 1 as it relates to specific activities. In addition, the significance of the accomplishments noted in Table B-1 is explained with respect to the larger timeframe and goals of the SSIP.

Accomplishments and Milestones

- SEA office rebalancing results in teams more closely aligned to organizational priorities
- Infusion of state monies for education leverages existing processes and tools, preventing duplication of efforts for districts in planning and reporting processes
- Coordination of regional coaching activities is streamlined through SWIFT support

- Publication of a CIP approval process that satisfies multiple federal programs' requirements signifies SEA leadership's demonstrated renewed commitment to improving alignment, reducing burden, and increasing efficiencies for districts
- Leadership propels SEA internal culture change through disrupting historic and hierarchical organizational practices
- SEA staff commit to transforming the SEA into a learning organization, starting with anti-bias work
- School age general supervision redesign supported by stakeholder engagement
- Student Success Act Legislation allows districts to use the ORIS needs assessment tools to develop a priority-based continuous improvement plan and mandates the SEA to establish an intensive coaching program to support LEAs not meeting performance growth targets by 2022

Fidelity of Activities Related to Strategy 1

High quality professional learning experiences are an aspect of SSIP/SPDG implementation that link work at the SEA through Strategy 1 to the impact on districts and students elevated through Strategy 2. Since the submission of Phase III-3, the SEA provided two face-to-face professional learning events for MTSS Coaches.

The SEA continues to contract with evaluators for the SPDG to observe agency-sponsored professional learning events with an eye for fidelity to high quality professional development criteria, as measured by the High Quality Professional Development Checklist (Noonan, P., Gaumer Erickson, A.S., Brussow, J.A., & Langham, A., 2015).

Evaluation of the April 2019 Regional Coach and Improvement Liaison All Community Meeting by Oregon's State Personnel Development Grant (SPDG) evaluator demonstrated attainment of 95% of required components of high-quality professional development. Evaluation of the May 2019 Regional and LEA coach PD demonstrated attainment of 86% of required components of high-quality professional development. Evaluators noted areas to improve including making explicit connections to empirical research during the training event.

Strategy 1 Timeline

During Phase III-4, the timeline for activities with coaches and participating districts remained as expected. Due to the new SSA legislation, the cross office timelines for creating resources to support evidence based practices within the ORIS framework was adjusted. The cross-office work narrowed to developing a combined process to release funds to districts based on a single improvement plan and combined federal Title budget narrative. This work took priority to developing cross-office resources to support implementation of evidence based practices.

Completed activities related to Strategy 1 are detailed in Table B-1. Planned activities with an adjusted timeline are reported on in Section F, Planned Activities for Next Year.

Description of extent to which the State has carried out Strategy 2 planned activities

Activities related to implementation that occurred prior to April 2019 can be found in the Phase III-3 submission, Section B. Activities related to the Phase III-4 implementation are noted below, starting with April 2019.

Table B-2. Progress on implementing SSIP activities related to Strategy 2, to increase capacity of LEAs to implement and sustain Oregon's Coherent MTSS Framework (ORIS), Phase III-4

Dates	Activity	Output
April 2019-November 2019	Regional and LEA Coaches support schools and districts engaging in a comprehensive needs assessment process	Schools and districts elevate priorities for improvement based on data
April 2019-June 2021	SPDG Regional Coaches and State Liaisons provide ongoing support to LEA coaches	Districts and schools increase capacity to implement MTSS (ORIS)
April 2019-August 2019	SPDG State Liaisons provide ongoing support to LEA coaches	
September 2019-June 2021	SWIFT provides ongoing support to Regional Coaches	
April 2019	ODE and ORTIi leads joint presentation at ORTIi conference on CIP process and tools	Districts indicate preference for a more coordinated model of supports
April 2019	SEA seeks input on fidelity of coaching activities as experienced by LEAs	SPDG participating LEAs share feedback with coaches and SEA
May 2019	SSIP/SPDG team hosts State Leadership Team Meeting	Stakeholders offer input on direction for CIP alignment and supports and MTSS coaching
Spring 2019	Staff in SPDG participating schools take School Implementation Scale Survey	Schools measure perception of MTSS implementation
June 2019	ODE recruits third cohort for State Personnel Development Grant	Scale up of MTSS continues with four regions adding a total of six districts
June 2019	ODE renews contracts with SPDG MTSS TA providers	SEA staff and MTSS coaches continue established relationships
Summer 2019	Student Success Act calls for presence of regional supports for education	Oregon establishes Regional Education Network (REN) hubs at ESDs
Fall 2019	SEA issues grant awards to districts in SPDG cohorts 1 and 2	100% of SPDG participating districts in 2018-19 elect to continue in 2019-20
Summer 2019-Fall 2019	Schools and districts craft or revise priority driven improvement plans	Multiple federal programs provide funds to LEAs based on single CIP plan
September 2019	SEA hosts webinars on MTSS coaching	LEA coaches and teams review SPDG participation and coaching structure
September 2019	IDEA school age staff attend PD	Exploration of CIP as common

Dates	Activity	Output
	on CIP processes	Agency improvement mechanism
September 2019	4/6 regional coaches continue in roles during 19-20 school year, 2 coaches hired within 60 days of the start of the school year	Staff available to continue to scale up the work
September 2019-June 2020	SWIFT Center begins leadership of regional coach cohort	Regional coaches receive common supports through check-ins and group calls
September 2019-December 2019	SEA staff attend NCII/ORTII PD	SEA staff commits to increasing capacity to support districts with implementing Data-Based Individualization (DBI)
November 2019	Regional and LEA MTSS Coach Professional Learning event	Coaches establish communities of practice based on common priorities within an MTSS
November 2019	MTSS Coach Communities of Practice begin meeting monthly	LEA coaches collaborate with other districts working on similar priorities within an MTSS

Accomplishments and Milestones

- Districts increase outreach and communication with historically and currently marginalized groups as part of renewed comprehensive needs assessment process efforts
- Districts used the ORIS Needs Assessment Tool to measure fidelity of implementation of an MTSS (ORIS) and found these data helpful in crafting priority-driven continuous improvement plans
- SWIFT Center begins providing support for all regional coaches through monthly group calls and individual check-ins
- SWIFT provides a unified PD and TA system for the regional coaches, including individual coaching meetings and leading group problem solving calls
- IDEA school age staff increased awareness and understanding of agency continuous improvement process, laying foundation to be able to leverage in redesign of Part B monitoring and supports
- Continued contracts with original TA partners for State Personnel Development Grant
- Collaboration with SEA staff, ORTII coaches, and NCII lays a foundation for supporting common instructional practices and processes throughout the state

Fidelity of Activities Related to Strategy 2

During Phase III-4, the SEA continued to measure fidelity of coaching and implementation activities within Strategy 2 using multiple sources of data. Instructional staff working at schools participating in the SPDG were encouraged to complete the *School Implementation Scale (SIS)* survey in the spring of 2019 (Gaumer Erickson, Noonan, & Jenson, 2012). This is a self-report measure of fidelity of implementation of aspects of MTSS (ORIS). The agency reports data aggregated for the statewide cohort of SPDG participating schools, including schools from the select districts participating in SSIP/SPDG combined supports and mentioned in this report.

According to the 2019 SIS combined SPDG school results, 70.1% of staff at implementing schools reported they sometimes or always received coaching related to implementing tiered academic systems, and 63.7% reported receiving coaching related to tiered behavior systems.

Schools participating in both the State Personnel Development Grant and Oregon Response to Instruction and Intervention (ORTII) measure fidelity of implementation of RTI practices using the District Implementation Evaluation Tool – District Based (DIET DB-2), combining self-report with observations. This measure can be used as a proxy for MTSS (ORIS) implementation. See the Phase III-2 report for complete information about the DIET. As of January 2020, there were three districts participating in both supports (cohort C districts), with DIET-DB data available to review. See Section C of this report for a complete review of Cohort C’s implementation data.

Schools participating in the SPDG used the ORIS Needs Assessment tool at SPDG participating schools. Regional coaches facilitated administration of this tool during Phase III-4. See Section C for ORIS Framework implementation data as available.

Districts provided feedback on regional coach supports through a survey offered in April 2019. Survey items for feedback included indicators of fidelity to high quality coaching practices. Of note, 100% of regions reported receiving support from their regional coach to implement an evidence based practice within an MTSS. The majority of participating districts (66%) responded that the regional coach has offered strategies to help overcome implementation barriers. See section C for a complete description of fidelity data related to MTSS coaching.

Taken together, available fidelity of implementation data indicates that the SEA, schools, and districts are continuing to make progress in implementing aspects of an MTSS (ORIS). Specific areas of growth and plans to support next phases of SSIP implementation are discussed in Section F.

