



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*State Systemic Improvement
Plan – Phase III
Washington State Evaluation
Report
IDEA Part B – Indicator B17
Year Five – FFY 2019*

STATE SYSTEMIC IMPROVEMENT PLAN – PHASE III
WASHINGTON STATE EVALUATION REPORT
IDEA PART B – INDICATOR B17
YEAR FIVE – FFY 2019

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A.Executive Summary – Year Five (SY 2019–2020)

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 Five (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. 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.

Figure 1-1: PreK Early Literacy Research to Action Design Federal Fiscal Year (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 Exit Data	Kindergarten Early Literacy - Baseline	← Consistency	Index Data	3rd Grade State ELA Assessment
Student Group II		Child Outcome Summary Exit Data	Kindergarten Early Literacy - Baseline	← Consistency	Index Data
Student Group III			Child Outcome Summary Exit Data	Kindergarten Early Literacy - Baseline	↔ CI Data

A2. Theory of Action

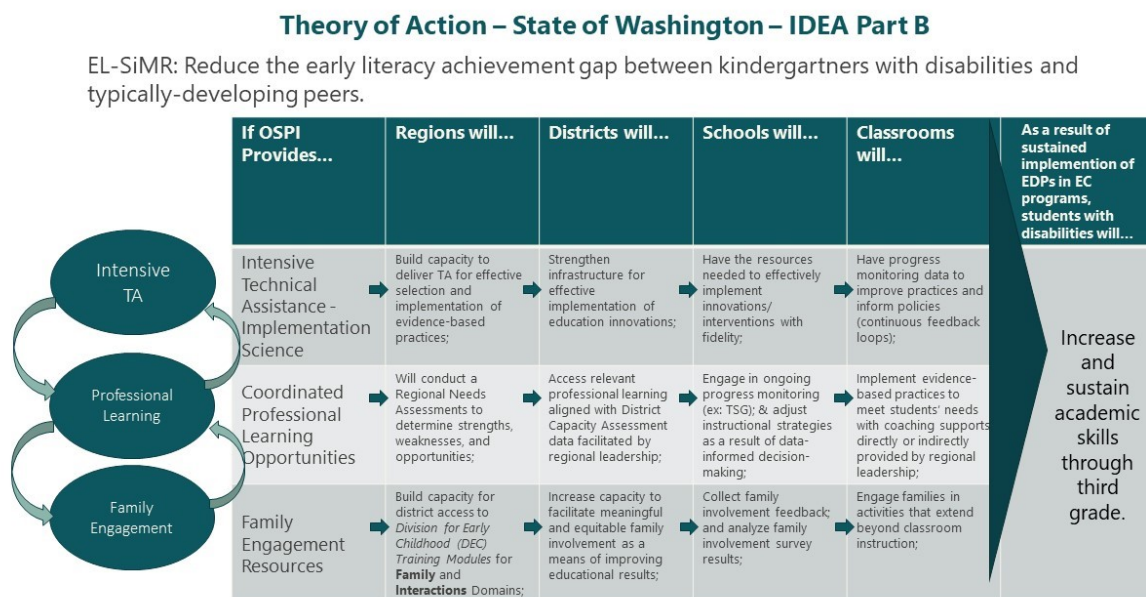
A theory of action was developed to graphically illustrate the relationships between the three improvement strands that were implemented across five inter-dependent levels of the Washington state educational system (see Figure 1-2). The theory of action is the turnkey of the six-year strategic plan and 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 Educational Service District (ESD), local school district, school building, and classroom levels. Working together, educators, families, 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.
- Parent engagement resources.

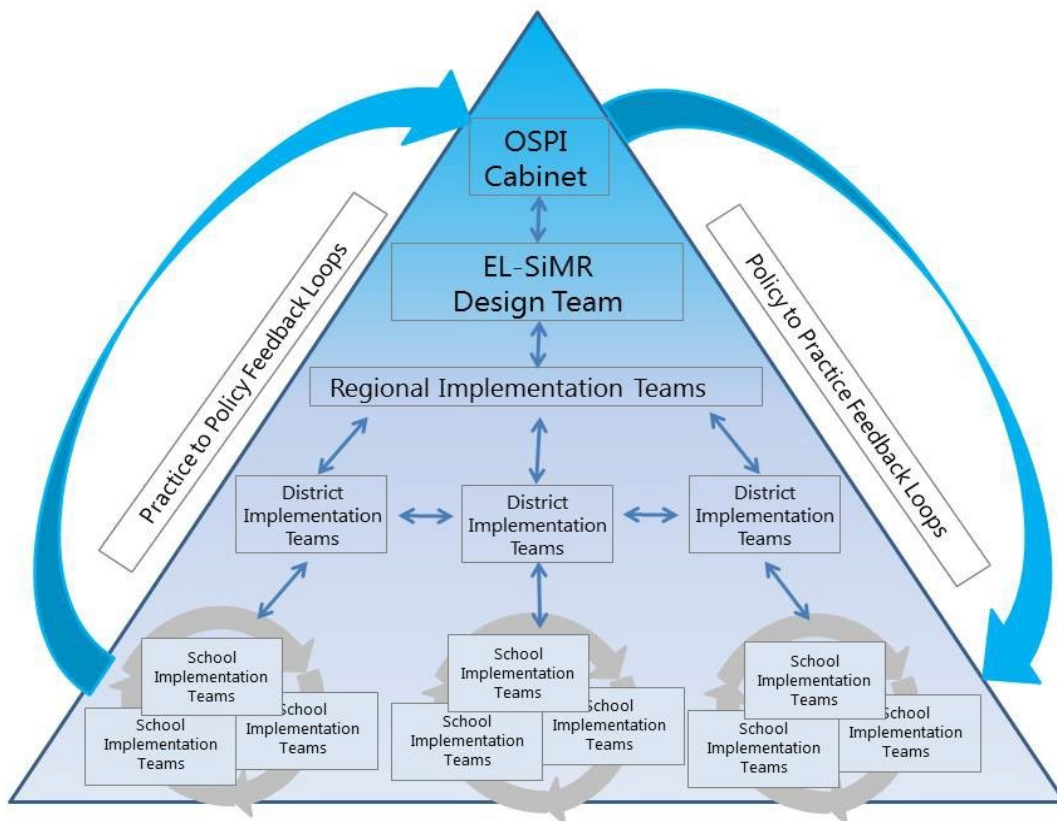
Improvement strategies were developed to ensure measurable improvement in early literacy skills, specifically to reduce the performance gap of kindergarteners with disabilities as compared to their same-aged peers. As a result of intensive data analyses, broad stakeholder input, SEA infrastructure analysis, 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.

Figure 1-2: Theory of Action



While the strands are not listed in order of priority, the first two strands are aligned with the OSPI Infrastructure Analysis 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 State-identified Measurable Result (SiMR).

Figure 1-3: OSPI Early Literacy Implementation



On January 11, 2021, Superintendent Chris Reykdal released the following statement:

Over the past 10 months, the pandemic has exposed and intensified many long-standing inequities within our K–12 education system. While our policymakers will spend the next three months of the legislative session focused on addressing the most urgent impacts of the pandemic, I will continue to urge them to seize this opportunity to redesign our education system into one that truly meets the needs of all our learners. For months, many of us have been aching for life to return to normal. When it comes to education, though, “normal” should be out of the question. “Normal” doesn’t work for all of our students. “Normal” results in huge disparities by race, income, ability, mobility, and language. “Normal” defends the status quo when we must be courageous enough to reach for excellence. While we are closing the graduation gap for students of color, it is incremental and slow. While students experiencing poverty are receiving more

targeted supports and students with disabilities are experiencing more inclusive learning environments, they have substantially lower graduation rates than their middle-income and general education peers, respectively. I have identified 10 key policy steps for our Governor and legislators that are foundational to increasing learning for all of our students. They include:

1. Provide universal access to high-quality **early learning** to our state’s youngest learners.
2. Offer **dual language** learning for all students beginning no later than kindergarten, including a financial benefit for bilingual educators and school staff...
4. Completely overhaul **early literacy** and teach students using proven strategies that are grounded in the science of reading....

