

STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B
for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education
Act

For reporting on
FFY 2021

Oklahoma



PART B DUE February 1, 2023

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

By FFY 2025, Oklahoma will see improved early literacy skills for K-3 students in targeted low-performing schools as identified by the state's ESSA plan.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

YES

Provide a description of the subset of the population from the indicator.

The state is including students in grades KG through third in school sites designated as Additional Targeted Support and Improvement (ATSI) sites under the ESSA.

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

<https://sde.ok.gov/sites/default/files/Theory%20of%20Change.pdf>

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2020	50.44%

Targets

FFY	2021	2022	2023	2024	2025
Target> =	50.44%	52.00%	53.50%	55.00%	56.50%

FFY 2021 SPP/APR Data

Number of students Demonstrating Literacy Sufficiency by End of Year	Number of Students Assessed on Literacy Benchmarks	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
8,343	17,502	50.44%	50.44%	47.67%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

The state does not have a verified explanation for slippage. The SSIP had not begun full implementation working with sites in SY 21-22, the year these results reflect.

All sites designated needing "Additional Targeted Support and Improvement" (ATSI) through the ESSA Plan were included in the measure. Many low-performing sites in Oklahoma have struggled in the past two years with implementing broad improvements in the early grades, especially after the pandemic and the lower-than-typical enrollment in preschool and kindergarten. Children were not entering school with high levels of literacy, and schools struggled to raise their end of year scores to "on level."

The state expects that scores will improve over time in part because of SSIP interventions.

Provide the data source for the FFY 2021 data.

The data source for the SiMR is the aggregated dataset of benchmark results on pre-approved screeners that assess reading skills in grades kindergarten through third. All elementary sites submit this data annually to the SEA.

Please describe how data are collected and analyzed for the SiMR.

Oklahoma Statute 70 O.S. § 1210.508C requires that each student in kindergarten through third grade is assessed at three points during the school year for a variety of critical reading skills. Screeners used by LEAs must be pre-approved by the SEA. LEAs collect reading screening results to submit to the SEA semi-annually. The datasets are processed at the end of each school year to produce an aggregated table of site-level results to monitor site

improvement over time.

The SiMR is calculated from the aggregated table of screener results. As described previously, the SiMR is calculated only using the benchmark data from elementary school sites identified as ATSI at the most recent designation. ATSI designations are made every three years using the prior three years of state 'school report card' results. The annual school report card measures several school indicators of quality, including assessment proficiency rates and rates of growth, chronic absenteeism, graduation, English language learner progress, and post-secondary opportunities. New designations will be made in 2023 using the data from school years 2020 through 2022. The current set of sites were identified using the prior three years of data.

The SiMR calculation is made by identifying the number of students in grades KG through 3 at all elementary ATSI sites who a) demonstrated reading sufficiency on an approved screener at the beginning of the year or b) improved to demonstrate sufficiency (scoring "on level") at the end of the year. That number is divided by the total number of KG to third grade students who were screened during the school year, minus those who exited the sites over the course of the year.

Note that SiMR data for FFY 2021 reflects school year 2021-22 screener results, during which time evidence-based practices have not yet been implemented. Thus, the target for FFY 2021 remains the same as FFY 2020.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

NO

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

<https://sde.ok.gov/sites/default/files/Evaluation%20Plan%20SSIP%20-Bpdf.pdf>

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

YES

If yes, provide a description of the changes and updates to the evaluation plan.

The previous submission did not include the evaluation plan for each component of the project. The updated evaluation plan includes all infrastructural and implementation components.

Infrastructure Goal 1: The Oklahoma State Department of Education (OSDE) will institute and maintain a state leadership structure to support the adoption of a multi-tiered system of support (MTSS) framework to address literacy challenges.

Strategy 1: Establish agency leadership structure to support the SSIP.

Strategy 2: Establish multi-tiered system of support.

Infrastructure Goal 2: The OSDE will provide access to and continued monitoring of resources, professional development, and coaching of evidence-based practices, with increased support at tiered levels, to provide opportunities to develop high quality school site teams in grades K-3 that consistently implement evidence-based practices that support early literacy strategies.

Strategy 1: Create and distribute high quality resources supporting evidence-based instructional strategies relating to K-3 early literacy outcomes and success.

Strategy 2: Create and distribute high quality professional development modules identifying and utilizing evidence-based instructional strategies relating to K-3 early literacy outcomes and success.

Strategy 3: Build infrastructure to provide high quality instructional coaching for educators at selected schools (application dependent) to further support evidence-based instructional strategies relating to K-3 early literacy outcomes and success.

Implementation Goal 1: The OSDE will provide access to and continued monitoring of resources, professional development, and coaching of evidence-based practices, with increased support at tiered levels, to provide opportunities to develop high quality school site teams in grades K-3 that consistently implement evidence-based practices that support early literacy strategies.