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

Stakeholder Access to Implementation Information

The Agency informed stakeholders of the ongoing implementation of the SSIP at various points during Phase III-4. The SSIP/SPDG implementation team continued regular communication with internal and external groups about continuous improvement activities and MTSS implementation using the following channels:

- Presentations at conferences
- Agency website
- Agency sponsored webinars
- Emails to district listservs
- Newsletters
- Regularly scheduled meetings

Additionally, the Agency hosted a leadership implementation team meeting in May 2019. Participants included leaders of community organizations, partner Agencies, and district and region leaders. This

stakeholder group provided the Agency with feedback on the direction of initiative alignment, MTSS supports, and Agency communication.

Stakeholder Involvement in Decision-Making

The Agency involved stakeholders in the following decisions during Phase III-4:

- Selection of districts to participate in MTSS coaching funded through SPDG
- Leveraging resources to scale up regional MTSS coaching hubs
- Focus areas for coaches' professional learning

During Phase III-4, the Agency sought input from coaches, district leadership, TA partners, and ODE staff on the direction of MTSS coaching supports. Regional MTSS hubs provided input regarding district participation in the SPDG. Districts and coaches guided the focus and direction of professional learning supports to offer in the 2019-2020 school year. Coaches from districts participating in SSIP/SPDG supports elevated preferences through a series of surveys, conversations with regional coaches, and activities during the November 2019 PD. Taken together, this input confirms that district MTSS coaches are looking for professional learning to support their teams in issues surrounding attendance, behavior and literacy, with the majority of districts looking for support in behavior. This data informs the decisions that SEA staff and contractors make about professional learning and technical assistance activities.

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-4, the State continued monitoring activities and measuring outputs using the methods described in the Phase III-3 report. The Agency maintained 2.0 FTE Coherent Strategies Specialists assigned to SSIP/SPDG implementation.

Aligned Evaluation Measures and Theory of Action

Table C-1, below, displays evaluation measures and associated timelines for data collection and reporting aligned with outcome descriptions for Strategy 1 of the SSIP. Activities begun in prior phases continued in Phase III-4, and will continue as indicated. Table C-2 displays the evaluation measures and associated timelines for outcomes of the SSIP Strategy 2.

The data sources indicated in the tables below assist the SEA in reviewing progress and in adjusting implementation plans. The selected measures align to the following theory of action:

If the Agency increases coherence of Oregon MTSS (ORIS) through the development of high-quality coaches, and school districts implement an MTSS framework (ORIS) 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.

Table C-1. 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 (ORIS) coaches on Professional Development (PD), Technical Assistance (TA), and Coaching	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	Meeting agendas and notes, written plans.	Meeting facilitator collects/uploads notes, Coherent Strategies Specialists review	4/2/2016-9/1/19
		Continued ORIS Framework Implementation Team meeting agendas and notes		
		Permanent products documenting the PD/TA/Coaching plan		

Outcome Description	Key Measure	Data Sources	Data Review Procedures	Data Collection Timeline
Practices (CP)	Action Planning, Implementation, and Evaluation			
Implement and initiate training of high quality MTSS (ORIS) coaches	Agenda and materials for initial PD/TA training developed in collaboration with the ORIS Framework Implementation Team including the external SPDG evaluators	ORIS Framework Implementation Team meeting agendas and notes Initial PD/TA training agenda Pre and post PD knowledge assessments Plan for evaluation using Observation Checklist for High Quality Professional Development	Initial materials are collected, reviewed, and maintained by the ORIS Framework Implementation Team Facilitator	4/1/2017-6/1/2020
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 ORIS Framework Implementation team meeting agendas and notes Initial coach training materials showing participation cross office	ORIS Framework Implementation team facilitator collects and review agendas, meeting notes, training materials	1/30/2017-ongoing

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, originally reported in Phase III-2:

- Data to document the process of developing an Oregon MTSS (ORIS) needs assessment
- Data to describe implementation and sustainability of MTSS within Cohort A, B and I LEAs, and for scale-up LEAs in Cohort C, added in Phase III-3
- Assessment data to indicate performance of grade three students with disabilities in ELA, Oregon’s SIMR target

During Phase III-4, LEAs continued using processes and tools to implement the selected MTSS strategies.

Table C-2 below displays the data sources, timelines, and collection procedures related to SSIP Strategy 2, installing and scaling up MTSS.

Table C-2. 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 ORIS Framework Implementation Team	Agenda and notes for ORIS Framework Implementation Team showing process of developing ORIS Framework and associated needs assessment tools	ORIS Framework Implementation Team facilitator collects agendas, notes, products	4/1/2017-12/1/2018
	2. Tool(s) are selected to be piloted to measure fidelity	ORIS School and District Level Systems Health Needs Assessment Tool	Select LEAs pilot tools when engaging early with SEA for ESSA improvement supports	4/1/2017-9/1/2018
	3. ORIS Framework Implementation Team recommends tool	Record of recommendation of changes to ORIS needs assessment tools	ORIS Framework Implementation Team reviews and recommends tool	12/1/2017-8/1/2018
LEAs progress through stages of implementation of MTSS (ORIS)	1. Analysis of implementation data shows growth in area identified as a priority by the LEA	ORIS Framework Systems Health Needs Assessment, School Level	Regional coaches and State Liaisons review data alongside district as a part of a comprehensive needs assessment process	9/1/2018-8/31/2019
		School site specific evidence based practice implementation data		
DIET DB-2 Data (Cohort C, I only)				
Staff Implementation Scale Survey Data				
	2. District shows ongoing participation in activities designed to provide PD, TA, and coaching	a. Coaching artifacts demonstrating coaching along the educational cascade from SEA to regions to LEAs	SSIP/SPDG Coordinator reviews artifacts with core implementation team	
Increased performance of students with disabilities	Literacy progress monitoring data from SSIP/SPDG participating LEAs	Literacy progress monitoring data disaggregated to show movement of K-3 students	LEAs in Cohorts B, C, I submit reading screening data annually to	9/1/2017-7/30/2019

Outcome Description	Key Measure	Data Sources	Data Review Procedures	Data Collection Timeline
		with disabilities between tiers of risk	SEA	

The SEA updated SIMR targets in winter 2019 and reported in the Phase III-3 report. In fall 2019, the SEA received input from stakeholders and added a year to the SIMR targets, reflected below.

Table C-3, Oregon’s SIMR Targets, Updated Fall, 2019

School Year	SIMR Target	Grade 3 Students with Disabilities Statewide Outcomes	Target Met
2013-14	Baseline 42.8%		NA
2014-15	43.5%	30.57%	No
2015-16	44.5%	25.22%	No
2016-17	45.5%	23.04%	No
2017-18	29%	24.08%	No
2018-19	33%	24.45%	No
2019-2020	35%		

MTSS (ORIS) Implementation Data

LEAs consider multiple sources of implementation data when evaluating progress toward MTSS implementation. The following sections will review implementation data LEAs made available to the SEA. When taken together, these data elevate themes useful to SEA coordinators in monitoring and adjusting SSIP/SPDG plans.

ORIS Framework Systems Health Needs Assessment Tool

The Phase III-3 report included a summary of the ORIS Framework systems health tool from Cohort B districts. During Phase III-4, each LEA in Oregon engaged in a comprehensive needs assessment process to identify priority areas for improvement. Regional and LEA coaches in SSIP/SPDG participating LEAs supported school and district teams in using the ORIS needs assessment tool as a part of this process.