...To be excellent, our education system must effectively prepare each and every one of our students for their next step after high school. We can redesign the system and work relentlessly to safely reopen our schools. We must adapt to the world we know is coming.

Superintendent Reykdal’s commitment to early learning and early literacy will ensure that the multi-year SSIP, also referred to as the PreK Early Literacy Research to Action Project, will continue 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.

A3. Early Literacy – State-identified Measurable Result (EL-SiMR) Parameters

Table 1-1: 2013–2019 SSIP Cycle EL-SiMR Targets and Data:

FFY	2013	2014	2015	2016	2017	2018	2019
Target>=	Baseline	20.4%	20.4%	24.66%	24.66%	Revised – 23.16%	23.16%
Data	20.44%	20.36%	21.95%	24.66%	21.47%	23.46%	36.46%

Washington’s SiMR is designed to reduce the early literacy performance gap between entering kindergartners with disabilities and their typically developing peers found eligible for special education services in the three transformation zones—Educational Service District (ESD) 121, ESD 101, and ESD 113—which represents 54 percent of all preschoolers statewide. The literacy domain of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) entrance assessment is the primary performance measure. The observational tool used to collect the data is called *GOLD™* by Teaching Strategies® (TSG). The primary long-term outcome is to significantly increase state, regional, and local district capacity to select, implement, scale-up, and sustain evidence-based practices in order to reduce the early literacy performance gap between entering kindergartners with disabilities and their typically developing peers.

Table 1-2: EL-SiMR Parameters and Data FFY 2013–2019

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.
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 Kindergarten Inventory of Developing Skills Literacy Domain	
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.	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.

NOTE: These data represent the ESD Transformation Zones, which includes 54 percent of the state’s early childhood special education population. Source: WaKIDS data for 2013 through 2019

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 (SDT), the Washington state Early Childhood Special Education (ECSE) Coordination Team, and the Special Education Advisory Council (SEAC). The three-year, statewide data trend for kindergarten readiness shows consistency across populations tested for both students with and without disabilities. According to statewide data, students with disabilities in Washington state increased their readiness for kindergarten by 4.4 percent from FFY 2018 to FFY 2019. Students without disabilities showed an increase in kindergarten readiness of 5.9 percent over this same period.

The difference in these rates of improvement increased the performance gap of students with disabilities on the fall WaKIDS assessment (22.4 percent) compared to their same aged peers (54.5 percent), across all six assessment domains (cognitive development, physical, social-emotional, literacy, language, and math). For FFY 2019, the performance gap measures 32.1 percent across all six domains, with a 20.2 percent gap in literacy for students with disabilities,

compared with a gap in FFY 2018 of 32.6 percent across all domains and 22.0 percent for literacy. Within the transformation zone, the primary data metric of Indicator B-17, WaKIDS literacy assessment data, indicates an increase in the performance gap from 23.46 percent in FFY 2018 to 36.46 percent in FFY 2019. This represents a significant decrease in the performance of entering kindergartners with disabilities in the transformation zone as compared to their typically developing peers.

[WaKIDS 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 English Language Arts Smarter Balanced Assessment \(SBA\)](#). While overall fewer students met SBA standards than were kindergarten-ready in the same subject, historically underserved ethnic/racial student groups experienced larger decreases in the proportion of students meeting standard than Asian/White peers. This suggests they are more at risk for falling behind even if they were kindergarten-ready and is compounded by factors including disability, gender, homelessness, and primary language other than English.

B. Data Quality, Implementation and Outcomes

B1. Description of the SSIP Implementation Plan

Prioritization of the key measures and associated evaluation questions was initiated by the SDT, with direct input from the Transformation Zone Research to Action Site regional leads. The prioritized measures and evaluation questions are taken directly from the integrated and streamlined evaluation design and data collection system. 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* through the development of the logic model to identify how best to achieve the intended long-term outcomes. There are six primary outputs that are continuously monitored and directly aligned with the theory of action and the Evaluation Cascading Logic Model.

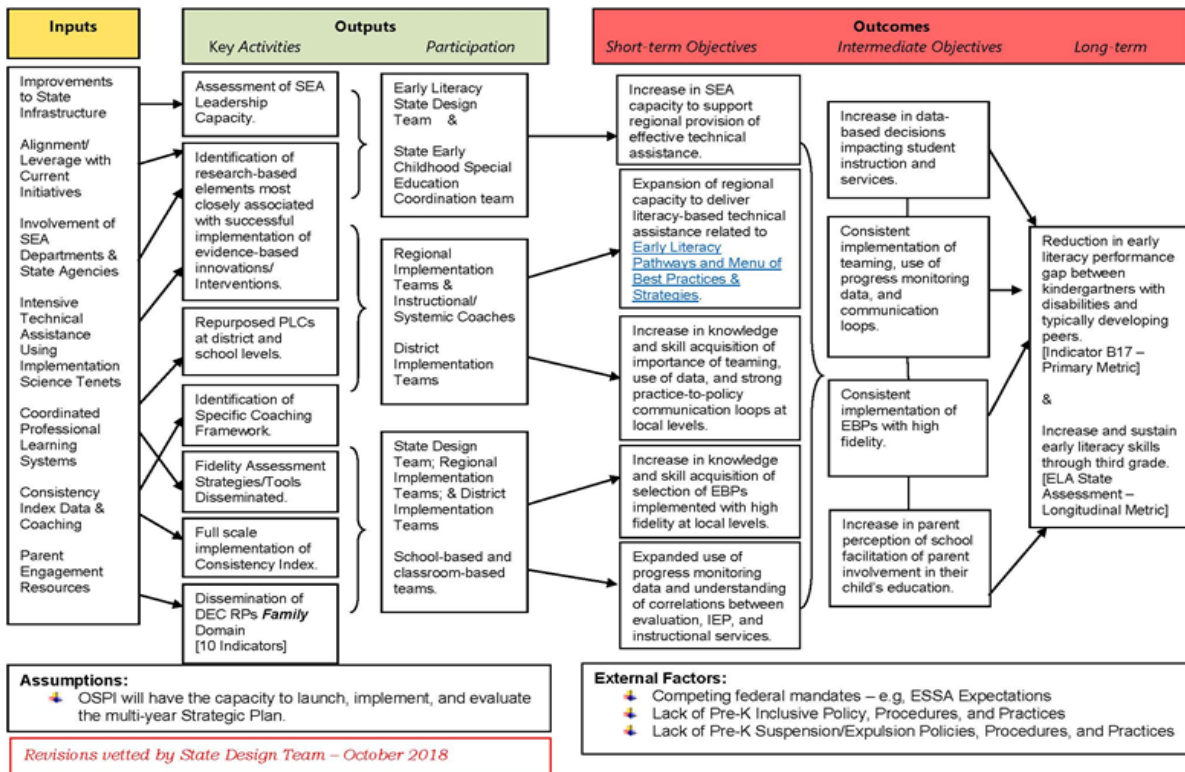
The outputs identified include:

- Assessment of SEA leadership capacity.
- Repurposed Professional Learning Communities (PLCs) at district and school levels, identification of specific coaching framework(s).
- Fidelity assessment strategies and tools disseminated.
- Identification and implementation of research-based elements most-closely associated with successful implementation of evidence-based innovations and interventions within early childhood systems.
- Dissemination of Division of Early Childhood's (DEC) recommended practices in the family domain.

Figure 1-4: Cascading Logic Model

Washington State Systemic Improvement Plan
Phase II – Component Three
Evaluation Cascading Logic Model

SiMR: Reduce the early literacy performance gap between entering kindergarteners and their typically developing peers.