Strategy 1: Implement effective instructional practices to support K-3 site teams instructional change leading to improved student outcomes.

Each aspect of the evaluation plan has been further developed with detailed, measurable, and time sensitive short-term, medium-term, and long-term outcomes. There are two overarching infrastructural goals, each with strategies, and one implementation goal with one strategy. Within each of these strategies, there are several activities/actions that support the ultimate outcomes. Further details regarding these changes are available on the link provided above, and details regarding achieved outcomes are in a subsequent section.

If yes, describe a rationale or justification for the changes to the SSIP evaluation plan.

The changes made to the SSIP evaluation plan focus on the expansion of the project. Each of the outcomes aligns with previously reported intentions.

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

The focus for this year has been to develop the infrastructure and begin implementation of the strategies. The entire framework has been built and the pilot year of implementation has begun. The next phase will continue implementing all components of the project. The improvement strategies implemented in FFY2021 are listed as the evaluation plan updates described in the prior section as well as those that follow. The specific activities and goals achieved are described in the next sections.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards,

professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

The first goal and associated two strategies have been continuously maintained since the last report. These governance-oriented elements are necessary for all three over-arching goals: achievement of the SiMR, the sustainability of the system, and project scale-up over time. Slight adjustments to previously reported practices have been implemented to support sustainability.

Goal 1: Strategy 1: Establish agency leadership structure to support the SSIP.

Activity: Establish the SSIP State Leadership Team (SLT) to design the program, collaborate with partners, develop policies and procedures, secure funding and allocate resources for the implementation of the SSIP.

Outcome 1.1 SLT meets monthly to consider program progress (governance). Achieved. SLT has met monthly with a focused agenda.

Outcome 1.2 Stakeholders are regularly consulted on program definition and implementation. Processes and procedures are written to share with stakeholders, partners, and participating districts (governance). Achieved. All processes and procedures have been shared with stakeholders, partners, and participating districts as required. Information can be accessed via SSIP website.

Outcome 1.3 Initial funding is allocated to support startup activities for the SSIP, including staff support (finance). Achieved.

Outcome 1.4 The annual budget includes dedicated funding for SSIP activities (finance). Achieved. Initial funding has been secured, additional funding for school reimbursement for substitutes/travel has been approved, and scale-up funding has been considered.

Activity: Participate in and contribute to collaborative efforts to secure MTSS as a viable framework for school support and student improvement. Allocate resources to the long-term implementation of the SSIP.

Outcome 2.1 SSIP staff are engaged with the agency's collaborative efforts to promote MTSS statewide (governance). Achieved. The SSIP staff have worked alongside State Personnel Development Grant (SPDG) and agency MTSS efforts.

Outcome 2.2 State program leaders demonstrate annual commitment to continuing the SSIP programs (accountability/monitoring). Achieved by continuing to collaborate with external and federal support regarding SSIP Part-B.

Outcome 2.3 MTSS is promoted and instituted agency wide as a viable framework for site support (governance). Partially achieved. The MTSS leadership team at the state level is working to formalize team activities and actions into standard operating procedures for consensus management and to ensure team sustainability due to staff turnover.

Activity: Coordinate SSIP and MTSS designations in their efforts for systemic change.

Outcome 3.1 The state infrastructure is effective for supporting the SSIP and long-term programmatic change (governance). Partially achieved. As described in the section below discussing challenges and barriers, designation for the selected demographic has posed a challenge for the full completion of this outcome.

Outcome 3.2 The SLT incorporates and uses quality feedback mechanisms from staff and districts (data). Achieved. Surveys have indicated the project has been successful and offer opportunities for stakeholders to voice needs for change.

Outcome 3.3 Participating districts and state support personnel understand and adhere to program processes and procedures (governance). Achieved. The application indicates clear processes and procedures and have been provided to districts.

Outcome 3.4 Staff are accountable to maintaining program expectations (accountability/monitoring). Achieved. Deadlines have been met, outcomes achieved, and collaboration continues as a continuous check for adherence.

Outcome 3.5 Processes and procedures are reviewed annually, and relevant updates are made (governance). Achieved. The revision process has begun collaborating with SPDG to support relevant updates and alignment.

Outcome 3.6 The leadership team annually conducts a self-assessment to determine status relative to sustainability (data). Not achieved. The self-assessment process will begin in May 2023 at the conclusion of the pilot year.

Goal 1: Strategy 2: Establish a multi-tiered system of support

Activity: Define the tiered support framework with three levels of support.

Outcome 1.1 Three levels of support have been articulated with specific interventions and support activities (governance). Achieved. The SSIP website describes the levels of support with provided interventions and activities.

Outcome 1.2 An application process has been developed to select sites to be provided tier three intervention (governance). Achieved. An application has been developed but the timeline for dissemination has not been solidified.

