Washington Office of Superintendent of
PUBLIC INSTRUCTION

State Systemic Improvement Plan – Phase III
Washington State Evaluation Report
IDEA Part B — Indicator B17
Year Four – FFY 2018

2020

Glenna Gallo

Assistant Superintendent of Special Education

Prepared by:

- **Tania May**, Director, Director of Special Education
  tania.may@k12.wa.us | 360-725-6075
- **Ryan Guzman**, Early Childhood Special Education/619 Coordinator
  ryan.guzman@k12.wa.us | 360-725-6075
- **Sandy Grummick,** Program Supervisor
  sandy.grummick@k12.wa.us | 360-725-6075

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A. Executive Summary – Year Four (SY 2018–19)

A1. Overview

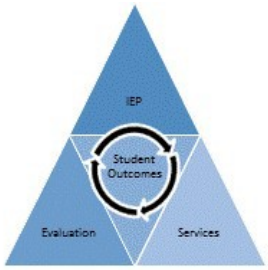
The Office of Superintendent of Public Instruction (OSPI), serving as the State Educational Agency (SEA), has completed Phase I (Data Analysis), Phase II (Development of Strategic Plan), and Phase III – Years One through Four (Implementation and Evaluation) of the Washington State Systemic Improvement Plan (SSIP). Phases I, II, and III are part of a comprehensive, data-driven process for the development, implementation, and evaluation of a strategic, multi-year plan to improve educational results for students with disabilities. This multi-year plan is one of seventeen performance indicators (Indicator B-17) required by the Office of Special Education Programs (OSEP) to be included in each state's respective State Performance Plan (SPP)/Annual Performance Report (APR). Both internal SEA representatives and external stakeholders have been and continue to be directly engaged in all aspects of the Phase I, II, and III. The State Design Team continues to model expanded levels of stakeholder engagement to include Collaborating and Transforming levels as defined by the Leading by Convening: A Blueprint for Authentic Engagement (2014)[1]. Broad agency, community, and parental involvement will continue to take center stage throughout the six years (Phase III – Implementation and Evaluation) of the multi-year plan.

Washington's State-identified Measurable Result (SiMR) is designed to quantify and reduce the early literacy performance gap between entering kindergartners with disabilities and their typically developing peers. While the targeted student population is entering kindergartners with disabilities, students across the early childhood continuum exposed to the delivery of evidence-based interventions are likely to experience educational benefit. The three Educational Service Districts (ESDs) serving as a regional transformation zones [Capital Region ESD 113, Puget Sound ESD 121, and North East Washington (NEW) ESD 101], are facilitating professional development and instructional/systemic coaching with six local districts and one Pre-K Early Literacy Cooperative. Together, these six district sites continue to act as our Research to Action Sites.

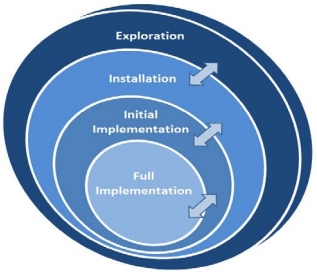
[1] Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening*: A blueprint for authentic engagement. Alexandria, VA: National Association of State Directors of Special Education.

Figure 1-1: Pre-K Early Literacy Research to Action Design FFY 2015 through FFY 2019 District Cohort

Phase III Timelines	FFY 2015 2015–16	FFY 2016 2016–17	FFY 2017 2017–18	FFY 2018 2018–19	FFY 2019 2019–20
Student Group I	Child Outcome Summary	Kindergarten Early Literacy - Baseline	Consistency	Index Data	3rd Grade State ELA Assessment
Student Group II		Child Outcome Summary Exit	Kindergarten Early Literacy - Baseline	Consistency	Index Data
Student Group III			Child Outcome Summary Exit Data	Kindergarten Early Literacy - Baseline	CI Data



Washington State Consistency Index



Four Stages of Implementation Science

There have been several key milestones achieved through the SSIP since the FFY 2017 Phase III – Year Three Final Report was submitted to OSEP on April 1, 2019. These milestones include: (a) increasingly transformative levels of engagement by the systems State Design Team, (b) continued cross agency collaboration with Early Learning stakeholders to increase access for students with disabilities to inclusive settings, (c) advancements and incremental scaling of evidence-based early literacy and family engagement practices within the established Research to Action Sites, (d) cross-sector implementation of a specific coaching model with fidelity, (e) integration and streamlining of the Evaluation Design and Data Collection system.

A2. Theory of Action

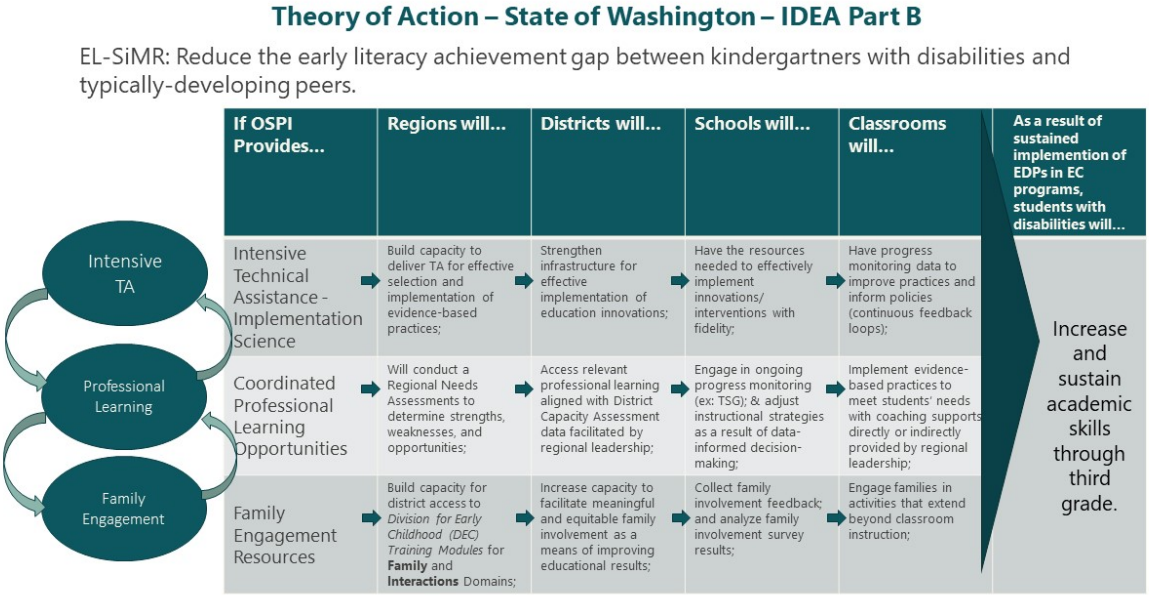
A theory of action was developed to graphically illustrate the relationships between the four improvement strands that were implemented across five inter-dependent levels of the Washington state educational system (see Figure 1-2). The theory of action is the turnkey of the five-year Strategic Plan and continues to drive the ongoing development, continuous improvement, and evaluation mechanisms throughout Phase III. Along the top, moving from left to right, are five specific levels of the overall special education programming system including the SEA, regional ESD, local school district, school building, and classroom levels. Working together, educators, parents, and community stakeholders can significantly influence improved early literacy outcomes at the student level. Both internal and external stakeholders were

involved in the development of the theory of action, and continue to be involved in the design, implementation, evaluation, and continuous improvement of activities and outputs. Key activities associated with enhancing supports for regional and local implementation of evidence-based practices (EBPs) have been identified. The EBPs have been designed to close the early literacy performance gap for entering kindergarteners with disabilities are initially braided across four coherent improvement strands:

- Intensive technical assistance on implementation science.
- Coordinated professional learning for EBPs.
- Consistency index data and coaching.
- Parent engagement resources.

Improvement strategies were developed to ensure measurable improvement in early literacy skills, specifically to reduce the performance gap of kindergarteners with disabilities as compared to their same-aged peers. As a result of intensive data analyses, broad stakeholder input, SEA infrastructure analysis, and agency representative input, improvement strategies were further developed. The primary long-term outcome is to significantly increase state, regional, and local district capacity to systematically select, implement, sustain, and scale-up implementation of EBPs in order to improve early literacy skills of kindergarten students with disabilities. Replication and applicability to other content areas, grade bands, and student populations are examples of potential secondary outcomes.

Figure 1-2: Theory of Action



During Year Three – Phase IV, the State Design Team reviewed recommendations brought forward to revise the parent engagement strand in the theory of action. Specifically, to repeal and replace the phrase, "parent engagement," with, "family engagement," throughout the document. This captures the idea that students are supported by traditional and nontraditional

family units, and this language offers a more inclusive lens. After considerable consideration of pros and cons across two quarterly meetings, the members revised the theory of action in March 2020. Ultimately, the State Design Team decided to remove the consistency index strand and embed work associated with this task within intensive technical assistance and professional learning. It was shared by the regional leads and school district administration participating on the State Design Team that the work associated with the consistency index—reviewing files and monitoring IEP and evaluation compliance—more appropriately reflected activities associated with that of a coach or mentor, and the culminating report held less value than the opportunity to identify necessary professional learning and intensive technical assistance for special education staff. Reports from the State Needs Project indicated that the consistency index was running on an outdated platform, which reaffirmed to the State Design Team that modifications of the current theory of action was essential to support our Research to Action Sites' efforts moving forward.

While the strands are not listed in order of priority, the first two strands are aligned with the OSPI Infrastructure Analysis (See Figure 1-3) conducted during Phase I (Data Analysis), and specifically address the enhancement of two of the seven general supervisory systems: technical assistance and professional development. These systems were specifically analyzed in relation to the State's capacity to address the identified SiMR.

Figure 1-3: OSPI Infrastructure Analysis

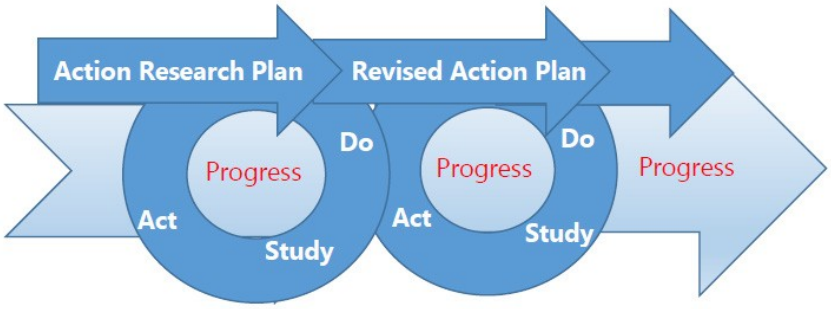
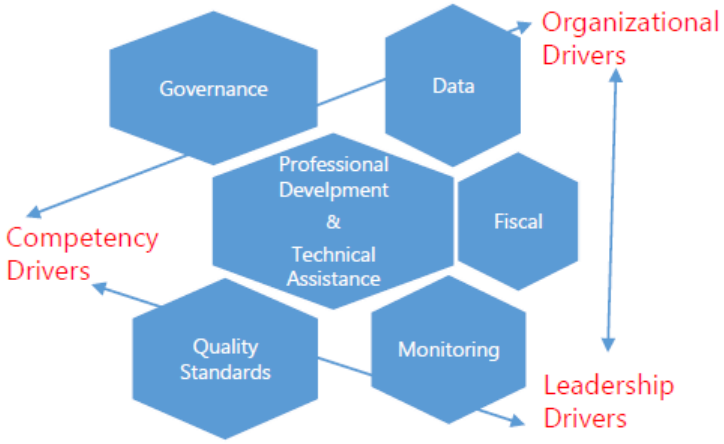


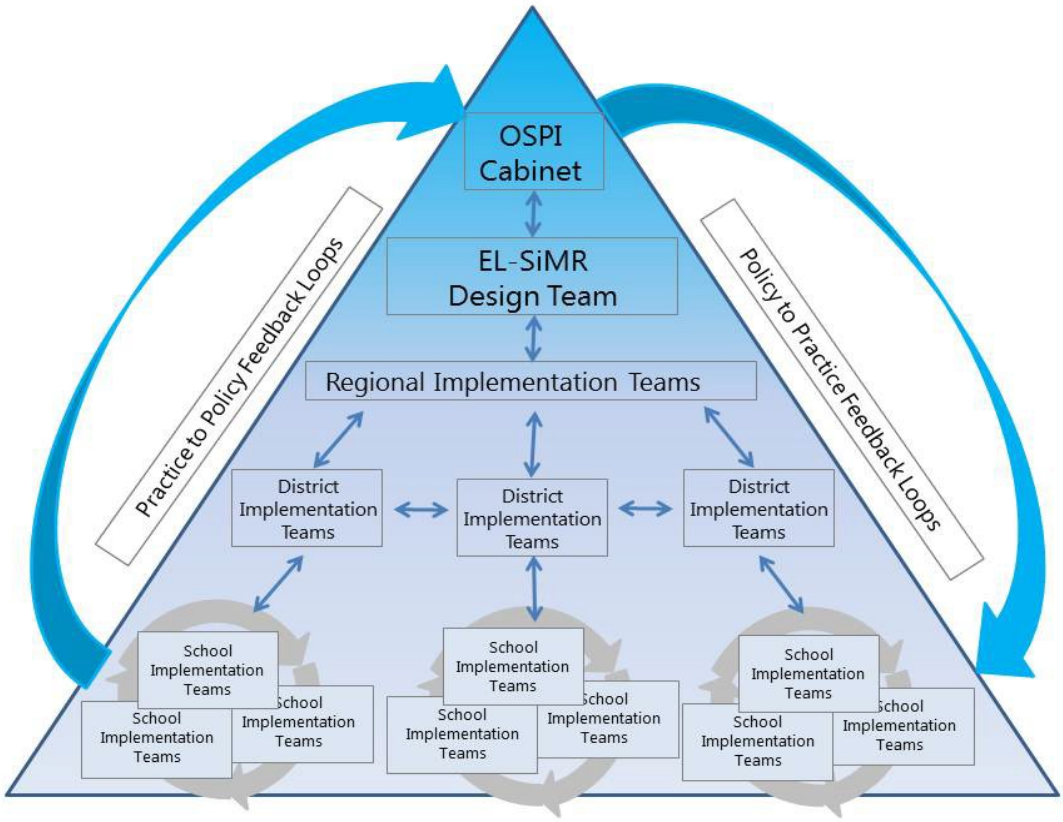
Figure 1-4: Research to Action – Continuous Improvement Framework



