



Ohio's Part B  
State Systemic Improvement  
Plan

Phase III Report

April 3, 2017

# Table of Contents

Executive Summary of the Phase III SSIP .....	2
Introduction .....	6
Progress in Implementing the SSIP.....	8
<i>Evidence-Based Early Literacy Instruction</i> .....	8
Language Essentials for Teachers of Reading and Spelling (LETRS) .....	9
Coaching.....	10
Reading Tiered Fidelity Inventory (R-TFI).....	13
Evidence-Based Early Literacy Instructional Practices .....	13
Curriculum-Based Measurement Tool (CBM).....	14
Data Dashboard .....	14
<i>Alignment to Existing Current State Initiatives</i> .....	15
<i>Intended Outputs</i> .....	16
<i>Stakeholder Involvement</i> .....	17
Data on Implementation and Outcomes .....	20
<i>Evaluation Questions, Data Sources, Data Collection, and Associated Timelines</i> .....	20
<i>Description of Baseline Data for Key Measures</i> .....	23
LETRS Professional Development Data.....	23
Reading Tiered Fidelity Inventory Data .....	25
Coaching Data.....	26
<i>Data Collection Procedures and Associated Timelines</i> .....	27
<i>Data Analysis and Management</i> .....	28
<i>Demonstrated Progress and Modifications Made</i> .....	28
<i>SSIP Stakeholder Involvement with the Evaluation</i> .....	29
Data Quality Issues .....	29
<i>LETRS Professional Development Data</i> .....	30
<i>Keys to LETRS Implementation Tool</i> .....	30
<i>Curriculum-Based Measurements</i> .....	30
<i>Reading-Tiered Fidelity Inventory</i> .....	30
Progress toward Achieving Intended Improvements.....	31
<i>Infrastructure and Infrastructure Modifications</i> .....	31

<i>Measurable Improvements in the SIMR in Relation to Targets</i> .....	34
Plans for Next Year .....	34
<i>Sustainability and Scaling up</i> .....	35
<i>Barriers and Limitations to Implementing the SSIP</i> .....	35
<i>Technical Assistance and Support</i> .....	36
Conclusion.....	39
References .....	40
Appendices .....	42

## Executive Summary of the Phase III SSIP

Ohio's Part B State Systemic Improvement Plan (SSIP) describes the Results Driven Accountability work implemented during 2015-2016 by the staff at the Ohio Department of Education (ODE), State Support Teams, local education agencies, and stakeholders. It also provides an overview of the information already submitted in the SSIP Phase I and Phase II Reports.

The State of Ohio has identified improving early literacy outcomes for all children, including those with disabilities, as its priority. In [Phase I of the SSIP](#), ODE and its multiple stakeholders reviewed various sources of data and concluded that a significant gap exists between the targets and performance on reading and math state assessments for all students, including those with disabilities. This information, combined with knowledge of existing state initiatives that focus on early literacy (e.g., Third Grade Reading Guarantee) and the predictive nature of early literacy for future academic success, led the state to identify early literacy as the basis for its state-identified measurable results.

[Phase II of the SSIP](#) gave a detailed overview of how the state of Ohio focused on building teacher capacity to provide high quality, evidence-based early literacy instruction and intervention by leveraging and modifying the state's infrastructure, supporting local school districts with the implementation of the evidence-based practices, and evaluating the intervention activities. The five components of the Early Literacy Plan—parent partnerships, teacher capacity, collaborative structures, Multi-Tiered Systems of Support, and shared leadership—were discussed, as was the importance of the connections between these five elements. A theory of action (see Appendix A) and a comprehensive logic model (see Appendix B), developed by ODE and its stakeholders, were also presented. The logic model was designed to define, guide, and evaluate the key components of this plan. The logic model is continually reviewed and updated, as necessary, to reflect the work completed and any modifications made based on evaluation data.

Much of this SSIP Phase III Report focuses on information related to the implementation of this Early Literacy Plan, including numerous professional development opportunities provided at the local and regional levels, changes to the state and regional infrastructures, and the creation of a real-time data system intended for use at the local, regional, and state level. Also included in this report is a detailed description of the evaluation plan, including the data sources, how data are collected, how data are analyzed, and how this information is reported back to the multitude of stakeholders who are critical to the success of this plan. Finally, the report includes a description of the diverse technical support and guidance that ODE received during 2016-2017.

Similar to previous years, ODE partnered across offices within the department (e.g., Office for Exceptional Children, Office of Early Learning and School Readiness, the Center for Curriculum and Assessment) to identify additions and changes to the current educational infrastructure that supports local school districts with implementing new, high quality early literacy professional development and instruction with fidelity. The Early Literacy Plan heavily relies on the 10 Regional Early Literacy Specialists that were hired last year to support the first cohort of districts

with implementation. These Regional Early Literacy Specialists supported eight districts this year by providing coaching to the principals, district coaches and teachers, attending professional development on research-based language and literacy professional development through Language Essentials for Teachers of Reading and Spelling (LETRS), facilitating the use of the Reading Tiered Fidelity Inventory, and supporting the use of curriculum-based measures.

ODE also hired two staff to oversee and assist with the implementation of the SSIP. ODE hired an early literacy administrator (Dr. Melissa Weber-Mayrer) to oversee the work of the early literacy specialists. Dr. Weber-Mayrer is responsible for coordinating and collaborating efforts across ODE offices and external stakeholders in the design, development, and implementation of early language and literacy supports for Ohio's young children. ODE also hired an SSIP project manager (Dr. Caroline Coston) to assist with coordination of project management, planning, organization, facilitation, research, communication, and stakeholder engagement efforts. Dr. Coston continues to guide the team in establishing and adhering to timelines for planning and implementation.

ODE continued to leverage the existing Ohio Improvement Process (OIP) framework and infrastructure as the foundations needed to implement evidence-based early literacy instruction, including the addition of early literacy goals, strategies, adult implementation indicators, and student outcomes into existing district plans. Using the OIP framework allows districts to utilize their existing OIP structures of the district leadership team, building leadership teams, teacher-based teams, and the five-step process (a variation of a Plan, Do, Study, Act cycle) to plan for, implement, and evaluate evidence-based practices to improve early language and literacy outcomes for students in preschool through grade three. Districts can also access support for implementing the OIP from the State Support Teams.

ODE and Ohio's State Support Teams (SSTs) are working to scale up the evidence-based practices in eight additional districts representing all 16 regions across the state. To that end, SST directors and Regional Early Literacy Specialists worked collaboratively with ODE staff to recruit districts to be part of Cohort 2, which will begin to implement their early language and literacy activities in June of 2017.

Improving early language and literacy instruction and outcomes across the state requires planning for and implementing a host of well-defined activities that have the capacity to impact all children's ability to read. A complete description of detailed activities implemented during the past year is provided throughout the Phase III report. Highlights from the extensive list of activities for 2016-2017 include:

- 1) Selecting eight districts (14 buildings) to participate in Cohort 1, based on a thorough review of district-readiness. ODE completed partnership agreements with Cohort 1 districts that outlined the incentives, expectations, roles, and responsibilities of participation. The application process has been reviewed and revised for Cohort 2 to make it more streamlined and easier for districts to participate.

- 2) Hiring and providing professional development to Regional Early Literacy Specialists in all 16 SSTs, who serve as coaches for participating schools while building the capacity of internal district coaches to sustain and scale-up the evidence-based practices;
- 3) Providing in-person Language Essentials for Teachers of Reading and Spelling ([LETRS](#)) professional development for 350 K-3 educators, 51 preschool educators, 89 administrators, and the 16 Regional Early Literacy Specialists;
- 4) Collaborating with Voyager Sopris Learning to design and disseminate online LETRS professional development and virtual coaching webinars;
- 5) In-person professional development to district administrators and Regional Early Literacy Specialists, provided by Dr. Tim Shanahan, on what constitutes and how to implement high quality, evidence-based early language and literacy instruction;
- 6) Designing of, creating professional development for, and implementing the instructional coaching component as both an implementation support and a clearly defined intervention;
- 7) Professional development on, implementing, and gathering reliability and validity data on the Reading Tiered Fidelity Inventory, which is a tool completed by a trained facilitator to measure the extent to which a school's Multi-Tiered Systems of Support (MTSS) for language and literacy is being implemented as intended;
- 8) Continuing to fund and organize language and literacy professional development and coaching for teachers, Regional Early Literacy Specialists, ODE and State Support Team staff, building administrators, and district coaches;
- 9) Hiring and collaborating with J. Averitt Consulting to create and implement a data dashboard. The data dashboard allows state, regional, and local staff opportunities to upload data, view data in real time, and access reports;
- 10) Hiring and collaborating with external evaluators at the University of Cincinnati's Evaluation Services Center to develop a high quality evaluation plan, including multiple methods for data collection, analysis, and reporting back to the state and its stakeholders;
- 11) Developing the online early literacy tool kit for scaling up the evidence-based practices in additional districts, based on implementation science; and
- 12) Determining and implementing multiple ways to communicate these efforts to stakeholders throughout the state.

Effectiveness of the infrastructure changes and the evidence-based early language and literacy practices can only be determined through high quality formative and summative evaluation. During Phase I of the SSIP, ODE developed a theory of action, which described the five strategic focus areas (i.e., parent partnerships, teacher capacity, collaborative structures, Multi-Tiered Systems of Support, and shared leadership) identified to achieve improved early literacy outcomes and college and career readiness for students with disabilities. In Phases II and III of the SSIP, ODE and its stakeholders put this Phase I theory of action into practice. ODE's SSIP Core Team and the SSIP Stakeholder Team developed a logic model aligned to the theory of action that outlined the resources needed (i.e., inputs, such as LETRS professional development modules). This workgroup defined the implementation objectives and specific goals/strategies (i.e., outputs, such as professional development for teachers and principals), and the short,

medium, and long-term outcomes for this work (e.g., improved teacher knowledge of early language and literacy development, improved early literacy scores for children in preschool through third grade, enhanced parent engagement). The team developed the logic model using the implementation drivers framework (e.g., organization, competency, and leadership) as a guide (Fixsen, Blase, Naoom, & Duda, 2013). The SSIP Core Team identified eight evaluation questions based on the logic model. The SSIP Stakeholder Team was instrumental in analyzing the quality, relevance, and usefulness of the evaluation questions and suggesting changes. The team identified multiple sources of data needed for the evaluation.

In November of 2016, ODE contracted with the Evaluation Services Center at the University of Cincinnati (UC) to serve as the external evaluator for the SSIP. ODE has been working closely with the team from UC to determine what, when, and how data are collected, analyzed, reported, and utilized for evaluating process and impact and making mid-course modifications. The evaluation plan includes the topics of professional development, language and literacy coaching, student outcomes, and family and community engagement. Implementation schedules for both Cohort 1 and 2 have been developed, as has a conceptual model. The evaluation plan will use a mixed-methodology approach which will give the state multiple sources of data on which to make decisions. The complete evaluation plan is described in detail in the “Data on Implementation and Outcomes” section of this report.

Evaluation data have been collected since the onset of the SSIP Early Literacy Plan and are an integral part of the practice-to-policy feedback loops built into this work. These data have aided the staff at ODE in making changes to several parts of the Early Literacy Plan, including: 1) updating the District Partnership Agreements for Cohort 2 to more accurately reflect the expectations and timelines; 2) amending professional development times so that district administrative staff have access to the content earlier in the school year; 3) recognizing the need to have additional professional development on content coaching; and 4) identifying the impact of district differences with implementation and differentiating the support to meet all of their needs. As the evaluation plan becomes fully executed, additional sources of data will be used to make further decisions regarding the implementation of this comprehensive early language and literacy program.

The additional SSIP Phase III reports, due in April of 2018-2020, will describe the progress made toward meeting the short, medium, and long-term early literacy outcomes outlined within the logic model, any modifications made to the infrastructure and evidence-based practices based on the evaluation data, and the efforts towards scaling up this initiative in additional districts while planning for sustainability at all levels.

## Introduction

Over the past three years, the Ohio Department of Education (ODE), its partners, and stakeholders have been strategically developing a State Systemic Improvement Plan (SSIP). As part of the Phase I SSIP, ODE staff and stakeholders reviewed multiple years' worth of data for children ages 3-21 who have disabilities. Members of the SSIP Stakeholder Team (see Appendix C) agreed that there is a need to focus on college and career readiness for students with disabilities. The state-level data showed that the gap between targets and performance was largest for reading and math state assessments. Citing research and additional data sources (e.g., discussions with stakeholders about existing infrastructure, Ohio's current legislated priorities), ODE staff and stakeholders opted to focus and leverage existing resources on improving early literacy outcomes for all children in preschool through grade three, including children with disabilities, in the state of Ohio. The performance measures for the SSIP have been designated as the "state-identified measurable results (SIMR)." For a comprehensive description of this decision-making process and the data that Ohio's team used to make this decision, please see the State Systemic Improvement Plan [Phase I report](#).

The specific intent of this Results Driven Accountability initiative is to measure progress in early literacy outcomes in districts selected for strategic assistance, and includes two related state-identified measurable results:

- 1) The first measure is built on Indicator 3c of the Annual Performance Report, which examines reading and mathematics proficiency rates for students with disabilities:
  - *The percentage of students with disabilities scoring proficient or above on Ohio's Third Grade English Language Arts Achievement Test.*
- 2) The second measure is based on data from Ohio's Report Card that uses results from reading assessments to identify students in kindergarten through third grade as "on track" or "not on track" for reading proficiency:
  - *The percentage of all kindergarten through third grade students who are on track for literacy, as measured by state-approved reading assessments.*

These measures reflect the integration of an agency-wide focus on early language and literacy, and are based on subsets of measures developed for and included in Ohio's Elementary and Secondary Education Act Flexibility Waiver.

ODE made two adjustments, with stakeholder input, to the original SIMRs proposed in Phases I and II of the SSIP. First, the state of Ohio recently changed its statewide assessment, which required ODE to reset the baseline for the first SIMR. ODE presented options for SIMR targets to the SSIP Stakeholder Team at their meeting on March 10, 2017. During the meeting, ODE staff reviewed supporting data with stakeholders and gave them time to ask questions, discuss the options among their peers, and vote using consensus on the most appropriate option for



measuring progress on Ohio’s SSIP. Second, ODE revised both SIMRs for measurement at the building level rather than the district level. Stakeholders agreed that it was appropriate to change the unit of measurement from “districts” to “schools,” as it is more accurate to focus on those school buildings within the district where the early language and literacy plan activities are being implemented than to focus on the district as a whole. Districts participating in Cohort 1 may have only one or two buildings participating, which would not be representative of the district. Stakeholders had the opportunity to ask questions about and provide input on this change as well.

Ohio’s stakeholders, along with ODE staff, reached consensus on targets for both measures:

**State-Identified Measurable Result 1:**

The percentage of students with disabilities in Cohort 1 schools scoring proficient or above on Ohio’s Third Grade English Language Arts Achievement Test.

**Baseline and Targets**

FFY	2015-2016	2016-2017	2017-2018	2018-2019
<b>Target</b>	18.20% (Baseline)	27.30%	30.00%	33.00%

- ODE established the targets with the SSIP Stakeholder Team and Ohio’s State Advisory Panel for Exceptional Children, after review of historical data, projections of trends, and disaggregated data by student demographics.
- The updated targets align with the third-grade reading proficiency rate targets that Ohio uses for all districts’ annual special education ratings (i.e., determinations).

**State-Identified Measurable Result 2:**

The percentage of all kindergarten through third grade students in Cohort 1 schools who are on track for literacy proficiency, as measured by state-approved reading assessments.

**Baseline and Targets**

FFY	2015-2016	2016-2017	2017-2018	2018-2019
<b>Target</b>	56.30% (Baseline)	56.30%	64.00%	75.00%

- There is already a focus on this measure with Ohio's Third Grade Reading Guarantee. Focus has increased with the addition of a letter grade component to each district's Local Report Card specific to this measure.
- ODE established the original and updated targets with the SSIP Stakeholder Team and the State Advisory Panel for Exceptional Children. To set the stage for target setting, ODE staff summarized the data analyses leading to the state-identified measurable results, key

components of the infrastructure analysis, root causes for poor performance, and the proposed theory of action. The entire group discussed the recommendations, reached consensus on one set of targets, and voted to adopt them.

- The updated targets align with the new baseline data for this measure, due to revision of the SIMR for measurement at the building level rather than the district level for Cohort 1 schools.

The rest of this Phase III report describes the activities completed during the past year and the progress towards the intended improvements, relative to the Early Literacy Plan within Ohio. Some of the activities include making changes to systems and infrastructure development, the planning for and implementing of selected evidence-based practices in local school districts, and preparing a comprehensive evaluation plan which will guide current and future systemic improvement efforts around early literacy. Ohio's SSIP Core Team continues to lead the development of every component of the SSIP, with the ongoing support and guidance from multiple stakeholders and technical assistance providers. Ten ODE staff members from several offices within the agency (Office for Exceptional Children, Office of Early Learning and School Readiness, and the Center for Curriculum and Assessment) form the SSIP Core Team. This team works in partnership with external evaluators to develop data collection, data quality, and analysis strategies. This report describes the procedures by which the evaluation data are being used to make decisions, as well as all modifications to the plan. ODE hired an internal project manager to ensure the team adhered to the timelines, scope and requirements for SSIP implementation. This report covers technical assistance and other available supports that ODE accessed during the last year, as well as plans to sustain and scale up this initiative over time.

## Progress in Implementing the SSIP

### *Evidence-Based Early Literacy Instruction*

To improve early language and literacy outcomes for all students in preschool through grade three, including students with disabilities, ODE created an Early Literacy Plan, a theory of action, and a logic model that describes numerous activities. Within the overall Early Literacy Plan, ODE identified two evidence-based practices to implement at the district level. Evidence-based practices have been defined as those procedures that are based on rigorous and systematic scientific research and have demonstrated evidence of effectiveness (Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005). The primary evidence-based practice selected for Ohio's SSIP is implementing professional development and coaching on Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS is based on decades of research on how children learn to read including the neurobiological basis of reading development (Voyager Sopris Learning, Inc., 2016). The second evidence-based activity is the provision of coaching for district and regional staff. Coaching serves as both the innovation and as part of the implementation, which are foundational to the Early Literacy Plan. Research supports the use of literacy coaching as an effective way to improve instructional skills of teachers and student outcomes (Cantrell & Hughes, 2008; Carlisle & Berebitsky, 2011; Shidler, 2009). Shidler (2009) suggested that there are

four specific components to effective coaching, including: 1) coaches who are knowledgeable and can provide coaching specific to the content; 2) the ability of the coach to physically demonstrate different instructional practices; 3) time to observe the teacher using the instructional skills; and 4) time for the coach and teacher to reflect on the content and the implementation of the content. The Early Literacy Plan outlined by ODE and its stakeholders relies heavily on the implementation of both of these evidence-based practices (content specific professional development and language and literacy coaching) to improve outcomes for children with disabilities throughout the state.

Ohio's focus on building teacher capacity to provide high quality, evidence-based, early language and literacy instruction and intervention required a detailed plan that outlined expectations at each level and incorporated the other key components identified in the Phase I theory of action (parent partnerships, teacher capacity, collaborative structures, Multi-Tiered Systems of Support, and shared leadership). A team of ODE staff, staff from the State Support Teams, the Regional Early Literacy Specialists, and the SSIP Stakeholder Team led the development of this plan to support implementation of evidence-based language and literacy practices. Research on continuous improvement, Universal Design for Learning, implementation science, and Multi-Tiered Systems of Support guided and impacted all elements of this action plan and will be used to further support this work. The action plan defines the specific early language and literacy activities districts will implement as part of the SSIP. These activities are designed to promote gains in early language and literacy skills for students in preschool through grade three, with accelerated rates of improvement for students at the greatest risk of reading difficulty. This section of the report includes a description of all implementation activities executed—to date—and how stakeholders continue to be involved in all aspects of the planning, implementation, and evaluation of this plan.