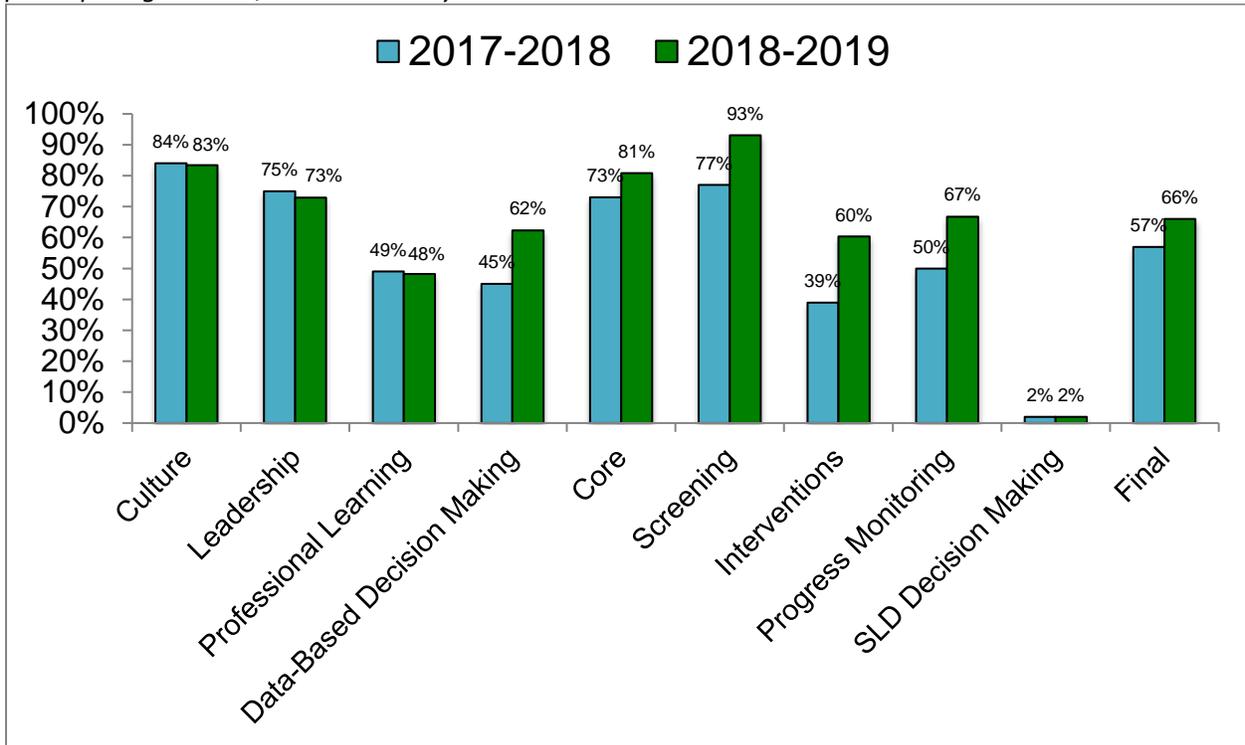
As described in section A of this report and elsewhere, school teams that previously submitted ORIS needs assessment data to ODE did not re-administer the assessment. While the Agency requires a

district to engage in a comprehensive needs assessment process, the Agency does not require districts or schools to submit data from the ORIS needs assessment tool.

DIET Data

DIET School Based (SB) data presented in this report shows the change in installation of school RTI for literacy practices, an aspect of MTSS/ORIS. The SEA reports a comparison of DIET data between the 2017-18 and 2018-2019 school years for schools participating in Cadre 11 ORTIi supports for elementary literacy. This data includes data from schools in the three SSIP/SPDG participating districts. See the Phase III-2 submission for a full explanation of features included in the DIET. DIET data is presented in Figure C-1.

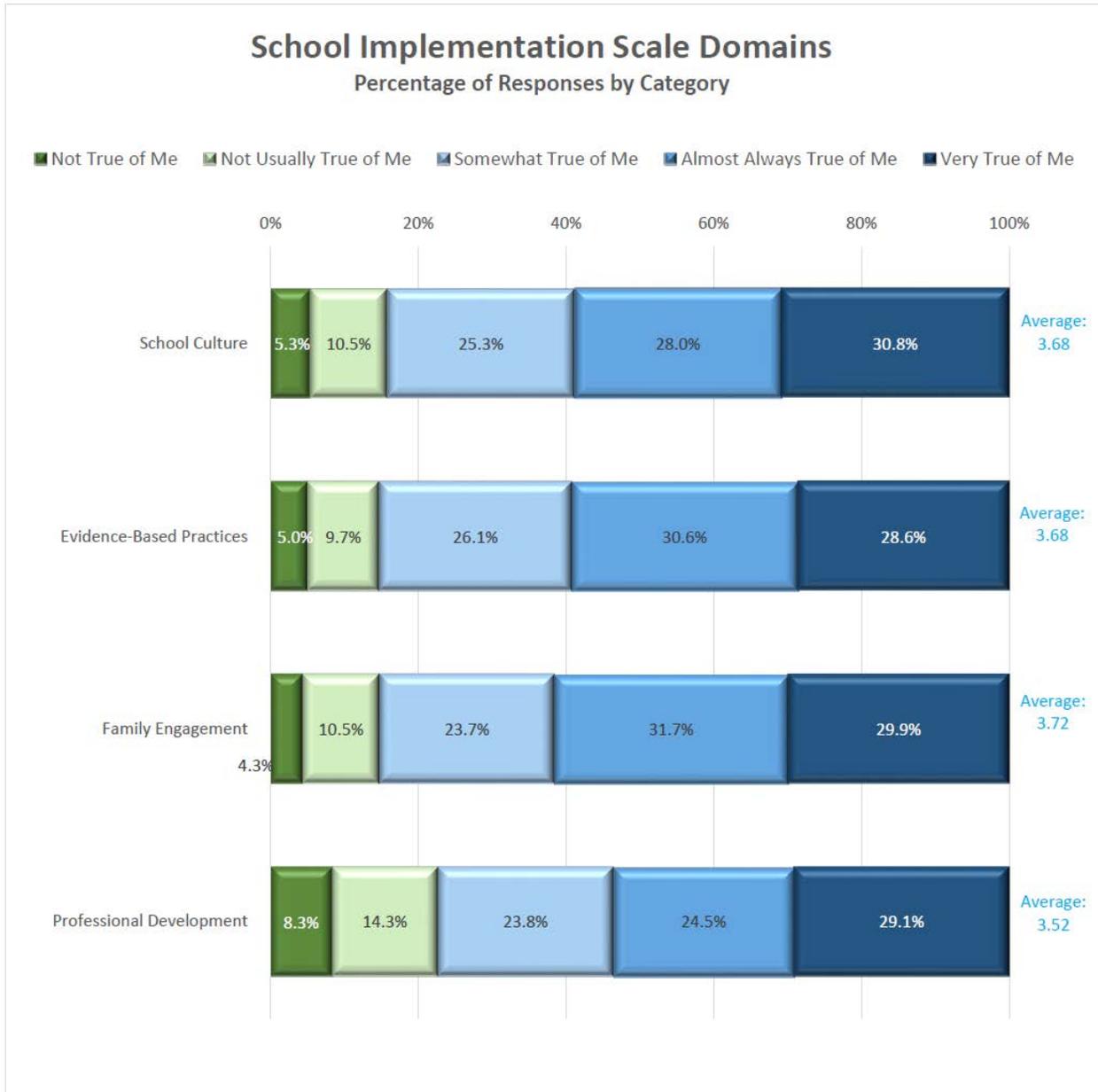
Figure C-1. Change in Percentage of Features of ORTI Literacy Framework installed among Cadre 11 participating districts, as measured by DIET SB2.



School Implementation Scale Survey

See the Phase III-3 report for a description of the *School Implementation Scale* survey. SPDG Participating schools continued using the *School Implementation Scale* survey to measure staff perception of MTSS implementation. The SEA reports aggregated results of this survey.

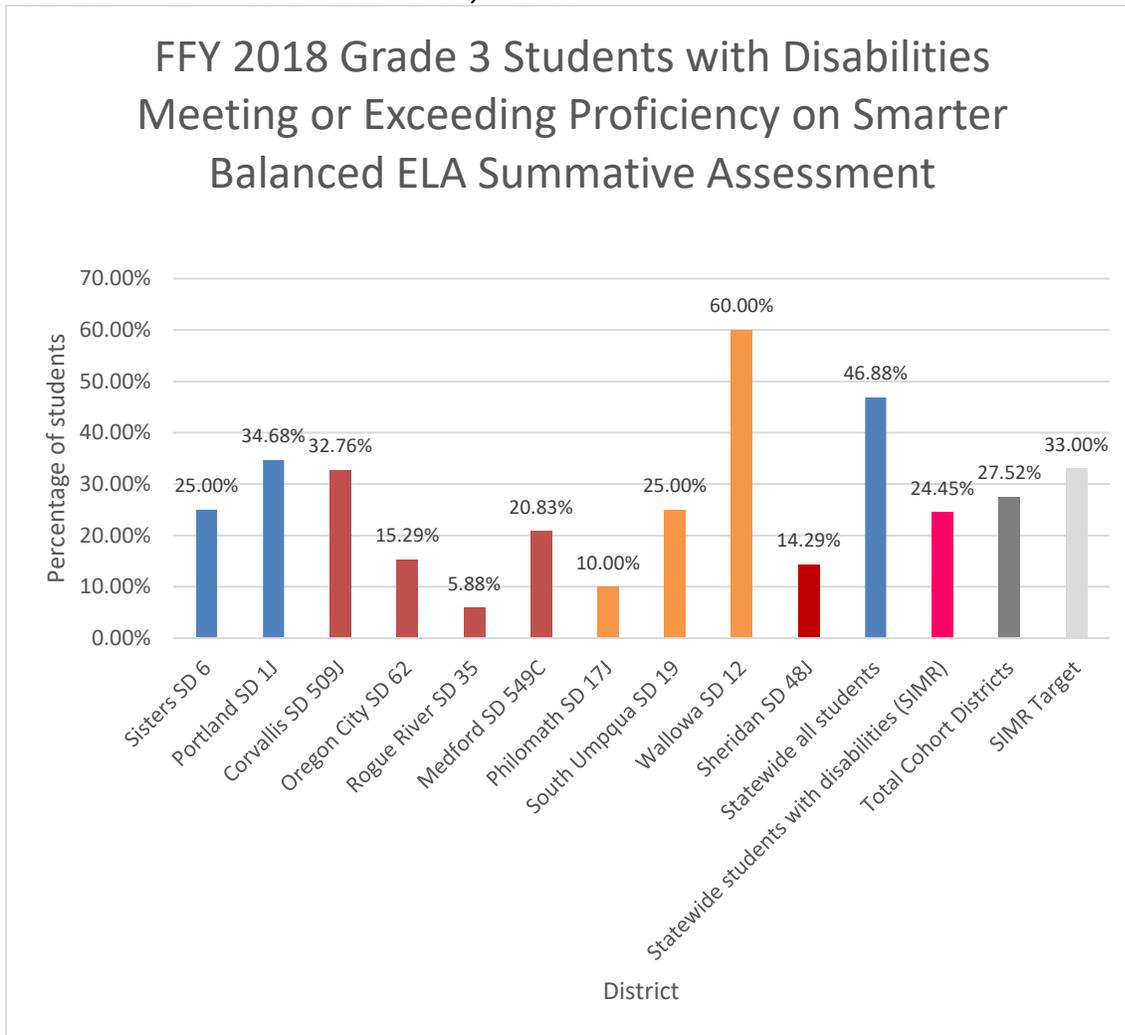
Figure C-2. School Implementation Scale Data collected during 2018-2019, SSIP/SPDG Participating Schools.