Outcome 1.3 Mechanisms have been developed to monitor who is using universal (tier one) resources and supports, which are available to all districts in Oklahoma (data). Achieved. The platform allows for limited usage data to be collected and the use of a quarterly survey supports the feedback regarding usage and relevance.

Outcome 1.4 Mechanisms have been developed to monitor which sites are using targeted (tier two) resources and interventions, which will be made available to ATSI sites in Oklahoma (accountability/monitoring). Achieved. Following an application, data collection regarding site participation has been collected monthly and a cohesive partnership with frequent conversations has been developed.

Outcome 1.5 The tiered framework is sustainable (measure TBD) (governance). Not achieved. As the pilot year is still continuing, it is difficult at this point to determine the measure of sustainability until after the conclusion of the pilot year.

Outcome 1.6 State program leaders demonstrate sustained commitment to the implementation of the tiered framework (governance). Achieved.

Collaboration with agencies has continued to sustain commitment to the project.

Activity: Assign support activities and evidence-based practices to each level of support.

Outcome 2.1 High quality evidence-based practices have been selected with input from stakeholders (professional development/technical assistance). Achieved. Stakeholders provided input regarding scope and sequence and instructional coaching supports desired need.

Outcome 2.2 The framework meets generally accepted measures of quality for MTSS to improve academic outcomes (governance). Achieved. Considerations for evidence-based practices provided in each level of support is determined through data collection, school advocacy, and written procedures of school risk to ensure that the framework of MTSS is best used as the tiered delivery model.

Activity: Develop a feedback mechanism to monitor the quality of the framework and its implementation successes and challenges. Establish regular stakeholder outreach for program design and implementation.

Outcome 3.1 Feedback mechanisms exist to refine processes, procedures, and interventions over time (governance). Partially achieved. As this is the pilot year, the feedback mechanisms exist but the usage is limited to the current participation pool.

The SSIP website contains an info-graphic describing relevant goal information and achievements of the program. As the project progresses to full implementation, the info-graphic will include additional information relevant to the full scope of the project.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

YES

Describe each new (newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.

Goal 2: The Oklahoma State Department of Education will provide access to and continued monitoring of resources, professional development, and coaching of evidence-based practices, with increased support at tiered levels, to provide opportunities to develop high quality school site teams in grades K-3 that consistently implement evidence-based practices that support early literacy strategies.

Strategy 1: Create and distribute high quality resources supporting evidence-based instructional strategies relating to K-3 early literacy outcomes and success.

Activity : Participate on an inter-agency MTSS Leadership team and collaborate with members to develop, collate, and create an accessible online library of resources supporting evidence-based instructional strategies.

Outcome 1.1 Collaboration with the MTSS Leadership team will consist of check-ins at least four times a year (governance). Achieved. SLT has attended all meetings, over four times per year, with continued participation for the upcoming year.

Outcome 1.2 Sustainable inter-agency teaming continues, replacing and adding members to continue the collaboration (governance). Achieved. MTSS leadership team is refocusing for the new year, to replace staff turnover in the agency.

Outcome 1.3 Continued agency alignment regarding MTSS implementation (governance). Not achieved. The team is refocusing based on the self-assessment for the outcomes of the team.

Activity: Design and collect data usage tools to determine effectiveness and usage.

Outcome 2.1 Data collection methods of usage are developed and collected annually (data). Achieved. Data methods are developed, and procedures are described.

Outcome 2.2 Continue data collection regarding material quality (data). Achieved. All materials fall into one of the identified categories and meet the needs of the category description.

Activity: Create and maintain online platform to house evidence-based resources.

Outcome 3.1 Online platform will be live and accessible to schools (professional development). Achieved. The platform is located on the state agency platform and linked to the SSIP website.

Outcome 3.2 Continued addition and revision of materials to ensure that relevant, used, and high-quality materials are placed on the platform (technical assistance). Partially achieved. SPDG and the Office of Special Education has reviewed the materials placed on the platform, but further collaboration is necessary to achieve the outcome.

Activity: Create and/or collate high quality resources to support MTSS and early literacy strategies categorized by topic.

Outcome 4.1 High quality materials are provided on the platform categorized for ease of use (technical assistance). Partially achieved. The platform is currently organized but the continuous addition of materials will require an additional level of organization.

Outcome 4.2 Definitions of the categories in which materials will be categorized are provided and responsive to school needs (technical assistance). Not achieved. The definitions of these materials are developed by the MTSS leadership team which is undergoing professional refocus.

Strategy 2: Create and distribute high quality professional development modules identifying and utilizing evidence-based instructional strategies relating to K-3 early literacy outcomes and success.

Activity: Create a sequenced professional development plan that responds to the needs of the school sites.