The SSIP state leadership team also requested regional leads collect and report data using the following evaluation tools. The identified assessment measures will be utilized at different times of the calendar year and will reflect input from state, regional, and local school district partners. Ongoing data collection measures include the following:

- State Infrastructure Leadership Capacity Assessment adapted from the Early Childhood Technical Assistance Center (ECTA).
- Washington State PreK Early Literacy Regional and Statewide Needs Assessment.
- *Washington State Coaching with Fidelity Self-Assessment Tool adapted from the National Center for Systemic Improvement.*
- Stage-Based Active Implementation Planning – PreK Early Literacy Capacity Self-Assessment: Exploration Stage or Installation Stage.
- DEC Recommended Practices: Interactions Domain – Teacher Fidelity Checklist: Adult-Child Interactions (INT1, administered annually).
- Reaching Potentials through Recommended Practices Observation Scale¹ – Classroom (RP²-OS-C Items 18–22) from the Early Childhood Technical Assistance Center (ECTA).
- Parent Survey Instrument: Schools Efforts to Partner with Parents Scale.

¹ Phillip S. Strain, Edward Bovey, and Lise Fox. Early Childhood technical Assistance Center (ECTA Center) February 2015

Data aggregated from these metrics provide the SDT Leadership with an opportunity to assess current practices and critical elements for ongoing implementation as detailed in this report. The Washington State Coaching with Fidelity Self-Assessment Tool provides ongoing progress monitoring to pinpoint areas for coaching and professional development. As noted, data analyses indicate the coaching practices with the greatest percentage of fidelity are *observation*, *performance*, and *modeling*. Conversely, the coaching practice with the lowest percentage of fidelity is *alliance building*. A longitudinal analysis of the data aggregated across the 5-year implementation cycle indicate a stable increasing trend. Therein, a hypothesis can be made that this fidelity data indicates continued fluency in the coaching and professional development domains across Research to Action implementation sites.

Technical assistance and support are critical to ensuring fidelity in professional development monitoring and application. In the current SSIP implementation cycle period alone, seventeen (17) total professional development instructional series have been developed and disseminated yielding a total 150hours of instructional content (238 cumulative hours of instruction) with an estimated 100 participant attendance roster per each instructional session. Additionally, the [Understanding and Recognizing Dyslexia for Washington State Educators](#) professional development series has garnered over four-thousand participant completion clock hour certificates as of March 2021 with a tentative closing date of May 31, 2021. It is anticipated that ongoing professional development requests for this content will continue. This work continues to center around providing training for educators on culturally responsive and anti-racist pedagogy related to curriculum, early childhood education, and the utilization of evidence-based practice. Within the SSIP Implementation cycle additional professional development offerings included a summer early literacy module program capturing extensive attendance (over 103 cumulative attendees across three professional development sessions) and engagement across the state.

Professional development opportunities continue to occur to further disseminate outcome measures as detailed in [Early Literacy Pathways](#), [DEC Learning Modules](#), and [ongoing professional development opportunities highlighting early literacy](#).

In partnership with the [Washington State Dyslexia Advisory Council](#), efforts continue in identifying tools and resources that support dyslexia screening and recommendations on best practice. In a recent [meeting](#) conducted on February 22, 2021, the council identified key strategies for outcome expectations including the utilization of a multi-tiered system of support and ongoing communication and collaboration with parents and families around literacy, progress, screening results, and applicable interventions.

B2. Overview of Evaluation Activities, Measures, and Outcomes

The diagnostic instruments used were developed to assist practitioners and project leadership in evaluating the effectiveness of current intensive technical assistance, coaching supports, family partnership, and professional learning opportunities for each improvement strategy. The

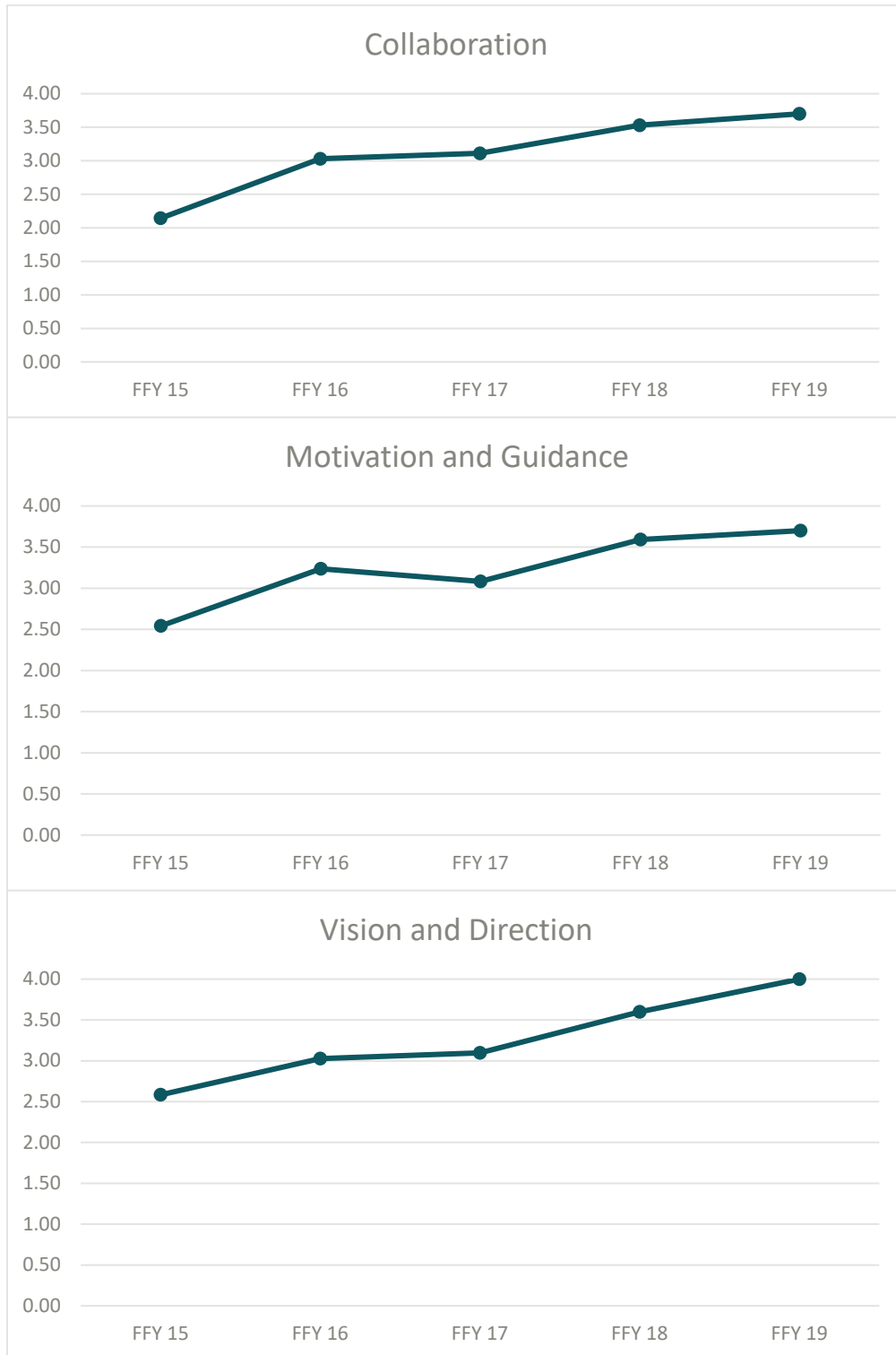
evaluation tools are also intended to measure the impacts in state, regional, and district/school infrastructure throughout the implementation process. These instruments are aligned with activities and strategies targeted to support regional and district implementation of evidence-based practices. The 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.

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 SDT, 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 (UW), 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.

- 1. State Infrastructure Leadership Capacity Assessment adapted from the ECTA (administered annually)** The SDT 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 SDT 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.