A3. Early Literacy - SiMR Parameters

District-based Research to Action Sites addressing the early literacy performance of entering kindergarteners have been recruited within three transformation zones – Puget Sound ESD 121, NEW ESD 101, and Capital Region ESD 113. This represents a subset of districts as part of the "getting started and then getting better" aspect of this early literacy initiative. Preschool students eligible for special education in these three transformation zones represent 54 percent of the total number of preschoolers eligible for special education statewide. Exponential growth parameters will be applicable to the EL-SiMR with intent to reduce the early literacy performance gap for kindergarteners with disabilities across additional geographical zones during Phase III over the five-year period of performance (FFY 2015 through FFY 2019). The implementation framework for the EL-SiMR (see Figure 1-5) has been operationalized at the state and regional levels during Phase III – Year One; work at the local levels started in the fall of Phase III – Year Two (FFY 2016). During Phase III – Year Three, regional leaders/coaches reflected on minor modifications to the framework to reflect variances in district configurations within the existing Research to Action Sites, while in Phase III, Year IV, regional leaders and school administration began to explore the best method of professional learning and intensive technical assistance necessary to not only meet the EL-SiMR but also ensure sustainability of the Research to Action Project work.

Figure 1-5: OSPI Early Literacy Implementation Framework



The observational tool used to collect literacy assessment data as part of the Whole Child

Assessment component of WaKIDS is called *GOLD*™ by Teaching Strategies® (TSG) The literacy domain of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) entrance assessment is the primary performance measure (see Research to Action Design Figure 1-1).

Currently, the FFY 2018 data for the primary metric of Indicator B-17, WaKIDS literacy assessment data, indicates an increase of 1.99 percent from 21.47 percent in FFY 2017 to 23.46 percent. This represents a decrease in performance between entering kindergartners with disabilities when compared to their typically developing peers. The parameters for the SiMR, including the formula and a description of the metrics, are graphically depicted in Table 1-1.

Table 1-1: EL-SiMR Parameters

<table>
<tr><th colspan="3">SiMR Parameters</th></tr>
<tr><td>EL-SiMR</td><td colspan="2">Reduce the early literacy achievement gap between kindergartners with disabilities and typically developing peers.</td></tr>
<tr><td>Measurement</td><td colspan="2">Difference in performance of kindergartners with disabilities and those without disabilities on the Washington Kindergarten Inventory of Developing Skills (WaKIDS) literacy assessment domain.</td></tr>
<tr><th colspan="3">Formula</th></tr>
<tr><td>[% of kindergarten students without disabilities (SW/OD) with early literacy skills expected of entering kindergartners]</td><td>-</td><td>[% of kindergarten students with disabilities (SWD) with early literacy skills expected of entering kindergartners]</td></tr>
<tr><th colspan="3">Washington Kindergarten Inventory of Developing Skills Literacy Domain</th></tr>
<tr><td colspan="2">Phonological awareness:
Notices and discriminates rhyme.
Notices and discriminates smaller and smaller units of sound.
Knowledge of the alphabet:
Identifies and names letters.
Uses letter–sound knowledge.</td><td>Knowledge of print and its uses:
Uses print concepts.
Comprehends and responds to books and other texts:
Uses emergent reading skills.
Retells stories.
Emergent writing skills:
Writes name.</td></tr>
</table>

During FFY 2017 the Governance[2] components of the state infrastructure system continued to be strengthened as Superintendent Chris Reykdal boldly challenged cabinet-level leaders to stay-the-course with full implementation of the transformative policy shifts reflected in his six-year K–12 plan. Cabinet members within OSPI met expectations and leveraged opportunities for

[2] See Phase I Report, Component Two – Infrastructure Analysis, Pages 22-29.

state-level educators to "embrace an approach to education that encompasses the whole child" (Reykdal, 2017, pg.1)[3] by actively engaging in cross-divisional collaboration, action planning, and service delivery. The multi-year SSIP, referred to as the Pre-K Early Literacy Research to Action Project, continues to be a model example of the State's commitment to use both quantitative and qualitative data to drive change in instructional practices to increase outcomes for children and their families.

B. Progress in Implementing the State Systemic Improvement Plan

B1. Description of the SSIP Implementation Progress

The State Infrastructure Development[4] activities planned for Phase III – Year Four (see Table 1-2) have been implemented with fidelity and within targeted timelines. Accomplishments achieved are embedded within three types of milestones including: (a) targeted improvements to the systems comprising the state infrastructure, (b) actions taken to further align and leverage current initiatives in the State to help ensure successful execution, implementation, and continuous improvements within the SSIP, and (c) strategies implemented that involve multiple offices within the OSPI, as well as other partner State agencies [e.g., Department of Children, Youth, and Families (DCYF), Thrive Washington, Early Childhood Education and Assistance Program, and Head Start State Collaboration Office] in order to maximize the allocation of limited resources across multiple funding streams.

Success and Challenges: The SEA was able to complete all the planned activities within targeted timelines. The SEA revised the existing family engagement activities to better reflect the strong working relationships built and sustained between leaders within the Special Education Division at OSPI, the Parent Training and Information Center operated by Partnerships for Action – Voices for Empowerment (PAVE) and Open Doors for Multicultural Families. The scaling up of partnerships with external early learning content experts to support integration and collaboration of new landmark initiatives with SSIP activities has been of particular benefit. With the technical assistance and support from the National Center for Pyramid Model Innovations (NCPMI), the state team has begun to develop responsive systems necessary to: (a) promote social and emotional development of young children, (b) address and eliminate disparities in discipline practices statewide, (c) ensure access to and meaningful participation in high quality, inclusive learning environments for all young children, and (d) promote meaningful and equitable family engagement. Three educational agencies, 7 school districts, and one Educational Service District (ESD), have begun to engage in the initial installation of the Pyramid Model framework. Schoolwide teams have been created and have identified both Program and Practice Coaches. A Statewide Coaching Network is in development as the SEA begins Phase II of statewide implementation of the Pyramid Model. A secondary initiative, The Research to Action Preschool Inclusion Champions Network, was funded by the SEA as a parallel effort to

[3] Washington's Every Student Succeeds Act (ESSA) Plan – January 2018 *Revised*

[4] State Infrastructure Development is Component One of the Strategic Plan (Phase II Report).

ensure equity in access to vetted evidence-based practices, professional development activities, and intensive technical assistance. Currently, 34 local school districts have completed the Local Preschool Inclusion Self-Assessment under the guidance of their ESD leadership. Over the course of the school year, school districts will create a cross sector leadership team, develop an action plan, identify mission and vision, and share back plans for implementing inclusionary practices in their existing early childhood programs.

Additional challenges continue to include: (a) the ability to sustain new early literacy practices and expand inclusionary options within the existing Pre-K educational structures in the absence of secure funding for ongoing instructional/systemic coaching within local infrastructure; (b) changes in key leadership positions at state, regional, and local district level; (c) identifying family engagement resources that align with the activities identified in the SEA theory of action (Fig. 1-2); and (d) the consistent use of evidence-based practices, coaching frameworks, and data-based decision making across the transformation zones.

Table 1-2: State Infrastructure Development

Activity/Strategy	Evidence/Data Source	Implementation Status	Timeline(s)
Pre-K Early Literacy State Design Team.	Membership Roster: Agendas for work sessions convened	☑ Completed on time and sustained.	Summer Quarter 2016 through Spring Quarter 2020.
Allocation of federal IDEA Part B funds through the Coordinated Service Agreements (CSAs).	Regional Training Plans within three transformation zones.	☑ Completed on time and sustained.	Internal budget request was approved for supplemental funding for three ESD transformation zones through Spring Quarter 2020.
Exploration of developmentally appropriate access to Washington State Learning Standards and Early Learning and Development Guidelines represented in standards aligned IEPs.	Professional development agendas; Special Education consistency index student profile data.	❒ Started early and will continue.	Strategic Plan targets Fall Quarter 2017 through Spring Quarter 2020.
NEW Collaboration with OSPI, Learning & Teaching Division, to bring Pathway to Early Literacy Learning Modules to Transformation Zone.	Professional development agendas, completed learning modules, regional training plans	❒ Started will continue	Spring 2018 and will continue winter 2020.

Activity/Strategy	Evidence/Data Source	Implementation Status	Timeline(s)
NEW Provide access to DEC Recommended Practice Learning Modules, including Family Engagement and Interactions training	Division for Early Childhood website	☑ Completed	Fall Quarter 2018 through Spring Quarter 2020.
NEW Intensive Technical Assistance-NCMPI State Leadership Team	Membership roster, monthly agendas, WA state Preschool Inclusion Champions Dashboard	☑ Started and will continue	Winter 2019 through winter 2020.
NEW Research to Action, Preschool Inclusion Champions Network Established with regional and local school district representation.	State roster, monthly network agendas, agency and local district preschool inclusion self-assessments, and actions plans.	☑ Started and will continue	Winter 2019 through winter 2020.

Each of the planned activities and strategies (key milestones) targeted to support district implementation of EBPs and to improve capacity-building at the regional, district, and school levels during Phase III – Year IV have been implemented on time and with fidelity. The key activities and tasks associated with each of the four strands in the Theory of Action are summarized on Table 1-3 below, including what has been accomplished and whether the intended timelines have been followed.

Table 1-3 Specific Evidence-based Practices Implemented

Activity/Strategy	Evidence/Data Source	Implementation Status	Timeline(s)
Identify and cross-train program specialists to serve as coaches for selection and implementation of literacy-specific EBPs.	Regional Implementation Team discussion notes; District/School Implementation notes.	☑ Started early and sustained.	Spring Quarter 2017 through Spring Quarter 2020.
Identify DEC- specific training modules for integration into the e-Learning for Educators Online Course Catalog.	Team review of Division for Early Childhood of the Council for Exceptional Children resources	☑ Started on time and continued	Summer Quarter 2017 through Winter 2020.

Activity/Strategy	Evidence/Data Source	Implementation Status	Timeline(s)
Develop and disseminate early childhood literacy training modules	Dedicated development time; Child Care Aware Coaches; ELA Coordinators serving within the initial ESD Zones	☑ Started on time and sustained.	Fall Quarter 2018 through Winter Quarter 2019.
Explore strategies for school and classroom access to new Birth-to-Eight Assessment tool for use in Pre-K special education settings.	TSG Birth-to- Eight Assessment System	☑ Started on time and sustained.	Spring Quarter 2017 Through Winter Quarter 2019.

B2. Stakeholder Involvement in SSIP Implementation

The State Design Team, State ECSE Coordination Team, State Special Education Advisory Council, and State Special Education Directors have been actively engaged in collective influence, identifying issues, solving problems, and taking action to ensure all students have access to high quality early learning environments.

The State ECSE Coordination Team continues to be an influential group of stakeholders. This team is involved with the implementation and evaluation of the Research to Action Project work. The ECSE Coordination Team meets in person twice annually (May 30, 2019 and September 11, 2019), along with monthly Zoom (virtual) meetings held the second Wednesday of each month through April 2019. The State PreK EL-SiMR is a standing agenda item at all of the monthly meetings The team receives implementation status updates; reviews performance data for Indicators B-6 (Early Childhood LRE), B-7 (Early Childhood Outcomes), and B-17 (Pre-K EL-SiMR); and exercises ongoing opportunities to troubleshoot challenges and offer recommendations for solutions and/or revisions to planned tasks and activities. This team currently has three representatives serving on the SSIP State Design Team to formally represent the voice of their ECSE teammates.

The Washington State Special Education Advisory Council (SEAC) meets on a quarterly basis during the school year. While the council has responsibility for a broad array of special education-related issues and initiatives, members have continued to dedicate a portion of their agenda to the SPP/APR with specific attention given to the SSIP's Indicator B-17. Two representatives from SEAC have been serving on the state-level Pre-K Early Literacy Design Team since the beginning of Phase II (FFY 2014). During Phase III, Year IV, presentations including development, implementation, and data updates were made by the State Design Team stakeholders to the SEAC Executive Council (November 8, 2018 and February 6, 2019). The Council continues to provide input, make guided inquiries, provide individual and collective

feedback, and guide the direction of the ongoing continuous improvement and evaluation of the Pre-K Early Literacy Research to Action Project. Their influence is most prominent within the conversations of family engagement.