Literacy Assessment Data

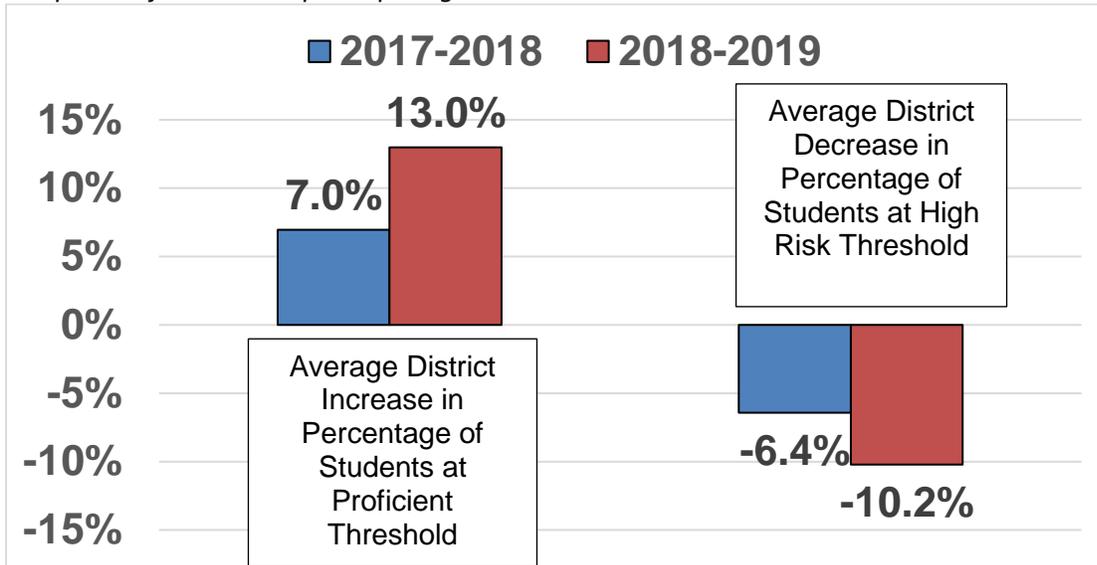
Figure C-3, below, includes the SIMR progress data updated during Phase III-4 for grade 3 students with disabilities.

Figure C-3. Percentage of Grade 3 Student with Disabilities Meeting or Exceeding Proficiency on Smarter Balanced ELA Summative Assessment by District



The SEA also examined aggregated screening data from districts participating in Oregon Response to Instruction and Intervention (ORTII) Cadre 11 literacy supports. This group of districts includes the 3 SSIP/SPDG cohort C LEAs. See Figure C-4 below.

Figure C-4. Change in percentage of Kindergarten through Third Graders in each Risk Category 2-year comparison for Cadre 11 participating districts



Screening data from students attending Cadre 11 participating schools shows a larger average increase in the percentage of students at the district’s proficiency level during the 2018-19 school year than during the 2017-18 school year. In addition, these districts saw a larger average decrease in the percentage of students at the district’s high risk threshold during the 2018-19 school year than during the 2017-18 school year.

Specific Learning Disability Eligibility Identification Rates

The SEA examined the change in K-5 SLD eligibility identification rates for students attending Cadre 11 participating schools. Figures C-5 and C-6, below, summarize these rates. A reduction in the percentage of students identified with an SLD eligibility may reflect an overall more accurate identification of students experiencing SLD. The SEA also examined a change in SLD eligibility identification rates among Latino/Hispanic students in comparison to White students. There was not a sufficient n-size of the population of other student groups to report this data disaggregated by each student group with reliability and validity. This data shows that Cadre 11 districts have moved towards a more equitable identification of SLD among both Latino/Hispanic and White students.

Figure C-5. Change in the percentages of students attending Cadre 11 schools identified with SLD eligibility by year.

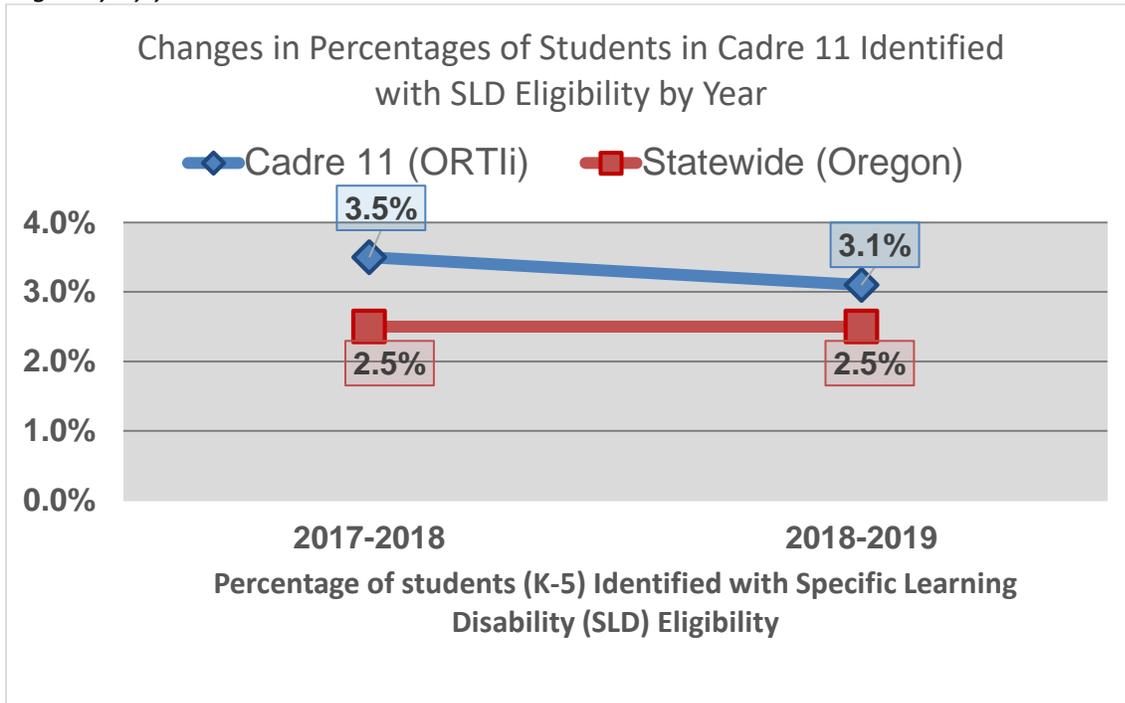
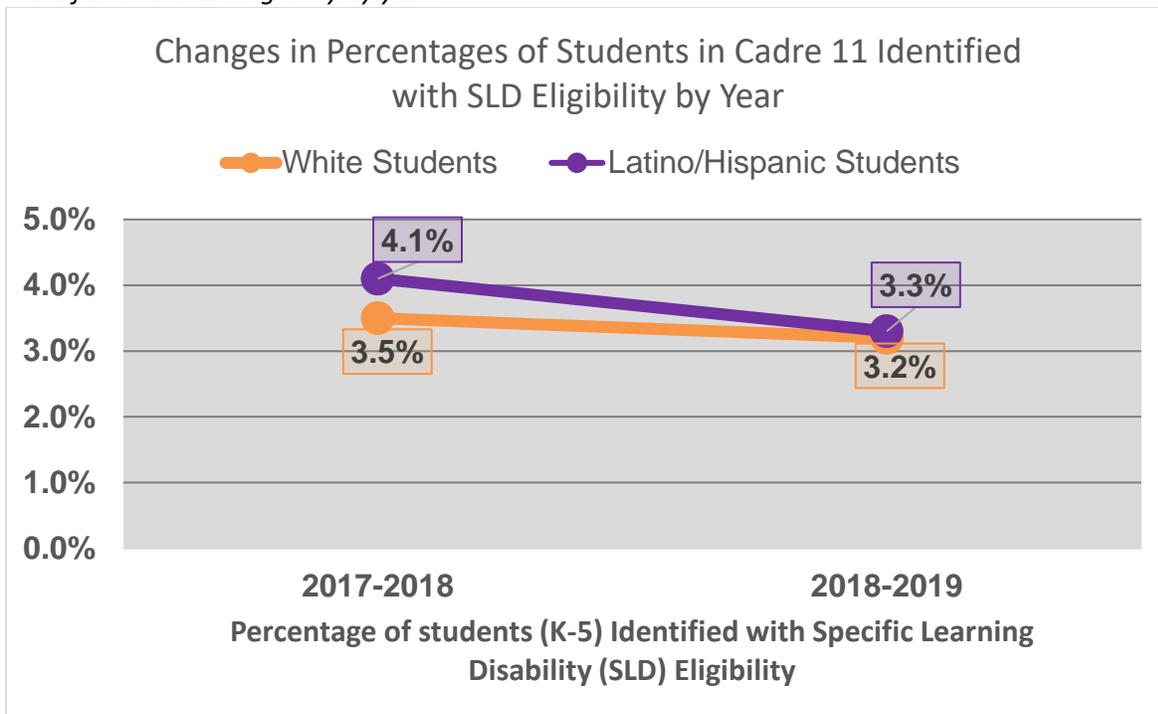