Figure 1-5: State Infrastructure Leadership Capacity Assessment

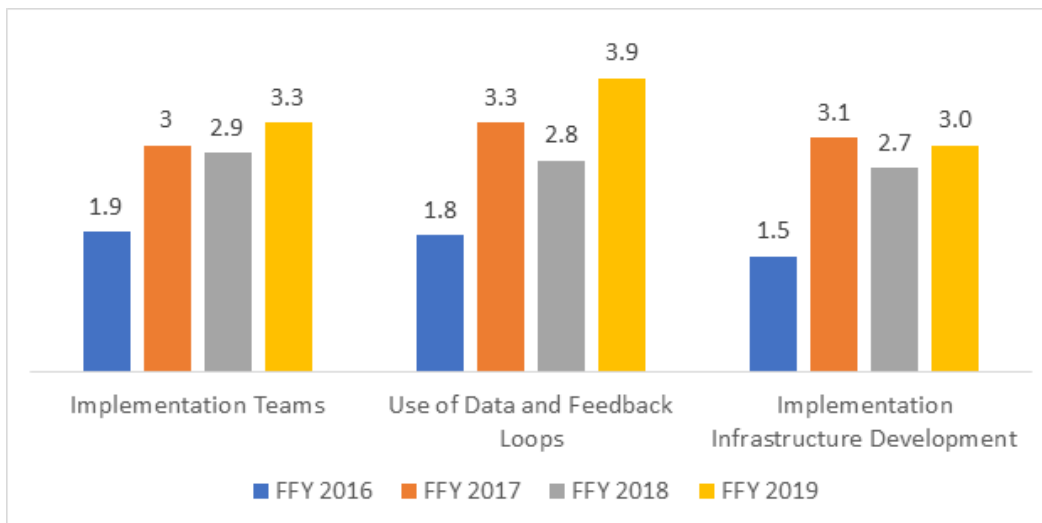


Source: State Infrastructure Leadership Capacity Assessments FFY 2015 through 2019

The SEA performed strongest in the leadership area of *collaboration* with a mean score of 3.8 yielding a 0.4 increase from the year prior. The leadership area with greatest room for improvement was *motivation and guidance* with a mean score of 3.70 a 0.17 decrease from the year prior and a recent decrease in *vision and direction* with at 0.8-point reduction. A longitudinal analysis of the data over the 5-year implementation cycle indicates a stable increasing trend in all three critical criteria elements towards the terminal goal (cumulative ceiling= 4). Implementation considerations will continue to focus on motivation and guidance as a developing principle in subsequent implementation cycles as identified by the SDT. Further considerations around vision and direction refinement continue to be the primary objective of the SDT Leadership with the support of stakeholder feedback.

2. Washington State PreK Early Literacy Regional and Statewide Needs Assessment (administered annually) 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).

Figure 1-6: Regional and Statewide Needs Assessment

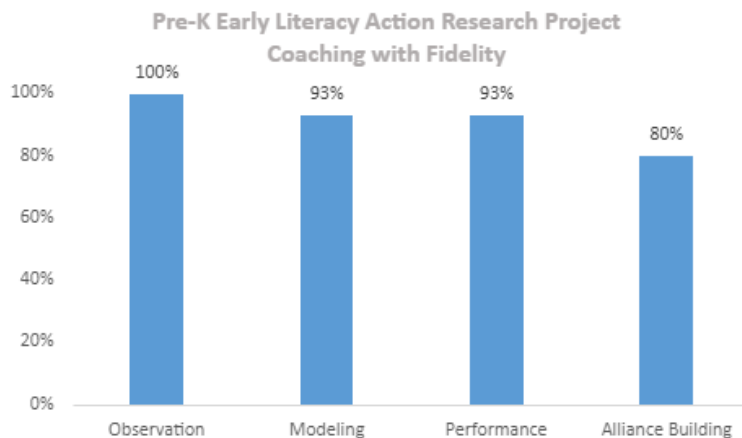


Source: Regional and Statewide-Needs Assessment for FFY 2016 through 2019

The Regional and Statewide Needs Assessment data aggregated during the implementation cycle indicate the need for ongoing implementation science dissemination related to the development of state-wide coordinated PreK early literacy professional development practices during the COVID-19 pandemic. This indirect data collection measure is evaluated by the State Design Leads for monitoring of regional and statewide need. This narrative data identifies the need for ongoing communication and support delivery around teaming structure development, classroom goal development, and modified mechanisms for implementation observation periods related to distance learning instructional settings. This assessment tool has identified statewide and regional application of coaching materials and resources as the primary mechanism for ongoing PreK literacy development and support. Implementation programs report ongoing professional development practice and generalization in application across the Special Education Consistency Index (SECI) initiative to further promote sustainability across regional and statewide application. Narrative data indicate that application of the Special Education Consistency Index in statewide and regional settings provide additional technical assistance and professional development opportunities specifically tailored to the needs of each application site. Increased district access to research-based parent engagement resources over time with consistency across the implementation cycle data pool citing an increase in distribution of resource(s) related to PreK early literacy and development has been reported by regional leads. Data narratives note that, in some instances, confounding environmental conditions related to the COVID-19 pandemic has increased application and circulation of evidence-based practices and resources for families across implementation sites.

3. **Washington State Coaching with Fidelity Self-Assessment Tool adapted from the National Center for Systemic Improvement (administered quarterly)** This tool ensures 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 1-7: PreK Early Literacy Research to Action Coaching with Fidelity



Source: PreK Early Literacy Research to Action Coaching with Fidelity Self-Assessment Tools from 2019

After completing all the ratings across the four coaching practices, scores are calculated using a standardized metric. Data indicate the coaching practices with the greatest percentage of fidelity are *observation* (100 percent), *performance* (93 percent) and *modeling* (93 percent). Conversely, the coaching practice with the lowest percentage of fidelity is *alliance building* (80 percent). Preliminary discussion and reflection from the research to action coaches reveal modeling has historically been the least implemented practice, therein, the increased 12 percent fidelity increase is notable. The percentage of fidelity in aggregation of all four coaching practices is 91.5 percent (a 4.5 percent increase from the year prior). A longitudinal analysis of the data aggregated across the 5-year implementation cycle indicate a stable increasing trend. 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.

Stage-Based Active Implementation Planning – PreK Early Literacy Capacity Self-Assessment: Exploration Stage or Installation Stage (administered annually). 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.

The first benchmarking data indicates increases across all three of the elements (*implementation teams, use of data and feedback loops, and infrastructure development*) most closely associated with successful implementation of new innovations/interventions. Data indicates a total score of 3.3 for *implementation teams*, 3.9 for *use of data and feedback loops*, and 3.0 for *implementation infrastructure development*. Stakeholders noted a 0.4 increase in implementation team development yielding a 1.4 cumulative increase in the implementation team criteria across time. Further analysis indicates a notable increase in the use of data and feedback loops with a 1.1-point increase from the year prior with a total 2.1 increase across the 5-year implementation cycle. Lastly, implementation infrastructure development also indicates notable acquisition increase with a 0.3 percent increase from the year prior and a total cumulative raw score increase of 1.5 across the 5-year implementation cycle. Close-in analysis of this data indicates stable increasing trends in all three critical domains advancing towards the terminal goal (score of 4).

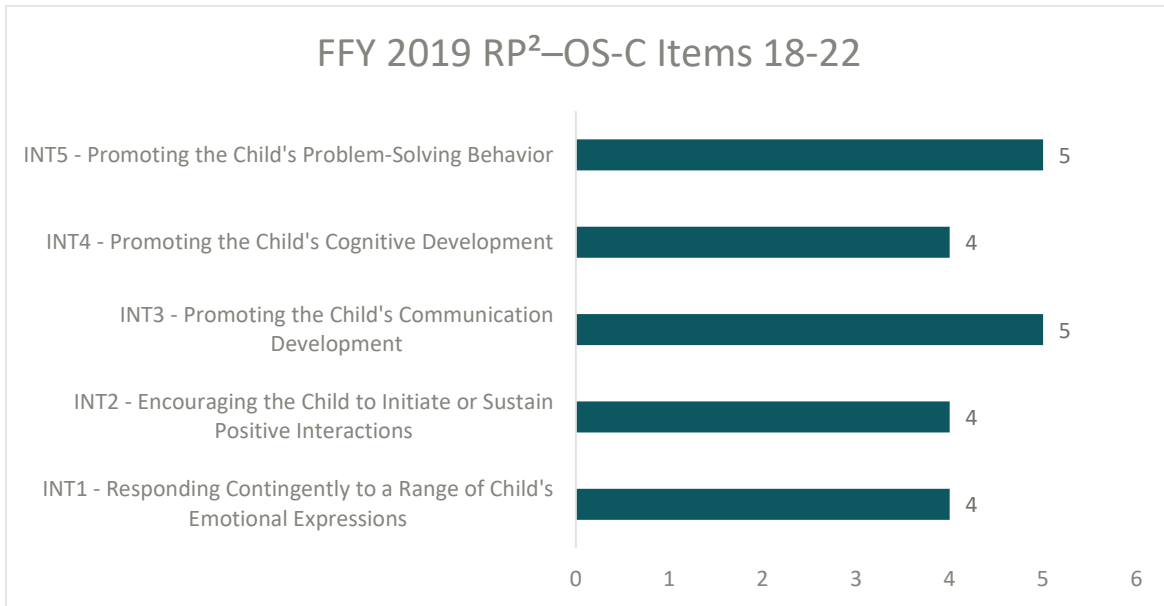
- 4. DEC Recommended Practices: Interactions Domain – Teacher Fidelity Checklist: Adult-Child Interactions (INT1, administered annually)** The Teacher Fidelity Checklist for Adult-Child Interactions includes seven characteristics. Ratings for each of the seven characteristics included on the Adult-Child 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).

