

**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**

Oregon



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)?

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

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)

NO

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://www.oregon.gov/ode/reports-and-data/SpEdReports/Documents/2020%20APR-SPP/SSIP%20Theory%20of%20Action%20part%20b.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
2018	24.40%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	29.00%	31.00%	33.00%	35.00%	37.00%

FFY 2021 SPP/APR Data

Number of grade three students experiencing disability and performing at or above proficiency on ELA Smarter Balanced Assessment	Total number of grade three students experiencing disability who participated in ELA Smarter Balanced Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
1,213	5,636	21.70%	29.00%	21.52%	Did not meet target	No Slippage

Provide the data source for the FFY 2021 data.

Grade three Smarter Balanced ELA assessment.

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

The State Educational Agency (SEA) annually collects Smarter Balanced student assessment data from school districts. Data is collected at the close of the testing window in June and analyzed by the Assessment and Accountability teams over the subsequent months. The School Age Special Education Team analyzes data for the specific SiMR population of students. The SiMR population

is 100% of the grade three students with IEPs in the State, for the given assessment year. For the SSIP, students who participated in the regular assessment and the alternate assessment are included in data collection. The alternate assessment is taken by a very small percentage of students, representing the population of students with the most complex needs in the State. The performance rate of the SiMR population is compared to the targets set. Student participation rates in State assessments vary across the State, contributing to the concerns about conclusions drawn from relying on summative assessment data alone to evaluate student progress.

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)

YES

If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.

Data for this reporting period continued to be impacted by COVID-19, due to interrupted learning experienced by students during the pandemic. Although participation on State assessments in Oregon continues to be lower than targets for all students in the State, the data completeness for this reporting period was not particularly impacted, with 84.99% of grade 3 students participating in this assessment. The conclusion validity of these data were potentially impacted by COVID-19, as students and staff were still experiencing social and emotional effects of the pandemic, including increased stress and mental health needs.

For many students, this was their first time participating in a multi-day state assessment; over the past two years, they had reduced opportunities to form test taking skills in a school setting. Student performance likely was impacted by these types of factors external to the assessment, possibly resulting in some students receiving scores not reflective of their reading proficiency. The decrease in participation in FFY 2020 and subsequent increase in FFY 2021 and the lingering effects of COVID-19 decrease the reliability of drawing longitudinal conclusions from this data.

COVID-19 also impacted the State's ability to collect additional data to support progress toward the SiMR. Schools rebuilt routines for measuring fidelity of implementation to MTSS practices and student screening post-COVID. To mitigate the impact of COVID-19 on student learning and data collection, the State adopted OAR 581-015-2229 Individualized COVID-19 Recovery Services in 2022, establishing requirements for districts to consider and plan for the impact of COVID-19 for each student with an IEP, and provided guidance to support districts and IEP teams in these efforts. This guidance and the new OAR reduces the impact of COVID-19 on data collection because students will be provided with additional supports or services specific to learning loss, helping reduce the external factors impacting assessment scores.

Section B: Implementation, Analysis and Evaluation

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

<https://www.oregon.gov/ode/reports-and-data/SpEdReports/Documents/2020%20APR-SPP/SSIP%20partb%20indicator%2017%20evaluation%20plan.pdf>

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

NO

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

The State continued to implement the infrastructure improvement strategy of increasing intra-agency coherence to scale up MTSS through coaching. During this reporting period, the State continued increasing coherence within the SEA infrastructure for programs targeting student outcomes in early literacy.

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.

