

*SSIP EVALUATION PLAN: EVALUATION QUESTIONS IN RELATION TO
PERFORMANCE INDICATORS, EVALUATION DESIGN,
DATA COLLECTION METHOD, AND TOOLS
(REVISED JANUARY 2024)*



Evaluation Question	Target/Performance Indicator	Responsibility	Data Collection Method/Frequency	Data Collection Tools (Instrument/Protocol)
<p>Long-Term Outcomes</p> <p>1. How much did placement of children with disabilities in general early childhood settings increase?</p> <p>2. How much did social/emotional skills increase for K students with disabilities?</p> <p>3. How much did family knowledge of local and state early childhood systems, along with family engagement increase?</p>	<p>1. Targets for APR Indicator 6 (PreK Environments)</p> <p>2. Targets for APR Indicator 7 (PreK Outcomes)</p>	<p>LEAs WAPM SLTSSIP SDT</p>	<p>Submission to State/Annually</p>	<p>1. <i>State Infrastructure Leadership Capacity Self-Assessment</i>: systems change and leadership practices, fidelity criteria and systems infrastructure (State Infrastructure Leadership Capacity Self-Assessment Total Score), and S-HQI(S1-12)</p>
	<p>Year 1 Target for SiMR: Increase Social Emotional Learning performance rate of entering Kindergarten students with disabilities (based on WaKIDS fall assessment data)</p>	<p>LEAs</p>	<p>Submission to State/Annually</p>	<p>2. WaKIDS Fall Entry Assessment: Social Emotional Development</p> <p>3. Parent Survey, Community Partner and Family group participation and feedback, <i>LDPISA</i>, Components 1a-j</p> <p>4. Federal and State preschool data management annual reports; number of children enrolled into program with an IEP, program type children with disabilities are enrolled in.</p>
	<p>Intermediate Outcomes</p> <p>1. How much did implementation to fidelity increase related to:</p> <ul style="list-style-type: none"> • Inclusionary practices? • WA Pyramid Model? • LEAP Replication? • Community inclusion practices? 	<p>1. Targets for APR Indicator 11 (Child Find)</p> <p>2. Targets for APR Indicator 12 (Early Childhood Transition)</p>	<p>LEAs SSIP State Leads SSIP Regional Leads</p>	<p>Submission to State/Annually</p>

Evaluation Question	Target/Performance Indicator	Responsibility	Data Collection Method/Frequency	Data Collection Tools (Instrument/Protocol)
<ul style="list-style-type: none"> • Race and equity practices? • Trauma-Informed practices? <p>2. How did Data-Informed decision-making improve?</p> <p>3. How much did family knowledge of local systems increase?</p>	<p>3. Need to set a target (80%) TPOT, EC PW BoQ (total score, total red flags)</p> <p>4. Components of TPOT and LDPISA (and/or EC PW BoQ when applicable).</p> <p>5. Coaches indicate an increase in use of data to select EBPs.</p> <p>6. 80% of Program-Wide Leadership Teams have secured family representation.</p>		<p>Submission to State/ Twice a year (when applicable)ⁱ</p>	<p>3. TPOT (total score, total red flag score and domain/sub score) and EC PW BoQ, MyTeachingStrategies® GOLD®</p> <p>4. TPOT (CT2, TSC2, FR9, TEE7, TEE8, ENG 1, ENG 2, PD7), LDPISA (Indicator 1f, 2a, 4d, 7a), EC BoQ (Indicator 1, 8, 9, 10, 11, 13, 17, 21, 25, and 32), and BIRS to identify a decrease in discipline events.</p> <p>5. TPOT (SC1-S10, ENG 1-ENG 9, TEE 1-TEE8), LDPISA (Indicator 8c, 8d, and 8e), and EC PW BoQ (Indicator 28, 29, & 31)</p> <p>6. Coaching Logs and EC PW BoQ Indicator 35, 36, 37, 40 & 41</p> <p>7. (LDPISA) (Indicator 1a-j) L-HQI (Indicator 1, 3, 9, 10, 11, 12), C- HQI (Indicator C1, C8, C10, C12) QPI (Indicator 1- 7), and/or EC PW BoQ</p>

Evaluation Question	Target/Performance Indicator	Responsibility	Data Collection Method/Frequency	Data Collection Tools (Instrument/Protocol)
<p>Short Term Outcomes</p> <p>1. How much did knowledge increase related to:</p> <ul style="list-style-type: none"> • Inclusionary practices? • Race and equity practices? • Trauma-Informed practices? • Systems change and leadership practices? • Fidelity criteria and systems infrastructure? • Data-informed decision-making? <p>2. How much did family engagement improve?</p>	<p>1. 80% of participants demonstrate/indicate an increase knowledge on training and coaching surveys related to:</p> <ul style="list-style-type: none"> • Inclusionary practices • Race and equity practices • Trauma-Informed practices • Systems Change and leadership practices • Fidelity criteria and systems infrastructure <p>2. Components of LDPISA and/or EC PW BoQ (when applicable).</p>	<p>LEAs SSIP Regional Leads</p>	<p>Submission to Regional ESD/Ongoing</p> <p>Submission to State/ Twice a year (when applicable) ⁱⁱ</p>	<p>1. Participant Surveys-Knowledge Gain (survey question 1 and question 2)</p> <ul style="list-style-type: none"> • Inclusionary practices (Question 3) • Race and equity practices (Question 4) • Trauma-Informed practices (Question 5) <p>2. LDPISA (Indicator 1a-j), L-HQI, C-HQI, QPI, and/or EC PW BoQ</p>

Abbreviation Key:

PreK: Preschool

LEAs: Local Education Agency

IEP: Individual Education Program

APR: Annual Performance Report

ESDs: Educational Services Districts

WAPM: Washington Pyramid Model

SSIP: State Systemic Improvement Plan

SDT: State Design Team

WAPM SLT: Washington Pyramid Model State Leadership Team

TPOT: Teaching Pyramid Observation Tool

BIRS: Behavior Incident Reporting System

LDPISA: Local District Preschool Inclusion Self-Assessment

QPI: LEAP Quality Program Indicators

EC PW BoQ: Early Childhood Program Wide Benchmarks of Quality

S-HQI: State Indicators of High-Quality Inclusion

C-HQI: Community Indicators of High-Quality Inclusion

L-HQI: Local Program Indicators of High-Quality Inclusion

ⁱ Local districts engaged in Stage 3 (Implementation, Initial to Full) and Stage 4 (Scale Up) will utilize data instruments (TPOT, BIRS, and Coaching Logs) in addition to those local districts engaged in during Stages 1 and 2 of Implementation Science (Exploration and Installation).

ⁱⁱ Local districts engaged in Stages 1 and 2 of Implementation Science (Exploration and Installation) will be required to complete the Local District Preschool Inclusion Self-Assessment. Additional use of data instruments will be determined by the Regional Lead with the local district's Program Wide Leadership Team and may include the Early Childhood Program Wide Benchmarks of Quality, the LEAP Quality Program Indicators, and/or the Participant Surveys to support the transition from Stage 2 to Stage 3 of Implementation Science.