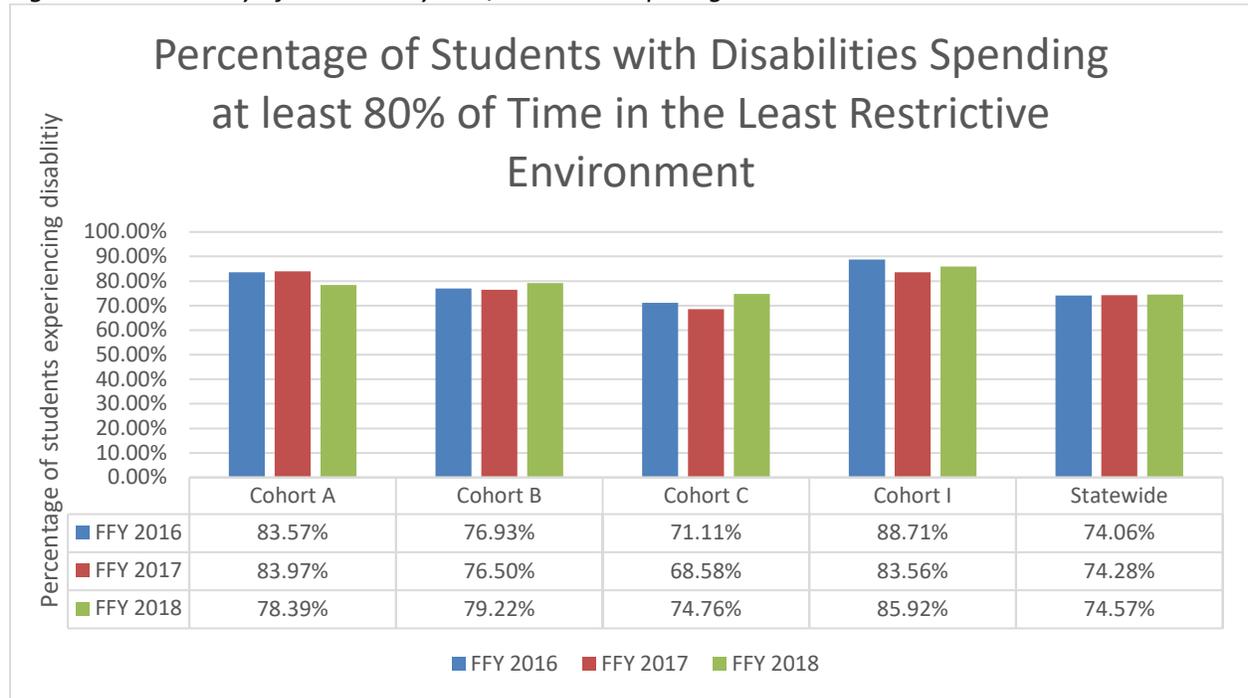
Figure C-6. Change in the percentages of White and Latino/Hispanic students attending Cadre 11 schools identified with SLD eligibility by year.



Educational Environment for Students with IEPs

The SEA used participation of students with disabilities in the least restrictive educational environment (LRE) as an indicator of inclusive educational environments. Changes to LRE data for participating LEAs are one indicator of progressing through stages of implementation of MTSS (ORIS). See Figure C-7 below for a summary of LRE data by Cohort in comparison to statewide rates for all districts.

Figure C-7. Summary of LRE Data by SSIP/SPDG Participating Cohort



Exclusionary Discipline Data

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 an MTSS. 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 reviewed suspension and expulsion data for students in SSIP/SPDG Cohort Districts. 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.

Sampling Procedures

The SEA reports SIMR data from the statewide data collection for grade 3 students with disabilities. In addition, the SEA reports SIMR data for grade 3 students with disabilities attending SSIP/SPDG implementing schools. The SEA reports implementation data leading to the SIMR as available for SSIP/SPDG participating districts.

Planned Data Comparisons

During Phase III-4, the Agency planned to and completed comparisons of data that demonstrates progress toward the following objectives:

- Change in ELA performance level of students with disabilities
- Change in placement percentages of students with disabilities in least restrictive environment
- Exclusionary discipline rates among students with disabilities compared to the state average

How Data Management and Analysis Procedures Allow for Assessment of Progress

The SEA continued working with the SPDG external evaluation team during Phase III-4 to analyze implementation data and adjust activities based on progress. The Core SPDG/SSIP team continued regularly reviewing data related to coach professional development for gains to participant knowledge of MTSS (ORIS) and percentage of features of high quality PD accomplished.

The Coherent Strategies Specialists assigned to SEA coordination for SSIP/SPDG review implementation and outcome data as available by cohort. The SEA Coordinators and Regional Coaches continued working with districts in a cohort model, reflecting stage-based principles in implementation and evaluation activities. School and district implementation teams regularly collect and review local implementation data to adjust supports in context.

The SEA includes in this report data regularly collected as a part of school district annual performance reporting. These data sources include discipline data, least restrictive environment (LRE) data, and Smarter Balanced Assessment data. 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 indicating positive outcomes that may be a result of successful MTSS (ORIS) implementation.

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 continued reviewing data using linked implementation teams, as reported in Phase III-3. SSIP/SPDG coordinators reviewed summative assessment data and aggregated implementation data as available. Regional coaches supported district coaches as they gained fluency with facilitating data review techniques. District teams supported school implementation teams in reviewing MTSS implementation data and student outcome data periodically throughout the year.

Evidence of Change to MTSS Implementation Data

In Phase III-3, the SEA reported LEA levels of implementation of MTSS. Districts used a variety of tools to measure MTSS implementation, including the ORIS Needs Assessment Tool and the ORTIi DIET. During Phase III-4, LEAs continued implementation of selected areas within MTSS. LEAs participating in both SSIP/SPDG supports and ORTIi used the ORTIi DIET to measure implementation. The SEA reports DIET data as a proxy for MTSS implementation in Cohort C districts.

As data in Figure C-1 shows, overall, districts increased their level of RTI implementation over the 2 years, as measured by the DIET SB-2. The following increases in school implementation are of note:

- Data-Based Decision Making: 45% to 62%
- Interventions: 39% to 60%
- Progress Monitoring: 50% to 67%
- Total RTI Implementation: 57% to 66%

As the ORIS Needs Assessment Tool became a part of the Agency’s comprehensive needs assessment process, district administration timelines and reporting requirements shifted. The Agency asked for ORIS needs assessment data as a baseline measure to help LEAs guide improvement planning. Once districts developed coherent improvement plans, each LEA specified individual measures to use to monitor levels of implementation of the selected evidence based practice. These measures and outcomes are not reported to the SEA.

The SEA continued asking LEAs to use a self-report survey to measure MTSS (ORIS) implementation. According to the 2019 *School Implementation Scale* (SIS) combined SPDG school results, 61.4% of staff at implementing schools reported they believed it was very true that they have a strong understanding of the Common Core State Standards. In the 2017-18 survey, 51.4% of participating staff reported having this level of understanding. Similar gains were reported by staff when asked about addressing the Common Core State Standards in instruction. In the 2017-18 school year, 50.5% of staff reported intentionally addressing the Common Core State Standards for the applicable grade/subject in planning for instruction, while 60% of staff reported that this was always true of them in the 2018-19 survey.

Evidence of Change to Student ELA Data

Table C-5, below, includes longitudinal summative ELA data for SSIP/SPDG participating districts by Cohort. In the 2018-2019 school year in Oregon, 24.45% of grade 3 students with disabilities performed at or above grade level on the ELA Smarter Balanced summative assessment, compared to 24.08% of grade 3 students with disabilities in 2017-2018. In comparison, among SSIP participating LEAs in 2019, 27.52% of grade 3 students with disabilities performed at or above grade level. These data indicate a higher percentage of students with disabilities scoring at or above grade level on the ELA summative assessment among districts implementing the ORIS Framework than the statewide rate.

Table C-4. Annual changes in percentages of grade 3 students with disabilities performing at or above grade level on Smarter Balanced ELA assessment scores by district.

Cohort	District	FFY 2015	FFY 2016	Change from 2015 to 2016	FFY 2017	Change from 2016 to 2017	FFY 2018	Change from 2017 to 2018
Statewide (SIMR)		25.50%	23.25%	-2.25%	24.08%	+0.83%	24.45%	+0.37%
All SSIP/SPDG Cohort districts		31.14%	29.36%	-1.78%	28.37%	-0.99%	27.52%	-0.85%
A	Portland	38.02%	34.66%	-3.36%	36.57%	+7.57%	34.68%	-1.89%
	Sisters	0.00%	0.00%	No change	40.00%	+11.00%	25.00%	-15.00%
B	Corvallis	27.12%	36.54%	-9.42%	32.08%	+3.08%	32.76%	+0.68%

Cohort	District	FFY 2015	FFY 2016	Change from 2015 to 2016	FFY 2017	Change from 2016 to 2017	FFY 2018	Change from 2017 to 2018
	Medford	26.16%	26.09%	-0.05%	20.64%	-8.36%	20.83%	-0.19%
	Oregon City	27.52%	18.95%	-8.57%	20.43%	-8.57%	15.29%	-5.14%
	Rogue River	10.00%	20.00%	+10.00%	10.00%	-19.00%	5.88%	-4.12%
I	Sheridan	12.50%	0.00%	-12.50%	0.00%	-29.00%	14.29%	+14.29%
C	Philomath				18.75%	-10.25%	10.00%	-8.75%
	South Umpqua				22.22%	-6.87%	25.00%	+2.78%
	Wallowa				66.67%	-4.92%	60.00%	-6.67%

Evidence of Change to LRE Data

Figure C-7 shows LRE data from FFY 2019 and past years for SSIP/SPDG Cohorts and compared to the overall state rate. Cohort A saw a slight decrease in the percentage of students with disabilities spending more than 80% of time in the LRE from FFY 2017 to FFY 2018, from 83.97% to 78.39%. Cohorts B, C, and I each saw higher rates of inclusion than the statewide rate in FFY 2018 than in FFY 2017, signaling a positive trend in Oregon schools moving toward implementation of inclusive practices through MTSS (ORIS).

Evidence of Change to Discipline Data

In 2018-19, Cohort A maintained lower rates of expulsion than the state rate per 100 students, for both students with and without disabilities. A ratio of 1.0 would indicate the same rate of exclusionary discipline for students with and without disabilities, per 100 students.

Among districts in Cohort A, participating schools saw an exclusionary discipline rate of 13.98 incidents for students, compared to the state rate of 12.76 incidents per 100 students for students experiencing disability. Among districts in Cohorts B in 2018-2019, the exclusionary discipline ratio for students experiencing disability was 13.04, compared to the statewide rate of 12.76. Among districts in Cohort C in 2018-2019, the rate of exclusionary discipline for students experiencing disability was 5.83, lower than the statewide rate of 12.76. The Cohort I district in 2018-19 reported a rate of 38.03 counts of exclusionary discipline, notably higher than the statewide rate of 12.76.

Taken together, the Cohort C districts implementing an MTSS and participating in supports with ORTI saw the lowest rates of exclusionary discipline incidents among the four SSIP/SPDG cohorts tracked. In each of the cohorts, the rate of exclusionary discipline was higher for students experiencing disability than for students not experiencing disability.

How Data Support Changes Made During Phase III-4

During Phase III-4, the Agency released information regarding district continuous improvement processes and planning that impacted course of data collection related to the SSIP/SPDG

implementation. The ORIS needs assessment tool was used by a handful of schools during Phase III-3 to provide a baseline measure of factors conducive to MTSS implementation. During Phase III-4, the State provided the option to all districts to use this tool as a part of a comprehensive needs assessment process leading to an application for additional state funds appropriated by the legislature (the Student Success Act). It was not required for districts to administer this measure a second time, if they had previously administered it. Additionally, the SPDG asks participating schools and districts to self-monitor implementation of the continuous improvement plan using self-selected measures of implementation, appropriate to the priority. At the time of writing this report in [Winterwinter](#) 2020, it was not incumbent on districts to submit the results of this monitoring routine to the Agency. In accordance with stakeholder feedback about reducing multiple reporting requirements to the SEA, the SSIP/SPDG coordinators did not require LEAs to submit self-evaluations otherwise not asked for by the Agency.

How Data are Informing Next Steps of SSIP Implementation

Multiple sources of data point to the need for the Agency to adjust next steps of SSIP implementation. Strategy 1, to promote intra-Agency coherence to implement a system of MTSS coaching, is adjusted in order to align with emerging Agency priorities. As mentioned elsewhere in this report, the state committed to providing a differentiated system of coaching for districts not yet meeting longitudinal performance growth targets in self-selected areas by 2021. At the time of writing this report in [Winterwinter](#) 2020, various cross-office groups are embarking on coordination efforts to align the coaching supports offered to districts. As the Agency develops the legislatively mandated programs for LEA Coaching and Intensive Coaching, cross-office teams will shift structures and priorities. MTSS coaching efforts offered through the SSIP/SPDG will be mapped within a differentiated system of supports offered to districts.

How Data Support Planned Modifications to SIMR

In January 2020, Stakeholders provided input to the Agency to set FFY 2018 targets for the SPP/APR indicators, including the SSIP. The SEA anticipates modifying the SIMR as a result of extensive stakeholder involvement to redesign general supervision. Data examined over previous SSIP submissions prompted questions about the relationship between inclusion as measured by least restrictive environment, exclusionary discipline, as measured by suspension and expulsion, and literacy achievement. Future modifications to the SIMR and SSIP implementation strategies will be a result of stakeholder input and additional examinations of data.

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**
- c. How Stakeholders have been informed of the ongoing evaluation and decision-making related to the SSIP**

Stakeholders from SSIP/SPDG participating districts participated in a year-end meeting in May 2019. The Agency shared and gathered information about the evaluation of SSIP strategy 1, to promote intra-Agency coherence. Feedback was also provided about the future of aligning state improvement activities and programs. Additionally, stakeholders from inside the Agency provided feedback to the SSIP/SPDG coordinators about the potential to leverage the continuous improvement process and plans as an improvement mechanism for the general supervision system. Stakeholder discourse around potential alignment with other programs and general education improvement initiatives are evaluative of how LEAs experience the SEA's attempts at coherence.

The SEA is working with stakeholders throughout the 2019-2020 school year to redesign the IDEA Part B system for general supervision. The SEA is approaching stakeholder engagement in new ways, shifting to conversing with the field instead of making decisions largely independent of the field. The SEA will position SSIP/SPDG as mechanisms to propel promising practices for students experiencing disability as a part of the overall systems redesign. The redesign intends to more closely point state activities with LEAs towards results, equity, and inclusion for all students, with a focus on those who have been historically and are currently underserved. Next steps of SSIP implementation past Phase III-4 will be determined as a part of a renewed landscape of state supports.

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 Limitations Affecting Reporting on SSIP Implementation Progress

The SSIP/SPDG coordinators note concerns related to the quantity of available implementation data. Continued state and federal program alignment efforts at the SEA yielded an adjusted timeline for districts to engage in the comprehensive needs assessment process. Furthermore, the regional coaching infrastructure positions the regional coaches closer than the SEA to LEA implementation data. The ORIS Needs Assessment tool was intended to be the primary measure of MTSS implementation data collected as a part of the SSIP. As successful scale up efforts shaped state policy and practice, the ORIS Needs Assessment tool became an option for districts to use as a part of the required SSA funding application. The SEA did not require LEAs to submit results of this tool.