During this reporting period, the State experienced outcomes that are a result of SSIP work earlier in Phase III to increase Agency coherence through a unified continuous improvement process and plan (CIP). During this reporting phase, the Agency installed a

unified funding application and continuous improvement plan for six state and federal programs. This integrated application that includes improvement planning, funding, and reporting requirements is an intermediate term outcome of the Agency's ongoing efforts to bring program improvement planning and applications for finances closer together. The launch of an integrated funding application and improvement process that meets accountability requirements for six state and federal programs will support long term systems change by helping districts directly connect priorities, resources, and improvement strategies. The State coordinated timelines and tasks to meet criteria for six state and federal programs, and communicated plans for change with districts in advance of implementation. This builds on coherence around continuous improvement planning, installed statewide during the previous reporting period. Within the planning requirements for this new package, students experiencing disability are a focal student group for whom districts are required to prioritize improvement targets. Grade three reading outcomes is also an area for goal setting and improvement planning. Districts and communities analyze student outcome data to establish priorities and improvement plans, including longitudinal growth targets. The SEA will prioritize coaching resource allocations to districts not yet meeting established targets. This outcome of intra-agency coherence efforts over prior SSIP reporting periods sets up a multi-year system providing a finance mechanism to connect accountability/monitoring outcomes over multiple programs that promotes sustainability of systems improvement efforts. District improvement plans targeting reading outcomes for grade three students and focused attention paid to students experiencing disability will support achievement of the SiMR.

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

NO

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 Agency will continue implementing the primary infrastructure improvement strategy of increasing intra-agency coherence in the next reporting year. To support statewide integrated improvement planning through the integrated six program application, the Agency expects to release guidance on progress markers related to areas including literacy during the next reporting period. Districts will submit their application package in Spring 2023 based on community engagement and comprehensive needs assessment processes conducted during this reporting period. Many districts will form goals and plans specific to students experiencing disability, and within the area of grade three reading outcomes. Information gathered from local community engagement will inform specific local plans. These plans and progress towards meeting targets will enable the Agency to determine how to prioritize the intensive coaching program resource.

Within the focused area of increasing coherence for programs targeting early literacy, the Agency is expecting a draft of the literacy framework in the next reporting period available for review by internal and stakeholders. The Agency is entering into an agreement with REL Northwest to support development of the literacy framework. This partnership will also lead to the outcome of continued growth in Agency staff knowledge about effective literacy practices.

Agency staff working on State and federal programs related to early literacy outcomes are continuing to engage in shared professional learning on early reading topics during the 2022-23 school year. Staff from multiple offices continue to engage in book study discussion groups using recent publications on evidence-based literacy instructional practices. The State anticipates that staff will continue to develop common understanding and knowledge of effective practices during the next reporting period.

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

During the 2021-22 school year the Agency continued supporting LEAs to implement and scale-up MTSS using coaching.

Provide a summary of each evidence-based practices.

The Agency continued expanding the evidence-based practice of using coaching systems along the educational cascade to improve student outcomes, building capacity at the local and regional levels while strengthening the statewide infrastructure to scale up coaching to more districts. The Agency partnered with providers to offer professional learning to support schools and districts implementing an MTSS.

At the universal support level for all districts, the Agency and partners continued offering statewide supports for effective reading instruction. Oregon Response to Instruction and Intervention (ORTII) offered virtual professional learning events open to all districts on multi-tiered systems of support in reading (MTSS-R), and maintain a website with all professional learning materials made available on demand to districts. ORTII released a set of online modules to support districts with implementing an MTSS-R, and published corresponding coaching guides intended for use by local reading leaders to build staff capacity. ORTII hosted a virtual statewide conference open to all districts in April 2022.

During the 2021-22 school year, ORTII continued offering direct coaching and technical assistance services to 12 districts in Cadre 11 to support an MTSS-R in elementary schools. For this group of districts, the 2021-22 school year was the fourth year of receiving direct coaching supports from ORTII. Coaches offered individualized supports for districts while providing a series of virtual workshops for the cadre of districts on topics including equity-based data review processes and ways to strengthen family and community partnerships.

During the 2021-22 school year, the Agency continued providing financial support and leveraging the SWIFT Education Center to provide coaching supports to regional MTSS coaching hubs developed through the SPDG. Regional MTSS coaches met periodically with each other and the SWIFT Education Center for discussion and data review. The regional coaches continued supporting district improvement processes and provided professional learning and technical assistance to districts at various phases of installing MTSS. The SWIFT Education Center also offered a virtual learning series on equity-based MTSS. School and district leaders voluntarily engaged in professional development and exploration of the SWIFT Education Center's equity-based planning and systems assessment tools.