Lastly, regional updates are provided as needed with ESD senior leadership through monthly OSPI/ESD meetings held the first Thursday of each month beginning September 1 through June 1, 2019. During Phase III-Year IV, the SSIP, also referred to as the Pre-K Early Literacy Research to Action Project, is one of the standing agenda items as part of the Early Childhood Special Education Briefings, to intentionally gather input and qualitative evaluation information. The input and support of the ESD Regional Special Education Directors has become essential, as they are the leadership overseeing the work completed by our ECSE Coordinators and research to action implementation sites. It is under their guidance that we have been able to expand our network and continue to explore various methods of scale up across the state of Washington (e.g., Preschool Inclusion Champions Network).

C. Data Quality, Implementation and Outcomes

C1. Outputs Monitored and Measured

There are six primary outputs that are continuously monitored and directly aligned with the theory of action (Figure 1-2) and the Evaluation Cascading Logic Model (Figure 1-6). The primary outputs, key measures, and audience (evaluation participants) are described in Table 1-4 below.

Table 1-4: Primary Outputs Monitored and Measured

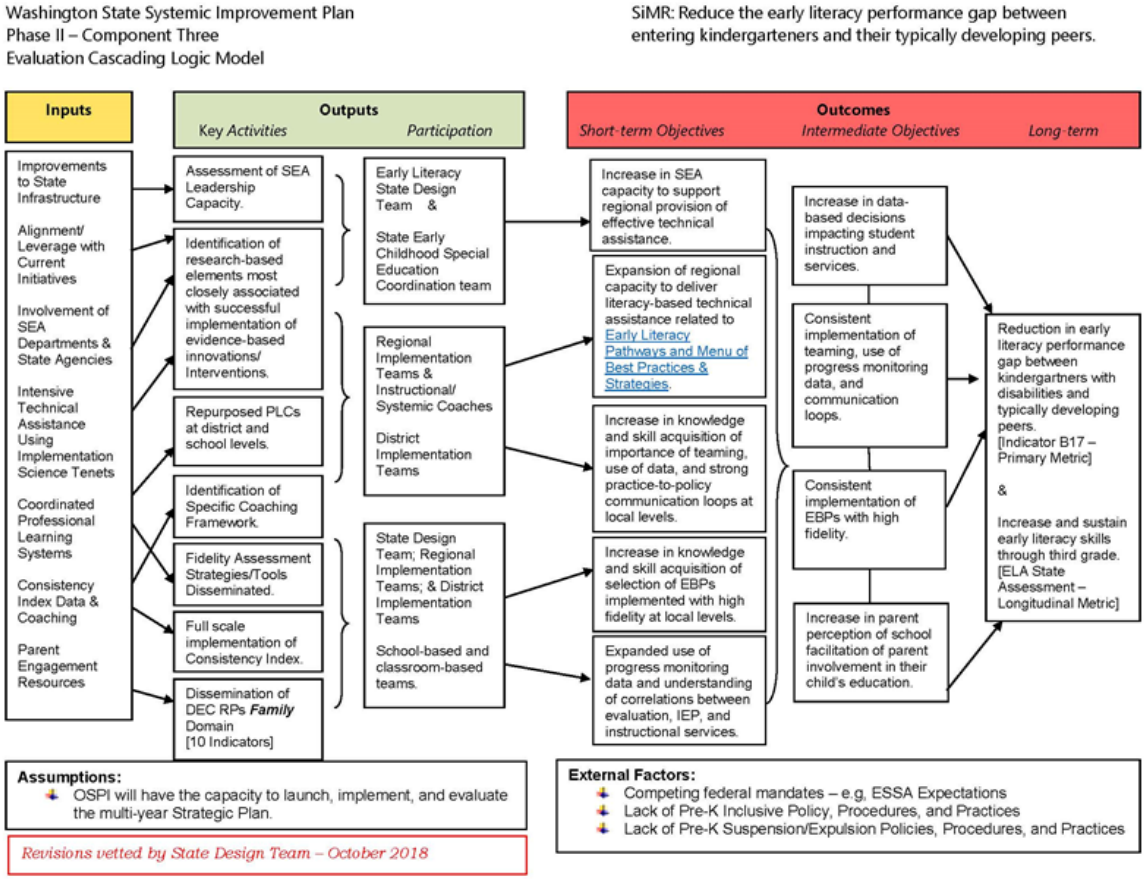
Primary Outputs	Key Measures	Audience
Assessment of SEA Leadership capacity completed	Self-Assessment Rubric Likert Scales for Collaboration; Motivation & Guidance; and Vision & Direction Q2 from Evaluation Design & Data Collection System	SSIP State Design Team
Repurposed PLCs at district and school levels.	Regional Level: Q14 & Q15 from Evaluation Data Collection System District/School Level: Q16 & Q17 from Evaluation Design & Data Collection System	Regional Implementation Teams; District/School Implementation Teams; Instructional/Systemic Coaches, parent advocates, community partners
Identification of specific coaching framework.	Resource Review; Anchor Implementation Resource: National Association for the Education of Young Children (NAEYC)	SSIP State Design Team; Instructional/Systemic regional coaches, family advocates

Primary Outputs	Key Measures	Audience
Fidelity assessment strategies/tools disseminated.	State Level: Q17 & Q18 Regional Level: Q19 from Evaluation Design & Data Collection System District/School Level: Q21, Q22, & Q23 from Evaluation Design & Data Collection System	Regional Implementation Teams; District/School Implementation Teams; Pre-K Early Literacy State Design Team
Identification and implementation of research-based elements most-closely associated with successful implementation of evidence-based innovations/interventions within early childhood systems.	Literature Review Anchor Reference: Research Brief (May 2015) Q5 from Evaluation Design & Data Collection System Early Literacy Pathways, Learning Modules, participant evaluations	SSIP Co-Coordinators; Pre-K Early Literacy State Design Team; State Early Childhood Special Education Coordination Team
Dissemination of DEC Recommended Practices *Family* Domain.	District/School Level: Parent survey Q27 & Q28 from Evaluation Design & Data Collection System eLearning for Educators	District/School Implementation Teams, families

Prioritization of the key measures and associated evaluation questions was initiated by the State Design Team, with direct input from the transformation zone Research to Action Site representatives. The prioritized measures and evaluation questions, referenced on Table 1-4, are taken directly from the integrated and streamlined Evaluation Design and Data Collection System (see Appendix I). Evaluation of these strategies and activities is linked to the overall goal of closing the early literacy performance gap because of the causal relationships identified in the Cascading Logic Model. Key stakeholders and coordinators continue to work together to *think backwards*[5] through the development of the logic model to identify how best to achieve the intended long-term outcomes.

[5] *Think Like an Evaluator: Backwards, Forwards, and In Circles*. SSIP Interactive Institute. Tom Fiore of IDEA Data Center. (May 2015)

Figure 1-6: Cascading Logic Model



C2. Outputs Accomplished

The intended outputs that have been accomplished as a result of the SSIP implementation activities described in Tables 1-2 and 1-3 are summarized below and begin with state infrastructure development, followed by the four strands identified within the Theory of Action. The strands are listed in the same order as they appear on the Theory of Action.

Table 1-5: Outputs Accomplished

Output	Activity	Source	Accomplishment
Assessment of SEA Leadership capacity completed	Third benchmark data from for SEA Leadership Capacity Assessment; data collection conducted in three leadership components	Pre-K Early Literacy State Design Team January 25, 2019 Facilitation by SSIP OSPI lead	Continued State infrastructure development

Output	Activity	Source	Accomplishment
Expansion of State ECSE representation & cross sector collaboration.	Partners for Preschool Improvement (PPI) grant funded activities with DCYF and OSPI-Early Learning Preschool Development Grant 0–5 years, 2.0 (PDG) Early Learning & Special Education collaboration: Early Learning Fellows and UDL	Statewide Stakeholder Roster-Preschool Inclusion Collaboration Team, DCYF awarded PDG renewal Outlook Calendar logs, EL Fellows convening rosters Fall-Winter 2019	Stakeholders have been identified across early childhood programs, virtual & in-person convenings have taken place PDG activities: early childhood transitions 0-5 years Shared professional learning supported by 9 ESD partners.
Analysis of challenges and potential solutions for ensuring research-based elements are implemented with fidelity.	Challenges and solutions focused on topics addressing each of the three research-based elements.	Pre-K Early Literacy State Design Team Work Sessions July 18–19, 2019, October 11, 2019	This data-driven process helped stakeholders engage in an active simulation of a Plan-Do-Study-Act (PDSA) cycle, consistent with Implementation Science principles.
Maximizing of access to and expansion of eLearning for Educators Courses.	The Washington State Consistency Index Course continued to be active on the electronic eLearning for Educators Course Catalog throughout Year Three – Phase IV, along with the additional offering of the DEC Recommended Practices Learning modules.	PD Enroller eLearning for Educators	The course catalog was expanded to include DEC RP learning modules.

Output	Activity	Source	Accomplishment
Garnered SSIP Support from University of Washington's College of Education: Early Childhood Special Education Faculty Team.	UW staff representation has been consistent through 2018–19. Additional connections were made with staff to support the State Design Team's desire to support the intensive technical assistance and professional learning strands of the SSIP Theory of Action.	Pre-K Early Literacy State Design Team Agenda (Summer & Fall 2019 facilitated by SSIP OSPI lead, presented by Jenny Cunningham-UW	University of Washington's College of Education: Early Childhood Special Education Faculty Team maintains representation on the Pre-K Early Literacy State Design Team and leveraged this collaborative relationship to support additional state ECSE initiatives.
Identification and implementation of research-based elements most-closely associated with successful implementation of evidence-based innovations/interventions within early childhood systems.	Initiation the pilot of learning modules developed upon the primary learning targets found within the Early Literacy Pathways document created by the English Language Arts division of OSPI's Learning and Teaching Division across the Transformation Zones.	PdEnroller enrollment, Sign in/Attendance Roster, Agenda Work facilitated by ELA & ECSE ESD Coordinated.	Aligned professional learning and guidance offered across Transformation Zones to ECSE staff.

C3. Overview of Evaluation Activities, Measures, and Outcomes

At the request of the research to action implementation site leads, instruments that were not relevant to measuring key outcomes were discontinued. After further analysis by stakeholders, the overall evaluation plan was revised for continuity and alignment with the Cascading Logic Model. In response to a recommendation made by the State Design Team, the evaluation plan was integrated and streamlined. Specifically, the evaluation design and data collection components were integrated, and inquiries not related to key outcomes were removed. Technical assistance was provided by the University of Washington, OSPI, and ESDs. Professional learning plans were discussed with regional leads of research to action implementation sites to ensure early childhood program staff were offered evidence-based practices found to enhance literacy, language, and social-emotional development.

The diagnostic instruments used were developed to assist practitioners and project leadership in evaluating the effectiveness of current intensive technical assistance, coaching supports, and

professional learning opportunities. The evaluation tools are also intended to measure the impacts in state, regional, and district/school infrastructure throughout the implementation process. These instruments are aligned with activities and strategies targeted to support regional and district implementation of evidence-based practices. As stated previously, the diagnostic instruments also strengthen the capacity building of regions and districts through alignment with the theory of action that prioritizes intensive technical assistance focused on implementation science, coordinated professional learning, consistency index data and coaching, and family engagement. The data collection instruments being implemented across the three levels of the state educational service delivery system, and their respective metrics, timelines, and current outcome data are summarized below. It is believed that with consistent implementation of the identified practices, Research to Action Sites will have created the systems necessary to support the PreK Early Literacy SiMR hypothesis that when all components of the theory of action are implemented, the performance gap for students with disabilities will decrease as it compares to their same aged peers when assessed on the fall Literacy WaKIDS assessment.

State-level Assessments (n-size = 1)

[Administered Annually in January]
State Infrastructure Leadership Capacity Assessment adapted from the ECTA

As noted in Figure 1-7, there has been significant progress with the SEA infrastructure. In addition to the quantitative ratings, respondents from the fourth benchmarking (January 2020) also included written reflections (See Table 1-6). The reflections were associated with, and in response to, specific items on the instrument. They have been disaggregated and summarized within each of the three leadership components for ease of readability.