The majority of early literacy activities this year focused on building high quality, evidence-based, early language and literacy instructional strategies at the local and regional levels. To that end, the 2016-2017 year started with a plethora of professional development activities provided to the Regional Early Literacy Specialists, district coaches, teachers, and administrators who are all part of Cohort 1. These activities are described below and within the logic model (see Appendix B).

### **Language Essentials for Teachers of Reading and Spelling (LETRS)**

The Regional Early Literacy Specialists, district coaches, teachers, intervention specialists, and administrators received in-person professional development on language and literacy research-based practices utilizing LETRS professional development. The scope and sequence of the language and literacy research-based practices can be found in Appendix D. Voyager Sopris Learning's national trainers provided the early literacy content over three days during 2016-2017 for educators in grades kindergarten through grade 3. Preschool staff participated in a two-day session in late August/early September. ODE contracted with Voyager Sopris Learning to provide professional development in three regional sites throughout the state. The dates, regions, and intended audiences are listed in the 2016-2017 LETRS Professional Development Calendar

document in Appendix E. Cohort 1 administrators received LETRS professional development in January of 2017, while teachers started their professional development in August of 2016. Cohort 2 administrators will receive their professional development in June 2017 while their teachers will begin in-person LETRS professional development in August of 2017.

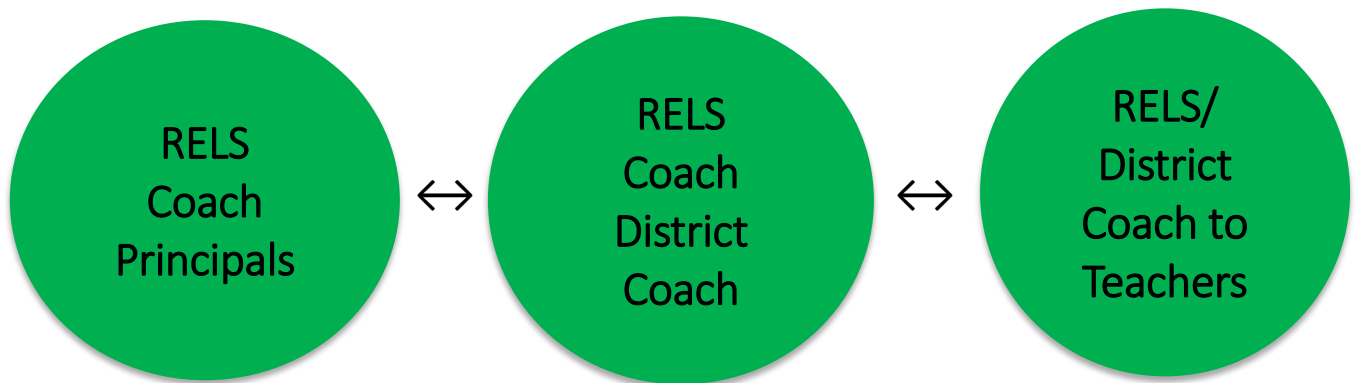
Additionally, teachers, administrators, intervention specialists, district coaches, and Regional Early Literacy Specialists participate in online LETRS modules created by Voyager Sopris Learning. The first four units were designed to be completed by the end of the 2016-2017 academic year in accordance with the LETRS professional development dates. Voyager Sopris Learning collects data on the progress of online learners, which allows supports to engage when districts are struggling to complete the online modules.

The content of LETRS professional development includes a total of eight units, which are separated into two sets of four (i.e., Units 1-4 and 5-8). Each unit contains eight sessions. The following topics are covered within the different units: The Challenge of Learning to Read; The Speech Sounds of English; Teaching Beginning Phonics, Word Recognition, and Spelling; Advanced Decoding, Spelling, and Word Recognition; The Mighty Word—Oral Language and Vocabulary; Digging for Meaning—Understanding Reading Comprehension; Text-Driven Comprehension Instruction; and The Reading-Writing Connection. Each unit contains a summary of the information presented. Checks for understanding and bridges to practice are woven throughout the online learning platform. Participants are required to take and pass quizzes at the end of each unit. The online learning component also provides an opportunity for participants to complete two case studies and build portfolios of progress for these two cases.

Voyager Sopris Learning and the SSIP Core Team developed two strategies to recognize teacher participation in and incentivize completion of the professional development. Participants who meet minimum criteria receive a “certificate of mastery.” This certificate requires total mastery of all content assessments, scoring 80% or higher. Teachers who do not meet this requirement receive a “certificate of completion.” Both certificates document the number of professional development hours completed and can be used to document activities to meet the individual’s professional development plan. Participants who meet additional criteria have the opportunity to apply for and receive graduate credit through a local university.

## Coaching

Coaching is an integral part of the overall Early Literacy Plan. ODE staff created the initial Language and Literacy Coaching System, which outlines the expectations of the Regional Early Literacy Specialists and the district coaches, using Dr. Jennifer Pierce’s work on coaching as a guide. The coaching system, as with all other components of the Early Literacy Plan, will be modified based on evaluation data and identified needs.



Ohio has learned that it is critical to provide support through **systems level** coaching as well as practice/content/**classroom level** (building coach/teacher level) coaching. The Regional Early Literacy Specialists serve as content coaches to build Ohio’s capacity for supporting implementation of early language and literacy evidenced-based instructional practices. These specialists work to coach and develop building leadership, building literacy coaches, classroom teachers, and intervention specialists. The building literacy coaches are being developed and/or supported to work closely with building administrators as well as coach teachers in the implementation of early language and literacy evidenced-based instructional practices.

The Regional Early Literacy Specialists are expected to maintain a strong communication loop and partnership with the building literacy coach, building principal, the building leadership teams, and the teacher-based teams. Their primary goal in year one of implementation is to coach building leadership, the district coach, and teachers on evidence based language and literacy instructional practices and the application of the practices represented in the LETRS professional development series. In addition to these topics, it is imperative that the Regional Early Literacy Specialists support the district and school staff in the planning, sequencing, and scaffolding of instruction, data collection and analysis, and modeling of effective language and literacy practices for all students.

ODE provides monthly face-to-face professional learning for the Regional Early Literacy Specialists to increase knowledge, provide feedback as to district and program progress, share application ideas, and receive guidance on program implementation. In addition, the monthly meetings facilitate networking between Cohort 1 and Cohort 2 Regional Early Literacy Specialists and provide opportunities to expand learning and strengthen the specialists’ knowledge of effective coaching practices. For example, on March 22, Cohort 1 and Cohort 2 Specialists participated in a school- based demonstration of “modeling effective instruction” provided by Dr. Susan Nolan. This professional learning addressed a need identified by Regional Early Literacy Specialists during their monthly planning discussions for explicit modeling of evidence-based language and literacy skills and practices for students struggling with early literacy skills (specifically phonological awareness).

The Regional Early Learning Specialists are provided “virtual coaching sessions” hosted by Voyager Sopris Learning. These sessions take place bi-monthly to support the LETRS content for each unit. Each session is recorded so that Regional Early Literacy Specialists and district coaches have future access to the content. At this time, the virtual coaching sessions focus more on building language and literacy content knowledge than on best practices in coaching. ODE staff are working closely with the Voyager Sopris Learning team to better design a framework for coaching. ODE is also working with Voyager Sopris Learning to modify the focus of these virtual professional development sessions to be more inclusive of elements for effective language and literacy coaching.

The Regional Early Literacy Specialists also received coaching professional development from Dr. Jennifer Pierce, from the National Center for Systemic Improvement. Dr. Pierce created the *Coaching Fidelity Tool*, which has a scoring rubric and worksheet that are intended to measure a coach’s ability to effectively observe teachers, model appropriate behavior, provide feedback on the teacher’s performance, and determine strategies used by the coach to build alliances with the teacher. The ODE leadership team is evaluating this tool for future use.

Coaching intensity data are being collected to aid in determining the effectiveness of coaching. The structure of coaching is determined by the intensity. This intensity is being measured by the frequency of coaching, the length of each coaching session, and the duration of coaching from the first coaching session to the last (Powell & Diamond, 2013). In addition, the Regional Early Literacy Specialists worked collaboratively with ODE staff to create coaching tools that are tightly aligned to the professional development content. These tools will be used to capture the content of the coaching sessions, as well as coaching processes being included. Ohio aims to develop an effective and robust approach to early literacy coaching: embracing both systems and classroom level coaching.

Dr. Chris Rauscher, a senior technical assistance consultant from the Great Lakes Comprehensive Center/American Institute for Research, provides technical support to the ODE team. Dr. Rauscher shares her knowledge of state initiatives outside of Ohio and what those states have learned with respect to supporting language and literacy instruction and coaching. Dr. Rauscher has been instrumental in providing a national perspective, assisting in planning, and helping ODE consider the “big picture” of sustainability. ODE leadership will continue to collaborate with Dr. Rauscher, especially when considering scalability.

In order to develop a clear, consistent coaching model that will support coaching of language and literacy content that can be implemented with fidelity, selected Regional Early Literacy Specialists and ODE staff will attend a week-long instructional coaching institute provided by Dr. Jim Knight of the Instructional Coaching Group. Jim Knight (2017), states, “To succeed, Instructional Coaches need deep knowledge and skills in at least six essential domains: (1) adult learning, (2) an instructional coaching cycle, (3) using video recordings to gather data, (4) instructional practices described in an instructional playbook, (5) communication skills, and (6) leadership skills” (p. 1).

Implementation of the Jim Knight coaching methods will be immediate. ODE anticipates that the Regional Early Literacy Specialists trained will provide professional development to the remaining regional consultants in late spring/early summer of 2017. Field implementation of these methods will occur during the 2017-2018 school year, as all 16 of the Regional Early Literacy Specialists will use the Jim Knight methods within their partner districts as part of the Early Literacy Plan. The Regional Early Literacy Specialists will continue to mentor/work alongside district coaches, using Jim Knight's methods, to increase long-term sustainability. According to Joyce and Showers (2002), when staff development includes coaching, the level of content application is around 95%. By using Jim Knight's coaching design methods, ODE anticipates a more successful implementation and sustainability rate within the Early Literacy Plan and beyond.

### Reading Tiered Fidelity Inventory (R-TFI)

In addition to the specific LETRS content, systems and classroom coaching, Cohort 1 Regional Early Literacy Specialists received professional development on the Reading Tiered Fidelity Inventory (R-TFI) Tier 1. This assessment tool was developed in Michigan to support school leadership teams in determining the effectiveness of their Multi-Tiered System of Support. Dr. Kim St. Martin, from Michigan's Integrated Behavior and Learning Support Initiative, helped train the Regional Early Literacy Specialists in the facilitation of the R-TFI with building leadership teams. The R-TFI process guides building leadership teams in examining building level language and literacy Multi-Tiered Systems of Support, including the analysis and use of data for instructional planning. These data and processes result in developing a building-wide language and literacy plan by determining goals based on the lowest scoring elements of the R-TFI Tier 1. Across the first two years of implementation, each district will take part in all three tiers of the R-TFI data collection. Currently, baseline data have been collected on the R-TFI for Cohort 1. Baseline data for Cohort 2 will be collected in late spring of 2017. These data will continue to be used by the Regional Early Literacy Specialists to develop appropriate, systems-level coaching topics. An example of the R-TFI can be found on the Michigan Integrated Behavior and Learning Support Initiative [website](#). Data gathered from Cohorts 1 and 2 will assist in the continuing measurement of standardization for this tool.

### Evidence-Based Early Literacy Instructional Practices

ODE staff host regularly scheduled webinars called, "Administrator Forums." These forums are intended for district administrators along with Regional Early Literacy Specialists and district coaches, to provide implementation updates, share district experiences, and ask questions. Administrators also have opportunities to delve deeper into systems-level content, such as motivating adult learners, principal language and literacy walk-throughs, etc. Participants in the webinars discuss barriers to implementation and work to solve problems by addressing such barriers. Each forum is recorded for future access for all participants and those administrative teams who were not available for the live webinar.

In order to build regional and building level capacity for supporting evidence-based language and literacy practices, Cohort 1 and 2 Regional Early Literacy Specialists, district administrators, district coaches and additional State Support Team staff attended professional development provided by Dr. Tim Shanahan, literacy expert, on best practices in early literacy instructional strategies. Dr. Shanahan’s professional development provided educators with the “big picture” of implementing a high quality, Early Literacy Plan within districts/ buildings. The professional learning session assisted educators with the understanding that, no matter what literacy curriculum is being used at the district level, there are specific, evidence-based skills and strategies related to effective language and literacy instruction that support improving literacy outcomes for young children.

Similarly, Dr. Susan Nolan, literacy expert from Ohio University, offered site-based professional development to support the Regional Early Literacy Specialists and district coaches supporting explicit instruction in the skills and strategies of proficient reading (i.e., phonological awareness and phonics). Dr. Nolan modeled the use of individual student diagnostics and progress monitoring to inform instruction for individual, small, and whole group instruction. ODE will continue to collaborate with Dr. Nolan to build Regional Early Literacy Specialists’ confidence in modeling evidence-based instruction for classroom teachers as well as intervention specialists.

### Curriculum-Based Measurement Tool (CBM)

As part of the District Partnership Agreement, districts who have opted to participate in this work are obligated to collect student-level data from a curriculum-based measurement tool. These tools are intended to support teachers in progress monitoring and using the appropriate interventions based on each child’s individual needs. In Ohio, SSIP partner schools agreed to use either DIBELS Next or AIMSweb in consideration of meaningful data analysis as a part of Ohio’s SSIP implementation. Both tools are available online and are standardized. Professional development on the specific tools has been provided to Regional Early Learning Specialists. Dr. Stephanie Stollar provided in-person professional development on DIBELS Next for both cohorts. Regional Early Literacy Specialists completed two DIBELS online courses as a prerequisite to participating in the DIBELS Next Mentor Workshop with Dr. Stollar. AIMSweb professional development is available in an online format. Each district was responsible for training their teachers on the curriculum-based measurement tool.

### Data Dashboard

Regional Early Literacy Specialists, ODE staff, district coaches, and the external evaluation staff all received professional development on the content and use of the data dashboard. Ms. Jennifer Averitt is the developer and data manager for J. Averitt Consulting. Ms. Averitt has worked intensely with ODE to develop a functional and relevant dashboard. The purpose of creating and maintaining the data dashboard is to support efforts to document and evaluate the early literacy pilot implementation, provide summary reports that help the Regional Early Literacy Specialists monitor teacher progress and performance, identify and track coaching needs, and monitor student improvement in specific skill areas related to language and literacy instruction. The data



dashboard contains “real-time” data from several sources (i.e., building, teacher, and child-level data), including CBM data, R-TFI data, professional development data, a professional activities calendar, the Coaching Fidelity Tool worksheet, the Coaching Fidelity Tool rubric, coaching logs, professional development opportunities, and more. Cohort 1 building staff can upload CBM data and Regional Early Literacy Specialists are currently uploading R-TFI data, along with coaching intensity into the coaching log tab of the dashboard. ODE is currently working with Ms. Averitt to ensure that data reports can be downloaded by the different users to meet their needs. An example of the tabs within the data dashboard can be found in Appendix F. It will be possible, throughout the entirety of the SSIP, to modify the data dashboard to best suit the needs of the districts, the regions, the state, and the external evaluators.

### *Alignment to Existing Current State Initiatives*

The state of Ohio currently has a number of initiatives related to improving early literacy. A complete list of these initiatives can be found in the [Phase II SSIP report](#). ODE is leveraging existing infrastructure, including the Ohio Improvement Process, which helps to inform the district’s Comprehensive Continuous Improvement Plan, Reading Achievement Plan development, and the Third Grade Reading Guarantee to support Ohio’s Early Literacy Plan. The hiring of an early literacy administrator in the Center for Curriculum and Assessment (Dr. Weber-Mayrer) further illustrates the department’s commitment to building a strong literacy foundation across the state. The role of the administrator is to align various language and literacy initiatives across all offices within ODE.

In the previous year, ODE administrators realigned the work scope for specific staff in the Office for Exceptional Children, the Office of Early Learning and School Readiness, and the Center for Curriculum and Assessment to devote more capacity to SSIP development, implementation, and evaluation (i.e., data collection, analysis, and reporting). This year ODE, in partnership with the 18 Regional Early Literacy Specialists, have curated resources and made available high quality, evidence-based early language and literacy information to SSIP partner schools and any other interested districts. This work has aided in building greater early literacy capacity and targeted early language and literacy support for all students at both the district and regional levels. ODE staff have developed an online [literacy toolkit](#). The purpose of this toolkit is to assist districts, schools, and teachers in implementing evidence-based language and literacy instruction. The toolkit contains organized, available tools pertaining to instruction, lesson design, and assessment. Materials contained in Ohio’s Early Literacy Toolkit are drawn from both internal and external sources and will evolve over time. A [Family and Community Support Toolkit](#) was also developed to provide resources to build upon the natural learning opportunities that occur within a child’s daily routine in the home and community. The resources contained in this toolkit provide encouragement to families and caregivers in supporting the early language and literacy development of children in their care. Just like the literacy toolkit, the materials contained in the Family and Community Support Toolkit are drawn from both internal and external sources and will evolve over time. ODE created a website that directly ties the SSIP Early Literacy Plan with the Third Grade Reading Guarantee. The information provided on the website and within the toolkits takes the evidence-based early language and literacy instruction well beyond the Cohort

1 schools (i.e., pilot sites) and disseminates the information to any interested stakeholders (e.g., parents, school personnel, community businesses, other state departments).

Importantly, Senate Bill 21 2013 (TGRG legislation) requires any traditional district and community school (i.e., charter school) to submit a Reading Achievement Plan if they meet both of the following criteria, as reported on the past two consecutive report cards issued for that district or school under section 3302.03 of the Revised Code: (1) The district or school received a grade of "D" or "F" on the kindergarten through third-grade literacy progress measure under division (C)(3)(e) of section 3302.03 of the Revised Code. (2) Less than sixty percent of the district's students who took the third grade English language arts assessment prescribed under section 3301.0710 of the Revised Code during the most recent fall and spring administrations of that assessment attained at least a proficient score on that assessment. In 2016-2017, nine traditional districts and 60 community schools met this requirement. ODE anticipates up to 350 districts/schools will be required to submit these plans in 2017-2018. The development of the toolkits as well as the implementation of R-TFI Tier 1 within the SSIP has provided strong foundation for the state to invest in additional R-TFI professional development for State Support Team personnel. This illustrates another example of how the department is using the knowledge gained through the SSIP work to meet the needs of districts outside of the pilot, thus building the capacity of regional teams (within SSTs) to support additional districts.

A final example of aligning department language and literacy initiatives is the revision of a new model curriculum for English Language Arts. The Center for Curriculum and Assessment has been instrumental in the past in developing comprehensive standards as well as designing a model curriculum to be rolled out statewide. As a result of the SSIP work, the expertise of the Regional Early Literacy Specialists will be accessed as the first reviewers of the new model curriculum for preschool through grade three. The investment in developing regional experts is proving extremely important as ODE continues to support state and regional efforts.

### *Intended Outputs*

ODE met all the initial intended outputs that are described within the logic model. Goal 1 in the logic model concentrates on the research-based language and literacy professional development and coaching necessary to improve early literacy outcomes for students in Ohio. The outputs for that goal focus on providing professional development to teachers, district coaches, school teams, administrators, and Regional Early Literacy Specialists. There is also attention placed on instructional coaching, provided within the framework of the Ohio Improvement Process.