During this reporting period, the State updated district guidance for English Language Arts curriculum requirements. High quality instructional materials aligned to standards are one necessary component of an effective MTSS in reading. The State is providing

follow-up technical assistance on topics including MTSS for districts installing new curricula. Through an updated website and professional learning for administrators offered in October 2022, the Agency supported districts in taking a renewed look at statewide dyslexia legislative requirements for screening and use of evidence-based interventions within school-wide tiered support systems. These communication strategies are part of a larger SEA effort to position state dyslexia requirements within school-wide literacy systems practices. By moving the conversation with districts and families about dyslexia into a larger conversation about evidence-based instructional supports, schools become better able to support students who experience reading difficulties along a continuum of intensifying instruction, and school teams will more accurately use the special education referral and evaluation process within an MTSS-R. When leaders discuss dyslexia within a continuum of reading supports with families, these families grow capacity to both support the needs of their individual children, and to be able to participate in improvement efforts related to reading outcomes.

The regional Education Service District (ESD) serving Portland Public Schools and surrounding areas hosted a book study with coaches, State, and district staff on supporting English Learners. While the State is implementing the SSIP statewide, there are also bright spots in regional implementation of evidence-based literacy practices that will support students experiencing disability, such as explicit instruction in foundational reading skills. This reporting period marked the start to Portland Public Schools piloting LETRS® (Language Essentials for Teachers of Reading and Spelling) training with all elementary staff. Staff were provided with training prior to the start of the 2022-23 school year. The district intended to use coaching to follow up on training but was unable to fill a request for proposals.

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.

Coaching activities that support districts in implementing evidence-based literacy practices within an MTSS are intended first to change teacher practices, and then to improve student outcomes. The direct coaching ORTII provided to 12 districts in Cadre 11 to install and scale up an MTSS-R includes protocols for districts to review their policies and procedures related to reading instruction, intervention, individual problem-solving/data based individualization, and the special education referral and eligibility processes. As staff teams in districts grow their capacity to use student data to adjust instruction and interventions, schools see reductions in the number of students needing intensive intervention in reading and more accurate identification of students as students experiencing disability.

While coaching provided by ORTII includes aspects of developing school-wide systems and reading supports, coaching offered by the SWIFT Education Center to Oregon schools focused on installing equity-based school-wide systems. The theory of action for coaching as a mechanism to improve student outcomes also applies when LEAs are working with the SWIFT Education Center. The State expects first to see a change in staff practices and later to see changes in student outcomes. Coaching provided by the SWIFT Education Center to regional MTSS coaches is intended to grow Oregon's regional capacity to support LEAs to strengthen district systems, which in turn will improve student outcomes.

Using an SEA-approved, standards-based ELA curriculum with all students is an evidence-based practice intended to impact the SiMR through teacher practices. The ELA curriculum adoption process was both a requirement for all LEAs to complete and an opportunity for the state to provide guidance and technical assistance intended to impact district instructional practice. The need to attend to the science of reading and foundational reading skills within curricula prompted some administrators and staff to provide further professional learning for teachers, which will ultimately impact student outcomes. The forthcoming revised Oregon K-5 literacy framework and technical assistance that will be provided for implementation will support schools in using newly adopted ELA curricula. Use of instructional materials aligned to standards is one way that schools will help all students, including students experiencing disability, read at grade level.

The strategy of positioning statewide dyslexia screening and family communication requirements within the landscape of MTSS in schools is intended to impact the SiMR by changing district policies and practices related to their reading instruction and intervention systems. By offering professional learning for teachers, administrators, and special education leaders on parent and family concerns about dyslexia, these leaders will be better able to respond within a school-wide approach to concerns raised about students. Also, leaders become equipped to understand dyslexia within the continuum of reading difficulties. When school leaders install school-wide practices that use data to guide instruction for students who do and do not experience dyslexia or other reading difficulties, teacher practices become systematized and student outcomes in reading are, therefore, more likely to increase because instruction becomes responsive to student skill need.