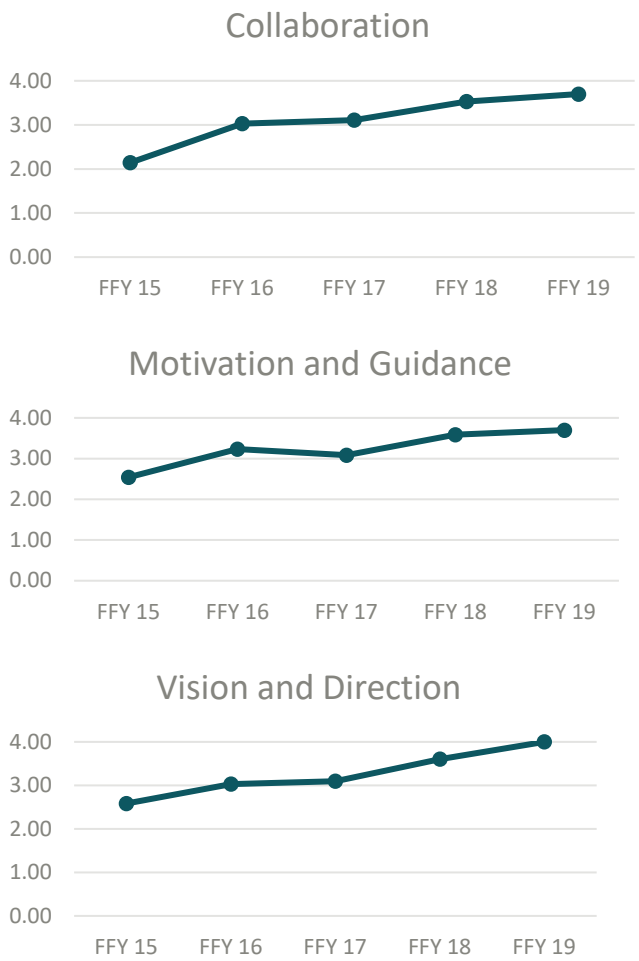
Table 1-6: Qualitative Reflections – SEA Leadership Assessments

Leadership Component	Direct Reflections/Quotes from Respondents	
Collaboration	*"Wonderful to hear what agencies are doing."* *"Always looking for partnership opportunities."* *"Individual capacity…"* *"Yes, and additional opportunities would be great."*	*"The leadership team actively engages other agencies in this work and seeks to promote alignment between systems."*
Motivation and Guidance	*"The leadership team actively seeks out TA opportunities, resources, and tools to grow our practice and support our work."*	*"This is an emerging leadership characteristic."*
Vision and Direction	*"The leadership team used a process to gain input from multiple stakeholders to develop a mission and vision for ECSE services across ESDs and the state."*	*"Strong systemic leadership demonstrated consistently in this area."* *"Increase in coaching support was valuable this year!"*

The State Design Team completes a State Infrastructure Leadership Capacity Assessment annually to evaluate the impact of the state infrastructure development activities being implemented during the PreK Early Literacy SiMR implementation process. The instrument, adapted from the ECTA Center tool addressing the DEC Recommended Practices topical domain ***Leadership***, assesses SEA leadership capacity across three leadership components including: (a) *collaboration* (seven indicators), (b) *motivation and guidance* (eight indicators), and (c) *vision and direction* (eight indicators). The State Design Team members individually rate the SEA's demonstrated capacity in each of the three leadership components using a Likert Scale with a range of responses from: 1 – seldom or never to, 2 – some of the time, 3 – often, and 4 – most of the time.

The SEA performed strongest in the leadership area of *vision and direction* with a mean score of 3.6. The leadership area with greatest room for improvement was *motivation and guidance* with a mean score of 3.59. Success was noticed by stakeholders in reviewing the data trends across all five years of assessment data (Figure 1-7). Notably, all three leadership components had steady improvement in each of the respective mean scores.

Figure 1-7: State Infrastructure Leadership Capacity Assessment



Source: State Infrastructure Leadership Capacity Assessments FFY 2015 through 2019

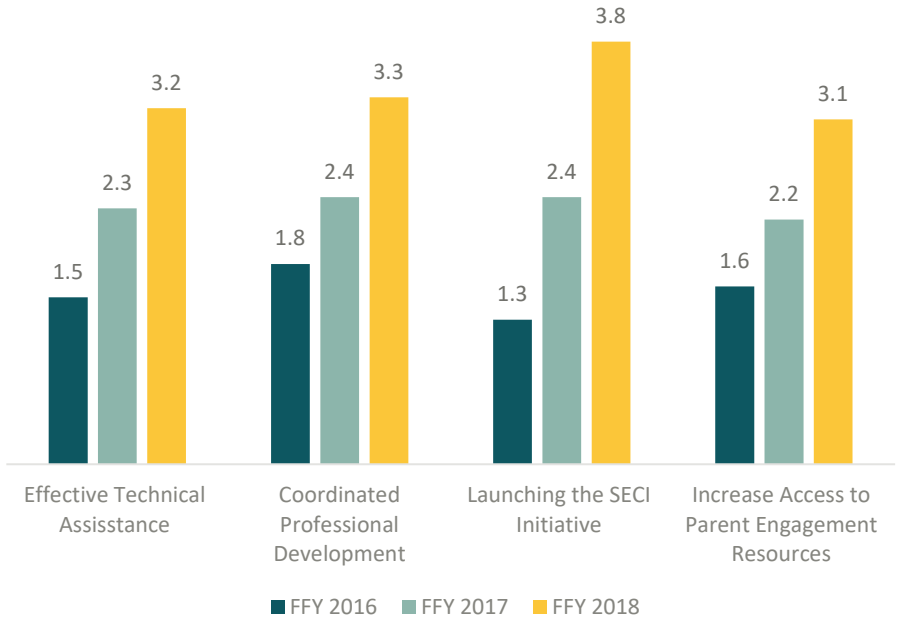
Regional Assessments (n-size = 2)

[Administered Annually in October or Quarterly, if Requested]

Washington State Pre-K Early Literacy Regional and Statewide Needs Assessment

The Regional and Statewide Needs Assessment Survey was developed in alignment with the evaluation design and data collection system. Survey participants include special education administrators in the regional ESDs and the State ECSE Coordination Team, which includes both general education leaders within local early intervention and school-based systems and special education leadership at multiple levels within the regional ESD systems. The instrument assesses regional and statewide needs and innovations across all four coherent improvement strands represented in the theory of action including: (a) intensive technical assistance on implementation science (three questions), (b) coordinated professional learning: EBPs (two questions), (c) consistency index data and coaching (four questions), and (d) parent engagement resources (two questions). Baseline confidence intervals, reflected in mean scores, were most notable with the launching of the Special Education Consistency Index (SECI) at 3.8. Implementation of supports associated with the coordinated professional learning strand, family engagement resources, and intensive technical assistance on implementation science were the next most prominent. FFY 2018 benchmark data (see Figure 1-8) indicate increases in the implementation of supports associated with all four strands, with the most notable concentration of increase in the Launching the SECI Initiative strand. Qualitative information related to levels of effectiveness in SEA support will be disseminated to the State Design Team for further review and analysis during the summer 2020 work session.

Figure 1-8: Regional and Statewide Needs Assessment



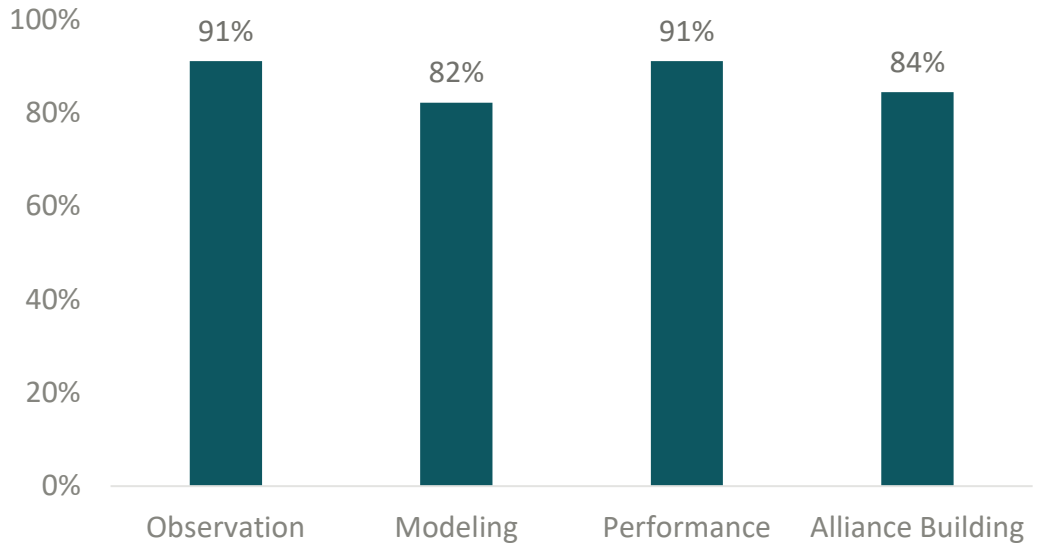
Source: Regional and Statewide-Needs Assessment for FFY 2016 through 2018

Washington State Coaching with Fidelity Self-Assessment Tool adapted from the National Center for Systemic Improvement

[To be administered Quarterly – October; January; and April]

After completing all the ratings across the four coaching practices, scores are calculated using a standardized metric. Baseline data (see Figure 1-9) indicate the coaching practices with the greatest percentage of fidelity are *observation* and *performance* (91 percent). Conversely, the coaching practice with the lowest percentage of fidelity is *modeling* (82 percent). Preliminary discussion and reflection from the coaches reveal modeling has historically been the least implemented practice. The percentage of fidelity in aggregation of all four coaching practices is 87 percent. Aggregated data will also be included in the evaluation report submitted annually to the Federal Office of Special Education Programs, and public relation communications identified in the SSIP Communication Plan. This will ensure that leaders and stakeholders across all levels of the system can communicate the goals of coaching, the components of effective coaching practices, and ensure that resources, policies, and cultural norms are aligned to support ongoing practice-based coaching.

Figure 1-9: Pre-K Early Literacy Research to Action Coaching with Fidelity



Source: Pre-K Early Literacy Research to Action Coaching with Fidelity Self-Assessment Tools from 2018

District-level Assessments (n-size = 6)

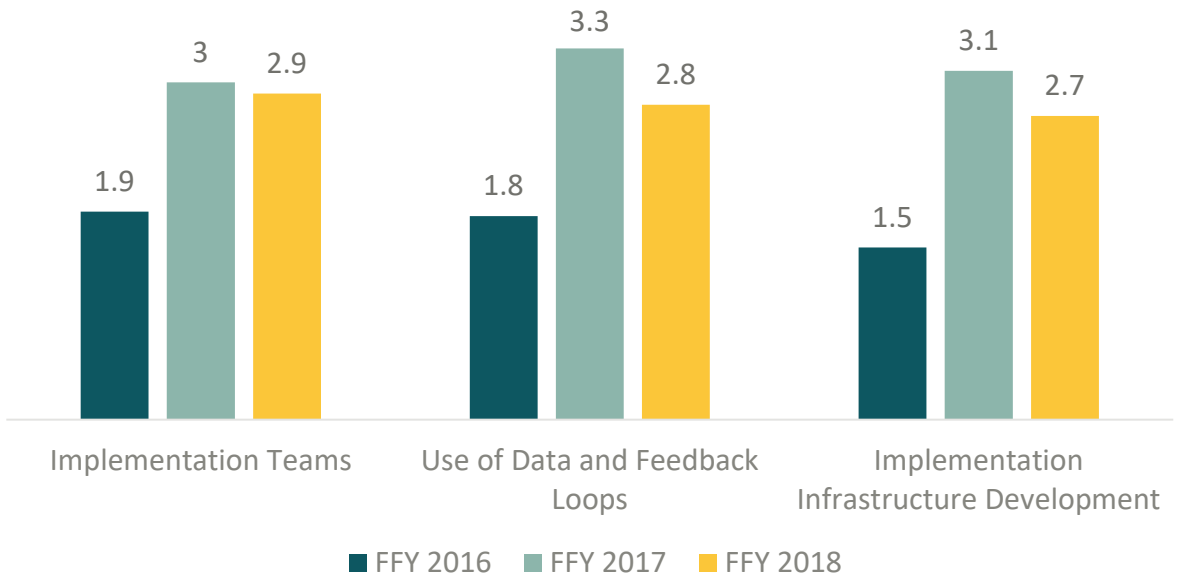
[Stage-Based Active Implementation Planning – Pre-K Early Literacy Capacity Self-Assessment: Exploration Stage or Installation Stage. Administered Annually (At a minimum). Administration starts October, Due by March 1st]

The purpose of this evaluation task is to measure the extent to which district-level research to action teams within the three transformation zones increased their knowledge and implementation of the three elements most closely associated with successful implementation of EBPs: (1) teaming structures, (2) focus on data and policy to practice communication loops,

and (3) infrastructure development over time. Team members within the local Research to Action Sites ranked their current demonstrated capacity in each of the three components using a Likert Scale with a range of responses from 1 – not yet started/not confirmed; 2 – started but no substantive progress; 3 – substantive progress but more work needed; and 4 – fully implemented/fully confirmed. Baseline evaluation results indicated that local Research to Action Sites demonstrate the strongest capacity in the evidence-based practice of teaming structures with a mean score of 14.8. The evidence-based practice with the greatest room for improvement was implementation teams with a mean score of 2.9 percent.

The first benchmarking data (Figure 1-10) indicates significant increases across all three of the elements most closely associated with successful implementation of new innovations/interventions. Stakeholders noted that while the *infrastructure development* practices had the most opportunity for growth in FFY 2016, this same evidence-based practice experienced a decrease in FFY 2018 of 0.4 percent. This is consistent with qualitative information shared during the October 2019 State Design Team meeting. Regional leaders and coaches described the changes with multiple aspects of infrastructure development indicators as individual school implementation teams moved through exploration to initial installation stages of implementation science. It is expected that as the Research to Action Sites develop implementation infrastructure and a clearer understanding of data and feedback looping, we will see sustained proficiency of their internal teaming.

Figure 1-10: District Capacity Self-Assessment



Source: District Capacity Self-Assessments for FFY 2016 through 2018

DEC Recommended Practices: Interactions Domain – Teacher Fidelity Checklist: Adult-Child Interactions (INT1)

Transformation zone coaches continue to collaborate with educators working with preschoolers and families to support them in knowing what evidence-based practices are and how to

implement them effectively. Resources from the ECTA Center related to the DEC Recommended Practices are shared with the school and classroom leaders on an ongoing basis. The Teacher Fidelity Checklist for Adult-Child Interactions includes seven characteristics. Ratings for each of the seven characteristics included on the Adult-Child Interactions Teacher Fidelity Checklist are scored by the individual practitioner based on their self-reflections. Practitioners use a Likert Scale to determine if the different practice characteristics were used by them with a child or a part of promoting a parent's use of the practice.

The range of responses are from: 1 – seldom or never (0-25 percent), 2 – some of the time (25-50 percent), 3 – as often as I can (50-75 percent), to 4– most of the time (75-100 percent). Aggregate results from 18 educators representing all three transformation zones, include a mean response across all seven characteristics of 2.7. Examples of characteristics (see Appendix F) with the highest degree of frequency include: (a) observe the child's participation in everyday activities and social play, (b) identify the focus of the child's attention or engagement in the activities, and (c) interpret the child's behavior and responses as an intent to interact or communicate with you. One research to action site testimonial shared by staff while completing the Interactions Checklist, ***Adult to Child Interactions***,

"So much of the focus in both Extended Day and General Education with friends needing social supports."

"We do these things ALL the time in extended day! I believe I could improve my practice while in general education."

Regional leads and district administration shared that once they paired professional learning relating to Evidence-Based early literacy practices, early childhood teaching staff and specialists were able to make deeper connections to their personal learning experience and their impact on student outcomes.

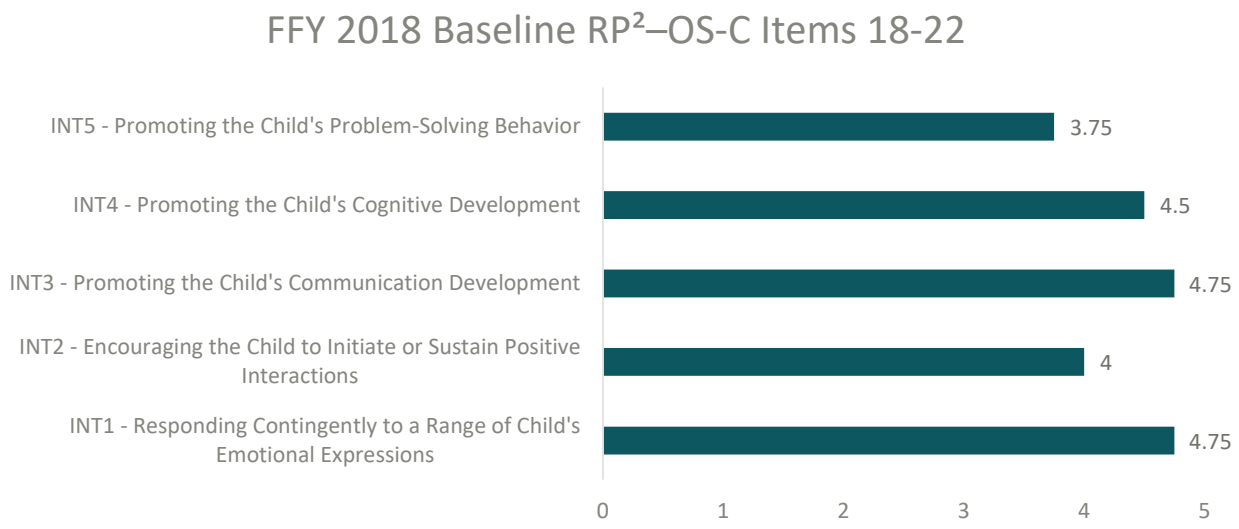
Follow-up activities will include continued development of targeted and intensive technical assistance resources that can be aligned across the transformation zones and later used as a reproducible model for other early childhood programs.

Reaching Potentials through Recommended Practices Observation Scale[6] – Classroom (RP²-OS-C Items 18–22) from the Early Childhood Technical Assistance Center (ECTA). The RP²-OS is designed to measure the delivery of Recommended Practices (RP) to children who might need specialized instructional strategies and supports to promote their engagement in learning. Ratings for each of the five interaction practices are scored at the end of the observation. Coaches use a Likert Scale with a range of responses from: 1 – no indicators seen or reported, 2 – one indicator seen or reported but many opportunities missed, 3 – one or two indicators seen or reported sporadically, 4 – two or three indicators seen or reported across most but not all routines, and 5– all indicators seen or reported across all relevant routines and environments. The aggregated baseline evaluation results (see Figure 1-11) collected and

[6] Phillip S. Strain, Edward Bovey, and Lise Fox. Early Childhood Technical Assistance Center (ECTA Center) February, 2015

reported fall 2018, indicated Interaction practice INT3 and INT1 were seen or reported across most but not all routines based on the highest mean score of 4.75. Interaction practice INT5 was the lowest mean score (3.75) indicating that one or two indicators were seen or reported sporadically during the observations.

Figure 1-11: Reaching Potentials – RP²– Observation Scale



Integrated Assessments (n-size = 3) (State, Regional, & District)

WaKIDS Assessment: Literacy Domain – Primary Metric for Indicator B-17 [Administered Annually in October]

This is the primary metric for indicator B-17 – the WaKIDS Literacy Assessment. Currently, the FFY 2018 data indicates an increase in the early literacy performance gap between entering kindergartners with disabilities and their typically developing peers.

The observational tool used to collect literacy assessment data as part of the Whole Child Assessment component of WaKIDS is called *GOLD*™ by Teaching Strategies. The literacy domain of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) entrance assessment is the primary performance measure (see Research to Action Design Figure 1-1). Currently, the FFY 2018 data for the primary metric of indicator B-17, WaKIDS literacy assessment data, indicates an increase of 1.99 percent from 21.47 percent in FFY 2017 to 23.46 percent. This represents a decrease in the performance of entering kindergartners with disabilities as compared to their typically developing peers. The parameters for the SiMR, including the formula, a description of the metrics is graphically depicted in Table 1-1.

Table 1-7: EL-SiMR Parameters and Data FFY 2013–2018

SiMR Parameters							
EL-SiMR	Reduce the early literacy achievement gap between kindergartners with disabilities and typically developing peers.						
Measurement	Difference in performance of kindergartners with disabilities and those without disabilities on the Washington Kindergarten Inventory of Developing Skills (WaKIDS) literacy assessment domain.						
FFY	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
Target>=	Baseline	20.4%	20.4%	24.66%	**Revised – 24.66%**	Revised – 23.16%	23.16%
Data*	20.44%	20.36%	21.95%	New Baseline 24.66%	**21.47%**	23.46%	
*Represents the ESD Transformation Zones, which includes 54% of the state's early childhood special education population. Source: WaKIDS data for 2013 through 2018							
Formula							
[% of kindergarten students without disabilities (SW/OD) with early literacy skills expected of entering kindergartners]	-	[% of kindergarten students with disabilities (SWD) with early literacy skills expected of entering kindergartners]					

Washington State Special Education Consistency Index (SECI) designed by the SECI 16-member State Leadership Team

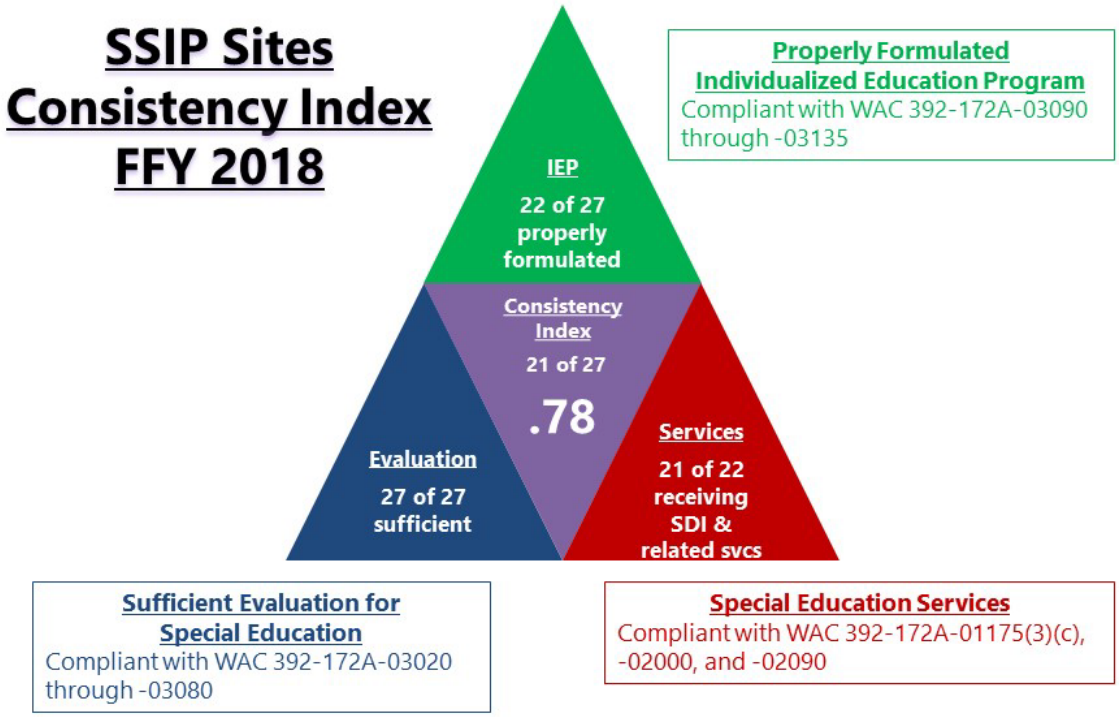
(Individualized by Regional Transformation Zone; final SECI Scores by Cohort due March 1st)

Under the consistency index data and coaching strand, regional data collections were aggregated to establish a baseline consistency index score (a composite numerical representation of the congruency between evaluations, IEPs, and delivery of SDI). Baseline (winter 2018) evaluation results aggregated statewide indicated a consistency index of 0.78 with a target index of 1.0. This score represents the amount of student profiles that were congruent (N=21) out of the total number of student profiles reviewed (N=27). Regional certified scorers collected and reported transformation zone-specific preliminary baseline data (Figure 1-12) during FFY 2018, which continue to be under review. These data represent student profiles from preschoolers with IEPs in the FFY 2015 who are now in second grade. FFY 2019 will offer the first opportunity data capturing cohort 1's preschool evaluation data (SECI), WaKIDS Kindergarten entry data, and 3rd grade state literacy assessment data. It is important to note that the initial cohort numbers have reduced through Phase III due to several variables, including students

moving out of district or no longer requiring specially designed instruction.

Key stakeholder groups from across Washington state are directly involved in the in-depth data analyses and continuous improvement dialogues of the consistency index platform and its impact on student outcome and overall program improvement. Technical assistance opportunities with the SECI have been an essential component of the PreK Early Literacy SiMR project work. Through the review process, regional leads can provide targeted support in the development and/or improvement of existing internal compliance controls related to the provision of special education and related services. In addition, intentional coaching and professional learning is being offered by either the ESD regional lead or district administrator as a result of the in-depth analysis of both district- and school-level consistency index data.

Figure 1-12: Washington State Special Education Consistency Index



Parent Survey Instrument: Schools Efforts to Partner with Parents Scale

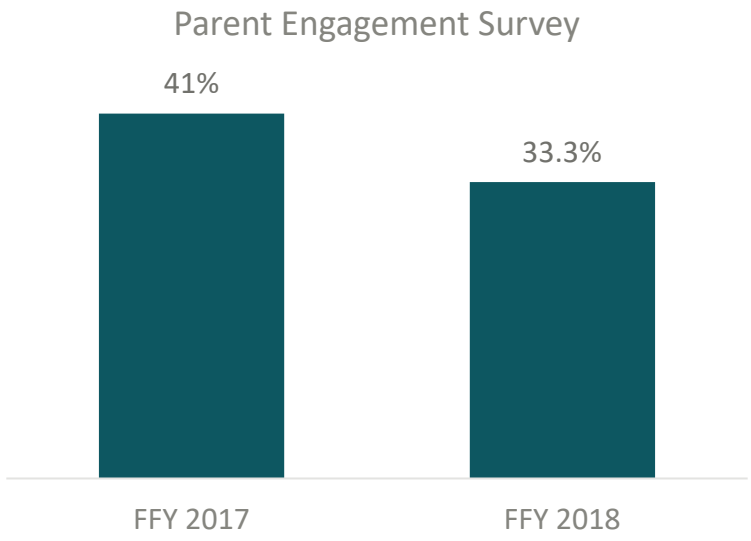
[Phase III Year Three; Annual Administration. Data Collection by March 1st; Survey Launch in Mid-April.]

This nationally-normed evaluation instrument was administered in correlation to the parent engagement strand of the theory of action. The Parent Survey Instrument: Schools Efforts to Partner with Parents Scale (see Appendix H) was vetted[7] by the State Design Team. Protocols for

[7] Washington State has adopted the parent survey instrument designed by the National Center for Special Education Accountability Monitoring (NCSEAM) referred to as the NCSEAM scale, formally known as the

administration were finalized, and baseline data collections were completed during the Spring Quarter of Year Three – Phase IV. Baseline results indicate that 33 percent of the parent respondents (see Figure 1-13) believe that schools have facilitated their involvement in their child's education. The national benchmark established by the NCSEAM Pilot Study is 17 percent. Stakeholders will be using these data results in fall 2020 to help inform next steps for professional development and/or technical assistance within the transformation zone Research to Action Sites to determine how best to engage families who are culturally and linguistically diverse. Aggregated item analysis data will be used to help identify specific areas of strengths and needs based on the final parent survey results. Preliminary data reviews need to be interpreted with caution due to the small n-sizes within each of the eight local Research to Action Sites (N=212; aggregated). Data suppression will be applied by the Special Education Data Manager prior to sharing results to ensure confidentiality of the respondents.

Figure 1-13: SSIP Parent Survey Results



Source: Parent Survey results for FFY 2017 and 2018

Factors to be considered by the key stakeholder groups include response rates, the degree of representation of the survey respondents, and the potential of non-response bias. The potential for non-response bias will be considered through a comparison of respondent and target population characteristics including race/ethnicity and student disability. Preliminary data suggest the results of the survey are statistically representative of the target population with small variance noted within two of the race/ethnicity groups, and across two of the disability groups. Parents of students identified as two or more races are slightly under-represented, while parents of students identified as white are somewhat over-represented. Parents of students identified as Hispanic represented 0.07 percent of the sample while parents of students

Schools Efforts to Partner with Parents Scale (SEPPS). The scale has items with predefined response choices. The rating scale is designed to produce a single measure of the extent to which the parent believes that the school facilitates parent involvement based on the parent's responses to individual items.

identified as White represented are 91 percent of the sample.

The State Design Team noted that Franklin Pierce School District participated in a separate surveying process for state monitoring and their data was not included in the overall data summary shared by WSU for indicator 17. For this reason, the total number of respondents, and other factors (race/ethnicity, LRE, survey language, etc.) have shifted significantly from FFY 2017. Regarding analysis of disability groups, because of the targeted grade band for the parent survey (parents of preschoolers not yet in kindergarten), most students qualify under the eligibility categories[8] of Developmental Disabilities or Communication Disorder. Currently, benchmark data collections are underway for all seven of the local Research to Action Sites. Comparative analysis will be conducted by key stakeholder groups and used as part of the continuous improvement and quality assurance processes for engaging families within the IEP and evaluation process.

C4. Demonstrated Progress and Modifications

Review of key data related to progress in achieving the intended improvements in state infrastructure and in the EL-SiMR was conducted initially by the SSIP Coordinator, with comprehensive review and input provided by the State Design Team, the State ECSE Coordination Team, and the SEAC. WaKIDS data are collected, cleaned, and prepared for review by the OSPI Office of Assessment and Student Information. Data collections related to implementation and outcome measures identified in the revised and integrated Evaluation Design and Data Collection System are shared with the Special Education Data/Fiscal Management work group for initial review, including logic checks and any resolution of data anomalies. The design for the evaluation data collection elements include delineation of the data collection plan, data analysis methods, and timing for each of the key evaluation questions. Guidance related to ensuring the ongoing data collection plan is both well-designed and well-executed continues to be provided by technical assistance professionals representing the IDEA Data Center (IDC) and National Center for Systemic Improvement (NCSI). The effectiveness of the implementation of state infrastructure development strategies and activities developed to support regional and district implementation of EBPs is being monitored through the outcome measures identified under Section B (see Table 1-4).

Evidence of change in baseline data collections is applicable in four key measures including: (1) The State Infrastructure Leadership Capacity Assessment, (2) Pre-K Early Literacy Regional and Statewide Needs Assessment data, (3) District-level Stage-Based Active Implementation Planning Self-Assessment, (4) WaKIDS literacy domain. As referenced under C1, each of these evaluation assessments demonstrate statistically relevant increases, indicating key outputs are indeed having a positive impact on the SSIP long-term outcome. Currently, the FFY 2018 data for the primary metric of indicator B-17, WaKIDS literacy assessment data, indicates an increase of 1.99 percent, from 21.47 percent in FFY 2017 to 23.46 percent. This represents a decrease in performance between entering kindergartners with disabilities and their typically developing peers. This is consistent with the performance of students with disabilities on the WaKIDS

[8] The statistical relevance of potential variances by disability categories could not be established.

assessment (18.0 percent), compared to their same aged peers (48.6 percent) in all six areas of assessment (cognitive development, physical, social-emotional, literacy, language, and math). This demonstrates a performance gap of 30.6 percent. Data collected over time have shown that when students enter with the skills expected of a kindergartner, they are substantially more likely to meet math and ELA standards at 3rd grade. Additionally, students who lack the skillset expected of a 5-year old in math and literacy are more than 30 percent less likely to meet standards on 3rd grade math and English Language Arts Smarter Balance Assessment (SBA).

Data related to the primary metric are being used to help inform next steps as it relates to the professional development and technical assistance components of the SEA infrastructure. Specifically, stakeholders continue to intentionally track the consistent increase in the percent of the student population eligible for special education services that are being tested as part of the WaKIDS State Assessment. As described in the Year Two-Phase III Report, students in more restrictive educational settings (self-contained classrooms) had not initially (FFY 2013 – FFY 2014) been included in the initial assessment cycles, nor were special education staff supporting this population recruited to participate in training and certification requirements. With the support of the OSPI Special Education Division, ECSE & Early Learning Coordinators, and the State Design Team, changes to the WaKIDS ATP training material were enacted which resulted in an incremental increase in the number of students with disabilities engaged in the WaKIDS assessment process. FFY 2018 preliminary results related to the number of students tested indicate that the number (n-size = 4,048) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2017 was approximately 156 percent greater than the number (n-size = 1,581) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2013. Also of significance is that the requirement for full implementation of the WaKIDS assessment as part of the Full-Day Kindergarten legislation took place over a series of stages, first being a pilot in 2010–11, leading up to full implementation in 2017–18.

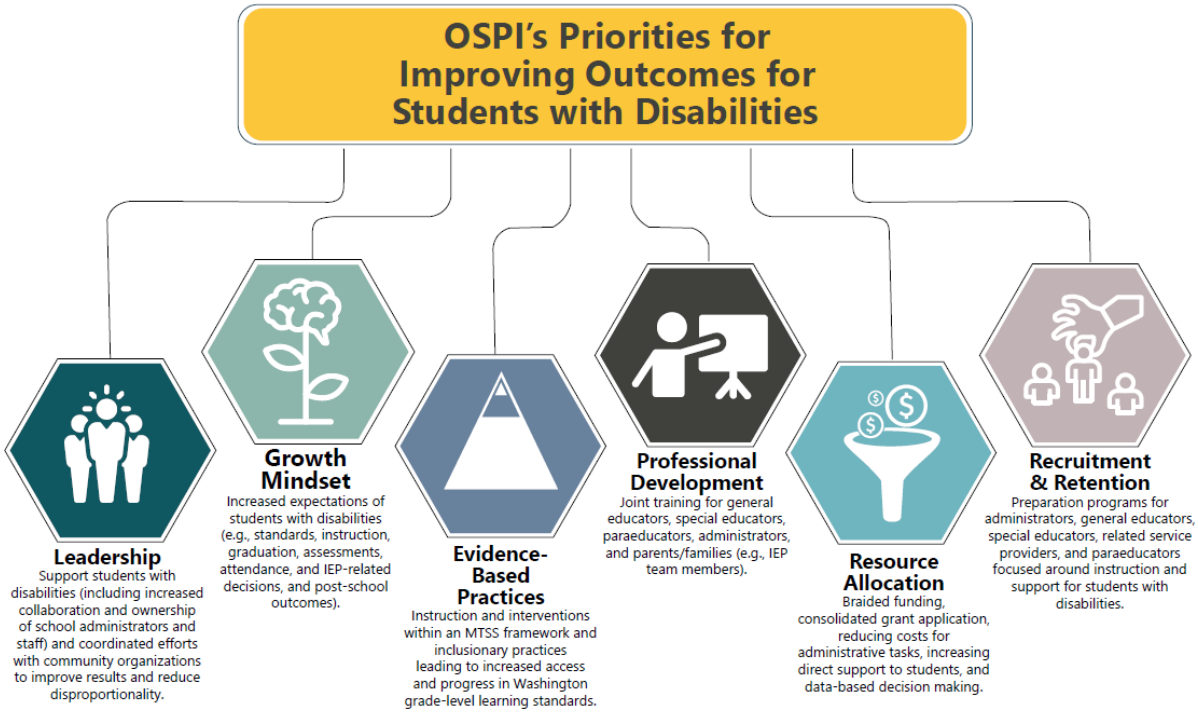
As a result of in-depth data analyses of current participation rates, cross-referencing was conducted with the current number of kindergarten teachers being certified. Supplemental qualitative information was also collected related to how WaKIDS assessments are being administered (use of non-certified paraeducators) at the local level. Results of the cross-referencing activities were shared with the Research to Action regional leads at the FFY 2019 summer work session, Stakeholders expressed concern that there appears to be a correlation between the increase in the number of students with disabilities participating in the WaKIDS assessment and a variety of factors, including: TSG platform change which required new learning for seasoned staff; uploading errors that were not identifying students by race, gender, or IEP status; and poor recruitment of special education staff and specialists. These unresolved data anomalies will be reviewed with the OSPI Data Governance Committee and regionally-based WaKIDS trainers and consultants moving forward.

Consideration was given and a decision was made by the State Design Team during the March 6, 2020 work session not to modify short, intermediate, or long-term intended outcomes reflected on the Cascading Evaluation Logic Model (see Figure 1-6). Research to Action stakeholders noted that it would be more beneficial to implementation sites if modifications

were made to the PreK Early Literacy SiMR inputs and key activities. Most notable were the conversations relating to how the consistency index data and coaching interactions were impacting student outcomes, if all sites had access to and a consistent dissemination plan of family engagement resources, and what impact to our state, regional, and local data would be seen if there was an intentional alignment of intensive technical assistance, and professional learning across transformation zones. The evidence of change data referenced in section C.1 support the decision to continue implementation and the modifications proposed by the SSIP State Design Team can be seen on the Theory of Action, Figure 1-2.

An anticipated barrier of some of the modifications to the research to action implementation process is the need for ongoing financial resources specifically to scale-up instructional coaching activities along with qualified staff to facilitate work within each Research to Action Site. Additionally, there is an ongoing need to offer mentoring and support services to the regional research to action site leads as they strive to ensure fidelity of coaching to the same degree preschool educators are implementing early literacy EBPs with fidelity. With this concern comes opportunities to provide the maximum amount of individualized, tailored, and culturally relevant resources with minimum amounts of "cookie-cutter" solutions or undue oversight. Steps have been taken to begin to address these challenges within the OSPI Special Education Division which include, but are not limited to, the development and expansion of six priority areas (see Figure 1-14) to significantly improve outcomes for students with disabilities.

Figure 1-14: OSPI Special Education Division Priority Areas for Improved Outcomes



These priority areas are based on extensive stakeholder input gathered through multiple sources

at all levels of the educational system by Assistant Superintendent for Special Education, Glenna Gallo. With these priorities comes an agency commitment from Assistant Superintendent, Glenna Gallo, Director of Special Education, Tania May, Director of Early Learning, Karma Hugo, and many more, to leverage existing resources to ensure our Research to Action Sites are fully supported. Together, OSPI and our State Design Team are committed to creating high-quality early childhood learning experiences for all children.

C5. Stakeholder Engagement in the SSIP Evaluation

The ESD regional leads responsible for the oversight of the SSIP remain dedicated to the implementation of the Research to Action project work and embrace the benefits of actively engaging internal agency representatives and external practitioners and leaders, which include family partnerships and community partners. Stakeholders include representatives from Partnerships for Action-Voices for Empowerment (PAVE), Head Start State Collaboration Office, Early Support for Infants & Toddlers (Part C), Early Childhood Education & Assistance Program, University of Washington, Educational Service Districts (ESDs), and local school districts. Over time, these stakeholders have become more involved in providing input and making recommendations to better enhance the implementation processes.

The State Design Team, which includes the ESDs and local school districts responsible for implementing activities and collecting data connected to the EL SiMR work, continues to be actively engaged in guiding and executing the evaluation activities specific to the SSIP. Examples of their roles and responsibilities include accountability for the Pre-K Early Literacy SiMR implementation, modeling collaborative research to action strategies to identify and select evidence-based early literacy instructional practices. State Design Team members also contribute to the development and dissemination of vetted Phase III reports and other public communications, as appropriate. The most impactful evidence of the influence of the State Design Team has been their role as team liaisons to connected initiatives, providing resources and support to Regional Implementation Teams (see Figure 1-5)**.** The influence of the State Design Team and frameworks developed within the PreK Early Literacy SiMR can be seen in more recent early childhood initiatives that are related to increasing social, emotional, and behavioral competencies of young children birth through age eight, as well as increasing access to early childhood programs for students with disabilities by prioritizing inclusionary practices and schoolwide implementation teams.