Goal 2 in the logic model aims to improve the capacity of the SSIP districts with implementing data-driven systems, infrastructure changes, and external partnerships critical to this work. Cohort 1 school teams have been trained on using data for screening, progress monitoring, and instructional decision making within a Multi-Tiered System of Support. This professional development will continue for both Cohort 1 and Cohort 2 districts. The work of family and community partnerships to promote early language and literacy development is dependent on

the work of the district- and building-level teams. This work, as described in the logic model, will begin in Year 3 of the SSIP.

Goal 3 in the logic model describes the importance of engaging leadership within all SSIP districts. The progress toward meeting each of these outputs is described in the section above. The plans for meeting these outputs in future years is described in the “Plans for Next Year” section of the report.

### *Stakeholder Involvement*

As in years past, stakeholders add tremendous value to the development of and decision-making for Ohio’s Early Literacy Plan. Multiple stakeholder groups meet to provide input, review data, address barriers, and identify solutions. The input stakeholders provide is captured, most often, in meeting minutes, online webinar chat formats, and via email. A table of the different stakeholder groups, how often they meet, and the topics they discuss is provided below.

**Table 1: 2016-2017 SSIP Stakeholder Involvement**

Stakeholder Group	Meeting Topics	Future Involvement
SSIP Stakeholder Team	<ul style="list-style-type: none"> <li>• Set new targets for SIMRs</li> <li>• Review implementation data</li> <li>• Review evaluation plan and provide input</li> </ul>	Two meetings in 2017-2018. This group will review evaluation data and support ODE in making modifications based on the data.
State Advisory Panel for Exceptional Children	<ul style="list-style-type: none"> <li>• Review and adopt SIMR targets suggested by SSIP Stakeholder Team</li> <li>• Review evaluation data</li> </ul>	This group meets four times per year. The SSIP is a standing agenda item for this group.
State Support Team Directors	<ul style="list-style-type: none"> <li>• Provide input into SSIP activities, assist with district recruitment, and participate in district invitational meetings</li> <li>• Communicate with district administrators about the district partnership agreement and alignment between Ohio’s Early Literacy Plan and other state initiatives, such as Ohio’s State Personnel Development Grant</li> </ul>	This group will continue to meet at least quarterly to discuss SSIP activities, review data, and make data-based decisions at the regional level.

Stakeholder Group	Meeting Topics	Future Involvement
	<p>(SPDG) and the Ohio Improvement Process</p> <ul style="list-style-type: none"> <li>• Oversee day-to-day operations of Regional Early Literacy Specialists, OIP Facilitators and other staff involved in SSIP implementation</li> </ul>	
Regional Early Literacy Specialists	<ul style="list-style-type: none"> <li>• Review and discuss implementation activities</li> <li>• Review implementation data</li> <li>• Provide feedback to ODE regarding all aspects of program content and implementation, including the online learning platform, face-to-face sessions, and data dashboard</li> <li>• Share experiences and provide input to the design of Cohort 2 Regional Early Literacy Specialists activities</li> <li>• Provide feedback on issues that impact systems level (district/building) implementation</li> <li>• One-on-one calls with ODE to gather individual feedback on the implementation activities (practice to policy feedback loop)</li> </ul>	<p>These meetings will continue each month. SSIP activities are on every agenda. The one-on-one calls will be conducted at least once per year.</p>
Administrator Forums	<ul style="list-style-type: none"> <li>• Participate in and provide administrator feedback on language and literacy leadership professional development</li> <li>• Review and discuss implementation activities</li> <li>• Review implementation data</li> <li>• Build systems-level language and literacy content to support teacher professional development (face-to-face, online, and coaching)</li> </ul>	<p>These meetings will continue quarterly.</p>

Stakeholder Group	Meeting Topics	Future Involvement
Ohio Department of Education, Office for Exceptional Children’s Leadership Summits	<ul style="list-style-type: none"> <li>Present Ohio’s Early Literacy Plan, including information on evidence-based language and literacy skills, strategies, best practices, R-TFI, and other tools, in four regions throughout the state</li> </ul>	ODE is exploring the format for state or regional summits in 2017-2018.
Dean’s Compact on Exceptional Children	<ul style="list-style-type: none"> <li>Early Literacy Plan information was shared with the following stakeholder groups: the Consortium of Higher Education Personnel, the Association of Administrators of State and Federal Programs, the State Advisory Panel for Exceptional Children, and the Ohio Association of People Service Administrators</li> </ul>	ODE staff will continue to present updates and ask for feedback from this group in 2016-2020

As previously described in the “Introduction” section of this report, the SSIP Stakeholder Team provided direction to ODE on appropriate targets for the SIMR. This group, as well as all the other stakeholder groups listed within the table, have had frequent opportunities to hear about the implementation activities, ask questions regarding those activities, and provide insight into how best to implement this complex and important plan. Agendas for many of the SSIP stakeholder meetings are provided in Appendix G.

ODE has always regarded the involvement of stakeholders as a critical, necessary, and highly valued component to any state plan. For the rest of the SSIP implementation period, ODE will gather the SSIP Stakeholder Team at least twice each year to review implementation data, provide guidance on potential modifications, and disseminate the results of the SSIP to the constituencies they represent. The SSIP Core Team reviewed and updated the stakeholder team membership to ensure that stakeholders represented the background, expertise, and constituents important to engage and support Phase III efforts. The team added new members to strengthen expertise in the following areas:

- Emergent Literacy (preschool representation)
- Institutes of Higher Education and Personnel Preparation Institutions
- External Evaluation
- Family Engagement
- Reading/Literacy Research and Practice
- Cohort 1 and 2 SST Directors
- Cohort 1 and 2 Regional Early Literacy Specialists

- Cohort 1 district administrators,
- State Personnel Development Grant

ODE will review the SSIP Stakeholder Team membership annually to ensure that all invested partners are represented. ODE also intends to create and implement a communication plan that will include how best to communicate to stakeholders the numerous sources of data being collected as part of this Early Literacy Plan. Communication preference data from previous SSIP Stakeholder Team meetings will be used to guide the development of this communication plan.

## Data on Implementation and Outcomes

A team of ODE staff, State Support Team directors, external consultants, and stakeholders representing various organizations and agencies throughout the state (see Appendix C) led Ohio’s evaluation planning efforts. The evaluation plan developed through these efforts measures both the process and impact of implementing evidence-based instructional practices to support gains in early language and literacy skills for students in preschool through grade three, with accelerated rates of improvement for students at the greatest risk of reading difficulty. ODE used tools developed by national technical assistance centers, such as the implementation hexagon developed by the State Implementation and Scaling-up of Evidence-based Practices Center (2013a), to aid in the development of data, infrastructure, and evaluation systems.

The evaluation is a mixed methods design (Creswell, Klassen, Plano Clark, & Smith, 2011), using both quantitative and qualitative data with ongoing feedback for program improvement. Realizing the complexity and the different stakeholder levels involved in the systems of support for this initiative, the evaluation is being conducted within the concept of system dynamics (Raimondo, Vaessen & Bamberger, 2016), through which the system of support for language and literacy professional development will be documented, described, and explored during the five-year evaluation. The evaluation plan addresses each strand of the theory of action: parent partnerships, teacher capacity, collaborative structures, Multi-Tiered Systems of Support, and shared leadership. ODE personnel and the external evaluators have targeted the focus of the evaluation plan on 1) professional development; 2) language and literacy coaching; 3) student and teacher outcomes; and 4) family and community engagement.

### *Evaluation Questions, Data Sources, Data Collection, and Associated Timelines*

Each evaluation question, the theory of action strand it represents, the source(s) of data, collection procedures, and associated timelines are presented in Table 2.

Table 2: Evaluation Data Collection Plan

Evaluation Question	Theory of Action Strand	Proposed Measure(s)	Collection Timeline
To what extent did the teachers of students in preschool-grade 3 implement early language and literacy core instruction using evidence-based practices with fidelity, as assessed using the Language Essential for Teachers of Reading and Spelling (LETRS) knowledge post-test and the Keys to LETRS Implementation Tool?	Teacher Capacity, Multi-Tiered Systems of Support, Shared Leadership	Language Essentials for Teachers of Reading and Spelling (LETRS) post-test, Keys to LETRS Implementation tool	Three times per year (fall, winter, spring) for Keys to LETRS Implementation tool (due October, February, May)
To what extent did instructional coaches support teachers in the use of evidence-based early literacy practices, as documented by the coaching data?	Collaborative structures, Multi-Tiered Systems of Support, and Shared Leadership	Coaching Fidelity Tool Coaching log	Annually, starting in the winter of 2018 (due March 30) Coaching log data are collected continuously
To what extent did the teachers of students in preschool-grade 3 use data literacy skills to implement screening, progress monitoring, and instructional decision making with fidelity, as assessed by the Reading Tiered Fidelity Inventory?	Teacher Capacity, Multi-Tiered Systems of Support, Shared Leadership	Reading Tiered Fidelity Inventory	Fall of Year 1 for each incoming cohort (Tier 1 section only) and then annually in the spring
To what extent was the implementation of early literacy and language core instruction and interventions supported by the Ohio Improvement Process (OIP) shared leadership structures at the district, building, and teacher levels, as assessed by the Reading Tiered Fidelity Inventory?	Collaborative Structures, Multi-Tiered Systems of Support, Shared Leadership	Reading Tiered Fidelity Inventory	Fall of Year 1 for each incoming cohort (Tier 1 section only) and then annually in the spring

Evaluation Question	Theory of Action Strand	Proposed Measure(s)	Collection Timeline
To what extent did students in Kindergarten-Grade 3 demonstrate gains in indicators of basic early literacy skills that met or exceeded national benchmark rates of improvement for students at the greatest risk of reading difficulty, as measured by DIBELS Next or AIMSweb assessments?	Teacher Capacity, Multi-Tiered Systems of Support, Shared Leadership	Early literacy curriculum-based measures ( <a href="#">DIBELS Next</a> or <a href="#">AIMSweb</a> ) <a href="#">Ohio's Third Grade English Language Arts Achievement Test</a>	Fall, winter, and spring CBM benchmark periods Annual spring administration of Ohio's Third Grade English Language Arts Test
To what extent did implementation of evidence-based early literacy instruction and intervention at the preschool level improve language and literacy skills at kindergarten entry, as measured by the Kindergarten Readiness Assessment?	Teacher Capacity, Multi-Tiered Systems of Support, Shared Leadership	<a href="#">Ohio's Kindergarten Readiness Assessment</a>	Annually in the fall
To what extent did teachers increase family engagement in language and literacy development (in years 3-5 of the project), as assessed by the Levels of Collaboration Survey?	Parent Partnerships	Levels of Collaboration Survey	Fall survey administration for each incoming cohort beginning in Year 3 and then annually in the spring
To what extent did district leadership team and building leadership team members increase their level of collaboration with external partners to guide the development of and access to community-wide systems of support for language and literacy (in years 3-5 of the project), as assessed by the Levels of Collaboration Survey?	Collaborative Structures	Levels of Collaboration Survey	Fall survey administration for each incoming cohort beginning in Year 3 and then annually in the spring

In the spring of each year, additional data will be collected by surveying the teachers, Regional Early Literacy Specialists, district coaches, and building leadership. These surveys will ask personnel to self-report on several different topical areas, including: demographical information; engagement with the Early Literacy Plan and associated activities; and attitudes, beliefs, and perceptions about the activities, the implementation, and their impact.



During the initial implementation year, the external evaluators will complete site visits at participating schools. The intention of the site visit is to conduct focus groups or interviews with teachers, administrators, and parents, which will provide details into the implementation of language and literacy professional development, family engagement, and school climate. Focus groups will also be conducted with Regional Early Literacy Specialists. These data will give the external evaluators greater details into the early literacy implementation process, what’s working, what needs amending, and other factors (intended or unintended) that may be influencing the successful implementation of the Early Literacy Plan.

### *Description of Baseline Data for Key Measures*

The onset of the evaluation of the SSIP Early Literacy Plan was delayed due to issues with contract development and implementation between ODE, the Ohio Department of Administrative Services, and the University of Cincinnati’s (UC) Evaluation Services Center. This contractual delay created a delay with collecting some of the evaluation data during 2016-2017. The contract has been in place with the UC’s Evaluation Services Center since November of 2016. ODE and UC reached agreement on the activities of the evaluation, including data collection, analysis, and reporting in the winter of 2017.

Prior to the initial onset of Early Literacy Plan activities, plans to collect data were in place. ODE works closely with Voyager Sopris Learning, J. Averitt Consulting, and the evaluation team from the University of Cincinnati to determine what data are to be collected and how data will be protected, shared, analyzed, and reported.

### **LETRS Professional Development Data**

Data are collected on when professional development is offered, who attends the in-person and online professional developments, the completion rates of those participating in the online modules, their satisfaction with the professional development they receive, knowledge pre- and post-tests, and checks for understanding.

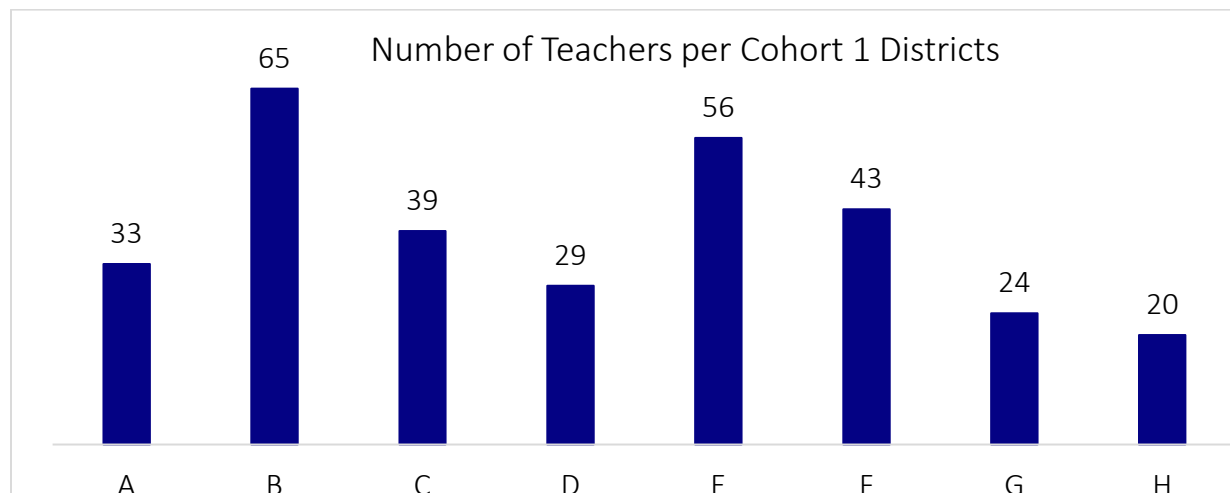


Figure 1: Number of teachers participating in LETRS per Cohort 1 district

Figure 1 shows the number of teachers from each Cohort 1 district who are participating in the online LETRS professional development. The numbers vary due to the different sizes of the districts represented (e.g., urban, suburban, rural). Figure 2 provides an example of the “checks for knowledge” data that Voyager Sopris Learning collects from the online LETRS modules.

Ohio Letters GradeBook Report								
	D	E	F	G	H	I	J	K
1								
3								
4								
5								
6		Intro	Unit 1					
7		Units 1-4 Pretest	Why Is Reading Difficult?	Language Processing and Literacy	What Does the Brain Do When It Reads?	What Skills Support Proficient Reading?	How Do Children Learn to Read and Spell?	What Are the Major Reading Difficulties?
8	Score	LETRS 3rd Edition Units 1-4 Pretest	Check for Understanding	Check for Understanding	Check for Understanding	Check for Understanding	Check for Understanding	Check for Understanding
9	93	69	100	100	80	100	100	100
10	96	71	100	100	80	100	100	100
11	100	71	100	100	100	100	100	100
12	89	60	100	80	80	100	80	100
13	95	60	100	80	80	100	100	100
14	99	40	100	80	100	100	100	100
15	86	71	80	80	80	100	80	80
16	96	73	100	100	60	100	100	100
17	94	82	100	60	100	100	100	100
18	0							

Figure 2. Teachers’ Check for Knowledge Scores on LETRS Professional development

Voyager Sopris Learning collects teacher, principal, district coach, and Regional Early Literacy Specialist content knowledge data. These data include: pre- and post-test assessment (fall and spring) pertaining to all content from the first four units of professional development for Year 1 and the last 4 units for Year 2. In addition, checks for understanding are collected within each session (8 sessions per unit), and an end of unit assessment is collected when an entire unit is completed. A total score represents the total of all items completed to date for each teacher, administrator, district coach, and Regional Early Literacy Specialist.

In the spring of 2017, the “Keys to LETRS Implementation” tool created by Dr. Louisa Moats will be piloted in a sample of classrooms. Revisions will be based on effective use of the tool to capture implementation of newly acquired language and literacy knowledge. The Keys to LETRS Implementation tool contains items referencing language and literacy skills and strategies, specific to the face-to-face and online professional learning. Items are rated on a Likert scale from one to four, where 1 = not applied, 2 = emerging application, 3 = satisfactory application, and 4 = skillful application. The tool also includes a “no opportunity to apply” option for those skills that were not observed. Observations to pilot the tool will be completed by Regional Early Literacy Specialists from Cohort 2 who shadow Cohort 1 Regional Early Literacy Specialists. Once the tool has been tested and modified based on outcomes from the pilot, teachers will be trained on the use of the tool for classroom practice data collection. It is yet to be determined

how classroom implementation will be collected. ODE, Voyager Sopris Learning, and the external evaluation team are working together to come to an agreement on how best to collect these data for analysis.

### Reading Tiered Fidelity Inventory Data

The Reading Tiered Fidelity Inventory (R-TFI) is a needs assessment designed to identify a district or school’s needs for support and current strengths. Baseline data were collected in the fall of 2016 on the R-TFI Tier 1. Figures 3 and 4 demonstrate the data collected from the R-TFI. Figure 3 shows average R-TFI scores from across all Cohort 1 districts. Figure 4 shows R-TFI scores from a large urban district that has two schools participating in the initiative. A complete list of the items on the R-TFI can be found in Appendix H.

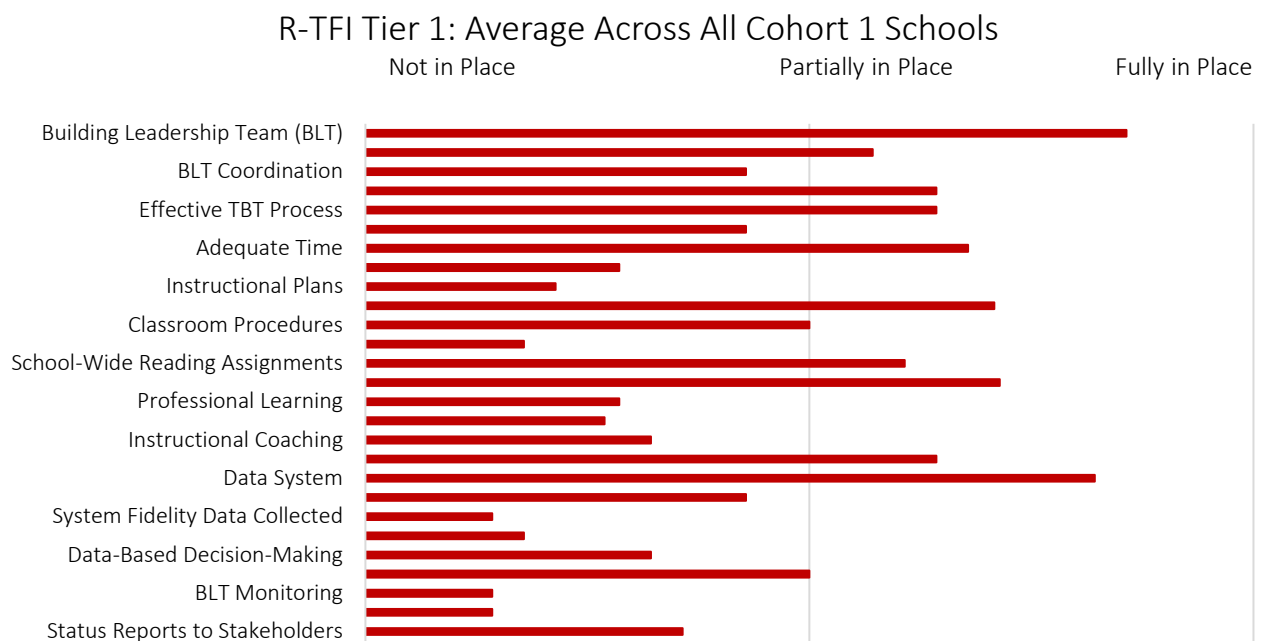


Figure 3. R-TFI Tier 1 average scores across all Cohort 1 schools.

