Office of Superintendent of Public Instruction
Washington State Systemic Improvement Plan
IDEA Part B — Indicator B17
Phase I

Office of the Superintendent of Public Instruction, serving as the State Educational Agency (SEA) has completed Phase I of the Washington State Systemic Improvement Plan (SSIP). Phase I is part of a three-stage process for the development and implementation of a multi-year plan to improve educational results for students with disabilities. This multi-year plan is one of seventeen performance indicators (Indicator B17) required by the Office of Special Education Programs (OSEP) to be included in each state's respective State Performance Plan/Annual Performance Report. Both internal SEA representatives and external stakeholders (see Attachment F) were directly engaged throughout all aspects of Phase I (Analysis) activities; this broad agency, community, and parental involvement will continue throughout Phase II (Development) and Phase III (Implementation and Evaluation) of the multi-year plan.

Washington State's Phase I report includes detailed analyses of key elements of the state's general supervisory system which guided the selection of four primary improvement strategies designed to strengthen state and regional capacity to support district implementation of evidence-based practices to increase early literacy skills of students with disabilities. Specifically, Washington's State-identified Measurable Result (SiMR) is designed to reduce the early literacy performance gap between kindergartners with disabilities and their typically developing peers. The Washington Kindergarten Inventory of Developing Skills (WaKIDS) entrance assessment will be used as the primary performance measure, with secondary impact and sustainability measures tracked through 1) Consistency Index scores from kindergarten through second grade, and 2) assessment data from the third grade State English-Language Arts assessment. While the targeted student population is kindergarteners with disabilities, students across the early childhood continuum exposed to the delivery of evidence-based interventions based on Implementation Science, are also likely to experience educational benefit.

Washington's SiMR will be implemented in coordination with three national/federally-funded state initiatives including 1) a three-year National Education Association grant awarded to the Washington Education Association to make general education classrooms more accessible to special populations by improving instruction; 2) an OSEP-funded Enhancing Capacity for Special Education Leadership (ECSEL) grant awarded to University of Washington-Bothell to enhance special education leadership in support of improved educational results for students with disabilities; and 3) the State Implementation and Scaling-up of Evidence-based Practices Technical Assistance grant (also funded by OSEP) targeted to build state capacity in support of local district access to Implementation Science frameworks.

Initial baseline data were established from two regional Transformation Zones, representing 54% of the state's targeted student population, operating within three Educational Service Districts. Rigorous targets were set for the performance period resulting in a 5% reduction in the early literacy performance gap. The research design includes three distinct District Cohorts, each tracking three unique Student Groups (see Figure 4-1). A Theory of Action (see Attachment E) has been developed to illustrate how Washington State will build capacity to lead meaningful change at the regional, district, school, and classroom levels. A listing of acronyms used throughout the report can be located in Attachment G.

Executive Summary

Overview

The Office of Superintendent of Public Instruction (OSPI) engaged in a five-stage process to systematically identify and analyze compliance and performance data in order to select an area of focus for student improvement. The five stages included 1) formation of a State Systemic Improvement Plan (SSIP) Core Planning Team, 2) identification of existing quantitative and qualitative data for broad analysis, 3) identification of a focus area, 4) completion of an in-depth data analysis, and 5) identification of potential root causes and coherent improvement strategies for State consideration. It was clear from the beginning that information from the last stage of this process would be further reviewed as part of the Infrastructure Analysis (see Component 2).

Figure 1-1:

1	2	3	4	5
•Core Planning Team	•Broad Data Analysis	•Focus Area	•In-depth Data Analysis	•Root Causes & Strategies
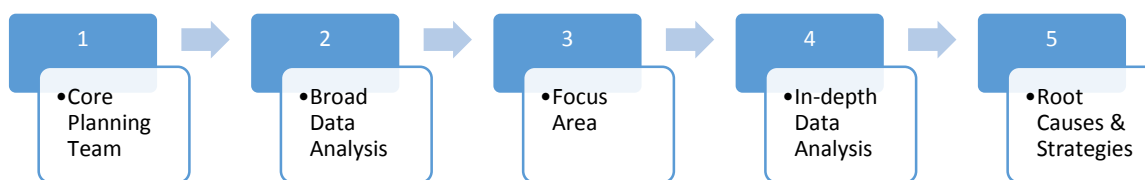
Formation of Team

Six members were readily identified to serve as the SSIP Core Planning Team with final approval from the Assistant Superintendent of Special Education. Members include the Special Education Data Manager, Program Review Coordinator, Dispute Resolution Coordinator, Fiscal Program Manager, Program Review Supervisor, and the State Special Education Transformation Specialist appointed by the State Superintendent to co-facilitate the Washington State Implementation and Scaling-up of Evidence-Based Practices (SISEP) Project.[1] All six members of the Core Planning Team have successfully served in similar leadership roles related to the overall State Performance Plan and quickly re-engaged existing cohesive relationships. Additional characteristics of the team include strong foundational knowledge of the State's current general supervisory system, effective working relationships with leadership from the nine regional Educational Service Districts (ESDs) and an understanding of the ESD's special and general education roles and responsibilities, as well as direct experience within local school district systems.

The Core Planning Team moved forward with the development of an action research plan which included identifying internal and external stakeholders (Attachment F) that would help ensure a contextual approach with an emphasis on the social, economic, and political demographics of the students for whom data are collected. Team members agreed that knowing the context was integral to being able to understand the potential application of the results of both the broad and in-depth data analysis. Internal stakeholders included personnel from Teaching and Learning, Office of Student and School Success, Office of Special Programs and Federal Accountability, the Student Information and Assessment Office, and Information Technology Office. Key external stakeholders included members of the Washington State Special Education Advisory Council and the Washington State Early Childhood Special Education Coordination

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[1] This project position was appointed in February 2014.

Team. Using an action research plan approach to the Data Analysis component of the SSIP helped drive the selection of key data elements that would lead to *taking informed action[2]* with the identification of a focus area.

Action Research Plan

The action research plan included key parameters of the first stage of Implementation Science – Exploration, with special emphasis on plan, do, study, and act loops. This illustration reflects both the action steps and their connection to forward momentum. While team members and stakeholders understood the data analysis would include both broad and in-depth analysis, they were unable to predict all the different data sources that may need to be tapped. Consequently the team built ongoing continuous data analysis loops into the plan. In addition, members of the Core Planning Team and stakeholders intentionally kept an eye on the purpose - to select a State-identified Measurable Result (SiMR) for Students with Disabilities in the State of Washington.

Figure 1-2: Action Research Plan
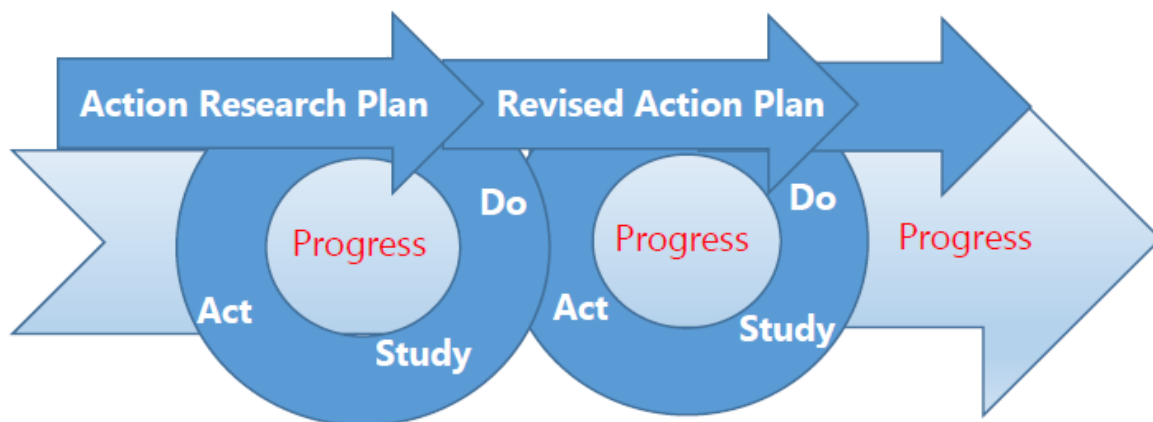
The action research plan incorporated the remaining four stages of the process referenced in the Overview. Important elements of the State's plan included the identification of both quantitative and qualitative existing data, allocation of sufficient time for review and analysis of the data by all team members and stakeholders, formation of a hypothesis with root causes, and ongoing information and dissemination loops to State leadership and internal and external stakeholders. Sources of quantitative data included State Performance Plan indicators, federal 618 data collections, and other numerically-based collections. Qualitative data sources included primarily state monitoring information obtained through parent survey results, focus groups, school and district interviews, and classroom observations. Initial tasks and activities delineated in the action research plan for the Data Analysis component began August 2013 and concluded by March 2014 as shown in Appendix A.

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[2] Sagor, R. (2000) *Guiding School Improvement with Action Research.* ACSD

Identification of Existing Data and Broad Data Analysis

As a result of technical assistance provided by the Western Regional Resource Center (WRRC), prior to team member and stakeholder engagement in rigorous data analysis, existing data governance mechanisms were reviewed including the overarching system of state agencies, within OSPI as the State Education Agency (SEA), and within the special education department.

Washington State has established clear expectations for effective data use across its agencies. OSPI has a comprehensive Data Governance System in place that includes oversight from a K–12 Data Governance group which includes representatives of OSPI, the Education Research and Data Center, the Legislative Evaluation and Accountability Program Committee, the Professional Educator Standards Board, the State Board of Education, and school district staff including Information Technology staff. This group includes representatives of organizations that use K–12 data. In addition, there is an OSPI Data Management Committee comprised of Data Owners and Data Stewards from all offices and programs within the agency's departments. This committee has primary responsibility for managing OSPI's data collection and reporting system. The Data Management Committee has established seven goals that support and enhance effective use of valid and reliable data:

1. Improve data quality;
2. Increase accountability for data accuracy;
3. Eliminate redundancy in data collection;
4. Improve understanding of data within OSPI and among districts;
5. Facilitate transformation of data into information for wise decision-making;
6. Increase use of data to make program and policy decisions;
7. Improve data reporting capability and timeliness of reporting.

In turn, OSPI has established equally explicit expectations for effective data use across the 15 departments within the SEA. The OSPI Data Management Committee meets these goals through systematic implementation and evaluation of the following objectives: (a) Identify the owner of every data element; (b) Define all data elements; (c) Document all data processes; (d) Standardize data processes from year to year; (e) Reduce manual manipulation of data; (f) Articulate roles of authority for collecting, accessing and reporting data; (g) Identify the official source of data for all data reporting; (h) Eliminate redundant data collections; (i) Allow districts to review their data before it is externally reported; (j) Communicate all data decisions/changes to districts; (k) Increase the use of student-level data external reporting; and (l) Establish data access protocols and procedures.

In tandem, as a long-standing member of the OSPI Data Management Committee, the Special Education Data Manager continues to take actionable steps on a routine basis to ensure the data quality of the special education data collections. Data quality continues to be defined and implemented across four components including timeliness, accuracy, security, and usefulness. All special education data collections have operational definitions for each data element, built-in logic checks, and well established written due dates to ensure that data are current and can be used to inform state decision-making related to policy development, publication of state and

district performance data, and delivery and individualization of services for students with disabilities.

The comprehensive data governance and infrastructure supports described above provided the conduit for the systematic identification, selection, and analysis of all pertinent data available across the general supervisory system. In addition, Core Planning Team members had confidence in the reliability, validity, and usefulness of the data being selected and analyzed. A broad data analysis was conducted which included OSEP-identified State Performance Plan indicators, OSPI-identified performance measures, all federal 618 data and any comparable data collected for all students, current statewide initiatives, current State Legislation, and federally-identified priority areas. The Core Planning Team worked diligently to identify the most pertinent data elements within these data sources to avoid what data analytics often refer to as "data analysis paralysis". The primary strategy was to identify relational similarities across key data elements; slicing and dicing of the data to drill down specifically on academic performance measures by ethnicity, grade, gender, disability type, and etcetera. Operational responsibility for honing the mega data into digestible chunks rested on the shoulders of the Special Education Data Manager.

Over the course of a concentrated ten-week period, team members and stakeholders pored over and sifted through data charts, graphs, and pivotal data spreadsheets under the facilitation of the Special Education Data Manager. Because they represented data sources core team members and stakeholders were the least familiar with, data collected and reported through the OSPI-generated performance measures, current statewide initiatives, and recently passed State legislation was tackled first. Of the ten OSPI Performance Measures [Indicators], data from three indicators reflected significant gaps when comparing results between students with disabilities and their general education peers. These three performance measures are: (1) the percentage of students meeting standard on the 3rd, 8th, and 11th grade statewide English Language Arts (ELA) and math assessments and 8th grade statewide science assessment; (2) the percentage of students meeting standard in all state assessments required for graduation by the end of the 10th grade; and (3) the percentage of students demonstrating the characteristics of entering kindergarteners in all six areas as identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS). The Core Planning Team also invested time in analyzing data made available through two of the State's current academic-based initiatives and two significant pieces of recently passed legislation. Summarized data was then shared with stakeholders for their review and input. These data sources are:

- o Washington Transforming Professional Learning (WA-TPL)
- o State Student Discipline Task Force (RCW 28A.600.410)
- o SSSB 5973 Educational Opportunity Gap Oversight and Accountability Committee
- o ESSB 5946 Strengthening Student Educational Outcomes

The WA-TPL initiative is dedicated to the development and implementation of a statewide Professional Learning System that intentionally builds district and school capacity to increase the percentage of students who are career and college ready, through application of the

Washington State Learning Standards (Common Core), at the point of their respective exit from the Pre-K–12 educational system. The initiative is funded through the Bill and Melinda Gates Foundation and began in November 2013. Source data included statewide assessment data inclusive of the data referenced above in the OSPI generated performance measures.

The State Student Discipline Task Force was responsible for developing definitions and data collection standards for disciplinary actions taken at the discretion of the school districts. Data collection standards included elements of education services, petitions for readmission, credit retrieval, and school dropout as a result of disciplinary action. Source data that guided the work of the task force were gleaned from 2012–13 discipline data including the total number of discipline incidents reported, the total number of students reported (disaggregated by race/ethnicity), types of behaviors associated with suspension/expulsion, and qualitative data about inequitable access to positive behavior interventions and supports facilitated by trained behavioral specialists/liaisons. Task force recommendations focused strongly on ensuring non-discriminatory discipline practices and implementation of restorative justice practices to minimize negative academic impacts of out-of-school suspension/expulsion.

Common data trends revealed in the reported data from both the SSSB 5973 Educational Opportunity Gap Oversight and Accountability Committee and ESSB 5946 Strengthening Student Educational Outcomes included significant gaps in 4th grade reading performance across racial/ethnical groups by economic status. Current annual reports from these legislatively mandated entities cross-reference each other, and both demonstrate significant variance in reading assessment data when comparing students with disabilities to their typically developing peers. Core Planning Team members and stakeholders also discussed recommendations common to both annual reports that addressed the lack of state resources to support district and school capacity to identify and select instructional practices and strategies proven to increase student achievement and classroom behavior.