Outcome 1.1 Stakeholder input is used to determine professional development sequencing (governance). Achieved. Initial surveys determined the sequence and continued surveys determine need for change.

Outcome 1.2 Sequenced PD uses adult learning theory to support educator change (professional development). Achieved. The design of delivery is responsive to adult learners and the sequence builds content for immediate implementation.

Outcome 1.3 Sequenced professional development is responsive and aligned to the other tiered level of supports (professional development). Partially achieved. For the portions of developed PD, the sequence is aligned. However, not all of the PD has been completed to fully achieve the outcome.

Activity: Lead and provide professional development and keep accurate data collection.

Outcome 2.1 Data collection methods to determine the participant's increase in knowledge (data). Achieved. Content surveys determine the individual's increase in content area knowledge. Item analyses are conducted to determine professional development changes.

Outcome 2.2 Continued data collection regarding participant's increase in knowledge (data). Not achieved. The pilot program has run for four months and checkpoints for knowledge retention and increase have not occurred.

Activity: Develop and provide professional development webinars specific to content topic.

Outcome 3.1 Webinars are succinct and express information clearly (professional development). Achieved. Modules are outlined, timed, and aligned with supporting information.

Outcome 3.2 Modules are crafted to provide high-quality, aligned, and sequenced content with focus on evidence-based practices (professional development). Achieved. The evidence-based practices are supported on the platform and within the professional development.

Activity: Develop and provide professional development synchronous learning opportunities.

Outcome 4.1 Synchronous learning opportunities are developed with adult learning theory in mind (professional development). Partially achieved. In the pilot year, 2 of the 4 opportunities have been offered and surveys have indicated positive response from participants.

Strategy 3: Build infrastructure to provide high quality instructional coaching for schools (application dependent) to further support evidence-based instructional strategies relating to K-3 early literacy outcomes and success.

Activity: Create an application process that determines high need schools that would benefit from instructional coaching.

Outcome 1.1 SLT will develop an application and written protocols for instructional coaching contracts (governance). Partially achieved. This application and protocols are in progress to be completed by spring 2023.

Outcome 1.2 Sustainable capacity determines the quantity of participants in each cohort (governance). Achieved. The capacity has been determined and procedures are in place to determine annual revisions.

Activity: Implement the Impact Cycle to improve individual educators' implementation of evidence-based practices.

Outcome 2.1 SLT will develop written protocols and guidance to effectively support The Impact Cycle (governance). Partially achieved. Instructional

coach has completed the Impact Cycle training and is currently developing protocols and guidance to support.

Activity: SSIP Instructional Coach will create written protocols for coaching effectiveness and sustainability.

Outcome 3.1 Create written protocols for coaching including timing, location, and frequency during year 2 and update year 3-5 (governance). Partially achieved. These decisions have been made but have not been documented in written protocols at this time.

Activity: Collect fidelity data to determine how instructional coaching is improving instruction.

Outcome 4.1 Data collection for educator implementation and improvement (data). Not achieved. The coach is creating materials for collecting data collaborating with SPDG, SSIP-Part C, and utilizing existing supports via TORSCH talent a professional learning platform for educators.

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

The previously defined infrastructure strategies that are not yet fully achieved are the focus for the the coming year(s). For all achieved outcomes, sustainability and long-term outcome achievements are the primary focus.

The MTSS leadership meetings have provided an opportunity to collaborate agency-wide to support MTSS implementation state-wide. Due to staff turnover, a refocus is necessary to realign the outcomes of the team to the intention of the work. Because the universal supports (tier 1) are a collaborative effort for both the SSIP and the MTSS team, the evaluation of high-quality materials falls under this refocus. The following outcomes are a focus for the SLT:

- MTSS is promoted and instituted agency wide as a viable framework for site support.
- The leadership team annually conducts a self-assessment to determine status relative to sustainability.
- Continued agency alignment regarding MTSS implementation.
- Continued addition and revision of materials to ensure that relevant, used, and high-quality materials are placed on the e-learning platform
- High quality materials are provided on the platform categorized for ease of use.
- Definitions of the categories in which materials will be categorized under, are provided and responsive to school needs.

The ATSI designation determination timeline and subsequent designation definitions are managed by the Office of School Support. The following outcomes are intended to be achieved as the designation timeline is approaching:

- The state infrastructure is effective for supporting the SSIP and long-term programmatic change.

As the pilot year ends, the long-term outcomes that are useful for measuring sustainability and scale-up must be defined soon. In addition to the goals listed below, continued professional development courses will be developed to match the sequenced professional development. The following outcomes are anticipated to be partially or fully achieved by the end of the pilot year:

- The tiered framework is sustainable (measure TBD).
- Feedback mechanisms exist to refine processes, procedures, and interventions over time.
- Sequenced professional development is responsive and aligned to the other tiered level of supports.
- Continued data collection regarding participant's increase in knowledge.
- Synchronous learning opportunities are developed with adult learning theory in mind.