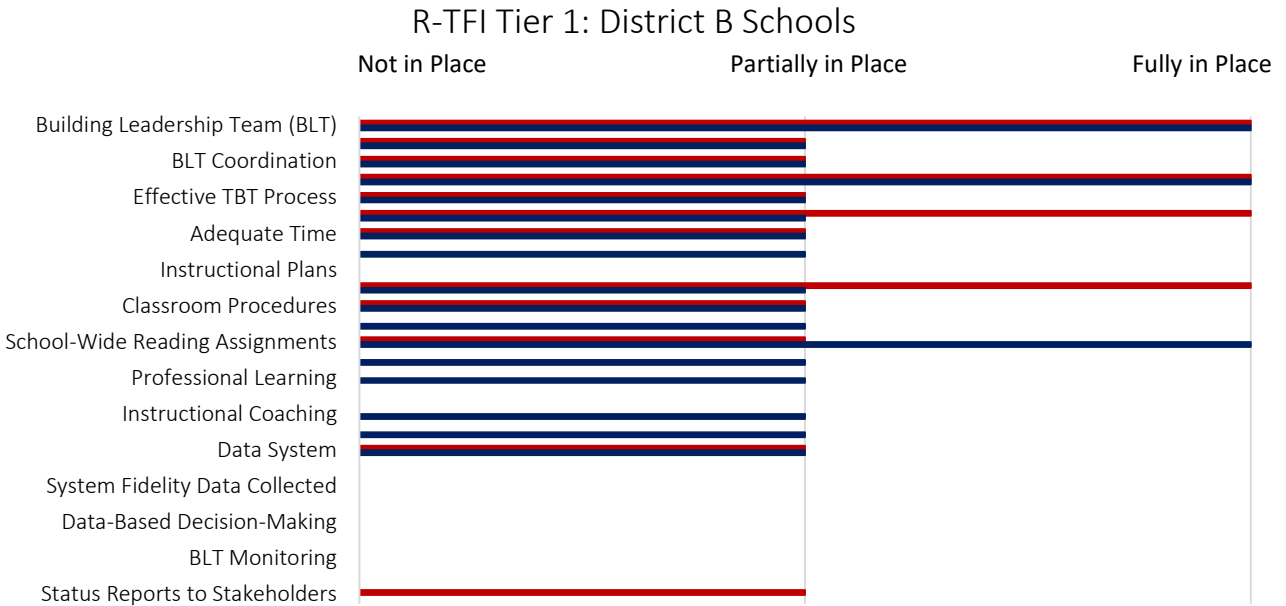


Figure 4. R-TFI Tier 1 scores for one district with two participating schools.

In general, Cohort 1 schools rate themselves highest in establishing a school leadership team to support the implementation of a Tier 1 reading system (Item 1.1) and utilizing a data system that allows access to universal screening assessment reports (Item 1.19). Cohort 1 schools rate themselves lowest in having written guidelines available for teaching the core reading program, having the school leadership team collect Tier 1 system fidelity data, and monitoring implementation of the school-wide reading plan by the building leadership team. The R-TFI data have been disaggregated by district for use by ODE, the Regional Early Literacy Specialists, and the districts.

The Regional Early Literacy Specialists and the building leadership teams are reviewing these data twice a year (fall and spring). The Regional Early Literacy Specialists, together with building leadership, develop a School-wide Reading Model (Tier 1) Coaching Service Delivery Plan. The Coaching Service Delivery Plan specifies the concepts or skills district staff need to learn to effectively use a program/innovation. This plan outlines essential steps that coaches need to take to develop teams of educators who accurately implement a program/innovation. Regional Early Literacy Specialists document progress made at the building level and work to set goals for the fall of 2017. All R-TFI data are entered into the data dashboard, so that they may be used by local, regional, state, and evaluation staff. Coaching Service Delivery Plans are uploaded to the data dashboard for easy access by district coaches and Regional Early Literacy Specialists. These plans will be used to guide the work at the local level.

#### Coaching Data

Coaching data are being collected via coaching logs (see Appendix I). All Regional Early Literacy Specialists and district coaches are required to document all coaching activities within the coaching logs, housed in the data dashboard. Figure 5 shows the number of coaching logs

submitted by individual coaches during the past six months. The coaching log tracks the implementation of the fidelity of coaching by examining the domains and dimension of coaching, as outlined by Powell and Diamond (2013). Domains include structure, process, and content. Structure refers to the intensity of the coaching: number of sessions, length of each session, and duration from the first coaching session to the last coaching session in a given school year. Process refers to actions aimed at promoting the use of evidence-based practices of language and literacy instruction through the processes of coaching. Finally, content refers to the individual content focus for each educator to provide core instruction for all students, extend practices as reflected in class schedules, and individual instruction based on student needs.

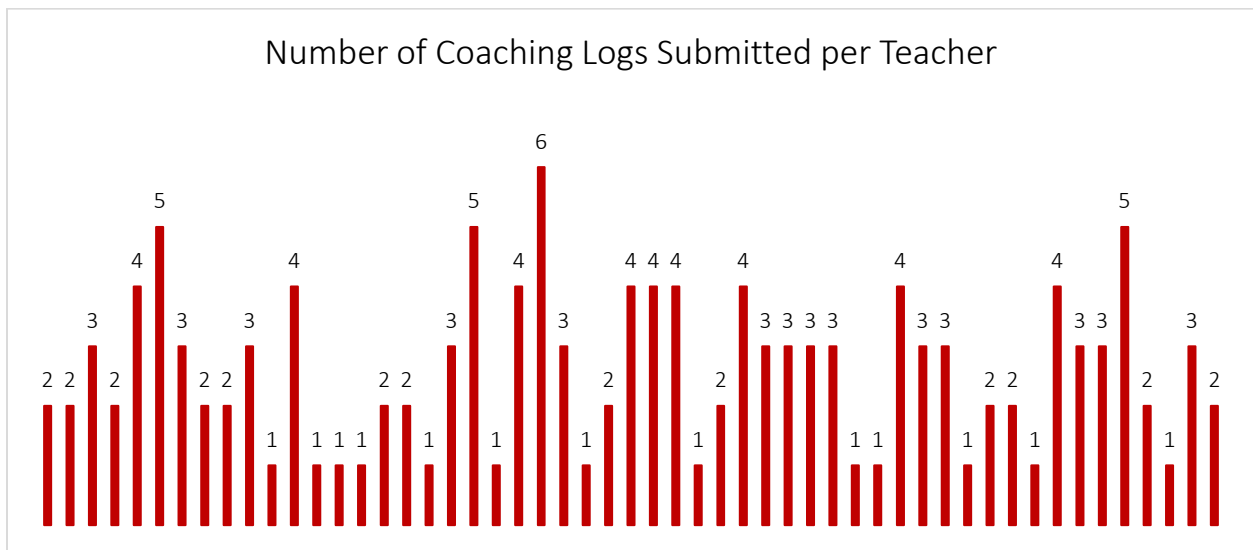


Figure 5. Number of coaching logs submitted by individual coaches.

### *Data Collection Procedures and Associated Timelines*

Data are being collected on the following topics: teacher knowledge, classroom practices, student outcomes, administrative supports, Regional Early Literacy Specialist supports, coaching, professional development, and family and community engagement. Both quantitative and qualitative methods are being used to capture the information needed to inform this Early Literacy Plan. Much of the data will be collected using online formats.

1. Online, self-report surveys—used to measure classroom practices, parent and community engagement, administrative supports, coaching supports, and Regional Early Literacy supports—are being distributed using Qualtrics (2015), an online data collection software used for many professional and academic research purposes.
2. Data on LETRS—used to measure teacher knowledge—are being gathered by Voyager Sopris Learning and will be shared with ODE and the external evaluators.
3. Focus groups and site visits—used to measure classroom practices, teacher perceptions, school climate, administrative supports, and supports received from the Regional Early Literacy Specialists—are being conducted by the external evaluators.

4. The curriculum-based measures (i.e., AIMSweb or DIBELS Next), the Ohio Kindergarten Readiness Assessment, and Ohio’s Third Grade English Language Arts Achievement Test—used to measure student outcomes—are collected at the district level. CBM data will be loaded into the data dashboard for use by districts, regions, the state, and the external evaluators. The data from the Kindergarten Readiness Assessment and Ohio’s Third Grade English Language Arts Achievement Test will be reported to ODE. As part of the established data sharing agreement, ODE will provide these data to the external evaluators for participating schools.
5. Coaching data—used to measure the intensity and impact of coaching—are housed on the data dashboard and collected by the Regional Early Literacy Specialists and district coaches
6. Reading Tiered Fidelity Inventory—used to support school leadership teams in assessing and improving the effectiveness of their Multi-Tiered System of Support—are collected by the Regional Early Literacy Specialists and housed on the data dashboard.

Data sharing memoranda of understanding are in place and signed by the appropriate parties. No individually identifying information will be collected. All data measures, collection procedures, and methods of analysis have gone through and received approval from the University of Cincinnati’s Institutional Review Board. The timelines associated with the data collections are listed in Table 2.

### *Data Analysis and Management*

This study uses mixed-methods procedures (Creswell, Plano Clark, & Smith, 2011). The research team will conduct a rigorous analysis of the qualitative data, facilitated by qualitative data analysis software (e.g., MAXQDA). Major steps in the process will include team members reading the data to get a sense of the whole, conducting open coding to analyze the meaning of the data, and developing themes from the codes to identify larger patterns (Creswell, 2012). Quantitative data will be analyzed using statistical packages (e.g., SPSS or R). Descriptive and inferential statistics will be calculated. All findings will be reported in aggregate. As previously mentioned, much of the data will be housed on the data dashboard created specifically for Ohio’s Early Literacy Plan. UC’s evaluation team is collaborating with J. Averitt Consulting, Voyager Sopris Learning, and ODE to manage the large amount of data being collected. UC evaluation staff have data policies and procedures in place (e.g., code book, secure storage, accessibility of data) to ensure that the data are managed efficiently and effectively.

### *Demonstrated Progress and Modifications Made*

ODE personnel, Regional Early Literacy Specialists, district coaches, teachers and administrators, and the external evaluators are putting enormous, focused effort into gathering implementation data. It is expected that these data will inform ODE and all its stakeholders as to what is working and what may need adjustments, as well as guide any decisions about future programming. As of April 2017, data collected are mostly from the following sources: LETRS professional development data, Reading Tiered Fidelity Inventory, and coaching logs. The initial data

collection has not been without challenges. For example, ODE and the Regional Early Literacy Specialists have been working with two districts in Cohort 1 that do not have baseline data on all students. These districts are receiving targeted technical assistance to support their data collection efforts. Detailed descriptions of progress made and modifications based on data are offered in the “Progress in Implementing the SSIP” section of this report.

ODE has already made practice, procedural, and infrastructure changes based on qualitative and quantitative data gathered as part of the Early Literacy Plan. ODE and its partners are making use of the data dashboard as a primary means for collecting and sharing data. Opportunities to review, analyze, and report implementation data are regularly scheduled (e.g., ODE SSIP Core Team meetings, bimonthly reports from UC to ODE, SST monthly meetings, twice a year SSIP Stakeholder Team meetings, etc.) and will continue throughout the duration of the SSIP. The practice to policy feedback loops created as part of this plan offer additional methods for reviewing data and making decisions based on data.

Like all other decision points, decisions regarding student outcomes and the SIMRs will be made using the data described earlier in this section. ODE understands the critical nature quality data play in guiding the implementation of this plan and any future modifications. Systems are in place for multiple stakeholders to access evaluation data, provide input on those data, and support ODE with the decision-making process.

### *SSIP Stakeholder Involvement with the Evaluation*

SSIP Stakeholder Team input has guided the development of the theory of action, the logic model, and the evaluation questions. The ODE staff, Regional Early Literacy Specialists, a building principal, and the UC evaluation team presented to the SSIP Stakeholder Team on March 10, 2017. Stakeholders asked questions about the evaluation plan, the measures being used, the data collection methods, and the use of the data dashboard. As additional evaluation data become available, the SSIP Stakeholder Team will convene at least twice per year for the duration of the SSIP to review data and provide input and insight into the implementation of the Early Literacy Plan.

The State Advisory Panel for Exceptional Children also receives updates and has opportunities to provide input on the evaluation plan during their quarterly meetings. ODE will continue its long-standing tradition of garnering stakeholder input from all the groups listed in Table 1.

## **Data Quality Issues**

The collection of evaluation data is still in its initial stages because of the contract delay with the external evaluators from the University of Cincinnati Evaluation Services Center. Despite this delay, some evaluation data have been collected and analyzed. All the additional data points are listed in the “Data on Implementation and Outcomes” section of the report.

### *LETRS Professional Development Data*

Currently, there are no obvious data quality issues with the individual, pre-and post-test data gathered from the LETRS professional development. The pre- and post-tests are all automated within the online modules. ODE and the Regional Early Literacy Specialists have discovered that some teachers are completing modules, and the corresponding checks for knowledge, in pairs or teams. ODE is working on what, if anything, to do about this issue. ODE has identified the need to add in-person professional development attendance data to the data dashboard. ODE will work with the data dashboard consultants to make this amendment. The external evaluators, in collaboration with personnel from Voyager Sopris Learning, will monitor those data for quality and complete data sets.

### *Keys to LETRS Implementation Tool*

ODE will be piloting the use of the “Keys to LETRS Implementation” tool created by Dr. Louisa Moats, to measure the extent to which teachers are implementing the early literacy knowledge and skills they are learning by completing LETRS professional development. ODE and the external evaluators share concerns about the ability of the evaluators to observe every item listed on the tool, even over multiple observation periods. ODE, Voyager Sopris Learning, and the evaluators are collaboratively determining how best to pilot this tool so that it provides the highest quality and most useful evaluation data.

### *Curriculum-Based Measurements*

ODE has concerns about the quality and quantity of data from the curriculum-based measures (i.e., DIBELS Next or AIMSweb). Although there are tabs created within the data dashboard for participating schools to upload these data, there is currently no data-sharing agreement between the cohort districts and the evaluators. The external evaluators are working with ODE and the cohort districts to remedy this situation and identify a data point person at each cohort school. There are also fidelity concerns with the collection of CBM data. Teachers receive professional development on which of the two required CBM tools their district opts to use; however, there is no way to ensure that teachers are consistently collecting those data between districts or even within the same district. The evaluation team, in collaboration with the data dashboard developer, are developing additional guidance on data collection processes and submission of CBM data to mitigate this potential issue with fidelity.

### *Reading-Tiered Fidelity Inventory*

There is potential for some data quality issues with the R-TFI, simply because the tool is still in the process of being standardized. ODE views Ohio’s use of the R-TFI as an opportunity to inform the standardization process. ODE will work closely with the creator of the R-TFI to address any issues that arise from implementing this tool within the cohort districts. ODE and the external evaluators will be monitoring all data for reliability, validity, and quality. Checks for quality and reliability are built into the evaluation plan (e.g., interrater agreement checks for observations) and will occur prior to and during data analyses (e.g., using Cronbach’s Alpha). Until data



collection processes have been standardized and a larger amount of evaluation data are gathered, ODE and the external evaluators will be cautious about results. ODE and the external evaluators are knowledgeable about methods for improving data quality and will implement processes to improve data quality when necessary.

## Progress toward Achieving Intended Improvements

The Early Literacy Plan is a long-term, systemic investment in Ohio's children, especially those with disabilities. The plan is detailed and complex, with multiple components being implemented at the same time. Success of the plan is dependent upon collaboration at the state, regional, and local levels to ensure implementation with fidelity. Over the past year Ohio has made considerable progress towards achieving the short-, medium-, and long-term outcomes described in the early literacy logic model (see Appendix B).

### *Infrastructure and Infrastructure Modifications*

Purposeful and targeted enhancements have been made in the infrastructure to support improved early literacy outcomes for Ohio's children. During 2016-2017, ODE and Ohio's State Support Teams have made significant additions to the state and regional staffing infrastructure:

1. ODE allocated funds to hire eight (8) additional Regional Early Literacy Specialists to support district-level staff (e.g., teachers, administrators, coaches) with implementing evidence-based practices. These specialists will serve as instructional coaches for principals and teachers while also supporting and building capacity for district-level coaches. All 16 State Support Team regions now have at least one Regional Early Literacy Specialists to support Cohort 1 and 2 districts.
2. ODE is working with the SSTs to enhance the regional structures and systems that support this Early Literacy Plan. Based on data from 2015-2016, ODE recognized that the SSTs could increase their capacity to support districts by utilizing a team approach for this work. This strategy ties directly to the need to implement multiple strands within the theory of action simultaneously, while extending support for districts beyond those participating in the pilot. This team approach is also based on implementation science research. The ownership of this Early Literacy Plan must belong to multiple people at the state, regional, and local levels. At the SST level, this team should include the Regional Early Literacy Specialists, early childhood consultants, Ohio Improvement Process facilitators, and family engagement specialists, at the very least. ODE is working with the SSTs to develop a proactive,

clear plan that outlines the expectations of the SST personnel and provides early literacy professional development to build their capacity.

3. ODE hired an Early Literacy Administrator to coordinate the professional development and work of the Regional Early Literacy Specialists. Implementing early language and literacy professional development with fidelity in multiple districts requires an experienced and qualified leader to coordinate that effort. It is also ODE's responsibility to ensure that the Regional Early Literacy Specialists are supporting districts consistently, are themselves sufficiently supported by ODE, and are effectively communicating with ODE and State Support Team staff to support long-term sustainability of the Early Literacy Plan activities. Dr. Melissa M. Weber-Mayrer collaborates and coordinates efforts across ODE offices and external stakeholders in the design, development, and implementation of early language and literacy supports for Ohio's young children. She is responsible for providing program direction on behalf of the Senior Executive Director of the Center for Curriculum and Assessment in the management and oversight of the Early Literacy Plan. Dr. Weber-Mayrer formulates, develops, and implements policies for early (i.e., preschool – third grade) language and literacy core instruction, intervention, and support. She works collaboratively to coordinate and implement intra- and inter-agency initiatives to provide early language and literacy supports to children at-risk for delayed development of language and literacy.
4. ODE hired an SSIP Project Manager to oversee all parts of the Early Literacy Plan, ensure that activities are meeting their associated timelines, and coordinate communication among all stakeholders involved. Dr. Caroline Coston provides facilitation and support to ODE's SSIP Core Team, including organization of the team's weekly meetings. She assists with project management activities during development, implementation, and evaluation phases. She is also responsible for the SSIP Stakeholder Team meeting logistics including agenda preparation, meeting materials and resources, stakeholder accessibility and accommodations, technology, and registration. She facilitates the planning and pre- and post-meeting debriefings that occur between stakeholder meetings, and finalizes meeting notes and resources to maintain documentation of OEC's SSIP process, including development of monthly progress reports. Dr. Coston coordinates communications between the SSIP Core Team, local districts, stakeholder groups, and external consultants, including the external evaluation team and ODE's data dashboard consultant. In this role, she researches and continuously reviews national and state level initiatives, programs, and technical assistance resources on SSIP expectations, and early literacy.
5. ODE and State Support Teams are working to build a cadre of language and literacy supports across the state including Regional Early Literacy Specialists, who will serve

as content experts in each region. These experts will provide ongoing professional development opportunities, including coaching, for pilot districts. The Literacy Specialists may provide broad support to districts beyond those targeted for SSIP implementation (i.e., R-TFI Tier 1 facilitation). It is ODE’s intention to scale up based on the outcomes of the pilot. Investing in staff with evidence-based language and literacy skills and strategies will decrease Ohio’s dependence on national trainers and enhance the scale up and sustainability efforts for this initiative.