As a result of the data priorities and outcome measures identified through the first data mining tasks, the team next dug deeper into and analyzed data across two academic-driven State Performance Plan indicators (Indicator B3 – Student Achievement and Indicator B7 – Early Childhood Global Outcomes); these data digs included disaggregation by ESD regions (geographical location) and district size. Further, within the regions, data were disaggregated by race/ethnicity, disability categories, Limited English Proficient (LEP) status, and gender. The greatest variance between actual performance and the rigorous targets set in the State Performance Plan was identified in Indicator 3 – Student Achievement when compared to other results indicators. As a result of the regional comparisons, it was clearly noted that the low performance on Indicator B3 was not isolated to a particular ESD, rather was systemic throughout the state. In regard to Indicator B7, team members recognized the need to cross-reference the Child Outcome Summary data collection results with the State's WaKIDS data during the in-depth data analysis stage.[3] Of particular interest is the student-level performance

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[3] This was an example of Plan, Do, Study, Act – Revised Plan, Do, Study, Act referenced in the Action Research Plan.

between the Indicator B7 global outcome element defined as Acquisition and Use of Knowledge and Skills (including Early Language/Communication and Early Literacy) and WaKIDS Domain Four: Literacy. Team members also noted that WaKIDS includes a Family Connection component in support of parent involvement in the transition process similar to Indicator B8, Parent Involvement as a means of improving results for students with disabilities.

Implementation science demonstrates that education reform and evidence-based practices (EBP) are most effective when delivered in an aligned educational system—a system designed to deliberately support EBP practices at each level of the system[4]. In Washington State, the broad data analysis includes information from each level of the State's educational system. The State's educational system is comprised of state-level resources at OSPI and State Needs Projects, nine regional Educational Service Districts, the 295 school districts, and data aggregated from the buildings and classrooms within each school district. To deliver effective instruction the data from this system should include at least each of the following areas:[5]

- Current identified student needs within the system;
- EBP/reform fit with current initiatives, priorities, structures, and educational values.
- Training, staffing, technology, curricula, data systems and administration resources;
- Evidence that if the EBP are implemented well they meet the needs of the system;
- Readiness for replication of the EBP including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- Capacity to implement the EBP as intended in a sustainable manner to improve implementation over time.

Focus Area Identified – Early Literacy Skills
After conducting the broad data analysis using multiple sources of data, the team reviewed and synthesized all of the information, in collaboration with stakeholder input, to develop a hypothesis regarding a focus area for increasing student performance. The hypothesis purported to focus on the significant ELA performance gap consistently uncovered in the variety of data sources analyzed by the team. Of special concern was the literacy gap between students with disabilities and their typically developing peers and the alarming stagnation relative to the closing of the performance gap across four academic periods (kindergarten through 3rd grade).

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[4] Blase, K. A., Fixsen, D. L., Naoom, S. F., & Wallace, F. (2005). Operationalizing implementation: Strategies and methods. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute; Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the literature. The National Implementation Research Network.

[5] Blase, K., Kiser, L. and Van Dyke, M. (2013). The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

While other deficits identified relative to the performance of students with disabilities, including graduation rates, dropout rates, and post-school outcomes, were considered as potential focus areas, the team consensus was to pursue early literacy skills and conduct an in-depth analysis after confirmation and input from the identified stakeholders. Core Planning Team members engaged in both informal and formal stakeholder discussions and utilized existing communication protocols to share the preliminary results of the broad data analysis and to solicit additional feedback regarding their findings and conclusion to recommend the use of existing State resources to help alleviate the early literacy performance gap. Examples of the communication protocols include weekly intra- and inter-departmental meetings within OSPI, formal presentations to the State Special Education Advisory Council and State Early Childhood Special Education Coordination Team, dialogues through community-based advisory panels, and numerous one-to-one communications with key leadership personnel across the SEA system. These are examples of policy to practice and practice to policy loops emphasized in the Implementation Science framework.

Information provided to the internal and external stakeholders included summary data linked to the team's findings and cross-analysis of quantitative data (see Table 1-1), the hypothesis for a focus area, listing of other potential areas of focus (for full disclosure of results), and a brief review of the other state initiatives and corresponding source data included in the broad data analysis. The team acknowledged the importance of seeking input and clarification on existing state projects to avoid duplication of efforts and obtain support from OSPI leadership and key stakeholders for the hypothesis that early literacy should be considered the State's focus area.

Table 1-1: Data Relationships Considered and Summary of Findings

Data Relationships Considered by the Core Planning Team	
a) Enrollment by Grade	f) Part B FFY 2012 SPP Results Data
b) Enrollment Trend by Race/Ethnicity	g) Proficiency Rates for Students w/Disabilities Against Grade Level and Alternate Achievement Standards
c) Enrollment Trend by Special Education	h) Percent of Preschool Students with IEPs w/Demonstrated Improved Outcomes
d) Enrollment Trend by Limited English Proficiency	i) General and Special Education Gap in Reading Performance K-3rd Grade
e) Percent of Special Education Students Served by Educational Environment	j) Targeted and Actual Reading Performance for Students w/IEPs
Summary of Findings	
❖ Third grade reading performance across three-year trend lines represented significant performance gaps between students with disabilities and their general education peers (range of 36% - 41%). ❖ Early literacy performance gaps across three-year trend lines were also noted between kindergartners with disabilities and their typically developing peers (range of 18% - 30%). ❖ The reading performance gap between students with disabilities and typically developing peers remained stagnant when tracked from 1st through 3rd grades. ❖ Five-year trend data portray a dip (4.4%) in reading performance for all 3rd grade students during the 2011–12 assessment period.	

> ❖ Districts that have a total student enrollment of 10,000 or more have a greater reading performance gap (approximately 40% greater) than districts with less than 10,000 students.
> ❖ Of the parents responding to the FFY 2012 Parent Survey (Results Indicator B8), twenty percent (20.20%) reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

In addition, team members pursued discussions with their general education counterparts within other OSPI departments (internal stakeholders) concentrated on these specific inquiries:

- o What grades and/or grade bands represent the most significant performance gap between students with disabilities and their general education peers? What might be contributing factors?
- o Are there other state initiatives in addition to the four reviewed during the broad data analysis that the Core Planning Team needed to consider across the P–12 system?
- o What role does compliance have in improving student outcomes for students with disabilities?
- o How might non-compliance related to evaluation, eligibility, or IEP development impact specially designed literacy instruction?
- o Given limited State resources, where should resources be directed to have the greatest amount of impact within the four-year window (Phase III) of the SSIP?

The Core Planning Team convened to compile and review all of the input received from the various stakeholders across the multiple settings. In general, stakeholders concurred with the findings of the team and agreed that further analysis would be beneficial for determining root causes or at least the primary contributing factors that could drive the drafting of improvement strategies for consideration during the Infrastructure Analysis and State-identified Measurable Result (SiMR) for Students with Disabilities components as part of the Phase I activities. Several stakeholders made comparative statements regarding the relative difference in performance gaps at the kindergarten level and the third grade level. These data are indicative of advantages/benefits to be gained in starting interventions at the earliest opportunity – initial entrance into the public school system. Stakeholder recommendations included reviewing: a) existing professional development systems within the ESDs; b) quantitative and qualitative data from the special education monitoring system with an emphasis on properly formulated IEPs, progress monitoring, curriculum selection, and instructional practices; c) current Pre-K (preschool) initiatives including status of parental involvement measures; and d) the status of the State's SISEP project for possible replication and/or parallel alignment.

In-depth Data Analysis
Next, a more focused in-depth data analysis was conducted by the Core Planning Team and stakeholders with data content expertise, specific to early literacy gaps identified during the initial broad data analysis activities that led to the identification of the focus area for student improvement. Based on the recommendations from both internal and external stakeholders and further data scrutiny by members of the Core Planning Team, the following focus questions were formed to guide the scope of review for the in-depth analysis:

- o What percent of the districts monitored during the last three years had non-compliance findings associated with the sufficiency of evaluations and properly formulated IEPs?
- o How prevalent was the non-compliance identified?
- o What potential effect does this non-compliance have on the provision of specially designed instruction and progress monitoring?
- o Are there correlations between Indicator B7's Outcome 2 - Acquisition and Use of Knowledge and Skills (including Early Language/Communication and Early Literacy) and WaKIDS Domain 4 – Literacy Assessment?
- o Based on a review of qualitative data, what factors may be contributing to the low literacy performance of students with disabilities?

Compliance and performance data reviewed during this stage included both quantitative and qualitative data from the State's special education monitoring referred to as the Washington Integrated System of Monitoring (WISM). Data were reviewed from WISM final reports issued during the previous two-year monitoring cycle (2011–12 and 2012–13)[6]. There were 34 districts monitored through on-site visits or off-site desk reviews during the period reviewed. A total of 540 local schools were represented in the comprehensive student file sampling (see Table 1-2). Vetted tools were used during the monitoring process to verify that: 1) evaluations were sufficient in scope to establish or reconfirm the presence of a disability, its adverse impact on educational performance, and the demonstrated need for specially designed instruction to mitigate the impact of the disability on educational performance; 2) Individualized Education Programs (IEPs) were properly formulated with present levels of academic achievement and functional performance, measurable annual goals, and secondary transition services (if applicable), including a description of the provision of specially designed instruction and related services consistent with the recommendations from the student's current evaluation; and 3) the special education and related services in a current IEP were consistent with the service provision recommendations provided in the respective current evaluation (referred to as the Consistency Index in Washington State – Attachment C). The 34 districts represented in these data are demographically representative of the state as a whole with the exception of non-high districts; these districts were indirectly represented through membership with the State's only Educational Service Agency (a collaborative of 28 school districts).

Table 1-2: WISM Compliance Findings

Summary of Compliance Data
❖ Ninety-four percent (94%; N=32) of the districts had non-compliance findings related to eligibility and sufficient evaluations;
❖ Of the districts with findings related to eligibility and sufficient evaluations, 65% (N=22) had a compliance rate of less than 90%, and 38% (N=13) had a compliance rate of less than 75%;
❖ Ninety-seven percent (97%; N=33) of the districts had non-compliance findings related to the development of properly formulated IEPs;
❖ Of the districts with findings related to the development of properly formulated IEPs, 97% (N=33) had a compliance rate of less than 90%, and 85% (N=29) had a compliance rate of less than 75%;
❖ Seventy-six percent (76%; N=26) of the districts had non-compliance findings specific to inconsistencies between the evaluation recommendations and the IEP.

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[6] WISM implementation began with the 2011-12 school year.

As noted above, quantitative compliance data over the two-year performance period indicated that districts continue to struggle with the ability to develop properly formulated IEPs consistent with the eligibility data in a sufficient evaluation. Examples of non-compliance included a lack of measurable annual goals that were based on data-driven present levels of academic achievement and functional performance, inconsistencies between the special education and related services recommended in the current evaluation and the summary of services in the current IEP, and a lack of explanation of the degree to which, if any, students would not be educated with their general education peers. The level of non-compliance identified during the state monitoring activities also suggests the need for improvements in district-level self-assessment and/or internal compliance controls.

The compliance data related to inconsistencies between the current evaluation recommendations and the IEP caused the team to question whether there were further inconsistencies between the services reflected on the IEP and what special education and related services students were actually receiving.[7] Core Planning Team members discussed the potential impact of these types of non-compliance on the provision of specially designed instruction. For example, in the absence of a sufficient evaluation on which to base the development of an IEP, it is unlikely that IEP teams will have the information necessary to guide the development of a properly formulated IEP. Without a properly formulated IEP, specially designed instruction is likely to be generalized from the general education classroom and/or school curricula rather than being based on the individualized strengths and needs of the student. [8] Incongruences between the IEP and specially designed instruction may be the result of both non-compliance and lack of consistently implemented evidence-based practices.

In their analysis of early literacy performance data, Core Planning Team members attempted to discern the outcome that presented the greatest opportunity for growth – increasing the early literacy skills of students with disabilities overall or reducing the early literacy performance gap between students with disabilities and their general education peers. Based on stakeholder input, the team drilled down on early literacy data for kindergarteners. As reflected in Table 1-3, the early literacy performance gaps between students with disabilities entering kindergarten and their typically developing peers were notably similar when comparing Transformation Zone[9] data (20.4%) to statewide data (19.8%). Planning team members interpreted this stability as an opportunity to focus further on the aspects of reducing the performance gap.

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[7] This consideration was explored during the team's review of supplemental qualitative data.

[8] Inclusive of data in the present levels of academic achievement and functional performance describing how the student's disability affects his or her involvement and progress in the general education curriculum. U.S. DOE http://www2.ed.gov/parents/needs/speced/iepguide/

[9] Transformation Zones are specific to the SISEP Project focused on K-4 early literacy.

Table 1-3: WaKIDS Literacy Assessment Data

WaKIDS Assessment Entrance Data Early Literacy Domain 2013–14 Formula: Total Students/# With Skills Expected of 5 Year Olds			
Transformation Zones	General Education Students	Students with Disabilities	All Students
❖ ESD 101	3,852/2,428 = 63.03%	418/172 = 41.15%	4,270/2,600 = 60.89%
❖ Rainier	12,958/7,291 = 56.26%	1,168/719 = 61.55%	14,121/7,710 = 54.59%
Statewide	33,782/18,014 = 53.32%	3,065/1,025 = 33.44%	36,847/19,039 = 51.67%

The need to pursue potential correlations between Indicator B7's Outcome 2 - Acquisition and Use of Knowledge and Skills (including Early Language/Communication and Early Literacy) and WaKIDS Domain 4 - Literacy Assessment data was also identified by stakeholders. To this end, the Special Education Data Manager developed data bridges at the student level using unique student identifiers (State Student Identification Numbers) across these two assessment platforms for the two Transformation Zones identified above. A targeted review was done using data from two districts within the ESD 101 Transformation Zone. These smaller data sets helped the team to easily drill down to multiple developmental milestones without getting lost in data minutiae.

For each district, a cohort of students eligible for special education was established representing a subset of the total students assessed; cohort students are those who participated in each type of assessment in consecutive years. Using their SSID numbers, student performance was tracked beginning with the Indicator B7's Outcome 2 assessment during the 2012–13 school year through the WaKIDS Domain 4 assessment during the 2013–14 school year. The cohort for the first district (Cohort A) included fifteen students and the second district (Cohort B) had a cohort of fourteen. Table 1-4 delineates performance data distributed across developmental benchmarks for each of the assessment platforms.

Table 1-4: Comparison of Distribution of Performance

Developmental Benchmarks	Cohort A (N=15)	Cohort B (N=14)
2012–2013 (B7 – Outcome 2)		
Improved functioning *but not sufficient to move nearer* to functioning	1	2
Improved functioning *nearer* to same-aged peers but did not reach it	5	8
Improved functioning to *reach a level comparable* to same-aged peers	9 or 60%	2 or 14%
Maintained functioning *at a level comparable* to same-aged peers	0	2 or 14%
2013 -14 (WaKIDS – Domain 4)		
Skills Expected of 2 year olds or less	2	0
Skills Expected of 3 and 4 year olds	8	6
Skills Expected of 5 year olds	5 or 33%	8 or 57%

Discussion ensued regarding the distribution of student performance across the developmental benchmarks represented in each assessment platform. For example, in Cohort A 60% of the

students exited at a level of functioning comparable to same-aged peers while only 33% of the same student cohort was demonstrating the literacy skills expected of 5 year olds at entrance to kindergarten. The Core Planning Team also discussed the potential student-level correlations between where exiting preschoolers were performing relative to their incoming kindergarten performance. The ability to analyze student level performance data over time using the unique SSID numbers will likely prove advantageous as Phase II development activities scale-up.

A targeted review of qualitative data was conducted to assist the Core Team in considering additional factors that may be contributing to the low literacy performance of students with disabilities. For this purpose, both source data and summative data were reviewed for the four districts monitored during the fall of 2013. Three of the districts were monitored through on-site visits; the total special education enrollment ranged from 3,123 to 4,349 students for these three districts. The remaining district (total special education enrollment – 2,700) was monitored through an off-site desk review with remote administrative interviews conducted at least twice during the review period.