The LETRS® training offered to staff in Portland Public Schools (PPS) will be evaluated during the 2022-23 school year in a study conducted by an outside agency. The LETRS® staff development was intended to change teaching practices within the district. Changes to student achievement rates in PPS alone could change statewide performance on the SiMR measure because over 14% of the student population in the state is enrolled in this district. One possible systems outcome of the LETRS® training in PPS is a change to teacher practices in reading instruction preceding changes to student outcomes. Data gathered from this training in PPS could inform literacy professional learning scale up, resulting in the SEA providing LETRS® training to more staff across the state.

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

ORTII encouraged participating cadre 11 districts to monitor fidelity of implementation of their school MTSS-R systems and to provide this data to the State. Eight of the 12 districts participating in cadre 11 coaching supports with ORTII made MTSS-R systems fidelity data available to the State. Staff in participating districts responded to the MTSS-R Implementation Rubric. This tool measures staff perception of implementation of 20 individual aspects of school-wide reading systems on a four point scale from not in place (0) to completely in place (3).

Among the 57 schools within the eight districts reporting, the highest average level of implementation reported across all schools was completely in place within the area of using screening measures to assess all students on specific skills multiple times annually to identify strengths of core instruction and students in need of intervention. Oregon requires that school districts universally screen for risk factors of dyslexia in kindergarten, but does not have a universal screening requirement for all students K-3. Schools using

screening measures with all students to inform instruction are among those that have changed practice by screening students beyond the minimum required by state law.

The next highest average scores across areas of implementation were in the areas of: (a) providing a 90-minute core instruction block for all students at grade level in reading, including differentiated instruction in small groups, and (b) grade-level teams using a common problem-solving process. The staff responses to levels of implementation of both of these aspects of an MTSS-R was reported on average as 2.5, between mostly in place and completely in place for the 57 schools included.

On average, schools reported a level of not in place for using an RTI model to conduct all initial evaluations and reevaluations for identifying students as having a Specific Learning Disability. Among the 57 schools reporting data, four schools reported this aspect as completely in place. Similar to universal screening in K-3, the practice of using an RTI model for SLD eligibility is not required in Oregon. If districts are able to change practice and implement universal screening beyond minimum state requirements, then districts can also make progress in changing practices to use an RTI model to conduct initial evaluations and reevaluations.

Taken together, these fidelity data suggest that the State should continue leveraging coaching and professional learning supports from ORTII to support districts in changing practice, especially in areas that are known to be evidence based-practices and not required elsewhere in state law.

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.

Statewide, Oregon's outcomes for all students in literacy would suggest there is a need to continue supporting educators to implement effective core instruction. The State collected reading screening data provided to Oregon Response to Instruction and Intervention (ORTII) for ten of the twelve districts participating in cadre 11 in elementary reading MTSS-R direct coaching supports. These data included fall, winter, and spring reading screening scores for students. Among the ten districts with available data, a total of four different screening tools were used. Student performance was classified as low, medium, or high risk based on criteria specific to each assessment.

To assess progress toward the SiMR, the SSIP coordinator analyzed screening data from grade two students at participating elementary schools from fall 2021 to spring 2022, looking at the change in percentages of students with screening scores indicating high risk for experiencing reading difficulties. The State analyzed data in participating districts, both for students receiving only general education services and those receiving special education services as well. Student performance in grade two in 2021-22 may be an indicator of student performance in the following year on the grade three Smarter Balanced Assessment, used as the measure for the SiMR.

Six of the ten LEAs in cadre 11 saw more than 10% of students move out of the high risk category during the 2021-22 school year. Of these six LEAs, three LEAs also saw a decrease in the percentage of students experiencing disabilities with scores indicating high risk over the same time period. In the other three LEAs, the student population of students experiencing disabilities was either one student or zero students, making data too small to compare. Of the four LEAs that did not see a decrease of more than 10% in the percentage of all students at high risk, one LEA with a small student population saw a decrease of 9.6% of all students at high risk, and one LEA, also with a small population, decreased the percentage of students in the high risk group by 5.4%.