The SSIP Core Team designed and implemented practice-to-policy feedback loops, which serve as both infrastructure improvements and as strategies for supporting district implementation of evidence-based practices. Fixsen, Blase, Horner, and Sugai (2009) have defined these feedback loops as an imperative part of implementing any evidence-based practice and scaling up that practice to additional districts. As shown in Figure 6, “Feedback from the practice level engages and informs organizational leaders so that they can ensure that policy, procedures, resources, etc. enable innovative practices to occur in classrooms, schools, and districts as intended” (State Implementation & Scaling-up of Evidence-based Practice Center, 2013b, p.1).

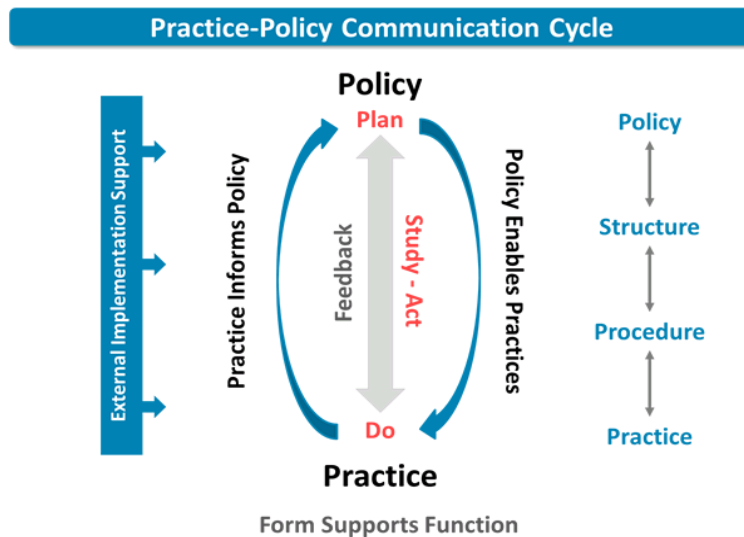


Figure 6: Practice-to-Policy Feedback Loops. Active Implementation Hub Module 5. (n.d.). Retrieved from <http://implementation.fpg.unc.edu/module-5/topic-3-practice-policy-feedback-loops>

These feedback loops keep communication about policies and program results flowing between those who develop and enact policies at the state, regional, and local levels and those who are implementing the evidence-based practices at the local level. ODE knows effective practice-to-policy feedback loops are one of the most powerful strategies for supporting district implementation of evidence-based early language and literacy practices. ODE is utilizing these feedback loops to learn from participating districts what aspects of Ohio’s Early Literacy Plan support and facilitate effective implementation and what aspects should be modified to address

barriers and challenges to district, teacher, and student success. Practice-to-policy feedback loops are providing a mechanism for ODE to continuously engage with stakeholders at multiple levels and use their feedback to inform SSIP implementation and progress. ODE staff will work to develop an even more detailed communication plan to ensure that all stakeholders are receiving timely and accurate information regarding the Early Literacy Plan. Additional evidence that the early language and literacy professional development plan is being implemented with fidelity can be found in the “Progress in Implementing the SSIP” section of this report.

### *Measurable Improvements in the SIMR in Relation to Targets*

As described in the introduction, Ohio’s new statewide assessments resulted in new baseline measures and required revision of Ohio’s SIMR targets. Stakeholder input supported the identification of measurable and rigorous targets. ODE will report on the progress toward these targets in the SSIP in 2017-2018. ODE is confident that the evidence-based practices and supports in Ohio’s Early Literacy Plan will result in district progress towards the SIMRs. ODE and its partners look forward to reporting progress made on the early language and literacy plan, including evaluation data, analysis, and any modifications made based on data, in future SSIP reports.

## Plans for Next Year

Cohort 2 districts will begin systems-level evaluation in the spring of 2017 based on results from the R-TFI Tier 1 assessment. LETRS professional development and instructional coaching will begin in August of 2017. ODE anticipates adding eight districts and, at a minimum, at least 40 classroom teachers to Cohort 2. ODE is finalizing Cohort 2 District Partnership Agreements in the spring of 2017.

In addition to adding a second cohort, the SSIP Core Team has started planning and development for implementing and measuring family and community engagement components of the Early Literacy Plan. ODE has a long-standing history of working with the Ohio Coalition for the Education of Children with Disabilities (i.e., Ohio’s OSEP-funded Parent Training and Information Center) to provide high quality resources to parents of children with disabilities throughout the state. ODE will work closely with the Coalition and other statewide family and community partners to develop tools for engagement with the Early Literacy Plans, including regional family engagement consultants. ODE will also work closely with the external evaluators to measure the efforts to reach and involve families and communities in this plan.

Also in the next year, the SSIP Core Team and the Regional Early Literacy Specialists will be modifying and enhancing the coaching framework. Based on the content of the early language and literacy professional development, the Cohort 2 Regional Early Literacy Specialists have developed coaching tools designed for SSIP district coaches to use with teachers. These tools are intended to support the transition from theory to practice. This is the first iteration of these

tools, so they will be further refined and utilized in the Cohort 1 and 2 districts. Details regarding the evaluation plan are described in detail in the “Data on Implementation and Outcomes” section. All plans for future data collection, measures, and outcomes are also described.

### *Sustainability and Scaling up*

The development of this Early Literacy Plan was guided by implementation science research, with the intent to scale up efforts throughout the state. Information on scaling up is already included in the District Partnership Agreement (see Appendix J) between ODE and participating districts. Specifically, participating districts are expected to develop scale-up and sustainability plans with alternative funding supports. In-state experts (i.e., Regional Early Literacy Specialists) are an integral part of the scale-up and sustainability effort, as they will have the ability to reach all areas of the state and implement evidence-based language and literacy professional development when districts are ready to participate. ODE continues to rely heavily on the practice-to-policy feedback loops developed to inform the implementation and scaling up of this initiative. These feedback loops are crucial for successful implementation within the cohorts of participating districts, for engaging stakeholders at multiple levels, and for scaling up evidence-based early literacy practices in additional districts to achieve statewide improvement.

Fullan & Quinn (2016) identified four components to their “Coherence Framework” that support the sustainability and scaling-up of educational initiatives. The four components are focusing direction, cultivating collaborative cultures, deepening learning, and securing accountability. During year one of the SSIP, ODE worked most diligently on focusing direction by creating specific and measurable goals designed to impact student outcomes, by modifying infrastructure and leadership to support these goals, and by being very purposeful about what the strategies are to achieve those goals. ODE and its partners intend to spend great energy and resources continuing to build local and regional capacity, developing intentional partnerships with families and communities, and ensuring that the accountability measures instituted at all levels are effective over the next three years. ODE will access available technical assistance to support sustainability and scale-up efforts, using the research of Fullan & Quinn (2016) to guide this work (e.g., continued collaboration with Dr. Chris Rauscher).

### *Barriers and Limitations to Implementing the SSIP*

ODE and the external evaluators have already identified potential barriers and limitations to the Early Literacy Plan. The first barrier is the expected teacher and student turnover within participating schools. ODE is working in collaboration with Voyager Sopris Learning to determine how best to address new hire professional learning of the LETRS content. The Regional Early Literacy Specialists, district coaches, and grade level teams will be instrumental in supporting new teachers with early language and literacy content, implementation, data collection, and reporting.

Another identified potential barrier is the curriculum-based measures that districts are allowed to choose. At this time, the SSIP Core Team is supporting individual districts with challenges they

face in professional development and implementation of new curriculum-based measures across participating schools. ODE will continue to monitor the CBM tools districts choose to use and the fidelity of data collection. If necessary, ODE will work with districts to support training needs to address fidelity of data collection.

Two additional issues that may impact the successful implementation of the Early Literacy Plan have also been identified. First, LETRS online professional development was intended to be self-paced and completed individually. ODE has learned, through anecdotal reports, that teachers are meeting as a group and that Regional Early Literacy Specialists are facilitating the online learning. ODE personnel are aware that implementation as intended is not the same as implementation as achieved. The impact of this building-level decision is unknown at this time and will be assessed by the external evaluators.

A second issue is the staffing of district coaches. In one Cohort 1 district with unique circumstances, the Regional Early Literacy Specialist is acting as the district coach because the district does not yet have approval to hire a district coach. In addition, some districts are supporting a full-time literacy coach while others are supporting a part-time literacy coach. These situations will also be monitored by ODE and the external evaluators for any intended or unintended consequences.

### *Technical Assistance and Support*

The SSIP Core Team members and their collaborative partners continued to utilize technical assistance from a variety of sources to address areas of need related to Ohio's Early Literacy Plan. Working within the department and across agencies and systems, ODE has sought technical assistance to effectively plan, implement, and evaluate evidence-based practices designed to improve early literacy outcomes for Ohio's children. This assistance is based on developing needs identified across the following SSIP components:

- A. Support for LEA implementation of evidence-based practices
- B. Evaluation
- C. Stakeholder involvement

### *Technical Assistance Utilized*

Several sources of technical assistance have been instrumental in ODE's efforts to enhance Ohio's infrastructure at multiple levels, research and select evidence-based practices, and plan for successful implementation and evaluation.

- Ann E. Bailey, M.A., Research Fellow, University of Minnesota
  - Since 2009, Ms. Bailey has assisted ODE with development, review, and evaluation of Ohio's State Performance Plan and Annual Performance Report,

including facilitation of multiple stakeholder groups to set indicator targets and design annual district special education ratings. In Phase III, Ms. Bailey facilitated the meeting of the SSIP Stakeholder Team and assisted the SSIP Core Team in development and review of the Phase III report.

- Dr. Susan Nolan, Ohio University
  - Dr. Susan Nolan has assisted the SSIP Core Team by providing a sequence of professional development focused on side-by-side intensive language and literacy demonstrations. Dr. Nolan offered site-based professional development for the Regional Early Literacy Specialists and district coaches supporting explicit instruction in the skills and strategies of proficient reading (i.e., phonological awareness and phonics). Based on the tenet that instruction must always be grounded in assessment, Dr. Nolan modeled the use of assessment to inform individual, small, and whole group instruction.
  
- Dr. Timothy Shanahan
  - Dr. Shanahan is Distinguished Professor Emeritus of Urban Education at the University of Illinois at Chicago where he was Founding Director of the Center for Literacy and chair of the Department of Curriculum and Instruction. He is principal investigator of the National Title I Study of Implementation and Outcomes and was the chair and a member of the National Reading Panel, the National Literacy Panel for Language Minority Children and Youth, and the National Early Literacy Panel. On February 16, 2017, Dr. Shanahan spent the day with the Cohort 1 and Cohort 2 Regional Early Literacy Specialists, along with coaches, principals, and ODE staff discussing research-based strategies to build a system that supports all students in learning to read and ensuring that all students receive evidence-based, high quality instruction that is aligned to Ohio’s Learning Standards.
  
- Dr. Jennifer Pierce, Technical Assistance Facilitator, National Center for Systemic Improvement
  - Dr. Pierce has supported the SSIP Core Team in developing and defining instructional coaching as a critical aspect of Ohio’s Early Literacy Plan, based on extensive research in effective coaching practices. Dr. Pierce has assisted the SSIP Core Team in the refinement of other plan components supported by implementation science, including the design of practice-to-policy feedback loops.

- Language and Literacy Collaborative
  - Participation in the Cross-State Language and Literacy Collaborative has provided Ohio's SSIP Core Team with multiple opportunities to learn from and with other states who are focusing on literacy for their State Systemic Improvement Plans. A combination of face-to-face meetings and a virtual engagement platform allows state teams to learn from national experts, network with other states, and devote essential planning time within their state teams to development, implementation, and evaluation of their SSIPs.
  
- Dr. Louisa Moats, Author, Language Essentials for Teachers of Reading and Spelling
  - As the lead author of Language Essentials for Teachers of Reading and Spelling (LETRS), Dr. Moats has assisted ODE in research on teacher capacity and preparation to provide evidence-based, early literacy instruction and intervention based on the science of language and literacy development. As a primary evidence-based practice within Ohio's Early Literacy Plan, LETRS is a professional development program designed to deepen educators' understanding of how children learn to read, diagnose why some children struggle, and sharpen teachers' abilities to select and implement effective interventions. Dr. Moats is also supporting ODE in development of strategies and tools to measure implementation of LETRS knowledge and skills at the classroom level.
  
- Dr. W. Christine Rauscher, Senior Technical Assistance Consultant, Great Lakes Comprehensive Center
  - Dr. Rauscher has provided reading and literacy expertise to the SSIP Core Team and continues to support development of Ohio's Regional Early Literacy Specialists.
  
- Dr. Joanne Cashman, IDEA Partnership
  - Dr. Cashman tailored professional development on the Leading by Convening framework to the needs of Ohio's SSIP Core Team, to enhance the team's efforts to meaningfully engage a wide range of stakeholders in all facets of Ohio's State Systemic Improvement Plan.
  
- Dr. Stephen Ruffini, IDEA Data Center



- Dr. Ruffini assisted the SSIP Core Team in the design of the evaluation plan by providing feedback and recommendations for Ohio’s logic model, evaluation questions, and the evaluation section of the Phase II report.
- Jennifer Averitt, J Averitt Consulting
  - The SSIP Core Team is working with Jennifer Averitt to develop a web-based data dashboard for Ohio’s Early Literacy Plan designed to collect and display all evaluation data at a glance across participating schools and districts.

### *Technical Assistance Needed*

ODE actively engaged assistance from all the sources described above during the initial implementation and evaluation of Ohio’s State Systemic Improvement Plan. Support for effective instructional coaching continues to be especially critical. ODE has designed Ohio’s approach to coaching to ensure that it consists of those practices that are shown to be effective at improving teacher practice and student outcomes. Data from the initial year of implementation suggest a need for additional, more targeted, intentional support for district administrators. ODE continues to consider principles of implementation science (Fixsen, et al., 2009; Fullan & Quinn, 2016) in relation to how coaching and administrator supports are provided and modified in Ohio. To this end, ODE will seek USDOE-funded technical assistance (e.g., NCSI, GLCC, etc.), as appropriate. ODE will use evaluation data to aid in the determination of additional technical assistance for implementing the Early Literacy Plan with fidelity.

ODE’s support and technical assistance needs are outlined within the “Technical Assistance and Support” section of this report. ODE will create a communication plan to share SSIP implementation activities and data with administrators, SST directors, superintendents, and other critical partners. A team of ODE personnel, State Support Team directors, external consultants, and stakeholders will provide input into this communication plan, its implementation, and its dissemination.

## **Conclusion**

The Ohio Department of Education, in collaboration with its partners, has purposefully and thoughtfully planned for the effective implementation of Ohio’s Early Literacy Plan (i.e., Ohio’s SSIP). The effective application and evaluation of this plan will improve early literacy outcomes for all of Ohio’s children, including those with disabilities. ODE looks forward to continuing the implementation of early language and literacy activities, using data to make decisions regarding implementation, enhancing strategic partnerships, evaluating effectiveness of these efforts to achieve systemic, statewide improvement, and reporting progress to stakeholders, as well as the U.S. Department of Education, Office of Special Education Programs.

## References

Cantrell, S. C., & Hughes, H. K. (2008). Teacher efficacy and content literacy implementation: An exploration of the effects of extended professional development with coaching. *Journal of Literacy Research, 40*(1), 95-127.

Carlisle, J. F., & Berebitsky, D. (2011). Literacy coaching as a component of professional development. *Reading and Writing, 24*(7), 773-800.

Creswell, J. W. (2012). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, CA: Sage Publications.

Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). Best practices for mixed methods research in the health sciences. *Bethesda (Maryland): National Institutes of Health, 2094-2103*.

Fixsen, D., Blase, K., Horner, R., & Sugai, G. (2009, April). *Developing the capacity for scaling up the effective use of evidence-based programs in state departments of education*.

Retrieved from

[http://ea.niusileadscape.org/docs/FINAL\\_PRODUCTS/LearningCarousel/DevelopingCapacity.pdf](http://ea.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/DevelopingCapacity.pdf)

Fixsen, D., Blase, K., Naoom, S., & Duda, M. (2013). *Implementation drivers: Assessing best practices*. Retrieved from

<http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-ImplementationDriversAssessingBestPractices.pdf>

Fullan, M., & Quinn, J. (2016). *Coherence. The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin.

Joyce, B. R., & Showers, B. (2002). Student achievement through staff development. Retrieved from

[https://www.unrwa.org/sites/default/files/joyce\\_and\\_showers\\_coaching\\_as\\_cpd.pdf](https://www.unrwa.org/sites/default/files/joyce_and_showers_coaching_as_cpd.pdf)

Knight, J. (2017). Instructional coaching group. Retrieved from

<http://www.instructionalcoaching.com/workshops/>

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005).

Research in special education: Scientific methods and evidence-based practices. *Exceptional children*, 71(2), 137-148.

Powell, D. R., & Diamond, K. E. (2013). Studying the implementation of coaching-based

professional development. *Applying implementation science to early childhood programs and systems*, 97-116.

Qualtrics. (2015). [Computer software]. Provo, UT: Qualtrics.

Raimondo, E., Vaessen, J., & Bamberger, M. (2016). Toward more complexity-responsive

evaluations: Overview and challenges in Bamberger, N., Vaessen, J., & Raimondo, E. (Eds.) *Dealing with complexity in development evaluation: A practical approach*. Thousand Oaks, CA: Sage.

Shidler, L. (2009). The impact of time spent coaching for teacher efficacy on student

achievement. *Early Childhood Education Journal*, 36(5), 453-460.

Voyager Sopris Learning, Inc. (2016). Language essentials for teachers of reading and spelling.

Retrieved from <http://www.voyagersopris.com/professional-development/professional-books/letrs-second-edition/overview>

# Appendices

## Appendix A

### Ohio's Early Literacy Theory of Action



# Ohio's Theory of Action

Strands of Action	If ODE/OEC	Then	Then	Then
<b>Parent Partnerships</b>	Facilitates family engagement and parent partnerships to support language and literacy development...	Families will be more equipped, empowered and engaged partners in the literacy development of their children.	More students with disabilities will be proficient or above in reading by third grade	More students with disabilities will graduate ready for college, careers and/or independent living
<b>Teacher Capacity</b>	Builds capacity of practicing PK-3 teachers to deliver high-quality reading instruction and data-driven interventions...	All students, including SWD, will have access to high-quality instruction with interventions designed to meet their individual needs.		
<b>Collaborative Structures</b>	Coordinates local community partnerships among agencies providing services to children to support language and literacy development...	More children will experience language-rich, literacy based environments outside of school.		
<b>Multi-tiered Systems of Support</b>	Creates an MTSS network at the state, regional and district levels to provide continuous support...	Districts will implement MTSS with fidelity so all students receive appropriate academic and behavioral supports.		
<b>Shared Leadership</b>	Promotes evidence-based reading instruction for SWD in inclusive settings based on effective practices of high-performing schools...	Through shared instructional leadership, districts will use proven practices to provide reading instruction and interventions to SWD in less restrictive settings.		