Principles of thematic analysis[10] were implemented to assist with the organization and tracking of qualitative data related to student performance. This process assisted the team in identifying recurring regularities in the data that were then grouped by themes. Search criteria were limited to elements of IDEA 2004 most closely associated with achievement, assessment, and instruction. Key terms and phrases included eligibility and placement, provision of specially designed instruction, progress monitoring, student achievement, and curricula. Sources of data included parent survey results, teacher and administrative interviews, district-generated documents, and focus groups conducted as part of the fall 2013 WISM activities. There were more than 210 total qualitative data points and a total of 1,248 parent surveys (Indicator B8) analyzed (see Table 1-5). Core Planning Team inferences were summarized and shared with internal stakeholders.

Table 1-5: Qualitative Analysis

Summary of Qualitative Analysis – Contributing Factors
❖ Parent survey respondents agreed that accommodations and modifications needed by their child was discussed at the IEP meeting. [Item Q05 – 87%]
❖ Districts were generally able to confirm IEPs included a statement of *how* the district will measure student progress toward meeting the annual goals and *when* the district will provide periodic reports on the progress the student is making toward meeting the annual goals.
❖ Parent survey respondents agreed that teachers and administrators encourage them to participate in the decision-making process. [Item Q16 – 76%]
❖ Anecdotal data related to progress monitoring was limited to data collection and tracking; usability of the data and how progress monitoring would be used to inform instruction was not addressed.
❖ Educators expressed frustration with directives to write annual IEP goals aligned with Common Core Standards in the absence of training, technical assistance, mentoring, or coaching supports.

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[10] Guest, MacQueen, Namey. (2012*) Applied Thematic Analysis*. Sage Publications

> ❖ Focus Group content related to student achievement included references to pre-referral systems linked to multi-tiered systems of support that included data tracking strategies to identify "students of concern". However, there were no anecdotes addressing how progress is assessed over time using an agreed upon intervention nor how data would be used to monitor the impact of applied interventions to help determine if the intervention needed to be continued, modified, or replaced.
>
> ❖ Parent survey respondents agreed that the school communicates regularly with them regarding their child's progress on IEP goals. [Item Q20 – 65%]

Districts participating in WISM activities are asked to describe how the district analyzes student achievement data on state-level assessments (Indicator 3) and how the district uses the data once it is analyzed [Source: Data Verification Questionnaires]. A targeted review of the responses submitted by the fall 2013 districts was conducted and shared with stakeholders. Team members noted that districts were reportedly relying heavily on the Washington State Report Card[11] available for each district on the OSPI website to review student performance overall and by subgroups. Two of the districts compared special education data from one year to the next, focusing on the percentage of change. All four of the districts indicated student performance data was used to help inform professional development planning and differentiated supports were provided to schools based on Priority, Focus, or Reward designations.

Root Causes and Potential Improvement Strategies

The Core Planning Team identified several root causes of low student performance in the area of early literacy. Based on both the quantitative and qualitative in-depth analyses, the team identified five major themes which evolved around challenges related to:

- o   Lack of internal compliance controls;
- o   Inconsistencies in implementation of system-wide interventions;
- o   Limited use of data-informed decision-making;
- o   Limited district capacity for identification/selection of evidence-based practices; and
- o   Reliance on traditional stand-and-deliver professional development mechanisms.

Each of these themes represent factors attributable to the low literacy performance of students with disabilities. Upon further review, stakeholders identified additional factors that may also impact early literacy performance. Statewide factors included lack of a universal preschool service delivery system; limited resources for identification, selection, and implementation of evidence-based instructional innovations; and lack of cohesion in professional development mechanisms across and within state, regional, and local districts.

Given the current State initiatives identified through the Data Action Research Plan, team members recommended further exploration of State improvement plans and accountability mechanisms specific to addressing early literacy performance gaps during the Infrastructure Analysis stage of Phase I. Possible sources of exploration include the Washington State Early

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[11] Washington State Report Card located at:
http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&year=2013-14.

Learning Plan Initiative and Early Achievers (part of the Race To The Top - Early Learning Challenge).

<u>Potential Improvement Strategies</u>
The Core Planning Team identified potential improvement strategies for consideration at three distinct levels of the local educational system: district, school, and classroom[12]. A strategy is summarized below for each of these three levels. The benefit of focusing on and integrating parent involvement strategies was also discussed and recommended for consideration in the Infrastructure Analysis component of Phase I.

District Level – Explore Use of Implementation Science Frameworks to Enhance Connections between Washington State Learning Standards, Access Points, and Development and Implementation of IEPs (Attachment B)

School Level – Washington State Consistency Index: A Measure of the Degree to Which Compliance Can Support Increased Student Academic Achievement (Attachment C)
  o The intended purpose of the Consistency Index (CI) is to measure the congruency between (a) the student's sufficient evaluation for special education services, (b) the development of a properly formulated IEP, and (c) the provision of specially designed instruction (SDI) to that student.
  o Student file reviews (protocols based on federal guidance and research–based practices), structured teacher/service provider interviews, and classroom observations would be used to determine the sufficiency and consistency of each student's evaluation, IEP, and delivery of specially designed instruction.
  o An assessment of the sufficiency of an individual student's evaluation, the compliance and consistency of that same student's IEP, and the provision of specially designed instruction and related services to that student would be conducted.

Classroom Level – Special Education Student Growth Model (Attachment D)
  o This potential improvement strategy would help educators and other practitioners understand how to use data in the present levels of academic achievement and functional performance to identify the appropriate Access Point(s) connected to Essential Elements within the Washington State Learning Standards; and
  o Use percentiles to accurately measure the amount of student growth based on movement between current levels (baseline) and the annual IEP goal (target).

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[12] Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the literature. The National Implementation Research Network.

Broad Infrastructure Analysis

In a statewide effort to improve student-educational outcomes, Washington State's legislators passed Engrossed Substitute Senate Bill (ESSB) 5946 during the 2013 session. The first section of this legislation addresses systematically improving literacy skills for the State's youngest students. Part I—Learning to Read, Reading to Learn (ESSB 5946) requires all school districts to:

(1)   Employ annual use of reading screening assessments for kindergarten through fourth-grade students,

(2)   Conduct school-staff meetings with parents to develop intervention plans for students who do not pass the third grade state reading assessment, and

(3)   Beginning in the 2015-16 school year, implement an intensive reading and literacy improvement strategy from a state menu of "Best Practices" for any student who scored at "basic" or "below basic" in the previous year on the third-grade statewide English language arts (ELA) assessment.

<u>Initial Exploration</u>

In the fall of 2013, the Office of the Superintendent of Public Instruction (OSPI), began initial Exploration Stage[13] work with the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center to implement this new English Language Arts (ELA) legislation. Exploration work enabled the State to begin analysis of the existing educational system's infrastructure and alignment of current initiatives, operations, resources and efforts needed to effectively implement the early literacy improvement initiative. Steps taken during exploration included developing stakeholders and champions of the early literacy improvement efforts, assessing and creating readiness for change in the educational system to begin the new work, and deciding when and how to proceed to the next stage of installing the initiative. The kindergarten through fourth grade ELA initiative provided an initial entry point for OSPI and SISEP to partner in systemically improving student outcomes by implementing evidence-based practices in a sustainable manner.

By early winter of 2013, the State began a deeper analysis of the co-existing educational initiative efforts to create greater alignment of all work. Key OSPI leadership (State Superintendent of Public Instruction, each of OSPI's Cabinet members, and OSPI's Director of Data Governance) initiated this work by reviewing and updating the State Educational Agency's (SEA's) vision, mission and goals:

OSPI's Vision: *Every student read for career, college and life*

OSPI's Mission: *To provide funding, resources, tools, data, and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.*

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[13] Exploration Stage Work (see Fixsen et al., 2001; and Romney, 2014) http://implementation.fpg.unc.edu/module-4/topic-3-exploration

OSPI's Achievement Performance Measures:
- *The percentage of students demonstrating the characteristics of entering kindergartners in all six areas as identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS)*
- *The percentage of students meeting standard on the 3rd, 8th and 11th grade statewide ELA and math assessments, and 8th-grade statewide science assessment*
- *Percentage of students making adequate growth toward proficiency in ELA/math as determined by Student Growth Percentiles in 4th and 6th grades*
- *The percentage of students enrolled and the percentage who earned high school credits in Algebra I/Integrated Math I by the end of 8th grade, and by the end of 9th grade*
- *The percentage of students meeting standard on all state assessments required for graduation, by the end of 10th grade*
- *The percentage of students enrolled in dual credit programs and the percentage of students who earned dual credits and certificates (e.g., AP, IB, Running Start, and Tech Prep)*
- *The percentage of students who took the SAT and ACT, and the average SAT and ACT scores earned*
- *The percentage of high school graduates who were academically prepared and attended postsecondary education institutions within one year of graduating high school*
- *The percentage of students who accessed financial aid for college*
- *Percentage of students who persisted in postsecondary programs and completed certificates and degrees*

OSPI's Dropout Prevention and Graduation Performance Measures:
- *Four-year and five-year graduation rates*
- *ELA, math, and science course failure rates in 9th grade*
- *Suspensions and expulsions*
- *Attendance, especially chronic absenteeism*

Formal Exploration: Washington Becomes a SISEP Active Implementation State
During the initial vetting process of OSPI's vision, mission, and performance measures with internal partners and external-agency stakeholders, a need to access the Intensive Technical Assistance SISEP offers to states in an Active Implementation State Agreement emerged. The SISEP Center Active Implementation State Agreement included providing the State with on-site technical assistance to:

(1) Increase OSPI's staff knowledge of implementation science frameworks and supports for establishing effective, evidence-based practices in the State;
(2) Establish implementation infrastructures in the SEA and school districts to support full and effective use of evidence-based approaches in education; and,
(3) Create capacity for sustainable implementation of evidence-based educational practices in the State with funds from the U.S. Department of Education's Office of Special Education Programs.

In order to effectively access and apply SISEP's intensive technical assistance and onsite support, OSPI agreed to formally identify two Executive-level SEA champions of the work and repurpose two existing positions within the agency to conduct State Transformation Specialist work. The initial SISEP Champions of implementation science included representation from Special

Education and Special Programs, with OSPI cabinet-level sponsors of the work from Teaching and Learning, Student and School Success, and a co-champion of the work in Data Governance.

OSPI then selected two State Transformation Specialists (STS) through an internal-agency application process beginning in February 2014. In early March of 2014, the agency identified a Special Education Program Supervisor and a Policy Analyst to serve as the initial State Transformation Specialists.

By late March of 2014, SISEP's Co-Director conducted the first SISEP monthly, on-site visit to Washington State. During this visit SISEP provided the two STSs and OSPI's SISEP Champions with a learning plan to formally apply the process of implementation science.[14] The goal of this first visit was to guide OSPI in a comprehensive current infrastructure analysis.

Investigating Current Communication Practices

Figure 2-1: SISEP Practice-Policy Communication Cycle
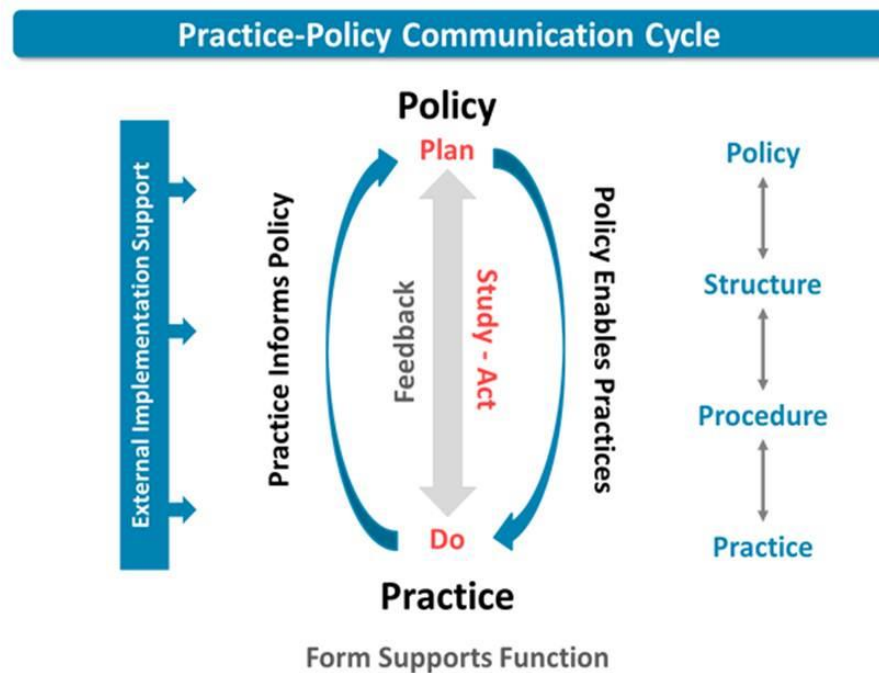
During the first SISEP-onsite visit, OSPI established monthly STS meetings with each Assistant Superintendent and Director of work connected to early literacy and implementation science-related operations. The initial meetings began to identify potential leaders in key areas to partner with in learning more about applying implementation science to existing internal-OSPI communication practices. The purpose of these initial meetings was to analyze current "Practice-

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[14] Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231)

Policy Communication Cycles" (see Figure 2-1 Practice-Policy Communication Cycles[15]). OSPI lead facilitators of communication cycles within the SEA included: Special Programs, Special Education, Title I Part A and Learning Assistance Program, Office of School & Student Success, Early Learning, Teaching and Learning, and Chief Information Officer, Data Governance, Assessment and Student Information. These early exploration meetings helped to establish a comprehensive assessment of formal and informal communication structures, and operational practices within OSPI, and assisted in identifying alignment of current agency priorities (e.g., Washington Transforming Professional Learning, State Student Discipline Task Force, Educational Opportunity Gap Oversight and Accountability, Washington Kindergarten Inventory of Developing Skills, Washington State Early Learning Plan).
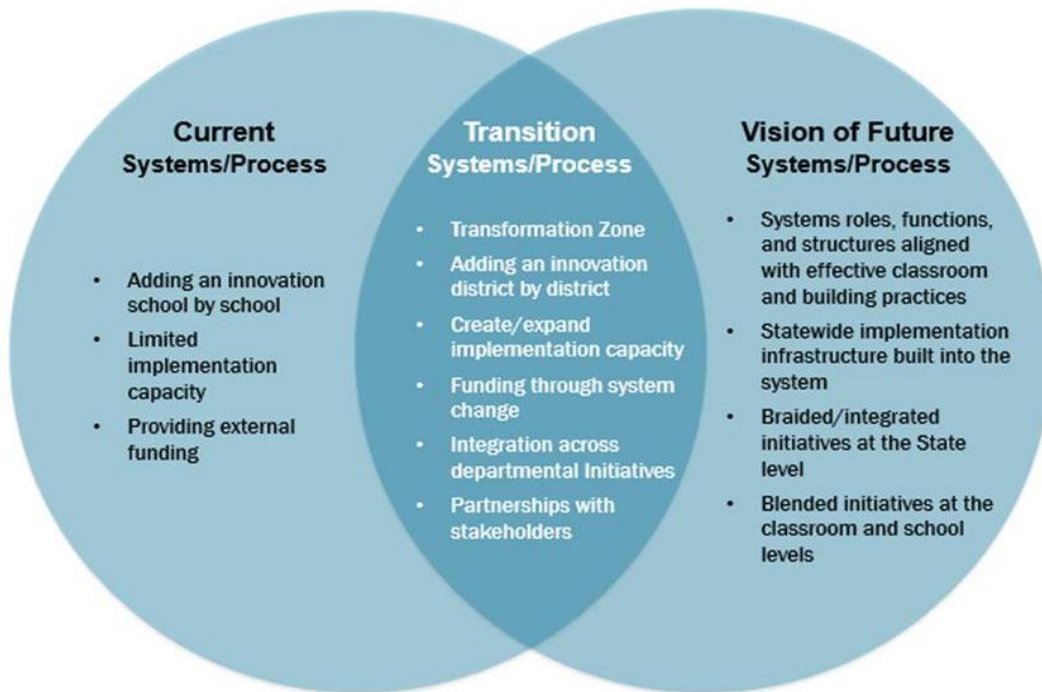
Establishing a Transformation Zone

Exploration of the policy-practice communication cycles, along with the intensive technical assistance from SISEP, enabled OSPI to clearly identify the current state resources, existing teams, and communication practices to potentially include in identifying the first Transformation Zone[16]. An effective Transformation Zone (TZ) includes a slice of the educational system, from the classroom to State Legislation, and serves as an initial area for implementation science application. An efficient TZ includes a thin slice of the system for initial, systemic, usability testing, and is large enough to represent essential aspects of the entire educational system. The SEA's TZ exploration work included investigating a large enough section of the state educational system to potentially disturb the current system in a manner that prevents a feasible "work-around" the initiative within the TZ (see Figure 2-2 Transformation Process). This TZ process prepares the educational system to deliberately and collaboratively establish practices and procedures to effectively employ policy-to-practice and practice-to-policy informed communication loops. These communication cycles empower leadership to deploy appropriate supports in a timely manner to ensure the consistent implementation of evidence-based practices. Transparency in the system's policies, procedures and practices drives strong alignment of efforts in a manner that is operationalized and easily reproduced—key factors critical to scaling up the work statewide. The TZ also works to prohibit practices and resources only available to practitioners and leaders with inside-system knowledge. This invisible or hidden system of practice is often referred to as a "ghost" system[17]. Ghost systems fail to provide clearly operationalized practices that may be replicated and often cannot sustain consistent delivery of services and resources over time. The intention of the TZ is to develop a new way of working within the systems and infrastructure that will be needed for successful implementation, scaling-up and sustainability.