The Pre-K Early Literacy State Design Team met three times (October 11, 2019 and January 10, March 6, 2020) during Year Four – Phase IV. The team initially considered recommendations shared at the summer retreat for ESD regional leads involved in implementing the SSIP activities. It was then shared at the fall quarterly meeting that there was a recommendation from stakeholders to integrate and streamline the current evaluation design and data collection system. As a result, the State Design Team reviewed existing evaluation tools, including Indicators B-6 and B-7, state and regional data, consistency index reports, WaKIDS fall entry data for early literacy, the parent survey, and our current coaching fidelity measures. The State Design Team concluded that: (a) the consistency index, though valuable, had more impact to local programs as a coaching and intensive technical assistance tool, rather than as a standalone

intervention or evaluation tool, (b) if we were to remove the consistency index as a required evaluation tool it would be necessary to modify the current theory of action, and (c) it was the reflection of the State Design Team that in an effort to be mindful of family dynamic and equity across cultures, changing the strand currently titled "parent engagement" would be more reflective of our communities if instead titled, "family engagement". In addition, the team reviewed current intensive technical assistance practices and professional learning to enhance coaching opportunities within the Research to Action Sites.

It was the desire of the State Design Team to continue to use coaching fidelity measures, practice-based coaching frameworks, and to offer more intentional intensive technical assistance and professional learning in the space of early literacy. One measure taken by the State Design Team has been the development of learning modules created with support from the primary learning targets found in the Early Literacy Pathways document generated by OSPI's Learning and Teaching Division. Piloting of Early Literacy modules launched in spring 2019 will run through December 2020 into reporting year, Phase III, Year Five. In addition, the State Design Team also collaborated with the University of Washington (UW) ECSE and eLearning for Educators to develop professional learning opportunities for Research to Action Sites. Regional leads, with the support of UW partners, were able to pair professional learning supporting the EL SiMR (literacy and language development) with existing evaluation measures, for example, the DEC Recommended Practices (RP) interaction teacher checklist. Intensive technical assistance and professional learning with embedded evidence-based practices have been shared with staff to enhance student learning in the areas of literacy, language development, and social-emotional learning. eLearning for Educators (with Evergreen State College) has also made the DEC RP learning modules available to Research to Action Sites as a supplementary learning tool to enhance family engagement within their respective programs.

D. Data Quality Issues

D1. Concerns and Limitations Related to Data Quality and Quantity

There are concerns related to the quality of the data collections. The quality and rigor of the evidence produced through the administration of the statewide WaKIDS assessment is stable. However, the State Design Team has discussed the unintended limitations related to the quantity of the WaKIDS literacy assessment data over the course of the SSIP, as noted above in C3.

As stated previously, of significance is that the requirement for full implementation of the WaKIDS assessment as part of the Full-Day Kindergarten legislation took place over a series of stages, first being a pilot in 2010–11, leading to full implementation in 2017–18.

Stakeholders expressed concern that there appears to be a correlation between the increase in the number of students with disabilities participating in the WaKIDS assessment and a variety of factors, including: TSG platform change which required new learning for seasoned staff;

uploading errors that were not identifying students by race, gender, or IEP status; and poor recruitment of special education staff and specialists. These unresolved data anomalies (see Table 1-8) will be reviewed with the OSPI Data Governance Committee and regionally-based WaKIDS trainers and consultants, moving forward.

Table 1-8: WaKIDS Data Trends

Transformation Zones:	FFY 2013 2013–14	FFY 2014 2014–15	FFY 2015 2015–16	FFY 2016 2016–17	FFY 2017 2017–18	FFY 2018 2018–19
	Kindergarten Early Literacy – Original Baseline	Kindergarten Early Literacy	Kindergarten Early Literacy	Kindergarten Early Literacy– Revised Baseline	Kindergarten Early Literacy	Kindergarten Early Literacy
SiMR: Gap btn SWD and SWOD	20.44%	20.36%	21.95%	24.66%	21.47%	23.46%
N size SWD Tested from zones:	1,581	1,717	2,528	3,445	3,657	4,048
N size SWD passing literacy reading from zones:	591	626	998	1,429	2,232	2,356
N size SWOD Tested from zones:	16,810	19,001	26,395	38,028	38,750	39,246
N size SWOD passing literacy reading from zones:	9,719	10,820	16,204	25,151	31,970	32,050
# SWD in Kindergarten reported on Fed CC (zones)	3,817	3,786	3,873	3,994	4,039	4,256
% SWD Participation Rate	41.4%	45.4%	65.3%	86.3%	90.5%	95.1%
% change of SWD tested from original baseline (zones)		8.6%	59.9%	117.9%	131.3%	156.0%

Source: WaKIDS data for 2013 through 2018

D2. Plans for Improving Data Quality and Quantity

Steps that have contributed to the increase in baseline data now available for five key measures include the (1) Washington State Coaching with Fidelity Self-Assessment Tool, (2) DEC Recommended Practices: Interaction Domain – Teacher Fidelity Checklist, (3) Reaching Potentials

through Recommended Practices Observation Scale – Classroom, (4) Washington State Special Education Consistency Indices, and (5) Parent Survey Instrument: Schools Efforts to Partner with Parents Scale. These baseline data points will continue to be analyzed by both internal agency representatives and external key stakeholder groups during FFY 2018. Ongoing evaluation activities designed to sustain data quality and data quantity are described under Section F., Plans for Next Year (see Table 1-11).

E. Progress toward Achieving Intended Improvements

E1. Assessment of Progress toward Achieving Intended Infrastructure Improvements

State infrastructure development deployed to increase Washington state's capacity to support regional and local educational systems with the implementation and scaling-up of evidence-based practices include: (a) targeted improvements to the systems comprising the state infrastructure, (b) steps being taken to further align and leverage current initiatives in the state to help ensure successful execution, implementation, and continuous improvements within the SSIP, and (c) strategies for involving multiple offices within OSPI in order to maximize the allocation of limited resources across multiple funding streams. With these measures in place, it is expected that there will be measurable improvement in decreasing the early literacy performance gap between entering kindergartens with disabilities and their typically developing peers.

Specific state infrastructure changes that have taken place as a result of SSIP activities include increased involvement and strengthening of internal relationships within the SEA. For example, internal networking activities have increased with OSPI's Learning and Teaching Division, in particular with, the Early Learning and English Language Arts Divisions. For example, the WaKIDS Assessment Coordinator and the Section 619/ECSE Coordinator collaboratively presented a workshop titled Early Childhood Transitions: Preparing Systems to Support Children and Families Birth through Kindergarten! to the Washington State Infant and Early Childhood Conference held May 1–3, 2019. The workshop included a cross-sector panel of parents, practitioners, educators, and administrators. Also noteworthy are the efforts taken by the State Design Team to develop learning modules created to support the primary learning targets found in the Early Literacy Pathways document generated by OSPI's Learning and Teaching Division. Piloting of Early Literacy modules launched in Spring 2019, within the transformation zones, led by ESD ECSE and ELA Coordinators, and will run through December 2020 into reporting year, Phase III, Year Five. There are also expanding collaborative relationships with OSPI leadership responsible for implementation of State-specific initiatives. In addition, OSPI is partnering with stakeholders through the Inclusionary Practices Professional Development Project. This two-year, $25,000,000 project will span the 2019–20 and 2020–21 school years, with emphasis on implementation of professional development in support of inclusionary practices. The project focus is on coaching and mentoring classroom teachers on best-practices for inclusive education, differentiated instruction, and individualized instruction. The multi-pronged approach of this initiative involves multiple funding sources and professional development providers, statewide, from early learning

through secondary transition.

Washington state continues to support the implementation of multi-tiered systems of support (MTSS) statewide. In August 2019, OSPI hired a Director of MTSS to support systems alignment across agencies and educational partners. MTSS Fest, the state's highly-sought annual MTSS conference, hosted by OSPI in partnership with the National Center on Intensive Intervention, maintains an early learning strand, including topics such as positive behavioral supports in early learning environments, universal screening in inclusive preschool settings, and incorporating children's literature in early math instruction.

E2. Support for EBPs: Capacity Building at Regional and Local Levels.

The strong partnerships developed among the State Design Team, research to action leads, local school districts, and technical assistance partners, have presented additional exciting opportunities within Year III, Phase IV, including:

- Washington state was awarded the National Center for Pyramid Model Innovations (NCPMI) Intensive Technical Assistance Grant in January of 2019. Currently 10 classrooms are in the process of Pyramid Model implementation. Over the next year and a half, school district and DCYF Early Childhood Education and Assistance Program (ECEAP) preschool staff, under the direction of their Program and Practitioner Coaches, will implement the essential social emotional frameworks needed to ensure all students have access to high quality learning environments. It is the grander vision of Washington state's State Leadership Team to successfully recruit, engage, and support a statewide network of program coaches to provide culturally responsive, practice-based coaching with fidelity, through collaborative partnerships with practitioners. In addition to these efforts, OSPI has contracted with the University of Denver to create three LEAP (Learning Experiences: an Alternative Program for Preschoolers and Parents) replication sites and has aligned their existing SSIP Early Childhood Special Education project sites, seven school districts across three regions, with the Pyramid Model professional development training model to promote inclusionary practices across the state of Washington.
- The **Preschool Inclusion Champions Project** was launched in the winter of 2019. To date, nine Education Service District (ESD) Agencies and 34 school districts across the state are engaged in the development of schoolwide cross-sector teaming. School districts with the support of their regional leaders, have been asked to assess their current inclusionary practices in early childhood programs using The Local District Preschool Inclusion Self-Assessment. Project activities include identification and implementation of applied research strategies that address specific inclusionary policy, procedure, and/or practice challenges, and reflections on potential opportunities to implement relevant early learning recommendations and braid funding as described in the Washington State Every Student Succeeds Act (ESSA) Plan.

There have also been demonstrated increases in the frequency of interactions with other state agencies engaged in connected initiatives initially identified by the SSIP State Design Team. Most recently, the Washington State Department of Children, Youth, and Families (DCYF) was

awarded a federal Preschool Development Birth Through Five Grant (PDG B-5) from the Department of Health and Human Services, Administration for Children and Families, and the Department of Education. DCYF was awarded $5,270,656 through December 31, 2019.

Representatives from the OSPI's Learning and Teaching and Special Education Divisions partnered with (DCYF)-ECEAP & Head Start, to support implementation of the PDG B-5). The PDG B-5 award allowed the agency to strengthen and build integrated services across early learning and child welfare, including the expansion of crucial programs for children. DCYF has partnered with stakeholders and the community to conduct a comprehensive statewide birth through five needs assessment, followed by in-depth strategic planning to help further advance the agency's work to support families and providers caring for our state's youngest children. It was recently announced that The Washington State Department of Children, Youth, and Families (DCYF) was awarded a renewal grant for $34 million to implement the Preschool Development Grant Birth Through Five (PDG B-5) from the Department of Health and Human Services. The PDG B-5 renewal grant allows DCYF to strengthen and build integrated services across early learning and child welfare, including the expansion of crucial programs for children.

This will also allow OSPI and DCYF to continue their partnership established in Phase III, Year IV, and extend their work into Phase III, Year V. The renewal grant will include additional opportunities to:

- Improve the inclusion of children with special needs in early learning settings.
- Provide comprehensive services and business supports to childcare providers.
- Increase access to mental health consultation and trauma-informed training/supports to childcare providers.
- Strengthen partnerships with families and community partners to improve kindergarten transitions.
- Facilitate integration of early learning data systems.

The DCYF ECEAP program offered a second opportunity to collaborate across agencies that has influenced the work of the PreK EL-SiMR. Under the Children with Special Needs in Inclusive Settings focus area of the Partners for Preschool Improvement (PPI) Grant, the Special Education and Learning and Teaching Divisions of OSPI, in partnership with DCYF ECEAP, have convened a volunteer, statewide Pre-K Inclusion Collaboration Team (PICT). Over the last two years, this team has assisted in the initial development, promotion, and implementation of a new Washington state preschool inclusion mission and vision statement and will aid in the development of a joint Position Statement. Future work of the PICT stakeholders includes the identification of early childhood inclusion models, funding models, and high-quality instructional strategies, which will be captured in a Preschool Inclusion Toolkit.

E3. Outcomes Related to Short- and Long-term Objectives

There are four specific outcomes associated with progress made toward the short-term objectives depicted on the Cascading Evaluation Logic Model. Outputs 1.0, 2.0, and 6.0 each have baseline data being used to monitor and evaluate results; Output 1.0 also has benchmarking data to measure the impact of the infrastructure outputs implemented to date.

Table 1-9 lists all five of the short-term objectives with cross-referenced outputs, and their anticipated intermediate outcomes, although some of the outputs are not targeted for implementation until the final years of this cycle and beyond. As we near the end of Phase III, Year IV, in the continuous planning and improvement cycles we are almost to the point of using the short-term objective data to assess long-term objectives.