In August 2023, instructional coaching will begin with selected ATSI sites. Therefore, the continued implementation of the instructional coaching infrastructure is a focus for the upcoming year with the following expected outcomes:

- SLT will develop an application and written protocols for instructional coaching contracts.
- SLT will develop written protocols and guidance to effectively support The Impact Cycle.
- Create written protocols for coaching including timing, location, and frequency during year 2 and update years 3-5.
- Data collection for educator implementation of EBPs and improvement in literacy instruction in participating schools.

List the selected evidence-based practices implement in the reporting period:

- Universal Design for Learning
- Accommodations and Modifications
- Multi-tiered Systems of Support
- Implementing Interventions
- Oral language
- Phonology
- Phonics
- Word Study

Provide a summary of each evidence-based practices.

Universal Design for Learning

The framework of universal design for learning focuses on three components: multiple representations of content, means of engagement, and options for expression. Practices taught regarding implementation of instructional practices focusing on multiple representations of content include strategies to deepen educator planning, provide visual components to phonological skills, and empower the teacher and student to create visual graphics collaboratively. The strategy from the TIES Lessons for ALL, 5-15-45, incorporates opportunities for educators to deepen their understanding of barriers to student understanding. Elkonin sound boxes represent a visual and tactile component to an auditory connection. Choice menus provide students an opportunity to select the topic, group, and the product they will create to demonstrate understanding of an objective given all students. Basic student grouping practices including heterogenous, and homogenous grouping, collaborative groups, partners, and jigsaw groups are provided as means to improve engagement. Think-pair-share offers an opportunity for those students who need more processing time to think, a time to pair off and gain insight from a partner or revise their thinking, as well as time to share if desired with the class. Additionally, modeling skills that will gradually become independent skills for students can be done using the I Do, We Do, You Do practice. Practices taught regarding options for expression include methods for assessing alternate assignments with the use of checklists and rubrics. The rubric styles described include checklists, holistic, developmental, and analytic.

Accommodations & Modifications

While evidence-based practices are not specifically related to the implementation of accommodations and modifications, explicit strategies are represented in the webinar style module. Accommodations are divided into four variations: time, size, input, and output. Specific examples and case studies are provided to allow participants to critically think about their understanding as it relates to data driven decisions regarding accommodation and modification provisions.

MTSS Tiered Framework

Multi-tiered system of support is an evidence-based framework model of schooling that emphasizes key components involving universal screening to target early identification of skill deficits, tiers of interventions that can be intensified in response to levels of need, progress monitoring using data driven decision making procedures, and fidelity of the evidence-based interventions being implemented as prescribed. Within the training module, participants learn practices regarding the definition of MTSS, how MTSS relates to RTI, and best practices to implement in a school-wide system. Participants are provided opportunities in which they are encouraged to critically think about screening data and determine the next steps regarding MTSS infrastructural procedures.

Implementing Interventions

Evidence-based instructional strategies taught in this module are intended to be adjusted as students' specific needs are addressed through the intervention intensity guidelines. Educators examine relevant research that supports the usage of evidence-based early intervention for students. Participants learn about the seven components of adjusting intensive interventions: strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization. Within each of these components, educators are advised to consider student data and observation to identify the best possible implementation. Schools are encouraged to consider infrastructural supports needed to implement an effective intervention system built with the framework of MTSS. Additionally, within the module several evidence-based instructional strategies are taught as available resources for educator usage. Folding in, repeated practice, time delay, and I Do, We Do, You Do are examples of interventions that are evidence-based instructional strategies easily adjusted for intensity and are effective across academic areas. Participants are guided to provide explicit instruction during repeated practice intervention opportunities. Within the module, participants develop their understanding of progress monitoring and how it relates to the intervention provided.

Instructional Coaching Practices

The instructional coaching practice module has two purposes: a) to guide interested school sites to understand the instructional coaching practices that will be provided through the SSIP; and b) to support existing coaches in understanding a framework of coaching they can utilize to support their existing capacity. The module focuses on the Jim Knight method of instructional coaching.

Oral Language

The oral language module focuses on the science of reading terms and misconceptions. This module features an understanding of structured literacy practices and how they relate to the Oklahoma screener assessments that helps to identify student deficits. Since Oklahoma legislation requires all educators to attend a dyslexia professional development, this module builds off the understanding of structured literacy gained from the dyslexia professional development. Within this module, two phonological interventions are presented: rhyming- thumbs up, thumbs down and phoneme matching. Phonology

The phonology module focuses specifically on sequencing phonological interventions. The module begins with identifying phonology and the rationale for determining student deficits in this area. Clapping sentences begins the skill for identifying the separations between words in sentences and later syllables. Token sentences is another variation of segmentation sentences and Clapping syllables supports the identification of syllables. Token onset/rime segmentation and blending support students to listen and hear onset and rimes before including graphemes. Arm blending and arm segmenting utilize the arm as a tool to be able to blend and segment sounds without graphemes. Token sound manipulation provide a multi-sensory experience to support phonological tasks including segmenting, blending, isolating, deleting and substitution.