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[15] Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2013). Statewide implementation of evidence-based programs. Exceptional Children (Special Issue), 79(2), 213-230. http://implementation.fpg.unc.edu/module-5/topic-3-practice-policy-feedback-loops

[16] Chao, S. (Ed.). (2007). The state of quality improvement and implementation research: Expert views workshop summary. Washington, D.C.: Institute of Medicine of the National Academies: The National Academies Press.

[17] Fixsen, D., Blase, K., & Van Dyke, M. (2012). From ghost systems to host systems via transformation zones (pp. 3-7). Washington, DC: U.S. Department of Education Office of Vocational and Adult Education

Figure 2-2: Systemic Transition Process

Exploration with SISEP helped OSPI identify current structures of the State education system to include within a Transformation Zone. The SEA determined that a Transformation Zones would include OSPI's Cabinet, two State Transformation Specialists, and a team of OSPI directors to form a State Design Team. The State's nine Educational Service Districts (ESDs) located in nine regions across the State would serve as the initial Regional Implementation Teams to provide the guidance to Districts and schools. Phase II of the SiMR will include further exploration of the unique strengths, resources and needs of each district and its respective schools identified for the transformational work. This ongoing assessment of exploration will continue as the work scales up to include more districts and schools during each year and phase of implementing the SiMR.

Figure 2-3: OSPI Early Literacy Improvement Initiative Transformation Zone
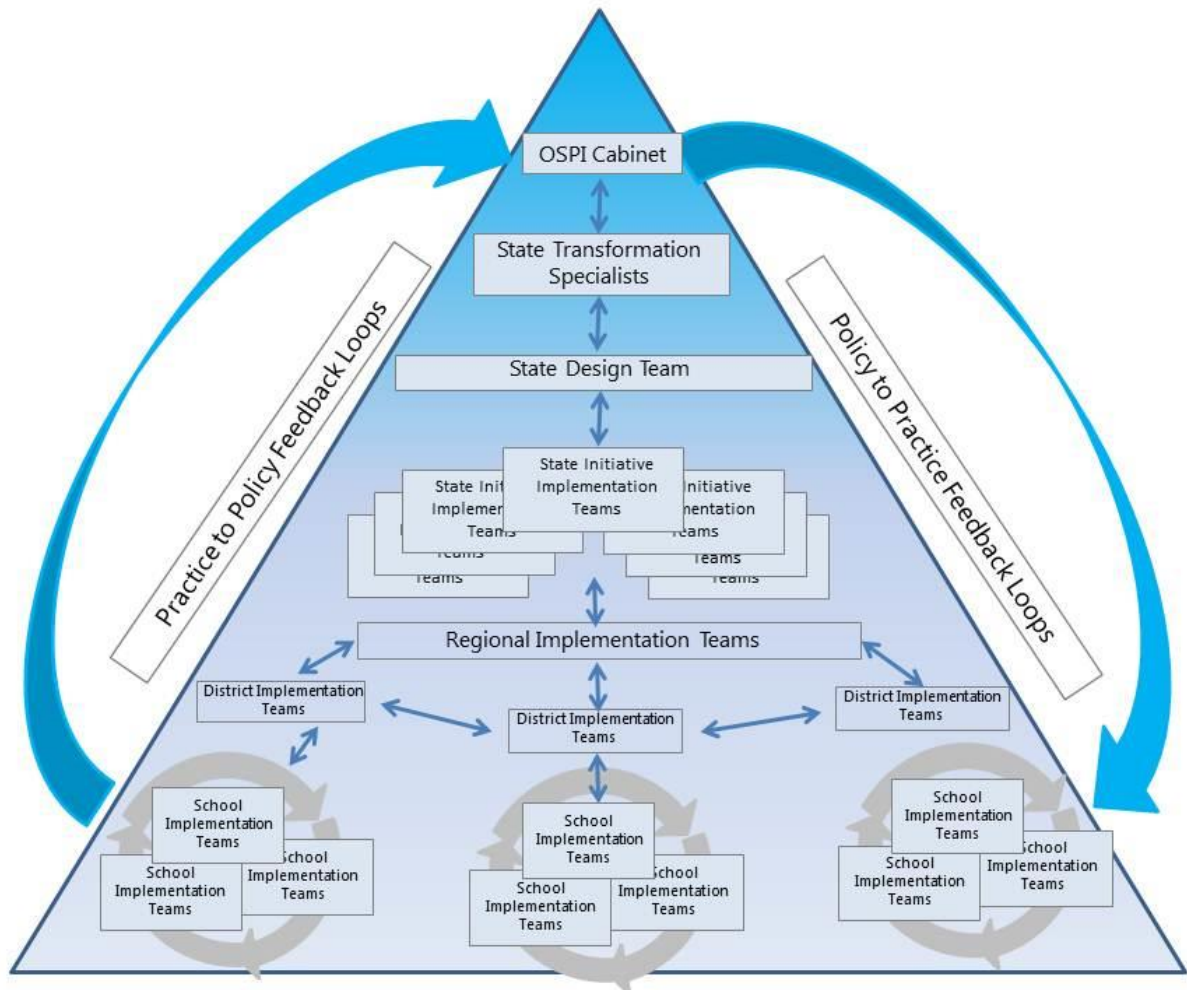

State Capacity Assessment

On April 28, 2014, during the second onsite visit to the State, SISEP facilitated and administered the State Capacity Assessment (SCA) for Scaling-up Evidence-Based Practices (Fixsen, Duda, Horner, Blasé, 2014). The OSPI's leadership team and key external stakeholders engaged in the SCA to serve as a starting point for a comprehensive and compensatory analysis of the State's entire educational system. As the State moved into an Active Implementation State agreement, the SCA helped identify key areas of strength and weakness of the educational infrastructure.

Consisting of 11 subcomponents, the SCA assessment guides the SEA leadership in reviewing the current state education structures and level of commitment to apply implementation science. Using the Transformation Zone's current level of development to install evidence-based practices in an aligned manner, the SCA provided the State with data to begin an action plan for improving the current practices within the infrastructure to improve student outcomes. The SCA is then administered every six months to monitor State progress and support ongoing improvement strategies and planning. The first administration of the SCA focused on the State's leadership team (State Management Team—SMT) commitment to the work, coordination of the

efforts, guiding documents for implementation, leadership in the work and regional capacity to implement the work.

Figure 2-4: Initial State Education Agency Capacity Assessment
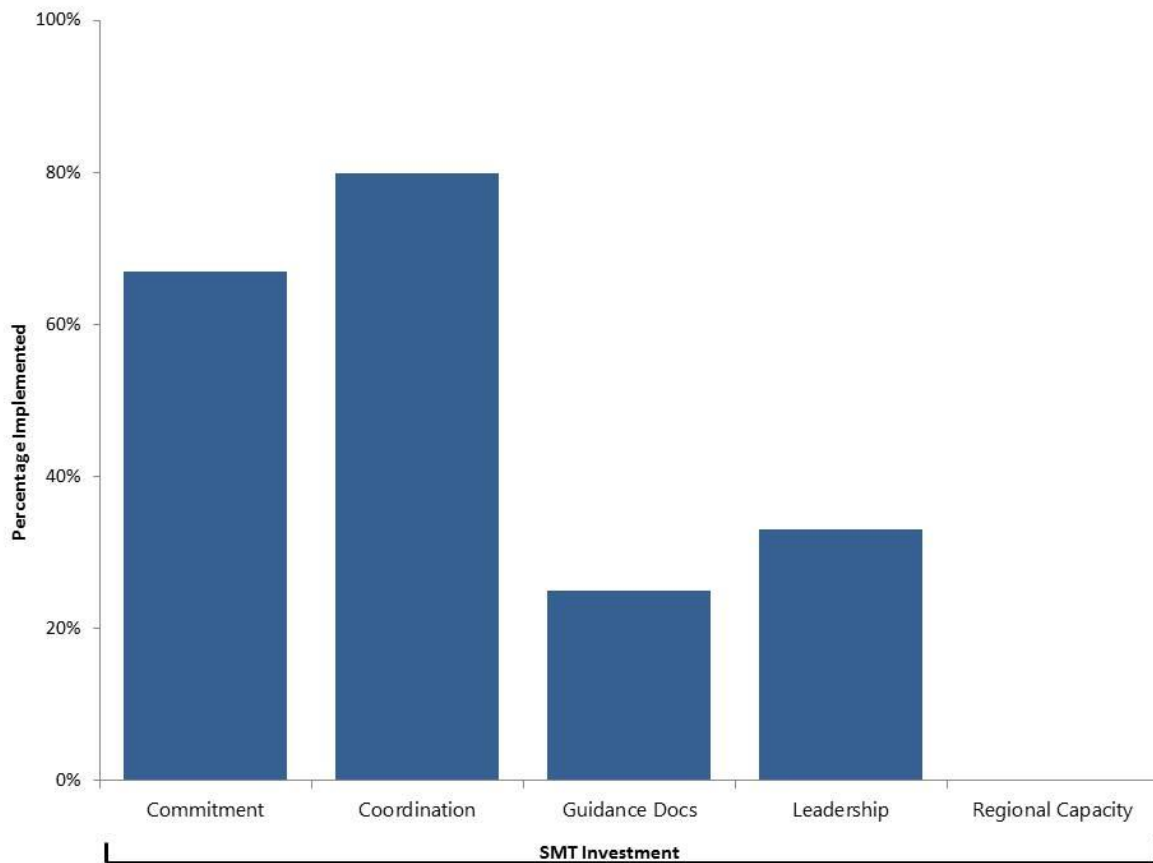
Initial State Strengths Addressed in the SCA:

- The State demonstrated a strong commitment to the need for action to apply implementation science to initiative-work and current internal operations as well as to external stakeholders and partners in the state k-12 education system.
- The strongest area on the SCA was in coordination of the work with key internal leadership stakeholders and champions.
- Initial implementation of operationalizing routine communication protocols and structures were emerging and illustrated an area of potential initial focus.
- While leadership support for the alignment of the work was apparent, the need for development of regional implementation capacity was noted for the State.

Initial State Needs Addressed in the SCA:

- Alignment of Initiatives to meet OSPI's vision mission and performance measurements;
- Establishing a State Design Team to begin transformation work in the SEA;
- Establishing a Regional Implementation Team within an ESD to apply work in the field.

Results of the State Capacity Assessment identified intra-agency coordination as an area of relative strength for the SEA. In contrast, the ability to align multiple current state initiatives was identified as an area in need of improvement. This highlights the importance of intentional and deliberate coordination of all literacy efforts, starting at the earliest point of public school entrance. The State Design Team included leadership from WaKIDS and the other cross-departmental literacy efforts. The State Design Team recommended exploration of opportunities to expand early literacy to be inclusive of Pre-K.

Consideration of State-identified Measurable Result

Based on the results of the broad infrastructure analysis and the support from internal agency representatives and external stakeholders, a recommendation was made to and accepted by the SEA leadership to move forward with the development of a SiMR in the area of early literacy. It was evident the State does have the capacity to support improvement and build capacity in regional and local district settings to implement, scale up, and sustain the use of evidence-based practices to improve early literacy skills of students with disabilities. The outcome of the in-depth infrastructure analysis will be used to inform the development of coherent improvement strategies.

In-depth Infrastructure Analysis

Using the results of the broad infrastructure analysis as well as the comprehensive data analyses conducted to date, the Core Planning Team created a sub-committee to focus on the relative strengths and areas for improvement within and across each system comprising the State's infrastructure. These systems were specifically analyzed in relation to the State's capacity to address the identified SiMR. The systematic process for conducting the in-depth analysis was strongly influenced by the *State Infrastructure Analysis Tool – Part B: Using Implementation Drivers to Tell the Infrastructure Story[18]* as recommended by the State's Western Regional Resource Center (WRRC) liaison. The sub-committee members concentrated on the key systems comprising the State infrastructure and for analysis purposes linked one or more of the three Implementation Drivers where apparent (as shown on the graphic below). The strengths revealed in the Leadership and Organizational drivers through the broad infrastructure analysis will be emphasized in support of a strengths-based approach. The areas of potential improvement in professional development and a portion of technical assistance (lack of coaching functions) will be further examined in relation to the SiMR.

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[18] Dughman, R. & Massanari, C (July 2014). *Regional Resource Center Program.* Based on works of the State Implementation and Scaling-up of Evidence-based Practices Center funded by the U.S. Department of Education's Office of Special Education Programs and the National Implementation Research Network.

Figure 2-5: OSPI Infrastructure Analysis

Governance

The vision, mission, and purpose of the Office of the Superintendent of Public Instruction (OSPI) guides decision-making and provides direction for sustaining comprehensive and coordinated statewide systems for the delivery of high quality special education services. The administrative structures at both the State and regional Educational Service District (ESD) levels are designed to carry out IDEA requirements. The use of written Coordinated Service Agreements (CSA) between OSPI and the ESDs helps ensure cohesion, collaboration, and explicit understanding of roles, responsibilities, and expectations.

At the State level, there are several mechanisms in place to maximize meaningful parent/family engagement in the development and implementation of the special education delivery system. For example, the Washington State Special Education Advisory Council (SEAC) membership includes current parents of children with disabilities aged birth to twenty-six. On the Council, individuals representing diverse areas of expertise work together to focus on current issues and three specific priority areas, including Special Education Policy, State Personnel Development, and Professional Practice. State Performance Plan (SPP) Indicator B8 - Parent Involvement, affords the State and local districts the opportunity to measure and improve upon the degree to which parents of students eligible for special education report that schools facilitate their involvement as a means of improving services and outcomes. Currently, resources for increasing regional and local district capacity to maximize parent/family engagement in the development of the special education delivery systems are available but not very accessible. Stakeholders recommended parent engagement resources as a potential improvement strand with emphasis on selection and implementation of evidence-based innovations that schools can use to improve their relationships with families.

In regard to early literacy, the governance system at state, regional and local district levels has been strengthened as a direct result of the State's active participation in the SISEP Project which began in October 2013. As noted under the Broad Infrastructure Analysis section above, the federally-funded SISEP Center and Washington State Transformation Specialists have successfully collaborated to identify and support active Regional Implementation Teams for the

development and maintenance of common implementation infrastructures that support the effective implementation of K-4 literacy programs and/or initiatives. Applied Implementation Science and Active Implementation Frameworks continue to be explored at the regional, district, and school levels as a means to: 1) support teachers in implementing instructional and behavioral practices; 2) create sustainable and effective state, regional, and local professional development systems; and 3) create implementation teams to guide special education reform efforts.

Data Management

As referenced in the Data Analysis (Component 1) section of Phase I, there is a comprehensive data governance and management system operating at the State level overall, within OSPI as the State Education Agency, and specifically within the special education department. Data quality continues to be defined and implemented across four components: timeliness, accuracy, security, and usefulness. All special education data collections have operational definitions for each data element, built-in logic checks, and well-established written due dates to ensure that data are current and can be used to inform state decision-making related to policy development, publication of state and district performance data, and delivery and individualization of services for students with disabilities.

An example of the usability of the special education data specific to the SiMR is the ability to readily access and analyze state and regional kindergarten early literacy readiness data for students with disabilities in comparison to typically developing peers disaggregated by disability type and race/ethnicity. When analyzing the early literacy performance gap at entrance to kindergarten within the two Transformation Zones (20.44%) by race/ethnicity, data demonstrate variances in the performance gap ranging from a high of 28.75% for kindergartners who are Native American/American Indian to a low of 10.93% for kindergartners of Pacific Island descent. These types of data will be further explored during Phase II of the State Systemic Improvement Planning process.

The sub-committee identified statewide longitudinal data systems as a potential improvement area specific to early learning and literacy. Washington State has an existing P-20 longitudinal data system facilitated through the Education Research and Data Center (ERDC), a research arm of the Washington State Office of Financial Management. There has been a standing interest in enhancements to this system specific to early learning. Activities would include enhancements to increase the State's capacity to effectively manage, analyze, disaggregate, and use individual student data to identify potential problems and drive student improvement efforts.[19] Currently, the IDEA Part B and IDEA Part C data collection and management systems have no direct interface at the state, regional or local district levels.

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[19] Prior to the Phase I submittal, the Institute of Education Sciences announced a new SLDS competition; OSPI, DEL, and the ERDC are exploring the merits of this competitive grant opportunity with expressed interest in the Early Learning priority area.

<u>Fiscal Accountability</u>

The public school governance system in the State of Washington consists of the OSPI, the State Board of Education (SBE), and the Professional Educator Standards Board (PESB). These organizations operationalize legislative actions through the development of state educational policies, procedures, rules, and regulations. [20] The State, through OSPI, supervises school district budgeting, accounting, and financial reporting to provide consistent financial management and accountability. The Washington State Auditor conducts regular examinations of school districts' finances to ensure sound accounting practices, compliance with state and federal fiscal policy, and implementation of adequate internal controls.

The nine regional ESDs assist OSPI in implementing state and federal policies and collecting information from school districts, and assist school districts by providing cooperative services that are more efficiently performed when implemented regionally. ESD programs and cooperatives allow districts to eliminate duplication of services, realize significant financial savings, and receive special program funding that might otherwise be unavailable to them.

Responsibility for financial management and operational oversight of each school district rests with the local school board and the superintendent retained to manage the operations of the school district.   However, the district's financial management is regulated by state law and supervised by the Superintendent of Public Instruction. School districts must follow uniform guidelines for budgeting, accounting, and financial reporting practices. These guidelines ensure consistent and comparable data for each of the state's school districts.

Within the special education department at OSPI, fiscal accountability and oversight rests with the Special Education Fiscal Manager and the Assistant Superintendent of Special Education. Fiscal oversight for federal IDEA Part B funds is coordinated through allocation, regulation, and facilitation functions which are performed within the tenets of accountability, consistency, and responsiveness. Internal controls are in place to ensure timely obligation and liquidation of IDEA funds, as well as appropriate distribution and use of these federal funds. There are also well-established communication loops between the Special Education Fiscal Manager and key fiscal personnel across the SEA. Examples include monthly budget meetings with the agency budget analyst, supplemental work sessions with the Grants Manager Supervisor, consultations with the Director of Budget and Fiscal Services, and frequent collaboration with OSPI's Audit Resolution Office. Ongoing statewide planning for fiscal accountability and improvement at all levels is informed by data and reflects strong leadership and commitment to positive outcomes for students with disabilities and their families. This system is considered a relative area of strength.

Relative to the SiMR, this system is connected to Facilitative Administration, one of the Organization Drivers in the Implementation Science framework. Inquiry Questions for further exploration during Phase II activities include: How does the state finance improvement initiatives? What funding streams exist at the state, regional, and district levels? Who administers

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[20] Link to OSPI's Office of School Apportionment and Financial Services: http://www.k12.wa.us/safs/staff.asp.

funding for improvement efforts, including professional development and technical assistance needs/activities? Responses to these questions are likely multi-faceted and will require source-level data and information from multiple offices within the SEA to ensure alignment and leveraging of existing resources.

Quality Standards

The State has a strong foundation in place to support the effective implementation of high quality early childhood general and special education services. Several multi-agency initiatives forged comprehensive partnerships with the demonstrated ability to "get goals off paper and into reality". For example, the Washington Early Learning Plan (ELP) is a collaborative and comprehensive strategic 10-year roadmap for building the early childhood system in Washington State necessary to improve outcomes in school and in life for all children. The vision statement states:

> *In Washington, we work together so that all children start life with a solid foundation for success, based on strong families and a world-class early learning system for all children prenatal through third grade. Accessible, accountable, and developmentally and culturally appropriate, our system partners with families to ensure that every child is healthy, capable, and confident in school and in life.*

Specific to the SiMR, there are five identified Outcomes in the ELP, including one with a focus on early literacy. There are also four guiding principles, one of which emphasizes the need for targeted strategies for children who may be in need of additional supports and/or for whom special education services are needed. The Department of Early Learning (DEL), the OSPI, and Thrive Washington co-sponsored this effort, but the plan was developed in close collaboration with the Department of Health, the Department of Social and Health Services, and state and local stakeholders.

Another effective tool is the *Washington State Early Learning and Development Guidelines*. These guidelines describe behaviors and skills that children may demonstrate, birth through 3rd Grade, and how parents and early learning professionals can support healthy development for all children. The Guidelines were also a result of the collaborative efforts of the DEL, the OSPI, and Thrive Washington. The document includes a section titled *Differences in Development* for each developmental milestone, including Ages 3 to 4 and Ages 4 to 5. Each of these sections includes an early literacy component (connection to SiMR) with information about signs of possible developmental delay. Dissemination activities for this research-based resource are ongoing.

The Division for Early Childhood (DEC) of the Council for Exceptional Children facilitated the development and publication of the *Recommended Practices in Early Intervention/Early Childhood Special Education*. The DEC Recommended Practices were adopted for use in the Washington Integrated System of Monitoring (WISM) framework in June 2014 (see Accountability/ Monitoring section). Specifically, the classroom observation tool for preschool

settings include Instructional Practices (n=4) and Interactions (n=6) directly from the DEC Recommended Practices tool.

This resource provides guidance to early learning practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities.[21] The gap between research and practice can be bridged when implementing practices that have been shown to result in better outcomes for young children with disabilities, their families, and the educators who serve them. The DEC Recommended Practices are based on the best available empirical evidence. OSPI believes that when educators and families have the knowledge, skills, and dispositions to implement these practices as intended, children who have or are at risk for developmental delays/disabilities and their families are more likely to achieve positive outcomes. Dissemination, training, and professional development specific to Early Childhood Special Education services has been limited. This is an area identified for improvement and needs to be cross-referenced to the Competency Drivers and the Professional Development and Technical Assistance systems during Phase II activities.

Professional Development
The SEA's current role in professional development is to facilitate district access to technical assistance and professional development resources designed to improve educational results and functional outcomes for all students, including students with disabilities. The need to improve the coordination of professional development efforts across the fifteen departments within the SEA was identified during strategic planning conducted during the fall of 2013.

Recent efforts within the special education department to increase district and school access to technical assistance and professional development included the design and implementation of an online Resource Library that includes research-based and evidence-based practices related to increasing and sustaining educational results for all students (http://www.k12.wa.us/SpecialEd/ResourceLibrary/default.aspx). Resources have been allocated through CSAs with the nine regional ESDs and through six State Needs Projects.

The State Design Team for K-4 Early Literacy (SISEP Project) identified professional development as an area in need of improvement with an intentional focus on enhancing the capacity of districts and schools to assess their system's capacity to select appropriate evidence-based practices that can be implemented with high fidelity. Sub-committee members also identified Coaching as an area in need of improvement, defined as one of the Competency Drivers in the Implementation Science framework. In the absence of the Coaching function, the likelihood of the transference of knowledge from the training setting to skills evident in the classroom significantly diminishes (less than 5% transference).[22]

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[21] Division for Early Childhood. (2014) *DEC recommended practices in early intervention/early childhood special education 2014.* Retrieved from http://www.dec-sped.org/.

[22] Joyce & Showers. (2002) *The Active Implementation Hub*. Module 2: Topic 1.

Technical Assistance

The State has several mechanisms in place to ensure the timely delivery of high quality, evidence-based technical assistance and support as part of its formal Technical Assistance System. Facilitation for direct district access to technical assistance and professional development resources designed to improve educational results and functional outcomes for students with disabilities has been enhanced during FFY 2013. As described previously, an online Resource Library has been developed and added to the OSPI special education website that includes research-based and evidence-based practices related to increasing and sustaining educational results for all students.

Technical assistance resources have been allocated through CSAs with the nine regional ESDs and through six State Needs Projects. The ESDs provide extensive technical assistance directly aligned with each of the indicators in the SPP based on regional performance profiles routinely updated in accordance with the Annual Performance Report cycles. The State Needs Projects collectively assist with statewide capacity for enhancing student outcomes through professional development opportunities, targeted and intensive technical assistance, and consultation and training for parents, families, and educators. Areas of expertise include, but are not limited to, autism, secondary transition, assistive technology, and specially designed instruction provided within a continuum of placement options.

In addition, technical assistance has been embedded into the SEA infrastructure through the primary work groups (Dispute Resolution, Data and Finance, and Integrated Program Review). Strengths include the use of an integrated monitoring system which includes on-site technical assistance and responsive, immediate access to targeted technical assistance through the primary work groups' use of various means of technology and multi-disciplinary resource materials. Areas for improvement in the technical assistance system include mentoring and peer-to-peer technical assistance with priority at the regional and local district levels.

Accountability/Monitoring

Washington State has intentionally integrated each of its systems designed to drive improved developmental, functional, and academic outcomes for students with disabilities while simultaneously ensuring that the requirements of IDEA Part B are met. The State's comprehensive General Supervisory System includes several key components implemented across the three primary work groups. The Data and Fiscal Management Work Group has responsibilities for data collection and analysis, Safety Net, and all aspects of fiscal oversight including allocation and regulation of federal funding (see attached LEA federal fund application). The Integrated Program Review Work Group is responsible for implementation of WISM, an outcome-based, data-driven monitoring framework which has significantly increased the potential for improving student outcomes with emphasis on consistency between a sufficient evaluation, a properly formulated Individualized Education Program, and the delivery of specially designed instruction for each eligible student. The Dispute Resolution Work Group has responsibility for citizen complaint investigations, mediations and due process hearings.

Planning and provision of universal professional development, technical assistance, and early childhood oversight are integrated across all aspects of the General Supervisory System. This system is considered a relative area of strength, with opportunity for growth in the area of systems coordination specific to program review across ESEA and IDEA monitoring systems.

Summary of Results in Relation to SiMR

The results (see Table 2-1) of the broad and in-depth infrastructure analyses provided critical information to inform the development of coherent improvement strategies and subsequently the Theory of Action. Core Planning Team members also considered the implications of infrastructure results while contemplating Phase II Infrastructure Development and Improvement activities.

Table 2-1: Summary of Results

System	Strengths	Opportunities	Level of Coordination
Governance	✍	✎ Increase Access to Parent Engagement Resources	2
Data Management	✍	✎ Potential SLDS Grant	3
Fiscal Accountability	✍		3
Quality Standards		✎ Increase Access to DEC Recommended Practices Level of Coordination	1
Professional Development		✎ Coaching & Lack of Coordination	1
Technical Assistance		✎ Mentoring, Peer-to-Peer T.A. & Lack of Coordination	1
Monitoring	✍	✎ Increase Level of Coordination	2

Codes:

✍Strengths: System identified as relative area of strength and/or positive attributes identified by representatives/stakeholders.

✎Opportunities: System included area(s) for improvement of functioning within or across the System(s) or potential for accessing additional resource identified.

Level of Coordination is defined as the extent to which Systems are coordinated – 3 is High; 2 is Adequate; and 1 is Low

Current State-Level Improvement Plans/Initiatives Relative to SiMR

Exploration meetings during the spring of 2014 revealed a collaborative effort within OSPI to meet the comprehensive early literacy improvement initiatives. The ESSB 5946, Washington Transforming Professional Learning, Educational Opportunity Gap Oversight and Accountability, Washington Kindergarten Inventory of Developing Skills, and Washington State Early Learning Plan all include early literacy improvement action plans. Given these overlapping and aligned initiatives, the SiMR works to ensure students with disabilities are included in this cross-departmental interagency work.

Commitment of Representatives

OSPI benefits from the broad stakeholder input and internal partnerships already forged under the direct leadership of the Superintendent and Deputy Superintendent. Existing partnerships between the Teaching and Learning Department, Office of Student and School Success, Office of Special Programs and Federal Accountability, Student Information and Assessment Office, Information Technology Office, and the Special Education Department have been leveraged throughout Phase I activities. A challenge identified by these representatives is the need to balance OSPI commitments, legislative mandates, special education dispute resolution obligations, and district, school, student, and community needs within existing agency resources and on-going state and federal reporting and performance timelines.

The extensive involvement of key stakeholders in the Phase I development activities helps to ensure that the coherent improvement strategies are a direct outcome of the data and infrastructure analyses and further, that they are sound, logical, and aligned with current state initiatives. OSPI intends to continue to implement communication and continuous improvement feedback loops previously established during the launch of the first SPP cycle (FFY 2005 – FFY 2012), currently operationalized for the start of the new State Performance Plan cycle (FFY 2013 – FFY 2018), and will continue to seek opportunities to enhance stakeholder input through formal focus groups during Phase II development activities.

Systematic Selection Process

The full Core Planning Team was reconvened to engage in a systematic process to select a SiMR which: 1) had the greatest potential to generate the highest leverage and utilization of existing State resources, 2) was based on the recommendations outlined in the Data and Infrastructure Analysis sections, and 3) could drive innovation in the use of evidence-based practices to enhance the delivery of services for students with disabilities and in turn improve student outcomes. Under the leadership of the Special Education State Transformation Specialist in collaboration with the Special Education Data Manager, team members participated in two extensive day long work sessions to review and analyze key data points, primary factors contributing to low early literacy performance (root causes), and emerging themes identified through input from internal agency representatives and recommendations made by external stakeholders. This concentrated, uninterrupted review period helped the team reach consensus in the selection of an educationally significant SiMR for Washington State (see Table 3-1 of this Component).

Given the current State initiatives and improvement planning activities identified as part of the Infrastructure Analysis, inclusive of the long-standing partnership with the Washington Education Association (WEA) (see Attachment B) and the OSEP-funded Washington State Scaling-up and Implementation of Evidence-based Practices Project (SISEP), Core Planning Team members were confident in selecting early literacy as the core component of its SiMR. The next step was to share the selection with internal and external stakeholders, and with confirmation, move forward with the development of coherent improvement strategies and a Theory of Action.

Existing communication loops (used during the Data and Infrastructure Analyses processes) were implemented to disseminate the information summaries to internal representatives within OSPI as well as the external stakeholders. Core Planning Team members also expanded the external stakeholder process to include interfacing with local school district representatives and a focus group with early care providers and elementary classroom teachers representing three school districts in the Rainier Transformation Zone. Focus group participants included general and special education teachers with teaching assignments that spanned Pre-K through 3rd grade.

Insight gleaned from the expanded stakeholders included the need for increased collaboration between general education and special education teachers at the classroom and student levels. This was identified as the single most important asset and yet the most prevalent barrier to increasing academic and functional performance of students with disabilities. When discussing potential targets for the EL-SiMR, early childhood stakeholders connected student growth projections and district capacity for implementing innovations to close the early literacy performance gap back to the need to systemically embed collaboration between general and special educators in all professional learning communities. Parent involvement was also identified as an element that significantly impacted the performance of all students, including students with disabilities. Stakeholders noted that WaKIDS includes a specific Family Connection

component[23]; however this component does not include resources for engaging parents throughout the school year as a means of improving their child's academic performance. In addition, technical assistance from the Western Regional Resource Center (WRRC) was sought out to help ensure that the Core Planning Team was on the right track. At the recommendation of the WRRC, the *State Systemic Improvement Plan (SSIP) State-identified Measurable Result (SiMR) Worksheet* was used as a checklist and communication chart to ensure the sufficiency of the scope of work undertaken in the previous components and to quickly summarize information for stakeholders. The Worksheet was also used to assist with the formal identification of coherent improvement strategies to inform the development of the State's Theory of Action.

After receiving confirmation throughout various stakeholder activities that focusing on early literacy for kindergarteners with disabilities would significantly "move the needle" across preschool – kindergarten – 1st grade, and the potential ripple effect to systemically improve instructional practices through third grade, the Core Planning Team moved forward with the development of improvement strategies.

Alignment with Washington State Performance Plan
Washington State has identified reduction of the early literacy performance gap between kindergarteners with disabilities and their typically developing peers as its State-identified Measurable Result (SiMR) for Children with Disabilities. This SiMR is aligned with three of the State Performance Plan indicators – Indicator B3 Student Achievement, Indicator B7 Early Childhood Global Outcomes, and Indicator B8 Parent Involvement. Specifically for Indicator B3, the alignment is with B3 (C) – Reading Proficiency of Students with Disabilities, and for Indicator B7 the alignment is with B7 Outcome 2 – Acquisition and Use of Knowledge and Skills.

Derived From Data and Infrastructure Analysis
The focus on reducing early literacy performance gaps for kindergarteners with disabilities is directly aligned with the results of both the Data and Infrastructure Analyses. As noted previously, Core Planning Team members, agency representatives, and stakeholders relied on information, inferences, and recommendations identified through the first two components of Phase I (see Table 3-1). Results have been synthesized and will be used to drive the development of coherent improvement strategies intentionally designed to maximize repurposed State resources aligned with current State priorities.

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[23] WaKIDS Family Connection: http://www.k12.wa.us/WaKIDS/Family/default.aspx

Table 3-1: Inferences and Recommendations

Summary of Data-Based Inferences and Stakeholder Recommendations
❖ There are measurable performance gaps across Kindergarten through 3rd grade confirmed through multiple data sources.
❖ Early literacy performance of kindergarteners, including those with disabilities, is one of the Washington State Superintendent's Performance [Measures] Indicators located at http://www.k12.wa.us/AboutUs/OSPI-VisionMissionPIs2014.pdf.
❖ State and regional supports are needed to mitigate the limited resources available at the local level to support district and school capacity in identifying and selecting instructional practices and strategies proven to increase student achievement at any developmental and/or grade level in which they are consistently implemented with fidelity.
❖ There is a lack of cohesion both within and across State, regional and local district professional development mechanisms.
❖ Existing professional development systems do not include coaching functions requisite to ensure transfer and sustainability of knowledge and skill sets.
❖ In comparing the ELA performance gaps of 3rd graders with disabilities with the early literacy performance gaps of kindergarteners with disabilities, planners and stakeholders alike noted the performance gap doubled during the public school experience from kindergarten to third grade.
❖ Stakeholders strongly recommended selecting a SiMR to close the performance gap between students with disabilities and their general education peers at the earliest point of entrance into the public school system.
❖ Data infers a direct correlation between compliance and its effect on student outcomes.
❖ Implementation Science can significantly increase the capacity of local school districts to implement, sustain, and scale-up evidence-based interventions that will lead to educationally significant outcomes for all students.

Using implementation science active frameworks from the Washington State SISEP Project, the Early Literacy SiMR (EL-SiMR) will be strategically poised to engage partners in the Phase II development activities. Community partners will include Thrive Washington, Head Start State Liaison, the Early Childhood Education and Assistance Program (ECEAP) administered by the Washington State Department of Early Learning, and continued collaboration with the WEA. [24]

Child-Level Outcome

Addressing the early literacy performance of entering kindergarteners is in direct developmental alignment with the existing SISEP Project (K-4 Literacy). Initially, this work will be focused on districts identified within the two Transformation Zones described under both Data and Infrastructure Analyses earlier in this document. 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 two Transformation Zones represent 54% 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 on a statewide basis during Phase III over a four-year period of performance. A potential implementation framework for the EL-SiMR (see Figure 3-1)

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[24] Prior to the submittal of Phase I, WEA announced it is the successful recipient of a competitive grant award *Closing the Gap Between Special Ed & General Ed: An Uncommon Approach to the Common Core* from the National Education Association in which OSPI is named as a key implementation partner.

has been developed mirroring the framework described under the Infrastructure Analysis (Component 2).

Figure 3-1: OSPI Early Literacy Implementation Framework
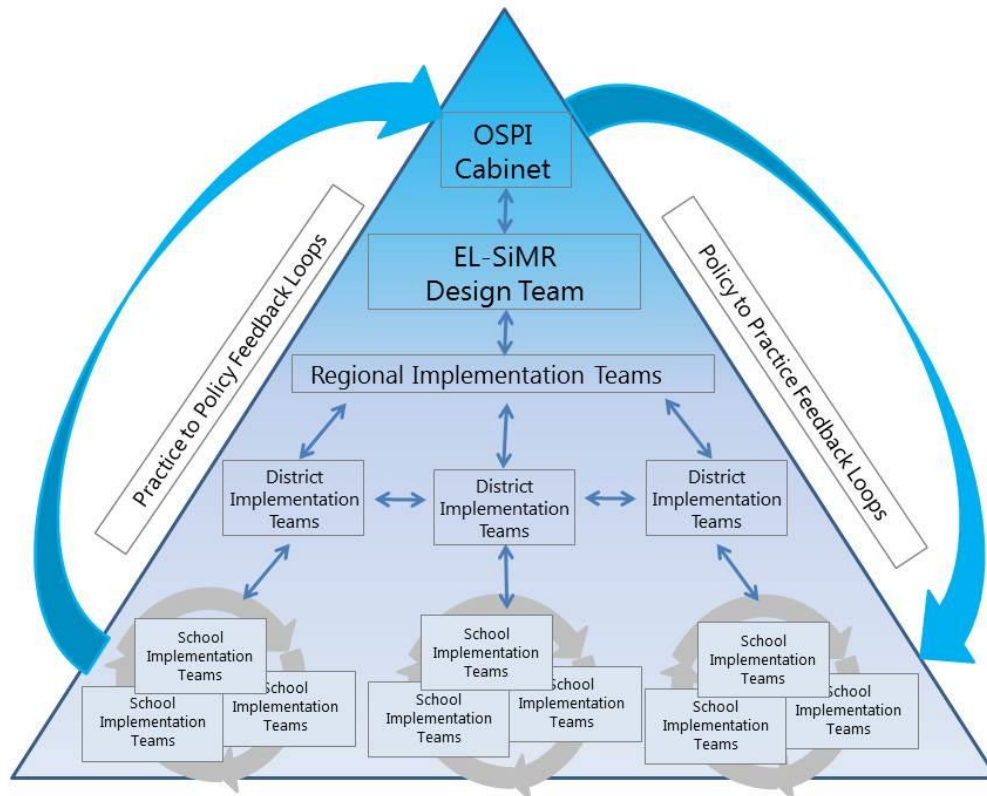
By focusing on early literacy skills for *preschoolers*[25] with disabilities, using principles of Implementation Science aligned with the OSPI's SISEP Project, districts will have earlier access to the resources intentionally designed to assist them in identifying the systems needed to support implementation of evidence-based practices that result in meaningful, positive outcomes for all young children throughout early childhood (Pre-K through 3rd Grade). Implementation of improvement strategies intentionally designed to increase early literacy skills of young children will not only result in a systems impact for the transformation districts as they increase school capacity to implement, sustain, and scale-up innovations at the local level, but given the embedded Leadership and Organization drivers, will also have a positive impact on regional capacity to potentially expand the work within their existing networks.

The Core Planning Team worked collaboratively to identify each of the required parameters for the SiMR (see Table 3-2) as delineated in the federal Office of Special Education Program's (OSEP) instructional materials for the IDEA Part B State Performance Plan (SPP)/Annual Performance Report (APR) - Indicator B17.

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[25] This is the student population targeted for EL-SiMR intervention/innovations with priority given to preschoolers with disabilities enrolled in the public P-12 school system who are in their last year prior to kindergarten.

Table 3-2: Early Literacy – State-identified Measureable Result (EL-SiMR)

SiMR Parameters	
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 WaKIDS literacy assessment domain.
WaKIDS Literacy Domain:	Phonological awareness: • Notices and discriminates rhyme; • Notices and discriminates alliteration; • 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 and appreciates books and other texts; • Uses print concepts Comprehends and responds to books and other texts: • Interacts during read-alouds and book conversations; • Uses emergent reading skills; • Retells stories Emergent writing skills: • Writes name; • Writes to convey meaning
Formula:	% of kindergarten students without disabilities (SW/OD) with early literacy skills expected of entering kindergarteners minus % of kindergarten students with disabilities (SWD) with early literacy skills expected of entering kindergartners.
Baseline:	20.4% (represents 2 Transformation Zones/3 Educational Service Districts-- which is 54% of the state's early childhood special education population)

Rigorous and Achievable Targets

Based on the established early literacy baseline data (20.4%), early literacy performance trends within the State, national early literacy assessment literature, and input from internal agency representatives, external stakeholders, and the State Special Education Advisory Council, measurable and rigorous targets (expressed as percentages) were set (see Table 3-3) for each of the five years from FFY 2014 through FFY 2018. The FFY 2018 target reflects measurable improvement over the FFY 2013 baseline representing a 5% *reduction* in the early literacy performance gap between kindergartens with disabilities and their typically developing peers. The final target represents a decrease in the current early literacy performance gap by approximately twenty-five percent.

Table 3-3: FFY 2014 through FFY 2018 Targets

FFY 2013 2013-14 (Baseline)	FFY 2014 2014-15 (Phase II)	FFY 2015 2015-16 (Phase III)	FFY 2016 2016-17	FFY 2017 2017-18	FFY 2018 2018-19
20.4%	20.4%	20.4%	18.9%	17.4%	15.4%

Selection of Improvement Strategies

Coherent improvement strategies were strategically developed to lead to 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 "pulling the thread" through data analysis, stakeholder input, infrastructure analysis, and agency representative input, Core Planning Team members were able to readily identify improvement strategies as a logical result of these Phase I components. The primary outcome is to significantly increase state, regional, and local district capacity to systematically select, implement, sustain, and scale-up implementation of evidence-based practices 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.

Coherent Improvement Strategies

There are four primary strands of coherent improvement strategies. Each of these strands has been identified as a result of the aggregate information synthesized from the first three components of Phase I activities. To maximize district, regional, and state resources and ensure both sustainability and scalability within the initial transformation zones and those to follow, implementation stages, drivers, and improvement cycles will be integrated into the development of each of the improvement strategies. This will ensure continuous improvement and communication loops are in place within and across each of the strands (see Attachment E). Core Planning Team members developed a brief description for each strand to demonstrate how the improvement strategies are sound, logical, and aligned to existing state initiatives and planning efforts.

Intensive Technical Assistance – Implementation Science

Based on the lessons learned as a result of the Washington State Implementation and Scaling-up of Evidence-based Practices Project (K - 4 Early Literacy) described under the Broad Infrastructure Analysis section of Component 2, the EL-SiMR State Design Team will deliberately focus heavily on the provision of intensive technical assistance prior to engaging regional, district, and school personnel within the initial two Transformation Zones in Exploration activities specific to the EL-SiMR. The intensive technical assistance will be a pre-cursor to beginning the *exploration* of Active Implementation Frameworks including Implementation Teams, Implementation Stages, Implementation Drivers, and Implementation Cycles.

As a result of intentional and extensive Implementation Science literature reviews, combined with the opportunity to interact directly with the State Transformation Specialist for Special Education, the Core Planning Team identified several key attributes of Intensive Technical Assistance that will be further developed during the Phase II stage of the SSIP process. These attributes include the provision of information; the ability to influence attitudes; advice and support to solve specific problems; and creating readiness for change which will result in

systems change to support instructional and intervention change, and capacity building to sustain and grow the change.

The Intensive Technical Assistance strand will also focus on development, dissemination, and coaching strategies for integrating the use of Implementation Science principles with the Washington Education Association's (WEA) ongoing technical assistance initiatives. This focus will increase educator and practitioner understanding and appropriate use of the Washington State Learning Standards, and make general education classrooms more accessible to special student populations, which will in turn improve instruction and learning outcomes. Collaborative discussions between special education leadership and the WEA have included focusing on students with disabilities across early childhood (Pre-K through 3rd grade) in relation to the EL-SiMR (Attachment B).

Coordinated Professional Learning

The Coordinated Professional Learning strand will address several of the root causes of low early literacy performance identified in the Data and Infrastructure Analysis, including: (a) lack of data usability for progress monitoring to inform instruction; (b) administrative directives to write annual IEP goals aligned with Washington State Learning Standards in the absence of training, technical assistance, mentoring, or coaching support; (c) school-based pre-referral systems that include data tracking strategies to identify "students of concern", but don't have procedures to address how progress will be assessed over time or how data will be used to monitor the impact of applied interventions; and (d) the lack of district and school capacity to identify and implement evidence-based practices with fidelity.

Phase II development activities will include targeted and customized professional development plans designed to strengthen processes, knowledge application, and implementation of evidence-based practices. Classroom level supports will include training, mentoring, and coaching of the Special Education Student Growth Model (Attachment D). This improvement activity will assist educators and other practitioners in understanding how to use data from students' present levels of academic achievement and functional performance to identify the appropriate Early Learning Benchmark and/or WaKIDS Assessment Domain linked to Access Point(s) and Essential Elements within the Washington State Learning Standards. This in turn will drive instruction and selection of evidence-based early literacy innovations.

Consistency Index

The Special Education Consistency Index (CI) is a measure of the degree to which compliance can support increased student academic achievement. The purpose of the CI is to measure the congruency between: (a) the student's sufficient evaluation for special education services, (b) the development of a properly formulated IEP, and (c) the provision of specially designed instruction (SDI) to that student. Transformation districts will receive technical assistance in CI data collection strategies and proper use of the CI protocols (Attachment C). This will provide an

opportunity to also provide support in the development and/or improvement of existing internal compliance controls related to the provision of special education and related services. In addition, coaching will be provided for conducting an in-depth analysis of both district- and school-level CI data. Coaching will include the exploration of the degree to which the compliant delivery of appropriate special education programming correlates with academic achievement for students with disabilities. Results of district and school CI analyses, in conjunction with priority, focused, and reward school designation data, will be used to direct the delivery of targeted technical assistance and high quality professional development to improve special education programming across the early childhood (Pre-K through 3rd grade) spectrum.

Parent Engagement Resources

Parent Engagement is a way to include and recognize the value of a broad range of activities that involve family members and/or guardians helping children to learn, both at home and at school. This includes a range of activities from creating a family-friendly school environment and communication methods to creating family-school-community partnerships.[26]

Successful parent/family involvement relies on meaningful collaboration between youth, families, schools, employers, and agencies. Successful partnerships reflect an understanding of the great diversity among families and differences in cultural and socioeconomic conditions. Research has shown that not only does parent/family involvement increase academic achievement, as reflected in higher test scores and graduation rates, but it also increases the likelihood that youth will pursue higher education.

Nearly four decades of research has "demonstrated that parent/family involvement significantly contributes to improved student outcomes" (Carter, 2002, p. 1). "The evidence is consistent, positive and convincing: families have a major influence on their children's achievement in school and through life" (Henderson and Mapp, 2002, p. 7). As identified on the Summary Table 3-2 in Component 3, parent engagement resources was consistently identified by stakeholders as an area for consideration in the development of improvement strategies. In addition to focusing on improving facilitation efforts by schools for involving parents of students receiving special education services, resources and innovations identified and/or developed under this strand will be generalizable to broad education practices.

Actionable Impact Within and Across State, Regional, and District Systems

The improvement strategies address the areas of need identified with and across the seven state systems described in the Infrastructure Analysis (Component 2) at the state, regional, district, school, and classroom levels. The Core Planning Team worked with SEA leadership, internal

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[26] Hedeen, T., Moses, P., Peter, M. (2011) *Encouraging Meaningful Parent/Educator Collaboration: A Review of Literature.* Center for Appropriate Dispute Resolution in Special Education (CADRE)

agency representatives, and external stakeholders to develop an action research plan (see Figure 4-1 below) to implement and scale-up improvement strategies during Phase III of the SISEP.

The action research plan is based on an implementation framework (Fixen & Blase) and is designed to implement, sustain, and then scale-up the four strands of coherent improvement strategies in support of systemic change. Foundations of the plan include improving state supports for ESDs and local districts, which will improve regional and district supports for schools, which in turn will improve school supports for teachers and staff. This will result in improvement in skills and instruction, leading to improved early literacy skills for students with disabilities.

There will be three unique cohorts of districts (labeled Cohort A, Cohort B, and Cohort C in Figure 4-1) recruited and engaged in the EL-SiMR through Phases I, II, and III. Each cohort of districts will have three distinct student groups. Data for the measurement of the EL-SiMR will include kindergarten early literacy assessment entrance data. Evaluative impact data to measure the effectiveness of the innovations and interventions will include Consistency Index data collections at the school level, and 3rd Grade State ELA Assessment data at the classroom and individual student levels.

Figure 4-1: Scaling up
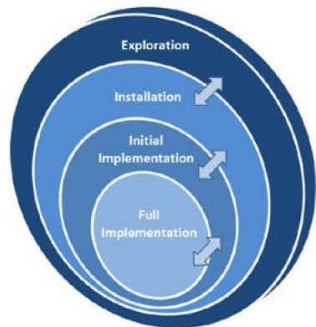
District Cohort A beginning in 2013-14:

District Cohort B beginning 2014-15:

District Cohort C beginning in 2015-16:

Stages of Implementation Science depicted across the timelines from dark (Exploration) to light (Full Implementation).

EL-SiMR Alignment with National and Federally-Funded Efforts

Prior to the submission of Phase I of the SSIP, an opportunity was presented to align EL-SiMR with three current grants, one nationally funded and two federally-funded. The Washington Education Association (which is a recipient of a Special Education State Needs Project) was awarded a three year grant from the National Education Association, titled *Closing the Gap Between General Education and Special Education: An Uncommon Approach to the Common Core*. This WEA grant will help address the need identified in Phase I for training and coaching related to implementation of evidence-based instruction. The Enhancing Capacity for Special Education Leadership (ECSEL) program through the University of Washington, Bothell is a recipient of federal funds targeted to enhance the capacity of special education leaders to support implementation of evidence-based instruction. Leadership coursework will include a module on the Consistency Index being developed through the EL-SiMR. The principal investigator of ECSEL is also a member of the National Implementation Research Network's (NIRN) national advisory board and embeds implementation science frameworks in the ECSEL program. The third project, State Implementation & Scaling-up of Evidence-based Practices (SISEP) is an OSEP-funded intensive technical assistance project which has ties to both EL-SiMR and ECSEL. SISEP has laid the groundwork in Washington State for Pre-K early literacy and opened the door for EL-SiMR development. EL-SiMR will directly benefit from the coordination of these three efforts to systemically implement, scale-up and sustain evidence-based instruction resulting in improved educational outcomes for students with disabilities.

Improving State Capacity to Lead Change

The Washington State Theory of Action for IDEA Part B (Figure 5-1) illustrates the rationale for how implementation of the coherent set of improvement strategies will increase the State's capacity to lead meaningful, replicable change at the regional, district, school, and classroom levels, and achieve improvement in the Early Literacy - State-identified Measurable Result for Children with Disabilities (EL-SiMR).

Tracking and Measuring Progress

The Theory of Action is more than just a graphic – it is a reflection of Washington's strategies for increasing district and school capacity to achieve and sustain early literacy outcomes. As described in Components 1 through 4, internal and external stakeholders have been actively involved in all aspects of Phase I activities resulting in the development of the Theory of Action. Specific methods to measure progress with the EL-SiMR at regular intervals will be developed during Phase II. This will include indicators (quantitative and qualitative factors) for assessing achievement; changes in behavior, perceptions, relationships, and understanding; and system performance. Tools for tracking improvements in policy, procedures, and/or practices across all three levels of the State's service delivery systems - state, regional, and local district - will also be developed for implementation in Phase III.

Figure 5-1: Theory of Action
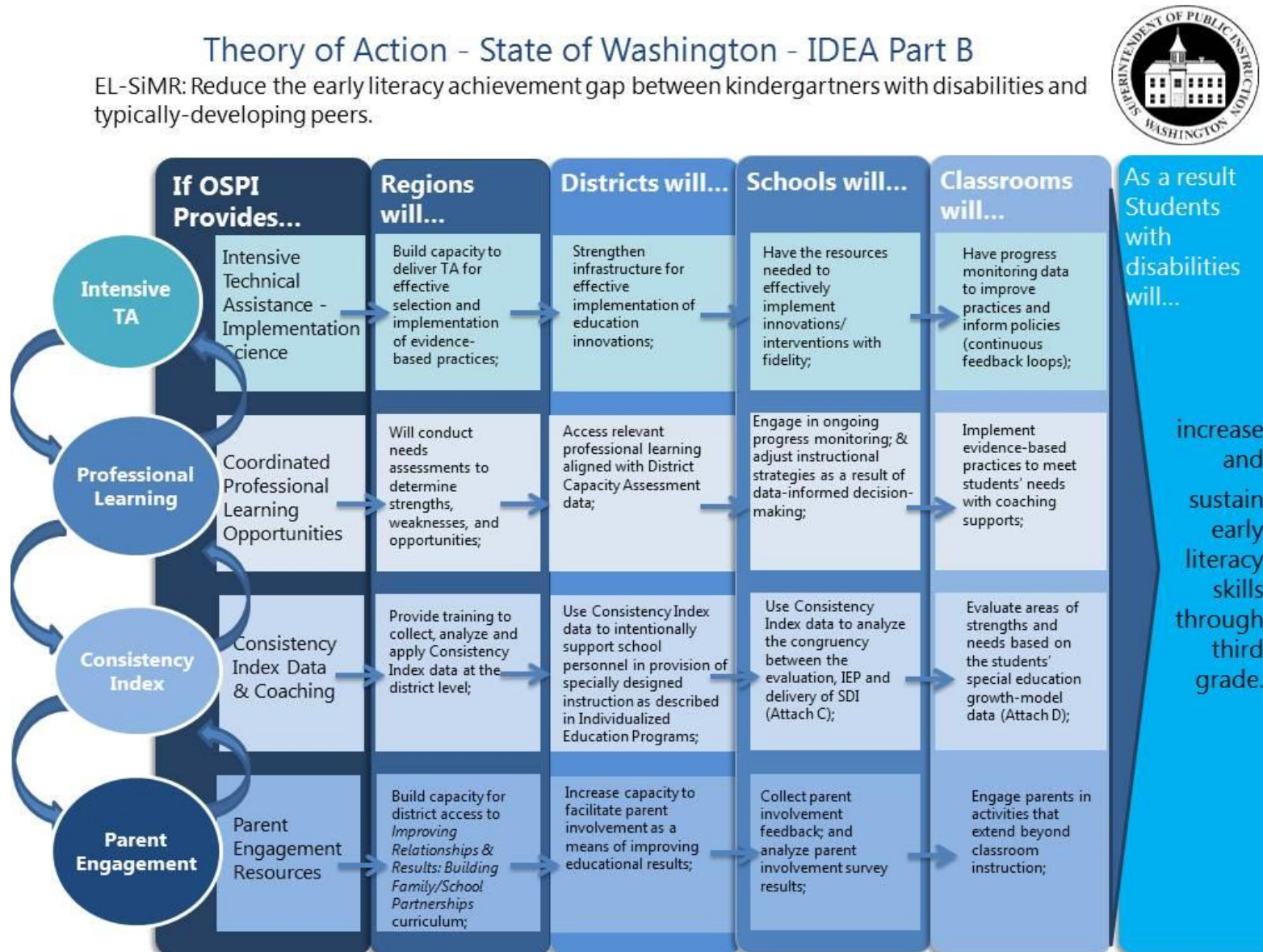
Focus on Planning, Learning, and Reflection

Within the Implementation Science framework, the process represented in the Theory of Action will continue to be a part of the SEA's organizational planning within the general supervisory system. Specific connections to how professional development and technical assistance systems are aligned within and across OSPI departments and its general education initiatives, the Educational Service District professional development support systems, and local district access points will also be reviewed.

Basis of Evaluation and Continuous Improvement Loops

There is an expectation that the Theory of Action will evolve and change as Phase II and Phase III move forward. Implementation Science principles will continue to inform the Core Planning Team with Phase II development activities. Of particular application will be the implementation stages and the Leadership and Organization drivers. Core beliefs (assumptions based on research) and consideration of external factors beyond the State Education Agency's span of control (i.e. political landscape, legislative priorities, etcetera) were also part of the Phase I analysis discussions with internal partners and external stakeholder groups in preparation for Phase II requirements including the development of an Evaluation Plan.

Data Action Research Plan (July 2013 – March 2014)
Washington State Systemic Improvement Plan – Phase I

Action Research Step	Accountability	Start/End Dates
Establish Core Planning Team for Data Analysis component of SSIP – Phase I (Exploration).	Assistant Superintendent of Special Education	July 2013
Identify stakeholders to support the efforts of the Core Planning Team throughout the Data Analysis activities/tasks.	Core Planning Team – facilitated by Special Education Data Manager	August 2013
Review and verify Data Governance mechanisms for State, SEA, and Special Education Department.	Special Education Data Manager	August – September 2013
Attend DaSY Data Conference	Special Education Data Manager & Program Review Coordinator	September 2013
Select and analyze existing State data.	Core Planning Team	September – October 2013
Identify a focus area.	Core Planning Team	
Disseminate results of identified focus area to stakeholders.	Core Planning Team	October 2013
Participate in WRRC SSIP Conference	Special Education Data Manager, Program Review Coordinator, & Special Education Fiscal Manager	October – November 2013
Identify supplemental and qualitative data for in-depth analysis.	Core Planning Team – facilitated by Special Education Data Manager	
Identify resource persons to assist with the in-depth data analysis.	Core Planning Team	November 2013
Prepare data for analysis.	Special Education Data Manager	
Conduct in-depth analysis to identify root cause(s).	Core Planning Team	November 2013 – January 2014
Summarize results to support findings of root cause(s) for use in Infrastructure Analysis.	Core Planning Team	January 2014
Disseminate results supporting identification of root cause(s)	Core Planning Team	February 2014
Draft preliminary improvement strategies for consideration through Infrastructure Analysis activities/tasks.	Core Planning Team – facilitated by Program Review Coordinator	March 2014

District Level

Common Core Instruction and Special Education

Presented by the:
Office of the Superintendent of Public Instruction
and
Washington Education Association

OSPI/WEA

WEA
WASHINGTON EDUCATION ASSOCIATION
Sharing the power of knowledge.

Implementation Stages

Exploration → Installation → Initial Implementation → Full Implementation
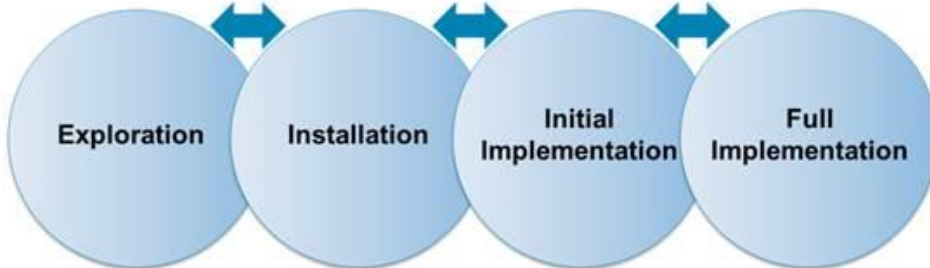
Connecting IEP Goals to Common Core Standards

- Identify Present Levels of Performance
- Develop a goal
  - Bridge goal to selected General Curricula/Common Core Standard, as appropriate
- Write short-term objectives and benchmarks
- Monitor goals

- School Level -

Consistency Index

A measure of the degree to which compliance can support increased student academic achievement.

IEP

Student Outcomes

Evaluation

Services
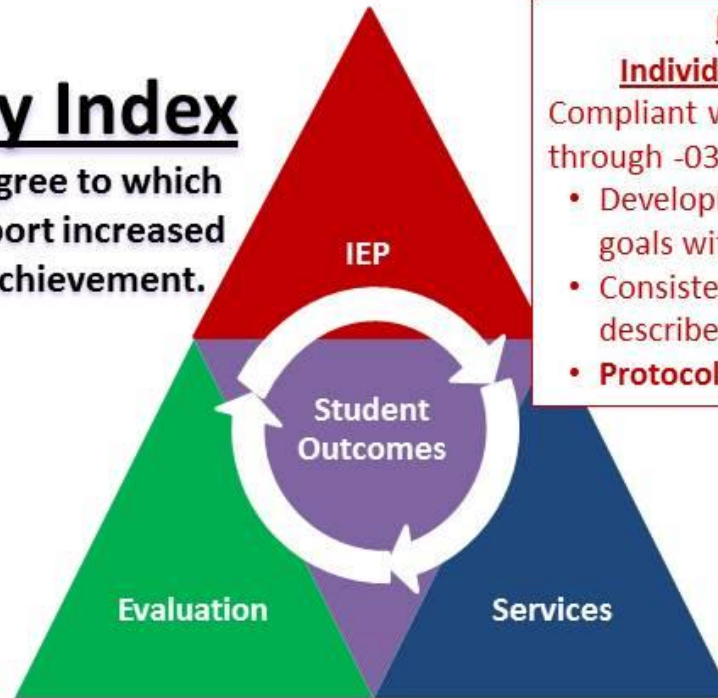
Properly Formulated Individualized Education Program
Compliant with WAC 392-172A-03090 through -03135:
- Development of measurable annual goals with ongoing progress monitoring
- Consistent with the eligibility data described in a sufficient evaluation
- **Protocol: IEP Review Form**

Sufficient Evaluation for Special Education
Compliant with WAC 392-172A-03020 through -03080:
- Establish/reconfirm disability
- Adverse educational impact
- Need for Specially Designed Instruction
- **Protocol: Evaluation Review Form**

Special Education Services
Compliant with WAC 392-172A-01175(3)(c), -02000 & -02090:
- Special education and related services are designed and provided (or supervised) by certificated special education staff
- Consistent with the summary of services matrix in a compliant IEP
- **Protocols: Current Student Schedules, Provider Interview Tool & Classroom Observation Tool**
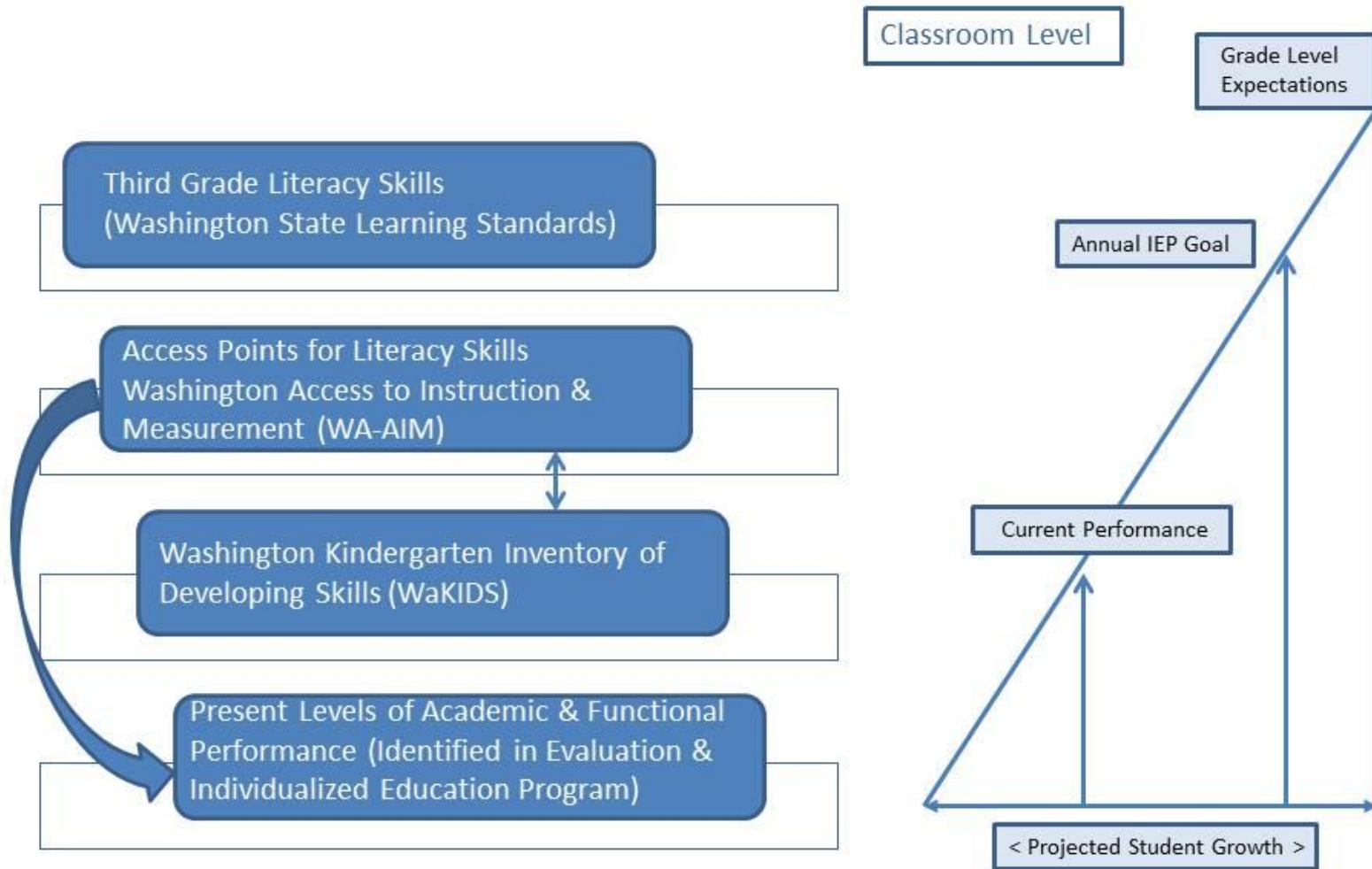
Improved Instruction = Improved Outcomes

Theory of Action - State of Washington - IDEA Part B

EL-SiMR: Reduce the early literacy achievement gap between kindergartners with disabilities and typically-developing peers.

	If OSPI Provides...	Regions will...	Districts will...	Schools will...	Classrooms will...	As a result Students with disabilities will...
Intensive TA	Intensive Technical Assistance - Implementation Science	Build capacity to deliver TA for effective selection and implementation of evidence-based practices;	Strengthen infrastructure for effective implementation of education innovations;	Have the resources needed to effectively implement innovations/ interventions with fidelity;	Have progress monitoring data to improve practices and inform policies (continuous feedback loops);	**increase and sustain early literacy skills through third grade.**
Professional Learning	Coordinated Professional Learning Opportunities	Will conduct needs assessments to determine strengths, weaknesses, and opportunities;	Access relevant professional learning aligned with District Capacity Assessment data;	Engage in ongoing progress monitoring; & adjust instructional strategies as a result of data-informed decision-making;	Implement evidence-based practices to meet students' needs with coaching supports;	
Consistency Index	Consistency Index Data & Coaching	Provide training to collect, analyze and apply Consistency Index data at the district level;	Use Consistency Index data to intentionally support school personnel in provision of specially designed instruction as described in Individualized Education Programs;	Use Consistency Index data to analyze the congruency between the evaluation, IEP and delivery of SDI (Attach C);	Evaluate areas of strengths and needs based on the students' special education growth-model data (Attach D);	
Parent Engagement	Parent Engagement Resources	Build capacity for district access to *Improving Relationships & Results: Building Family/School Partnerships* curriculum;	Increase capacity to facilitate parent involvement as a means of improving educational results;	Collect parent involvement feedback; and analyze parent involvement survey results;	Engage parents in activities that extend beyond classroom instruction;	

Washington State Systemic Improvement Plan
External Stakeholder List – FFY 2013

Role(s)/Position(s)	Representation
Founder & Principal	Sound Options Group, LLC
Special Services Director, Olympic ESD 114	Regional Special Education Leadership & State Special Education Early Childhood Coordination Team (EC Content Expertise)
Vocational Rehabilitation Director	State Special Education Advisory Council
Special Services Director, ESD 123	Regional Special Education Leadership
Special Education Teacher	State Special Education Advisory Council
Student Support Services Coordinator, North Central ESD 171	State Special Education Early Childhood Coordination Team (EC Content Expertise/WaKIDS Expertise)
1st Grade Teacher	Emerson Elementary School/Hoquiam School District
Division of Developmental Disabilities	Center for Change in Transition Services Work Group
Program Administrator for Student Support Systems, Capital Region ESD 113	State Special Education Early Childhood Coordination Team (EC Content Expertise)
Center for Change in Transition Services	Washington State Needs Project
Parent of child with disabilities	State Special Education Advisory Council
Director of Special Programs & Services, Northwest ESD 189	Regional Special Education Leadership
Special Services Director, Puget Sound ESD 121	State Special Education Early Childhood Coordination Team (EC Content Expertise/WaKIDS Expertise)
Assistant Superintendent, ESD 171	Washington State SISEP Project State Capacity Team Member
Secondary Transition Services	State Special Education Advisory Council
Assistant Superintendent, ESD 113	Washington State SISEP Project State Capacity Team Member
Private School	State Special Education Advisory Council
Special Education Teacher	State Special Education Advisory Council
SISEP SCA Facilitator	Washington State SISEP Project State Capacity Team Member
Special Education Director, ESD 105	Regional Special Education Leadership & State Special Education Early Childhood Coordination Team (EC Content Expertise)
Executive Director of Learning, Teaching & Family Support, Puget Sound ESD 121	Regional Special Education Leadership & Washington State SISEP Project State Capacity Team Member
Family Resource Coordinator, ESD 112	State Special Education Early Childhood Coordination Team (EC Content Expertise)
Parent Training & Information Center	State Special Education Advisory Council
Case Manager, Mediator	Sound Options Group, LLC
Special Education Early Childhood Coordinator, ESD 123	State Special Education Early Childhood Coordination Team (EC Content Expertise/WaKIDS Expertise)
Parent of child with disabilities	State Special Education Advisory Council
Director of Early Leaning, Northwest ESD 189	State Special Education Early Childhood Coordination Team (EC Content Expertise)
Center for Change in Transition Services	Washington State Needs Project
Early Learning and Migrant Director, ESD 105	State Special Education Early Childhood Coordination Team (EC Content Expertise)
Washington State PTA	State Special Education Advisory Council
Parent & Special Education Administrator	State Special Education Advisory Council

Education & Disabilities Coordinator, Northeast Washington ESD 101	State Special Education Early Childhood Coordination Team (EC Content Expertise)
1st Grade Teacher	Cosmopolis Elementary School
Special Services Director, Puget Sound ESD 121	Regional Special Education Leadership
Workforce Development Board	Center for Change in Transition Services Work Group
Director, Center for Special Education Services, Northeast Washington ESD 101	Regional Special Education Leadership
Parent Information & Training Program Director	Partnerships for Action, Voices for Empowerment (PAVE)
Associate Superintendent of Specialized Services, ESD 112	Regional Special Education Leadership
Juvenile Rehabilitation/Department of Corrections	State Special Education Advisory Council
School Principal	State Special Education Advisory Council
Assistant Superintendent, ESD 114	Washington State SISEP Project State Capacity Team Member
Assistant Superintendent, Educational Service District (ESD) 101	Washington State SISEP Project State Capacity Team Member
Administrator, Division of Vocational Rehabilitation	Center for Change in Transition Services Work Group
Assistant Superintendent, ESD 121	Washington State SISEP Project State Capacity Team Member
Special Education Coordinator, Northeast Washington ESD 101	Regional Special Education Leadership
Early Intervention/IDEA Part C	State Special Education Advisory Council
Sweet Melody Learning Center – Licensed Early Care Providers	Elma School District
Executive Director of Special Services, North Central ESD 171	Regional Special Education Leadership
SISEP SCA Administrator	Washington State SISEP Project State Capacity Team Member
Related Services	State Special Education Advisory Council
Early Childhood Special education Coordinator, Northeast Washington ESD 101	State Special Education Advisory Council
Kindergarten Teacher/WaKIDS Facilitator	Elma Elementary School

Internal Stakeholder List – FFY 2013

Role(s)/Position(s)	Representation
Assistant Superintendent, Chief Financial Officer	Washington State SISEP Project State Capacity Team Member
Deputy Superintendent	Washington State SISEP Project State Capacity Team Member
Assistant Superintendent, Early Learning	Washington State SISEP Project State Capacity Team Member
Student Information Director, OSPI	Data Governance Committee
OSPI State Transformation Specialist	Washington State SISEP Project State Capacity Team Member
State Superintendent of Public Instruction	Washington State SISEP Project State Capacity Team

	Member
Student Information Specialist	Data Management, OSPI
Student Information Specialist	Data Management, OSPI
OSPI State Transformation Specialist	Washington State SISEP Project State Capacity Team Member
Chief of Staff	Washington State SISEP Project State Capacity Team Member
Assistant Superintendent, Office of School & Student Success	Washington State SISEP Project State Capacity Team Member
Assistant Superintendent, Career and College Readiness	Washington State SISEP Project State Capacity Team Member
Special Assistant for Legal Affairs, OSPI	Washington State SISEP Project State Capacity Team Member
Assistant Superintendent, Special Programs	Washington State SISEP Project State Capacity Team Member
Assistant Superintendent, Assessment and Student Information	Washington State SISEP Project State Capacity Team Member
Assistant Superintendent, Secondary Education and Student Support	Washington State SISEP Project State Capacity Team Member
Family & Community Liaison	Special Education, OSPI
Director of Data Governance, OSPI	Data Governance Committee, Chair & Washington State SISEP Project State Capacity Team Member
Chief Information Officer, OSPI	Data Governance Committee & Washington State SISEP Project State Capacity Team Member
Assistant Superintendent, Teaching and Learning	Washington State SISEP Project State Capacity Team Member

Commonly Used Acronyms

ALJ	Administrative Law Judge
AMO	Annual Measurable Objectives
APR	Annual Performance Report
AYP	Adequate Yearly Progress
CAA	Certificate of Academic Achievement
CCTS	Center for Change in Transition Services
CEDARS	Comprehensive Education and Data Research System
CEIS	Coordinated Early Intervening Services
CFR	Code of Federal Regulations
CIA	Certificate of Individual Achievement
COSF	Child Outcome Summary Form
CSA	Coordinated Services Agreement
CSPR	Consolidated State Performance Reports
CSRS	Core Student Record System
DEC	Division for Early Childhood
DEL	Department of Early Learning
ECEAP	Early Childhood Education & Assistance Program
ECSEL	Enhancing Capacity for Special Education Leadership
ECTA	Early Childhood Technical Assistance
ELA	English Language Arts
ELP	English Language Proficiency
EL-SiMR	Early Literacy – State-identified Measurable Result
EMAPS	EDFacts Metadata and Process System
ERDC	Education Research & Data Center
ESA	Educational Service Agency
ESD	Educational Service District
ESEA	Elementary and Secondary Education Act
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
FTE	Full Time Equivalent
HSPE	High School Proficiency Exam
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
iGrants	Internet Grants Reports Analytical Net-Based Transaction System
LEA	Local Education Agency[27]
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MOE	Maintenance of Effort
MSP	Measurements of Student Progress
NCCRESt	National Center for Culturally Responsive Educational Systems

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[27] For special education purposes the number of LEAs (school districts) varies relative to specific indicators depending on membership status under the Educational Service Agency which administers special education on behalf of multiple districts. The appropriate denominator is identified at the beginning of each indicator.

NCSEAM	National Center for Special Education Accountability Monitoring
NECTAC	National Early Childhood Technical Assistance Center
NIRN	National Implementation Research Network
NPSO	National Post School Outcomes
NSTTAC	National Secondary Transition Technical Assistance Center
OAH	Office of Administrative Hearings
OSEP	Office of Special Education Programs
OSPI	Office of Superintendent of Public Instruction
PBIS	Positive Behavior Interventions and Supports
PESB	Professional Educator Standards Boards
SBE	State Board of Education
SCA	State Capacity Assessment
SEA	State Education Agency
SEAC	Special Education Advisory Council
SiMR	State-identified Measurable Result
SISEP	State Implementation and Scaling-up of Evidence-based Practices
SMT	State Management Team
SOMTG	Sound Options Mediation & Training Group
SPDG	State Personnel Development Grant
SPP	State Performance Plan
SSIP	State Systemic Improvement Plan
STS	State Transformation Specialists
SW/OD	Students Without Disabilities
SWD	Students With Disabilities
TZ	Transformation Zone
WAAS	Washington Alternate Assessment System
WAC	Washington Administrative Code
WaKIDS	Washington Kindergarten Inventory of Developing Skills
WASA	Washington Association of School Administrators
WASL	Washington Assessment of Student Learning
WA-TPL	Washington Transforming Professional Learning
WEA	Washington Education Agency
WISM	Washington integrated system of monitoring
WRR	Weighted Risk Ratio
WRRC	Western Regional Resource Center
WSSDA	Washington State School Directors' Association