As reported in Phase III-3, LEA attrition from SSIP/SPDG supports and the change in frameworks from SWIFT to ORIS/MTSS continues to contribute to the inability to look longitudinally at changes in implementation. Two districts in each of cohorts A and B did not elect to continue receiving SSIP/SPDG supports.

Data Limitations Affecting Reporting on Progress toward SIMR

The SEA considers both summative and interim (screening) assessments when noting progress toward the SIMR. Oregon law permits students to opt out of participation in summative assessments, contributing to varying rates of district participation. The SEA did not examine summative assessment participation rates when examining statewide assessment data. It may not be accurate to draw conclusions about the performance of all grade three students with disabilities in Oregon when assessment participation rates varied among districts.

Furthermore, the population included in the SIMR target includes students statewide, and the SEA is only able to provide implementation supports for a limited number of districts. The SEA cannot expect that intervening directly with few districts will significantly impact statewide assessment results within the reporting phases of the SSIP.

The SEA also notes limitations related to using reading screening data as a measure of progress toward the SIMR. Both of the districts in Cohort B selected to focus MTSS implementation at the secondary level. While the SEA continued to collect reading screening data for these districts, these districts did not select to include literacy as a priority focus area of MTSS implementation. Of the three Cohort C districts participating in SSIP/SPDG supports and ORTIi literacy supports in Phase III-4, one district submitted literacy screening data to the SEA. Due to the limited quantity and applicability of reading screening data, the SEA is not able to reliably infer progress toward the SIMR from these reading screening data.

The SSIP/SPDG coordinators also examined literacy screening data for districts statewide participating in ORTIi supports. There were 12 districts receiving ORTIi elementary literacy supports during Phase III-4. Of these 12, three districts also receiving SSIP/SPDG supports (Cohort C). While the screening data represents pockets of implementation across the state, these are not necessarily the same districts

working within the MTSS coaching established through the SSIP/SPDG.

Implications for Assessing Progress of Implementation

The SSIP involves data collections distributed along the educational cascade. While these data collections were intended to present a robust picture for a few districts in Oregon, there is little evidence (a) that the snapshots of implementation garnered through SSIP/SPDG reporting can be extended to other districts in Oregon, and, (b) of the relationship between data collected and actual change in implementation progress.

The SEA coordinators are not able to draw succinct conclusions about MTSS/ORIS implementation among and between SSIP cohort districts due to the number of different implementation measurement tools used. Throughout the phases of the SSIP, the SEA has reported on implementation data from too many sources to meaningfully aggregate or track over time (i.e., FIA, FIT, DIET, ORIS, ORSIS, SIS). Implementation progress can be evaluated for each district with respect to the LEA's selected measurement instrument.

Regional coaches work closely with LEA and school teams to monitor implementation of selected aspects on an MTSS (ORIS) using tools identified in individual LEA and school continuous improvement plans. LEAs self-report implementation using the DIET or the SIS. During 2018-2019, only one of the three SSIP Cohort C districts participated in the SIS. It is also of note that the reported SIS results represents the aggregated results of participating districts in the SPDG. Of the districts participating in the SIS in 2018-19, only three LEAs are considered part of the SSIP cohort districts.

Plans for Improving Data Quality

The SEA acknowledges an ongoing need to support instructional leaders with effective processes for using and making decisions based on implementation fidelity data. The aligned continuous improvement process and plan asks districts to monitor leading fidelity indicators as well as lagging student outcome data. The SEA will continue to provide support for districts in identifying and measuring leading indicators of student success through regional workshops and targeted intensive coaching supports. The redesign efforts mentioned throughout this report will inform Oregon's future SPP/APR, SSIP and SIMR targets. Based on stakeholder input about the next phase of priorities, strategies, targets, and sample population, the associated data collections will vary from SSIP Phase III.

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**

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 regions and districts in effective implementation of a continuum of supports using a continuous improvement process. Internal Agency infrastructure changes since the submission of Phase III-3 include:

- Elevation of continuous improvement process and tools into new Student Success Act Legislation and Student Investment Account state funding applications and plans
- Inclusion of provisions for SEA to deliver coaching and intensive coaching programs to LEAs not yet meeting self-selected performance growth targets
- Merging IDEA and Federal systems teams into singular Office of Enhancing Student Opportunities
- Creation of new Office of Education Innovation and Improvement, to include ESSA district accountability team in support of CSI/TSI schools and Student Investment Account Activities
- Cross-office workgroups convene to create process for reviewing LEA continuous improvement plans and Student Investment Account applications

Infrastructure Changes at Regional and Local Education Agencies

Strategy 2 of the SSIP is to increase the capacity of LEAs to implement and sustain MTSS (ORIS).

Infrastructure changes that support the LEAs' capacity to implement, sustain, and scale-up MTSS (ORIS) include:

- Scale-up of regional MTSS (ORIS) coaching supports to include additional 6 districts statewide receiving SPDG supports
- 100% of districts receiving SSIP/SPDG supports are using coaching to further MTSS (ORIS) implementation
- SWIFT Center began serving as singular state liaison body to regional coaches, replacing multiple sources of technical assistance to coaches
- Continued braiding of federal and state funds to create regional and district coaching positions targeting multiple initiatives, including MTSS (ORIS) and chronic absenteeism
- Creation of regional educator network structure through Student Success Act, to be a layer of infrastructure supporting educators' professional development
- LEAs include plans to expand coaching capacity and MTSS structures using Student Investment Account state funds

Fidelity of MTSS (ORIS) Implementation in LEAs

Staff in SPDG participating LEAs completed a self-report measure of MTSS (ORIS) implementation, the School Implementation Scale (SIS). See Section C of this report for full discussion of the School Implementation Scale as a measure of MTSS (ORIS) implementation fidelity. The multiple sources of MTSS (ORIS) fidelity of implementation data indicate that the SSIP is starting to have the desired effect of increasing system capacity.

Fidelity of High Quality Professional Development

The Agency continued using the High Quality Professional development checklist (Noonan, Gaumer Erickson, Brussow, & Langham, 2015) combined with participant knowledge gains to evaluate the fidelity of implementation to high quality coach professional learning. See the Phase III-2 submission for a full description of this tool.

Table E-1. Fidelity of High Quality Coach Professional Development, Phase III-4

Date	PD Event	Audience	Percentage of High Quality PD Features	Average Participant Knowledge Gains on 1-5 Scale as Measured by Pre/Post Assessment
May 2019	Professional Learning Meeting	LEA Coaches, Regional Coaches, State Liaisons	86%	+0.61 points
November 2019	Professional Learning Meeting	LEA Coaches, Regional Coaches, State Liaisons	100%	+1.17 points

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 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.

Table E-2 includes the short-, medium-, and long-term outcomes associated with SSIP implementation activities.

Table E-2. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR

Objective	Outcomes		
	Short-term	Medium-term	Long-term
	<ul style="list-style-type: none"> Completed or intended to complete, Phase III-2 	<ul style="list-style-type: none"> Phase III-3 	<ul style="list-style-type: none"> Completed during Phase III-4 and beyond
Quality professional development and coaching provided to MTSS (ORIS) coaches	Regional and local MTSS (ORIS) coaches participated in face-to-face and web-based PD throughout Phase III-3.	Coaches to participate in expanded online professional learning through 2021 under SPDG	
Quality professional development and coaching provided to districts by MTSS (ORIS) coaches	Regional and LEA coaches established relationships	Regional coaches partner with LEA coaches to provide systems coaching in SSIP/SPDG districts to scale up MTSS (ORIS) through 2021	
LEA Staff demonstrate knowledge of systems coaching	LEAs established and maintained school leadership teams to support MTSS (ORIS) by winter 2018	LEA coaches support district and school continuous improvement activities focused on select priorities 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 began comprehensive needs assessment process during 2018 and continued through winter 2019 and created continuous improvement plans with goals, strategies, measures of evidence	LEAs to install self-monitoring routines for selected priorities and practices by the end of the 2019-2020 school year
LEAs provide high-quality PBIS systems within MTSS framework	9 of 9 LEAs involved in SSIP supports report using positive behavior systems		

Measurable Improvements in the SIMR in Relation to Targets

Monitoring the changes in summative assessment data for students with disabilities in districts targeted by the SSIP/SPDG is one way the Agency can measure improvements in outcomes that will directly impact the statewide SIMR.

Table E-3, below, includes longitudinal changes to summative assessment scores from SSIP/SPDG participating districts and statewide SIMR data.