Phonics

Within the phonics module, educators are introduced to blends and digraphs, and how these relate to the phonetic instruction provided. Universal screeners are discussed as tools to identify student deficit areas. Interventions supported in this module include Elkonin sound boxes with encoding support. Identification of Vowels and Consonants support the ability to apply spelling patterns to words. Letter sound games support the ability to connect letters with their sounds. Silent 'e' sort supports the identification of differentiation between CVC and CVCe words. Open/Closed syllable sort supports additional spelling patterns to identify the correct vowel sound. Build a word supports the use of onset and rime to create a word. Word sorting supports students' identification of words that share similar spelling patterns but different pronunciations or similar pronunciations and different spelling patterns.

Word Study

The word study module consists of an introduction to word study and morphology and how universal screeners can support word study deficits. Sequencing word study task and how to support future skills beyond K-3. Evidence-based practices including sorting words, selecting word sets, word detective (determining the meaning of a word) and word builder (using morphemes to support creating words).

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

The evidence-based instructional strategies described just previously will impact the SiMR primarily by changing teacher/provider practices, which will in turn affect a variety of other outcomes. In general, tiered instruction supports impact districts at their level of need by helping them create or adjust site policies, procedures and practices. The overlap of these tiered supports is intended to achieve various levels of educational outcomes for all stakeholders involved, including site administrators, teachers, caregivers, and students. With specific sequenced focus on early literacy and the evidence-based practices, the SLT anticipates incremental change that will grow to statistically significant change over the course of the project.

Universal supports (tier 1) are available to all K-3 educators and parents via a state-owned Canvas platform. The materials are organized to meet the needs of the SiMR focusing on evidence-based instructional protocols that educators and parents can follow to support identified student deficits. These deficits, when intervened by matching an evidence-based intervention to the targeted skill deficit, will have a significant impact on student outcomes related to the SiMR. Teaching the process of graphing the data to determine if students meet their targeted goal will also help visually communicate to the parent the child progress. There is also research regarding a student self-graphing their performance to bring an awareness level of their personal progress in a specific skill.

Schools utilizing the professional development sequence (Tier 2) are accessing explicit technical assistance regarding how to use the library of evidence-based practices via the universal supports (tier 1) eLearning platform. This explicit instruction to participants is intended to support educator understanding regarding nuanced application and create a common language to support adjustments in site level procedures. With the next implementation of tier 3 instructional coaching, participants are provided explicit and direct support to implement literacy changes for their students.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

In addition to the supporting data collected as described in sections above, content quizzes, implementation surveys, and feedback surveys have been developed to assist the SLT in its understanding of training effectiveness. The professional development feedback survey data have been very positive. After the conclusion of three synchronous PD events, the average response is "strongly agree" indicating that participants are finding value in the project. This supports the continued efforts of the SLT and the project itself.

The SLT has met monthly to monitor fidelity to high quality training practices and adherence to its implementation plan, discussing any modifications necessary. Continuous reference to the evaluation plan ensures that identified activities and tasks kept to the determined timelines. The SLT utilized a

live working document to track actions and completion of tasks.

The SLT has collected limited data reflecting fidelity of implementation in the classroom to this point in the project. Participant sites were selected very recently, and school personnel have engaged with the professional development and training content for less than five months. All data yet collected have highlighted knowledge gains (a short-term outcome) rather than whether the EBPs have been implemented with fidelity and are producing positive student results (medium and long-term project outcomes). The state has collected some self-reported implementation data for some module topics. The average implementation score out of 30 is 24.7, indicating that educators report using the EBPs about 80% of the time. This data point suggests that the recommended strategies are being used with high frequency, at least as self-reported at the conclusion of each training module. The SLT expects usage to change over time as participants become more familiar with the strategies.

The third tier of support has not begun at this time and thus coaching and observation data have not been collected yet.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

At this time, limited data have yet been collected that could be used to make any decisions about the ongoing use of the evidence-based practices described earlier, except as reported in the prior section.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

The SLT team will continue to provide guidance, professional development and training to school personnel on the use of evidence-based instructional strategies at all three tiers of support. The following activities will be conducted in FFY 2022 and are reported here in alignment with the evaluation plan goals and strategies:

Implementation Goal 1: The OSDE will provide access and continued monitoring of resources, professional development, and coaching of evidence-based practices, with increased support at tiered levels, to provide opportunities to develop high quality school site teams in grades K-3 that consistently implement evidence-based practices that support early literacy strategies.