Table 1-9: Primary Outcomes Related to Objectives

Short-Term Objectives & Cross-referenced Outputs	Intermediate Outcomes (see Logic Model)	Long-Term Objectives
Increase in SEA capacity to support regional provision of effective technical assistance. • 1.0 Assessment of SEA Leadership Capacity	Increase in data-based decisions impacting student instruction and services.	Reduction in early literacy performance gap between Kindergartners with disabilities and typically developing peers.
Expansion of regional capacity to deliver literacy-based technical assistance related to special education student growth model. • 2.0 Identification of research-based elements most closely associated with successful implementation of EBPs • 3.0 Repurposed PLCs	Consistent implementation of teaming, use of progress monitoring data, and communication loops.	
Increase in knowledge and skill acquisition of importance of teaming, use of data, and strong practice-to-policy communication loops at local levels. • 2.0 Identification of research-based elements most closely associated with successful implementation of EBPs • 3.0 Repurposed PLCs • 4.0 Identification of specific coaching framework	Consistent implementation of teaming, use of progress monitoring data, and communication loops. Consistent implementation of EBPs with high fidelity.	Reduction in early literacy performance gap between Kindergartners with disabilities and typically developing peers.

Short-Term Objectives & Cross-referenced Outputs	Intermediate Outcomes (see Logic Model)	Long-Term Objectives
Increase in knowledge and skill acquisition of selection of EBPs implemented with high fidelity at local levels. • 4.0 Identification of specific coaching framework • 5.0 Fidelity assessment strategies/tools disseminated	Consistent implementation of EBPs with high fidelity.	
Expanded use of progress monitoring data and understanding of correlations between evaluations, IEPs, and SDI services. • 5.0 Fidelity assessment strategies/tools disseminated • 6.0 Full scale implementation of the consistency index • 7.0 Dissemination of Parent Engagement Curriculum	Consistent implementation of EBPs with high fidelity. Increase in parent perception of school facilitation of parent involvement in their child's education.	Reduction in early literacy performance gap between Kindergartners with disabilities and typically developing peers. Increase and sustain Early Literacy skills through 3rd grade.

E4. Measurable Improvements in the EL-SiMR in Relation to Targets

Internal agency representatives and external stakeholders concur that the significant increases in the volume of the student population being tested and the increase in the number of kindergarten teachers of students with disabilities who are certified to administer the WaKIDS assessment since establishing baseline data and associated targets in FFY 2013, are both measurable improvements that will enhance the SEA's ability to establish reliable baseline data, set meaningful targets, and continuously monitor and evaluate the impact of inputs, outputs, and EL-SiMR outcomes. As noted earlier, the FFY 2018 data for the primary metric of Indicator B-17, WaKIDS literacy assessment data, indicates an increase of 1.99 percent from 21.47 percent in FFY 2017 to 23.46 percent. This represents a decrease in performance between entering kindergartners with disabilities and their typically developing peers. This is consistent with students with disabilities performance on the WaKIDS assessment (18.0 percent) in comparison to their same aged peers (48.6 percent) in all six areas of assessment (cognitive development, physical, social-emotional, literacy, language, and math) demonstrating a performance gap of 30.6 percent. Data collected over time has shown that when students enter with the skills expected of a kindergartner, they are substantially more likely to meet math and ELA standards at 3rd grade. Additionally, students who lack the skillset expected of a 5-year old in math and literacy are more than 30 percent less likely to meet standards on 3rd grade math and ELA SBA.

F. Plans for Next Year

F1. Additional Activities to be Implemented and Outputs to be Accomplished

Implementation of evidence-based early literacy instructional practices were scaled up during Phase III, Year Four in district-specific Research to Action Sites located in the three regional transformation zones, including use of the Early Literacy Pathways early learning modules as part of the Professional Learning strand. As Phase III, Year IV closes, full-scale implementation of the consistency index, though deemed essential, will be modified in Phase III, Year V, and activities associated with the work will be embedded into the professional learning and intensive technical assistance/coaching strand (see Figure 1-9). This decision was based upon State Design Team stakeholder feedback and an intensive review of the existing evaluation tools. Vigilance across all output areas will be maintained, as districts and buildings continue to scale-up EBPs and further increase collaborative interactions and planning internally and across the transformation zone. As the Research to Action Sites gain familiarity with coaching strategies and fidelity tools, it is the desire of the State Design Team to disseminate newly vetted guidance and resources with the support of relationships secured by the University of Washington-ECSE and associated team members. Strand-specific activities planned for Phase III, Year Five – are identified in the Strategic Plan and include quarterly timelines. Table 1-10 outlines the planned activities and cross-references the associated outputs to be accomplished in Phase III, Year Five.

The focus on collaboration between providers in a variety of early learning environments will continue with the upcoming PDG 0-5 renewal grant work, along with the continuation of the Preschool Inclusion Champions Network with our regional ESDs and local school district teams. It is expected that research to action leads will continue with the implementation of the DEC Recommended Practices specifically with use of the Teacher Checklists, RP2 Classroom Observation Scale, and online learning modules for early learning staff. It is the desire of the State Design Team to place additional emphasis on the family engagement strand of the theory of action in Phase III, Year V. Regional early childhood leaders will continue to explore potential cross-walks between GOLD™ by Teaching Strategies® (literacy-specific) objectives and dimensions. Additional efforts will be made by the State Design Team and ECSE Stakeholders to create a cross walk between our existing QRIS system for state and federally funded preschool (DCYF-ECEAP and Head Start) with Pyramid Model Practices, LEAP learning frameworks and the Practice Based Coaching (PBC) Framework. This is essential as we develop guidance for ECSE stakeholders across Washington state who are seeking counsel on best practices for creating early childhood programs that support the learning of all students. It was expected that when EBPs are implemented and paired with the strategies outlined in the current EL-SiMR Theory of Action, there is a greater likelihood of decreasing the performance gap for students with disabilities as compared to their same aged peers across content and developmental levels.

In an effort to model alignment of K–12 and ECSE initiatives, OSPI Special Education has taken steps to collaborate with internal partners in the areas of Early Learning, English Language Arts, and MTSS. Most recently, OPSI will be partnering with stakeholders through the Inclusionary

Practices Professional Development Project. This two-year, $25,000,000 project will span the 2019–20 and 2020–21 school years, with emphasis on implementation of professional development in support of inclusionary practices. The project focus is on coaching and mentoring classroom teachers on best practices for inclusive education, differentiated instruction, and individualized instruction. The multi-pronged approach of this initiative involves multiple funding sources and professional development providers, statewide, from early learning through secondary transition. Efforts to build on these interactive efforts will also continue as the State Design Team explores expanded trainings to include K–2nd Grade educators, as well as community-based childcare practitioners.

Table 1-10: Activities and Outputs for Phase III, Year V

Planned Activities (Phase III, Year V)	Outputs	Performance Period
Policy Shift – (a) Focus on compliance elements most closely associated with improved student outcomes and (b) integration of compliance, fiscal, and student performance in the statewide	2.0 Identification of research-based elements most closely associated with successful implementation of evidence-based innovations/ interventions.	Summer 2015 through spring 2021.
Pilot of Early Literacy Pathways learning modules in transformation zones with plans to scale up to all nine ESDs.		Fall 2018 through winter 2021.
Increase in district and school capacity to implement evidence-based practices with fidelity.	3.0 Repurposed PLCs at district and school levels.	Winter 2019 through summer 2021.
Leverage partnership with University of Washington-ECSE to gain access to and implementation of OSEP-vetted curriculum and professional learning to be disseminated to district and school leadership personnel.		Summer 2017 through spring 2021.
Explore strategies for school and classroom access to the TSG Birth-to-Age Eight Assessment tool for use in Pre-K special education settings across transformation zones.		Spring 2017 through winter 2021.
Explore strategies to increase local partnerships with systems that have formal parent involvement structures in place (i.e., ECEAP & Head Start have Parent Policy Councils, Family Support Coordinators, and routine Parent Meetings).		Fall 2018 through spring 2021

Planned Activities (Phase III, Year V)	Outputs	Performance Period
Identify and cross-train program specialists (at both district and regional levels) to serve as coaches for district level selection and implementation of literacy-specific evidence-based innovations with a focus on use of data and implementation fidelity with the Practice Based Coaching Framework to develop sustainable infrastructure within EC programs.	4.0 Identification of specific coaching framework.	Winter 2018 through Fall 2021.
Explore applicability of observation-based training in literacy and language, and social emotional learning to ensure interrater reliability, fidelity, and standardization (ex; TPOT).		Winter 2019 through Summer 2021.
Statewide implementation of professional development, coaching, and mentoring activities to improve inclusionary practices.		Fall 2019 through Spring 2021
Continue implementation of DEC training module(s) disseminated through e-Learning for Educators State Needs Project and existing regional professional development systems.	5.0 Fidelity assessment strategies/tools disseminated.	Winter 2016 through Spring 2021
Implementation of developmentally appropriate access to Washington State Learning Standards through use of data and narrative(s) in present levels of academic and functional performance (PLAAFP) within Individualized Education Programs.	6.0 Full scale implementation of consistency index.	Fall 2017 through Spring 2021.
Leverage the Special Education consistency index to intentionally target technical assistance supports and professional learning for improving individualized and specially designed instruction (SDI) as a means of increasing student achievement within research to action sites and beyond.		Fall 2016 through Spring 2021.
Continue to build capacity for district access to Division for Early Childhood training modules for both the Family and Interactions domains curriculum through multi-layered communication strategy (e.g., webinars for ESDs/district leaders, and distribution through WEA website).	7.0 Dissemination of DEC Recommended Practices Family Domain.	Summer 2017 through Spring 2021.

F2. Planned Evaluation Activities and Anticipated Barriers

Anticipated barriers that have been identified include: (a) lack of consistent standardized baseline measures aligned to the TSG literacy objectives and dimensions across the

transformation zones; (b) a heavy focus on regional coaching rather than scaling up local partners internal infrastructure with aligned practice based coaching (PBC) frameworks,; (c) limited resources available to early childhood programs to enhance parent engagement; and (d) the need to refine current intensive technical assistance and professional learning activities and utilize current collaborative opportunities to systemize the EL-SiMR structure for further replication across region and state early childhood programs.

An additional barrier that has been identified over the course of Phase III implementation has been access to fiscal resources to scale-up instructional coaching activities within each Research to Action Site. Steps have been taken to begin to address these challenges within the OSPI Special Education Division. This need has been deemed essential if we are to significantly improve outcomes for students with disabilities during Phase III, Year V, and meet the needs outlined above by our State Leadership Team. It is expected that as our regional and local districts begin the process of identification and implementation of applied research strategies that address specific inclusionary policy and procedures, they will find opportunities to implement relevant early learning recommendations and braid funding as described in the Washington State Every Student Succeeds Act (ESSA) Plan, with the support of their ESD Regional Leads.

The planned evaluation activities are delineated in the Evaluation Design and Data Collection System (see Appendix I). Table 1-11 lists each of the planned data collections for Phase III, Phase V, their primary measures, and the key expected short or intermediate outcomes for each evaluation activity.

Table 1-11: Evaluation Activities for Phase III – Year V

Planned Data Collections	Measures	Outcomes
Document Review: Project Management Chart	Self-Assessment Rubric	Increase in SEA capacity to support regional provision of effective technical assistance.
Survey: *State Infrastructure Leadership Capacity Assessment*	Likert Scales for Collaboration; Motivation & Guidance; and Vision & Direction Q2 from Evaluation Data Collection System	
Questionnaire: *Regional Needs Assessment*	Addressing Qs13–15; Q26; Q29 from Evaluation Data Collection System	Expansion of regional capacity to deliver literacy-based technical assistance related to special education student growth model.

Planned Data Collections	Measures	Outcomes
Survey: *Stage-Based Active Implementation Planning: Pre-K Early Literacy Capacity Self-Assessment* Fidelity Checklists: *DEC Interaction Fidelity Checklists include:* • *Adult-Child Interaction Checklist* • *Child Social-Communication Interaction Checklist* • *Child Social-Competence Interaction Checklist* • *Child-Child Interaction Checklist.*	Addressing Q16 & Q17; Qs 27–30; Q37 from Evaluation Data Collection System	Increase in knowledge and skill acquisition of importance of teaming, use of data, and strong practice-to-policy communication loops at local levels.
		Increase in knowledge and skill acquisition of selection of EBPs implemented with high fidelity at local levels.
Special Education Consistency Index Assessments in district-specific Research to Action Sites if deemed necessary by the implementation team	Measure of change in practices; data collection through Diagnostic Instruments	Expanded use of progress monitoring and understanding of correlations between evaluations, IEPs, and SDI services, when paired with onsite coaching and professional learning.
Parent Survey in Research to Action Sites: *Schools Efforts to Partner with Parents Scale (SEPPS)*	Likert Scales for Degree of Agreement/Disagreement; SPP Indicator B-8 metric	Increase in parent perception of school facilitation of parent involvement in their child's education.

F3. Identified Need for Technical Assistance and Support

Washington state will continue to access the federally-funded Technical Assistance Centers for both universal guidance and targeted technical assistance, with a focus on continued support from the NCSI, Center for IDEA Early Childhood Data Systems, ECTA Center, American Institutes for Research (AIR), and the IDEA Data Center. As noted on the GRADS 360 platform, future technical assistance and professional development opportunities related to embedded evaluation techniques, retrospective pre/post assessment strategies, and resources to increase access to and use of advanced technology for continuous improvement monitoring would also be very advantageous.

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Office of Superintendent of Public Instruction
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