Ohio’s Early Literacy Logic Model

**Goal 1.** All (100%) preschool-grade 3 teachers/specialists in targeted buildings within selected districts will engage their teachers and administrators in professional learning (i.e., professional development and instructional coaching) to increase their competent use of evidence-based early literacy and language core instruction and interventions within a proactive, preventive, equitable system of supports by 2021.  
**Strategy 1.1.** Professional development and coaching teachers and administrators in evidence-based early literacy and language core instruction, strategic interventions, and intensive, individualized interventions within a proactive, preventive, equitable system of supports that extends outside of the school environment and into the home.  
**Strategy 1.2.** Professional development language and literacy coaches at the district and regional levels and trainers at the state and regional levels.

Inputs	Outputs		Adult Performance and Student Outcomes		
	Action Step	Participation	Short	Medium	Long
<p>Staff: ODE Project Staff State Support Team Directors &amp; Staff External Evaluator</p> <p>Consultants: Dr. Louisa Moats Dr. Jennifer Pierce Certified national trainers</p> <p>Materials: LETRS modules, professional development materials &amp; assessments; Instructional coaching professional development materials and tools; LETRS principal professional development materials; Reading Tiered Fidelity Inventory</p> <p>Technology: LETRS blended learning platform, early literacy data dashboard</p>	<p>Develop, train, and coach school teams in <i>Language Essentials for Teachers of Reading and Spelling (LETRS)</i>, addressing each essential component of reading instruction.</p> <p>Provide professional development to principals in leadership practices to promote language and literacy development.</p> <p>Provide coaching of evidence-based early literacy and language core instruction and interventions within Ohio Improvement Process.</p> <p>Provide professional development to district coaches in language and literacy standards and instructional coaching.</p>	<p>School teams comprised of preschool-grade 3 teachers, intervention specialists, speech-language pathologists, Title I reading teachers, principals; State Support Team early literacy specialists</p> <p>Principals</p> <p>State Support Team early literacy specialists, elementary level Building Leadership Team and Teacher-Based Team members</p> <p>Internal district coaches</p>	<p>School team members will demonstrate competency in LETRS principles following the professional development and transfer that knowledge and skill into their classrooms and in their communication with families.</p> <p>Internal coaches will demonstrate mastery of the content (LETRS) and process (instructional coaching) following the professional development and transfer that knowledge and skill to their support of teachers in classrooms.</p>	<p>Teachers of students in preschool-grade 3 will implement early literacy and language core instruction using LETRS principles with fidelity, as assessed by an instructional coach.</p> <p>Internal coaches will provide instructional coaching in the use of LETRS principles, as documented by the LETRS coaching program.</p>	<p>Students in preschool-grade 3 will demonstrate gains in early literacy skills with accelerated rates of improvement for students at the greatest risk of reading difficulty.</p>

**Goal 2.** Within each participating district, 100% of participating elementary schools will demonstrate the capacity to accelerate early literacy and language achievement for all students through the implementation of proactive, data-driven systems providing a continuum of supports implemented with fidelity by 2021.

**Strategy 2.1.** Decision support data systems are in place to inform decisions regarding adult implementation and student outcomes.

**Strategy 2.2.** Infrastructure at the state, regional and district levels provides a continuum of supports for teaming, planning, scheduling, and access to intervention.

**Strategy 2.3.** Proactive systems foster external partnerships (e.g., teacher preparation programs, early childhood providers, family and community supports).

Inputs	Outputs		Adult Performance and Student Outcomes		
	Action Step	Participation	Short	Medium	Long
<p><b>Staff:</b> ODE Project Staff State Support Team Directors &amp; Staff External Evaluator</p> <p><b>Materials:</b> DIBELS Next/AIMSweb professional development materials; Reading Tiered Fidelity Inventory; MTSS materials; Family engagement guidance materials; Levels of Collaboration Survey</p> <p><b>Technology:</b> Early literacy data dashboard</p> <p><b>Partners:</b> Head Start, DD preschool programs, libraries, childcare providers, business partners, IHEs, faith-based orgs, after-school programs</p>	<p>Train school teams in data literacy for screening, progress monitoring, and instructional decision making within a multi-tiered system of support (MTSS).</p> <p>District Leadership Teams and Building Leadership Teams will establish family and community partnerships to promote early literacy development.</p>	<p>School teams comprised of preschool-grade 3 teachers, intervention specialists, speech-language pathologists, Title I reading teachers, principals; State Support Team early literacy specialists</p> <p>District Leadership Teams and elementary level Building Leadership Team and Teacher-Based Team members</p>	<p>School team members will demonstrate competent usage of indicators of basic early literacy skills (e.g., DIBELS Next, AIMSweb) for screening, progress monitoring, instructional decision making, and communicating with families within a multi-tiered system of support (MTSS).</p> <p>Schools and teachers will increase family engagement in literacy development.</p>	<p>Teachers of students in preschool-grade 3 will use data literacy skills to implement screening, progress monitoring, and instructional decision making with fidelity, as assessed by the Reading Tiered Fidelity Inventory and the LETRS implementation checklist.</p> <p>District Leadership Team and Building Leadership Team members will use collaborative partnerships to guide the development of and access to community-wide systems of support for literacy, as assessed by the Levels of Collaboration Survey.</p>	<p>Students in preschool-grade 3 will demonstrate gains in indicators of basic early literacy skills with accelerated rates of improvement for students at the greatest risk of reading difficulty.</p>

**Goal 3.** All (100%) of the participating districts will engage their district and building administrators and teacher leaders in professional learning (i.e., professional development and instructional coaching) to strengthen leadership and systems change practices that support evidence-based early literacy and language core instruction and interventions by 2021.  
**Strategy 3.1.** Implementation of Ohio Improvement Process’s shared leadership structures to promote proactive, equitable practices at every level.

Inputs	Outputs		Adult Performance and Student Outcomes		
	Action Step	Participation	Short	Medium	Long
<p>Staff:            ODE Project Staff            State Support Team            Directors &amp; Staff            External Evaluator</p> <p>Materials:            Ohio Improvement Process            5-step process resources;            LETRS principal professional            development materials;            Reading Tiered Fidelity            Inventory</p> <p>Technology:            Early literacy data dashboard</p>	<p>Implement the Ohio Improvement Process, targeting evidence-based early literacy and language core instruction and interventions.</p> <p>Provide coaching to Teacher-Based Teams in strengthening core instruction through the use of LETRS principles and data-based decision making.</p>	<p>Members of the District Leadership Teams and elementary level Building Leadership Teams; State Support Team early literacy specialists.</p> <p>Members of elementary level Teacher-Based Teams; instructional coaches; State Support Team early literacy specialists.</p>	<p>District Leadership Team, Building Leadership Team, and Teacher-Based Team members will support early literacy instruction and intervention through shared leadership to promote proactive, equitable practices at the district, building, and classroom level.</p>	<p>Ohio Improvement Process shared leadership structures will be used comprehensively at the district, building, and teacher levels to ensure shared accountability for data-driven strategic planning to support (with instructional coaching) the implementation of a proactive continuum of early literacy and language core instruction and interventions.</p>	<p>Students in preschool-grade 3 will demonstrate gains in indicators of basic early literacy skills with accelerated rates of improvement for students at the greatest risk of reading difficulty.</p>

## Appendix C

### Ohio's SSIP Stakeholder Team Members

Name		Title
Charlotte	Andrist	Ohio Coalition for the Education of Children with Disabilities, Governing Board
Betsy	Apolito	Cohort 1 - State Support Team 10, Director
Donna	Ball	Ohio Association of Elementary School Administrators
Lisa	Barnhouse	Cohort 1 - State Support Team 15, Director
Marcie	Beers	Ohio Coalition for the Education of Children with Disabilities, Director of Early Childhood
Shawna	Benson	Ohio Coalition for Autism and Low Incidence, Program Director
Barbara	Boone	The Ohio State University, Center on Education and Training for Employment, Program Director
Aaron	Bouie	Cohort 1 - Canton City Schools – Building Administrator
Sarah	Buoni	Ohio Department of Education, Office for Exceptional Children, Education Program Specialist- - Low Incidence Consultant
Cheryl	Byrne	Cohort 2 – SST 7, Regional Early Literacy Specialist
Imelda	Castañeda -Emenaker	University of Cincinnati Evaluation Team
Caroline	Coston	Ohio Department of Education, Office for Exceptional Children, SSIP Project Manager
Jacinda	Dariotis	University of Cincinnati Evaluation Team
Merrie	Darrah	Cohort 2 - State Support Team 4 Director
Jamie	Davis	State Advisory Panel for Exceptional Children; Ohio Education Association; Preschool Teacher
Nathan	Dedino	Ohio Department of Developmental Disabilities, Policy & Strategic Direction
Julia	DeGreg	University of Cincinnati Evaluation Team
Andrea	Faulkner	Ohio Department of Education, Office of Improvement and Innovation, Assistant Director
Molly	Fender	Ohio Department of Education, Office for Exceptional Children, Education Program Specialist
Schea	Fissell	Ohio Speech-Language-Hearing Association Schools Representative
Earl	Focht	Ohio Department of Education, Office for Exceptional Children, Education Program Specialist
Heather	Gaskins	State Support Team 1, Early Childhood Consultant
Katie	Georges	Ohio Speech-Language-Hearing Association, Schools Representative
Jen	Griffing	State Support Team 9, Family Engagement Consultant



Name		Title
Ashley	Hall	Ohio Department of Education, Office for Exceptional Children, Social Science Research Specialist
Kathy	Hall	State Advisory Panel for Exceptional Children, School Psychologist, Special Education Supervisor
Debbie	Hartwig	Cohort 1 - State Support Team 9, Regional Early Literacy Specialist
Jodi	Hausmann	Cohort 1 – Perkins Local School District, Superintendent
Elizabeth	Hess	Ohio Department of Education, Center for Curriculum and Assessment, Third Grade Reading Guarantee Administrator
Sophie	Hubbell	Ohio Department of Education, Office of Early Learning and School Readiness, Assistant Director
Laura	Justice	The Ohio State University, Early Literacy Researcher
Sherri	Kitzmiller	Cohort 1 - Canton City Schools, Elementary Special Education Coordinator
Elizabeth	Lolli	Cohort 1 - Dayton City Schools Administrator
Karen	Lombard	Cohort 1 - Dayton City Schools Administrator
Nicole	Luthy	Institutions of Higher Education, Ohio State University Ohio Resource Center, Project Director
Megan	Lyons	Institutions of Higher Education, University of Dayton
Rena	McClellan	Cohort 1 -Perkins City Schools, District Coach
Lakshmi	Nandula	Ohio Department of Education, Office of Federal Programs, Assistant Director
Susan	Nolan	Institutions of Higher Education, Ohio University
Helen	O’Leary	State Support Team 11, Early Childhood Consultant,
John	Opperman	Ohio Association of Pupil Services Administrators
Nancy	Osko	Cohort 1 - State Support Team 2, Regional Early Literacy Specialist
Chris	Rauscher	American Institutes for Research, Senior Technical Assistance Consultant, Early Literacy Specialist
Becky	Rees	Cohort 2 – State Support Team 6, Director
Beth	Rice	Cohort 1 - State Support Team 15, Regional Early Literacy Specialist
Myrrha	Satow	State Advisory Panel for Exceptional Children Chair; Community Schools Administrator
Linda	Schurch	Special Education Director, Electronic Classroom of Tomorrow
Jeromey	Sheets	Cohort 2 -Lancaster City Schools, Director of Elementary Instruction
Julie	Steimle	University of Cincinnati Evaluation Team

Name		Title
Wendy	Stoica	Ohio Department of Education, Office for Exceptional Children, Assistant Director
Donna	Villareal	Ohio Department of Education, Office of Curriculum and Assessment, Education Program Specialist- English Learners
Zana	Vincent	Ohio Association of Elementary School Administrators, Ohio Ready Schools Project Manager
Kara	Waldron	Ohio Department of Education, Office for Exceptional Children, Program Administrator
Cynthia	Walker	Buckeye Association of School Administrators
Melissa	Weber-Mayrer	Ohio Department of Education, Center for Curriculum and Assessment, Early Literacy Administrator
Sue	Zake	Ohio Department of Education, Office for Exceptional Children, Director

Appendix D

Scope and Sequence of Language and Literacy Research-Based Practices

Cohort 1 Scope and Sequence Year 1, Year 2, Years 3-5

**\*\* RELS attend monthly Regional Early Literacy Specialists meetings.**

Year 1	2016-2017	Cohort 1				
Month	LETRS Training	Reading Tiered Fidelity Inventory	Curriculum Based Measure	Coaching Log	LETRS Implementation Tool (External Evaluator)	Coaching Fidelity Tool (External Evaluator)
August	Preschool teachers' training and Bridge to Practice	August- Early October: Administer Tier 1 of RTFI and enter into Data Dashboard (by end of the first quarter) <i>suggestion: administer before the September 15 report card release</i>	August/Early September: Train teachers CBM (Dibels Next or AIMSweb) as needed	Enter coaching log documentation into Data Dashboard	August-November: External Evaluator gather baseline data	September-December: External Evaluator will observe each RELS and district coach for baseline data
September	Unit 1 online and Bridge to Practice		Late August-Late September: teachers administer CBM measure (if using for TGRG, ensure that these are administered by September 30)	Enter coaching log documentation into Data Dashboard		
October	Unit 1 online and Bridge to Practice Face to Face 1	October: Develop School-Wide Reading Model (Tier	September- October 15: (or end of the quarterly reporting period): Enter CBM data into Data Dashboard	Enter coaching log documentation into Data Dashboard		

		1) Coaching Service Delivery Plan				
November	Unit 2 online and Bridge to Practice			Enter coaching log documentation into Data Dashboard		
December	Unit 2 online and Bridge to Practice			Enter coaching log documentation into Data Dashboard		
January	Unit 2 online and Bridge to Practice  Face to Face 2  Principals' 2-day Training			Enter coaching log documentation into Data Dashboard		
February	Unit 3 online and Bridge to Practice	February: Winter check-in: Update Coaching Service Delivery Plan if needed	End of third quarterly reporting period: Enter CBM data into Data Dashboard	Enter coaching log documentation into Data Dashboard	February-May: Gather implementation data, only scoring concepts in which training has been completed	January-May: External evaluator will observe each RELS and district coach
March	Unit 3 online and Bridge to Practice			Enter coaching log documentation into Data Dashboard		
April	Unit 4 online and Bridge to Practice			Enter coaching log documentation into Data Dashboard		
May	Unit 4 online and Bridge to Practice  Face to Face 3	May/June: Administer/Revisit Tier 1 of RTFI and enter results into Data Dashboard.	End of fourth quarterly reporting period: Enter CBM data into Data Dashboard	Enter coaching log documentation into Data Dashboard		

June		Revisit Tier 1 Coaching Plan		Enter coaching log documentation into Data Dashboard		
<b>Year 2</b>	<b>2017-2018</b>	<b>Cohort 1</b>				
Month	LETRS Training	Reading Tiered Fidelity Inventory	Curriculum Based Measure	Coaching Data	LETRS Implementation Tool (External Evaluator)	Coaching Fidelity Tool (External Evaluator)
August	Kindergarten ECE (2 days) and Bridge to Practice	August- October: Re-administer RTFI (Tier 1) if team has changed and if necessary input data into Data Dashboard  Revisit Coaching Service Delivery Plan.  Administer RTFI Tier 2 & 3 and enter into Data Dashboard (by end of the first quarter)	August/Early September: Train any new teachers CBM (Dibels Next or AIMSweb) as needed  Late August-Late September: teachers administer CBM measure (if using for TGRG, ensure that these are administered by September 30)	Enter coaching log documentation into Data Dashboard	October-December: Gather implementation data, only scoring concepts in which training has been completed	September-December: External Evaluator will observe each RELS and district coach
September	Unit 5 online and Bridge to Practice			Enter coaching log documentation into Data Dashboard		
October	Unit 5 online and Bridge to Practice  Face to Face 4		September- October 15: (or end of the quarterly reporting period): Enter CBM data into Data Dashboard	Enter coaching log documentation into Data Dashboard		
November	Unit 6 online and Bridge to Practice		Enter coaching log documentation into Data Dashboard			

<b>December</b>	Unit 6 online and Bridge to Practice  Face to Face 5			Enter coaching log documentation into Data Dashboard		
<b>January</b>	Unit 6 online and Bridge to Practice			Enter coaching log documentation into Data Dashboard		January-May: External Evaluator will observe each RELS and district coach
<b>February</b>	Unit 7 online and Bridge to Practice	February: Winter check-in to update Coaching Service Delivery Plan if needed	End of third quarterly reporting period: Enter CBM data into Data Dashboard	Enter coaching log documentation into Data Dashboard	February-May: Gather implementation data, only scoring concepts in which training has been completed	
<b>March</b>	Unit 7 online and Bridge to Practice  Face to Face 6			Enter coaching log documentation into Data Dashboard		
<b>April</b>	Unit 8 online and Bridge to Practice			Enter coaching log documentation into Data Dashboard		
<b>May</b>	Unit 8 online and Bridge to Practice	May/June: Administer RTFI (Tiers 1,2,3) and enter results into Data Dashboard.  Revisit Coaching Plan	End of fourth quarterly reporting period: Enter CBM data into Data Dashboard	Enter coaching log documentation into Data Dashboard		
<b>June</b>				Enter coaching log documentation into Data Dashboard		

Years 3-5	2018-2019; 2019-2020; 2020-2021	Cohort 1					
	LETRS Training	Reading Tiered Fidelity Inventory	Curriculum Based Measure	Coaching Data	LETRS Implementation Tool (External Evaluator)	Coaching Fidelity Tool (External Evaluator)	
August	On board any new teachers using the 2-year training cycle	August- October: Re-administer or re-visit RTFI if team has changed and input data (Tiers 1,2,3) into Data Dashboard	August/Early September: Train any new teachers CBM (Dibels Next or AIMSweb) as needed	Enter coaching log documentation into Data Dashboard	October-December: Gather implementation and fidelity data for all training concepts	September-December: External Evaluator will observe each RELS and district coach	
September			Late August-Late September: teachers administer CBM measure (if using for TGRG, ensure that these are administered by September 30)	Enter coaching log documentation into Data Dashboard			
October		Revisit Coaching Service Delivery Plan	September- October 15 (or end of the quarterly reporting period): Enter CBM data into Data Dashboard	Enter coaching log documentation into Data Dashboard			
November				Enter coaching log documentation into Data Dashboard			
December				Enter coaching log documentation into Data Dashboard			
January				Enter coaching log documentation into Data Dashboard			January-May: External Evaluator will observe each

February		February: Winter check-in to update Coaching Service Delivery Plan if needed		Enter coaching log documentation into Data Dashboard	February-May: Gather implementation and fidelity data for all training concepts	RELS and district coach
March			End of third quarterly reporting period: Enter CBM data into Data Dashboard	Enter coaching log documentation into Data Dashboard		
April				Enter coaching log documentation into Data Dashboard		
May		May/June: Administer/ Revisit (Tiers 1,2,3) of RTFI and enter results into Data Dashboard	End of fourth quarterly reporting period: Enter CBM data into Data Dashboard	Enter coaching log documentation into Data Dashboard		
June		Revisit Coaching Plan		Enter coaching log documentation into Data Dashboard		