Transformation zone coaches continued collaboration 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. Aggregate results from the implementation sites, include a mean response across all seven characteristics of 3.46. Staff completing the [Adult to Child Interactions](#), noted that this direct assessment measure was completed in both virtual and in-person settings due to the COVID-19 crisis. Data considerations around Practice 1 (observe the child’s participation in everyday activities and social play), Practice 6 (enter the child’s play or interactions to encourage your-turn-my-turn play and joint-attention interactions) and Practice 7 (encourage the child to try new things—behavior elaborations—through modeling expansions, or other types of guided supports) were particularly challenging measures due to remote service delivery. Narratives hypothesize that these three measures might have been impacted substantially due to some modifications in instructional modality within some of the data aggregated. Other elements reported in the Adult-Child Interaction Checklist measure indicate (50–70 percent) and/or (75–100 percent) in application with fidelity.

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 in varying instructional modalities.

- 5. Reaching Potentials through Recommended Practices Observation Scale – Classroom (RP²-OS-C Items 18–22) from the 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.

Figure 1-8: Reaching Potentials – RP²– Observation Scale

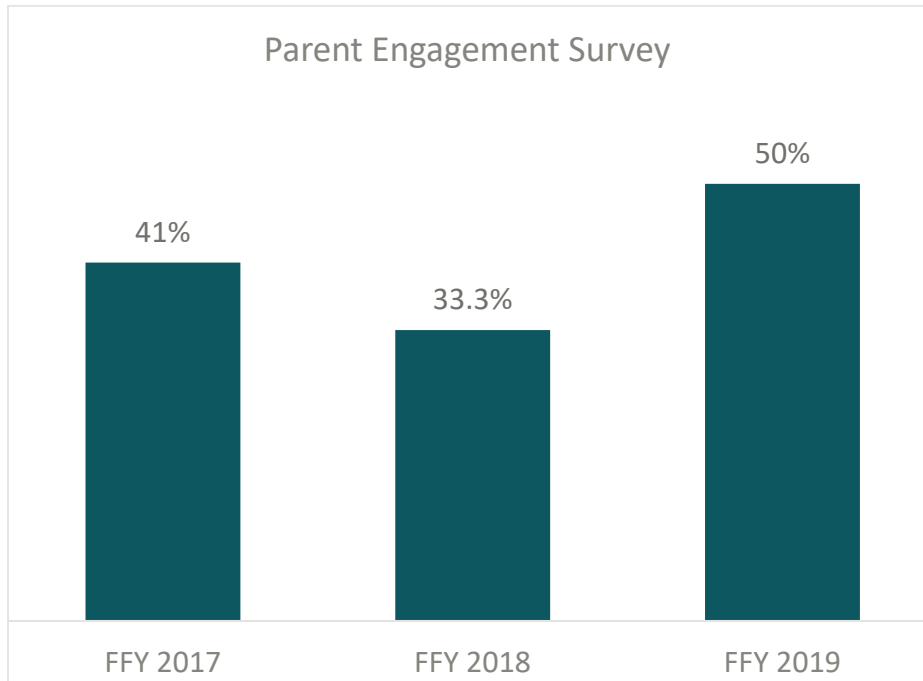


Source: Reaching Potential through Recommended Practices Observation Scale-Classroom for 2019

An analysis of the RP²-OS 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. The aggregated evaluation results collected report interaction practice INT5- Promoting the Child’s Problem-Solving Behavior and INT3- Promoting the Child’s Communication Development with the highest mean score of 5 (ceiling of 5) indicating that all indicators mentioned (INT3 and INT5) were seen or reported. Further evaluation results identify INT1- Responding Contingently to a Range of Child’s Emotional Expressions, INT2- Encouraging the Child to Initiate or Sustain Positive Interactions, and INT4- Promoting the Child’s Cognitive Development generated a cumulative mean score of 4.0 indicating that two or three indicators were “seen or heard” within each selected interaction practice, but not observed in “all routines.” Considerations around the observational pool due to COVID-19 restrictions is cited as a possible confounding factor for data synthesis (e.g., student groups were smaller due to COVID-19 restrictions).

- 6. Parent Survey Instrument: Schools Efforts to Partner with Parents Scale (administered annually)** 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 was vetted by the SDT.

Figure 1-9: SSIP Parent Survey Results



Source: Parent Survey results for FFY 2017 and 2019

The Parent Survey Instrument: Schools Efforts to Partner with Parents Scale was vetted by the SDT. Protocols for administration were finalized, and baseline data collections were completed during the Spring Quarter of Year Three – Phase IV. Current results indicate that 33.3 percent of the parent respondents believe that schools have facilitated their involvement in their child's education. The national benchmark established by the National Center for Special Education Accountability Monitoring (NCSEAM) Pilot Study is 17 percent. Stakeholders continue to utilize this data 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=217; aggregated). Data suppression will be applied by the Special Education Data Manager prior to sharing results to ensure confidentiality of the respondents.

Factors considered by the key stakeholder groups include response rates, the degree of representation of the survey respondents, and the potential of non-response bias. Current response rate indicates a response rate of 10.9 percent. 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 13.3 percent of the sample while parents of students identified as White represented 80 percent of the sample. The SDT 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 from prior implementation periods. 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 of Developmental Disabilities or Communication Disorder.

B3. Components of Evaluation Activities Implemented to Support EBPs

Implementation of evidence based EL instructional practices were scaled up during year 5 with expanded access of the *Early Literacy Pathways* to all state partners, facilitated by regional leads within the transformation zone. It was reported that 100 participants engaged in early literacy module trainings over the summer of 2020, and more than 400 participants engaged in dyslexia training series during the 2020–2021 calendar year, which accounted for 150 hours of instructional time. Implementation sites also associated with the Preschool Inclusion Champions (PIC) Network were offered additional training opportunities found within the Pyramid Model (PM) training sequence to ensure fidelity of implementation, establishing a training pathway for interested local district and regional agencies to meet mastery in PM and Multi-Tiered System of Supports (MTSS) infrastructure development. To further enhance the work established within the current SSIP cycle, OSPI will partner with the UW to develop a statewide coaching and training system that will ensure pathways for agency identified PM trainers and coaches and local district to meet fidelity of MTSS implementation, both program and districtwide. This process has been supported by the PM State Leadership Team (SLT), which represents a variety of partners across agencies representing children and families between the ages of 0–5 years. SDT has also increased efforts to support educational practitioners in the field with updated technical assistance, professional learning, and coaching will improve data quality in the long term. Currently, OSPI’s ECSE division is drafting a technical assistance document to support to communicate roles and responsibilities to for seamless Part C to B transition. ECSE leadership is also collaborating with ESD regional leads and ECTA partners to enhance current technical assistance connected to indicator B7, Child Outcome Summary.

B4. Stakeholder Engagement in the SSIP Implementation

The SSIP SDT, Washington state ECSE Coordination Team, the SEAC, and state Special Education Directors, along with the PreK Inclusion Champions Network, state Leadership Team and PM Coaching Network have become essential partner over the course of this implementation cycle. Each advisory group has 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 across Washington state.

The Washington 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, who had traditionally met two times annually, modified its meeting times in the Spring of 2020 to accommodate to the needs of the field as the impacts of the COVID-19 Pandemic began to be actualized. Beginning in late March through January 2021, the ECSE Coordination Team meet on a weekly basis to support local districts adapt to their new 'normal.' As partners have transitioned back to in-person, hybrid learning models, meeting times have scaled back to three times monthly (1- 2.5-hour session, 2- 1-hour session).

Extended work sessions were established to support guidance development and drafting sessions for indicators B11, B12, and B7. The team also receives implementation status updates; reviews performance data for Indicators B-6 (Early Childhood LRE), B-7 (Early Childhood Outcomes), and B-17 (PreK EL- SiMR); and exercises ongoing opportunities to troubleshoot challenges and offer recommendations for solutions and/or revisions to planned tasks and activities. The state PreK EL-SiMR, though not a standing agenda item at all of the monthly meetings this year, has elevated in importance as we began to evaluate current impacts of the SSIP project work, and essential movement towards SEL and whole child assessment needs, recognizing that the needs of adults and children alike have experienced extensive trauma throughout this last year. For that reason, this team which currently has three representatives serving on the SSIP SDT to formally represent the voice of their ECSE teammates, will expand to five in the next SSIP cycle.

The 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 PreK Early Literacy Design Team since the beginning of Phase II (FFY 2014). During Phase III, Year V, presentations to SEAC included the 2020 SSIP project plan, Part C to B; COVID impacts to inclusionary practices, 2020 Child Count, along with implementation and data updates made by the SDT stakeholders (October 27, 2020 and February 23, 24, 2021). 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 PreK Early Literacy Research to Action Project. Their influence is most prominent within the conversations of family engagement as we continue to reflect on how best to co-creation vision and purpose with families of young children, rather than for them. With their continued guidance we hope to continue to put decision making power in hands of advisory council, which is a true testament to the power of decision making and process development made when authentically engaging with key stakeholder groups.

Lastly, regional updates are provided as needed with Association of Educational Service Districts (AESD) senior leadership through monthly OSPI/ESD meetings held the first Thursday of each month beginning September through June of each calendar year. During Phase III-Year V, the SSIP, 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).

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, UW, 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 SDT, which includes the ESDs and local school districts responsible for implementing activities and collecting data connected to the EL SiMR work, along with higher education representatives (eLearning for Educators, UW), internal (ELA, Early Learning, MTSS) and external (DCYF ESIT, ECEAP, Head Start) partners, and parent advocacy partners, 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 PreK Early Literacy SiMR implementation, modeling collaborative research to action strategies to identify and select evidence-based early literacy instructional practices. SDT 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 SDT has been their role as team liaisons to connected initiatives, providing resources and support to Regional Implementation Teams. The influence of the SDT 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 SSIP SDT have met three times (October 23, 2020 and January 15, March 5, 2021) during Year Four – Phase V, while the regional leads met in on July 16–17, 2020, to prioritize the years activities and begin to inventory to prospective impact of the COVID19 Pandemic. It was at this time that the SSIP regional leads brought forward concerns not only for the immediate impacts of the school facility closures, but also the long-term impacts on children and family's social emotional development. It was proposed at the October 2020 SDT meeting that the SSIP focus shift from early literacy and to SEL and MTSS infrastructure development to ensure adequate supports would be in place for local districts as they moved back to in person learning. As a result, the SDT 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 SDT concluded that: (a) it was in the best interest of all parties to adopt the [2020 project proposal](#), (b) that the project activities align with current ECSE initiatives (PM, LEAP, PIC) including the use of a state and program fidelity measure

(EC Benchmarks of Quality), and (c) it was the reflection of the SDT that to be mindful of family dynamic and equity across cultures, moving forward, there would be clear representation of family voice in all aspects of the implementation framework, cascading logic model, and theory of action. In addition, the team reviewed current intensive technical assistance practices and professional learning to enhance coaching opportunities within the Research to Action Sites and will join the PM community of practice to become a regional PM master coach and trainer, also known as an Implementation Specialist.

C. Data Quality Issues

C1. Concerns and Limitations Related to Data Quality and Quantity

As the SDT reflected on the 2019 findings, there were continued concerns of correlation between the increased number of students with disabilities participating in the assessment and a variety of factors, including: TSG platform change which required new learning for seasoned staff; uploading errors that were not consistently identifying students by race, gender, or Individualized Education Program (IEP) status; and needed recruitment of special education staff and specialists. These unresolved data anomalies have been reviewed with the OSPI Data Governance Committee and the Early Learning division, all of whom reported that the identified issues are no longer significant factors in negatively impacting data quality moving forward.

C2. Stakeholder Concerns Expressed During Engagement Strategies

Stakeholder concerns included topics such as baseline measures aligned to the Teaching Strategies Gold (TSG) literacy objectives, limited resources available to early childhood programs to enhance parent engagement, lack of a fidelity measure or tool in statewide application to identify benchmarks of quality and current related progress, and limited framework development highlighting partnership as a critical element to ensuring early literacy and increased outcomes for early learners.

The SDT concluded that it was in the best interest of all parties to adopt the 2020 project proposal, that the project activities align with current ECSE initiatives (PM, LEAP, PIC) including the use of a state and program fidelity measure (EC Benchmarks of Quality), and it was the reflection of the SDT that in an effort to be mindful of family dynamic and equity across cultures, moving forward, there would be clear representation of family voice in all aspects of the implementation framework, cascading logic model, and theory of action.

Additionally, the SDT reviewed the WaKIDS data and agreed that the WaKIDS fall data will continue to be a significant data metric to bring to the next SSIP cycle, made more impactful when paired with secondary data sources, spring TSG student, and program data. It has also been

suggested that the Regional Leads work with cross-sector partners at Washington state's Department of Children Youth and Families (DCYF)-Early Childhood Education and Assistance Program (ECEAP) and Head Start to access the assessment data captured in the PreK Teaching Strategies GOLD® (GOLD) spring data collected in the Early Learning Management System (ELMS) as a secondary evaluation tool. This will offer two aligned data points for each student participating in implementation sites: 1) spring exit PreK data and 2) fall kindergarten entry data.

C3. Data quality concerns directly related to the COVID-19

The first confirmed COVID-19 case in the United States was identified by the state on January 21, 2020, in Washington state. In response to this unprecedented crisis, following the first school closure on March 12, 2020, the state detailed data collection mitigation strategies in the Reopening Washington Schools 2020: Special Education [Guide](#) developed in compliance with health and safety guidelines from the Department of Health and the Department of Labor & Industries. In partnership with the [Provisions of Services to Children with Disabilities in Early Childhood Programs During a School Facility Closure](#) document, the state provided ongoing communication and clear expectations around documentation and data collection processes during the FFY 2019 SSIP reporting period throughout the COVID-19 outbreak. This guidance details continuous technical assistance and supports related to data collection processes during the COVID-19 outbreak along with expectation documentation related to assessment, observation, and referral methodology. Data quality concerns have been regularly addressed during SDT meetings including regional leads, and technical support advisory members convening on October 23, 2020, January 15, 2021, and March 5, 2021. These conversations included technical assistance advisory support along with regional lead TA feedback and reflection sessions. Reflections and feedback provisions have been accumulated from regional lead related to data collection processes and application during the COVID-19 outbreak via a comprehensive interactive web platform developed by the state.

This feedback convening including SDT members and technical support advisory members, identified the following tools impact by the COVID-19 Pandemic:

1. WaKIDS Fall Assessment Data
2. DEC Stage Based Active Implementation Planning- PreK Early Literacy Capacity Self-Assessment (Installation and Exploration Stage)
3. Washington State Coaching Self-Assessment Measure
4. Indicator B7 Child Outcome Summary Data
5. Indicator B6 Least Restrictive Environment SiMR Metric
6. DEC Recommended Practice Interactions Classroom Observation Checklist
7. DEC Recommended Practice Adult-Child Interaction Checklist.

Continuous feedback documented logistical challenges in data collection practices occurring in remote instructional settings across all data collection instruments.

Other challenges include a reduction in student enrollment impacted the data pool sample for

Indicator B6 data analysis. Limited opportunities to engage in direct observational measures like the Coaching with Fidelity Self-Assessment Tool, DEC Recommended Practice (RP) Adult-Child Interactions Checklist, and DEC RP Child Social-Communication Interaction Checklist were inventoried. Narrative detailing the impact of the COVID-19 pandemic identified limited on-site coaching observation opportunities significantly impacted data validity and reliability. Accordingly, ongoing and productive collaborative processes among the SDT and regional leads centered around identifying alternative implementation processes in distance learning modalities to further enhance data collection measures and teaming strategies. Due to these limited on-site coaching and direct observation opportunities documented, research to action sites one regional partner (ESD 101) engaged in monthly virtual meetings for support provisions, professional development, and resource collaboration.

Research to Action sites also identified barriers in conducting external observational interactions as to ensure adherence to the Health Insurance Portability and Accountability Act of 1996 which guarantees protection of individual protected health information. Regional leads reported Adult/Child Interaction Checklists were conducted via a combination of teacher self-report, remote observational sessions, and direct observation methods when available. During the implementation cycle, the Recommended Practices 2 Observation Scale was administrated with participants receiving on-site instruction. The observations conducted indicate most interaction elements were observed in each classroom at the level of “some” or “all elements observed.” The impacts of COVID-19, including school shutdowns, remote and hybrid learning models, increased demands on teachers, administrators, regional leads and the SDT to learn and implement new systems to further enhance and support data quality measures and processes for future implementation cycles was recorded throughout the implementation cycle.

C4. Plans for Improving Data Quality and Quantity

The SDT has reviewed the WaKIDS data over the course of the SSIP cycle and agreed that the WaKIDS fall data will continue to be a significant data metrics to bring to the next SSIP cycle, made more impactful when paired with a secondary data source, spring TSG student and program data. It has also been suggested that the Regional Leads work with cross-sector partners at the Department of Children Youth and Families (DCYF)-Early Childhood Education and Assistance Program (ECEAP) and Head Start to access the assessment data captured in the PreK Teaching Strategies GOLD® (GOLD) spring data collected in the Early Learning Management System (ELMS) as a secondary evaluation tool. This will offer two SEL aligned data points for each student participating in SSIP implementation sites, 1) spring exit PreK data, 2) fall kindergarten entry data. The SSIP SDT, with SEAC leadership, believe that this will offer a broader view of student achievement, recognizing that there is a direct correlation between 1) the impacts of high quality SEL (Indicator B7) on core academics, and 2) the access to high quality, inclusive early childhood programs (Indicator B6) and the increase of student performance overtime.

The Indicator B6 ECSE data point has become a priority of the SEAC, who have also encouraged the SSIP state leadership to explore how to further align the current SSIP with the SPP/APR

Indicator B7 data, which is consistent with the Part C, IDEA SSIP. It is the hypothesis of the SDT, SEAC, and ECSE Coordination team that with intensive technical assistance in the area of social-emotional development along with system level coaching in MTSS infrastructure development for program staff in integrated early learning environments there will be an increase in the social emotional learning (SEL) performance rate of students with and without disabilities upon entry to kindergarten.

D. Assessment of Progress toward Achieving Intended Infrastructure Improvements

The State Infrastructure Development activities have been implemented with fidelity and within targeted timelines throughout the 2013–2019 SSIP cycle. 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 external partner agencies (e.g., Department of Children, Youth, and Families (DCYF) Early Support for Infants and Toddlers (ESIT), Early Childhood Education and Assistance Program (ECEAP), and the Head Start State Collaboration Office) 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.

The SDT and state leads were able to complete all the planned activities within targeted timelines and continue work specifically meant to target educational practitioners' access to professional learning related to early literacy, which has included intensive technical assistance relating to dyslexia, pyramid model, and inclusionary practices. Within the 2019 school year, the SDT continued to reflect on the revisions proposed for the 2018 submission related to the existing family engagement activities. It is the hope of the SDT that family voice is reflected in all aspects of the SSIP infrastructure moving into the next SSIP cycle and that there is intentional co-creation of outgoing messaging associated to future learning offered to both family and practitioner as it relates to the development of both child and system. These efforts will ensure an aligned message that reflects 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 within SSIP activities has been of particular benefit.

Across OSPI divisions, cross departmental collaboration is focused on a statewide framework for a multi-tiered system of support (MTSS) that incorporates academics and positive behavioral interventions and supports (PBIS) from pre-K to age 21. This partnership will be expanded to include ESDs with the acquisition of the SPDG grant, which will focus entirely on the development and implementation of a statewide MTSS structure. These efforts will be aligned with the work led by the DCYF, who is currently engaged in multiple initiatives that has created cross sector collaborative opportunities to further enhance the proposed SSIP in support of social-emotional learning, including transitional supports (Head Start Collaborative 100 Schools Reach initiative) and inclusion activities embedded in the Preschool Development Grant (PDG) and Pre-K Inclusion Collaboration Team (PICT), all of which are in partnership with OSPI Special Education and Early Learning. As these joint efforts in support of social emotional learning expand across OSPI and its partner agencies, it is the belief of the SSIP SDT that if these proposed revisions are implemented with fidelity, state date will begin to show increased performance rates in social emotional development among students with and without disabilities in Washington. With that, the SDT expects to see an increase in access to inclusive settings, improved academic outcomes, and a decrease in reported suspension and expulsion rates of children, 3–5 years and beyond.

Multiple early childhood initiatives (e.g., [Washington Pyramid Model](#), [Learning Experiences–An alternative Program for Preschoolers and Parents\(LEAP\)](#), [Preschool Inclusion Champions Network](#), and the [University of Washington–Haring Center Demonstration Sites](#)) led by OSPI Special Education are directly aligned to the proposed SSIP and prioritize the intersection of social-emotional development and embedded inclusionary practices in early childhood programs for all students, paired with intensive technical assistance and systems level coaching for preschool staff in integrated early learning environments.

With the technical assistance and support from the National Center for Pyramid Model Innovations (NCPMI), the state SSIP 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. To date, seven ESDs, 12 school districts, and three community partners are engaged in the Washington Pyramid Model (PM) implementation process. Regional teams have been created to ensure that the PM implementation process is successfully rolled out with fidelity, which each program team recruiting both program wide team members (school board, administration, classroom leads, support staff, behavior interventionists) as well as Program and Practitioner Coaches to assist with ongoing implementation needs and classroom application. A Statewide Coaching Network is in development as OSPI begins Phase III of statewide implementation of the PM.

A secondary initiative, The Research to Action Preschool Inclusion Champions Network, was funded by OSPI as a parallel effort to ensure equity in access to vetted evidence-based practices, professional development activities, and intensive technical assistance. Currently, 53 local school districts are working in collaboration with their local ESD to review current inclusionary practices

within their existing early childhood programs using the [Local Preschool Inclusion Self-Assessment](#). 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. It is the intent of the state leadership team to create a scale up and sustainability plan that ensures that once partners have assessed current needs and secured their leadership team, they will be ready to move into the PM implementation process, eventually moving to

State infrastructure changes that have taken place as a result of SSIP activities, in most cases were sustained and continued despite the recent events related to regional school closures and reopening include increased involvement and strengthening of internal relationships within OSPI. For example, internal networking activities have increased with OSPI's Learning and Teaching Division, with, the Early Learning and English Language Arts Divisions. Most recently OSPI's Learning, and Teaching and Special Education divisions have been working in collaboration with DCYF ECEAP leadership in a [joint effort](#) to reimagine early childhood programming in Washington state to ensure all children regardless of age, gender, race and/or ethnicity, or zip code is offered a high-quality learning experience prior to entering the larger K–12 systems.

In addition, OSPI continues to partner with stakeholders through the Inclusionary Practices Professional Development Project. This two-year, \$25,000,000 project which spanned the 2019–20 and 2020–21 school years, with emphasis on implementation of professional development in support of inclusionary practices, is currently under review by legislation to add sustainability funds to current partner projects and expand participant engagement from K–12 to PreK–12 to ensure cross program alignment. 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. Expansion of this project work will ensure that students with disabilities are offered access to regular early childhood program regardless of ability across the state of Washington.

E. Plans for Next Year

E1. Additional Activities to be Implemented and Outputs to be Accomplished.

Table: 1-3 Long Term Trend Data for Student Outcomes

Grade	LRE	SEL				ELA/Literacy				Math			
	SWDs	Source	SWDs	All	Gap	Source	SWDs	All	Gap	Source	SWDs	All	Gap
3rd	66% in LRE1	N/A	District-only	District-only	N/A	SBA	26%	61%	35%	SBA	29%	63%	34%
4th	64% in LRE1	N/A	District-only	District-only	N/A	SBA	24%	57%	33%	SBA	23%	54%	31%
						NAEP	27%	65%	38%	NAEP	46%	79%	33%
8th	52% in LRE1	HYS	40% suicidal thoughts	32% depressive feelings	8%	SBA	15%	58%	43%	SBA	9%	46%	37%
						NAEP	30%	74%	44%	NAEP	20%	72%	52%
10th	47% in LRE1	HYS	40% suicidal thoughts	40% depressive feelings	0%	SBA	23%	76%	53%	SBA	6%	45%	39%
Graduation Data:		62.1% SWDs vs 80.9% ALL = 18.8% GAP				Post-School Data:		74.7% SWDs engaged and 25.1% not engaged					

NOTE: These data represent snapshot-in-time data from 2018–2019, not longitudinal cohort data over time.

Washington state’s SSIP for the previous State Performance Plan (SPP)/Annual Performance Report (APR) cycle (2013–19) focused on use of intensive technical assistance, systems level, and instructional coaching paired with professional development to close achievement gaps in literacy between entering kindergarteners with and without disabilities. With input from the SDT and SEAC, along with analysis of state ECSE data, it was recommended that the state leadership maintain the infrastructure of the current SSIP but shift the SiMR to effectively support the development of the whole child, moving from early literacy and instead aligning with the Washington’s Part C SSIP and current ECSE initiatives targeting the implementation of inclusionary practices, Social Emotional Learning (SEL), and MTSS infrastructures. The SDT, with SEAC leadership, believe that this will offer a broader view of student achievement, recognizing that there is a direct correlation between 1) the impacts of high quality SEL (Indicator B7) on core academics, and 2) the access to high quality, inclusive early childhood programs (Indicator B6) and the increase of student performance overtime. The Indicator B6 ECSE data point has become a priority of the SEAC, who have also encouraged the state leadership to explore how to further align the current SSIP with the SPP/APR Indicator B7 data.

In the fall of 2020, Washington state was awarded a State Personnel Development Grant (SPDG), which will support the development of MTSS structures across the state. Our change activities will focus on implementing and assessing the effectiveness of SEL intensive technical assistance, coaching, and professional development associated with the PM early childhood MTSS infrastructure. We plan to implement evidence-based data management strategies, including the Behavioral Incident Report (BIR), which will require the implementation sites to collect and

report pre- and post-data connected to the change activities, in collaboration with their local program-wide leadership team and ESD regional lead. The SDT will also review the existing Theory of Action and Cascading Logic Model to ensure that the current systems empower families and maintains an antiracist lens. It is the hypothesis of the SDT, SEAC, and ECSE Coordination team that with intensive technical assistance in the area of social-emotional development along with system level coaching in MTSS infrastructure development (PM) for program staff in integrated early learning environments there will be an increase in the SEL performance rate of students with and without disabilities upon entry to kindergarten.

This is based upon the identified problem of practice; lack of access to inclusive high-quality early childhood learning experiences with integrated SEL infrastructures for children with disabilities contributes to opportunity gaps in social emotional development as these students enter kindergarten. These opportunity gaps increase year after year, leading to more restrictive placements, less access to core instruction, increased achievement gaps, and poor post-school outcomes. This clear intersect between SEL and inclusionary practices ensures strong foundations are laid for students, staff, and families to access high-quality, integrated early learning settings. The SDT expects this focus on SEL will empower educational partners and offer more equitable access to learning and growth among our children and families farthest from educational justice. The also SDT expects to see an increase in access to inclusive settings, improved academic outcomes, and a decrease in reported suspension and expulsion rates of children, 3–5 years and beyond.

E2. Planned Evaluation Activities and Anticipated Barriers

State infrastructure development continues to deploy evidence-based practices to increase Washington state's capacity to support regional and local educational systems with the implementation and scaling-up of evidence-based practices. These practices include: (a) targeted improvements to the systems comprising the state infrastructure, (b) further alignment and leveraging current initiatives to 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 evidence-based strategies that have continued include identifying and cross-training program specialists to serve as coaches for selection and implementation of literacy specific evidence based practices, identifying DEC specific training modules for integration into the e-Learning for Educators Online Course Catalogue, developing and disseminating early childhood literacy training modules, and exploring strategies for school and classroom access to new Birth-to-Eight Assessment tools for use in Pre-K special education settings.

Washington state continues to support the implementation of [multi-tiered systems of support \(MTSS\)](#) statewide. OSPI Director of MTSS, Justyn Poulos, provides ongoing support for system 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.

The strong partnerships developed among the SDT, research to action leads, local school districts, and technical assistance partners, have presented continued opportunities including:

The [National Center for Pyramid Model Innovations \(NCPMI\) Intensive Technical Assistance Grant](#) awarded to Washington state in January of 2019. Currently, ten sites are in the process of Pyramid Model implementation. Phase III selection and recruitment of this project is underway and set for an August 2021 launch. School district and DCYF Early Childhood Education and Assistance Program (ECEAP) preschool staff, under the direction of their Program and Practitioner Coaches, continue to implement the essential social emotional frameworks needed to ensure all students have access to high quality learning environments. Washington state’s Pyramid Model State Leadership Team has successfully engaged in recruitment and development to support a statewide network of implementation specialists and program coaches to provide culturally responsive, practice-based coaching with fidelity, through collaborative partnerships with practitioners.

In addition to these efforts, OSPI continues to contract 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. Future efforts to expand beyond the three current LEAP replication sites in 2021–2022 are currently underway with the SDT continuing to engage in dialogue around demonstration site pathway development. The **Preschool Inclusion Champions Project (PIC)** was launched in the winter of 2019. To date, 9 ESD Agencies and 3 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. OSPI has partnered with the [University of Washington Haring Center for Inclusive Education](#) to create Early Childhood Special Education [demonstration sites](#) highlighting best practices in inclusive education across the state.

There have also been demonstrated increases in the frequency of interactions with other state agencies engaged in connected initiatives initially identified by the SSIP SDT. 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.

Representatives from the OSPI's Learning and Teaching and Special Education Divisions partnered with DCYF ECEAP and 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. The DCYF received a one-year planning grant in 2019 and a three-year renewal grant from 2020–2022. This interagency agreement supports three collaborative initiatives: 100 Schools Reach, Transitional Kindergarten Partners in Transition, and Culturally Sustaining Transitions. 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. The Department of Children, Youth, and Families, Early Childhood Education and Assistance Program (ECEAP) and the Head Start Collaboration Office (HSCO) have partnered with OSPI Early Learning, Special Education, Office of Native Education, and Title Programs to support these initiatives.

The renewal grant has included 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.
- Strengthen outdoor learning opportunities in early learning settings.

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 three years, this team has assisted in the initial development, promotion, and implementation of a new Washington state preschool inclusion mission and vision statement and are in the process of finalizing 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.

As the SSIP moves out of Phase III, Year 5, it has been suggested that the SSIP regional leads continue to facilitate intensive technical assistance, coaching (systems level and instructional), and professional development within identified regular early childhood programs (RECPs) to support the social-emotional development of all children participating at the implementation sites. Under the guidance of the SSIP state leadership, and with the use of Implementation Science, SSIP RECPs will engage in evidence-based practices supported by Pyramid Model, a MTSS infrastructure, to scale up and align the SiMR with current state project work.

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