

2020 Washington State Systemic Improvement Plan (SSIP) Planning

Table 1: 2013–19 SSIP Cycle Early Literacy – State Identified Measurable Result (EL-SiMR) Targets and Data

Reduce the early literacy achievement gap between kindergartners with disabilities and typically developing peers.

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

Source: Washington Kindergarten Inventory of Developing Skills (WaKIDS) data for 2013 through 2019.

NOTE: These data represent the Educational Service District (ESD) Transformation Zones, which includes 54% of the state's early childhood special education population.

Table 2: 2019–20 Statewide Special Education Data

Grade	LRE	Social Emotional Learning (SEL)				English Language Arts (ELA)/Literacy				Math			
		SWDs*	Source	SWDs	All	Gap	Source	SWDs	All	Gap	Source	SWDs	All
PreK	26% in Reg EC	ELMS	48% (Ind B7)	90%	52%	ELMS	49% (Ind B7)	88%	39%	ELMS	49% (Ind B7)	83%	54%
K	77% in LRE1	WaKIDS	49%	82%	33%	WaKIDS	61%	81%	20%	WaKIDS	48%	70%	22%

NOTE: Least Restrictive Environment (LRE). LRE1 represents students placed in regular education for 80 to 100% of the school day. Early Learning Management System (ELMS) for the Department of Children, Youth, and Families (DCYF).

*Student with disability (SWD).

Table 3: 2019–20 Data in 2013–19 SSIP Cycle Transformation Zones

Zone	Grade	SEL				ELA/Literacy				Math			
		Source	SWDs	Not SWD	Gap	Source	SWDs	Not SWD	Gap	Source	SWDs	Not SWD	Gap
113	K	WaKids	52.43%	83.9%	31.47%	WaKids	48.03%	79.34%	31.32%	WaKids	50.39%	70.1%	19.71%
101	K	WaKids	49.76%	79.02%	29.26%	WaKids	40.51%	76.54%	36.03%	WaKids	46.19%	66.67%	20.48%
121	K	WaKids	85.71%	48.91%	36.8%	WaKids	45.10%	82.61%	37.50%	WaKids	54.23%	77.82%	23.59%
State	K	WaKids	48.6%	70.15%	21.56	WaKids	43.42%	78.97%	35.55%	WaKids	48.77%	70.32%	21.54%



Table 4: 2019–20 LRE Data in 2013–19 SSIP Cycle Transformation Zones

Zone	Grade	LRE for PreK Students with Disabilities—Indicator 6B
113	PreK	69.1%
	K	15.3%
101	PreK	38.9%
	K	23.2%
121	PreK	46.2%
	K	15.3%
State	PreK	49.7%
	K	19.1%

Source: 2019 Federal Child Count

NOTE: These data represent the transformation zones in the 2013–19 SSIP Cycle, Phase III, Year 5.

Table 5: Long Term Trend Data for Student Outcomes

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

Source: 2019 Child Find Data

NOTE: These long-term outcome data represent snapshot-in-time data from 2018–19, not longitudinal cohort data over time.

*HYS is the Healthy Youth Survey.

Problem of Practice (POP) Statement

Lack of access to inclusive high-quality early childhood learning experiences with integrated SEL infrastructures for children with disabilities contributes to opportunity gaps in social-emotional development as these students enter kindergarten. These opportunity gaps increase year after year, leading to more restrictive placements, less access to core instruction, increased achievement gaps, and poor post-school outcomes ([Table 5](#)).

Rationale & Root Cause Analysis

Washington state's SSIP for the previous State Performance Plan (SPP)/Annual Performance Report (APR) cycle (2013–19) focused on use of intensive technical assistance, systems level, and instructional coaching paired with professional development to close achievement gaps in literacy between entering kindergarteners with and without disabilities.

With input from the SSIP State Design Team (SDT) and the Special Education Advisory Council (SEAC), along with analysis of state early childhood special education (ECSE) data, it was recommended that the SSIP state leadership maintain the infrastructure of the current SSIP but shift the SiMR to effectively support the development of the whole child, moving from early literacy and instead aligning with the Washington state Part C, IDEA SSIP and current ECSE initiatives targeting the implementation of inclusionary practices, SEL, and Multi-Tiered Systems of Support (MTSS) infrastructures.

The 2020 SSIP proposal will offer technical assistance in the area of social-emotional development, with an emphasis on implementation of MTSS. This will offer a clear intersect between SEL and inclusionary practices to ensure strong foundations are laid for students, staff, and families for accessing high-quality, integrated early learning settings. We expect this focus on SEL will empower educational partners and offer more equitable access to learning and growth among our children and families farthest from educational justice.

Hypothesis Statement About Our Theory of Change

Intensive technical assistance in the area of social-emotional development along with system level coaching in MTSS infrastructure development for program staff in integrated early learning environments will increase the SEL performance rate of students with and without disabilities upon entry to kindergarten (based on the WaKIDS fall assessment data).

Aim Statement—SE-SiMR (Parallel to EL-SiMR)

Our AIM statement will include a measurable goal that can be represented by state data (PreK and Kindergarten Teaching Strategies GOLD assessment data), is related to the hypothesis statement above, and targets statewide stakeholder groups participating in Washington PreK

Inclusion Champion initiatives (Pyramid Model Implementation, LEAP replication, PreK Inclusion Champions Network, PreK Inclusion Collaboration Team (PICT), PreK Development Grant Renewal (PDG)). With the guidance of the SSIP SDT and SEAC, SSIP state leadership will determine criteria of SSIP implementation sites for the next cycle which may result in new regional and local district cohorts.

Change Activities

Washington state was awarded a State Personnel Development Grant (SPDG), which will support the development of MTSS structures across the state. Our change activities will focus on implementing and assessing the effectiveness of SEL intensive technical assistance, coaching, and professional development associated with the Pyramid Model (PM) early childhood MTSS infrastructure. For example, we will provide instructional training and system level coaching to implementation sites to meet fidelity using evidence-based practices, including Teaching Pyramid Observation Tool (TPOT), Practice-Based Coaching (PBC), Instructionally Enhanced Pyramid Model (IEPM), Prevent-Teach-Reinforce for Young Children (PTR-YC). We plan to implement evidence-based data management strategies, including the Behavioral Incident Report (BIR), which will require the SSIP implementation sites to collect and report pre- and post-data connected to the change activities, in collaboration with their local program-wide leadership team and ESD regional lead. The SDT will also review the existing Theory of Action and Cascading Logic Model to ensure that the current systems empower families and maintains an antiracist lens.

Measurement/Evaluation

It has been suggested by the SDT that the SSIP state leadership continue to use the WaKIDS fall assessment data, which is a main data point and the only common statewide measure to track progress on the proposed SiMR in early childhood settings. It has also been suggested to work with cross-sector partners at the DCYF-ECEAP to access the assessment data captured in the PreK Teaching Strategies *GOLD*® (*GOLD*) spring data collected in the ELMS as a secondary evaluation tool. This will offer two SEL aligned data points for each student participating in SSIP implementation sites, 1) spring exit PreK data, 2) fall kindergarten entry data.

The SSIP SDT, with SEAC leadership, believe that this will offer a broader view of student achievement, recognizing that there is a direct correlation between 1) the impacts of high quality SEL (Indicator B7) on core academics, and 2) the access to high quality, inclusive early childhood programs (Indicator B6) and the increase of student performance overtime. The Indicator B6 ECSE data point has become a priority of the SEAC, who have also encouraged the SSIP state leadership to explore how to further align the current SSIP with the SPP/APR Indicator B7 data, which is consistent with the Part C, IDEA SSIP.

Scale-up & Alignment to State Initiatives

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

Multiple early childhood initiatives (e.g., Washington Pyramid Model, Learning Experiences – An alternative Program for Preschoolers and Parents (LEAP), Preschool Inclusion Champions Network, University of Washington – Haring Center Demonstration Sites) led by OSPI Special Education are directly aligned to the proposed SSIP and prioritize the intersection of social-emotional development and embedded inclusionary practices in early childhood programs for all students, paired with intensive technical assistance and systems level coaching for preschool staff in integrated early learning environments. Across OSPI divisions, cross-departmental collaboration is focused on a statewide framework for a multi-tiered system of support (MTSS) that incorporates academics and positive behavioral interventions and supports (PBIS) from pre-K to age 21. This partnership will be expanded to include ESDs with the acquisition of the SPDG grant, which will focus entirely on the development and implementation of a statewide MTSS structure.

These efforts will be aligned with the work led by the DCYF, who is currently engaged in multiple initiatives that has created cross sector collaborative opportunities to further enhance the proposed SSIP in support of social-emotional learning, including transitional supports (Head Start Collaborative 100 Schools Reach initiative) and inclusion activities embedded in the Preschool Development Grant (PDG) and Pre-K Inclusion Collaboration Team (PICT), all of which are in partnership with OSPI Special Education and Early Learning.

As these joint efforts in support of social emotional learning expand across OSPI and its partner agencies, it is the belief of the SSIP SDT that if these proposed revisions are implemented with fidelity, state data will begin to show increased performance rates in social-emotional development among students with and without disabilities in Washington. With that, the SDT expects to see an increase in access to inclusive settings, improved academic outcomes, and a decrease in reported suspension and expulsion rates of children, 3–5 years and beyond.