## Appendix E

### LETRS Professional Development Calendar

#### 2016-2017 Regional Literacy Specialists Cohort 2 Dates

2016	
August 10-11	Monthly Meeting- Columbus- Columbus- Columbus Metro Library New Albany Branch (200 Market Street, New Albany, Ohio 43504)
August 15-18	Cohort 2 Regional Literacy Specialists (LETRS Modules 1-2)- Columbus Metropolitan Library-Hilliard Branch; Hilliard Meeting Room; 4772 Cemetery Road; Hilliard, Ohio 43026
September 7-8	Monthly Meeting- Columbus- BWC Education and Training Center (13430 Yarmouth Dr., Pickerington, OH 43147)
	RELS Cohort 2 must attend <b>one day of training</b> in any region
October 3-7	Region A K-3 Teachers- Summit ESC, 420 Washington Avenue, Cuyahoga Falls, OH 44221
September 27-29	Region B K-3 Teachers- Great Oaks Conference Center 3254 E. Kemper Road, Cincinnati Ohio 45247
October 3-5	Region C K-3 Teachers- OSU Endeavor Center, 1862 Shyville Road, Piketon, OH
October 12-13	Monthly Meeting- Columbus- Columbus Metropolitan Library–Whitehall Branch; Meeting room 1; 4445 E. Broad St. Columbus, Ohio 43213
October 17-19	Cohort 2 Regional Literacy Specialists (LETRS Modules 3,7)- University of Dayton, Dublin (5747 Perimeter Dr., Suite 100A, Dublin, OH 43017)
November 15	Monthly Meeting- Columbus- BWC Education and Training Center (13430 Yarmouth Dr., Pickerington, OH 43147)
December 14-15	Monthly Meeting- Columbus- BWC Education and Training Center (13430 Yarmouth Dr., Pickerington, OH 43147)
2017	
	RELS Cohort 2 must attend one of these trainings ( <b>2-day training</b> )
January 11-12	Regions B and C Principals- <b>300 Oak Drive, Wilmington, OH 45177</b> (tentative)
January 17 – 20	Cohort 2 Regional Literacy Specialists (LETRS Modules 4-6)- BWC Education and Training Center (13430 Yarmouth Dr., Pickerington, OH 43147)
	RELS Cohort 2 must attend <b>one day of training</b> in any region
Jan. 31 – Feb. 2	Region B – K-3 Teachers- Great Oaks Conference Center 3254 E. Kemper Road, Cincinnati Ohio 45247
February 8-10	Region C – K-3 Teachers- OSU Endeavor Center, 1862 Shyville Road, Piketon, OH

February 16-17	Monthly Meeting- Columbus- BWC Education and Training Center (13430 Yarmouth Dr., Pickerington, OH 43147)
Feb. 27-March 1	Cohort 2 Regional Literacy Specialists (LETRS Modules 8,9)- University of Dayton, Dublin
March 15-16	Monthly Meeting- Columbus- BWC Education and Training Center (13430 Yarmouth Dr., Pickerington, OH 43147)
April 12-13	Monthly Meeting- Columbus- BWC Education and Training Center (13430 Yarmouth Dr., Pickerington, OH 43147)
May 2-4	Cohort 2 Regional Literacy Specialists (LETRS EC Module)- BWC Education and Training Center (13430 Yarmouth Dr., Pickerington, OH 43147)
	RELS Cohort 2 must attend <b>one day of training</b> in any region
May 16-18	Region B- K-3 Teachers- Great Oaks Conference Center 3254 E. Kemper Road, Cincinnati Ohio 45247
May 24-26	Region C – K-3 Teachers- OSU Endeavor Center, 1862 Shyville Road, Piketon, OH
June 5-8	Cohort 1 and Cohort 2 Regional Literacy Specialists LETRS 3 <sup>rd</sup> edition face-to-face- University of Dayton, Dublin
June 14-15	Monthly Meeting- Columbus- BWC Education and Training Center (13430 Yarmouth Dr., Pickerington, OH 43147)

Regional Early Literacy Specialists LETRS Training


Monthly Meeting

K-3 Teachers Cohort 1

Principals Cohort

# Appendix F

## Data Dashboard Tabs



- SSIP Professional Activities Calendar
- SSIP Critical Due Dates**
- Implementation Sites
- Student Progress Data
- Student Progress Data - Upload Forms
- Coaching Fidelity Tool - Worksheet
- Effective Coaching of Teachers : Coaching Fidelity Tool Rubric
- Reports
- Coaching Log
- Niles City - Coaching Log Reports
- Completed Coaching Logs
- Reading Tiered Fidelity Inventory (R-TFI) Elementary-Level Edition Scoring Completed Forms

Logged in as Melissa Weber-Mayrer - [Account Settings](#) - [Log Out](#) [Print](#)

### SSIP Critical Due Dates

[add filters](#) [subscribe to RSS](#) [download events](#)

< > today

March 2017

month week day

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18

## Appendix G

### Examples of SSIP Stakeholder Agendas

March 10, 2017  
Bureau of Workers Compensation Training Center  
13430 Yarmouth Drive  
Pickerington, OH 43147

#### AGENDA

9:00 AM	<b>Welcome</b> <ul style="list-style-type: none"><li>• Introductions</li><li>• Review of agenda and outcomes</li></ul>	<i>Sue Zake, Director Ann Bailey, Facilitator</i>
9:15 AM	<b>SSIP Project Overview</b> <ul style="list-style-type: none"><li>• Presentation</li><li>• Q&amp;A</li><li>• Next Steps</li></ul>	<i>Kara Waldron Melissa Weber-Mayrer Debbie Hartwig Aaron Bouie</i>
10:25 AM	<b>Break</b>	
10:35 AM	<b>State-Identified Measurable Result (SIMR)</b> <ul style="list-style-type: none"><li>• Presentation</li><li>• Q&amp;A</li><li>• Target Setting by Consensus</li></ul>	<i>Kara Waldron Ann Bailey</i>
11:45 PM	<b>Lunch</b> <p>Lunch is on your own. Feel free to bring your lunch or go to one of the nearby restaurants. We will provide you with a list of possibilities.</p>	
1:00 PM	<b>SSIP Evaluation Process</b> <ul style="list-style-type: none"><li>• Presentation</li><li>• Q&amp;A</li></ul>	<i>Ann Bailey Dr. Jacinda Dariotis, UC Dr. Julia Holton, UC</i>
2:00 PM	<b>Break</b>	
2:10 PM	<b>SSIP Evaluation Data</b> <ul style="list-style-type: none"><li>• Presentation</li><li>• Q&amp;A</li></ul>	<i>Melissa Weber-Mayrer Beth Molly Fender Kara Waldron</i>
3:15 PM	<b>Closing Comments</b>	<i>Ann Bailey</i>
3:30 PM	<b>Adjourn</b>	

## State Advisory Panel for Exceptional Children (SAPEC)

March 30, 2017

Quest Business and Conference Center  
8405 Pulsar Place, Columbus, OH 43240

### AGENDA

9:00 AM	<b>Call to Order</b> <ul style="list-style-type: none"> <li>• Roll Call</li> <li>• Welcome and Introductions</li> </ul>	Bill Bauer, SAPEC Chairperson Sue Zake, Director OEC Sandy Kaufman, Educational Program Specialist, OEC
9:10 AM	<b>Panel Business</b> <ul style="list-style-type: none"> <li>• Approval of SAPEC Meeting Minutes – December 1, 2016</li> </ul>	Bill Bauer, SAPEC Chairperson
9:15 AM	<b>Public Comment</b> Opportunity for non-SAPEC members to comment on agenda items or other relevant items of interest.	Bill Bauer, SAPEC Chairperson
9:20 AM	<b>Emerging Issues/Unmet Needs<sup>3</sup></b> Opportunity for Panel members to present emerging issues or unmet needs.	Bill Bauer, SAPEC Chairperson
9:25 AM	<b>SAPEC Chairperson’s Report</b> <ul style="list-style-type: none"> <li>• SAPEC Membership update</li> <li>• Other</li> </ul>	Bill Bauer, SAPEC Chairperson Staci Anderson and Kathy Hall, Membership and Elections Co-Chairs
9:35 AM	<b>Office for Exceptional Children – Director’s Updates</b> <ul style="list-style-type: none"> <li>• ESSA</li> <li>• FFY17 IDEA Part B Application and Public Comment Period</li> <li>• Revised Special Education Forms</li> <li>• Gifted Rule</li> <li>• SSIP Early Literacy Plan and Phase III Report</li> <li>• State Personnel Development Grant Proposal (SPDG)</li> <li>• District Reading Achievement Plans</li> <li>• Preschool Special Education Ratio and Group Size</li> <li>• OSEP Dear Colleague Letter - Preschool Least Restrictive Environment</li> <li>• Annual Performance Report (APR)</li> </ul>	Sue Zake, Director OEC Kalinda Watson, Assistant Director, OEC Olivia Schmidt, Assistant Director, OEC Wendy Stoica, Assistant Director, OEC Elizabeth Hess, Third Grade Reading Guarantee Administrator, C&A Melissa Weber- Mayrer,

		Early Literacy Administrator, C&A Sophie Hubbell, Assistant Director, OEL&SR Matthew Loesch, Social Science Research Specialist, OEC
10:45 AM	<b>Recommendations for State Systemic Improvement Plan (SSIP) Targets</b>	Ashley Hall, Social Science Research Specialist, OEC & Kara Waldron, Program Administrator, OEC
11:15 AM	<b>Introduction of Ad Hoc Committee Discussion Topics</b> OEC staff will describe the Ad Hoc Committee tasks, divide into two groups for further discussion. <ul style="list-style-type: none"> <li>• <b>Group I Topic:</b> Dispute Resolution – Compliant Form Review (Monica Drvota, Assistant Director, OEC and Heidi Kleinman, Complaint Coordinator, OEC)</li> <li>• <b>Group II Topic:</b> Preschool Operating Standards Revisions (Sophie Hubbell, Assistant Director, OEL&amp;SR)</li> <li>• <b>Group III Topic:</b> Parent Engagement Efforts to Support Ohio’s Early Literacy Plan (Melissa Weber-Mayrer, Early Literacy Administrator and Elizabeth Hess, Third Grade Reading Guarantee Administrator, C&amp;A)</li> </ul>	Sue Zake, Director OEC, ODE Staff
11:20 – 11:35 AM	<b>Break and return to Ad Hoc Committee Groups</b>	Bill Bauer, SAPEC Chairperson
11:35 AM – 12:15 PM  5 mins to transition to large group	<b>Ad Hoc Committee Discussions (SAPEC Learning or Information Items<sup>1</sup>)</b> Panel members select one small group discussion topic led by OEC staff. Each group should assign the following roles: <ul style="list-style-type: none"> <li>• Recorder: will take notes for the group and submit them to OEC staff.</li> <li>• Group Presenter: present/share your group’s suggestions.</li> <li>• Timekeeper: monitors the discussion time.</li> </ul>	Sue Zake, Director OEC, OEC Staff
12:20 PM	<b>Brief Reports</b> <ul style="list-style-type: none"> <li>• Ad hoc committee reports</li> </ul>	Bill Bauer, SAPEC Chairperson Sue Zake, Director OEC, OEC Staff
12:35 PM	<b>SAPEC Learning<sup>2</sup> (Invited Presentation)</b>  Preparing for Success - Planning for the success of students with disabilities as they transition out of high school.	Sue Zake, Director OEC, Jessica Dawso, Associate Director, OEC Staff
12:55 PM	<b>Agency Reports and Member Announcements</b> Agency representatives will report on program initiatives, resources and collaborative activities that are of interest to SAPEC members.	Bill Bauer, SAPEC Chairperson Sandy Kaufman,

	<b>(Please submit your written summary to Sandy or Ludia)</b>	Educational Program Specialist, OEC
1:00 PM	<b>Closing Comments</b> Motion to Adjourn Complete and submit evaluation comments	Sue Zake, Director OEC, OEC Staff

<sup>1</sup> Information sharing and discussion of background information on new issues presented by OEC staff and/ or other resource persons.

<sup>2</sup> Presentation of items introduced during a previous meeting or items that require action by SAPEC members.

<sup>3</sup> Informal discussion where SAPEC members identify and present “unmet needs and emerging issues” for discussion during SAPEC meetings.

## State Support Team Directors

**DATE:** Thursday, March 23<sup>rd</sup>  
**LOCATION:** University of Dayton-Dublin, 5747 Perimeter Drive, Suite 100A, Dublin, Ohio  
**TIME:** Thursday: 9:00 a.m. – 4:00 p.m.

### MARCH 23, 2017

- 9:00 a.m.      **Welcome and Introductions**  
*Sue Zake*
- 9:15 a.m.      **Early Literacy Update**  
*Wendy Stoica, Melissa Weber-Mayrer, Caroline Coston*  
    o   SPDG Proposal Update
- Diverse Learner Updates**
- 10:00 a.m.     **Reading Achievement Plans**  
*Melissa Weber-Mayrer*
- 10:30            **Break**
- 10:45            **OII office updates:**
- **“Meet Ups”**
  - **Decision Framework**
    - o *Jo Hannah Ward*
  - **OIP 3.0 Update**
    - o *Andrea Faulkner*
  - **SIDR Self-Reviews**
    - o *Sandy Hay*
  - **District-Level Support Status Monitoring**
    - o *Sandy Hay*
  - **Migrant Updates**
    - o *Ray Draghi*
  - **21<sup>st</sup> Century and McKinney-Vento (Homeless Support) Update**
    - o *Shannon Teague*
- 11:30 a.m.     **Lunch**
- 12:45 p.m.     **OII Updates Continued**
- 1:45 p.m.      **Early Learning Update**  
*Wendy Grove*
- 2:30 p.m.      **Break**
- 2:45 p.m.      **Updates and Discussion:**



**ESSA Updates and Implications**

*OII, OELSR and OEC*

**ODE Strategic Planning and Workgroups on Graduation and Assessment**

*OII, OELSR and OEC*

**Moving May 18-19 SST Director Meeting to Stark County**

*Laurie Langenfeld*

**Plan for a Webinar for Autism and Peterson Scholarship questions**

*Jo Hannah Ward*

**Discussion of August Summit**

# RELS December Meeting

13430 Yarmouth Drive, Pickerington, OH 43147

9:30am-3:30pm

## Cohort 1

### Tuesday, December 13, 2016

9:30am -10:00am

- Debrief Administrator Forum

10:00am-12:30pm

- Next Steps Conversations Using Data
  - Data Conversations that Support Systems Coaching

Please bring:

RTFI Data

Coaching Plan made from Kim St. Martin

Feedback from Administrator

12:30pm-1:30pm

Lunch ☺

1:30pm-3:30pm

- Conversations that support Instructional Coaching → 5 Step Process

Please bring:

Teacher coaching data

CBM data by grade level (or district screening data by grade level if district has not yet implemented CBM)

Pull one teacher to bring data from their classroom

Review the data interpretation training – Dibels or AIMSweb.

### Wednesday, December 14, 2016

9:30am-12:00pm

- Teacher Level Coaching
- Coaching for Language and Literacy Instruction (Unit I)
- Using LETRS Keys to Implementation
  - Work Session- Coaching Documents

Please bring:

One teacher's classroom CBM data and any other information that will help guide coaching conversations.

12:00pm-1:00pm

Lunch ☺

1:00pm-3:30pm

- Reading Achievement Plans
- Research Based Reading Instruction Professional Development work group

Early Literacy Specialists Meeting- Cohort 1  
Agenda  
August 9, 2016  
10:00-4:00  
Columbus Metro Library- New Albany

10:00-10:15	Introduction/Review Agenda
10:15-12:00	Coaching Follow Up
12:00-1:00	Lunch
1:00-1:30	Scope and Sequence
1:30-2:30	LETRS Webinar with Voyager Sopris
2:30-4:00	Messaging to Districts/Teachers and Any Additional Questions

Early Literacy Specialists Meeting- Cohorts 1 and 2  
Agenda  
August 10, 2016  
9:00 am- 3:00 pm  
Columbus Metro Library- New Albany

9:00-10:00	Cohort 1 Preps for Day
10:00-10:20	Welcome and Introductions
1:30-11:10	Orientation
11:15-12:15	Adult Learning
12:15-1:15	Lunch
1:15-3:00	Coaches Toolkit

Early Literacy Specialists Meeting- Cohort 2  
Agenda  
August 11, 2016  
9:00 am- 3:00 pm  
Columbus Metro Library- New Albany

9:00-9:10	Review Agenda
9:10-10:45	Introduction to SSIP and LETRS
10:45-11:30	Schedules and Questions
11:30-12:30	Lunch
12:30-1:30	Literacy Activity
1:30-3:00	Questions/Concerns

## Appendix H

### Items from the Reading-Tiered Fidelity Inventory

- 1.1 A School Leadership Team is established to support the implementation of a Tier 1 reading system.
- 1.2 The School Leadership Team uses an effective team meeting process.
- 1.3 The School Leadership Team's work is coordinated with other school teams.
- 1.4 Grade-Level Teams are established to support the implementation of Tier 1 Reading Instruction.
- 1.5 Grade-Level Teams use an effective team meeting process.
- 1.6 The district uses a formal procedure for selecting programs and materials to provide Tier 1 reading instruction.
- 1.7 The school allocates adequate time for core reading instruction.
- 1.8 The school has a School-Wide Reading Plan.
- 1.9 Grade-level Instructional Plans include an emphasis on Tier 1 instruction.
- 1.10 Class-wide expectations for student behavior are established and taught.
- 1.11 Procedures are implemented for common classroom activities.
- 1.12 Written guidelines are available for teaching the core reading program.
- 1.13 The school has identified an individual(s) to assist in data coordination for school-wide reading assessments.
- 1.14 A school-wide reading universal screening assessment schedule is available for the current school year.
- 1.15 Professional learning is purposely selected for supporting the implementation of a School-Wide Reading Model.
- 1.16 The School Leadership Team uses system-level coaching.
- 1.17 All staff have access to instructional coaching.
- 1.18 Universal screening assessments have been purposely selected.
- 1.19 The school uses a data system that allows access to universal screening assessment reports
- 1.20 Staff collect reading universal screening data with fidelity.
- 1.21 The School Leadership Team collects Tier 1 system fidelity data.
- 1.22 The School Leadership Team uses data to monitor the health of the School-Wide Reading Model.
- 1.23 The School Leadership Team uses a process for data-based decision-making.
- 1.24 Grade-Level Teams use a process for data-based decision-making.
- 1.25 The School Leadership Team monitors implementation of the School-Wide Reading Plan.
- 1.26 Grade-Level Teams monitor implementation of the grade-level Instructional Plans.
- 1.27 The School Leadership Team provides a status report on student reading performance to stakeholders.

## Appendix I

### Coaching Log

Implementation Site

Is this a group coaching session?

Is this a Principal Group?

Participating School

Region

Regional Early Literacy Specialist

District Coach

Teacher Name

Declined coaching at this time

Date coaching took place (mm/dd/yyyy) \*

Start/End time of coaching session \*

LETRs Topics - Preschool \*

- N/A
- Literacy Environmental Supports
- Promoting Oral Language Development (phonology, semantics, morphology, syntax, prosody)
- Stages of Oral and Written Language
- Strategies that Facilitate Oral Language Development
- Phonological Awareness: rhyming
- Phonological Awareness: alliteration
- Phonological Awareness: blending
- Phonological Awareness: segmenting
- Written Language Connections: concepts of print
- Written Language Connections: alphabet knowledge
- Written Language Connections: becoming a writer
- Use of Assessment
- Other

LETRs Topics: Kindergarten - Grade 3 \*

- N/A
- Phonological awareness (Speech Sounds)
- Teaching Word Recognition
- Teaching Beginning Decoding and Spelling (Beginning Phonics)
- Teaching Advanced Word Study (decoding, grammar, morphology)
- Developing Vocabulary and Oral Language (language-rich environments, word relationships, word learning strategies)
- Reading Comprehension: building background knowledge vocabulary

- Reading Comprehension: sentence-level processing
- Reading Comprehension: inferencing, & verbal reasoning
- Mediating Text Comprehension (context focused or text-driven comprehension lessons)
- Use of Assessment
- Other

#### Alliance Building Strategies

- Interpersonal skills: Interpersonal Skills: effective communication, building trust, non-evaluative & nonjudgmental language
- Collaboration: meeting needs and goals, conveying that improving teaching is teamwork
- Expertise: specific content area teaching and learning

*Specific strategies that relate to factors of alliance to build a positive teacher-coach dyad.*

#### Coaching Practices

- Analyze Data: formal or informal data analysis that informs instructional planning
- Goal Setting: set individual goals with teacher
- Joint Planning: Assist teachers with planning, sequencing, and scaffolding instruction
- Observation: examination of classroom, teacher, and student actions to be used to develop/enhance language and literacy skills, strategies, and ideas
- Modeling: a planned or spontaneous observation of the coach that is intentional, direct, and specific. The coachee has something specific to observe or do.
- Debrief Modeling: debrief what happened during the modeling, a discussion of what worked – what didn't. Develop a plan for how it might look when the teacher implements the activity.
- Reflection: tapping into what the teacher already knows and is doing, uncover modifications or new knowledge and skills needed for effective evidence-based teaching and learning
- Feedback: information provided by the coach that is based on direct observations of the teacher's use of a specific program, intervention, or practice.
- Feedback: information provided by the coach that is based on direct observations of the teacher's use of a specific program, intervention, or practice.

#### Comments

Please Confirm Implementation Site \*

Appendix J

Cohort 2 District Partnership Agreement

**Early Literacy Partnership Agreement**

By signing this partnership agreement, you are agreeing to:

- Ensure involvement and training of appropriate staff in targeted schools;
- Ensure implementation of early literacy evidence-based practices with fidelity;
- Ensure early literacy is a standing item on Building Leadership Team (BLT) and Teacher-Based Team (TBT) agendas;
- Align resources (personnel, fiscal) where necessary; and
- Four years of partnership with the Ohio Department of Education and the State Support Team

Year I: 2017-2018 and Year II: 2018-2019

Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education Commitment	State Support Team Commitment	Partner District Commitment
<hr/> <hr/>	<b>Project Leadership</b>	<ul style="list-style-type: none"> <li>• The Early Literacy core management team will provide a partnership agreement outlining commitment of resources and supports to partner districts and ongoing communication throughout the four-year commitment</li> </ul>	<ul style="list-style-type: none"> <li>• The State Support Team (SST) will provide literacy content support through a Regional Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• The district will designate a project lead for the Ohio Early Literacy Plan (description of role attached)</li> </ul>
<hr/>	<b>Alignment to the Ohio</b>	<ul style="list-style-type: none"> <li>• ODE will provide ongoing communication and assistance to</li> </ul>	<ul style="list-style-type: none"> <li>• The SST will continue to provide support through</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with the SST to target early literacy as part of the district improvement plan</li> </ul>



Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education Commitment	State Support Team Commitment	Partner District Commitment
_____	<b>Improvement Process</b>	support alignment of school improvement plans and early literacy practices	<p>the Ohio Improvement Process</p> <ul style="list-style-type: none"> <li>The SST will provide support on developing the reading achievement plan through a Regional Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Define an early literacy strategy and action steps for targeted building</li> <li>Ensure early literacy as a standing item on BLT and TBT agendas</li> <li>If the district is required to submit a reading achievement plan, the district will integrate Ohio's Early Literacy pilot project within that plan</li> </ul>
_____	<b>Professional Development for Educators in Evidence-Based Early Literacy Practices</b>	<ul style="list-style-type: none"> <li>Provide Language Essentials for Teachers of Reading and Spelling (LETRS) training by certified national trainers at no cost to educators in targeted building (description attached)</li> <li>Provide LETRS materials, including an online training platform and manuals</li> <li>Cover substitute costs at district rate for in-</li> </ul>	<ul style="list-style-type: none"> <li>The SST will provide coaching to support school leaders, teachers, and the building literacy coach in the implementation of evidence-based early literacy practices through a Regional Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Allocate staff time to participate in LETRS training in 2017-2018 and 2018-2019 (including regular coaching to support implementation of evidence-based early literacy practices)</li> <li>Include all educators in professional development (preschool teachers, K-3 teachers, intervention specialists, speech-language pathologists, school psychologists, etc.)</li> <li>Secure substitutes to allow designated staff to attend in-person LETRS training</li> </ul>

Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education Commitment	State Support Team Commitment	Partner District Commitment
		<p>person training with certified national trainers (three days per year)</p>		<ul style="list-style-type: none"> <li>• Commit to complete online units between face-to-face training sessions with certified national trainers               <ul style="list-style-type: none"> <li>○ Eight online units (comprised of 8 sessions each) will be completed over two school years. Each session consists of approximately one hour of online work, 30 minutes of reading, and 30 minutes of classroom application, requiring approximately 64 hours per school year (an average of 1.5-2 hours per week)</li> </ul> </li> </ul>
<hr/> <hr/>	<p><b>Professional Development for Principals</b></p>	<ul style="list-style-type: none"> <li>• Provide professional development in school-wide early literacy practices targeted to building principals and school administrators by certified national trainers at no cost to principals and school administrators in</li> </ul>	<ul style="list-style-type: none"> <li>• The SST will provide coaching to support and develop the expertise of the building principal and school administrators in the implementation of school-wide early literacy practices through a Regional Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate principal and school administrator time to participate in training in 2016-2017 and 2017-2018 (including regular coaching to support implementation of evidence-based early literacy practices)</li> </ul>

Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education Commitment	State Support Team Commitment	Partner District Commitment
		<p>targeted building (description attached)</p> <ul style="list-style-type: none"> <li>• Provide direct support to principals and school administrators through webinars and conference calls</li> </ul>		
<hr/> <hr/>	<p><b>Building Literacy Coach</b></p>	<ul style="list-style-type: none"> <li>• Provide Language Essentials for Teachers of Reading and Spelling (LETRS) training by certified national trainers at no cost to the Building Literacy Coach in targeted building (description attached)</li> <li>• Provide access to national LETRS trainers for additional support in implementing and coaching teachers on the use of evidence-based early literacy practices</li> </ul>	<ul style="list-style-type: none"> <li>• The SST will provide coaching to support and develop the expertise of the Building Literacy Coach in the implementation of evidence-based early literacy practices through a Regional Early Literacy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Secure and/or assign a full-time staff member to fulfill role and responsibilities of an early literacy coach (see attached description)</li> </ul>

Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education Commitment	State Support Team Commitment	Partner District Commitment
		<ul style="list-style-type: none"> <li>Provide funding for 50% of the full-time salary for a building literacy coach in Year I and 37.5% of the full-time salary for a building literacy coach in Year II</li> </ul>		
<hr/> <hr/>	<b>School-Wide Reading Model</b>	<ul style="list-style-type: none"> <li>Provide training to Regional Early Literacy Specialist and Building Literacy Coach on developing a school-wide reading model</li> </ul>	<ul style="list-style-type: none"> <li>Regional Early Literacy Specialist will facilitate a school-wide literacy needs assessment through the Reading Tiered Fidelity Inventory</li> <li>Regional Early Literacy Specialist will provide support to the Building Leadership Team in developing a school-wide reading model</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a literacy needs assessment each year of the partnership agreement</li> <li>Implement components of a school-wide reading model with fidelity, as defined in the Reading Tiered Fidelity Inventory</li> </ul>
<hr/> <hr/>	<b>Curriculum-Based Measure</b>	<ul style="list-style-type: none"> <li>Provide funding, up to \$1,500, for the district to transition to one of two early literacy curriculum-based measures (DIBELS Next or</li> </ul>	<ul style="list-style-type: none"> <li>Regional Early Literacy Specialist will provide coaching and support to school leaders, Building Literacy Coach, and teachers in the implementation of the</li> </ul>	<ul style="list-style-type: none"> <li>In targeted building, establish DIBELS Next or AIMSweb as the early literacy curriculum-based measure. Continue to use for the duration of the project</li> <li>Designate staff to participate in training on the selected curriculum-based measure, and</li> </ul>

Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education Commitment	State Support Team Commitment	Partner District Commitment
		<p>AIMSweb) in the targeted building</p> <ul style="list-style-type: none"> <li>• Provide training to Regional Early Literacy Specialist and Building Literacy Coach on the chosen curriculum-based measure</li> </ul>	<p>chosen curriculum-based measure</p> <ul style="list-style-type: none"> <li>• Regional Early Literacy Specialist will provide coaching and support to school leaders, Building Literacy Coach, and teachers in the data interpretation of the chosen curriculum-based measure</li> </ul>	<p>be responsible for inputting data into the project's data dashboard</p>
<hr/> <hr/>	<p><b>Parent Partnerships</b></p>	<ul style="list-style-type: none"> <li>• Provide training and support the development and implementation of strategies and action steps to increase parent engagement in literacy</li> <li>• More information will be forthcoming, including an addendum to this partnership agreement including the specific support ODE will provide</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Early Literacy Specialists will provide support in the implementation of action steps to increase parent engagement in literacy development</li> </ul>	<ul style="list-style-type: none"> <li>• Implement action steps to increase teacher engagement with parents and families</li> <li>• Implement the addendum action steps to increase teacher engagement with parents and families</li> </ul>

Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education Commitment	State Support Team Commitment	Partner District Commitment
<hr/> <hr/>	<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>• Provide training and support the development and implementation of strategies and action steps to develop community-wide systems of support for literacy</li> <li>• More information will be forthcoming, including an addendum to this partnership agreement including the specific support ODE will provide</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Early Literacy Specialists will provide support in the implementation of action steps to increase community engagement in literacy development</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the addendum action steps to establish collaborative partnerships and access to community-wide systems of support for literacy</li> </ul>
<hr/> <hr/>	<b>Data Collection</b>	<ul style="list-style-type: none"> <li>• Manage a comprehensive data dashboard for partner districts and SSTs to collect early literacy implementation and evaluation data for the purpose of effectiveness of program implementation, need</li> </ul>	<ul style="list-style-type: none"> <li>• Support the district's designated staff member in the data collection process</li> <li>• Maintain a coaching log which documents the amount of time spent coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Designate staff to participate in early literacy data dashboard training, if needed, and be responsible for inputting data</li> <li>• Sign a Memorandum of Understanding (MOU) for data sharing and utilize the data dashboard for implementation and progress monitoring</li> <li>• Collect data at regular intervals using the following tools:</li> </ul>

Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education Commitment	State Support Team Commitment	Partner District Commitment
		for mid-course improvements and evaluation		<ul style="list-style-type: none"> <li>○ Reading Tiered Fidelity Inventory</li> <li>○ DIBELS Next or AIMSweb</li> <li>○ Family/Community Engagement instrument</li> <li>○ Coaching Log</li> <li>● Allocate staff time to review data and adjust implementation, as needed</li> </ul>

Year III and IV:

Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education and SST Commitment	Partner District Commitment
_____	<b>Project Leadership</b>	<ul style="list-style-type: none"> <li>● Continued support for evidence-based practice implementation, school-wide reading model implementation, SST coaching support and technical support</li> <li>● Feedback to partner districts on the effectiveness of program implementation, need for mid-course improvements and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Continued implementation of district partnership agreement</li> <li>● Continued engagement of the district's project leader</li> </ul>
_____	<b>Alignment to the Ohio Improvement Process</b>	<ul style="list-style-type: none"> <li>● Collaborative planning between SST Regional Early Literacy Specialist and internal district coach</li> </ul>	<ul style="list-style-type: none"> <li>● Continued implementation of early literacy strategy and action steps for targeted building, with ongoing measurement of progress using the Reading Tiered Fidelity Inventory</li> <li>● Continued participation in TBT and individualized coaching with</li> </ul>

Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education and SST Commitment	Partner District Commitment
			Regional Early Literacy Specialist for fidelity of implementation <ul style="list-style-type: none"> <li>• Collaborative planning between internal coach and SST Regional Early Literacy Specialist to coach/facilitate LETRS implementation</li> </ul>
<hr/> <hr/>	<b>Professional Development for Staff in Evidence-Based Early Literacy Practices</b>	<ul style="list-style-type: none"> <li>• Provide LETRS training at no cost to partner districts for new teachers/administrators in targeted building</li> <li>• Provide LETRS materials, including an online training platform and data system</li> <li>• Continued support from Regional Early Literacy Specialist to partner district to support implementation of evidence-based early literacy instruction and intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate staff time for ongoing LETRS implementation (includes follow-up with coaching to support implementation of evidence-based early literacy professional development)</li> <li>• Commit time to study and complete online modules between face-to-face training sessions</li> </ul>
<hr/> <hr/>	<b>Professional Development for Principals</b>	<ul style="list-style-type: none"> <li>• Provide professional development in early literacy practices targeted to building principals and school administrators at by certified national trainers no cost to new principals and school administrators in targeted building</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate new principal and school administrator time to participate in training</li> </ul>
<hr/> <hr/>	<b>Building Literacy Coach</b>	<ul style="list-style-type: none"> <li>• Provide access to Regional Early Literacy Specialist for additional support in implementing and coaching teachers on the use of evidence-based early literacy practices</li> <li>• Provide funding for 25% of the full-time salary for a building literacy coach in Year III and 12.5% of the full-time salary for building literacy coach in Year IV</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to employ a full-time staff member to fulfill role and responsibilities of an early literacy coach (see attached description)</li> </ul>



Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education and SST Commitment	Partner District Commitment
<hr/> <hr/>	<b>School-Wide Reading Plan</b>	<ul style="list-style-type: none"> <li>• Continue to provide training as needed to Regional Early Literacy Specialist and Building Literacy Coach on developing a school-wide reading model</li> <li>• Regional Early Literacy Specialist will facilitate a school-wide literacy needs assessment through the Reading Tiered Fidelity Inventory</li> <li>• Regional Early Literacy Specialist will provide support to the Building Leadership Team in developing a school-wide reading model</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a literacy needs assessment each year of the partnership agreement</li> <li>• Implement components of a school-wide reading model with fidelity, as defined in the Reading Tiered Fidelity Inventory</li> </ul>
<hr/> <hr/>	<b>Curriculum-Based Measure</b>	<ul style="list-style-type: none"> <li>• Continue to provide training and support to Regional Early Literacy Specialists and Building Literacy Coach in the implementation and training on the chosen curriculum-based measure</li> </ul>	<ul style="list-style-type: none"> <li>• Continued use of DIBELS Next or AIMSweb as the early literacy curriculum-based measure</li> <li>• Continue to designate staff to participate in training on the selected curriculum-based measure, and be responsible for inputting data into the project's data dashboard</li> </ul>
<hr/> <hr/>	<b>Parent Partnerships</b>	<ul style="list-style-type: none"> <li>• Continue to provide training and support the development and implementation of strategies and action steps to increase parent engagement in literacy development and develop community-wide systems of support for literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to implement action steps to increase teacher engagement with parents and families</li> </ul>
<hr/> <hr/>	<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>• Provide training and support the development and implementation of strategies and action steps to develop community-wide systems of support for literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to implement action steps to establish collaborative partnerships and access to community-wide systems of support for literacy</li> </ul>

Superintendent's and Building Principal's Initials	Topic	Ohio Department of Education and SST Commitment	Partner District Commitment
<hr/> <hr/>	<b>Data Collection</b>	<ul style="list-style-type: none"> <li>• Continue to support the use of the Data Dashboard for early literacy implementation and evaluation data for the purpose of effectiveness of program implementation, need for mid-course improvements and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize the data dashboard for progress monitoring and program monitoring</li> <li>• Collect data at regular intervals using the following tools: <ul style="list-style-type: none"> <li>○ Reading Tiered Fidelity Inventory</li> <li>○ DIBELS Next or AIMSweb</li> <li>○ Family/Community Engagement Instrument</li> <li>○ Coaching Log</li> </ul> </li> <li>• Allocate staff time to review data and adjust implementation, as needed</li> </ul>

## Funding

Year 1 Funding	Year 2 Funding	Year 3 Funding	Year 4 Funding
<ul style="list-style-type: none"> <li>100% evidence-based literacy practices training for <b>principal/ school administrators</b> in targeted building</li> <li>100% evidence-based literacy practices training for all <b>educators</b> in targeted building</li> <li>100% evidence-based literacy practices training for <b>building literacy coach</b> in targeted building</li> <li>100% Substitute costs at district rate for 3-day <b>in-person training with certified national trainers</b></li> <li>50% of the <b>full-time salary for a building literacy coach</b></li> <li>Up to \$1,500 for Curriculum-Based Measure training, materials, and/or data system access</li> </ul>	<ul style="list-style-type: none"> <li>100% evidence-based literacy practices training for <b>principal/school administrators</b> in targeted building</li> <li>100% evidence-based literacy practices training for all <b>educators</b> in targeted building</li> <li>100% evidence-based literacy practices training for <b>building literacy coach</b> in targeted building</li> <li>37.5% of the <b>full-time salary for a building literacy coach</b></li> <li>100% Substitute costs at district rate for <b>in-person training with certified national trainers</b></li> </ul>	<ul style="list-style-type: none"> <li>100% evidence-based literacy practices training for <b>new principal/school administrators</b> in targeted building</li> <li>100% evidence-based literacy practices training for all <b>new educators</b> in targeted building</li> <li>25% of the <b>full-time salary for a building literacy coach</b></li> </ul>	<ul style="list-style-type: none"> <li>100% evidence-based literacy practices training for <b>new principal/school administrators</b> in targeted building</li> <li>100% evidence-based literacy practices training for all <b>new educators</b> in targeted building</li> <li>12.5% of the <b>full-time salary for a building literacy coach</b></li> </ul>

Years	Funding for Evidence-Based Literacy Practices Training	Funding for Building Literacy Coach	Funding for Substitutes at District Rate	Funding for CBM Training/Materials/System Access
1	100%	50% of the full-time salary	100%	Up to \$1,500
2	100%	37.5% of the full-time salary	100%	Up to \$1,500
3	100%	25% of the full-time salary	0%	0%
4	100%	12.5% of the full-time salary	0%	0%

The district agrees to the above partnership commitments. If the state or district do not implement the aforementioned commitments, this partnership agreement may be terminated and Early Literacy Plan funds will be returned to the state.

By signing this partnership agreement, you are assuring:

- Involvement and training of appropriate staff in targeted schools;
- Implementation of early literacy evidence-based practices with fidelity;
- Early literacy is a standing item on Building Leadership Team (BLT) and Teacher-Based Team (TBT) agendas;
- Alignment of resources (personnel, fiscal) where necessary; and
- Four years of partnership with the Ohio Department of Education and the State Support Team

---

<b>Name of District</b>	<b>Superintendent Signature</b>	<b>Date</b>
-------------------------	---------------------------------	-------------

---

<b>Target Building</b>	<b>Building Principal Signature</b>	<b>Date</b>
------------------------	-------------------------------------	-------------

---

<b>Target Building</b>	<b>Building Principal Signature</b>	<b>Date</b>
------------------------	-------------------------------------	-------------

---

<b>District/Building Representative Signature</b>	<b>Date</b>
---	-------------

---

<b>Ohio Department of Education Authorize</b>	<b>Authorizing Signature</b>	<b>Date</b>
---	------------------------------	-------------