Table E-4, below, includes longitudinal changes to summative assessment scores from SSIP/SPDG participating districts. The SEA compares FFY 2018 data to the SIMR target, which, for FFY 2018, was 33% of grade three students with disabilities. The SEA also presents this data in section C of this report.

SSIP Phase III-4

Statewide, Oregon districts did not meet the targeted 33% of grade three students with disabilities meeting or exceeding proficiency on the Smarter Balanced assessment in Phase III-4. However, one district each in Cohorts A and C exceeded the SIMR target.

Table E-3. Changes to Percentages of Students with Disabilities in Grade 3 Scoring Proficient or Above on the ELA Smarter Balanced Assessment in Relation to SIMR Targets.

Cohort	District	FFY 2015	FFY 2016	Change from 2015 to 2016	FFY 2017	Change from 2016 to 2017	FFY 2018	Change from 2017 to 2018
Statewide (SIMR)		25.50%	23.25%	-2.25%	24.08%	+0.83%	24.45%	+0.37%
All SSIP/SPDG Cohort districts		31.14%	29.36%	-1.78%	28.37%	-0.99%	27.52%	-0.85%
A	Portland	38.02%	34.66%	-3.36%	36.57%	+7.57%	34.68%	-1.89%
	Sisters	0.00%	0.00%	No change	40.00%	+11.00%	25.00%	-15.00%
B	Corvallis	27.12%	36.54%	-9.42%	32.08%	+3.08%	32.76%	+0.68%
	Medford	26.16%	26.09%	-0.05%	20.64%	-8.36%	20.83%	-0.19%
	Oregon City	27.52%	18.95%	-8.57%	20.43%	-8.57%	15.29%	-5.14%
	Rogue River	10.00%	20.00%	+10.00%	10.00%	-19.00%	5.88%	-4.12%
I	Sheridan	12.50%	0.00%	-12.50%	0.00%	-29.00%	14.29%	+14.29%
C	Philomath				18.75%	-10.25%	10.00%	-8.75%
	South Umpqua				22.22%	-6.87%	25.00%	+2.78%
	Wallowa				66.67%	-4.92%	60.00%	-6.67%

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

As the agency prepares this report in January 2020, the Office of Enhancing Student Opportunities (OESO) is embarking on a redesign of school-age IDEA Part B monitoring and support systems. The OESO intends to reset SPP/APR targets including the SSIP and SIMR in the next year, prior to February 2021. Stakeholder engagement activities to inform changes to priorities, strategies, targets, and data collection methodologies began in September 2019 and will continue through the summer of 2020.

Activities in support of Strategy 2, increasing capacity of LEAs to implement and scale up MTSS (ORIS) will continue as supported through the SPDG through June 2021. Additional activities in support of scaling up MTSS will continue through regional networks and may not be explicitly included as SSIP target activities.

Anticipated Outcomes, Strategy 1

The activities described in Table F-1 will support the outcomes of increasing the capacity of the SEA to offer MTSS (ORIS) coaching through the SPDG. Additional activities to support intra-office coherence will include refining processes for identifying districts in need of intensified supports through ESSA accountability and the state’s SSA. The agency expects to design and implement a model of intensive coaching, to be provided to districts not meeting longitudinal performance growth targets. The scope of this work will extend beyond IDEA Part B implementation. Stakeholder input gathered during 2020 will inform the future direction of the SIMR and SSIP in alignment with statewide improvement activities.

Table F-1. Planned activities, timeline, and evaluation measures to Support Strategy 1, increase intra-agency coherence in service of supporting a MTSS (ORIS)

Dates	Activity	Outcomes	Data Sources
Present- June 2020	SEA Coaching cohesion work group elevates recommendation for integrated, intensive coaching program	SEA implements intensive coaching program with LEAs identified according to federal and state requirements	Proposals, guidance documents
Present- June 2020	Stakeholders provide input on direction and activities for school age IDEA redesign	Transformed state system of differentiated monitoring and support	SPP/APR, SSIP, SIMR targets reset
Present- June 2020	SEA creates process for reviewing LEA progress towards CIP plans	SEA reviews LEA progress toward identified longitudinal growth targets for identified student groups	CIP plans and monitoring routines documentation
Present- June 2021	Core ORIS/SPDG Implementation team continues to meet regularly with external partners and state liaisons	Increased SEA and partner capacity to support Regional and LEA coaches	Scope and sequence for coach PD and TA
			Online modules

Dates	Activity	Outcomes	Data Sources
			targeting implementation of specific evidence-based practices
Present-2021	Local and regional coaches attend high quality professional development through SPDG	LEAs develop capacity to implement and sustain evidence-based practices within ORIS	High Quality PD checklist, participant knowledge gains
Present-2021	Regional coaches provide weekly check-ins with LEA coaches		Coaching logs
Present-2021	SEA liaisons check-in weekly with Regional coaches		Coaching logs
Present-2021	LEA coaches provide implementation coaching to school and district teams		Coaching participation survey

Anticipated Plans for Stakeholder Engagement

Stakeholders will provide input on the school age redesign through a series of regional engagement events during the spring of 2020. In particular, the IDEA Part B team is working with representatives from districts and regions to design a monitoring system that operationalizes values of equity, results, and inclusion. The SEA will also continue to work with the State Advisory Council for Special Education (SACSE) as a leading advising body throughout the redesign process.

Table F-2. Planned activities, outcomes, and evaluation measures to support strategy 2, Increase the capacity of LEAs to implement and scale up MTSS (ORIS)

Dates	Activity	Outcome	Data Sources
Present-June 2020	Cohort B schools measure MTSS implementation	Schools progress through initial implementation to full implementation of MTSS	Cohort B uses ORIS school level tool
	Cohort I schools measure MTSS implementation		Cohorts I and C use DIET-SB2 and ORIS school level tools
	Cohort C schools measure MTSS implementation		
	Cohort B, C, I schools identify priorities and engage in continuous improvement planning		Agency-provided school level planning template
	SEA coordinators analyze records of supports offered to implementing schools		Regional coaching logs of visits to schools
June 2020	SEA renews contract with Oregon Response to Instruction and Intervention (ORTIi)	ORTIi continues providing supports to districts to implement an MTSS in literacy	Grant agreement
June 2020-February 2021	SEA issues LEA determinations based on differentiated monitoring system	LEAs engage in differentiated supports	LEA determinations and data based on results, equity, and

Dates	Activity	Outcome	Data Sources
			inclusion
Present- June 2021	SEA defines organizational relationship with regional education networks	Coherent progression of professional learning supports made available along the educational cascade	Organization charts, decision rules for district engagement in supports

Anticipated Outcomes, Strategy 2

Strategy 2 of the SSIP focuses on capacity of local education agencies to implement and sustain MTSS/ORIS.

The SEA expects that districts awarded the SPDG coaching supports will continue to make progress toward implementing the ORIS framework. The SPDG coordinators will continue to review progress toward MTSS (ORIS) implementation using outcome and fidelity measures as originally identified in the SPDG plans.

Stakeholders will advise the agency as to the further connection between coaching offered through the SPDG, state leveraged coaching efforts thorough the SSA, and targeted areas of support for students experiencing disability highlighted through the SSIP and measured by the SIMR.

As the state ESSA plan requires the agency to implement and measure efficacy of intensive coaching programs, the OESO acknowledges the scope of these activities is beyond supporting students experiencing disability to supporting all students through the general education system.

The redesigned differentiated monitoring and support system will provide for a landscape of supports to LEAs based on results for students experiencing disabilities and measures of equity and inclusion. The state anticipates that this tiered system of supports becomes a part of the next SSIP.

Anticipated Barriers and Steps to Address those Barriers

Ongoing barriers to scaling up MTSS coaching across Oregon include continued need for coordination among service providers and consistent use of measurement tools. Multiple programs aimed at tiered service delivery exist, including those supported through the SPDG and SSIP. A coherent structure for districts to use to access these supports and integrate efforts at school sites does not yet exist. The SEA anticipates that continued cross office work and development of Regional Education Network hubs will help coordinate MTSS coaching efforts.

Continued stakeholder engagement with districts and regions will inform the direction of the redesign. The SEA expects that stakeholder engagement during the redesign process may reveal additional barriers to implementation.

Additional Support and/or Technical Assistance Needs

The state continues working with Technical Assistance Centers, including the National Center for Systemic Improvement (NCSI), the National Center for Intensive Intervention (NCII), and CEDAR (Collaboration for Effective Educator Development, Accountability, and Reform). The state participates in support through conference attendance, collaborative meetings, monthly calls from technical

assistance centers and providers, and informational/interactive webinars from various Technical Assistance Centers. The state continues to be responsive to technical assistance and will continue to seek additional/support or technical assistance as needs present themselves in this process.

Stakeholder input will help set direction for additional technical assistance needs during the SPP/APR and SSIP redesign.