Two LEAs in cadre 11 saw an increase in the percentage of grade 2 students in the high risk group over the school year. In one of these LEAs, the student count was one student, moving into the high risk group and impacting a change of 5.9%. In the other LEA, assessments were offered in both English and Spanish. Students may have participated in the Spanish screening at the start of the year and English screening at the end of the year, making conclusions drawn from comparisons across assessment periods less reliable than in other districts because of changes to student group composition.

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

ORTII will offer a winter 2023 virtual reading symposium with national experts and an annual conference in person in spring 2023, alongside the targeted coaching provided to specific districts in the Elementary reading cadre 11. During the next reporting period, ORTII intends to recruit Cadre 12, a selection of a dozen or more local agencies to receive direct coaching and professional learning supports to install or improve MTSS-R systems in elementary schools. These supports will help increase fidelity of implementation to an MTSS-R and student outcomes in reading among districts that have either previously implemented an MTSS-R or are newly installing an MTSS-R.

The Agency will continue to respond to district requests for training and professional learning related to implementation of new curricula through the ELA materials adoption. This response is a general education professional learning support that will help districts deliver effective core instruction for all students.

As the new K-5 Oregon literacy framework is released, Agency staff will provide guidance, professional learning, and technical assistance to districts. This work will move from being primarily an internal Agency activity to becoming external facing as support for implementing evidence-based practices in reading instruction.

The State expects that the final report on LETRS® implementation at PPS will be published in the next reporting period. One possible outcome will be expanding training opportunities to more districts in the State.

During the next reporting period, the State intends to engage with communities regarding use of special education funds to support statewide priorities for students experiencing disability, including coaching efforts included as improvement strategies for the SSIP. The State expects to reevaluate existing partnerships based on community input and student outcomes. The State expects to continue partnering with external agencies to provide coaching or similar services to districts within the new general supervision framework.

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.

Section C: Stakeholder Engagement

Description of Stakeholder Input

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in last year's submission. During this reporting period, the State maintained the web-based indicator dashboards created to support target setting. These dashboards provide information about the data source and importance of each indicator.

The State did not make major revisions to targets during this reporting period. The State did revise B3 targets in accordance with OSEP's response to the FFY 2020 SPP/APR submission. An internal Agency stakeholder group made the final target revision using data collected from stakeholder and community engagement sessions. Targets were reported to the public on the Agency website. The State solicited broad public stakeholder input specific to the SSIP improvement strategies and early reading outcomes. The State made available a survey to families, educators, and the community on considerations for revisions to the K-5 Oregon literacy framework. The K-5 Oregon literacy framework revision is a cross office improvement strategy that is being developed through input from multiple stakeholder groups internal and external to the Agency.

The State SSIP coordinator received internal Agency stakeholder input on continued SSIP implementation from key staff leading multiple state initiatives supporting early literacy growth. Internal stakeholders provided input indicating support to continue partnering across programs on coaching efforts. Internal stakeholders also support shifting communication about dyslexia legislation requirements to a larger picture of school-wide tiered support systems in literacy, a key SSIP implementation strategy. With the support from other programs focusing on early literacy achievement in Oregon, SSIP implementation strategies are a part of a statewide goal to improve third grade reading performance.

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

The strategy of positioning dyslexia-related legislative requirements within overall systems improvements in reading and related to multiple state and federal programs is intended to engage LEA stakeholders and families by simplifying how the SEA communicates. The Agency designed a website to communicate updates with the public on the various statewide investments and projects related to improving statewide literacy outcomes. Stakeholders are invited to provide suggestions for what to include and consider in revising the Oregon literacy framework via online input form. This engagement strategy of providing updates and seeking ongoing input provides transparency between the state and advocacy groups, families, communities, and districts during the framework development process. This strategy will also provide the Agency with information about stakeholder beliefs, values, and priorities related to early literacy in Oregon.