Strategy 1: Implement effective instructional practices to support K-3 site teams instructional change leading to improved student outcomes.

Activity: Universal Supports are utilized by educators in the state.

Outcome 1.1: Universal supports are utilized by SSIP participants. Partly achieved 2022; expanding in 2023. Many participants are using the resources, but the location is not easily accessible. The SLT expects that the web host for the universal support guidance and documentation will move to a more user-friendly and accessible location. This work is being developed in association with the SPDG team and the MTSS team. This move will support easier access to the evidence-based protocols that are available for all K-3 educators and taught in the professional development sequence.

Activity: The professional development sequence is utilized by participating site personnel.

Outcome 2.1: Participants utilizing the modules will gain an increase in content understanding. Partly achieved 2022; expanding in 2023.

Outcome 2.2: Participants utilizing the sequence will increase implementation of strategies. Partly achieved 2022; expanding in 2023.

As reported previously, current participants have demonstrated increases in content knowledge and report that they are implementing EBPs and related classroom strategies. The SLT will continue working with the current cohort through the sequence of professional development that includes explicitly supporting the science of reading with evidence-based practices: Science of Reading: Oral language, Phonology, Phonics, Word Study, Fluency, Vocabulary, and Reading Comprehension. Evaluation tools will continue to be used to report on these outcomes. Continued development of the professional development sequence will lead to increased use of evidence-based practices that support the SiMR. The progression of the sequence will support districts as they adjust their policies and procedures to implement change towards the SiMR.

Furthermore, additional sites will be selected in 2023 based on their ATSI status (subgroup IEP) in the state's ESSA Plan. The SLT will open the application in the spring and begin working with new sites and personnel in early fall as the next school year begins. These new sites will begin the professional development sequence at the beginning, progressing to instructional coaching support the following year.

The implementation of instructional coaching will begin in the 2023-24 school year. The supporting infrastructure, protocols and procedures are currently being developed to support implementation. The coaching module will follow Jim Knight's Instructional Coaching methods and collect measurable data on IMPACT cycles and PEERs goals (both defined through Jim Knight's training). The application for instructional coaching will be available for sites no later than March 2023. Sites and individuals will be selected based on rubric criteria no later than June 2023. Coaching will begin August 2023 and each cohort will run for 5 semesters or 2.5 school years. Cohort 2 will begin on a similar timeline beginning in 2024. Through coaching, a goal will be established, strategies will be implemented, and progress will be monitored.

The SLT expects the following outcomes to be partially achieved in 2023, but most gains will be realized later in the coaching cycle. Data will be collected through the quantity and quality of goals met, cycles started and completed, attendance data, and assessment data outcomes. Overall, instructional coaching will support selected educators to evaluate and improve their teaching practices as it relates to the SiMR.

Activity: Instructional coaching will lead to improved teaching outcomes.

Outcome 3.1: Participants receiving coaching support will participate in weekly and monthly support.

Outcome 3.2: Participants receiving coaching will increase implementation of teaching strategies.

Activity: Instructional coaching will lead to improved student outcomes.

Outcome 4.1: Participants receiving coaching will demonstrate a change in teaching strategies from the beginning of the year to the end of the year.

Outcome 4.2: Participants receiving coaching will demonstrate student outcome change based on impact cycle instructional changes.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

YES

If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.

At this time the full scope of the SSIP has not been fully implemented and the modifications to alter the SSIP would not be conducive to the completion of the current plan.

Slight implementation modifications were made to ensure the alignment to the previously reported intentions. Due to the delayed Office of Accountability's timeline for designating ATSI sites, adjustments to the pilot year were necessary. Designations are made on a rolling three-year basis, but a contracted group makes the scoring calculations with data provided by the state. That contractor has delayed issuing its site findings and designations. . Selected sites for the pilot year may or may not remain in the selected designation subgroup for the upcoming year. However, to support the sustainability of the project and its scaling-up goals, the SLT has determined that these school sites will continue piloting the program regardless of the new designation. This decision was made to allow the cohort to experience the e-learning platform authentically and to allow for slight adjustments before the second cohort participates (this upcoming August).

In the prior year's report, the SLT did not frame how families might be engaged through the project. Upon meeting with a national TA center, the SLT decided to embed more authentic family engagement practices earlier into the sequenced plan. The modules now include a piece to support at-home learning and the SLT created newsletters to support families of students in classrooms with participating educators that highlight one evidence-based practice that can be done at home. The timeline for distributing information about each highlighted practice is aligned to the strategy the educator learned in the previous month. The intention is to support students at home as well as in school.

