



Implementing Data-Based Individualization in Oklahoma

Introduction

The Oklahoma State Department of Education (OSDE) is leading a multiyear initiative aimed at building the capacity of educators and school leaders across Oklahoma to implement a multi-tiered system of supports (MTSS) to meet the needs of all students. Beginning in the 2032–33 school year, all Oklahoma school districts will be required to have an MTSS framework and to use MTSS data when identifying a student with a specific learning disability. To support districts and schools with implementing MTSS, OSDE provides universally available MTSS guidance and resources through the state’s [MTSS website](#) and statewide conferences and delivers training and coaching to assist educators and school leaders to implement MTSS in targeted districts.

While working with districts to implement MTSS, OSDE leaders found that many schools lacked systems for using data to (a) determine if students are making adequate progress in an intervention and (b) intensify intervention

Between October 2023 and March 2025, NCII provided DBI training to over 700 leaders, educators, and school psychologists at seven training events.

supports when needed. Additionally, OSDE leaders identified inconsistencies in how these practices were conceptualized among OSDE personnel. To enhance understanding and improve practices related to progress monitoring and intervention implementation at the school, district, and state

levels, OSDE partnered with the [National Center on Intensive Intervention](#) (NCII) in fall 2023 to provide training and technical assistance on [data-based individualization](#) (DBI; see callout).

WHAT IS DBI?

DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. DBI is a process, not a specific program or product.



Beginning in October 2023, NCII delivered DBI training for OSDE personnel; presented DBI sessions at statewide conferences for educators, school administrators, and school psychologists; and provided DBI training to educators and leaders in one school district.

This impact story highlights how NCII's support has led to improved infrastructure at OSDE and enhanced knowledge of DBI among training participants. NCII interviewed two OSDE leaders to hear their perspectives on the impacts of the NCII–OSDE partnership.

Impacts of NCII's Partnership With OSDE

Improved State Infrastructure to Support DBI

OSDE leaders report that the partnership with NCII has helped OSDE personnel develop a shared vision and vocabulary related to data use and intervention implementation within Tiers 2 and 3 of MTSS. This consistency in language and definitions enables OSDE to present a clear message to districts about how to select evidence-based interventions, collect and analyze progress monitoring data, and intensify intervention when a student is not making adequate progress. NCII's work with OSDE includes team members working on the State Systemic Improvement Plan, the State Personnel Development Grant, and literacy improvement efforts.

The partnership with NCII has also helped OSDE improve the guidance, resources, and professional learning materials available to educators. For example, OSDE has embedded NCII's [online modules](#) within the state's learning management system and incorporated NCII resources into the state's newly developed MTSS handbook. Additionally, OSDE is in the process of building a comprehensive online data management and intervention documentation tool that will be available to all districts in the state, featuring resources to assist educators with implementing the DBI process. OSDE leaders report that the partnership with NCII has enhanced the consistency and quality of the professional learning and DBI implementation resources available to educators in the state.

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We needed consistency across the state and that's where DBI is going to help us significantly because ... data really is the centerpiece of driving our decisions.

OSDE Leader

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When I was a [district special education] director ... I relied heavily on the [NCII] website.... That kind of information is vital to schools. I know our [OSDE] staff have also utilized a lot of these resources.

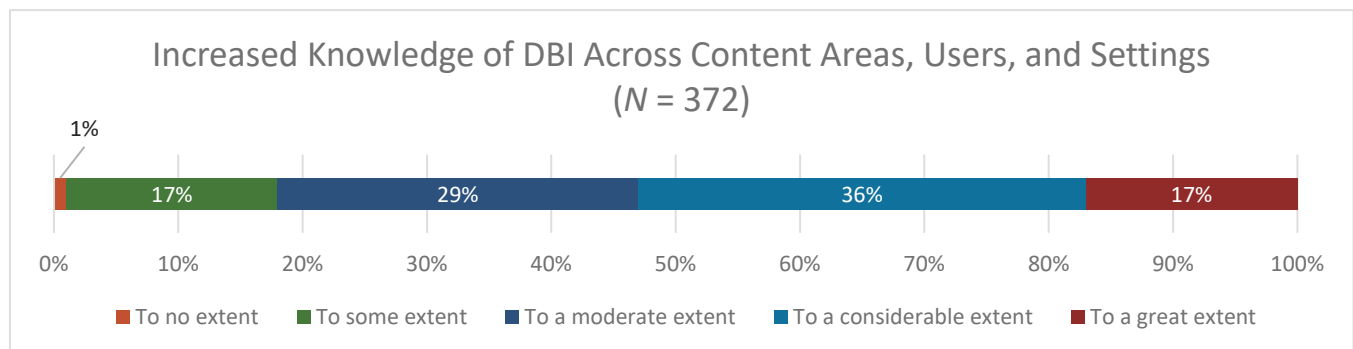
OSDE Leader

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Increased Knowledge and Awareness Among Educators and Leaders

Personnel from over one third of the state's districts have accessed the MTSS trainings offered by OSDE, many of which included DBI content. These trainings have led to increased DBI knowledge and awareness among educators and leaders (see chart below). Importantly, OSDE has focused on building DBI knowledge and awareness among school and district leaders who are critical to establishing the infrastructure and resources that educators need to implement DBI in schools. The chart below shows that, across four of the seven events evaluated by NCII, 82% of participants reported “moderate” or greater increases in knowledge of DBI across content areas, users, and settings.



OSDE leaders report that following the training, educators and district leaders have greater awareness of the purposes of different types of assessments and are making more informed choices about the use of interventions and assessments. For example, state leaders shared that, following the MTSS training, districts are more likely to invest in resources needed for DBI, including progress monitoring tools, diagnostic assessments, and interventions, rather than duplicative curricula.

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Districts are utilizing progress monitoring tools that they weren't before or are purchasing tools ... including diagnostic assessments or tiered curriculum.
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OSDE Leader



Conclusion

OSDE's MTSS initiative is in the beginning stages, yet after a little over one year, state leaders report that they are seeing positive impacts because of the partnership with NCII. These positive impacts include improved infrastructure and professional learning resources to support implementation of interventions and assessments within Tiers 2 and 3 of MTSS and improved knowledge and skills of educators and leaders. OSDE leaders plan to continue to provide support to districts to build knowledge of DBI and offer professional learning opportunities and resources to assist districts with implementing DBI. NCII will continue to assist OSDE with building DBI capacity as more districts and schools implement DBI across the state.

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