The Agency networked with local and regional agencies to allocate resources to expand the scope of the Oregon Response to Instruction and Intervention (ORTII) coaching program. During this reporting period, the contracted agreement between the Agency and the supporting local agency to provide ORTII services expired. To select a new supporting agency, ODE and ORTII engaged in conversations with local and regional agencies about capacity to scale up coaching and align with other regional MTSS efforts. In June 2022, the SEA selected a regional site that also supports other MTSS and literacy programs delivering services in schools as the new contracted hub for ORTII.

The Agency maintained ongoing engagement with the State Advisory Panel to seek input about improvement efforts and share updates on infrastructure developments and progress. The Agency SSIP coordinator met with the joint committee from the State Advisory Panel (SACSE) and the State Interagency Coordinating Council (SICC) during this reporting period on January 21, 2022 to provide updates on FFY 2020-2025 targets and SSIP improvement strategies. The State provided information on the statewide approach of integrating improvement efforts for students experiencing disability in overall district continuous improvement plans. On November 17, 2022 the SSIP coordinator asked for input on improvement strategies within the context of the new general supervision system and SPP/APR performance indicators. By situating conversations about SSIP strategies within the new general supervision system and other statewide initiatives, stakeholders are able to provide input that draws from a schema of statewide systems and is rooted in connected improvement efforts that will not place additional burden on schools.

State partnerships with dyslexia and early reading advocacy groups expanded during this reporting period. In April 2022, the Agency dyslexia specialist offered a co-presentation at the statewide ORTII conference with the advocacy group, Decoding Dyslexia. This presentation shared information with education leaders and practitioners on common family questions about dyslexia. The State receives numerous inquiries from families about dyslexia and reading difficulties. This is one of multiple engagement opportunities for the field related to statewide improvement activities that also support SSIP outcomes. In October 2022, the Agency offered a session at the statewide special education administrators' conference, inviting participation about how districts are using universal screening as the starting point for instruction within school-wide reading systems. These sessions offered to practitioners and district leaders are an output of engaging with advocacy organizations. These sessions and supports also build district capacity to support families' understanding of how students experiencing reading difficulties and dyslexia are supported within a landscape of school-wide multi-tiered systems of support. This cascade of engagement prompting further supports for districts to use dyslexia requirements effectively will allow for increased family engagement around early reading outcomes through the perspective of dyslexia awareness.

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

YES

Describe how the State addressed the concerns expressed by stakeholders.

Past concerns have been raised by stakeholders about the difficulty of understanding the data and the relevance of information presented by the State. The State shared resources for high quality professional learning with SACSE and FACT Oregon, the State's PTI Center, to use in planning to be able to grow capacity of stakeholders to engage in future improvement efforts. Stakeholders, including special education administrators, previously raised concerns to the State about the need to include general education administrators in conversations about improving special education. The State recognizes the role of general education

improvements including effective core instruction on the outcomes of students experiencing disability. During this reporting period, the IDEA Part B staff shared information about general supervision at the statewide principal's conference, historically an event limited to general education leaders. Proactively sharing information and engaging with general education leaders about outcomes for students experiencing disability within the context of statewide general education improvements was an inclusive shift from inviting general education leaders to special education focused events. The State acknowledges the ongoing need to desegregate conversations about improvement efforts.

Stakeholders, including SACSE members and parents, have repeatedly raised concerns about staffing shortages and the ability to maintain high-quality instruction and intervention programs in schools in light of these shortages. During the next reporting period, the Agency is planning to conduct summits with Oregon's teacher licensing Agency and institutes of higher education to analyze data and begin to develop coordinated solutions to this statewide crisis.

Stakeholders, including families and district leaders, have shared concerns with the Agency about the capacity of teachers to write robust IEP goals and measure progress. Clearly written goals with measurable criteria are necessary to be able to adjust instruction and interventions to ensure the student makes progress. Within the new general supervision framework, the State intends to revise guidance and provide professional learning supports on writing high quality IEP goals. This general supervision improvement tactic will support staff working with students with IEP goals related to reading performance.

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.

NA

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.

Provide additional information about this indicator (optional).

The COVID-19 pandemic had an impact on the submission of valid and reliable data for this indicator for the FFY 2021 SPP/APR report, referenced in above sections.

17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions