



**Ohio's Part B State Systemic Improvement
Plan (SSIP)**

Phase II Report

April 1, 2016

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Executive Summary

Ohio's Part B State Systemic Improvement Plan (SSIP) describes the Results Driven Accountability work implemented during 2014-2015 by the staff at the Office for Exceptional Children at the Ohio Department of Education (ODE), State Support Teams, local education agencies, and stakeholders. The State of Ohio has identified improving early literacy outcomes for all children, including those with disabilities, as a 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 describes, in detail, how the state of Ohio is focusing 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 this early literacy plan—teacher capacity, shared leadership, multi-tiered systems of support, parent partnerships, and community collaboration—are discussed, as is the logic model that ODE and its stakeholders specifically created to define, guide, and evaluate the key components of this plan.

The ODE partnered across offices within the department (e.g., Early Learning, Curriculum and Assessment, Third Grade Reading Guarantee) and with other state agencies (e.g., Departments of Health and Developmental Disabilities) to identify both additions and changes to the current educational infrastructure that will support local school districts with implementing new, high-quality early literacy training and instruction with fidelity. Most notably, 12 regional early literacy specialists were hired across eight of Ohio's 16 State Support Teams to support the first cohort of districts with implementation; ODE assigned an early literacy project manager to oversee the work of the new early literacy specialists; ODE used the existing Ohio Improvement Process 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; and ODE and State Support Teams made plans to scale up the evidence-based practices in additional districts representing all 16 regions across the state in future cohorts.

Improving early 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. Highlights from the extensive list of activities include:

- 1) Selecting Language Essentials for Teachers of Reading and Spelling ([LETRS](#)) as the evidence-based intervention for teachers that will enhance literacy instruction in participating districts;
- 2) Designing the instructional coaching component as both an implementation support and a clearly defined intervention;
- 3) Hiring regional early literacy specialists who will serve as coaches for participating schools while building the capacity of internal district coaches to sustain and scale-up the evidence-based practices;
- 4) Selecting districts to participate in the first cohort based on identified readiness criteria;
- 5) Developing partnership agreements with Cohort 1 districts that outline the incentives, expectations, roles, and responsibilities of participation;
- 6) Funding and organizing LETRS training and coaching for teachers, regional early literacy specialists, ODE and State Support Team staff, building administrators, and district facilitators;
- 7) Building a cadre of in-state, certified LETRS trainers from the group of regional early literacy specialists;
- 8) Developing a plan for scaling up the evidence-based practices in additional districts; and
- 9) Determining and implementing multiple ways to communicate these efforts to stakeholders throughout the state.

Effectiveness of the infrastructure changes and the evidence-based early 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., teacher capacity, multi-tiered systems of support, shared leadership, parent partnerships, and community collaboration) identified to achieve improved early literacy outcomes and college and career readiness for students with disabilities. In Phase II of the SSIP, ODE and its stakeholders put this Phase I theory of action into practice. The SSIP Core Team and stakeholders developed a logic model aligned to the theory of action that outlines the resources needed (i.e., inputs, such as LETRS training modules), the implementation objectives and specific goals/strategies (i.e., outputs, such as professional development for teachers and principals), and short, medium, and long-term outcomes for this work (e.g., improved teacher knowledge of early literacy development, improved early literacy scores for children in preschool through third grade, enhanced parent engagement, etc.). 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. SSIP stakeholders were 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 and will work with an external evaluator to determine how and when those data will be collected, analyzed, reported, and utilized for evaluating process and impact and making mid-course modifications.

Phase II of the SSIP describes the additional steps taken, in a long sequence of purposeful actions over the past year, to improve early literacy instruction and outcomes for all children within the State of Ohio. Implementation efforts have already begun at the state, regional, and district levels. Phase III of the SSIP, due in February of 2017-2020, 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 two 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 group (see Appendix A) 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." 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 literacy, and are based on subsets of measures developed for and included in Ohio's Elementary and Secondary Education Act Flexibility Waiver.

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 districts scoring proficient or above on Ohio's Third Grade English Language Arts Achievement Test.

Baseline and Targets

FFY	2014	2015	2016	2017	2018
Target	36.70% (Baseline)	56.00%	57.00%	58.50%	60.00%

- ODE established the targets with Ohio’s State Advisory Panel for Exceptional Children, after review of historical data, projections of trends, and disaggregated data by student demographics.
- The targets align with the Indicator 3c reading proficiency targets for FFY 2015-2018, which Ohio uses for districts’ annual special education ratings (i.e., determinations), specific to the third grade reading proficiency rate for students with disabilities.

State-Identified Measurable Result 2:

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

Baseline and Targets

FFY	2014	2015	2016	2017	2018
Target	63.58% (Baseline)	68.00%	72.00%	76.00%	80.00%

- 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 targets with Ohio’s State Support Teams 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. Participants then divided into groups to identify proposed targets. The entire group discussed the recommendations, reached consensus on one set of targets, and voted to adopt them.
- The 80% target for FFY 2018 reflects the Cohort 1 districts reaching the current performance level of all other districts (this is rigorous yet attainable given the current infrastructure on which to build).

To improve early literacy outcomes for all students in preschool-grade three, including students with disabilities, and meet these targets, ODE needed to identify at least one evidence-based practice 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). During the past year, ODE and State Support Team staff identified and researched multiple evidence-based practices that aim to improve early literacy outcomes within school districts. The primary evidence-based practice selected for Ohio's SSIP is implementing training 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 criteria by which ODE selected this initiative are outlined within the "Support for Local Education Agencies' Implementation of Evidence-Based Practices" section.

The rest of this report describes the work done within the state of Ohio over the past year, including 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 led the development of each of the three core SSIP components (i.e., infrastructure development, support for district implementation, and evaluation). Eight ODE staff members from several offices within the agency form the SSIP Core Team. This team worked in partnership with an external evaluator to develop data collection and analysis strategies and an external project manager to ensure the team adhered to the timelines, scope and requirements for SSIP development. This report will also cover 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.

Infrastructure Development

The SSIP Core Team and its collaborative partners worked across multiple agencies and systems within agencies to develop recommendations that will enhance the existing infrastructure and support the increased effort towards improving early literacy for children with disabilities in Ohio.

Infrastructure development includes:

- A. Identifying specific infrastructure improvements that support local education agencies with implementing the identified evidence-based practices (OSEP Guidance Section 1(a));
- B. Identifying and aligning this improvement plan with other state-identified improvement plans for children in both general and special education at the local, regional, and state-level (OSEP Guidance Section 1(b));
- C. Creating a leadership plan for implementing changes to the infrastructure that includes roles and responsibilities, available and needed resources, outcomes, and timelines (OSEP Guidance Section 1(c)); and

- D. Identifying and promoting collaboration across state agencies and with stakeholders to improve the infrastructure (OSEP Guidance Section 1(d)).

Infrastructure Improvements that Support Local Education Agencies Implementing Evidence-Based Practices

The majority of changes and additions to the existing infrastructure focus on the implementation and coaching of evidence-based early literacy instruction. ODE chose to implement evidence-based, effective literacy instructional methods with teachers through a professional development program entitled Language Essentials for Teachers of Reading and Spelling, or [LETRS](#) (Voyager Sopris, 2016).

ODE created a state-level planning team that coordinates the cross-agency efforts around early literacy to support the implementation of the early literacy initiative. This planning team includes personnel from special education, school improvement, curriculum and assessment, early learning, and the Third Grade Reading Guarantee. The team will increase collaboration to include other offices and agencies throughout the duration of this five-year plan, as appropriate.

Throughout Phase II, the SSIP Core Team focused on Ohio's existing infrastructure and changes needed to successfully support identified districts in implementing LETRS. The team identified key infrastructure improvements, which included: coordination across all state-level initiatives related to early literacy; increasing capacity at the regional level to support professional development and instructional coaching; designating an ODE staff member to coordinate this work at the regional level; and developing a cadre of certified LETRS trainers within Ohio.

Over the past year, ODE and Ohio's State Support Teams have made significant additions to the state and regional staffing infrastructure:

1. ODE allocated funds to hire 12 new 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 teachers while also supporting and building capacity for district-level coaches. The early literacy specialists currently represent eight of the 16 State Support Team regions. The remaining eight regions will hire early literacy specialists in the 2016-2017 school year, to support districts in their regions as part of Cohort 2.
2. ODE assigned an early literacy project manager to coordinate the training and work of the regional early literacy specialists. Implementing LETRS with fidelity in multiple districts requires an experienced and qualified leader to coordinate the training, ensure that the early literacy specialists are supporting districts consistently and are sufficiently supported by ODE, and effectively communicate with ODE and State Support Team staff to support long-term sustainability of the early literacy plan activities.

3. ODE and State Support Teams are working to build a cadre of certified LETRS trainers across the state from the group of regional early literacy specialists, which will provide ongoing professional development opportunities, including coaching, for districts beyond those targeted for initial implementation. This will decrease Ohio’s dependence on national trainers and enhance the scale up and sustainability efforts for this initiative.
4. ODE administrators realigned the work scope for specific staff in the Office for Exceptional Children and the Office of Early Learning and School Readiness in order to devote more capacity to SSIP development, implementation, and evaluation, including data collection, analysis, and reporting.

Alignment to Current State Initiatives and Existing Improvement Plans

The state of Ohio currently has a number of initiatives related to early literacy. Table 1 provides a complete list of these initiatives. Brief descriptions of these initiatives can also be found in the [Phase I SSIP Report](#). ODE is leveraging existing infrastructure, including the Comprehensive Continuous Improvement Plan, the Ohio Improvement Process, and the Third Grade Reading Guarantee, to support Ohio’s Early Literacy Plan.

Table 1: Current Initiatives Impacting Early Literacy

Initiative	ODE Offices	Funding Sources
Ohio Improvement Process	Office for Improvement and Innovation Office for Exceptional Children Office of Early Learning and School Readiness Office of Federal Programs	Federal IDEA Part B School-age Funds State General Revenue Funds IDEA Part B Preschool Funds Federal Title I Funds
Ohio’s State Personnel Development Grant (Ohio Improvement Process, Coaching, Leadership, Equity, Parent Teacher Partnership)	Office for Exceptional Children	State Personnel Development Grant Funds
Third Grade Reading Guarantee	Center for Curriculum and Assessment Office for Exceptional Children Office of Curriculum and Assessment Office of Early Learning and School Readiness	None

Initiative	ODE Offices	Funding Sources
Ohio Leadership Advisory Council	Office for Improvement and Innovation Office for Exceptional Children Office of Curriculum and Assessment Office of Educator Licensure	Federal IDEA Part B School-age Funds State General Revenue Funds
Dyslexia Pilot Project	Office for Exceptional Children	Federal IDEA Part B School-age Funds
Teacher to Teacher Support	Office for Exceptional Children	Federal IDEA Part B School-age Funds
Parent Mentor Project	Office for Exceptional Children	State General Revenue Funds Federal IDEA Part B School-age Funds
Ohio Deans' Compact for Exceptional Children	Office for Exceptional Children	Federal IDEA Part B School-age Funds
Parent and Educator Partnerships	Office for Exceptional Children	State Personnel Development Grant Funds
Ohio Leadership for Inclusion, Implementation, & Instructional Improvement	Office for Exceptional Children	Federal IDEA Part B School-age Funds

Utilizing elements from three existing state initiatives enables districts that choose to participate in Ohio's Early Literacy Plan to efficiently implement the activities and to sustain those activities over time. The Ohio Improvement Process, which ODE developed and implemented through Ohio's State Personnel Development Grant (SPDG), represents the framework for implementation of Ohio's Early Literacy Plan. Ohio's school districts have been implementing the Ohio Improvement Process since 2007. The Ohio Improvement Process infrastructure will be used 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. Participating districts will utilize their existing Ohio Improvement Process 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 literacy outcomes for students in preschool through grade three. ODE, State Support Teams, and participating districts are employing the family/community engagement work from Ohio's SPDG to increase family engagement in literacy development and create access to community-wide systems of support for literacy.

Other pre-existing state-level initiatives, such as the Comprehensive Continuous Improvement Plan and the Third Grade Reading Guarantee, provide existing infrastructures and collaboration from which this initiative can benefit. The Comprehensive Continuous Improvement Plan is a unified grants application and verification system that has been used by local school districts for the past 13 years. It enables districts to look across multiple funding streams and channel resources to areas of greatest need. Each year, districts submit their Comprehensive Continuous Improvement Plans by completing the Needs Assessment and Planning Tool sections of the web-based application. This tool requires districts to submit goals, strategies, action steps and budgets for all grants. Districts describe their budget, budget details, nonpublic services, and other related items through the Comprehensive Continuous Improvement Plan. This tool supports districts in the creation and modification of their improvement plans (developed through the Ohio Improvement Process) that align funding sources and involve parents, staff, teachers, administrators and community members in improving results for all students. Districts participating in this initiative will target early literacy as part of their district improvement plans and identify early literacy strategies and action steps for targeted schools within the district.

In 2012, the Ohio State Legislature passed a bill designed to improve students' ability to read by the end of third grade. Commonly known in Ohio as the Third Grade Reading Guarantee, this legislation laid the groundwork for a system of early intervention and accountability to assure that students are taught by teachers skilled in the teaching of reading at the primary level and students exit third grade with the essential skills of reading. Ohio's Early Literacy Plan leverages the regulatory requirements of the Third Grade Reading Guarantee while providing supports for districts, educators, children and their families during the critical years that lead up to third grade. Participating districts will increase their capacity to provide evidence-based reading instruction and interventions as part of individual reading improvement and monitoring plans for students not reading at grade-level (a key component of the Third Grade Reading Guarantee legislation), while increasing the number of students at each grade level whose literacy skills are on track for proficiency by the end of third grade.

Infrastructure Improvement

The infrastructure improvement plan that includes the previously mentioned work and all other changes and additions to the state's education infrastructure is presented in Table 2. The plan includes roles and responsibilities, the implementation plan for evidence-based practices, identification of collaborative efforts across agencies and with stakeholders, outcomes, and timelines. Multiple offices within ODE contributed to planning and implementation of infrastructure changes, including special education, school improvement, teacher effectiveness, early learning, and curriculum and assessment. Stakeholders also provided ongoing feedback throughout the planning process. ODE staff and stakeholders who contributed to the planning process will also be involved in reviewing infrastructure evaluation data to monitor implementation efforts in Phase III.

Table 2: Infrastructure Improvement Plan

Infrastructure Change	Timelines	Roles/ Responsibilities	Resources Needed
Conduct regional level needs assessment to identify needs for support and current strengths.	October-December 2015	ODE staff State Support Team staff	Great Lakes Comprehensive Center
Leverage staff from State Support Teams who have extensive literacy experience while building capacity in other State Support Teams. Begin implementation in eight regions and expand capacity to all regions with Cohort 2, with at least one early literacy specialist in each State Support Team.	2015-2016 – 2016-2017	ODE staff State Support Teams	IDEA Part B Discretionary Funds LETRS national trainers and materials Dr. Jennifer Pierce (NCSI coaching expert/trainer)
Design evidence-based early literacy training and coaching for teachers as well as principals to support school-wide implementation of early literacy instructional practices.	2015-2016 and ongoing	ODE Staff Voyager Sopris Learning	Dr. Louisa Moats (LETRS author) Dr. Jennifer Pierce (NCSI coaching specialist/trainer) Dr. Chris Rauscher (Great Lakes Comprehensive Center literacy specialist)
Analyze and build capacity for district-level infrastructure using the Reading Tiered Fidelity Inventory to support implementation of a school-wide reading plan.	2015-2016 – 2016-2017 and ongoing	Regional Early Literacy Specialists Building Leadership Teams and Teacher-Based Teams	Reading Tiered Fidelity Inventory and trainer Dr. Julie Morrison (University of Cincinnati evaluation specialist) Early Literacy Data Dashboard
Utilize the Comprehensive Continuous Improvement	2016-2017 and	State Support Team staff	CCIP Needs Assessment and

Infrastructure Change	Timelines	Roles/ Responsibilities	Resources Needed
Plan (CCIP) to support the alignment of district early literacy plans with other state initiatives.	ongoing	District Leadership Teams and Building Leadership Teams	Planning Tool Ohio Improvement Process resources
Incorporate key components of Ohio’s State Personnel Development Grant (SPDG) into early literacy planning (i.e., family and community engagement, Integrated Comprehensive Services, Universal Design for Learning).	2016-2017–2017-2018	ODE Staff State Support Team staff	State Personnel Development Grant Funds Dr. Barbara Boone (Ohio State University family engagement specialist) Integrated Comprehensive Services materials and trainers
Align Ohio’s next SPDG proposal with Ohio’s Early Literacy Plan.	2016-2017	ODE Staff State Support Team staff	Dr. Julie Morrison (SPDG evaluator)
Support transition to curriculum-based measures that align with the measurement of early literacy benchmarks (i.e., DIBELS NEXT or AIMSweb).	2016-2017 – 2017-2018	ODE Staff Regional Early Literacy Specialists Other State Support Team staff	IDEA Part B Discretionary Funds DIBELS Next and AIMSweb trainers and materials

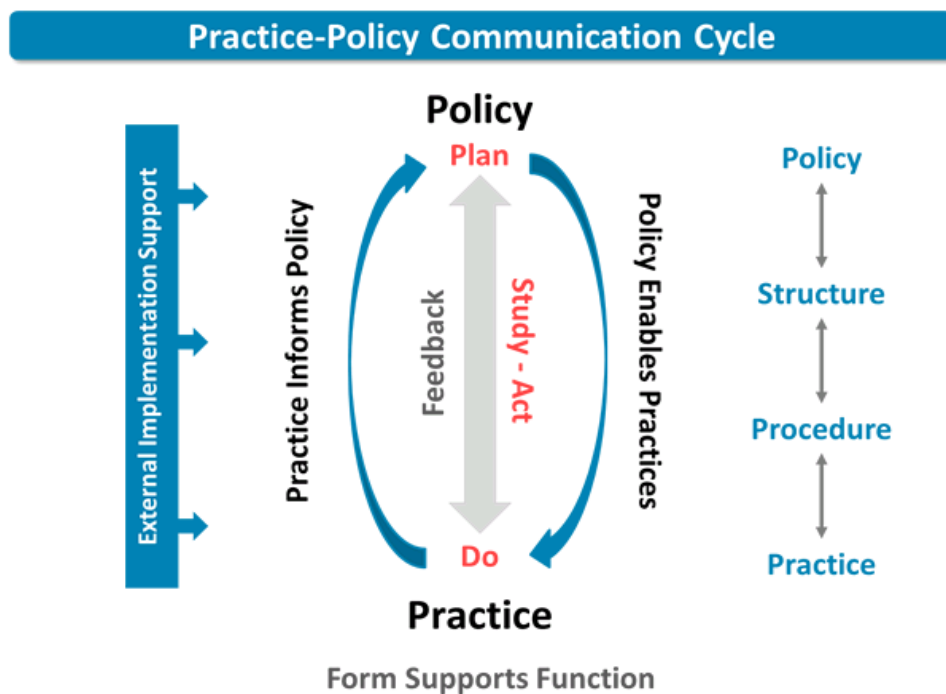
The infrastructure changes outlined in Table 2 are designed to achieve the following outcomes:

- Teachers of students in preschool through grade three will implement early literacy and language core instruction using LETRS principles with fidelity;
- Internal district coaches will provide instructional coaching in the use of LETRS principles;
- Teachers of students in preschool-grade three will use data literacy skills to implement screening, progress monitoring, and instructional decision making with fidelity;
- Shared leadership structures of the Ohio Improvement Process will be used comprehensively at the district, building, and teacher levels to ensure shared accountability for data-driven strategic planning to support the implementation of a continuum of early literacy and language core instruction and interventions; and

- District leadership team and building leadership team members will use enhanced family engagement and collaborative partnerships to guide the development of and access to community-wide systems of support for literacy.

A key area of focus for the SSIP Core Team has been the design and implementation of effective practice-to-policy feedback loops, which will 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 1, “Feedback from the practice level (Practice-Informed Policy) 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 (Policy-Enabled Practice) as intended” (State Implementation & Scaling-up of Evidence-based Practice Center, 2013b).

Figure 1: 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 are intended to 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 views effective practice-to-policy feedback loops as one of the most powerful strategies for supporting district implementation of evidence-based early literacy practices. ODE will utilize 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 will provide a mechanism for ODE to continuously engage with stakeholders at multiple levels and use their feedback to inform SSIP implementation and progress.

Collaboration across Agencies to Improve Infrastructure

Collaboration with agencies outside of the Ohio Department of Education has been a long-standing tradition within the state. For years, ODE has partnered closely with the Ohio Department of Developmental Disabilities and the Ohio Department of Health, both of whom have responsibilities for providing and monitoring services for infants, toddlers, and children with disabilities. The Office for Exceptional Children has worked closely with other ODE offices (e.g., Early Learning and School Readiness, Curriculum and Assessment, Third Grade Reading Guarantee, etc.) to ensure high-quality service provision for all children, including those with disabilities. These collaborative efforts are all intended to build supports and resources for evidence-based early literacy instruction and intervention to support individual reading improvement and monitoring plans for students who are not reading at grade-level. ODE is reviewing existing interagency agreements with the Departments of Health, Developmental Disabilities, Head Start, and Family and Children First Councils to ensure that the current infrastructure supports the implementation of high-quality early literacy instruction. These agreements will be updated to include specific, strategic collaborative practices around early language and literacy, as appropriate. Additionally, partnership agreements for participating districts require partnerships with local preschool agencies and encourage school districts to develop, review, and/or revise their interagency agreements with local early childhood agencies (e.g., Head Start, County Boards of Development Disabilities' preschool programs, Educational Service Centers, etc.).

ODE also recognizes the need to strategically engage with Ohio's Institutes of Higher Education to prepare and support teacher knowledge and skills to implement evidence-based early literacy instructional practices. This partnership is an essential component to building teacher capacity and impacting statewide improvement. Ohio is participating in the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) program, which provides intensive technical assistance and support that is aligned to teacher preparation through the Ohio Deans' Compact. With support from the CEEDAR program, ODE is designing specific strategies to strengthen the relationship between the department and Ohio's colleges and universities around teacher preparation for early literacy instruction. These activities will be described in future iterations of the SSIP.

ODE staff and their partners are actively working to identify current and additional funding sources to support evidence-based early literacy instruction at the district level. ODE and State Support Team staff will provide local school districts with technical assistance that will assist them in appropriately allocating and utilizing available funds to support evidence-based early literacy practices. ODE will guide this technical assistance through collaboration among the Offices of Federal Programs, Curriculum and Assessment, Exceptional Children, and Early

Learning and School Readiness, utilizing the Comprehensive Continuous Improvement Plan to look across multiple funding streams and channel resources to districts' early literacy strategies and action steps.

Finally, ODE will continue to involve stakeholders at all levels of planning, implementation, and evaluation. For example, ODE will make use of the previously described practice-to-policy feedback loops as a mechanism for stakeholders to provide input on implementation of Ohio's Early Literacy Plan and for ODE to respond to that input. ODE will annually review SSIP stakeholder membership to ensure that strategic, purposeful partnerships are developed and maintained to support this initiative. A full and detailed description of how stakeholders are involved in this work is provided in the next section of this report.

Support for Local Education Agencies' Implementation of Evidence-Based Practices

Ohio's focus on building teacher capacity to provide high-quality, evidence-based early 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, community collaboration, 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 group led the development of this plan to support implementation of evidence-based 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 literacy activities districts will implement as part of the SSIP. These activities are designed to promote gains in early literacy skills for students in preschool through grade three, with accelerated rates of improvement for students at the greatest risk of reading difficulty.

Support for Local Education Agencies' Implementation of Evidence-Based Practices includes:

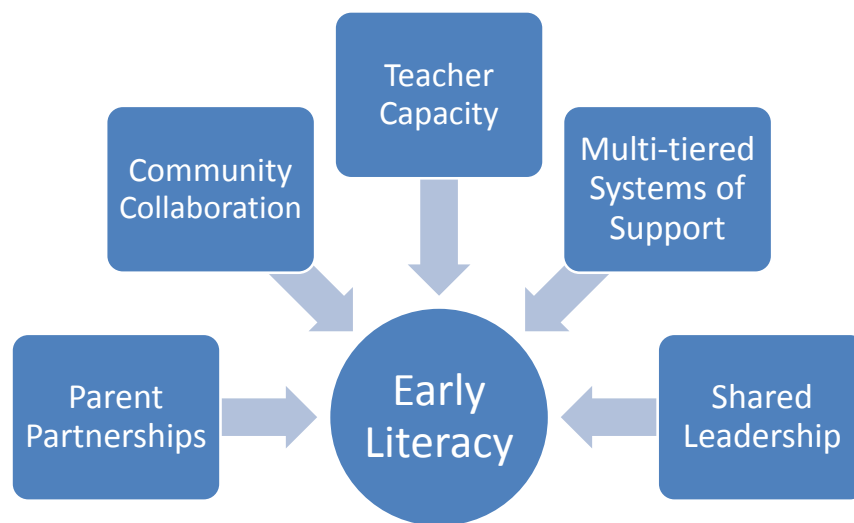
- A. Specifying how the state will support local education agencies in implementing the evidence-based practices at the district, school, and provider levels to achieve improved early literacy results for children with disabilities (OSEP Guidance Section 2(a));
- B. Identifying the steps and specific activities needed to implement the improvement strategies, including communication strategies, stakeholder involvement, barriers and how they are addressed, roles and responsibilities for implementing the activities, how the activities will be implemented with fidelity,

the resources needed and used, and the timelines for accomplishing the activities (OSEP Guidance Section 2(b)); and

- C. Specifying which additional state-level agencies are involved in supporting the local education agencies with implementing the evidence-based practices and identifying how all agencies will support the local education agencies in scaling up the evidence-based practices (OSEP Guidance Section 2(c)).

The [Phase I SSIP report](#) provides an extensive description of how the state identified appropriate evidence-based practices to achieve the state-identified measurable results. As shown in Figure 2, though Ohio is focusing on professional development and coaching to increase teacher capacity to provide evidence-based early literacy instruction and intervention, this initiative also encompasses parent partnerships, community collaboration, multi-tiered systems of support, and shared leadership. ODE and its stakeholders created a logic model (Figure 4, p. 32) that defines how these components will be implemented and evaluated to improve early literacy outcomes for Ohio’s children.

Figure 2: Ohio’s Early Literacy Plan Components



The primary evidence-based practice selected for Ohio’s SSIP is implementing training 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, 2016). Ohio’s team selected LETRS because it is: 1) professional development that sharpens educators’ abilities to diagnose why students are struggling and how to provide effective instruction and proven intervention; 2) more than face-to-face professional training; it includes web-based learning and a networking platform, individual coaching and the opportunity to develop district-level trainers; 3) a comprehensive approach to professional development that covers foundations of reading instruction, phonetics, phonemic awareness, word study, spelling, and vocabulary; 4) designed for early

childhood educators, school-age teachers, intervention specialists, speech-language pathologists, principals and paraprofessionals; 5) NOT a replacement for a school’s current core reading program; and 6) a proven approach with documented growth of student reading scores in multiple states (Hall et al., 2016). According to lead author Dr. Louisa Moats, the focus of LETRS is: “1) The content of instruction, or what must be taught during reading and spelling lessons; 2) The reasons why the content is important, or why all the components of reading instruction are necessary; 3) Who needs what kind of instruction, or how to interpret individual differences in student achievement; and 4) How to explain written English so that it makes sense and is remembered” (Moats, 2010, p.1). Both LETRS and Ohio’s English Language Arts learning standards map onto the National Reading Panel standards, which provides further evidence for this selection.

LETRS fits into the existing multi-tiered systems of support structures in place in many of Ohio’s school districts. The multi-tiered systems of support structure is an educational systems change paradigm that provides a framework for supporting students and staff as part of school improvement efforts and frames a coherent continuum of evidence-based, system-wide practices to address academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards (Sansosti & Noltemeyer, 2008; Shores & Chester, 2008). Multi-tiered systems of support can be employed at the local, regional, and state levels to address the varied, often complex needs of students (Hayes & Lillenstein, 2015). As shown in the logic model (Figure 4, p.32), Ohio’s Early Literacy Plan includes training and coaching school teams in screening, progress monitoring, instructional decision making, and communicating with families within a multi-tiered system of support. Ohio’s regional early literacy specialists will support districts and schools in effectively utilizing multi-tiered systems of support for early literacy instruction, intervention, and learning and habits (culture) in schools, families and communities.

Using the active implementation framework (Fixsen et al., 2013; National Implementation Research Network (NIRN), 2013), ODE analyzed the competency drivers (selection, training, and coaching), organization drivers (systems intervention, facilitative administration, and decision support data systems), and leadership drivers (technical, adaptive) to develop the goals and strategies that formed the basis for Ohio’s logic model (see Table 3). ODE also reviewed the results of Ohio’s Dyslexia Pilot Project to identify critical supports for implementation. Ohio’s plan is based on the principle that implementation drivers are both integrated and compensatory, and that data gathered on each driver feeds back and feeds forward to the other drivers (State Implementation & Scaling-up of Evidence-based Practice Center, 2013b).

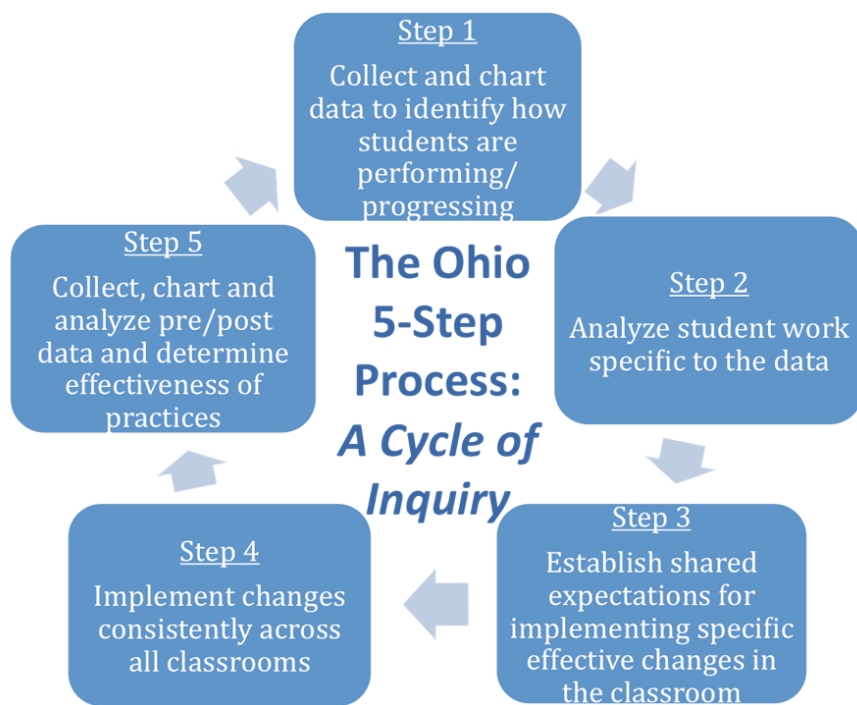
Table 3: Alignment of Implementation Drivers to SSIP Goals & Strategies

Implementation Drivers	Goals	Strategies
Competency Drivers	All (100%) preschool-grade 3 teachers/specialists in targeted	Strategy 1.1. Training and coaching teachers and

Implementation Drivers	Goals	Strategies
(Selection, Training, Coaching)	buildings within selected districts will engage their teachers and administrators in professional learning (i.e., training 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.	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. Training language and literacy coaches at the district and regional levels and trainers at the state and regional levels.
Organization Drivers (Systems Intervention, Facilitative Administration, Decision Support Data System)	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).
Leadership Drivers (Adaptive & Technical)	All (100%) of the participating districts will engage their district and building administrators and teacher leaders in professional learning (i.e., training 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 the Ohio Improvement Process shared leadership structures to promote proactive, equitable practices at every level.

Ohio’s current educational infrastructure supports the implementation of an evidence-based early literacy initiative in many ways. As part of the Ohio Improvement Process, many districts already have in place district leadership teams, building leadership teams, and teacher-based teams to implement early literacy strategies, including evidence-based instruction and intervention based on frequent and collaborative review of adult implementation and student progress data. The Ohio Improvement Process utilizes a five-step process—a variation of a Plan, Do, Study, Act cycle (NIRN, n.d.)—to guide teacher teams through analysis of early literacy data to identify and implement evidence-based practices, as shown in Figure 3:

Figure 3: Ohio’s 5-Step Process



ODE utilized a multi-stage process to select districts to form the first cohort for implementation of Ohio’s Early Literacy Plan. The implementation objectives and goals/strategies included in Ohio’s logic model guided this process, which ODE designed around implementation drivers (see Figure 4). The selection process began at the regional level. The Great Lakes Comprehensive Center’s State Manager for Ohio, Mark Mitchell, and his team designed and administered a regional needs assessment, which guided the SSIP Core Team’s efforts to leverage existing early literacy expertise in a subset of State Support Team regions while building capacity in others. The State Support Teams completed the needs assessment to identify their own needs for support and their current strengths around early literacy. Based on the results of the needs assessment, ODE selected eight State Support Teams (out of 16 total regions) to hire early literacy specialists to support initial implementation in 10 districts within those regions. Depending on district size, one or two elementary schools within each district (for a total of 14 schools) will be targeted for initial implementation, with training and coaching

for all preschool through grade three teachers within each participating school. As part of their partnership agreements with ODE, participating districts with additional elementary schools will develop scale up plans for districtwide implementation, while all participating districts will develop sustainability plans. In 2016-2017, the remaining eight regions will hire early literacy specialists to support additional districts who opt to participate in this initiative.

ODE developed district selection criteria based on essential components for district readiness. The SSIP Core Team reviewed district improvement plans and district data, as well as State Support Team interviews and feedback, to assess state, regional, and district readiness to implement the evidence-based practices. ODE selected the first cohort of participating districts because they currently have or are committed to building all of the following:

1. A district improvement plan that includes a focus on improving teacher capacity to deliver high-quality early literacy instruction to students in preschool through grade three;
2. A district leadership team with representative membership;
3. Building leadership teams in elementary schools and preschools that include intervention specialists;
4. Teacher-based teams spanning preschool through grade 3 that include intervention specialists;
5. All elementary teachers belong to at least one teacher-based team with dedicated time for meetings; and
6. A working relationship with feeder preschools.

OEC's director and the assistant director from the Office of Early Learning and School Readiness (Ohio's 619 Coordinator) invited the targeted State Support Teams and districts to participate in individual meetings related to this initiative (see Appendix C). During these regional invitation meetings, ODE provided districts with the partnership agreements (see Appendix D) that they would need to sign in order to participate. The partnership agreements clearly outline the roles, responsibilities, and obligations for implementing the initiative, as well as the supports the districts will receive from ODE and their State Support Team. ODE initially targeted regions with higher capacity for initial district implementation, while they continue to build the capacity of other regions to implement the initiative. Ultimately, ODE selected the first cohort of districts based on an assessment of their readiness and commitment to implement the evidence-based practices with fidelity.

Support for Local Education Agencies to Implement Evidence-Based Practices

As described in the previous "Infrastructure Development" section of this report, Ohio's Early Literacy Plan builds on infrastructure developed at the state, regional, and district levels for the Ohio Improvement Process. This initiative will leverage the existing structures of the district leadership team, building leadership teams, and teacher-based teams to plan for, implement,

and evaluate evidence-based practices to improve early literacy outcomes for students in preschool through grade three. ODE also continues to examine new and existing funding sources to support early literacy efforts, so funds are available at the local and regional levels to support, sustain, and scale up the defined activities such as training, coaching, building early literacy expertise within each district and region, and reviewing and implementing quality progress monitoring systems.

Coaching is an essential component to the implementation of evidence-based early literacy practices and achievement of Ohio's state-identified measurable results. The coaching practices include conducting ongoing coaching cycles consisting of observations, modeling, and providing performance feedback (Kretlow & Batholomew, 2010) and building positive teacher-coach relationships (Wehby, Maggin, Partin, & Robertson, 2012). The 16 State Support Teams have a long and successful history of coaching and mentoring teachers and administrative staff at the district level. State Support Team consultants already provide coaching support to administrators and teachers as they design instruction to meet the needs of all learners. State Support Team consultants understand the importance of the alignment of parent partnerships to improved student achievement. These consultants also possess experience and expertise across the continuum of early learning through secondary transition. Regional early literacy specialists that are part of the State Support Teams will serve as coaches for participating schools, while they simultaneously build the capacity of internal district coaches to sustain and scale-up the evidence-based early literacy practices. Early literacy specialists will receive training in LETRS and the LETRS coaching platform; effective instructional coaching practices; facilitation and analysis of the Reading Tiered Fidelity Inventory; administration, interpretation and analysis of early literacy curriculum-based assessments; and Ohio's SSIP evaluation data dashboard. Training on effective coaching practices will include basic principles of implementation science as they relate to coaching (e.g., how to measure the fidelity of coaching, how to use data related to coaching for decision making, the role of leadership to support coaching, etc.) to ensure that coaching is systematically used in an effective manner over time.

As a result of Ohio's SSIP focus area, State Support Teams are prioritizing efforts to build competency and capacity to implement, support, and scale up evidence-based practices for early literacy across districts statewide. Through collaboration within and across regions, State Support Teams' access to national, state, regional, and local agencies and resources will support early literacy practices for districts and families.

Activities Identified to Implement Evidence-Based Practices

The activities identified to implement the evidence-based practices can be broken into several, distinct categories: training, coaching, communication, stakeholder involvement, and scaling up/sustainability. Table 4 contains the activities that are related to training and coaching. Communication, stakeholder involvement, and scaling up/sustainability are discussed later in this section.

Table 4: Implementation Activities for Evidence-Based Practices

Identified Activities	Timelines	Roles/Responsibilities	Resources Needed
Work with stakeholders to develop a system of literacy training and support at all levels (i.e., teachers, related service providers, intervention specialists, principals, region, and state).	2015-2016 and ongoing	ODE Staff State Support Team staff Voyager Sopris Learning	Stakeholders involved in or impacted by early literacy efforts at all levels Dr. Louisa Moats (LETRS author) Dr. Chris Rauscher (Great Lakes Comprehensive Center literacy specialist)
Select regional early literacy specialists within eight State Support Team regions who meet specific educational and training criteria to support districts with LETRS implementation.	2015-2016	ODE staff State Support Team staff	Great Lakes Comprehensive Center
Begin initial state/regional level LETRS training in February, 2016. Approximately 30 regional early literacy specialists, ODE staff, and other State Support Team staff took part in four days of initial training. Monthly training for this group will continue through the summer of 2016 and throughout the 2016-2017 and 2017-2018 school years.	2015-2016 – 2017-2018	ODE staff Regional Early Literacy Specialists and other State Support Team staff Voyager Sopris Learning	National certified LETRS trainers LETRS online learning platform
From the group of regional early literacy specialists, build a cadre of certified LETRS trainers who meet rigorous expectations for certification and ongoing professional development.	2016-2017– 2017-2018 and ongoing	ODE staff Regional Early Literacy Specialists Voyager Sopris Learning	National certified LETRS trainers LETRS online learning platform

Identified Activities	Timelines	Roles/Responsibilities	Resources Needed
<p>LETRS training for kindergarten through grade 3 teachers, intervention specialists, speech-language pathologists, and internal district coaches will consist of four online modules and four days of face-to-face training each school year, with two hours of virtual coaching every other week as part of the online platform.</p>	<p>2016-2017–2017-2018 and ongoing</p>	<p>District staff Voyager Sopris Learning</p>	<p>National certified LETRS trainers LETRS online learning platform</p>
<p>LETRS training for building administrators will consist of one online course, three days of face-to-face training, and two hours of virtual coaching every other week throughout the 2016-2017 school year.</p>	<p>2016-2017 and ongoing</p>	<p>District staff Voyager Sopris Learning</p>	<p>National certified LETRS trainers LETRS online learning platform</p>
<p>LETRS training for preschool teachers will consist of one online course, four days of face-to-face training, and two hours of virtual coaching every other week during the 2016-2017 school year. Due to the wide range of ages and preschool experience among kindergarten students in Ohio, kindergarten teachers will also complete the early childhood training.</p>	<p>2016-2017 and ongoing</p>	<p>District staff Voyager Sopris Learning</p>	<p>National certified LETRS trainers LETRS online learning platform</p>
<p>Train regional early literacy specialists on effective coaching practices to support LETRS implementation. Regional early literacy</p>	<p>Spring-Summer 2016, 2016-2017</p>	<p>ODE staff Regional Early Literacy Specialists</p>	<p>Dr. Jennifer Pierce (NCSI coaching expert/trainer) Dr. Chris Rauscher (Great Lakes</p>

Identified Activities	Timelines	Roles/Responsibilities	Resources Needed
specialists will serve as coaches for participating schools while building the capacity of internal district coaches to sustain and scale-up the evidence-based practices.			Comprehensive Center (literacy specialist) Coaching materials and fidelity tool
In addition to LETRS and coaching training, provide training to regional early literacy specialists to support district implementation of a) facilitation and analysis of the Reading Tiered Fidelity Inventory; b) administration and analysis of DIBELS Next and AIMSweb assessments; c) the LETRS coaching platform; and d) Ohio’s early literacy evaluation data dashboard.	Spring-Summer 2016, 2016-2017	ODE staff Regional Early Literacy Specialists Voyager Sopris Learning	Reading Tiered Fidelity Inventory and trainer DIBELS Next and AIMSweb trainers and materials LETRS online platform Data dashboard developer
Develop training and supports for participating districts to increase family engagement in literacy development and establish community-wide systems of support for literacy.	2016-2017 – 2017-2018 and ongoing	ODE staff Regional Early Literacy Specialists and other State Support Team staff	Dr. Barbara Boone (Ohio State University family engagement specialist) Ohio Improvement Process resources

ODE and its partners, within and across agencies, will ensure that the activities will be implemented in accordance with established timelines. As described previously, ODE has adjusted staffing at the state education agency level to ensure timely and effective implementation of this initiative. ODE will collect data on the fidelity of implementation and track these efforts through the evaluation of this plan. ODE will share process evaluation data with collaborators and stakeholders at regularly-scheduled meetings where performance expectations and activities are reviewed. Decisions regarding the modification of the implementation will be based on these evaluation data. Both the State Support Team performance agreement and the district partnership agreements clearly define the expectations, roles, responsibilities, timelines and available resources for this work, which also supports the fidelity of implementation.

Communication

ODE will communicate the results of the planning, decision-making, and implementation to participating districts, State Support Teams, state-level staff (including cross-agency partners), and all other stakeholders through a myriad of strategies, including:

1. ODE is developing an early literacy landing webpage where all interested parties can review the work of Ohio's Early Literacy Plan, including the SSIP reports sent to the Office of Special Education Programs, information on LETRS, and resources and tools related to other state literacy initiatives.
2. ODE Communications is developing consistent branding and communication materials for early literacy across all departments at ODE.
3. Personal communication between State Support Teams and districts will aid in the sharing of information, especially as it relates to scaling-up implementation in the future.

Scaling-Up/Sustainability

ODE began planning for the scaling up of the evidence-based practices at the same time implementation planning started. Information on scaling up is included in the partnership agreement (see Appendix D) between ODE and the Cohort 1 districts. Specifically, participating districts are expected to develop scale-up and sustainability plans with alternative funding supports. At the regional level, ODE is revising the annual State Support Team performance agreement to reflect Ohio's Early Literacy Plan, including hiring at least one full-time early literacy specialist within each State Support Team and allocating a large majority of the specialist's time to classroom-based coaching of teachers and internal district coaches. Initially, regional early literacy specialists will provide coaching directly to teachers while building the capacity of internal early literacy coaches within each district. Benefits of developing internal district coaches include enhancing sustainability efforts at the district level while freeing up regional early literacy specialists' capacity to support additional districts who want to implement this initiative. ODE and State Support Teams are also working to develop a cadre of certified LETRS trainers across the state from the group of regional early literacy specialists. In-state certified trainers 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 LETRS training when districts are ready to participate, while greatly reducing Ohio's dependence on national trainers.

ODE intends to partner and collaborate more closely with the Institutes of Higher Education in the state to support the implementation and scaling-up of this early literacy plan. Although this work is in its early stages, ODE intends to engage these institutions in conversations around multi-tiered systems of support, current coaching curricula, and potential inclusion of LETRS content into existing curricula. With support from the CEEDAR program, ODE is working on

specific strategies to strengthen the relationship between the department and Ohio's colleges and universities around teacher preparation for early literacy instruction.

ODE expects much of the sustainability to be completed at the state-level, in collaboration with the identified state-level partners. ODE recognizes that scaling up may include implementing these evidence-based practices in more buildings within the Cohort 1 districts and implementing these evidence-based practices within more districts across the state. ODE also recognizes the importance of engaging families and communities as a vital component of long-term success. ODE is planning specific activities, such as the use of practice-to-policy feedback loops and the application of SPDG parent-teacher partnership strategies, to support districts in family engagement and community collaboration around early literacy. Implementation of these family and community engagement activities will begin after the initial training and application of LETRS has started, though ODE and State Support Teams will leverage family and community engagement efforts already underway in Cohort 1 districts to support early literacy development.

ODE will rely heavily on the practice-to-policy feedback loops developed to inform the implementation and scaling up of this initiative. Building and committing to these feedback loops is necessary for successful implementation within the first cohort of participating districts, for engaging stakeholders at multiple levels, and for scaling up evidence-based early literacy practices in additional districts in order to impact statewide improvement.

Stakeholder Input

Stakeholder input has been a necessary, critical, and highly beneficial component to the entire SSIP process. Eight ODE staff members from several offices within the agency form the SSIP Core Team. This team worked in partnership with an external evaluator to develop data collection and analysis strategies and an external project manager to ensure the team adhered to the timelines, scope, and requirements for SSIP development. The SSIP Core Team includes the OEC Director, a data manager from the ODE Data Quality Group, a Program Administrator with lead responsibility for Ohio's State Performance Plan/Annual Performance Report, the Assistant Director for Diverse Learners, an Education Program Specialist who works closely with the Office of Curriculum and Assessment, the agency's Third Grade Reading Guarantee Administrator, an Early Literacy Project Manager who coordinates the work of the regional early literacy specialists, and the Assistant Director of the Office of Early Learning and School Readiness, who also serves as Ohio's 619 Coordinator. The Associate Superintendent for the Division of Learning, staff from the Office of Communications, and additional OEC staff provided support as adjunct members of the committee.

For the Phase I SSIP, the SSIP Core Team identified a group of stakeholders from whom to obtain initial direction for its data analyses. Stakeholders were also involved in reviewing special education data and providing feedback on appropriate state-identified measurable results. Specific to Phase II, ODE identified a group of 62 individuals representing school districts, State Support Teams, the State Advisory Panel for Exceptional Children (SAPEC),

including parents, educational leadership organizations, and other state agencies. Most of the stakeholders included in the Phase II SSIP work also participated in Phase I, with several key additions to ensure representation from stakeholders with expertise in, and those impacted by, Ohio's early literacy efforts. For a complete list of stakeholders and the organizations they represent, see Appendix A.

ODE convened the stakeholder group for two, separate Phase II SSIP meetings on January 27 and March 1, 2016. Agendas for these meetings can be found in Appendix B. OEC hired Ann Bailey, an educational consultant from the University of Minnesota, to facilitate these two stakeholder meetings. Ms. Bailey has worked closely with the SAPEC in the past and specializes in group facilitation, federal and state-level special education policy requirements, and consensus building.

During the first stakeholder meeting, ODE shared information on previous SSIP work, including the results of stakeholder involvement during Phase I, as well as foundational evaluation information so that all stakeholders had a solid, working knowledge of not only what had been done in the past, but also what was expected of them during the meeting. Stakeholders spent the majority of time during the first meeting analyzing and providing feedback on the proposed evaluation questions (see the Evaluation section of this report for a complete description of this process).

The second Phase II SSIP stakeholder meeting focused on the following topics: review of the updated evaluation questions, a presentation by regional early literacy specialists reflecting on their first LETRS training, developing communication strategies for their constituents (including crafting specific messages and determining the methods by which they would communicate), and a review of each of the three sections of the SSIP (i.e., infrastructure, support for local education agencies' implementation of evidence-based practices, and evaluation). ODE staff divided stakeholders into six small groups of eight people and gave them outlines of the three SSIP sections. Each group reviewed each outline and then engaged in small group discussion to identify the positive aspects of that section, any suggested changes or areas for improvement, and any additional questions they still had regarding Ohio's Early Literacy Plan. ODE staff repeated this activity with the State Advisory Panel for Exceptional Children at their March 2016 meeting. The SSIP Core Team reviewed the feedback across groups and refined this report accordingly.

The SSIP Stakeholder Team will meet at least two times each year to discuss the available evaluation data from the early literacy initiative, provide feedback to ODE on any modifications that should be made based on those data, and develop messages for their constituents on the progress related to the SSIP implementation. Membership in the SSIP Stakeholder group will be annually reviewed and modified, as necessary, to ensure broad representation. ODE staff will also review evaluation data and SSIP progress with the State Advisory Panel for Exceptional Children as part of the panel's four annual meetings.

Identified Barriers

As part of the Phase I SSIP, ODE and its stakeholders identified a number of potential barriers that could impact the implementation of the evidence-based practices outlined within this early literacy plan, as follows:

1. **Ohio's State Support Teams:** There is a need to define the expertise and skill sets needed to support districts and schools in the priority focus on early literacy and evaluate personnel and training needs within the regional system.
2. **Funding Streams:** Funding sources, including all the possible uses for those funds, will need to be identified. There is also a need to strengthen collaboration with the Office of Federal Programs.
3. **Data Systems:** There is a need to establish a common identifier for use by all programs that serve children in the state.
4. **Development of a statewide online IEP system:** The lack of a statewide, online IEP system means IEPs and other student records are not easily transferred, leading to delays and gaps in the education of students with disabilities. In addition, ODE does not have “real time” access to IEPs and evaluation forms for students with disabilities.
5. **Early childhood professional development:** Ohio’s early childhood field does not yet have one coordinated policy for professional development.
6. **Staff and other resources:** District staff and regional personnel, such as the State Support Teams, are currently challenged to meet all expectations related to accountability requirements and the instructional needs of students. Due to capacity limitations, decisions will need to be made regarding who will serve as coaches once OEC builds universal access to evidence-based early literacy training.

Some of these barriers have been addressed during the past year, some are still being addressed now, and others will be addressed throughout the implementation of this plan. Strategies designed to address these barriers to date include:

- ODE developed a State Support Team needs assessment that identified the existing early literacy expertise within each region. This information directly impacted decisions made regarding the hiring of regional early literacy specialists and which districts were ready to implement these evidence-based practices. ODE has targeted regions with more early literacy expertise for initial implementation while building the capacity of the remaining regions for implementation in Cohort 2.
- The SSIP Core Team is collaborating with the Office of Federal Programs to develop guidance for participating districts on how to support early literacy activities with Title I and other funding sources.

- To plan for sustainability within districts and address limited capacity of State Support Team staff to provide intensive support to multiple districts, regional early literacy specialists will serve as instructional coaches for teachers while also supporting and building capacity for district-level coaches. As implementation progresses, district-level coaches will become the primary supports for sustainability and scale up within the district while regional early literacy specialists decrease their involvement in order to provide more support to other districts.
- To streamline and increase access to early childhood professional development, the Office of Early Learning and School Readiness is the first to pilot the agency's new Learning Management System. This online learning system will allow ODE and other agencies to develop courses for the professional development of district and regional personnel. In addition to offering round-the-clock access to ODE-approved courses, learners can complete a variety of tasks and assessments to demonstrate mastery, take part in training with other districts, and obtain CEUs for completion.
- ODE recently awarded a contract to begin the first phase of developing a universal, electronic special education forms system in Ohio. The first phase will result in recommendations for a single solution to address the lack of comparable systems within the state (which complicates the transfer of records when students move between districts) and the lack of access by ODE.
- ODE will continue to build and utilize practice-to-policy feedback loops to identify barriers and challenges at the practice level that can be mitigated at the policy level. These loops provide an ongoing opportunity to identify and address barriers as they arise without delays that may hinder implementation.

Cross-Agency Support for Local Education Agencies Implementing Evidence-Based Practices

ODE identified the Early Literacy Project Manager and the Third Grade Reading Guarantee Administrator, both from the Center for Curriculum and Assessment, to coordinate the work of the regional early literacy specialists, including LETRS training and coaching. Both staff members work closely with the SSIP Core Team, which ensures consistent and direct communication between these two initiatives to support implementation. Their leadership will be critical to coordination of Ohio's infrastructure to support early literacy as the state expands from implementation of regional early literacy specialists and participating districts in eight regions in Year 1 to all 16 regions in Years 2 and 3.

The SSIP Core Team is working to increase the involvement of other offices within the agency, such as the Office of Federal Programs, to support district implementation of evidence-based practices. ODE staff and their partners are actively working to identify additional funding sources to support evidence-based early literacy instruction and intervention. ODE and State Support Team staff will provide local school districts with technical assistance that will assist

them in appropriately allocating and utilizing available funds to support evidence-based early literacy practices.

As described in the Infrastructure section, ODE will review existing interagency agreements with the Departments of Health, Developmental Disabilities, Head Start, and Family and Children First Councils to enhance support for the implementation of high-quality early literacy instruction. These agreements will be updated to include specific, strategic collaborative practices around early language and literacy, as appropriate.

Evaluation

A team of ODE staff, State Support Team directors, external consultants, and stakeholders representing various organizations and agencies throughout the state (see Appendix A) led Ohio's evaluation planning efforts. The evaluation plan developed through these efforts measures both the process and impact of implementing evidence-based practices to support gains in early 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 SISEP (2013a), to aid in the development of data, infrastructure, and evaluation systems.

Evaluation includes:

- A. Alignment with Theory of Action and Implementation Measurement (OSEP Guidance Section 3(a));
- B. Stakeholder Involvement (OSEP Guidance Section 3(b));
- C. Evaluation Data Collection and Analyses (OSEP Guidance Section 3(c)); and
- D. Use of Evaluation Data for Decision-Making (OSEP Guidance Section 3(d)).

Alignment with Theory of Action and Implementation Measurement

Evaluation activities primarily focused on the preparatory work needed so that the external evaluation can be implemented in a timely manner. The evaluation will be conducted by an external evaluator selected through a competitive bid process; however ongoing evaluation expertise has been provided by Ohio's State Personnel Development Grant and Dyslexia Pilot Project evaluator, Dr. Julie Morrison from the University of Cincinnati, to develop the evaluation plan and provide support throughout the implementation of the evaluation. ODE staff and the SSIP stakeholder group developed the theory of action (Appendix E) as part of Phase I. The theory of action is reflected in the logic model (Figure 4, below), developed as part of the Phase II process. The SSIP Core Team and a group of State Support Team directors, with

guidance and leadership from Dr. Morrison, developed the logic model using six guiding questions:

- 1) What is the current situation that we intend to impact?
- 2) What will it look like when we achieve the desired situation or outcome?
- 3) What behaviors need to change for that outcome to be achieved?
- 4) What knowledge or skills do people need before the behavior will change?
- 5) What activities need to be performed to cause the necessary learning?
- 6) What resources will be required to achieve the desired outcome?

(Millar, Simeone, & Carnevale, 2001)

The team identified inputs, outputs (activities and participants), and short, medium, and long-term outcomes for three goals and six strategies/implementation objectives as represented in the logic model. The short-term outcomes represent changes in adult learning (i.e., knowledge and skills), the medium-term outcomes represent changes in adult behaviors/practices, and the long-term outcomes represent changes in student early literacy outcomes. The logic model will continue to be refined, as necessary, prior to the launch of the evaluation.

The SSIP Core Team and Dr. Morrison developed and proposed eight evaluation questions (see Table 5 and Appendix F). The content of the logic model drove the development of the evaluation questions. The evaluation questions directly align with the theory of action and with the short, medium, and long-term outcomes contained in the logic model.

ODE expects that the external evaluator will conduct both formative and summative evaluations on all aspects of Ohio's Early Literacy Plan, including infrastructure development activities and the support for districts who are implementing the evidence-based practices. The external evaluator will be expected to collect both quantitative and qualitative data to inform the evaluation.

The external evaluator will measure benchmarks of the fidelity of implementation throughout the process. The evaluator will measure implementation and impact in the following areas: teacher and instructional coaches' knowledge and application of LETRS principles, structures for teacher-based teams at the local level to review early literacy data in order to modify instruction for individual learners, preschool through third grade student early literacy progress and outcomes, and family and community engagement levels specific to early literacy efforts.

Figure 4: 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., training 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. Training 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. Training 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 & Staff External Evaluator</p> <p>Consultants: Dr. Louisa Moats Dr. Jennifer Pierce Certified national trainers</p> <p>Materials: LETRS modules, training materials & assessments; Instructional coaching training materials and tools; LETRS principal training 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 training 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 training 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>Staff: ODE Project Staff State Support Team Directors & Staff External Evaluator</p> <p>Materials: DIBELS Next/AIMSweb training materials; Reading Tiered Fidelity Inventory; MTSS materials; Family engagement guidance materials; Levels of Collaboration Survey</p> <p>Technology: Early literacy data dashboard</p> <p>Partners: 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., training 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 & Staff External Evaluator</p> <p>Materials: Ohio Improvement Process 5-step process resources; LETRS principal training 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>

Stakeholder Involvement

During Phase II of the SSIP process, various stakeholders participated in development of the six strategies/implementation objectives and the short, medium, and long-term outcomes identified in the logic model, as well the revision and refinement of the logic model and evaluation questions. ODE also planned for meaningful stakeholder evaluation analysis and discussion during two stakeholder meetings held in January and March of 2016. For Phase II, ODE invited additional stakeholders who have knowledge and expertise in the field of early literacy. ODE invited a total of 62 stakeholders to these meetings and more than 50 stakeholders from across the state attended (see Appendix A). The majority of stakeholders who participated in Phase II also attended the Phase I stakeholder meetings.

ODE invited SSIP stakeholders to the first Phase II stakeholder meeting in January of 2016. Ann Bailey, M.A., from the University of Minnesota and Dr. Julie Morrison from the University of Cincinnati provided foundational information on evaluation to all stakeholders, including the need for evaluation, process versus impact evaluation, formative versus summative evaluation, implementation drivers, methods and measurement, analysis techniques, and timelines. ODE staff organized stakeholders into six teams of eight or nine people. Each team had representation from school districts, parents, State Support Team staff, early literacy staff, and/or other state agencies. Dr. Morrison provided the teams with criteria by which to judge the quality of the logic model and the evaluation questions during the meeting, using criteria developed by Connell and Klem (2000) and Wingate and Schroeter (2015).

Stakeholders reviewed the six proposed evaluation questions using a list of criteria and definitions for those criteria by which each question should be judged. Dr. Morrison asked stakeholders if they perceived each evaluation question to be evaluative, pertinent, reasonable, specific, and answerable. Stakeholders provided feedback, which the SSIP Core Team then used to modify the evaluation questions. The team presented the revised evaluation questions to the stakeholder group at their meeting in March of 2016. (See Table 5 and Appendix F for the evaluation questions.)

During the January 2016 meeting, the SSIP Core Team also asked stakeholders to define how they preferred to receive updates on the SSIP report, process, and progress. This was important data collection, as each stakeholder is expected to share this information with their constituents. ODE wants to ensure the shared information is easily accessible and understandable so that all stakeholders are receiving accurate information. ODE staff compiled and reviewed an extensive list of suggested communication strategies and are working with the Office of Communications to plan communication strategies accordingly. In addition to establishing practice-to-policy feedback loops, ODE staff are participating in "Leading by Convening" training to enhance efforts to engage stakeholders in SSIP implementation and evaluation.

Evaluation Data Collection and Analyses

Ohio's early literacy initiative is focused on meeting the needs of all students by strengthening core instruction and the provision of instructional supports and evidence-based interventions in inclusive settings. The intention is to cultivate capacity at both the district and regional levels to provide evidence-based literacy instruction/intervention using Language Essentials for Teachers of Reading and Spelling (LETRS) training and coaching. The evaluation will focus on all students' growth over time (i.e., beginning, middle, and end benchmark periods) on indicators of early literacy skills for students at or above benchmark, below benchmark, and well below benchmark.

Ohio's evaluation process will examine, both formatively and summatively, program outcomes using Guskey's (2002) framework for evaluating professional development for educators. The framework is comprised of five critical levels:

1. Level 1: Participants' reactions;
2. Level 2: Participants' learning;
3. Level 3: Organizational support and change;
4. Level 4: Use of new knowledge and skills; and
5. Level 5: Student learning outcomes.

These five levels will be used as the professional development evaluation framework across the entirety of the plan. Guskey (2002) states, "With each succeeding level, the process of gathering evaluation information gets a bit more complex. And because each level builds on those that come before, success at one level is usually necessary for success at higher levels" (p.46). It will be essential to ensure that evaluation information for the first step, and each subsequent step, is measured and accurate, given that each step of this framework builds on the previous level. ODE will work with the external evaluator to include this framework in the overall evaluation plan.

ODE and its stakeholders focused energy and effort on the development of a high-quality evaluation data plan, including: identifying currently available data points and the need for additional data; how data will be collected, analyzed, and reported; and how often data will be collected, analyzed, and reported. The SSIP Core Team and the external evaluator will work together to identify evaluation data points and benchmarks. ODE expects the external evaluator to develop a detailed plan for the different sources of data needed for each aspect of the evaluation plan; the method and frequency of data collection, analysis, and review; and guidelines on decision making based on those data. The SSIP Core Team will work closely with the external evaluator to determine the feasibility of the proposed plan. ODE also expects the external evaluator to conduct analyses of evaluation data to inform the process of scaling up the initiative within the districts who are initially participating and to those districts that will participate in the future. A sample of data collection tools, with associated timelines, is provided in Table 5.

Table 5: Proposed Evaluation Data Collection Plan

Evaluation Question	Proposed Measure(s)	Collection Timeline
To what extent did the teachers of students in preschool-grade 3 implement early literacy and language core instruction using evidence-based practices with fidelity?	Language Essentials for Teachers of Reading and Spelling (LETRS) post-test, LETRS implementation tool (in development)	Annually in the Spring (due May 30)
To what extent did instructional coaches support teachers in the use of evidence-based early literacy practices?	Coaching fidelity tool (in development)	Annually in the Winter (due March 30)
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?	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 shared leadership structures at the district, building, and teacher levels?	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 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?	Early literacy curriculum-based measures (DIBELS Next or AIMSweb) Ohio’s Third Grade English Language Arts Achievement Test	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?	Ohio’s Kindergarten Readiness Assessment	Annually in the Fall
To what extent did teachers increase family engagement in literacy development (in years 3-5 of the project)?	Levels of Collaboration Survey	Fall survey administration for each incoming cohort beginning in Year 3 and then

Evaluation Question	Proposed Measure(s)	Collection Timeline
		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 literacy (in years 3-5 of the project)?	Levels of Collaboration Survey	Fall survey administration for each incoming cohort beginning in Year 3 and then annually in the Spring

The external evaluator will measure benchmarks for fidelity of implementation throughout the evaluation. Teacher and instructional coaches’ reactions to the professional development sessions (Guskey’s Level 1), knowledge (Guskey’s Level 2) and application (Guskey’s Level 4) of LETRS principles will be measured over time. Organizational support and change (Guskey’s Level 3) will also be evaluated as evident through measures of building and teacher-level team structures to promote data-based instructional decision making. Guskey’s Level 5—Student Learning Outcomes—will be measured for Ohio’s students using early literacy curriculum-based assessments (i.e., DIBELS Next or AIMSweb, per district choice). These scores can be compared to rates of improvement calculated from the national benchmarks for DIBELS Next and AIMSweb assessments. The SSIP Core Team, in collaboration with the external evaluator, the Third Grade Reading Guarantee Administrator, and the Early Literacy Project Manager will review all evaluation data as it becomes available. At a minimum, the team will review these data once per month. ODE will share evaluation data with the SSIP Stakeholder Team and the State Advisory Panel for Exceptional Children at a minimum of two times per year.

ODE will ensure sufficient resources are allocated and available for the external evaluation to be conducted as planned. ODE will work with the external evaluator to develop a budget that will allow for both formative and summative evaluation activities to be executed accurately, effectively, and in a timely manner.

Use of Evaluation Data for Decision-Making

The SSIP Core Team is currently working with a vendor to develop a web-based data dashboard for monitoring all evaluation data at a glance across participating districts and schools. This data system will be an integral part of the evaluation process, especially when decisions need to be made regarding the implementation of the early literacy plan. The SSIP Core Team will review data as often as necessary to make sound decisions regarding all aspects of the implementation of Ohio’s Early Literacy Plan.

ODE intends to make changes to the SSIP and any mid-course implementation corrections based on evaluation data and feedback gleaned from the previously described practice-to-policy feedback loops with initial implementation districts and State Support Teams. The

process for making changes to the SSIP will align with previous approaches. ODE will share recommended changes to the plan with the SSIP Stakeholder Team and the State Advisory Panel for Exceptional Children for input. Upon receiving stakeholder feedback, the SSIP Core Team will make changes to the plan prior to submission to the Office of Special Education Programs. ODE will modify activities listed within the SSIP as evaluation data are collected and analyzed and the appropriate decision-makers (e.g., ODE staff, State Support Team staff, stakeholders, etc.) have the opportunities to inform systems change based on effective practice-to-policy feedback loops.

Technical Assistance and Support

The SSIP Core Team members and their collaborative partners continue 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.

ODE has engaged technical assistance from a variety of sources based on developing needs identified across the following SSIP components:

- A. Infrastructure development
- B. Support for LEA implementation of evidence-based practices
- C. Evaluation
- D. 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.

- Dr. Caroline Coston, Research Specialist, The Ohio State University

Dr. Coston has supported ODE's efforts since the start of Phase I. As a member of Ohio's SSIP Core Team, she assists 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.

- Dr. Julie Morrison, Evaluator, University of Cincinnati

As the evaluator for Ohio's State Personnel Development Grant and Dyslexia Pilot Project, Dr. Morrison has led the SSIP Core Team in the comprehensive development of the SSIP evaluation plan. She guided the team in creation of a logic model for Ohio's Early Literacy Plan, based on the Phase I theory of action and aligned with implementation drivers. Dr. Morrison helped the team identify and narrow the evaluation questions and measurement tools and prepare for selection of the external evaluator.

- Ann E. Bailey, M.A., Research Fellow, University of Minnesota

Ms. Bailey previously 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 II, Ms. Bailey facilitated multiple meetings of the SSIP stakeholder group and assisted the SSIP Core Team in development and review of the Phase II report.

- Dr. Barbara Boone, Program Director, The Ohio State University

Dr. Boone leads parent and family engagement efforts as part of Ohio's State Personnel Development Grant and continues to support ODE in the design of strategies to enhance parent and family engagement in literacy development and community partnerships around early literacy.

- National Center for Systemic Improvement

- Dr. Jennifer Pierce

As Ohio's Technical Assistance Facilitator from the 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. Dr. Pierce also supported the team in review and revision of the Phase II report.

- 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.

- Great Lakes Comprehensive Center

- Dr. W. Christine Rauscher

As a Senior Technical Assistance Consultant with the Great Lakes Comprehensive Center at the American Institutes for Research, 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.

- Mark Mitchell

As the Great Lakes Comprehensive Center State Manager for Ohio, Mr. Mitchell has assisted the SSIP Core Team in aligning to existing state initiatives in SSIP planning and development, particularly the Ohio Improvement Process and Ohio's State System of Support. Key to Ohio's infrastructure improvement efforts, Mr. Mitchell and his team designed and administered a regional needs assessment, which guided the SSIP Core Team's efforts to leverage existing early literacy expertise in a subset of State Support Team regions while building capacity in others.

- IDEA Partnership

- Dr. Joanne Cashman of the IDEA Partnership tailored training on the Leading by Convening framework to the needs of Ohio's SSIP Core Team, in order to enhance the team's efforts to meaningfully engage a wide range of stakeholders in all facets of Ohio's State Systemic Improvement Plan.

- IDEA Data Center

- Dr. Stephen Ruffini of the IDEA Data Center has 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 anticipates ongoing engagement with and assistance from all of the sources described above during Phase III (implementation and evaluation) of Ohio's State Systemic Improvement Plan. Support for effective instructional coaching will be especially critical. ODE is designing 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. ODE will continue to consider principles of implementation science (Fixsen et al., 2009) in relation to how coaching occurs in Ohio (e.g., provide training for coaches, use a measure of fidelity of coaching, etc.). To that end, ODE hopes to further its partnership with Dr. Jennifer Pierce from the National Center for Systemic Improvement to provide training and support for Ohio's regional early literacy specialists and district literacy coaches as they coach preschool-grade three teachers in the implementation of evidence-based early literacy practices.

Conclusion

The Ohio Department of Education, in collaboration with its critical partners, has very purposefully and thoughtfully planned for the effective implementation of Ohio's Early Literacy Plan (i.e., Ohio's SSIP). The effective application of this plan will improve early literacy outcomes for Ohio's children, including those with disabilities. ODE looks forward to implementing the tasks ahead, to furthering its strategic partnerships, to evaluating the effectiveness of these efforts in order to achieve systemic, statewide improvement, and to reporting progress to its stakeholders and the U.S. Department of Education, Office of Special Education Programs.

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Appendix A: Ohio's SSIP Stakeholder Team Members

Name		Title
Charlotte	Andrist	Ohio Coalition for the Education of Children with Disabilities, Governing Board
Betsy	Apolito	State Support Team 10 Director
Tracy	Atchison	State Support Team 13 Director
Lisa	Baker	Ohio Department of Education, Early Literacy Project Manager
Donna	Ball	Ohio Association of Elementary School Administrators
Lisa	Barnhouse	State Support Team 15 Director
Bill	Bauer	State Advisory Panel for Exceptional Children Chair; Higher Ed Faculty
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	Ohio State University Center on Education and Training for Employment, Program Director
Elizabeth	Bridges	Ohio Department of Education, Office of Curriculum and Assessment, Education Program Specialist
Mary	Brooks	State Support Team 10 Early Literacy Specialist
Lisa	Bruening	State Advisory Panel for Exceptional Children; Ohio Association of Pupil Services Administrators; District Special Education Director
Caroline	Coston	Ohio State University Center for Special Needs Populations, SSIP Project Manager
Merrie	Darrah	State Support Team 4 Director
Jamie	Davis	State Advisory Panel for Exceptional Children; Ohio Education Association; Preschool Teacher
Nathan	Dedino	Ohio Department of Health, Part C Coordinator
Michele	DiMuzio	State Support Team 5 Director
Beth	Duffy	State Support Team 16 Early Literacy Specialist
Michelle	Elia	State Support Team 5 Early Literacy Specialist
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

Name		Title
Jason	Fruth	Wright State University, Intervention Specialists Program Director
Michelle	Gaski	State Support Team 3 Director
Katie	Georges	Ohio Speech-Language-Hearing Association Schools Representative
Jennifer	Griffing	State Support Team 9 Early Literacy Specialist
Wendy	Grove	Ohio Department of Education, Office of Early Learning and School Readiness, Director
Kathy	Hall	State Advisory Panel for Exceptional Children; School Psychologist; District Special Education Director
Beth	Harrison	State Advisory Panel for Exceptional Children; Ohio Federation of Teachers; Teacher
Debbie	Hartwig	State Support Team 9 Early Literacy Specialist
Kim	Hauk	Ohio Department of Developmental Disabilities, Policy and Strategic Direction
Beth	Hess	Ohio Department of Education, Third Grade Reading Guarantee Administrator
Sophie	Hubbell	Ohio Department of Education, Office of Early Learning and School Readiness, Assistant Director/619 Coordinator
Laura	Jones	State Support Team 10 Early Literacy Specialist
Heather	Kantola	Ohio Department of Education, Office of Improvement and Innovation, Education Program Specialist
Sherri	Kitzmiller	Canton City Schools, Elementary Special Education Coordinator
Colleen	Longo	State Support Team 3 Early Literacy Specialist
Nicole	Luthy	Ohio State University Ohio Resource Center, Project Director
Julie	Morrison	University of Cincinnati, College of Education, Criminal Justice & Human Services, Program Evaluator
Lakshmi	Nandula	Ohio Department of Education, Office of Federal Programs, Assistant Director
John	Opperman	Ohio Association of Pupil Services Administrators
Nancy	Osko	State Support Team 2 Early Literacy Specialist
Tabitha	Palmer	Ohio Department of Education, Office for Exceptional Children, Administrative Professional
Chris	Rauscher	American Institutes for Research, Senior Technical Assistance Consultant, Early Literacy Specialist
Becky	Rees	State Support Team 6 Director

Name		Title
Beth	Rice	State Support Team 15 Early Literacy Specialist
John	Richard	Ohio Association of Secondary School Administrators
Myrrha	Satow	State Advisory Panel for Exceptional Children Chair; Community Schools Administrator
Lisa	Smith	Ohio School Speech Pathology Educational Audiology Coalition, President
Bill	Sternberg	Ohio Department of Education, Office of Educator Effectiveness, Assistant Director
Wendy	Stoica	Ohio Department of Education, Office for Exceptional Children, Assistant Director
Kelly	Stukus	State Support Team 3 Early Literacy Specialist
Ally	Trew	State Support Team 16 Early Literacy Specialist
Carolyn	Turner	State Support Team 13 Early Literacy Specialist
Evelyn	VanTil	Ohio Department of Education, Office of Early Learning and School Readiness, Administrative Professional
Donna	Villareal	Ohio Department of Education, Office of Curriculum and Assessment, Education Program Specialist, English Language Learners
Kara	Waldron	Ohio Department of Education, Office for Exceptional Children, Program Administrator (SSIP Project Manager)
Cynthia	Walker	Buckeye Association of School Administrators
Jo Hannah	Ward	Ohio Department of Education, Office of Improvement and Innovation, Director
Veronica	White	State Support Team 10 Early Literacy Specialist
Sue	Zake	Ohio Department of Education, Office for Exceptional Children, Director

Appendix B: Ohio's SSIP Stakeholder Meeting Agendas



Ohio's State Systemic Improvement Plan (SSIP)

January 27, 2016
 University of Dayton - Dublin Campus
 5747 Perimeter Drive, Dublin, Ohio 43017

AGENDA

9:00 AM	Welcome <ul style="list-style-type: none"> • Introductions • Review of agenda and outcomes 	Sue Zake Ann Bailey
9:45 AM	Evaluation Overview <ul style="list-style-type: none"> • Presentation • Activity 	Ann Bailey
10:30 AM	Break	
10:45 AM	Ohio's Early Literacy Plan <ul style="list-style-type: none"> • Review of progress • Implementation drivers framework • Lessons learned from Dyslexia Pilot Project • Ohio's Early Literacy Logic Model 	Wendy Stoica, Kara Waldron & Julie Morrison
12:00 PM	Networking Lunch Attendees will pick up lunch and have the opportunity to network with fellow attendees and ODE staff.	
12:45 PM	Evaluation Questions <ul style="list-style-type: none"> • Review draft evaluation questions • Criteria for evaluation questions • Small group activity 	Julie Morrison Ann Bailey
2:15 PM	Break	
2:30 PM	Sharing Evaluation Information <ul style="list-style-type: none"> • External evaluation process • Recommendations from the field • Small group activity 	Julie Morrison Ann Bailey
3:30 PM	Literacy Resources from the Ohio Resource Center	Nicole Luthy
3:50 PM	Future Agenda Considerations	Ann Bailey
4:00 PM	Closing Comments Next Meeting March 1, 2016	Sue Zake

Ohio's State Systemic Improvement Plan (SSIP)

March 1, 2016

University of Dayton - Dublin Campus
5747 Perimeter Drive, Dublin, Ohio 43017

AGENDA

9:00 AM	Welcome <ul style="list-style-type: none"> • Introductions • Review of agenda and outcomes 	Sue Zake Ann Bailey
9:30 AM	Evaluation Questions Revisions <ul style="list-style-type: none"> • Presentation 	Julie Morrison
10:00 AM	Reflections on Language Essentials for Teachers of Reading and Spelling (LETRS) Training <ul style="list-style-type: none"> • Review of initial training • Questions 	Molly Fender, Beth Hess & Early Literacy Specialists
10:30 AM	Break	
10:40 AM	Overview of the State Systemic Improvement Plan (SSIP) <ul style="list-style-type: none"> • Presentation • Timeline of Work 	Wendy Stoica & Kara Waldron
11:00 AM	SSIP Work <ul style="list-style-type: none"> • Infrastructure Presentation • Small Group Activity 	Wendy Stoica
12:00 PM	Networking Lunch Attendees will pick up lunch and have the opportunity to network with their colleagues.	
12:45 PM	SSIP Work Continued <ul style="list-style-type: none"> • Support for Implementation of Evidence-Based Practices Presentation • Small Group Activity 	Molly Fender & Beth Hess
1:45 PM	Break	
2:00 PM	SSIP Work Continued <ul style="list-style-type: none"> • Evaluation Presentation • Small Group Activity 	Julie Morrison
2:45 PM	Sharing SSIP Information with Your Constituents <ul style="list-style-type: none"> • Small Group Activity 	Ann Bailey
3:45 PM	Closing Comments Adjourn	Ann Bailey



YOU HAVE LAID THE GROUNDWORK IN SCHOOL IMPROVEMENT.

Now you are ready for the next level!

As the district superintendent, you and your state support team have worked on school improvement for at least two years.

You have up and running or are committed to building:

- A district improvement plan that includes a focus on improving teacher capacity to deliver high-quality early literacy instruction to students in preschool-grade 3;
- A working relationship with feeder preschools;
- A district leadership team with representative membership;
- Building leadership teams in elementary schools and preschools that include intervention specialists;
- Teacher-based teams spanning preschool-grade 3 that include intervention specialists; and
- All of your elementary teachers belongs to at least one teacher-based team with dedicated time for meetings.

Here's the next level of school improvement.

Ohio's plan is to improve the achievement of all Ohio students, including students with disabilities. The plan targets our youngest students and focuses on literacy. Those children who acquire adequate language and pre-literacy skills will succeed in learning to read. Reading is the foundational skill necessary for success in school. The goal is to provide evidence-based literacy instruction and intervention through a multi-tiered system of supports, specifically for all students in preschool through grade 3.

The Ohio Department of Education is inviting your district to receive early literacy professional development on Language Essentials for Teachers of Reading and Spelling (LETRS) for your preschool-grade 3 teachers and administrators at no cost.

LETRS is:

- A professional learning program based on a proven approach with documented growth of student reading scores in multiple states;
- Professional development that sharpens educators' abilities to diagnose why students are struggling and how to provide proven intervention; and
- More than face-to-face professional training. It includes Web-based learning and a networking platform, individual coaching and the opportunity to develop district-level trainers.
- A comprehensive approach to professional development that covers foundations of reading instruction, phonetics, phoneme awareness, word study, spelling, vocabulary, early childhood educators, principals and paraprofessionals.



Your commitment is to:

1. Free up time for staff training and coaching in Language Essentials for Teachers of Reading and Spelling (LETRS). Include staff who are preschool-grade 3 teachers, intervention specialists, principals, reading specialists and related service providers.
2. Review early literacy data and discuss and identify instructional strategies and interventions using your teacher-based teams.
3. Adopt a curriculum-based measure for early literacy that is evidence-based.

Benefits for your district:

1. More teachers will diagnose why students are struggling and provide evidence-based reading instruction;
2. More teachers will be equipped to provide evidence-based reading interventions as part of reading improvement and monitoring plans;
3. Reading success will help reduce disciplinary incidences and dropout rates;
4. More students will read at grade level and be on track to complete school and be ready for college and careers; and
5. Reading success will increase graduation rates by improving college and career readiness for students with disabilities.

Accepting this invitation.

Accept this invitation and you will receive state-level support from the Ohio Department of Education:

1. Financial support for the transition to a common, curriculum-based measure as part of a five-year partnership agreement, with the expectation that the district will plan for sustainability and assume costs at a designated time;
2. Funding for LETRS training and coaching, with the expectation that the district will plan for sustainability and assume costs at a designated time; and
3. Support capacity for training and development of a literacy coach within each targeted school.

Regional-level support from your state support team:

1. Use of the Ohio Improvement Process specific to early literacy;
2. Initial coaching and support for LETRS implementation;
3. Release for substitutes to facilitate meeting times and coaching support;
4. A community of practice in your region around LETRS implementation;
5. A focus on multi-tiered systems of support for early literacy instruction and intervention; and
6. Enhanced family engagement and community partnerships around early literacy development and outcomes.



Accept this invitation by agreeing to:

- Participate in an initial and in-depth needs assessment;
- Provide data from the Ohio Improvement Process and about your interventions;
- Commit to a five-year partnership agreement;
- Define an early literacy strategy as part of the district improvement plan and action steps for targeted schools;
- Secure or support staff to implement the district's early literacy plan;
- Adopt one of two curriculum-based measures for early literacy that is evidence-based, which will also serve as your on-track/not on-track assessment;
- Collect predetermined evaluation data on adult implementation and student outcomes;
- Participate in or establish community partnerships with local preschool agencies focused on early literacy; and
- Provide regular updates to your district's local board of education.



Appendix D: Early Literacy Partnership Agreement

Year I: 2016-2017 and Year II: 2017-2018

ODE & State Support Team Commitment	Partner District Commitment
<ul style="list-style-type: none"> • Provide a partnership agreement outlining commitment of resources and supports to partner districts 	<ul style="list-style-type: none"> • Identify a lead contact/team for early literacy in your district, including a district facilitator • Sign the partnership agreement committing to participation for five years <ul style="list-style-type: none"> ○ Ensure involvement and training of appropriate staff in targeted schools (preschool-grade 3 teachers including intervention specialists, building administrator(s), district facilitator, and speech-language pathologists) ○ Ensure implementation of early literacy evidence-based practices with fidelity ○ Ensure early literacy is a standing item on Building Leadership Team and Teacher-Based Team agendas ○ Align resources (personnel, fiscal) where necessary
<ul style="list-style-type: none"> • Provide LETRS training by certified national trainers at no cost to staff in targeted buildings Provide LETRS materials, including an online training and coaching platform and data system • Cover substitutes costs at district rate for in-person training • Provide stipends at district rate or cover substitute costs for online training and coaching • Provide LETRS training at no cost to Literacy Coaches in non-targeted buildings (as space permits) 	<ul style="list-style-type: none"> • Allocate staff time* to participate in LETRS training in 2016-2017 and 2017-2018 (including online follow-up with coaching to support implementation of evidenced-based early literacy professional development) • Secure substitutes to allow designated staff to attend LETRS training • Commit time to study and complete online follow-up between face-to-face training sessions <p>*See training schedule for time commitments by role.</p>
<ul style="list-style-type: none"> • Cover 50% FTE at district rate for partner district to hire and/or develop an internal early literacy coach 	<ul style="list-style-type: none"> • Secure and/or assign a staff member to fulfill role and responsibilities of an early literacy coach: <ul style="list-style-type: none"> ○ Training in LETRS ○ Supporting LETRS implementation within targeted building(s) ○ Collaborative planning with State Support Team Regional Early Literacy Specialist, to become facilitator/coach of LETRS evidence-based practices
<ul style="list-style-type: none"> • Assign Regional Early Literacy Specialist(s) to partner district to support implementation of evidence-based early literacy instruction and intervention • Regional Early Literacy Specialist will provide intensive support and coaching to targeted building(s) • State Support Teams will provide feedback to partner districts and ODE regarding effectiveness of program 	<ul style="list-style-type: none"> • Collaborate with State Support Team to target early literacy as part of the district improvement plan <ul style="list-style-type: none"> ○ Define an early literacy strategy and action steps for targeted buildings ○ Ensure early literacy as a standing item on Building Leadership Team and Teacher-Based Team agendas ○ Implement components of a school-wide reading model with fidelity, as defined in the Reading Tiered Fidelity Inventory

ODE & State Support Team Commitment	Partner District Commitment
implementation, need for mid-course improvements and evaluation	<ul style="list-style-type: none"> • Allocate staff time to participate in scheduled coaching opportunities. • Participate in Teacher-Based Teams and individualized coaching with Regional Early Literacy Specialist for fidelity of implementation
<ul style="list-style-type: none"> • Provide funding, if needed, for targeted building(s) to transition to one of two early literacy curriculum-based measures (DIBELS Next or AIMSweb) including the costs of training and materials 	<ul style="list-style-type: none"> • In targeted building(s), establish DIBELS Next or AIMSweb as the early literacy curriculum-based measure • Designate staff to participate in training on the selected curriculum-based measure, and be responsible for inputting data
<ul style="list-style-type: none"> • Develop a comprehensive data dashboard for partner districts and State Support Teams to collect early literacy implementation and evaluation data 	<ul style="list-style-type: none"> • Designate staff to participate in early literacy data dashboard training, if needed, and be responsible for inputting data • Utilize the data dashboard for progress monitoring and program monitoring • Collect data at regular intervals using the following tools: <ul style="list-style-type: none"> ○ Reading Tiered Fidelity Inventory ○ DIBELS Next or AIMSweb ○ LETRS Implementation Tool

Year III: 2018-2019 and Beyond

ODE & State Support Team Commitment	Partner District Commitment
<ul style="list-style-type: none"> • Continued support for LETRS implementation, school-wide reading model implementation, State Support Team coaching support and technical support 	<ul style="list-style-type: none"> • Continued implementation of district partnership agreement • Allocate staff time for ongoing LETRS implementation (includes online follow-up with coaching to support implementation of evidenced-based early literacy professional development)
<ul style="list-style-type: none"> • Provide LETRS training by certified national trainers at no cost to partner districts for new teachers/administrators in targeted buildings • Provide LETRS materials, including an online training and coaching platform and data system 	<ul style="list-style-type: none"> • Allocate staff time* to participate in LETRS training for new teachers/administrators in targeted buildings (including online follow-up with coaching to support implementation of evidenced-based early literacy professional development) • Secure substitutes to allow designated staff to attend LETRS training • Commit time to study and complete online follow-up between face-to-face training sessions <p>*See training schedule for training time commitment by role.</p>
<ul style="list-style-type: none"> • Continued support from Regional Early Literacy Specialist(s) to partner district to support implementation of evidence-based early literacy instruction and intervention • Collaborative planning between State Support Team Regional Early Literacy Specialist and internal district 	<ul style="list-style-type: none"> • Continued implementation of early literacy strategy and action steps for targeted buildings, with ongoing measurement of progress using the Reading Tiered Fidelity Inventory • Continued participation in Teacher-Based Teams and individualized coaching with Regional Early Literacy Specialist for fidelity of implementation • Collaborative planning between internal coach and State Support Team Regional Early

ODE & State Support Team Commitment	Partner District Commitment
coach	Literacy Specialist to coach/facilitate LETRS implementation
<ul style="list-style-type: none"> Provide training and support development and implementation of strategies and action steps to increase parent engagement in literacy development and develop community-wide systems of support for literacy 	<ul style="list-style-type: none"> Implement action steps to increase parent engagement in literacy development Implement action steps to establish collaborative partnerships to guide the development of and access to community-wide systems of support for literacy
<ul style="list-style-type: none"> Feedback to partner districts on the effectiveness of program implementation, need for mid-course improvements and evaluation 	<ul style="list-style-type: none"> Utilize the data dashboard for progress monitoring and program monitoring Collect data at regular intervals using the following tools: <ul style="list-style-type: none"> Reading Tiered Fidelity Inventory DIBELS Next or AIMSweb LETRS Implementation Tool Levels of Collaboration Survey Allocate staff time to review data and adjust implementation, as needed
<ul style="list-style-type: none"> Reduced fiscal support <ul style="list-style-type: none"> Continue to fund LETRS training and CBM training at 100% in targeted buildings Provide LETRS training for additional literacy coaches (beyond initial targeted buildings) as space permits in trainings Funding for Literacy Coach decreases by 25% of .5 FTE each year in years 3, 4, and 5 Funding for LETRS training-related substitute and stipend costs decreases by 25% each year in years 3, 4, and 5 for new staff in targeted buildings 	<ul style="list-style-type: none"> Develop a scale-up and sustainability plan with alternative funding supports

Years	Funding for Training	Funding for Subs/Stipends At District Rate	Funding for Literacy Coach	Funding for CBM Training	Funding for CBM Materials/System Access	Funding for Additional Literacy Coaches to Complete LETRS Training
1 & 2	100%	100%	100% of .5 FTE	100%	100%	100%, if space is available
3	100%	75%	75% of .5 FTE	100%	100%	100%, if space is available
4	100%	50%	50% of .5 FTE	100%	100%	100%, if space is available
5	100%	25%	25% of .5 FTE	100%	100%	100%, if space is available

Voyager Sopris Learning LETRS Course Plan for Ohio Cohort 1																					
	Sept 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sept 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018	Apr 2018	May 2018
Teachers K-3	Online Module 1		Online Module 2			Online Module 3		Online Module 4					Online Module 5		Online Module 6			Online Module 7		Online Module 8	
		1-Day F2F			1-Day F2F		1-Day F2F		1-Day F2F					1-Day F2F			1-Day F2F		1-Day F2F		1-Day F2F
	Virtual Coaching – 2 hours every other week, for a total of 8 hours/module										Virtual Coaching – 2 hours every other week, for a total of 8 hours/module										
Coaches	Online Module 1		Online Module 2			Online Module 3		Online Module 4					Online Module 5		Online Module 6			Online Module 7		Online Module 8	
		1-Day F2F			1-Day F2F		1-Day F2F		1-Day F2F		2-Day F2F			1-Day F2F			1-Day F2F		1-Day F2F		1-Day F2F
	Virtual Coaching – 2 hours every other week, for a total of 8 hours/module										Virtual Coaching – 2 hours every other week, for a total of 8 hours/module										
Administrators & District Facilitators	Online Course 1		2-Day F2F																		
		1-Day F2F																			
	Virtual Coaching – 2 hours every other week, for a total of 8 hours				Virtual coaching – 2 hours each month, for a total of 10 hours																
Early Childhood (Preschool & Kindergarten)	Online Course 1		3-Day F2F																		
		1-Day F2F																			
	Virtual Coaching – 2 hours every other week, for a total of 8 hours/module																				

*F2F means face-to-face training

Language Essentials for Teachers of Reading and Spelling (LETRS) Training Modules

Part 1 Modules/Units 1-4 Fall 2016-Spring 2017	<ul style="list-style-type: none"> • Introduction to language and literacy • Research-based models of how the brain learns to read • Study of oral language and reading development • Reading difficulties • Components of effective reading instruction • Word study including phonological and phonemic awareness, phonics, and spelling • Types of assessments
Part 2 Modules/Units 5-8 Fall 2017-Spring 2018	<ul style="list-style-type: none"> • Ongoing integration of all literacy components • Vocabulary development • Text-based comprehension skills and strategies applied to imaginative/literary and informational/expository texts

Appendix E: Ohio's Theory of Action



Ohio's Theory of Action

Strands of Action

Parent Partnerships

Teacher Capacity

Collaborative Structures

Multi-tiered Systems of Support

Characteristics of Effective Schools

	If ODE/OEC	Then	Then	Then
Parent Partnerships	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
Teacher Capacity	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.		
Collaborative Structures	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.		
Multi-tiered Systems of Support	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.		
Characteristics of Effective Schools	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.		

Appendix F: Ohio's Early Literacy Evaluation Questions

- 1) To what extent did the teachers of students in preschool-grade 3 implement early literacy and language core instruction using evidence-based practices with fidelity, as assessed by the Regional Literacy Specialist using the Language Essential for Teachers of Reading and Spelling knowledge post-test and the evidence-based practices implementation tool??
- 2) To what extent did instructional coaches support teachers in the use of evidence-based early literacy practices, as documented by the coaching fidelity tool?
- 3) 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?
- 4) 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?
- 5) 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?
- 6) 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?
- 7) To what extent did teachers increase family engagement in literacy development (in years 3-5 of the project), as assessed by the Levels of Collaboration Survey?
- 8) 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 literacy (in years 3-5 of the project), as assessed by the Levels of Collaboration Survey?