Section C: Stakeholder Engagement

Description of Stakeholder Input

During the month of January 2022, meetings were held with internal stakeholders to communicate effectively to the new program specialist lead. Following the discussions regarding the timeline for ATSI designation (originally to be announced December/January 2022/2023), it was determined that this new timeline impacts the original delivery model for implementation of tier 2 and 3 deliveries. Since the former designations will remain until the new designations are announced, the team considered implementing (tier 2) professional development supports to the 'current' designations in the fall of 2022. Therefore, the SSIP team began drafting optional timelines to present to stakeholders for feedback.

Beginning in February 2022, the SSIP leadership team drafted three professional development (tier 2) options and began scheduling meetings to present and receive feedback on the proposed options. The SSIP leadership team met with internal stakeholders to gauge feedback on the proposal. Revisions were made based on the feedback received. Specific changes included: inviting library media specialists and reading interventionists to the audience of sequenced PD, naming the Science of Reading modules for clarity, and discussions regarding capacity for completion.

March 2022 provided an opportunity to connect with the community regarding the implementation framework of the SSIP. Community connections occurred in a variety of ways: flyers were distributed regarding the framework of the SSIP during the "People with Disabilities Awareness Day" and the "Joining Forces" conference, an ATSI stakeholder meeting provided in depth discussion regarding professional development sequencing, and a planning survey provided feedback regarding professional development options. More details about these latter two engagement activities is shared just below.

Toward the beginning of April, the team schedule a stakeholder meeting with a set of school personnel at some of the currently designated ATSI sites to present the proposed options and receive feedback. Out of five participants registered, only one attended. A related planning survey was shared with ATSI site personnel, which closed in mid-April with 23 responses. The SLT used the feedback provided by respondents to determine which PD module schedule to implement. The team also used the feedback to schedule the data retreat in the Fall of 2022, professional development in August 2022, and instructional coaching in August 2023.

The SSIP website has been continuously updated to include new flyers and listserv information. The SSIP Lead created a video promo to send out prior to the implementation of the professional development sequence. The intended outcome of the video is increased understanding of the SSIP, the supports available, and determinations of eligibility. An interest registration link was added to the website, to document schools that are interested in the programming, ensure adequate capacity, and preference to designated sites.

Upon the beginning of the program, the SLT continued conversations with the participating sites and have continued conversations regarding the implementation of the next cohort for the tier 2 professional development sequence and the tier 3 instructional coaching.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

Specific strategies included meetings with stakeholders, sharing videos, flyers, emails, and social media information. Feedback was received through discussions, voting and polls, and specific conversations.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

YES

Describe how the State addressed the concerns expressed by stakeholders.

Stakeholders desired access to the full tiered support structure when they were not within the designation determination. The state made the universal supports content available for all stakeholders to access throughout the duration of the SSIP.

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

Describe any newly identified barriers and include steps to address these barriers.

As described briefly in prior sections, the delayed announcement of this cycle's Additionally Targeted Support and Improvement (ATSI) designated sites has been a significant barrier to the previously reported timelines and sequence. The SLT anticipated ATSI sites to be determined in the 2022 year to match the timeline of the tier 2 professional development sequence. However, the designations were adjusted to be announced December 2022 or January 2023 (and are now more delayed). If the implementation had been delayed to coincide with the new designations, no sites would have been served for more than a year. The team determined that a pilot year would be appropriate to test the implementation of the PD sequence, supporting current ATSI designated schools even though they may not remain designated in the next cohort. As of December 2022, additional barriers to the rollout for this designation have met 'unforeseen circumstances' that will likely delay the next rollout until the spring of 2023. The SLT team has coordinated efforts with the Office of School Support to participate in the regional meetings once designations are announced to ensure that adequate information regarding SSIP participation and opportunities are offered efficiently.

An additional barrier to the ATSI group rests on the incorrect prior assumption that these specific sites would be required to participate in the SSIP. Continued School Improvement (CSI) sites are required to complete plans of improvement while ATSI are not. The SSIP was developed to meet their need for support, but because of those sites' ability to participate voluntarily, the SLT did not have the widespread participation that was expected.

The delayed announcement of the next set of ATSI sites has also negatively affected participation. The SLT is working closely with the Office of School Support to align with the designation timeline and provide a quick response once designations are made. The anticipated outcome is that these newly identified sites will begin participation quickly and with more urgency than the previous cohort.

Also, as described briefly in prior sections, the agency wide MTSS leadership team suffered substantial staff turnover that has required the team to conduct refocusing activities to align with the previously reported purposes of the team. The SLT is working closely with the SPDG and the Office of Student support (who are active leaders on the team) to ensure that previously reported outcomes are still attainable. In addition, some outcomes that were defined as MTSS team activities were implemented by the SLT to ensure completion. In the next reporting period, the SLT anticipates that procedures and protocols can be adjusted to return the activities to be managed by the MTSS leadership team.

Provide additional information about this indicator (optional).

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17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions