# Office of Superintendent of Public Instruction

# Washington State Evaluation Report

# Systemic Improvement Plan – Phase III

# IDEA Part B — Indicator B17

**Year One – FFY 2015**

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# Executive Summary – Year One (SY 2015-16)

Office of the Superintendent of Public Instruction, serving as the State Educational Agency (SEA), has completed Phase I (Data Analysis), Phase II (Development of Strategic Plan), and Phase III – Year One (Implementation and Evaluation) of the Washington State Systemic Improvement Plan (SSIP). Phases I, II, and III are part of a comprehensive, data-driven process for the development, implementation, and evaluation of a multi-year plan to improve educational results for students with disabilities. This multi-year plan is one of seventeen performance indicators (Indicator B-17) required by the Office of Special Education Programs (OSEP) to be included in each state's respective State Performance Plan/Annual Performance Report. Both internal SEA representatives and external stakeholders have been and continue to be directly engaged in all aspects of the Phase I, II, and III activities. An Early Literacy Action Research Team, formed initially to expand the depth of stakeholder engagement, has successfully transitioned into serving as the Pre-K Early Literacy Design Team. This state-level team continues to practice and model expanded levels of engagement to include Networking and Collaborating levels as defined by the *Leading by Convening: A Blueprint for Authentic Engagement* (2014).  Broad agency, community, and parental involvement will continue to take center stage throughout all four years (Phase III – Implementation and Evaluation) of the multi-year plan.


As a result of the detailed analyses of key elements of the state's general supervisory system conducted during Phase I, and re-affirmed during Phase II, four primary coherent improvement strategies [Intensive Technical Assistance: Implementation Science; Coordinated Professional Learning: Evidence-Based Practices; Consistency Index and Coaching; and Parent Engagement Resources] were designed to strengthen state and regional capacity to support local 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 quantify and reduce the early literacy performance gap between entering kindergartners with disabilities and their typically developing peers. The literacy domain of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) entrance assessment is the primary performance measure, with preliminary impact measured by Indicator B-7: Child Outcome Summary (Outcome 2) data, and secondary impact and sustainability measures tracked through (1) Washington State's Special Education Consistency Index scores from kindergarten through second grade, and (2) assessment data from the third grade State English-Language Arts assessment (see Action Research Design Figure 1-1). While the targeted student population is entering kindergartners with disabilities, students across the early childhood continuum exposed to the delivery of evidence-based interventions are likely to experience educational benefit.

**Figure 1-1: Action Research Design**

**Pre-K Early Literacy Action Research Design FFY 2015 through FFY 2019**

**District Cohort**

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

**Consistency Index**
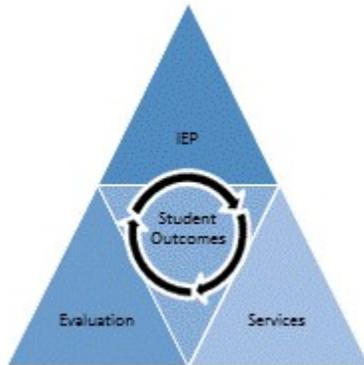


**Stages of Implementation Science**
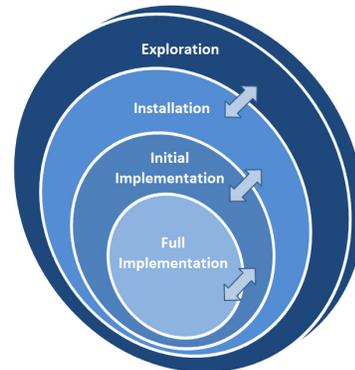


Year One - Phase III (Implementation and Evaluation) activities focused primarily on strengthening the State's capacity to support regional and local educational systems (Component One of the Strategic Plan) with the implementation and scaling-up of evidence-based early literacy instructional practices[1] that will lead to measurable, incremental decreases in the early literacy performance gap. All of the planned activities and strategies were completed in a timely manner. Further, several of the state infrastructure development activities targeted for Year Two were initiated, including (a) initial cultivation and scaling of partnerships with early literacy content experts within OSPI to support integration and collaboration with the Early Literacy State-identified Measurable Result (EL-SiMR) action plans, and (b) leveraging access to the Office of Student and School Success (OSSS) coaches for Consistency Index certification. As a result of certification, OSSS coaches will be able to intentionally target technical assistance supports for improving individualized and specially designed instruction as a means of

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[1] Source: Literacy in Preschool Training Module at http://www.k12.wa.us/SpecialEd/EarlyChildhood/EarlyLiteracy.aspx.

increasing student achievement. Diagnostic instruments addressing the four primary metrics[2] within the Special Education Consistency Index, are now an accessible part of the Every Student Succeeds Act (ESSA) and Individuals with Disabilities Act (IDEA) tool kits.

In tandem, the primary activities and strategies targeted to support regional and district implementation of evidence-based practices (Component Two of the Strategic Plan) and to strengthen overall capacity-building during Year One were part of the Consistency Index Data and Coaching strand (See Theory of Action Figure 1-2). The four primary constructs associated with the Consistency Index validation process and subsequent full-scale launch included:

1) <u>Instrument Development</u>: Three diagnostic instruments were developed in response to the primary metrics of the index and then vetted by the 16-member Special Education Consistency Index (SECI) Leadership Team – an Evaluation Review tool, an IEP Review tool, and a Service Delivery tool.

2) <u>Usability Testing</u>: Specifically, functionality testing was conducted to verify that (1) the tools were measuring the intended constructs, and (2) terminology across the three tools was clear, stable, and consistent. Regional special education leaders and members of the Expanding Capacity for Special Education Leadership (ECSEL) Cohort 2 reviewed approximately 130 student files from 21 pilot districts. After analysis and discussion, minor adjustments were made to increase the usability of the tools.

3) <u>Reliability Testing</u>:  To establish inter-rater reliability, six Master Coders engaged in reliability testing of the diagnostic tools and the companion web-based Data Collection and Reporting Platform (DC&RP). Inter-rater reliability is the degree to which multiple coders arrive independently at the same conclusions.  The methodology selected for the reliability testing by Dr. Marcus Poppen, Assistant Professor for Special Education with Washington State University, provided a scientific way of quantifying and evaluating agreement between multiple master coders who made autonomous observations about the characteristics of each student's specially designed educational services. A total of 39 student files were selected from a representative sample of 100. An abstract and full report was compiled by Dr. Poppen.

4) <u>Intraclass Correlated Coefficient Established</u>: The analysis of reliability testing resulted in the establishment of a Fleiss' Kappa Coefficient (inter-rater reliability) of 0.891, indicating very strong and near perfect agreement. The Fleiss' Kappa Coefficient was used as the test statistic based on its ability to adjust for the probability of identical coders' rating by chance; in turn the established coefficient of 0.891 represents a conservative rate of agreement.

As a result of the validation process, coding elements within the companion, web-based DC&RP were adjusted, and the Consistency Index Training and Certification Course was developed and vetted by the

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[2] The four metrics include a measurement of the sufficiency of the evaluation, a measurement of the extent to which the elements in a sufficient evaluation are identified in a properly formulated IEP, a measurement of the extent to which the services identified in the IEP can be verified in an instructional or related services setting, and a composite numerical representation of the extent to which the evaluation, the IEP, and the delivery of services are aligned.

SECI Leadership Team. Currently there have been more than 110 educators in the state trained to use these diagnostic tools with fidelity[3] as a means to pinpoint technical assistance and coaching strategies for increasing student performance on state, district, and early childhood-specific assessments. Approximately 52% of these educators are located within the three targeted Pre-K Early Literacy Transformation Zones.
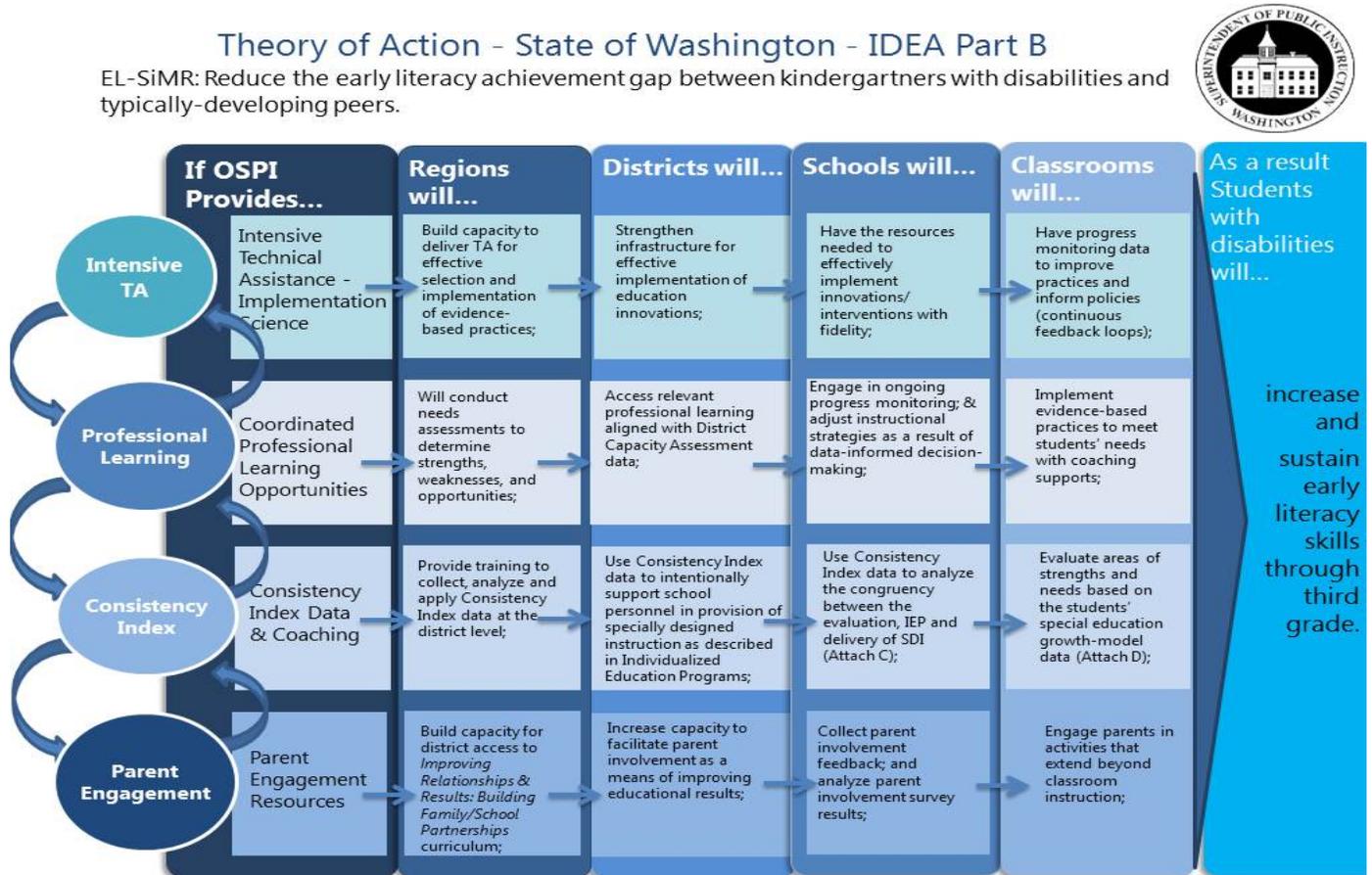
Theory of Action

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 intensive data analyses, broad stakeholder input, SEA infrastructure analysis, and agency representative input, improvement strategies were readily identified. The primary long-term outcome is to significantly increase state, regional, and local district capacity to systematically select, implement, sustain, and scale-up implementation of evidence-based practices in order to improve early literacy skills of kindergarten students with disabilities. Replication and applicability to other content areas, grade bands, and student populations are examples of potential secondary outcomes. Key activities associated with enhancing supports for regional and local implementation of evidence-based practices designed to close the early literacy performance gap for entering kindergarteners with disabilities are braided across four coherent improvement strands – Intensive Technical Assistance: Implementation Science, Coordinated Professional Learning: Evidence-Based Practices, Consistency Index Data and Coaching, and Parent Engagement Resources.

A Theory of Action was developed to graphically illustrate the relationships between the four coherent improvement strands tactically implemented across five inter-dependent levels of the Washington State educational system (See Figure 1-2).  The Theory of Action is the turn-key of the four-year Strategic Plan and continues to drive the ongoing development, continuous improvement, and evaluation mechanisms throughout Phase III. Along the top, moving from left to right, are five specific levels of the overall special education programming system including the State Education Agency, Regional Educational Service District, Local School District, School Building, and Classroom. Working together, educators, parents, and community stakeholders can significantly influence improved early literacy outcomes at the student level. Both internal and external stakeholders were involved in the development of the Theory of Action, and continue to be involved in the design, implementation, and evaluation of activities and outputs identified in the Cascading Logic Model.

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[3] To ensure interrater-reliability, Consistency Index course participants must demonstrate an Intraclass Correlated Co-efficient of .80 or higher to become certified.

**Figure 1-2: Theory of Action**

## 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); | |
| **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; | increase and sustain early literacy skills through third grade. |
| **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; | |

Along the far left moving from top to bottom are the four strands representing coherent improvement strategies developed initially during Phase I and further defined through Phase II. While the strands are not listed in order of priority, the first two strands are aligned with the SEA Infrastructure Analysis (See Figure 1-3) conducted during Phase I (Data Analysis), and specifically address enhancement of two of the seven general supervisory systems – Technical Assistance and Professional Development.  These systems were specifically analyzed in relation to the State's capacity to address the identified SiMR.

**Figure 1-3: OSPI Infrastructure Analysis**

Based on guidance and input from multiple stakeholder sources including the Pre-K Early Literacy Design Team, State Special Education Advisory Council, and the State Early Childhood Special Education Coordination Team, there have been no alterations made to the Theory of Action.

Logic Model

The evaluation design focuses on measuring both implementation of the key SSIP activities and the impact those activities have on achieving measurable improvement in the El-SiMR. Steps taken during the evaluation design and development included (a) review of the evaluation context to ensure alignment between the evaluation design and Phase I content, (b) appointment of evaluation team members, (c) development of an evaluation-based logic model, (d) formation of formative and summative evaluation questions at all levels of the educational system, (e) identification of data collection and analysis strategies linked to specific performance measures, and (f) development of a communication and dissemination plan to report progress to key stakeholders.  The evaluation design also aligns with the Action Research – Continuous Improvement Framework (see Figure 1-4), in that continuous improvement cycles are intentionally embedded in the Plan-Do-Study-Act systems analysis.

The evaluation plan is intentionally designed to be highly collaborative as strategies are operationalized at the local district and school levels (Phase III - Years Two through Four). The Early Literacy Action Research Team, which transitioned in Year One of Phase III to serve as the Pre-K Early Literacy Design Team, participated directly in the development of the evaluation questions and vetted the evaluation plan in the design phase. The data collection plan calls for regular input from stakeholders at all levels, through multiple existing channels, including the OSPI Cabinet, State Special Education Advisory Council, Pre-K Early Literacy Design Team, State Early Childhood Special Education (ECSE) Coordination Team, ESD/OSPI Leadership Group, Regional Implementation Teams, and District Implementation Teams. Through these regular meetings, stakeholders will be able to share information about what has been implemented, what has worked well, and what barriers were found. The state and regions will be able to fine-tune project delivery based on this formative assessment and make modifications to the SSIP as necessary.

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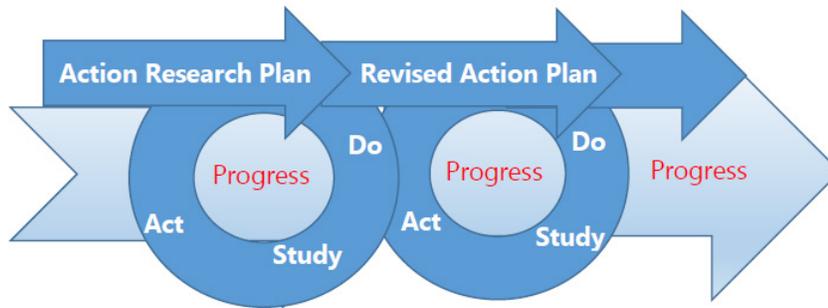


The Cascading Evaluation Logic Model[4], vetted by the Pre-K Early Literacy Design Team, is the navigational beacon that guides the development of the evaluation design and data collection parameters. Both internal agency representatives and external stakeholders agreed that the commitment to improving the early literacy skills of entering kindergartners was best served through the use of a logic model framework, driving all aspects of the work including planning, implementation, and evaluation. The underlying benefit of constructing the logic model, as an intentional extension of the causal relationships reflected in the Theory of Action, is the ability to assess the "if-then" relationships between the key elements of the Pre-K Early Literacy SiMR. Washington State's logic model, developed specifically for the EL-SiMR (see Figure 1-5), shines a light on the inputs, activities, and outputs necessary to achieve the anticipated outcomes. In turn, information from the evaluation continues to be analyzed to examine the effectiveness of the implementation of the strand-specific Action Plans and the progress toward reducing the early literacy performance gap between entering kindergarteners and their typically developing peers. External factors were also identified by the stakeholders that are believed to have a direct impact with, and influence actions being taken, at all five levels of the educational system.

In Year One of Phase III, evaluation activities focused primarily on (a) assessment of SEA leadership capacity using data points from the established baseline (conducted January 2016) and first benchmarking collection (conducted January 2017); (b) full scale implementation of the Consistency Index Initiative, including instrument development, validation testing, training, certification course-specific quantitative data, and qualitative information from post-certification work; (c) instrument development and administration for data collections measuring increases in regional capacity to support exploration, installation, and full implementation of DEC evidence-based practices; and (d) instrument development for baseline data for measuring an increase in knowledge and skill acquisition of the importance of teaming, use of data, and strong practice-to-policy communication loops at local district and school levels.

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[4] The Cascading Logic Model approach focuses attention on operationalizing the processes needed at each level of the education system to establish and sustain *new* practices in *existing* systems. (Scaling-up Brief. July 2015. Number 6. National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.)

With supplemental guidance and support concurrently provided by the IDEA Data Center (IDC) and the American Institutes for Research (AIR), the *Stage-Based Active Implementation Planning: Pre-K Early Literacy Capacity Self-Assessment* (see Appendix A) was developed and finalized. The majority of the content of the self-assessment originated and was adapted from a research brief published by the Office of Planning, Research, and Evaluation within the Administration for Children and Families in May 2015, titled *An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems.* Orientation to the purpose and use of the new tool[5] was provided in the early part of Year Two – Phase III implementation.

The *Regional Needs Assessment Survey* (see Appendix B) was developed in alignment with the evaluation design and data collection (Component Three of Phase II Report) system. Survey participants include special education administrators in the regional Educational Service Districts (ESDs) and the State ECSE Coordination Team which includes both general education leaders within local early intervention and school-based systems, and special education leadership at multiple levels within the regional ESD systems.  Development of the tool was supported by consultation with Candiya Mann, Senior Research Manager, through an Intergovernmental Agreement with the Social and Economic Sciences Research Center (SESRC) at Washington State University (WSU). This survey augments information and data being reported by leaders in the regional ESDs in iGrants Form Package 431 as part of their Coordinated Service Agreements with OSPI.

All of the instruments developed and/or adapted to address the key evaluation activities (see activities (a) through (d) above), are being used for both formative (during the implementation to offer the opportunity to improve and revise strategies) and summative (after the completion of the four-year plan) evaluations.

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[5] The Capital Region Educational Service District 113 was the first transformation zone to begin data collection with four district-level Action Research sites.

## Figure 1-5: Cascading Logic Model

Washington State Systemic Improvement Plan
Evaluation Cascading Logic Model

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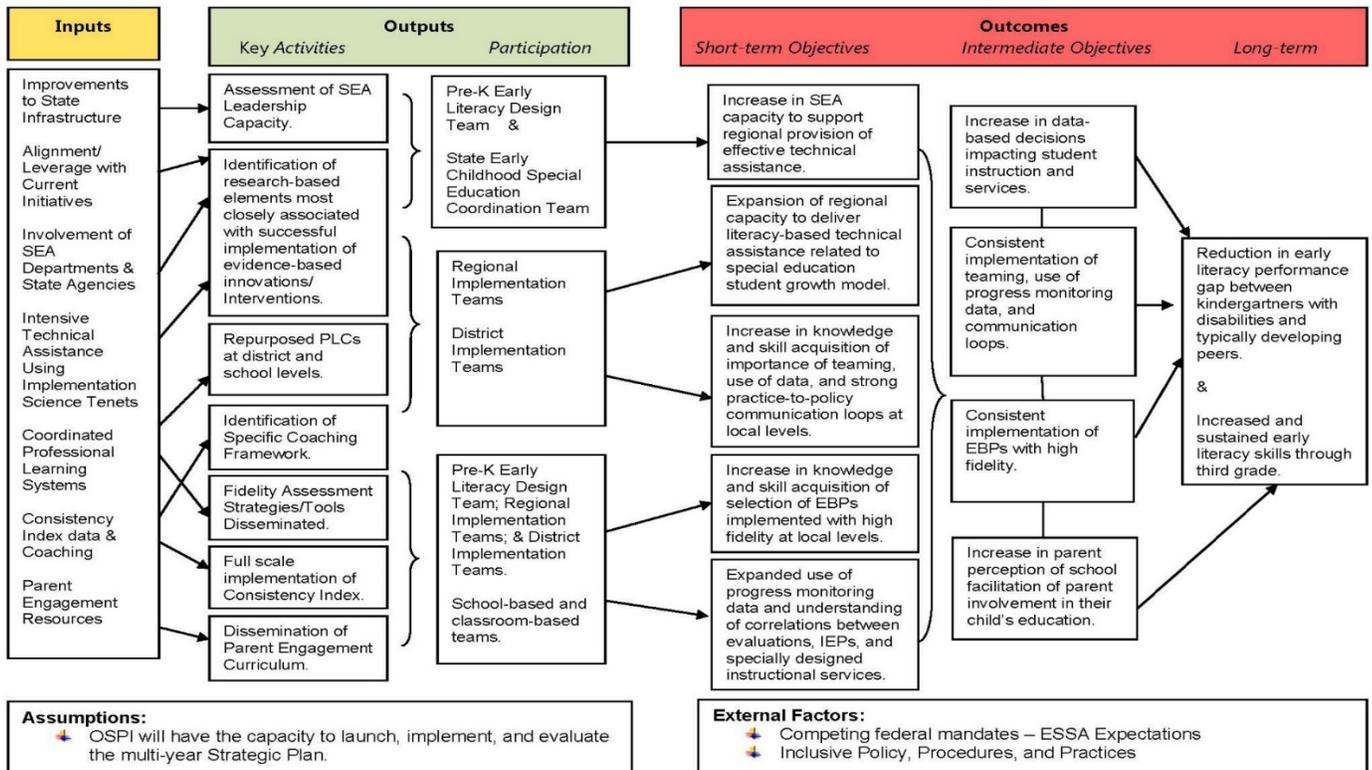


### EL-SiMR Parameters

Initially, district-based Action Research sites addressing the early literacy performance of entering kindergarteners have been recruited within three Transformation Zones – Puget Sound Educational Service District 121, NorthEast Washington Educational Service District 101, and Capital Region Educational Service District 113. This represents a subset of districts as part of the "getting started and then getting better" aspect of this early literacy initiative. Preschool students eligible for special education in these three Transformation Zones represent 54% of the total number of preschoolers eligible for special education statewide. Exponential growth parameters will be applicable to the EL-SiMR with intent to reduce the early literacy performance gap for kindergarteners with disabilities across additional geographical zones during Phase III over the four-year period of performance (FFY 2015 through FFY 2018). The implementation framework for the EL-SiMR (see Figure 1-6) has been operationalized at the state and regional levels during Phase III – Year One; work at the local levels started in the Fall of Phase III – Year Two (FFY 2016).

**Figure 1-6: OSPI Early Literacy Implementation Framework**
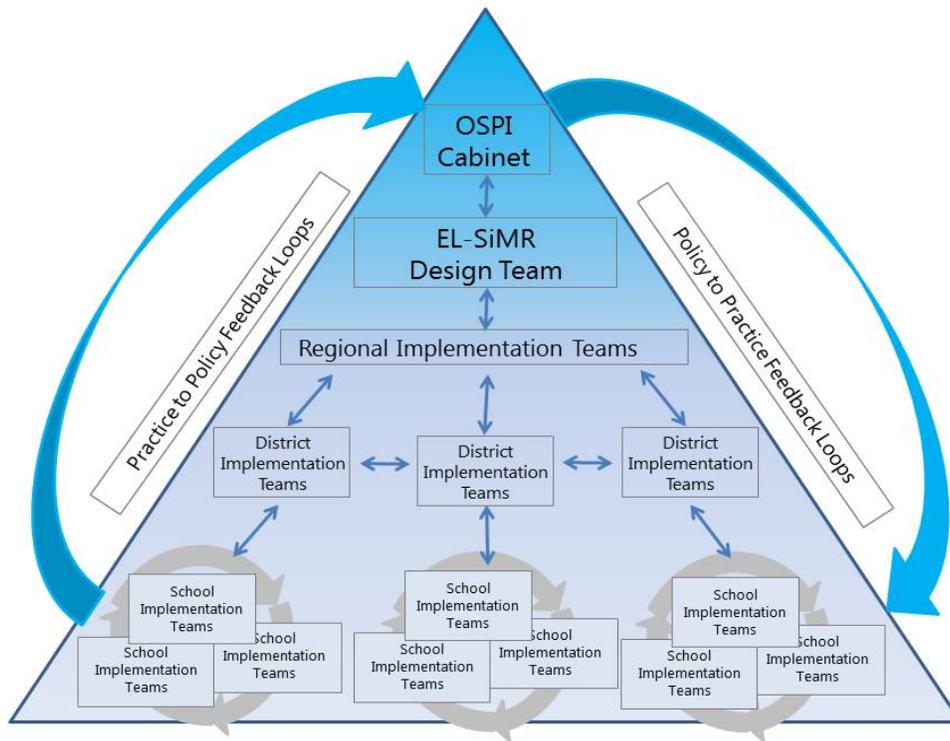


By focusing on early literacy skills for *preschoolers[6]* with disabilities using principles of Implementation Science, districts have earlier access to the resources intentionally designed to assist in identifying the systems needed to support implementation of evidence-based practices that result 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 identified parameters (see Table 1-1) for the EL-SiMR are delineated consistent with 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 B-17. The observational tool used to collect literacy assessment data as part of the Whole Child Assessment component of WaKIDS is called _GOLD™ by Teaching Strategies®_.

The updated FFY 2015 performance data for the Washington State Systemic Improvement Plan (SSIP) is 21.95%, representing a slight decrease in performance in comparison to 20.36% reported in FFY 2014.

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[6] 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.

The parameters for the SiMR, including the formula, baseline, targets, updated FFY 2015 performance data, and description of the metrics, are graphically depicted in Table 1-1. Data analyses conducted by internal agency representatives and external stakeholders revealed a significant variance in the total student population being tested in FFY 2015 as compared to the student population tested in FFY 2013 (baseline data). The number (N=2,528) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2015 was approximately 60% greater than the number (N=1,581) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2013. While the gap in the early literacy performance between kindergarteners with disabilities and their typically developing peers slightly increased (from 20.44% to 21.95%) during this same performance period, stakeholders expressed confidence that the FFY 2015 data are more inclusive, and representative of all eligible students with disabilities, including those in more restrictive learning environments[7].

At the request of the WaKIDS Legislative Work Group, a review of the WaKIDS objectives and dimensions was initiated in the spring of FFY 2014. At the conclusion of the teacher-driven review, the number of dimensions measured within the literacy domain remained stable (N=5) and the total number of objectives within those dimensions was reduced by five. This revision was in effect for the FFY 2015 WaKIDS entrance assessment. While the reduction in the number of objectives to be observed reduced teacher workload and increased the instrument's alignment with Washington State Learning Standards, psychometricians working within the Office of Assessment and Student Information at OSPI confirmed the objectives remained valid and consistent when compared to historical objectives and results.

Table 1-1: EL-SiMR Parameters

**Early Literacy – State-identified Measureable Result (EL-SiMR)**

| SiMR Parameters | |
|---|---|
| **EL-SiMR** | Reduce the early literacy achievement gap between kindergartners with disabilities and typically-developing peers. |
| **Measurement** | Difference in performance of kindergartners with disabilities and those without disabilities on the Washington Kindergarten Inventory of Developing Skills (WaKIDS) literacy assessment domain. |

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[7] Prior to FFY 2015, kindergartner teachers serving students in self-contained settings had not been included in the WaKIDS training and certification activities.

| FFY | 2013 | 2014 | 2015 | **2016** | 2017 | 2018 |
|---|---|---|---|---|---|---|
| Target>= | Baseline | 20.4% | 20.4% | 18.9% | 17.4% | 15.4% |
| Data* | 20.44% | 20.36% | 21.95% | | | |

*Represents the three ESD Transformation Zones, which is 54% of the state's early childhood special education population.

| 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. |

| Washington Kindergarten Inventory of Developing Skills Literacy Domain | |
|---|---|
| Phonological awareness: <br> • Notices and discriminates rhyme; <br> • Notices and discriminates smaller and smaller units of sound. <br><br> Knowledge of the alphabet: <br> • Identifies and names letters; <br> • Uses letter–sound knowledge. | Knowledge of print and its uses: <br> • Uses print concepts. <br><br> Comprehends and responds to books and other texts: <br> • Uses emergent reading skills; <br> • Retells stories. <br><br> Emergent writing skills: <br> • Writes name. |

Infrastructure Development and Coherent Improvement Strategies Implemented

Key activities impacting state infrastructure development and each of the four coherent improvement strands [Intensive Technical Assistance: Implementation Science, Coordinated Professional Learning: Evidence-Based Practices, Consistency Index Data and Coaching, and Parent Engagement Resources] have been initiated and completed during Phase III – Year One within established timelines. Overarching infrastructure development activities (see Table 1-2 in Section B) implemented to date include:

(a) The convening of leaders in the parent engagement, early literacy, and early childhood domains across multiple state, regional, and local systems;

(b) State endorsement of early childhood special education-specific quality standards;

(c) A policy shift to focus on compliance elements most closely associated with improved student outcomes and integration of compliance, fiscal, and student performance in the statewide monitoring framework;

(d) Development and implementation of strand-specific action plans to enhance and sustain efficient and effective systems that support regional, district, and school implementation of evidence-based practices;

(e) Development and launch of a new website for the Special Education Support Center;

(f) Development and implementation of the Consistency Index Practice Profile and companion web-based Data Collection and Reporting Platform; and

(g) Certification of coaches contracting with the Office of Student and School Success within OSPI.


Primary activities (see Table 1-3 in Section B) implemented to increase regional and district capacity to implement evidence-based practices include:

(a) Identification of Implementation Science principles most closely associated with successful implementation of evidence-based practices within early childhood settings;

(b) Regional dissemination of the *Washington State Comprehensive Literacy Plan: Birth through Grade 12*;

(c) Expansion of WaKIDS training and certification activities to include special education kindergarten teachers located in self-contained classrooms;

(d) Review and dissemination of *Strengthening Student Educational Outcomes – ELA & Student Behavior (July 2015)* to regional stakeholders;

(e) Completion of usability and reliability testing and evaluation tasks for the Consistency Index launch;

(f) Validation of compliance protocols, congruency metrics, and web-based platform for the Consistency Index Initiative;

(g) Creation of an Introductory Script for Consistency Index Certified Scorers to use during Service Provider Interviews;

(h) Expansion of demographic data fields for State Parent Survey used for Indicator B-8 – Parent Involvement data collections; and

(i) Expansion of parent engagement resources posted and available on the OSPI website.


A description of how the SEA collected and analyzed data to evaluate implementation of these activities is discussed under Section C – Data on Implementation and Outcomes.

Specific Evidence-based Practices Implemented

Implementation of the research-based, diagnostic instruments used to calculate a valid and reliable Consistency Index [a composite numerical representation of the congruency between evaluations, IEPs, and delivery of specially designed instruction], started in the Fall Quarter of 2016. As regional practitioners demonstrated competency by completing the Consistency Index Training and Certification Course, they were able to utilize the index(ices) to begin coaching educators to use the data to inform instructional practices as a means to increase student outcomes. As noted in the Phase I (Broad and In-Depth Data Analysis) report, 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 Early Learning Benchmarks and/or school curricula from general education settings (e.g., Head Start Performance Standards or Early Childhood Education and Assistance Program Standards) rather than being based on the individualized strengths and needs of the preschool student. Relative to early literacy skill acquisition, preschoolers with IEPs that include emerging literacy goals are likely to make smaller academic gains than their non-eligible peers[8] despite consistent implementation of common developmentally-appropriate interventions. To that end, regional practitioners within the Pre-K Early Literacy Transformation Zones, serving as Consistency Index Certified Scorers, continue to emphasize the importance of increasing alignment between an evaluation that identifies the need for specially designed instruction in pre-reading (early literacy); an IEP that specifies the location, frequency, and duration of pre-reading instruction; and the delivery of specially designed pre-reading instruction in an appropriate educational setting with fidelity. This critical alignment between these three fundamental practices can significantly improve the likelihood that the preschooler will achieve the intended academic gains.

In addition, Washington State has endorsed the Council for Exceptional Children: Division of Early Childhood's (DEC) Recommended Practices as the Quality Standards for Early Childhood Special Education programming. These practices represent *"...the most current knowledge available on evidence-based, high-leverage practices to support young children, birth through age 5, with disabilities and their families".[9]*  The initial regional launch to the field was implemented through electronic communication (December 2016). Washington State is serving as a pilot site for the new DEC training modules being developed by the OSEP-funded Early Childhood Technical Assistance (ECTA) Center. The State ECSE Coordination Team participated in an *Orientation to the DEC Recommended Practices Training Module Interaction: From Qualities of Interaction to Intervention Practices – Using What Comes Naturally* conducted virtually by Dr. Megan Vinh, Associate Director of Evaluation for the ECTA Center on February 1, 2017. All nine of the regional Educational Service Districts participated in the universal

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[8] Topics in Early Childhood Special Education.2017, Vol. 36(4) 205-217. Hammill Institute on Disabilities 2016.

[9] Division for Early Childhood. (2015). *DEC recommended practice: Enhancing services for young children with disabilities and their families* (DEC Recommended Practices Monograph Series No. 1). Los Angeles, CA: Author.

training session and will have the opportunity to begin piloting the training module within their respective regions.

District-level Action Research Sites within the three Pre-K Early Literacy Transformation Zones are in the process of re-purposing Professional Learning Communities during Spring Quarter 2017 to implement the DEC training module on *Interaction* and finalize plans for initial installation of the five evidence-based practices in designated early childhood classrooms or hubs beginning Fall Quarter 2017. The five specific evidence-based practices within the topical area *Interaction* include:

INT1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.

INT2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.

INT3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.

INT4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.

INT5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.

Action research discussions at the school and classroom levels have recently begun to explore connections between the WaKIDS literacy objectives and dimensions observed and recorded for an individual student, specific DEC *Interaction* evidenced-based practices outlined above, and the goals and objectives in that student's IEP.  This requires the regional coach, school implementation team members, and individual early childhood practitioners to not only understand policy level challenges and potential procedural shifts that may be necessary, but also how the Pre-K early literacy work is operationalized at the practice/instructional (student profile) level. Potential cross-walks between GOLD Teaching Strategies [literacy-specific objectives and dimensions] and the DEC Recommended Practices in the *Instruction* topical area will be reviewed during Phase III – Year Two (see Section F – Plans for Next Year).

Brief Overview of Evaluation Activities, Measures, and Outcomes

An initial *State Infrastructure Leadership Capacity Assessment* was completed by the state-level Early Literacy Action Research Team to evaluate the impact of the state infrastructure development activities being implemented during Phase III – Year One. This baseline data collection was facilitated by Cesar D'Agord, Senior Research Analyst with the National Center for Systemic Improvement during a scheduled work session held Winter Quarter 2016. The instrument, adapted from the ECTA Center tool addressing the DEC Recommended Practices Topic Area – Leadership, assesses SEA leadership capacity across three leadership components including (a) Collaboration (seven indicators), (b) Motivation and Guidance (eight indicators), and (c) Vision and Direction (eight indicators). The Early Literacy Action Research Team members individually ranked the SEA's demonstrated capacity in each of the three leadership components using a Likert Scale with a range of responses from 1 – Seldom or Never; 2 – Some of the Time; 3 – Often; and 4 – Most of the Time. The individual responses were submitted confidentially to the facilitator who calculated the mean for each of the indicators in all three of the respective leadership components. Baseline evaluation results indicate the SEA performs strongest in the leadership area of Vision and Direction with a mean score of 2.58. The leadership area with the greatest room for improvement is Collaboration with a mean score of 2.14. The second data collection, serving as the first evaluative benchmark, was facilitated by Candiya Mann, Senior Research Manager with the Social and Economic Sciences Research Center operated by the WSU. This data collection was completed in the Winter Quarter of 2017.  The leadership area with the most demonstrated growth is Collaboration (2.14 to 3.03) with an increase in the mean score of .89. Vision and Direction, noted as the strongest leadership area in the baseline data, had the least amount of growth (2.58 to 3.02) with a modest increase of .44 in the mean score. Detailed analysis of these two data collections is provided under Section C – Data on Implementation and Outcomes.


There were three evaluation tasks conducted to evaluate the impact of specific activities and strategies targeted to support district implementation of evidence-based practices and to improve capacity-building at the regional, district, and school levels during Phase III – Year One.  First, under the Consistency Index Data and Coaching strand, usability and reliability testing activities were implemented to evaluate the functionality of the three diagnostic instruments and to establish the inter-rater reliability of the instruments to ensure fidelity of the calculation of the Consistency Index score. Usability testing was facilitated by Dr. Cinda Johnson and Dr. Sue Ann Bube, with the Center for Change in Transition Services, a Washington State Needs Project in Spring Quarter 2016. Results were reported in qualitative excerpts from regional and district-level practitioners commenting through the web-based data collection and reporting platform. The SECI Leadership Team reviewed the qualitative information (April 26, 2016) and made minor revisions to the format of the instrument to increase functionality. A Master Coder Reliability Testing Workshop (June 22-23, 2016) was facilitated by Dr. Marcus Poppen as a means of establishing assurance of reliability in measurement when the diagnostic instruments are used independently by certified practitioners. An outcome from the reliability testing was the establishment of a Fleiss' Kappa Coefficient of .891 as a measure of inter-rater reliability. A

second measure of inter-rater reliability assessment was a calculation of the average percent of time (92%) that all master coders were in agreement for each of the 38 files used in the testing; further for the total number of items (N= 2,014 items) that were scored, the average percent of time (1,804 out of 2,014 = 91.5%) all master coders were in agreement. Stakeholders serving on the Early Literacy Action Research Team reviewed these evaluation data and concurred with the instrument adjustments.

A second evaluation task focused on measuring the impact of key activities within all four strands of the Theory of Action [Intensive Technical Assistance: Implementation Science, Coordinated Professional Learning: Evidence-Based Practices, Consistency Index and Coaching, and Parent Engagement Resources]. A *Regional Needs Assessment Questionnaire* (see Appendix B) was designed during Phase III – Year One and developed and administered mid-point in Phase III – Year Two. The Pre-K Early Literacy Design Team discussed the parameters of the regional survey and compared and contrasted the drafted content to the vetted evaluation design and data collection system. Final edits were made promptly to the survey following the stakeholder input. The survey was disseminated to regional leaders serving in the State Needs Projects, and across all nine ESDs with targeted dissemination and follow-up prompts provided to the three regional transformation zones. Preliminary questionnaire results were analyzed through the review of qualitative information related to levels of effectiveness in SEA support and additional supports that may be needed, and review of quantitative data measuring the amounts of technical assistance, professional development, and/or doses of coaching reported by the regions. A full evaluative summary of results will be addressed in the Year Two – Phase III report.

The purpose of the third evaluation task was to measure the extent to which district-level action research teams within the three transformation zones increased their knowledge and implementation of the three elements most closely associated with successful implementation of evidence-based practices *[(1) Teaming Structures; (2) Focus on Data; and (3) Policy to Practice Communication Loops]* over time. The evaluation instrument (*Stage-Based Active Implementation Planning: Pre-K Early Literacy Capacity Self-Assessment* - see Appendix A) is aligned with the Intensive Technical Assistance: Implementation Science strand. Members of the Pre-K Early Literacy Design Team representing local educational systems provided input on the terminology in the tool prior to dissemination. Administration of the self-assessments began in Spring Quarter 2017 (Year Two – Phase III). Preliminary results of the self-assessments were analyzed based on the Likert Scale embedded in the instrument. A full evaluative summary of results will be addressed in the Year Two – Phase III report.

Highlights of Changes to Implementation Plan and Improvement Strategies

Based on extensive review and input from key internal and external stakeholder groups, there are no material changes to the coherent improvement strategies represented in the Theory of Action and operationally reflected in the Logic Model. In regards to state infrastructure development, new

legislation passed by the 2016 Legislature (4SHB 1541) resulted in re-funding of the Center for the Improvement of Student Learning (CISL) and under CISL's guard, development of the Washington Integrated Student Supports Protocol (WISSP). The Pre-K EL Design Team work session held on March 24, 2017 included a presentation on these two state initiatives and opportunities for alignment and leveraging were identified. The WISSP is based on recommendations from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) referenced in Phase I & Phase II reports. A review of data and outcomes associated with implementation of evidence-based practices and continuous improvement planning by the Pre-K Early Literacy Design Team, lead to a facilitated analysis of specific activities/tasks in strand-specific Action Plans. Minor edits to consolidate and streamline three tasks in the Intensive Technical Assistance – Implementation Science and Coordinated Professional Learning strands have been made as a result. These are the only implementation changes (see Section F. Plans For Next Year).

## A.  Progress in Implementing the State Systemic Improvement Plan
B.1. Description of Implementation Progress

All of the State Infrastructure Development[10] activities planned for Phase III – Year One (see Table 1-2) have been implemented with fidelity and within targeted timelines.  Accomplishments achieved are embedded within three types of milestones including (a) targeted improvements to the systems comprising the state infrastructure; (b) actions taken to further align and leverage current initiatives in the State to help ensure successful execution, implementation, and continuous improvements within the SSIP; and (c) strategies implemented that involve multiple offices within the Office of Superintendent of Public Instruction, as well as other partner State agencies in order to maximize the allocation of limited resources across multiple funding streams.

**Table 1-2: State Infrastructure Development**

**Success and Challenges**: The SEA was able to not only complete all of the planned activities within targeted timelines, but successfully started activities initially targeted for Phase III – Year Three. Examples include exploration of developmentally appropriate access to Washington State Learning Standards represented in standards-aligned IEPs of preschoolers and expanded access to the OSEP-funded Parent Engagement Curriculum. Of particular benefit has been the scaling of partnerships with internal early literacy content experts to support integration and collaboration with SSIP activities. For example, the State's new ELA Director, Ms. Aira Jackson is an active and contributing member of the Pre-K Early Literacy State Design Team. Through this new leader, the SSIP Co-Coordinators and regional transformation zone leaders/coaches are able to contribute to the statewide Early Literacy Pathways Orientation Sessions and have started exploring opportunities for cross-sector trainings with special education audiences (Winter Quarter 2017). As evaluation administrations have scaled in the eight local Action Research Sites, and new Coaching Fidelity tools have been introduced to transformation zone leaders, the need for additional data analyst supports within the special education division increases.

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[10] State Infrastructure Development is Component 1 of the Strategic Plan (Phase II Report).

This need will be voiced formally through upcoming internal ESSA planning sessions. Challenges continue to include (a) evolving legislative priorities that make it difficult to sustain established interagency agreements (i.e., Establishment of Department of Children, Youth, and Families (DCYF) 2E2SHB 1661 which incorporates the current Department of Early Learning (DEL); (b) the ability to establish, develop and sustain new practices within the existing educational structures in the absence of secure funding for ongoing instructional coaching, and (c) changes in key leadership positions at state, regional, and local district levels.

| Activity/Strategy | Evidence/Data Source | Implementation Status | Timeline(s) |
|---|---|---|---|
| Formation of Early Literacy Action Research Team (EL-ART). | Membership Roster; Agendas for work sessions convened | ☑ Completed on time. | Summer Quarter 2015 |
| Allocation of federal IDEA Part B funds through the Coordinated Service Agreements (CSAs). | Regional Training Plans within three transformation zones (see Consistency Index references). | ☑ Started on time. | Summer Quarter 2015 Strategic Plan targets Summer Quarter 2015 through Winter Quarter 2017. |
| SEA Monitoring Policy Shifts – (a) Focus on compliance elements most closely associated with student outcomes, and (b) integration of compliance, fiscal, and student performance in the statewide monitoring system. | Washington Integrated System of Monitoring (WISM) eGuidebook. | ☑ Completed on time. | Summer Quarter 2015 |
| State endorsement of Early Childhood Special Education–specific Quality Standards. | Input from and training provided to EL-ART; email communication to practitioner groups. | ☑ Completed on time. | Fall Quarter 2015 |
| Development and launch of new website through the Special Education Support Center. | Active website at http://specialeducationsupportcenter.org/ | ☑ Completed on time. | Fall Quarter 2015 |
| Incremental increases in frequency and duration of collaborative interactions with WaKIDS leadership personnel. | Communication Logs | ☑ Completed on time. | Fall Quarter 2015 through Spring Quarter 2016. |
| Development and implementation of Consistency Index Practice Profile. | Consistency Index Practice Profile document. | ☑ Completed on time. | Fall Quarter 2015 through Spring Quarter 2016. |
| Development and implementation of strand-specific Action Plans to enhance and sustain efficient and effective systems that support | Targeted Infrastructure Assessment by EL-ART. | ☑ Continued as planned. | Winter Quarter 2016 through Spring 2017 Strategic Plan targets Winter Quarter 2016 |

| Activity/Strategy | Evidence/Data Source | Implementation Status | Timeline(s) |
|---|---|---|---|
| regional, district, and school implementation of EBPs. | | | through Spring Quarter 2018. |
| Expansion of State Early Childhood Special Education (ECSE) Team to include representation from State Head Start Collaboration Office and State Early Childhood Education & Assistance Program. | State ECSE Team Roster | ☑ Completed on time. | Spring Quarter 2016 |

Each of the planned activities and strategies (key milestones) targeted to Support District Implementation of Evidence-based Practices[11] and to improve capacity-building at the regional, district, and school levels during Phase III – Year One have been implemented on time and with fidelity. The key activities and tasks associated with each of the four strands in the Theory of Action are summarized on Table 1-3 below, including what has been accomplished and whether the intended timelines have been followed.

**Table 1-3: Support for EBPs: Capacity Building at Regional & Local Levels**

**Success and Challenges**: A particular note of success is the extensive design, development, validation, and implementation of key activities associated with the Consistency Index strand during this first year of the multi-year plan. Regional leadership from the three transformation zones were intricately involved in the usability and reliability testing activities and in the development of the vetted course outline for the Consistency Index Training and Certification Course. Challenges were limited to the re-shaping and timing of the Consistency Index certification requirements as a result of the reliability testing and evaluation work facilitated by Dr. Marcus Poppen, Assistant Professor for Special Education at WSU. Rather than develop and pilot individual training modules to certify scorers for the Consistency Index as initially planned, a 30-hour, rigorous, web-based college-level course was developed and launched through eLearning for Educators, hosted by the Evergreen State College. Course participants must meet or exceed the .80 inter-rater reliability established during reliability testing and evaluation tasks in order to pass the course and become certified. Consequently, the course launched the following quarter in the Fall Quarter 2016.

| Activity/Strategy | Evidence/Data Source | Implementation Status | Timeline(s) |
|---|---|---|---|
| Design data collection and reporting platform for Consistency Index. | Active training and production websites at https://cctscip.azurewebsites.net. | ☑ Completed on time. | Summer Quarter 2015 |
| Conduct usability testing of diagnostic instruments for | Usability testing and evaluation logs. | ☑ Completed on time. | Summer Quarter 2015 |

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[11] Support for District Implementation of Evidence-based Practices is Component 2 of the Strategic Plan (Phase II Report).

| Activity/Strategy | Evidence/Data Source | Implementation Status | Timeline(s) |
|---|---|---|---|
| Consistency Index using implementation science protocols. | | | |
| Research strategies for increasing data usability for progress monitoring activities at the classroom and student levels. | Initial strategies list generated. | ☑ Started on time. | Summer 2015 Strategic Plan targets Summer 2015 Quarter 2016 through Winter Quarter 2017. |
| State endorsement of early childhood special education-specific quality standards. | Copy of electronic communication and dissemination list. | ☑ Completed on time. | Fall Quarter 2015 |
| Develop list of replicable models districts can review to bolster infrastructure development. | Early Literacy Design Team data notes. | ☑ Delayed start; task completed. | Targeted for Winter Quarter 2016; Completed Spring 2016. |
| Run analytics for Consistency Index and modify scoring elements, if needed. | Data notes/spreadsheets and logs. | ☑ Completed on time. | Spring Quarter 2016 |
| Conduct reliability testing to establish Intraclass Correlated Coefficient (ICC). | Copy of Reliability Testing & Evaluation Report. | ☑ Delayed start; task completed. | Targeted for Spring Quarter 2016; Completed Summer 2016 |
| Develop and pilot training modules to certify Consistency Index Scorers. | Task re-defined to include rigorous, self-paced, 30-hour college-level training and certification course. | ☑ Delayed start; task completed. | Targeted for Spring Quarter 2016; Completed Fall 2016 |
| Expand State Performance Plan Indicator B-8 data analysis capacity to include breakdown of parent survey results by demographics (grade, ethnicity, placement, and disability category) for each school within the respective districts surveyed. | State and district-level results from WSU include expanded data fields for analysis. | ☑ Completed on time. | Spring Quarter 2016 |
| Develop multi-layered communication strategy (e.g., online resources, parent outreach) for OSPI, regional, district, and school expected outcomes. | Copy of Communication and Dissemination of Evaluation Results | ☑ Completed on time. | Spring Quarter 2016 |
| Design data collection and reporting platform for Consistency Index. | Active training and production websites at https://cctscip.azurewebsites.net. | ☑ Completed on time. | Summer Quarter 2015 |

B.2 Intended Outputs Accomplished

The intended outputs that have been accomplished as a result of the SSIP implementation activities described in Tables 1-2 and 1-3 are summarized below, starting with state infrastructure development and followed by the four strands identified within the Theory of Action. Although the Consistency Index is the cornerstone[12] of the multi-year strategic plan, for ease of readability, the strands are listed in the same order as they appear on the Theory of Action.

### State Infrastrucure Development
- Assessment of SEA leadership capacity completed.
    - Baseline data for SEA leadership capacity assessment; data collection conducted in three leadership components including (1) Collaboration, (2) Motivation and Guidance, and (3) Vision and Direction.
    - Source:        Early Literacy Action Research Team
                    January 29, 2016
                    Facilitation by Cesar D'Agord, National Center for Systemic Improvement

### Intensive Techncial Assistance
- Identification of research-based elements most closely associated with successful implementation of evidence-based innovations/interventions within early childhood systems.
    - The three specific research-based elements are (1) Teaming Structures; (2) Focus on Data; and (3) Policy to Practice Communication Loops.
    - Source:        An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems
                    Office of Planning, Research, and Evaluation with the Administration for Children & Families
                    U.S. Department of Health and Human Services
                    Research brief #2015-48 – May 2015

- Analysis of challenges and potential solutions for ensuring research-based elements are implemented with fidelity.
    - Challenges and solutions focused on topics addressing each of the three research-based elements.  Potential solutions centered on (a) strengthening teaming connections with IDEA Part C early intervention partners and school-based kindergarten educators; (b) identifying replicable models (i.e. What does it look like when done well?); (c) developing a shared vision; (d) using Indicator B7 Child Outcomes data for more than federal reporting purposes; (e) identifying technical assistance needs related to data collection and analysis; (f) implementing multi-modal communication systems; and (g) increasing cultural competencies of school personnel at all levels.
    - Source:        Early Literacy Action Research Team Work Session
                    January 29, 2016

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[12] See page 17 of 51 in the Strategic Plan (Phase II Report).

- Development and initial implementation of Action Plans to address challenges and solutions for fidelity of implementation.
  - Four strand-specific Action Plans were developed and are in the process of being implemented based on the results of the brainstorming activity generated by the state team.
  - Source:          Phase II Report – Multi-Year Strategic Plan
                     Submitted to OSEP on March 30, 2016

- Launch and expansion of the Special Education Support Center website.
  - Initial launch of website was completed on October 19, 2015. Incremental expansions of the site were completed semi-annually.
  - Source:          Active website located at
                     http://specialeducationsupportcenter.org/instructional-support/educators-toolbox/educators/.

### *Coordinated Professional Learning*

- Launch of Early Childhood Special Education Quality Standards.
  - Initial review and endorsement were completed December 4, 2015. Follow-up discussion and regional reviews took place during Winter and Spring Quarters of 2016. The field received regional electronic notification in Fall of 2016.
  - Source(s):       Early Literacy Action Research Team Work Sessions
                     December 4, 2015; facilitation by Sandy Grummick & Valerie Arnold, OSPI
                     January 29, 2016 & March 25, 2016; facilitation by Cesar D'Agord,
                     National Center for Systemic Improvement

- Maximizing of access to and expansion of eLearning for Educators Courses.
  - The Washington State Consistency Index Course was added to the electronic eLearning for Educators Course Catalog on December 6, 2016. Additional electronic field notification took place through a Professional Development Enroller on December 7, 2016.
  - Source(s):       PD Enroller at https://www.pdenroller.org/ospi/Catalog/Event/22997.
                     eLearning for Educators at http://evergreen.edu/elearningforeducators.

- Documentation of increase in WaKIDS data representativeness (inclusive of students in self-contained settings).
  - FFY 2013 Indicator B-17 baseline data included 41.4% of the entering kindergarteners eligible for special education and the FFY 2014 Indicator B-17 data included 45.4% of the entering kindergarteners eligible for special education. However, current FFY 2015

Indicator B-17 data has continued to increase representativeness with 65.3% of the eligible kindergarteners upon entrance[13].

- o Source: Washington Kindergarten Inventory of Developing Skills (WaKIDS) Data

### *Consistency Index (Full scale implementation)*

- Validation of three diagnostic instruments completed.
  - o Three diagnostic instruments were developed and validated, including an Evaluation Review Tool, IEP Review Tool, and Service Delivery Tool.
  - o Source(s): Usability Testing; SECI Leadership Team on April 26, 2016
    Reliability Testing; Master Coders Reliability Testing Workshop on June 22-23, 2016

- Development and implementation of web-based data collection and reporting platform completed.
  - o The purpose of the web-based DC&RP is to ensure the fidelity of the Consistency Index calculation, which is auto-generated as a result of coding entered into the platform by certified practitioners. The DC&RP became operational on November 15, 2016 concurrent with the launch of the SECI Training and Certification Course.
  - o Source: Active website located at https://cctscip.azurewebsites.net.

- Establishing of inter-rater reliability coefficient.
  - o An outcome of the analysis of the Master Coders Reliability Testing Workshop was the calculation of the inter-rater reliability demonstrated by the Master Coders using the Fleiss' Kappa Methodology.
  - o Source: Fleiss' Kappa Correlated Coefficient (.891); Final Report Compiled by Dr. Poppen on July 28, 2016

- Development and implementation of college-level certification course.
  - o The Washington Special Education Consistency Index Training and Certification Course includes five modules:
    - Module One: Overview of Consistency Index Initiative and Cameo with Dr. Doug Gill, OSPI Assistant Superintendent of Special Education
    - Module Two: How To Use/Introduction of SECI Diagnostic Tools
    - Module Three: How To Navigate/Demonstration of Web-based Data Collection and Reporting Platform
    - Module Four: Pre-test/Required Practice Profiles
    - Module Five: Final Certification
  - o Source(s): Soft Launch to ESD Leadership on November 15, 2016
    Full Scale Launch on December 6, 2016

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[13] Preliminary FFY 2016 Indicator B-17 data includes 86.3% of the entering kindergartners eligible for special education.

- Certification of Consistency Index scorers.
    - To date, there have been a total of 110 practitioners enrolled in the Consistency Index Training and Certification Course. Twenty-nine practitioners have completed the course and achieved certification meeting the inter-rater reliability threshold of .80 or higher. The remaining course participants are in various stages of completion.
    - Source:        Evergreen State College Registration Data – eLearning for Educators State Needs Project

### *Parent Engagement Resources*

- Increase in school-based access to OSEP-vetted *Improving Relationships and Results: Building Family/School Partnerships* curriculum. The curriculum is designed to provide evidence-based interventions that schools can use to improve their relationships with families. The ready-to-go modules were developed in close cooperation with the Future of School Psychology Task Force on Family School Partnerships. Schools can use these materials as part of an overall coordinated effort to build and enhance effective practices that improve parental/family relationships as well as student results.
    - The curriculum was added to the Technical Assistance section of the Washington Integrated System of Monitoring (WISM) webpage and is now co-located with the alphabetical listings on the Special Education Resource Library webpage under "P" for Parent and "F" for Family.
    - Source:        Active website at http://www.k12.wa.us/SpecialEd/ResourceLibrary/default.aspx#P.

B.3 Stakeholder Involvement in SSIP Implementation

The co-coordinators responsible for the oversight of the SSIP understood the importance and embraced the benefits of actively engaging internal agency representatives and external practitioners and leaders, all of whom share the same landscape of practice, as key stakeholders since the inception of the Indicator B-17 initiative. During Phase I (Data Analysis) stakeholders were initially engaged in the work through sharing and dissemination of data and information. Over time, these stakeholders became more involved by providing input and making recommendations for next steps. Throughout the Phase II (Development of Strategic Plan) activities, the depth of stakeholder involvement significantly increased. In addition to being *informed* of the ongoing design and development of the multi-year plan, *networking* across and among stakeholders began to take root. Key stakeholders were gathered together to form an ongoing relationship as members of the Early Literacy Action Research Team. This state-level team was asked what they thought about the early literacy initiative and their voice was integrated into the final plan submitted to the federal Office of Special Education Programs. At the start of Year One – Phase III, this team successfully transitioned to serving as the Pre-K Early Literacy Design Team with expanded membership to include representatives with influence at the district and school levels, and expanded responsibilities. Examples of roles and responsibilities include being accountable for the successful implementation of the Pre-K Early Literacy SiMR, modeling

collaborative action research strategies to identify and select evidence-based early literacy instructional practices, corresponding with OSPI cabinet leadership, disseminating vetted Phase III reports and other public communications, serving as team liaisons to connected initiatives, and providing resources and support to Regional Implementation Teams (see Figure 1-6). While these partnerships were being cultivated, co-coordinators continued to involve and inform a broad set of stakeholders in the ongoing development, implementation, and currently the evaluation (Phase III) of the SSIP.

The Washington State Special Education Advisory Council (SEAC) meets on a quarterly basis during the school year. While the council has responsibility for a broad array of special education-related issues and initiatives, members have continued to dedicate a portion of their agenda to the State Performance Plan/Annual Performance Report with specific attention given to the SSIP's Indicator B-17. Two representatives from SEAC have been serving on the state-level Pre-K Early Literacy Design Team since the beginning of Phase II (FFY 2014).  Presentations including development, implementation, and data updates were made by the co-coordinators during Year One – Phase III on the following dates: October 2, 2015 and February 4, 2016. Year Two – Phase III dates include October 12, 2016 and February 8, 2017. The Council provided input, made guided inquiries, provided individual and collective feedback, and guided the direction of the design, development, implementation, and evaluation of the EL-SiMR Strategic Plan.

The State Early Childhood Special Education (ECSE) Coordination Team is also a primary group of stakeholders that have been involved with the implementation of the SSIP. The team meets in person twice annually in September and May, and monthly GoTo (virtual) meetings are held in between the Fall and Spring meetings. The EL-SiMR is a standing agenda item at all of the monthly meetings. The team receives implementation status updates; reviews performance data for Indicators B-6 (Early Childhood LRE), B-7 (Early Childhood Outcomes), and B-17 (Pre-K Early Literacy SiMR); and exercises ongoing opportunities to troubleshoot challenges and offer recommendations for solutions and/or revisions to planned tasks and activities. This team currently has two new representatives serving on the state-level Pre-K Early Literacy Design Team to formally represent the voice of their team.  During Year One – Phase III, the team met in person on November 4, 2015 and May 23, 2016, and held monthly GoTo (virtual) meetings the first Wednesday of each month in between.

The SECI State Leadership Team representing ECSEL and three other State Needs Projects[14], and senior leadership from the three regional Transformation Zones has consulted and assisted with implementation of the Consistency Index-specific strand in the Theory of Action. This leadership group met quarterly throughout FFY 2015 and was directly involved in the usability and reliability testing

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[14] The three State Needs Projects are eLearning for Educators, the Center for Change in Transition Services, and the Special Education Support Center.

activities. In addition, weekly (virtual) Check and Connects (N=17) were held through GoTo Meeting beginning July 12, 2016 through November 15, 2016 to ensure the timely execution of the full scale launch of the Consistency Index Training and Certification Course and companion web-based DC&RP.

Regional updates were provided as needed with ESD senior leadership through monthly OSPI/ESD meetings held the first Thursday of each month beginning September 3, 2015 through June 2, 2016. During Year 2—Phase III, Pre-K EL-SiMR will be one of the standing agenda items to intentionally gather input and qualitative evaluation information. To date, these meetings have been held monthly September 1, 2016 through March 2, 2017.

In addition, two of the multi-disciplinary stakeholder groups have *had a voice and been involved in decision-making* regarding the ongoing implementation of the SSIP. The State ECSE Coordination Team and EL-ART have both been actively engaged in collective influence – identifying issues, solving problems, and taking action. The EL-ART met three times in person (December 4, 2015, January 29, 2016, and March 25, 2016) during Year One – Phase III. The Pre-K EL Design Team has met twice (January 13, 2017 and March 24, 2017) year-to-date during Year Two – Phase III.

## C.    Data on Implementation and Outcomes

C.1. Outputs Monitored and Measured to Assess Effectiveness of the Implementation Plan

*C.1. (a) How do the evaluation measures align with the Theory of Action, Logic Model Outcomes, and Other Components of SSIP?*

There are a total of seven primary outputs being continuously monitored that are directly aligned with both the Theory of Action (Figure 1-2) and the Evaluation Cascading Logic Model (Figure 1-5). The primary outputs, key measures, and audience (evaluation participants) are described on Table 1-4 below. These primary outputs were previously identified within the expanded set of intended outputs referenced under section B – Intended Outputs Accomplished.

**Table 1-4: Primary Outputs Monitored and Measured**

| Primary Outputs | Key Measures | Audience |
|---|---|---|
| 1.0 Assessment of SEA leadership capacity. | Self-Assessment Rubric (linked to Gantt Chart)<br><br>Likert Scales for Collaboration; Motivation & Guidance; and Vision & Direction<br><br>Q2 from Evaluation Data Collection System | Special Education Core Planners; Pre-K Early Literacy Design Team |

| Primary Outputs | Key Measures | Audience |
|---|---|---|
| 2.0 Identification of research-based elements most closely associated with successful implementation of evidence-based innovations/interventions. | Literature Review Anchor Reference: Research Brief (May 2015) Q5 from Evaluation Data Collection System | Special Education Core Planners; Pre-K Early Literacy Design Team |
| 3.0 Repurposed Professional Learning Communities (PLCs) at district and school levels. (Targeted for Year Two – Phase III) (Summer Quarter 2016 — Spring Quarter 2019) | Regional Level: Q14 & Q15 from Evaluation Data Collection System District/School Level: Q16 & Q17 from Evaluation Data Collection System | Regional Implementation Teams; District/School Implementation Teams |
| 4.0 Identification of specific coaching framework. (Targeted for Year Two – Phase III) (Fall Quarter 2016) | Resource Review; Anchor Implementation Resource: National Association for the Education of Young Children (NAEYC) Q13 from Evaluation Data Collection System | Special Education Core Planners; Pre-K Early Literacy Design Team |
| 5.0 Fidelity assessment strategies/tools disseminated. (Targeted for Year Two – Phase III) (Summer Quarter 2016 — Spring Quarter 2019) | Regional Level: Q14 & Q15 from Evaluation Data Collection System District/School Level: Q16 & Q17 from Evaluation Data Collection System | Regional Implementation Teams; District/School Implementation Teams |
| 6.0 Full scale implementation of Consistency Index. | State Level: Q24 & Q25 Regional Level: Q26 & 29 from Evaluation Data Collection System District/School Level: Q27, Q28, & Q30 from Evaluation Data Collection System | Members of Pre-K Early Literacy Design Team Regional Implementation Teams; District/School Implementation Teams |
| 7.0 Dissemination of parent engagement curriculum. (Targeted for Year Three – Phase III) (Summer Quarter 2017 — Spring Quarter 2019) | District/School Level: Q37 from Evaluation Data Collection System | District/School Implementation Teams |

*Light shading indicates Action Plan activities are targeted to start in Year Three, or are started and will be sustained through Year Four of Phase III.

*C.1. (b) How did the state prioritize evaluation questions and key measures; why is evaluation of these strategies/activities an important part of measuring progress with SSIP and SiMR implementation?*

Prioritization of the key measures and associated evaluation questions was initiated by the co-coordinators and reviewed and vetted by key stakeholders serving on multiple cross-disciplinary teams (see teams referenced under Section B.3 – Stakeholder Involvement in SSIP Implementation). The prioritized measures and evaluation questions referenced on Table 1-4 are taken directly from the Evaluation Design and Data Collection System submitted to OSEP as Component Three in the Phase II Report. Evaluation of these strategies/activities is critically linked to the overall goal of closing the early literacy performance gap because of the causal relationships identified in the Cascading Logic Model.

Key stakeholders and core planners worked together to *think backwards*[15] through the development of the logic model to identify how best to achieve the intended long-term outcomes. By planning with the end in mind (Dr. Stephen Covey), rather than starting with resources and inputs available, implementation planning was not limited to special education-specific resources. State infrastructure developments leveraged resources across the SEA landscape.

*C.1. (c) What is the data source(s) for each key measure?*

The data source(s) for each key measure are directly aligned with the seven primary outputs and their respective key measures referenced on Table 1-4. The number of data sources for the key measures vary by output and include:

- 1.0 SEA Leadership Capacity Assessment—Gantt chart; *State Infrastructure Leadership Capacity Assessment* Tool.
- 2.0 Identification of Research-based Elements—Quarterly Self-Assessment; Rubric; Research Brief #2015-48.
- 3.0 Repurposed PLCs—*Regional Needs Assessment Survey* Tool.
- 4.0 Identification of Specific Coaching Framework— Quarterly Self-Assessment; Rubric; NAEYC Resource.
- 5.0 Fidelity Assessment Strategies/Tools Disseminated—*Regional Needs Assessment Survey* Tool.
- 6.0 Consistency Index Implementation— Quarterly Self-Assessment; Rubric; Reliability Testing (Intraclass Correlated Coefficient); Number of Certified Scorers; Number of SECI Assessments Completed at Regional/District Levels; Qualitative Data from Regional Stakeholder Groups; Retrospective Assessments at Regional/District Levels; SECI Assessment Scores.
- 7.0 Parent Engagement Curriculum Disseminated—iGrants Form Package 431: Coordinated Service Agreement Reporting.

*C.1. (d) Describe baseline data, critical benchmarks, or decisions for key measures identified for implementation during Year One – Phase III.*

Baseline data and first benchmark data have been collected for measuring the impact of the state infrastructure development activities/strategies. As referenced under Section A – Executive Summary, the baseline data collection was facilitated by Cesar D'Agord, Senior Research Analyst with the National Center for Systemic Improvement during a scheduled work session held Winter Quarter 2016. The instrument, adapted from the ECTA Center tool addressing the DEC Recommended Practices Topic Area – Leadership, assesses SEA leadership capacity across three leadership components including (1) Collaboration, (2) Motivation and Guidance, and (3) Vision and Direction. The Early Literacy Action Research Team members individually ranked the SEA's demonstrated capacity in each of the three leadership components using a Likert Scale with a range of responses from 1 – Seldom or Never; 2 –

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

Some of the Time; 3 – Often; and 4 – Most of the Time. The individual responses were submitted confidentially to the facilitator who calculated the mean for each of the indicators in all three of the respective leadership components. Baseline evaluation results indicate the SEA performs strongest in the leadership area of Vision and Direction with a mean score of 2.58. The leadership area with greatest room for improvement is Collaboration with a mean score of 2.14. Additional data related to the first benchmarking are located under Section C.2. (b).

A critical decision to expand the membership of the Pre-K Early Literacy Design Team was made during the Summer Quarter 2016. This decision was specifically related to strengthening the state's ability to evaluate the impact of infrastructure development strategies and to ensure practitioners at the district and school levels had a voice on the state-level team. Additional representation added to the team roster included district/school personnel, English & Language Arts (ELA) and WaKIDS representatives, a parent/community liaison, and regional representatives from the State ECSE Coordination Team. The *SEA Infrastructure Leadership Capacity Assessment*, administered annually, will include the expanded membership.

Fidelity measures have been collected for the full scale implementation of the Consistency Index initiative. To date, there have been a total of 110 practitioners enrolled in the Consistency Index Training and Certification Course. Twenty-nine practitioners have completed the course and achieved certification meeting the inter-rater reliability threshold of .80 or higher. The remaining course participants are in various stages of completion. Stakeholders noted that (1) seventy-five percent (75%) of the course participants are from local school districts, (2) fifty-percent (50%) of the course participants are working within the transformation zones, and (3) sixty-seven percent (67%) work with students across a variety of grade levels, including preschool. Baseline data for regional and district capacity to use the results of the SECI assessments to intentionally support school personnel in the provision of specially designed instruction as described in IEPs will be collected as part of the Year Two – Phase III data collections (see Appendices A and B). Measures for evaluating the impact of the implementation of Consistency Index activities/strategies on early literacy skill acquisition have been identified; however it is too early in the implementation process to conduct these assessments (See Section C.1.(a)). Consistency Index assessments are being conducted during the Spring Quarter 2017 and will continue in the Fall Quarter 2017; baseline data scores (measure of the correlation of evaluations, IEPs, and services) will be provided in October 2017 to the Pre-K EL Design Team at a scheduled work session. The team expects to see an increase in the congruency between evaluations, IEPs, and delivery of specially designed instruction and related services (evidence of change in practice), which in turn will lead to correlated improvements in the WaKIDS assessment scores (decreasing the early literacy performance gap).

*C.1. (e) Describe data collection procedures and associated timelines; Are data analysis methodologies appropriate for type of data being collected (e.g., quantitative data, qualitative data)?*

Data collection procedures and timelines are clearly delineated in the Evaluation Design and Data Collection System (see Appendix D) for both State Infrastructure Development and Support for Implementation of Evidence-based Practices. The data collection methods for evaluating both implementation and the impact of state infrastructure outputs include the use of document reviews, checklists, and state-wide assessments. For example, on a quarterly basis co-coordinators of the SSIP review internal project management data generated through the use of a Gantt chart; the Pre-K Early Literacy Design Team annually reviews the quarterly updates. On an annual basis (Winter Quarter) the Pre-K Early Literacy Design Team completes a comprehensive leadership checklist (see Appendix C) measuring the extent to which the SEA increases demonstrated leadership competencies that impact its ability to strengthen state and regional capacity to support district implementation of evidence-based early literacy practices over time. The WaKIDS state-wide assessment (primary metric administered annually in the Fall Quarter) and the ELA 3rd grade state-wide assessment (secondary impact metric administered annually in the Spring Quarter) are conducted by trained proctors using closely monitored and standardized security protocols.

Data collection methods for evaluating implementation and impact of activities and outputs related to increasing regional and district capacity to transform the ways in which schools support preschool and primary educators to implement evidence-based early literacy practices with fidelity, include the use of document reviews, surveys, and questionnaires. For example, on a quarterly basis co-coordinators of the SSIP review internal project management data[16] generated through the use of a Gantt chart; the Pre-K Early Literacy Design Team annually reviews the quarterly updates. Qualitative analysis is used to review regional progress data collected through the SEA's web-based iGrants system (Form Package 431). Quarterly, the number of SECI assessments completed and the number of regional practitioners completing certification is collected through the DC&RP. Semi-annually, after completion of a baseline data collection, pre/post survey comparisons are conducted to measure the extent to which local district Action Research Teams increase knowledge and implementation of specific Implementation Science principles.

These are examples of cross-cutting data collection methods representative of the four strand-specific outputs represented in the Theory of Action. These data collection methods were selected based on a review of the purpose, advantages, challenges, and resources/capacity required for each method. The majority of these data collection methods generate quantitative data, although qualitative data was also solicited. The key stakeholder groups have discussed pros and cons of each type of data being

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[16] Project management data is correlated with Component Two of the multi-year Strategic Plan (Phase II Report).

collected, and vigilantly engage in data analysis tasks and follow appropriate decision-making conventions.

*C.1. (f) Describe how data management and data analysis procedures allow for assessment of progress toward achieving intended outcomes and improvements.*

Data management strategies and data analysis procedures continue to be governed through the OSPI Data Governance Committee. OSPI has established explicit expectations for effective data use throughout all three phases of the Pre-K EL-SiMR. The Special Education Data Manager, as a member of the OSPI Data Governance Committee, addresses these goals through systematic implementation and evaluation of the following objectives: (a) Identify the owner of each data element; (b) Define all data elements;

(c) Document all data processes; (d) Standardize data processes from year to year within the four year strategic plan; (e) Reduce manual manipulation of data; (f) Articulate administration roles for collecting, accessing, and reporting evaluation data; (g) Identify the official source of data for all data reporting; (h) Eliminate redundant data collections (use of existing data collections whenever possible); (i) Allow district Action Research sites and stakeholders to review data prior to external reporting; and (j) Establish data access protocols and procedures. Consistent implementation of these data governance objectives help ensure the SEA and stakeholders have the ability to assess progress toward achieving intended outcomes and improvements using valid and reliable data sets.

C.2. Demonstrated Progress and Modifications to the SSIP (As necessary)

*C.2. (a) Describe how the state reviewed key data that provided evidence regarding progress toward achieving intended improvements to infrastructure and the EL-SiMR.*

Review of key data related to progress in achieving the intended improvements in state infrastructure and in the EL-SiMR was conducted initially by the Special Education Core Planners, with comprehensive review and input provided by the Pre-K Early Literacy Design Team, State ECSE Coordination Team, and SEAC. WaKIDS data are collected, cleaned, and prepared for review by the OSPI Office of Assessment and Student Information. Data collections related to implementation and outcome measures identified in the Evaluation Design and Data Collection System are put forward to the Special Education Data Management work group for initial review, including logic checks and resolution of data anomalies, if any. The design for the evaluation data collection elements include delineation of the data collection plan, data analysis methods, and timing for each of the key evaluation questions. Guidance related to ensuring the data collection plan is both well-designed and well-executed was provided by technical assistance professionals representing the IDC, AIR, and NCSI. The effectiveness of the implementation of state infrastructure development strategies and activities developed to support regional and district implementation of evidence-based practices is being monitored through the outcome measures identified under C.1 (see Table 1-4).

*C.2. (b) Describe evidence of change to baseline data for key measures, if applicable.*

Evidence of change in baseline data collections is limited to the state infrastructure assessment.  Data collection for the first benchmark was conducted in January 2017. As referenced under C.1. (d), the baseline evaluation results indicate the SEA performs strongest in the leadership area of Vision and Direction with a mean score of 2.58. The leadership area with greatest room for improvement is Collaboration with a mean score of 2.14.

The first benchmarking data collection was facilitated by Candiya Mann, Senior Research Manager with WSU during Winter Quarter 2017. The methodology for administering the data collection mirrored the baseline data collection procedures. The formative data indicate the SEA performs strongest in the leadership area of Motivation and Guidance with a mean score of 3.23. In a review of the specific indicators within this leadership area, Indicator 2 [The SEA demonstrates the ability to create an organizational environment in which all staff members are treated with respect and trust] and Indicator 8 [The SEA demonstrates the ability to ensure staff members take individual responsibility and honor the responsibilities of others for getting work done in a competent and timely way], were tied for being consistently ranked the highest in both baseline and formative data results. The leadership area with the greatest room for improvement remained Collaboration with a mean score of 3.03. This is also the leadership area that demonstrated the greatest amount of growth with an increase of .89. In analyzing the seven indicators comprising this leadership area, stakeholders observed Indicator 3 [The SEA demonstrates the ability to create transparency with open, respectful dialogue and discussion.] consistently ranked the highest in both the baseline (3.4) and the first benchmarking (2.6). Conversely, the leadership area with the least amount of change (.44) is Vision and Direction. Stakeholders noted this was a predictable level of change, given this is the same leadership area identified as a strength in the baseline data. These data provide evidence that the inputs, activities, and outputs have resulted in the intended infrastructure changes in support of the SSIP initiative.

*C.2. (c) Describe how data support changes, if any, that have been made to implementation and improvement strategies.*

Data related to state infrastructure development and implementation of the Consistency Index strategies was used to make minor edits to consolidate and streamline three activities/tasks in two of the other strand-specific Action Plans - namely the Intensive Technical Assistance: Implementation Science and Coordinated Professional Learning strands.  The review of these data and outcomes measures associated with implementation of evidence-based practices and continuous improvement planning was completed by the Pre-K Early Literacy Design Team. These are the only implementation changes (see Section F. Plans For Next Year).

There have been no changes to the coherent improvement strategies. Another example of how data was used to support implementation change is in the development of the evaluation instruments

located in the appendices. Data from the SECI usability and reliability activities were used by the co-coordinators to propose content revisions to the data collections. Stakeholder voice in this decision-making is further described under Section C.3. (b). In addition, informal feedback (qualitative data) from internal agency stakeholders was used to inform the decision to expand the membership and roles and responsibilities of the Pre-K EL Design Team (described in Section C.1. (d)).

*C.2. (d) Describe how data are being used to inform next steps in the SSIP implementation; include FFY 2015 EL-SiMR data and reports on progress toward EL-SiMR.*

In addition to the examples provided above in Section C.2. (c), minor course corrections have been made to date based on data from the SEA Infrastructure Leadership Capacity Assessment. The baseline evaluation results indicated that the leadership component Collaboration had the greatest room for improvement. As a means of increasing collaborative networking within the SEA, and decreasing the effect of fiscal and programmatic silos, the membership of the Pre-K EL Design Team was expanded to include other department leadership staff. The primary goals (Indicators 2 and 5 in the Collaboration section) are to establish and strengthen working relationships with colleagues beyond attending formal meetings, and recognize, promote, and demonstrate the mutual benefits of joint work, as it relates to the EL-SiMR. Annual benchmarking data will be used to monitor the impact of this decision.

Indicator B-17 metric data are also being used to inform the next steps of the SSIP (see Table 1-5). The updated FFY 2015 performance data for the Washington SSIP is 21.95%, representing a slight decrease in performance in comparison to 20.36% reported in FFY 2014. The parameters for the SiMR, including the formula, baseline, targets, updated FFY 2015 performance data, and description of the metrics are described in detail under Section A – Executive Summary on Table 1-1. Data analyses conducted by internal agency representatives and external stakeholders revealed a significant variance in the total percentage of the student population being tested in FFY 2015 as compared to the total percentage of the student population tested in FFY 2013 (baseline data). Stakeholders discussed this increase in the coverage and potential causal factors. A root cause analysis identified two primary contributing factors: (1) an increase in state funding for full-day kindergarten programs and (2) an increase in the number of kindergarten educators' teaching in self-contained settings, participating in WaKIDS training and certification activities. As referenced earlier, kindergarten teachers serving students in the more restrictive educational settings (self-contained classrooms) had not initially (FFY 2013 – FFY 2014) been included in the training and certification recruitment announcements.

The number (N=2,528) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2015 was approximately 60% greater than the number (N=1,581) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2013. Preliminary FFY 2016 data have also been reviewed by the Pre-K Early Literacy Design Team in a

work session held on March 27, 2017.  The percentage of the student body being tested continued to increase as shown on Table 1-5.

**Table 1-5: Data Trends to Inform Next Steps - Indicator B-17**

| Transformation Zones: | FFY 2013 2013-14 Kindergarten Early Literacy - Baseline (gap) | FFY 2014 2014-15 Kindergarten Early Literacy (gap) | FFY 2015 2015-16 Kindergarten Early Literacy (gap) | FFY 2016 2016-17 Kindergarten Early Literacy (gap) |
|---|---|---|---|---|
| SiMR: Early literacy achievement gap between kindergartners with disabilities and typically-developing peers | 20.44% | 20.36% | 21.95% | 24.66% |
| Number of students with disabilities tested: | 1,581 | 1,717 | 2,528 | 3,445 |
| Number of students without disabilities tested: | 16,810 | 19,001 | 26,395 | 38,028 |
| Number of students with disabilities in Kindergarten reported on federal child count: | 3,817 | 3,786 | 3,873 | 3,994 |
| Percent of students with disabilities (student body) tested (number tested/federal child count) | 41.42% | 45.35% | 65.27% | 86.25% |
| Percent year to year change of students with disabilities tested as compared to original baseline | | 8.60% | 59.90% | 117.90% |

The results of the SEA's efforts to test a greater percentage of entering kindergartners (student body), has led to the inclusion of students who are significantly different from the students who were formerly tested (e.g., different types of classroom settings now included). These data were used to inform the next steps of the SSIP implementation; specifically the team's consensus that this increase in the percentage of the student body being tested will require consideration of a change in baseline and associated targets. Additional information related to the data analysis and a specific stakeholder recommendation regarding the re-setting of baseline data is delineated under Section D. Data Quality.

*C.2. (e) How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support that the SSIP is on the right path.*

Consideration was given and a decision was voiced to not modify short, intermediate, or long-term intended outcomes by the Pre-K Early Literacy Design Team during the March 24, 2017 work session. Stakeholders noted the evidence of change data from the *State Infrastructure Leadership Capacity Assessments* and Consistency Index baseline data support the decision to continue implementation as reflected on the Cascading Evaluation Logic Model (see Figure 1-5).

C.3. Stakeholder Involvement in the SSIP Evaluation

*C.3. (a) Describe how key stakeholders have been informed of the ongoing evaluation of the SSIP.*

Key stakeholder groups (SEAC, Pre-K Early Literacy Design Team, and State ECSE Coordination Team) continue to be informed of the design, development, and results of evaluation data collections during routinely scheduled work sessions (see Section B.3. for work session dates). There are individual members serving on each of these three teams who are directly impacting, or are impacted by, the Pre-K EL-SiMR.

*C.3. (b) Describe how stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP.*

In addition, two of the cross-disciplinary stakeholder groups have been involved in decision-making associated with the adaptation and/or development of evaluation tools. The State ECSE Coordination Team and EL-ART have both been engaged in networking activities. Team members have been invited and had the opportunity to provide input into the development of the Evaluation Design and Data Collection System. The co-coordinators were able to listen to and synthesize the input, and as a result, make revisions to the evaluation tools under development. Regional leaders represented on these teams, who are facilitating and coaching activities within the three transformation zones, were particularly involved in evaluation tool adaptation virtually in between scheduled work sessions. As referenced under Section B.3, the State ECSE Coordination Team met in person on November 4, 2015 and May 23, 2016 and held monthly GoTo meetings the first Wednesday of each month in between. The EL-ART met three times in person (December 4, 2015, January 29, 2016 and March 25, 2016) during Year One – Phase III. The Pre-K EL Design Team has met twice (January 13, 2017 and March 24, 2017) year-to-date during Year Two – Phase III.

In addition, during the March 24, 2017 work session, Pre-K EL Design Team members engaged in a facilitated analysis of planned tasks/activities within the four strand-specific Action Plans. Facilitation was provided by Candiya Mann, WSU Senior Research Manager serving in her role as an evaluation consultant for the SSIP. The primary intent of the qualitative dialogue was to evaluate and ensure the volume and the pacing of the planned activities were still germane and congruent with the EL-SiMR intended short, intermediate, and long-term objectives. Technical assistance provided by the NCSI included the importance of stakeholder input, using data to justify ant potential modifications, and ensuring the fidelity of implementation of EBPs within the transformation zones. The process and results are referenced under Section C.2. (c).

**B. Data Quality**

*Prompt: Data limitations that affected reports of progress in implementing the SSIP and achieving the results of the EL-SiMR due to quality or quantity of the evaluation data.*

D.1. Concern or Limitations Related to the Quality or Quantity of the Data

There are no concerns related to the quality of the data collections. The quality and rigor of the evidence produced through the administration of the state-wide WaKIDS assessment is stable. However, the Pre-K Early Literacy Design Team has discussed the unintended *limitations related to the quantity* of the WaKIDS literacy assessment data over the course of the SSIP. As noted under Section A – Executive Summary and under Section C.2. (d), there has been a notable increase in the volume of WaKIDS data being collected between FFY 2013 and FFY 2015, that has resulted in a positive impact associated with the representativeness of the data. The number  (N=2,528) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2015 was approximately 60% greater than the number (N=1,581) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2013. Further, FFY 2016 WaKIDS literacy assessment data represent a further gain (36.3%) in the number of kindergartners eligible for special education who participated in testing. This increase in coverage means that the percentage of the student body being tested has steadily increased.

D.2. Implications for Assessing Progress or Results

The difference in the population of the kindergarteners (student body) being assessed noted in D.1., has direct implications for measuring progress and the amount of change in the EL-SiMR. As a result of the intentional inclusion of students served in more restrictive, self-contained educational settings in the WaKIDS assessments, the performance gap has grown. It stands to reason that the inclusion of kindergarteners more severely impacted by their disability(ies), would result in a proportional change in the performance gap. The FFY 2016 assessment data now includes students who are significantly different from the students who were formerly tested (e.g., different types of classroom settings now included). In turn, stakeholders are recommending that baseline and associated targets for Indicator B-17 be re-set. Justification for the recommendation rests with the need to be able to assess progress and final results for the EL-SiMR based on the most current, representative data available. Given that FFY 2016 WaKIDS data recently made available to the Special Education Data Manager, and shared at the Pre-K Early Literacy Design Team work session held March 24, 2017, includes more than eighty-six percent (86%) of the total kindergarteners with disabilities to be assessed, the early literacy performance gap (24.66%) calculation provides a more reliable baseline. Further, results-based monitoring and evaluation research[17] reinforces the value of establishing current, valid, and reliable baseline data to ensure a reliable standard against which to evaluate change efforts. The ability to assess implementation progress, and in particular outcome impacts for the EL-SiMR is contingent on starting with valid and reliable baseline data. The Pre-K Early Literacy Design Team strongly

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[17] Peersman, G. (2014). Overview: Data Collection and Analysis Methods in Impact Evaluation, Methodological Briefs: Impact Evaluation 10, UNICEF Office of Research, Florence.

recommends the baseline be re-set to 24.66%, with incremental targets beginning in FFY 2018 following the 100% WaKIDS participation requirements in effect FFY 2017.

D.3 Plans for Improving Data Quality and/or Quantity

Action steps have already taken place that have contributed to the increase in data volume leading to improved data representativeness in the FFY 2015 Indicator B-17 performance data. For example, as a result of the data analysis conducted by the Early Literacy Action Research Team, information was internally discussed with WaKIDS assessment leaders. As a result, a root cause analysis revealed the absence of kindergarten educators' participation (those teaching in self-contained settings) in the WaKIDS training and certification activities during FFY 2013 and FFY 2014. WaKIDS training and certification activities for FFY 2015 and 2016 included those kindergarten educators previously absent. As referenced earlier, the percent of kindergartners with disabilities represented in the tested population in FFY 2016 increased by more than double (117.9%). Based on the implications described under Section D.2. above, and the review and analysis conducted by multiple key stakeholder groups, both current and proposed revisions to baseline and associated target sets are illustrated in Section F. Plans for Next Year.

## C.  Progress Toward Achieving Intended Improvements
E.1. Assessment of Progress Toward Achieving Intended Improvements

*E.1. (a) Describe infrastructure changes that support SSIP initiatives, including how system changes support achievement of the EL-SiMR, sustainability, and scale-up.*

Specific state infrastructure changes that have taken place as a result of SSIP activities/strategies include strengthening of internal relationships within the SEA. For example, internal networking activities have increased with the Learning and Teaching Department, in particular with the WaKIDS program. There are also collaborative relationships under development with leadership staff responsible for implementation of the new State-specific initiatives passed by the 2016 legislature[18] under 4SHB 1541 - Washington Integrated Student Supports Protocol & Center for Improvement of Student Learning (CISL). In addition to internal planning sessions, leadership responsible for implementation of the new legislation provided orientation materials for the Pre-K EL Design Team work session held March 24, 2017. There have also been demonstrated increases in the frequency of interactions with other state agency systems engaged in connected initiatives[19] initially identified by the EL-ART. The addition of LEA representation to the Pre-K Early Literacy Design Team has significantly impacted the SEA's ability to support and strengthen regional and district infrastructure. For example, feedback from the district-level leadership identified the need for additional regional coaching; this information led to increased resource allocations (human resources) in the form of mentoring and cross-departmental professional

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[18] This legislation was based on recommendations from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) referenced in Phase I & Phase II reports.

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

development supports. Trust transference principles[20] will also be enhanced as a result of peer influences embedded in the communication loops across and among Regional Implementation Teams and District Implementation Teams (see Figure 1-6).

The change in infrastructure analysis scores referenced in C.2. (b) provides evidence of the positive impacts associated with implementation of the state infrastructure development strategies. For example, the baseline evaluation results indicated the SEA performed strongest in the leadership area of Vision and Direction with a mean score of 2.58. The leadership area with greatest room for improvement was Collaboration with a mean score of 2.14. The formative benchmarking data indicate the SEA performs strongest in the leadership area of Motivation and Guidance with a mean score of 3.23. In a review of the specific indicators within this leadership area, Indicator 2 [The SEA demonstrates the ability to create an organizational environment in which all staff members are treated with respect and trust] and Indicator 8 [The SEA demonstrates the ability to ensure staff members take individual responsibility and honor the responsibilities of others for getting work done in a competent and timely way], were tied for being consistently ranked the highest in both baseline and formative data results. The leadership area with the greatest room for improvement remained Collaboration with a mean score of 3.03. This is also the leadership area that demonstrated the greatest amount of growth with an increase of .89. In analyzing the seven indicators comprising this leadership area, stakeholders observed Indicator 3 [The SEA demonstrates the ability to create transparency with open, respectful dialogue and discussion.] consistently ranked the highest in both the baseline (3.4) and the first benchmarking (2.6). Conversely, the leadership area with the least amount of change (.44) is Vision and Direction. Stakeholders noted this was a predictable level of change, given this is the same leadership area identified as a strength in the baseline data.  This demonstrated impact of the state infrastructure development strategies substantiates the progress made toward the SEA's ability and commitment to achieve, sustain, and scale-up the EL-SiMR.

*E.1. (b) Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects.*

Evidence-based practices being implemented through the Consistency Index are implemented with fidelity as a direct result of certification requirements. Practitioners must become certified before they can access the DC&RP, which auto-calculates the Consistency Index scores, which are used by regional coaches to target the provision of technical assistance and professional development.

Fidelity assessment strategies related to the evidence-based practices being implemented through the DEC *Interaction* module will be embedded in the training and monitored by regional coaches working with District and/or School Implementation Teams. As referenced in the *Interaction* module's instructor

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[20] Framework For Great Schools. NYC Department of Education.  Bryk, Anthony S., Louis M. Gomez, Alicia Grunow, and Paul G LeMahieu. Learning to Improve: How America's Schools Can Get Better at Getting Better. Cambridge, MA: Harvard Education Press, 2015.

training materials, "Children and families cannot benefit from interactions they do not experience" (Fixen & Blasé, 2008). Examples of fidelity checks for the *Interaction* module include an Adult-Child Interaction Checklist (INT1), Child Social-Communication Interaction Checklist (INT2), Child Social-Emotional Competency Checklist (INT3), and Child-Child Interaction Checklist (INT4). These checklists will be used by regional coaches, district/school coaches, and/or as self-assessment tools by a particular educator to determine whether the practice characteristics were observed/demonstrated as part of using the practice with a child(ren). Analysis of baseline and benchmarking data will be used to monitor the impact (desired effects) of the implementation of EBPs addressed in the training module (research to practice). These data will be collected through qualitative inquiry and retrospective surveying during Year Two – Phase III.

## E.2. Outcomes Related to Short-term and Long-term Objectives

*E.2. (a) Describe outcomes associated with progress made toward short-term and long-term objectives that are necessary steps toward achieving the EL-SiMR.*

There are four specific outcomes associated with progress made toward the short-term objectives depicted on the Cascading Evaluation Logic Model. Outputs 1.0, 2.0, and 6.0 each have baseline data being used to monitor and evaluate results; Output 1.0 also has benchmarking data to measure the impact of the infrastructure outputs implemented to date. Table 1-6 lists all five of the short-term objectives with cross-referenced outputs, and their anticipated intermediate outcomes even though some of the outputs are not targeted for implementation until Year Two or Year Three of Phase III. It is too early in the continuous planning and improvement cycles to assess long-term objectives.

**Table 1-6: Primary Outcomes Related to Objectives**

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

| Short-Term Objectives & Cross-referenced Outputs | Intermediate Outcomes (see Logic Model) | Long-Term Objectives |
|---|---|---|
| Increase in knowledge and skill acquisition of selection of EBPs implemented with high fidelity at local levels.<br>• 4.0 Identification of specific coaching framework<br>• 5.0 Fidelity assessment strategies/tools disseminated | Consistent implementation of EBPs with high fidelity. | |
| Expanded use of progress monitoring data and understanding of correlations between evaluations, IEPs, and SDI services.<br>• 5.0 Fidelity assessment strategies/tools disseminated<br>• 6.0 Full scale implementation of Consistency Index<br>• 7.0 Dissemination of Parent Engagement Curriculum | Consistent implementation of EBPs with high fidelity. | |
| | Increase in parent perception of school facilitation of parent involvement in their child's education. | |

### E.3. Measurable Improvements in the EL-SiMR in Relation to Targets

Internal agency representatives and external stakeholders concur that the significant increases in the volume of the student population being tested and the increase in the number of kindergarten teachers of students with disabilities who are certified to administer the WaKIDS assessment since establishing baseline data and associated targets in FFY 2013, are both measurable improvements that will enhance the SEA's ability to establish reliable baseline data, set meaningful targets, and continuously monitor and evaluate the impact of inputs, outputs, and EL-SiMR outcomes.

### D. Plans for Next Year & Other Considerations
### F.1. Additional Activities To Be Implemented and Outputs To Be Accomplished

*F.1. (a) Outline the additional activities to be implemented and outputs to be accomplished next year, with established timelines.*

Having laid the ground work for strengthening state and regional infrastructure capacity during Year One, the focus of the work will be shifting to the local level for Year Two – Phase III.  The development of the SECI Diagnostic Tools and companion Data Collection and Reporting  Platform has set the stage for implementation of evidence-based early literacy instructional practices in conjunction with the DEC Recommended Practices focused on *Leadership, Interaction, and Instruction* training resources. The district-specific Action Research Sites located in the three regional transformation zones will be piloting the *Interaction Training Module* under the guidance of the ECTA Center, in Year Two as part of the Professional Learning strand.

Strand-specific activities planned for Year Two – Phase III are identified in the Strategic Plan and include quarterly timelines. Table 1-7 outlines the planned activities and cross-references the associated outputs to be accomplished in Year Two – Phase III. Informal exploration of potential connections between the WaKIDS literacy objectives and dimensions observed and recorded for an individual student, specific DEC *Interaction* evidence-based practices, and the goals and objectives in that

student's IEP has been identified by regional coaches. In addition, potential cross-walks between Teaching Strategies GOLD [literacy-specific objectives and dimensions, and the DEC Recommended Practices in the *Leadership* and *Instruction* training materials produced by the ECTA Center are also being reviewed by regional early childhood leaders.

**Table 1-7: Activities and Outputs for Year Two – Phase III**

| Planned Activities (Year Two – Phase III) | Outputs | Performance Period |
|---|---|---|
| Conduct district-level needs assessments to determined infrastructure readiness for teaming, selection and implementation of literacy-based education innovations/interventions. (Implementation Science) | 2.0 Identification of research-based elements most closely associated with successful implementation of evidence-based practices. | Fall 2016 through Spring 2017 |
| Use Collaborative Action Research strategies to increase data usability for progress monitoring activities at the classroom and student levels. (Coordinated Professional Learning) | | Spring 2017 through Fall 2017 |
| Pilot and implement DEC Recommended Practices in local Action Research sites with an emphasis on the *Interaction* practices outlined in the training module. | | Fall 2017 through Spring 2018 |
| Regional dissemination of the *Washington State Comprehensive Literacy Plan: Birth through Grade 12*. (Coordinated Professional Learning) | | Summer 2016 through Spring 2017 |
| Review and dissemination of Strengthening Student Educational Outcomes – ELA & Student Behavior (July 2015) to regional transformation zones and district teams. (Coordinated Professional Learning) | 3.0 Repurposed PLCs | Summer 2016 through Spring 2017 |
| Adopt and disseminate coaching methodology to ensure consistency and fidelity of innovation/intervention implementation. (Coordinated Professional Learning) | | Fall 2016 |
| Conduct baseline data collection to determine areas of strength and need – cross reference to infrastructure readiness. (Coordinated Professional Learning) | | Spring 2017 |
| Collect feedback on professional learning/networking activities within the transformation zones at the district and/or school levels. (Coordinated Professional Learning) | | Spring 2017 |
| Explore strategies for school and classroom access to TS GOLD assessments for use in the Pre-K special education settings. (Coordinated Professional Learning) | | Spring 2017 through Winter 2019 |

| Planned Activities (Year Two – Phase III) | Outputs | Performance Period |
|---|---|---|
| Expand WaKIDS training and certification activities to reach special education kindergarten teachers located in self-contained classrooms to ensure access to WaKIDS assessment. (Coordinated Professional Learning) | | Fall 2016 through Spring 2017 |

## F.2. Planned Evaluation Activities and Anticipated Barriers (If any)

*F.2. (a) Describe the planned evaluation activities including data collection, measures, and expected outcomes.*

All of the planned evaluation activities are clearly delineated in the Evaluation Design and Data Collection System (see Appendix D). Table 1-8 lists each of the planned data collections for Year Two – Phase III, their primary measures, and the key expected short or intermediate outcomes for each evaluation activity.

**Table 1-8: Evaluation Activities for Year Two – Phase III**

| Planned Data Collections | Measures | Outcomes |
|---|---|---|
| Document Review: Project Management Chart | Self-Assessment Rubric (linked to Gantt Chart) | Increase in SEA capacity to support regional provision of effective technical assistance. |
| Survey: *State Infrastructure Leadership Capacity Assessment* | Likert Scales for Collaboration; Motivation & Guidance; and Vision & Direction Q2 from Evaluation Data Collection System | |
| Questionnaire: *Regional Needs Assessment* | Addressing Qs13-15; Q26; Q29 from Evaluation Data Collection System | Expansion of regional capacity to deliver literacy-based technical assistance related to special education student growth model. |
| Survey: *Stage-Based Active Implementation Planning: Pre-K Early Literacy Capacity Self-Assessment* | Addressing Q16 & Q17; Qs 27-30; Q37 from Evaluation Data Collection System | Increase in knowledge and skill acquisition of importance of teaming, use of data, and strong practice-to-policy communication loops at local levels. |
| | | Increase in knowledge and skill acquisition of selection of EBPs implemented with high fidelity at local levels. |
| Special Education Consistency Index Assessments in district-specific Action Research Sites | Measure of change in practices; data collection through Diagnostic Instruments | Expanded use of progress monitoring and understanding of correlations between |

| Planned Data Collections | Measures | Outcomes |
|---|---|---|
| Document Reviews:<br>Consistency Index Course Reports<br>CCTS DC&RP Status Updates | Quantitative Data-#s of registrations; #s of certified scorers<br>Student Profile Summary, Systems Analysis Summary, and Consistency Index [Full Scale & Instructional Scale] Scores | evaluations, IEPs, and specially designed instructional services. |
| Parent Survey in Action Research Sites:<br>*Schools Efforts to Partner with Parents Scale (SEPPS)* | Likert Scales for Degree of Agreement/Disagreement; SPP Indicator B-8 metric | Increase in parent perception of school facilitation of parent involvement in their child's education. |

*F.2. (b) Are there any anticipated barriers; if yes, what steps will be taken to address those barriers?*

Current vacancies in two OSPI leadership positions, the WaKIDS Assessment Coordinator housed in the Office of Student Assessment and Information, and the Director of Early Learning housed in the Department of Learning and Teaching, will be challenging as both of these individuals serve as internal consultants for key data collections. Steps have been taken to address the anticipated challenge through existing state recruitment and hiring procedures.

F.3. Description of Need for Additional Support and/or Technical Assistance (If applicable) & Other Considerations

Washington State will continue to access the federally-funded Technical Assistance Centers for both universal guidance and targeted technical assistance with a focus on continued support from the National Center for Systemic Improvement, Center for IDEA Early Childhood Data Systems, Early Childhood Technical Assistance Center, American Institutes of Research, and the IDEA Data Center. The ongoing virtual and interactive webinars and leadership support meetings integrated across these technical assistance systems have been especially beneficial in the early stages of the initial implementation and evaluation of the State of Washington's IDEA Part B Indicator B-17 Strategic Plan. As noted on the GRADS 360 platform, future technical assistance and professional development opportunities related to embedded evaluation techniques, retrospective pre/post assessment strategies, and resources to increase access to and use of advanced technology for continuous improvement monitoring would also be very advantageous.

As referenced in Section C.3, stakeholders have provided input and exercised their voice in decision-making regarding both implementation and evaluation of the SSIP. Based on a review and analysis conducted by multiple key stakeholder groups, both current and proposed revisions to baseline and associated target sets are illustrated in Table 1-9 below.

**Table 1-9: SSIP Indicator B-17 – Current & Proposed Baselines & Associated Targets**

**Current: FFY 2015**

| FFY | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|
| Target>= | Baseline | 20.4% | 20.4% | 18.9% | 17.4% | 15.4% |
| Data* | 20.44% | 20.36% | 21.95% | | | |

**Proposed: FFY 2016 through FFY 2018**

| FFY | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|
| Target>= | Baseline | 20.4% | 20.4% | 24.66% | 24.66% | 23.16% |
| Data* | 20.44% | 20.36% | 21.95% | New Baseline -24.66% | | |

As referenced under Section D.2., the FFY 2016 WaKIDS data recently made available to the Special Education Data Manager, and shared at the Pre-K Early Literacy Design Team work session held March 24, 2017, includes more than eighty-six percent (86%) of the total kindergarteners with disabilities to be assessed, the early literacy performance gap (24.66%) calculation provides a more reliable baseline. The ability to assess implementation progress, and in particular outcome impacts for the EL-SiMR is contingent on starting with valid and reliable baseline data. The Pre-K Early Literacy Design Team strongly recommends the baseline be re-set to 24.66%, with incremental targets beginning in FFY 2018 following the 100% WaKIDS participation requirements in effect FFY 2017.

# APPENDICES

**Appendix A: Stage-Based Active Implementation Planning Pre-K Early Literacy Capacity Self-Assessment (Exploration Stage)**

**Appendix B: Washington State Pre-K Early Literacy Regional and Statewide Needs Assessment**

**Appendix C: State Infrastructure Leadership Capacity Assessment**

**Appendix D: Evaluation Design and Data Collection System**

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Download this material in PDF at http://www.k12.wa.us/SpecialEd/EarlyChildhood/EarlyLiteracy.aspx. This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.

Chris Reykdal • State Superintendent

Office of Superintendent of Public Instruction

Old Capitol Building • P.O. Box 47200

Olympia, WA 98504-7200

# Appendix A:

## Stage-Based Active Implementation Planning: Pre-K Early Literacy Capacity Self-Assessment

Regional Zone: _____ District: _____ Date of Capacity Assessment: _____

**Purpose Statement**: The purpose of the self-assessment tool is to measure the extent to which the district increases its knowledge and implementation of the three elements most closely associated with successful implementation of evidence-based practices over time. *(1) Teaming Structures; (2) Focus on Data; and (3) Policy to Practice Communication Loops*

**Implementation Team(s):**

| Content | Not Yet Started, Not Confirmed | Started, But No Substantive Progress | Substantive Progress, But More Work Needed | Fully Implemented, Fully Confirmed | Don't Know |
|---|---|---|---|---|---|
| 1. A team has been formed to facilitate implementation of the district-selected Pre-K early literacy evidence-based practices. | | | | | |
| 2. The team includes at least one member knowledgeable about: *the district-selected evidence-based Pre-K Early Literacy practices, *infrastructure and supports needed, AND *use of data for decision-making and improvement. | | | | | |
| 3. Members represent practice, supervisory, leadership AND policy perspectives either on a single team or multiple linked teams. | | | | | |
| 4. The team has developed "linked communication protocols" to provide accountability for making decisions and providing feedback. | | | | | |
| 5. The team has scheduled routine work sessions twice a month at a minimum. | | | | | |
| 6. The team has access to content experts, for instance, through an Educational Service District. | | | | | |

Comments/Additional Information:

# Stage-Based Active Implementation Planning: Pre-K Early Literacy Capacity Self-Assessment

Regional Zone: _____ District: _____ Date of Capacity Assessment: _____

**Use of Data and Feedback Loops:**

| Content | Not Yet Started, Not Confirmed | Started, But No Substantive Progress | Substantive Progress, But More Work Needed | Fully Implemented, Fully Confirmed | Don't Know |
|---|---|---|---|---|---|
| 1. This initiative, Pre-K Early Literacy, fits with current district priorities and values. | | | | | |
| 2. The district-selected Pre-K early literacy evidence-based practices will address the needs of the targeted student population. | | | | | |
| 3. Resources are available to support implementation of the district-selected Pre-K early literacy evidence-based practices. | | | | | |
| 4. The team has identified potential outcomes for implementation of the Pre-K early literacy evidence based practices. | | | | | |
| 5. Team members understand the core components that will make the evidence-based practice "work". | | | | | |
| 6. The need for professional development and/or technical assistance has been considered. | | | | | |
| 7. Early childhood practitioners who will be involved in delivering the Pre-K evidence-based practices have met district-specified minimum criteria. | | | | | |
| 8. There are sufficient resources and capacity to sustain the district-selected Pre-K early literacy evidence-based practices through full implementation and beyond. | | | | | |

Comments/Additional Information:

# Stage-Based Active Implementation Planning: Pre-K Early Literacy Capacity Self-Assessment

Regional Zone: _____ District: _____ Date of Capacity Assessment: _____

**Implementation Infrastructure Development:**

| Content | Not Yet Started, Not Confirmed | Started, But No Substantive Progress | Substantive Progress, But More Work Needed | Fully Implemented, Fully Confirmed | Don't Know |
|---|---|---|---|---|---|
| 1. Early childhood practitioners are open to the district-selected Pre-K early literacy evidence-based practices. | | | | | |
| 2. Steps have been taken to ensure a coaching plan is in place. | | | | | |
| 3. Potential community partnerships and/or resources have been identified. | | | | | |
| 4. Potential changes to administrative practices (policies, procedures, and/or processes) necessary to support implementation have been identified. | | | | | |
| 5. Potential systems alignment issues have been considered. | | | | | |

Comments/Additional Information:

**Participating Team Members:**

How many people contributed to the responses on this form? (If you filled the form out alone, please mark 1) _____.

If more than one person contributed to the responses on this form, how were the responses collected?

☐ The group came to consensus and completed a single form together.

☐ Each individual completed his or her own form, and the responses were merged. Please explain this process: _____

☐ Other process. Please explain: _____

Anchor Source Document:  An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems

Office of Planning Research, and Evaluation with the Administration for Children & Families

U.S. Department of Health and Human Services

## Appendix B: Washington State Pre-K Early Literacy Regional Needs Assessment

Region: Choose an item.  Group Represented:        Choose an item.

Date Completed:  Click here to enter a date.

Purpose Statement: The purpose of the assessment tool is to measure the extent to which the SEA has strengthened its capacity to (a) provide support to regional partners in delivering effective technical assistance, (b) contribute to the development of state-wide coordinated pre-K early literacy professional learning opportunities, (c) launch the Special Education Consistency Index (SECI) Initiative and support regional implementation, and (d) provide support to regional partners to increase district access to research-based parent engagement resources over time.

1.  Thinking of the support provided by OSPI in Implementation Science (e.g., teaming structures, data-informed instruction, and policy-to-practice communication loops), what has been especially effective or ineffective?

    Click here to enter text.

2.  What additional support would your region like from OSPI in the area of Implementation Science?

    Click here to enter text.

3.  What technical assistance has your region provided to districts, schools, and/or classrooms on Implementation Science (e.g., teaming structures, data-informed instruction, and policy-to-practice communication loops)?

    Click here to enter text.

4.  As part of the SSIP, the Coordinated Professional Learning Strand includes coaching, professional learning communities, and fidelity strategies. Has your region facilitated the roll-out of the coaching, professional learning communities, and fidelity strategies? If so, how so?

    Click here to enter text.

5.  What additional support, if any, would your region like from OSPI to support your region in the coaching, professional learning communities, and fidelity strategies?

**Washington State Pre-K Early Literacy Regional Needs Assessment**

6. To what extent has your region conducted Special Education Consistency Index Assessments?

   Click here to enter text.

7. Has the Special Education Consistency Index influenced district and/or school personnel's <u>understanding</u> of a) the purpose of student evaluations and b) the relationship between (1) student evaluation for special education services, (2) the development of a properly formatted IEP, and (3) the provision of specially designed instruction? If so, please explain the changes you have observed.

   Click here to enter text.

8. How has the implementation of the Special Education Consistency Index impacted your region's implementation of a) professional learning content, b) training sessions, c) coaching strategies, and/or d) technical assistance?

   Click here to enter text.

9. How has the implementation of the Special Education Consistency Index impacted student instruction and services in your region?

   Click here to enter text.

10. How has your region supported the districts, schools, and/or classrooms in selecting evidence-based innovations to improve relationships with families?

    Click here to enter text.

11. Which innovations have been especially effective or ineffective in improving relationships with families?

    Click here to enter text.

Comments/Additional Information:

# Appendix C: State Infrastructure Leadership Capacity Assessment

DEC Recommended Practices Topic Area: **Leadership**        Date of Capacity Assessment: _____

**Purpose Statement**: The purpose of the leadership assessment tool is to measure the extent to which the SEA increases its ability to demonstrate the leadership attributes identified in the *DEC Recommended Practices Topic Area: **Leadership*** over time.

**Collaboration in Leadership:**

Collaboration is essential to ensure that the educational, health and developmental needs of young children and families are being met. State leaders may work with other state agency colleagues to raise funds, set new rules and plan new initiatives for young children and families. They may work with universities to ensure that professional development programs address the DEC Recommended Practices.

| Please indicate the extent to which the SEA leadership demonstrates these practice characteristics: | Seldom or Never (0-25%) | Some of the Time (25-50%) | Often (50- | Most of the Time (75-100%) | Notes |
|---|---|---|---|---|---|
| 1. Understand other programs' and agencies' missions, visions, goals, and the services and supports they provide | | | | | |
| 2. Establish working relationships with colleagues, beyond attending formal meetings | | | | | |
| 3. Create transparency with open, respectful dialogue and discussion | | | | | |
| 4. Practice democratic group problem solving and decision making skills based on consensus | | | | | |
| 5. Recognize, promote, and demonstrate the mutual benefits of joint work | | | | | |
| 6. Engage in planning and conducting cross-agency training and staff development opportunities | | | | | |
| 7. Seek and support opportunities to work in partnership with other agency and program leaders to promote services and supports for all children and families | | | | | |

Adapted from the ECTA Center Leadership Checklists [Draft For Field Review (07/09/2015)]. Adaptation is limited to formatting and instructions. The actual content from the Leadership Checklists reflecting the DEC Recommended Practices Topic Area: Leadership was not modified. The ECTA Center Leadership Checklists in their original form (headers and descriptions) and other ECTA Center products can be accessed at http://www.ectacenter.org.

ECTA*Center*

DEC Recommended Practices Topic Area: **Leadership**          Date of Capacity Assessment: _____ _____

**Motivation and Guidance in Leadership:**

Motivation and Guidance practices can be used to create an environment in which work can get done in an effective and rewarding way. Leaders are expected to demonstrate beliefs and values that include behaviors such as valuing and respecting families, supporting their decisions, including them as full team members and enhancing their confidence and competence. Leaders lead by doing and setting the example.

| Please indicate the extent to which the SEA leadership demonstrates these practice characteristics: | Seldom or Never | Some of the Time | Often | Most of the Time | Notes |
|---|---|---|---|---|---|
| 1. Communicate statutes, policies, codes of ethics, and procedures to assist others in understanding the reasons behind decisions and | | | | | |
| 2. Create an organizational environment in which all staff members are treated with respect and trust. | | | | | |
| 3. Model and promote participatory decision making to ensure staff investment in work plans | | | | | |
| 4. Provide clear information about the purpose and expectations of assigned tasks or responsibilities | | | | | |
| 5. Establish clear and open feedback loops for assigned work | | | | | |
| 6. Commit to and provide resources for staff to engage in learning opportunities | | | | | |
| 7. Understand and establish professional boundaries; yet promote an open and caring workplace where people want to come each day | | | | | |
| 8. Ensure that staff members take individual responsibility and honor the responsibilities of others for getting work done in a competent and timely way | | | | | |

Adapted from the ECTA Center Leadership Checklists [Draft For Field Review (07/09/2015)]. Adaptation is limited to formatting and instructions. The actual content from the Leadership Checklists reflecting the DEC Recommended Practices Topic Area: Leadership was not modified. The ECTA Center Leadership Checklists in their original form (headers and descriptions) and other ECTA Center products can be accessed at http://www.ectacenter.org.

ECTA Center

DEC Recommended Practices Topic Area: **<u>Leadership</u>**          Date of Capacity Assessment: ____ ____

**Vision and Direction in Leadership:**

The ability of leaders to take steps that can help create a well-functioning and forward-thinking organization and to help practitioners feel a sense of belonging as they understand their purpose within the organization is very important. Leaders need to be able to articulate and use the vision and mission of the organization not only to create a supportive work environment, but also to help determine the future activities of the organization and to provide direction to the larger early care and education community for improving services for ALL children and families.

| Please indicate the extent to which the SEA leadership demonstrates these practice characteristics: | Seldom or Never | Some of the Time | Often | Most of the Time | Notes |
|---|---|---|---|---|---|
| 1. Create/revise and/or convey a vision and mission for the program derived from stakeholders who use or are invested in the system | | | | | |
| 2. Develop priorities and strategic plans consistent with the vision and mission | | | | | |
| 3. Create an organizational culture that values transparency and collaborative decision making | | | | | |
| 4. Continue to learn and stay abreast of knowledge and research pertinent to work and share this information with other colleagues | | | | | |
| 5. Use data-informed decision making to work toward improving | | | | | |
| 6. Advocate for and secure the fiscal and human resources needed to provide quality services and supports | | | | | |
| 7. Understand and communicate how your program/agency fits into the larger service system | | | | | |
| 8. Advocate for and promote the importance of early intervention and early childhood services and supports for all children and families | | | | | |

Adapted from the ECTA Center Leadership Checklists [Draft For Field Review (07/09/2015)]. Adaptation is limited to formatting and instructions. The actual content from the Leadership Checklists reflecting the DEC Recommended Practices Topic Area: Leadership was not modified. The ECTA Center Leadership Checklists in their original form (headers and descriptions) and other ECTA Center products can be accessed at http://www.ectacenter.org.

**ECTA**Center

# Appendix D: Evaluation Design and Data Collection System

Primary Source: *Think Like an Evaluator: Backwards, Forwards, and In Circles*; SSIP Interactive Institutes; Tom Fiore of IDC (May 2015)

Evaluation Design

***Evaluation approach for Component One:*** Component one strengthens the infrastructure that will support the four strands. Therefore, the evaluation focuses on (1) formative assessment of the developmental steps/tasks detailed in the Phase II Strategic Plan Report and (2) a single outcome evaluation question that will be used to assess both short-term and intermediate-term impact.

| Component One: State Infrastructure Development |
| --- |
| **Strategies:**<br>• Details of the expected outcomes, developmental steps/tasks, and evidence of improvement for the three sections of Component One are described under Component One of the Phase II Strategic Plan. Primary strategies include:<br> o Improvements to State Infrastructure<br> o Alignment/Leverage with Current Initiatives<br> o Involvement of State Education Agency (SEA) Departments and Other State Agencies |

| Formative Evaluation Questions | Short-term Evaluation Questions | Intermediate Evaluation Questions | Long-term Evaluation Questions |
| --- | --- | --- | --- |
| 1. To what extent has OSPI completed the Component One strategies in (1) systems and targeted improvements, (2) alignment with current state initiatives, and (3) collaboration with SEA Department and other state agencies, according to the timeline set forth in the Phase II Strategic Plan? | 2. How has the implementation of the Component One strategies affected the Early Literacy Action Research Team's assessment of<br>• Collaboration in leadership,<br>• Motivation and guidance,<br>• And vision and direction? | | 3. EL-SiMR: Has the early literacy achievement gap been reduced between kindergartners with disabilities and typically developing peers?<br>4. Theory of Action: Have students with disabilities increased and sustained early literacy skills through third grade? If so, to what extent? |

| **Component Two: Support for Implementation of Evidence-based Practices** |
|---|
| **Intensive Technical Assistance – Implementation Science Strand** |
| **Strategies:** <br> • Identify three elements most closely associated with successful implementation of evidence-based practices. <br>     o *Three elements: (1) Teaming Structures; (2) Focus on Data; and (3) Policy to Practice Communication Loops* <br> • Analyze potential challenges and solutions for ensuring the three elements are implemented with fidelity. <br> • Develop an Action Plan addressing the three elements. |

| **Formative Evaluation Questions** | **Short-term Evaluation Questions** | **Intermediate Evaluation Questions** | **Long-term Evaluation Questions** |
|---|---|---|---|
| **State-level:** <br> 5. Has OSPI completed the three strategies, (1) identifying the three elements most closely associated with successful implementation of evidence-based practices, (2) analyzing potential challenges and solutions for ensuring the elements are implemented with fidelity, and (3) developing an action plan for addressing the three elements? <br> 6. What was especially effective/ineffective in the support provided by OSPI? What additional support, if any, would the regions like from OSPI? | **State-level:** <br> 7. To what extent has OSPI strengthened its capacity to support the regions in delivering effective technical assistance? | **State-level:** <br> None <br> *Intermediate outcomes will be measured at the local level. See below for local-level questions.* | **State-level:** <br> None <br> *Long-term outcomes will be measured at the local level. See below for local-level questions.* |
| **Regional-level:** <br> 8. To what extent have the regions implemented the action plan, delivering technical assistance to districts, schools, and classrooms? What form(s) did the technical assistance take? <br> 9. What was especially effective/ineffective in the support provided by the regions? What additional support, if any, would the | **Regional-level:** <br> None | **Regional-level:** <br> None <br> *Intermediate outcomes will be measured at the local level. See below for local-level questions.* | **Regional-level:** <br> None <br> *Long-term outcomes will be measured at the local level. See below for local-level questions.* |

| Formative Evaluation Questions | Short-term Evaluation Questions | Intermediate Evaluation Questions | Long-term Evaluation Questions |
|---|---|---|---|
| districts, schools and classrooms like from the regions? | | | |
| **Local-level:**<br>None<br>*The districts/schools/classrooms will receive the technical assistance provided by the regions.* | **Local-level:**<br>10. To what extent have the districts/schools/classrooms increased their **knowledge** of the three elements most closely associated with successful implementation of evidence-based practices, due to the technical assistance the received? | **Local-level:**<br>11. To what extent have the districts/schools/classrooms **implemented** the three elements most closely associated with successful implementation of evidence-based practices?<br>12. To what extent have the districts/schools/classrooms improved their ability to effectively select and implement innovations/interventions with fidelity? | **Local-level:**<br>EL-SiMR: See #3 above<br><br>Theory of Action: See #4 above |

| **Coordinated Professional Learning Strand (Capacity Building for Evidence-based Practices)** |
|---|
| **Strategies:**<br>• Coaching (see Special Education Consistency Index strand)<br>• Professional Learning Communities - Repurposed<br>• Fidelity Assessment Strategies |

| Formative Evaluation Questions | Short-term Evaluation Questions | Intermediate Evaluation Questions | Long-term Evaluation Questions |
|---|---|---|---|
| **State-level:**<br>13. To what extent has OSPI contributed to the development of statewide coordinated professional learning opportunities for pre-k early literacy, which informs the framework to support the regions in implementation? | **State-level:**<br>None<br>*Short-term outcomes will be measured at the local level. See below for local-level questions.* | **State-level:**<br>None<br>*Intermediate outcomes will be measured at the local level. See below for local-level questions.* | **State-level:**<br>None<br>*Long-term outcomes will be measured at the local level. See below for local-level questions.* |

| Formative Evaluation Questions | Short-term Evaluation Questions | Intermediate Evaluation Questions | Long-term Evaluation Questions |
|---|---|---|---|
| **Regional-level:**<br>14. How have the regions facilitated the roll-out of the coaching, professional learning communities and fidelity strategies?<br>15. What additional support, if any, would the regions like from OSPI to support the districts/schools/classrooms in the coaching, professional learning communities and fidelity strategies? | **Regional-level:**<br>None<br>*Short-term outcomes will be measured at the local level. See below for local-level questions.* | **Regional-level:**<br>None<br>*Intermediate outcomes will be measured at the local level. See below for local-level questions.* | **Regional-level:**<br>None<br>*Long-term outcomes will be measured at the local level. See below for local-level questions.* |
| **Local-level:**<br>16. To what extent have the districts/schools/classrooms participated in the coaching, professional learning communities and fidelity strategies?<br>17. What was especially effective/ineffective in the coaching, professional learning communities and fidelity strategies? What additional support, if any, would the districts, schools and classrooms like from the regions and OSPI? | **Local-level:**<br>18. To what extent have districts/schools/classrooms improved their knowledge of how to select appropriate evidence-based practices that can be implemented with high fidelity?<br>19. To what extent have districts/schools/classrooms enhanced their knowledge of how to use data to inform their decision-making?<br>20. To what extent have districts/schools/classrooms increased their awareness of how to move beyond traditional stand-and-deliver professional learning mechanisms? | **Local-level:**<br>21. To what extent have districts/schools/classrooms improved their capacity to select appropriate evidence-based practices that can be implemented with high fidelity?<br>22. To what extent have districts/schools/classrooms used data to inform their decision-making?<br>23. To what extent have districts/schools/classrooms moved beyond traditional stand-and-deliver professional learning mechanisms? What other professional learning mechanisms have been offered? What worked well and what did not? | **Local-level:**<br>EL-SiMR: See #3 above<br><br>Theory of Action: See #4 above |

| Special Education Consistency Index Data and Coaching Strand |
|---|

**Strategies:**
- Develop and implement Special Education Consistency Index Practice (Initiative) Profile
- Usability Testing – Compliance Protocols, Congruency Metrics, & Web-based Platform
- Design and development of web-based data platform for Special Education Consistency Index data entry and analytics

| Formative Evaluation Questions | Short-term Evaluation Questions | Intermediate Evaluation Questions | Long-term Evaluation Questions |
|---|---|---|---|
| **State-level:**<br>24. To what extent has OSPI completed (1) the development and implementation of the Special Education Consistency Index, (2) the usability testing, and (3) design and development of the web-based platform?<br>25. Is the Special Education Consistency Index implemented with high inter-rater reliability? | **State-level:**<br>None<br>*The Special Education Consistency Index is intended to create local-level change; thus, the outcomes are measured at the local level.* | **State-level:**<br>None<br>*Intermediate outcomes will be measured at the local level. See below for local-level questions.* | **State-level:**<br>None<br>*Long-term outcomes will be measured at the local level. See below for local-level questions.* |
| **Regional-level:**<br>26. To what extent have regions conducted Special Education Consistency Index Assessments? | **Regional-level:**<br>None<br>*Short-term outcomes will be measured at the local level. See below for local-level questions.* | **Regional-level:**<br>None<br>*Intermediate outcomes will be measured at the local level. See below for local-level questions.* | **Regional-level:**<br>None<br>*Long-term outcomes will be measured at the local level. See below for local-level questions.* |
| **Local-level:**<br>27. To what extent have districts/schools conducted Special Education Consistency Index Assessments? | **Local-level:**<br>28. How has the Special Education Consistency Index influenced district/school personnel's **understanding** of<br>• the purpose of student evaluations and<br>• the relationship between (1) student evaluation for special education services, (2) the development of a | **Local-level:**<br>29. How has the implementation of the Special Education Consistency Index impacted the regions' implementation of<br>• Professional learning content?<br>• Training sessions?<br>• Coaching strategies?<br>• Technical assistance? | **Local-level:**<br>EL-SiMR: See #3 above<br><br>Theory of Action: See #4 above |

| Formative Evaluation Questions | Short-term Evaluation Questions | Intermediate Evaluation Questions | Long-term Evaluation Questions |
|---|---|---|---|
| | properly formatted IEP, and (3) the provision of specially designed instruction? | 30. How has the implementation of the Special Education Consistency Index impacted student instruction and services?<br><br>31. The hypothesis behind the Special Education Consistency Index is that students at districts/schools/ classrooms with high Special Education Consistency Index scores will make greater gains than students at districts/schools/classrooms with low scores. To what extent is this hypothesis found to be true? | |

| **Parent Engagement Resources Strand** |
|---|

**Strategies:**
- Build capacity for district access to *Improving Relationships & Results: Building Family/School Partnerships* curriculum
- Selection and implementation of evidence-based innovations that districts can select to improve relationships with families
- Expansion of Indicator B8 – state parent survey data fields
- Development of action plan addressing recommendations

| Formative Evaluation Questions | Short-term Evaluation Questions | Intermediate Evaluation Questions | Long-term Evaluation Questions |
|---|---|---|---|
| **State-level:**<br>32. To what extent has OSPI incorporated recommendations initiated by the Phase I analysis activities into the action plan?<br>33. To what extent has OSPI developed a menu of evidence-based innovations that | **State-level:**<br>None<br>*Short-term outcomes will be measured at the local level. See below for local-level questions.* | **State-level:**<br>None<br>*Intermediate outcomes will be measured at the local level. See below for local-level questions.* | **State-level:**<br>None<br>*Long-term outcomes will be measured at the local level. See below for local-level questions.* |

| Formative Evaluation Questions | Short-term Evaluation Questions | Intermediate Evaluation Questions | Long-term Evaluation Questions |
|---|---|---|---|
| districts/schools/ classrooms can select to improve relationships with families? | | | |
| **Regional-level:**<br>34. How have the regions supported the districts/schools/classrooms in selecting evidence-based innovations to improve relationships with families?<br>35. What has been especially effective or ineffective? How could the regions better support the districts/ schools/classrooms in their selection and implementation of evidence-based innovations to improve relationships with families? | **Regional-level:**<br>None<br>*Short-term outcomes will be measured at the local level. See below for local-level questions.* | **Regional-level:**<br>None<br>*Intermediate outcomes will be measured at the local level. See below for local-level questions.* | **Regional-level:**<br>None<br>*Long-term outcomes will be measured at the local level. See below for local-level questions.* |
| **Local-level:**<br>36. What evidence-based innovations have the districts/ schools/classrooms implemented to improve relationships with families? How did they select the innovations?<br>37. To what extent has the *Improving Relationships & Results* curriculum been disseminated to districts/schools/classrooms? | **Local-level:**<br>38. To what extent have districts/schools/classrooms improved their knowledge of how to engage parents in activities beyond the classroom? | **Local-level:**<br>39. To what extent have districts/schools/classrooms engaged parents in activities beyond the classroom?<br>40. To what extent do parents feel that they are valued participants in their children's education? | **Local-level:**<br>EL-SiMR: See #3 above<br><br>Theory of Action: See #4 above |

Evaluation Data Collection

## Component One: State Infrastructure Development

| State, Regional, or Local Level | Formative, Short-, Intermediate-, or Long-term | Evaluation Question | Data Collection Plan | Data Analysis Methods | Timing |
|---|---|---|---|---|---|
| State | Formative | 1. To what extent has OSPI completed the Component One strategies in (1) systems and targeted improvements, (2) alignment with current state initiatives, and (3) collaboration with SEA Department and other state agencies, according to the timeline set forth in the Phase II Strategic Plan? | Quarterly Self-Assess with annual review from EL-SiMR Design Team (check boxes) (was there progress? Were there barriers?) | Rubric scores, measured progress towards completion of activities/ strategies | Annual, April Phase III Annual Report |
| State | Short-Intermediate | 2. How has the implementation of the Component One strategies affected the Action Research Team's assessment of<br>• Collaboration in leadership,<br>• Motivation and guidance,<br>• And vision and direction? | DEC Recommended Practices Checklists to be completed by the Action Research Team | Yearly comparison from baseline, and year to year | Baseline completed in Winter 2016<br><br>Annually each winter through 2019 |
| State | Long | 3. ***EL-SiMR:*** Has the early literacy achievement gap been reduced between kindergartners with disabilities and typically developing peers? | WaKIDS Assessment | Baseline and targets See Action Research Design in Executive Summary | Annually each October |
| State | Long | 4. ***Theory of Action:*** Have students with disabilities increased and sustained early literacy skills through third grade? If so, to what extent? | 3rd Grade ELA Assessment | Status Cohort C Student Group 1 2018-19 compared to WaKIDS Assess in 2015-16 (see Action Research Design) | Annual |

## Component Two: Support for Implementation of Evidence-based Practices
### Intensive Technical Assistance – Implementation Science Strand

| State, Regional, or Local Level | Formative, Short-, Intermediate-, or Long-term | Evaluation Question | Data Collection Plan | Data Analysis Methods | Timing |
|---|---|---|---|---|---|
| State | Formative | 5. Has OSPI completed the three strategies, (1) identifying the three elements most closely associated with successful implementation of evidence-based practices, (2) analyzing potential challenges and solutions for ensuring the elements are implemented with fidelity, and (3) developing an action plan for addressing the three elements? | Quarterly Self-Assess with annual review from EL-SiMR Design Team | Rubric scores, measured progress towards completion of activities/ strategies | Annual, April Phase III Annual Report |
| State | Formative | 6. What was especially effective/ineffective in the support provided by OSPI? What additional support, if any, would the regions like from OSPI? | CSA reporting through iGrants Form Package with annual review from EL-SiMR Design Team | Qualitative analysis, identification of opportunities for improvement, replication of successes | Annually, September |
| State | Short | 7. To what extent has OSPI strengthened its capacity to support the regions in delivering effective technical assistance? | Number of staff who received certification of the SECI Platform | Year to year comparison of the number of certified scorers | Annual, April Phase III Annual Report |
| Region | Formative | 8. To what extent have the regions implemented the action plan, delivering technical assistance to districts, schools, and classrooms? What form(s) did the technical assistance take? | Annual professional development plan from ESD Regional Zones Upload Annual Needs Assessment and Training Calendar through iGrants when completing #7. | Document review with follow up using EL-SiMR matrix. | Annually, September |
| Region | Formative | 9. What was especially effective/ineffective in the support provided by the regions? What additional support, if any, would the | CSA reporting through iGrants Form Package | Qualitative analysis, identification of opportunities for improvement, | Annually, September |

| State, Regional, or Local Level | Formative, Short-, Intermediate-, or Long-term | Evaluation Question | Data Collection Plan | Data Analysis Methods | Timing |
|---|---|---|---|---|---|
| | | districts, schools and classrooms like from the regions? | | replication of successes | |
| Local | Short | 10. To what extent have the districts/schools/classrooms increased their **knowledge** of the three elements most closely associated with successful implementation of evidence-based practices, due to the technical assistance the received? | Integrated Stage-Based Capacity Assessment, Research Brief OPRE 2015-48 | Pre/Post Comparison | Aligned with provision of technical assistance |
| Local | Intermediate | 11. To what extent have the districts/schools/classrooms **implemented** the three elements most closely associated with successful implementation of evidence-based practices? | Integrated Stage-Based Capacity Assessment, Research Brief OPRE 2015-48 | Annual follow-up, comparison to pre/post conducted in #10 | Annual |
| Local | Intermediate | 12. To what extent have the districts/schools/classrooms improved their ability to effectively select and implement innovations/interventions with fidelity? | Integrated Stage-Based Capacity Assessment, Research Brief OPRE 2015-48 | Annual follow-up, comparison to pre/post conducted in #10 | Annual |

## Coordinated Professional Learning Strand (Capacity Building for Evidence-based Practices)

| State, Regional, or Local Level | Formative, Short-, Intermediate-, or Long-term | Evaluation Question | Data Collection Plan | Data Analysis Methods | Timing |
|---|---|---|---|---|---|
| State | Formative | 13. To what extent has OSPI contributed to the development of statewide coordinated professional learning opportunities for pre-k early literacy, which informs the | Quarterly Self-Assess with annual review from EL-SiMR Design Team | Rubric scores, measured progress towards completion of activities/ strategies | Annual, April Phase III Annual Report |

| State, Regional, or Local Level | Formative, Short-, Intermediate-, or Long-term | Evaluation Question | Data Collection Plan | Data Analysis Methods | Timing |
|---|---|---|---|---|---|
| | | framework to support the regions in implementation? | | | |
| Region | Formative | 14. How have the regions facilitated the roll-out of the coaching, professional learning communities and fidelity strategies? | Standing agenda item on monthly ESD/OSPI Leadership meeting; and State ECSE Coordination Team Special Education Support Center State Needs Project (SNP) reporting through iGrants Form Package | Document analysis. Report out at meetings. | Monthly meetings<br><br>Semi-annual iGrants reporting |
| Region | Formative | 15. What additional support, if any, would the regions like from OSPI to support the districts/schools/classrooms in the coaching, professional learning communities and fidelity strategies? | Standing agenda item on monthly ESD/OSPI Leadership meeting; and State ECSE Coordination Team Special Education Support Center State Needs Project (SNP) reporting through iGrants Form Package | Document analysis. Report out at meetings. | Monthly meetings<br><br>Semi-annual iGrants reporting |
| Local | Formative | 16. To what extent have the districts/schools/classrooms participated in the coaching, professional learning communities and fidelity strategies? | Standing agenda item on regularly scheduled District Implementation Team | Qualitative analysis, identification of opportunities for improvement, replication of successes | Annual, April Phase III Annual Report |

| State, Regional, or Local Level | Formative, Short-, Intermediate-, or Long-term | Evaluation Question | Data Collection Plan | Data Analysis Methods | Timing |
|---|---|---|---|---|---|
| Local | Formative | 17. What was especially effective/ineffective in the coaching, professional learning communities and fidelity strategies? What additional support, if any, would the districts, schools and classrooms like from the regions and OSPI? | Standing agenda item on regularly scheduled District Implementation Team | Qualitative analysis, identification of opportunities for improvement, replication of successes | Annual, April Phase III Annual Report |
| Local | Short | 18. To what extent have districts/schools/classrooms improved their knowledge of how to select appropriate evidence-based practices that can be implemented with high fidelity? | Fidelity Assessment Checklist Retrospective Pre/Post Assessment Tools | Comparison of pre/post scores | Aligned with provision of coordinated professional learning opportunities |
| Local | Short | 19. To what extent have districts/schools/classrooms enhanced their knowledge of how to use data to inform their decision-making? | Progress Monitoring Checklist Retrospective Pre/Post Assessment Tools | Comparison of pre/post scores | Aligned with provision of coordinated professional learning opportunities |
| Local | Short | 20. To what extent have districts/schools/classrooms increased their awareness of how to move beyond traditional stand-and-deliver professional learning mechanisms? | Retrospective Pre/Post Assessment Tools | Comparison of pre/post scores | Aligned with provision of coordinated professional learning opportunities |
| Local | Intermediate | 21. To what extent have districts/schools/classrooms improved their capacity to select appropriate evidence-based practices that can be implemented with high fidelity? | Fidelity Assessment Checklist Retrospective Pre/Post Assessment Tools | Annual follow-up, comparison to pre/post conducted in #18 | Annual |
| Local | Intermediate | 22. To what extent have districts/schools/classrooms used data to inform their decision-making? | Progress Monitoring Checklist Retrospective Pre/Post Assessment Tools | Annual follow-up, comparison to pre/post conducted in #19 | Annual |

| State, Regional, or Local Level | Formative, Short-, Intermediate-, or Long-term | Evaluation Question | Data Collection Plan | Data Analysis Methods | Timing |
|---|---|---|---|---|---|
| Local | Intermediate | 23. To what extent have districts/schools/classrooms moved beyond traditional stand-and-deliver professional learning mechanisms? What other professional learning mechanisms have been offered? What worked well and what did not? | Retrospective Pre/Post Assessment Tools | Annual follow-up, comparison to pre/post conducted in #20 | Annual |

## Special Education Consistency Index Data and Coaching Strand

| State, Regional, or Local Level | Formative, Short-, Intermediate-, or Long-term | Evaluation Question | Data Collection Plan | Data Analysis Methods | Timing |
|---|---|---|---|---|---|
| State | Formative | 24. To what extent has OSPI completed (1) the development and implementation of the Special Education Consistency Index, (2) the usability testing, and (3) design and development of the web-based platform? | Quarterly Self-Assess with annual review from EL-SiMR Design Team | Rubric scores, measured progress towards completion of activities/ strategies | Annual, April Phase III Annual Report |
| State | Formative | 25. Is the Special Education Consistency Index implemented with high inter-rater reliability? | Conduct reliability testing to establish Intraclass Correlation Coefficient (ICC) | Analysis of ICC | Summer 2016 |
| Region | Formative | 26. To what extent have regions conducted Special Education Consistency Index Assessments? | Number of certified scores Number of Assessments completed | SECI web-based data platform | Quarterly |
| Local | Formative | 27. To what extent have districts/schools conducted Special Education Consistency Index Assessments? | Number of Assessments completed | SECI web-based data platform | Quarterly |

| State, Regional, or Local Level | Formative, Short-, Intermediate-, or Long-term | Evaluation Question | Data Collection Plan | Data Analysis Methods | Timing |
|---|---|---|---|---|---|
| Local | Short | 28. How has the Special Education Consistency Index influenced district/school personnel's **understanding** of<br>• the purpose of student evaluations and<br>• the relationship between (1) student evaluation for special education services, (2) the development of a properly formatted IEP, and (3) the provision of specially designed instruction? | SECI will drive targeted and intensive TA and agendas for PLCs. Regional Implementation Team Retrospective Assessment | Analysis of pre/post change in scores | Aligned with provision of TA and PLC |
| Local | Intermediate | 29. How has the implementation of the Special Education Consistency Index impacted the regions' implementation of<br>• Professional learning content?<br>• Training sessions?<br>• Coaching strategies?<br>• Technical assistance? | Standing agenda item on monthly ESD/OSPI Leadership meeting; and State ECSE Coordination Team | Report out at meetings | Monthly meetings |
| Local | Intermediate | 30. How has the implementation of the Special Education Consistency Index impacted student instruction and services? | Conduct SECI Assessments | Change in SECI scores over time | Semi-annual |
| Local | Long | 31. The hypothesis behind the Special Education Consistency Index is that students at districts/schools/ classrooms with high Special Education Consistency Index scores will make greater gains than students at districts/schools/classrooms with low scores. To what extent is this hypothesis found to be true? | WaKIDS Early Literacy Entrance Score<br>SECI Score<br>3rd Grade ELA Assessment | Explore the correlation between the SECI Scores, and variance of progression between WaKIDS and 3rd grade ELA Assessment results | Summer 2019 |

## Parent Engagement Resources Strand

| State, Regional, or Local Level | Formative, Short-, Intermediate-, or Long-term | Evaluation Question | Data Collection Plan | Data Analysis Methods | Timing |
|---|---|---|---|---|---|
| State | Formative | 32. To what extent has OSPI incorporated recommendations initiated by the Phase I analysis activities into the action plan? | Quarterly Self-Assess with annual review from EL-SiMR Design Team | Rubric scores, measured progress towards completion of activities/ strategies | Annual, April Phase III Annual Report |
| State | Formative | 33. To what extent has OSPI developed a menu of evidence-based innovations that districts/schools/classrooms can select to improve relationships with families? | Quarterly Self-Assess with annual review from EL-SiMR Design Team | Rubric scores, measured progress towards completion of activities/ strategies | Annual, April Phase III Annual Report |
| Region | Formative | 34. How have the regions supported the districts/schools/classrooms in selecting evidence-based innovations to improve relationships with families? | Standing agenda item on regularly scheduled Regional Implementation Team | Qualitative analysis, identification of opportunities for improvement, replication of successes | Annual, April Phase III Annual Report |
| Region | Formative | 35. What has been especially effective or ineffective? How could the regions better support the districts/schools/classrooms in their selection and implementation of evidence-based innovations to improve relationships with families? | Standing agenda item on regularly scheduled Regional Implementation Team | Qualitative analysis, identification of opportunities for improvement, replication of successes | Annual, April Phase III Annual Report |
| Local | Formative | 36. What evidence-based innovations have the districts/ schools/classrooms implemented to improve relationships with families? How did they select the innovations? | Standing agenda item on regularly scheduled District Implementation Team | Qualitative analysis, identification of opportunities for improvement, replication of successes | Annual, April Phase III Annual Report |
| Local | Formative | 37. To what extent has the *Improving Relationships & Results* curriculum been disseminated to districts/schools/classrooms? | CSA reporting through iGrants Form Package | Qualitative analysis, identification of opportunities for improvement, | Annually, September |

| State, Regional, or Local Level | Formative, Short-, Intermediate-, or Long-term | Evaluation Question | Data Collection Plan | Data Analysis Methods | Timing |
|---|---|---|---|---|---|
| | | | | replication of successes | |
| Local | Short | 38. To what extent have districts/schools/classrooms improved their knowledge of how to engage parents in activities beyond the classroom? | Integrity Checklist from modules of *Improving Relationships & Results* curriculum | Analysis of pre/post scores | Aligned with scheduled coursework through e-Learning for Educators SNP |
| Local | Intermediate | 39. To what extent have districts/schools/classrooms engaged parents in activities beyond the classroom? | Standing agenda item on regularly scheduled District Implementation Team | Qualitative analysis, identification of opportunities for improvement, replication of successes | Annual, April Phase III Annual Report |
| Local | Intermediate | 40. To what extent do parents feel that they are valued participants in their children's education? | Parent Survey | Percentage of parents very strongly agreeing, strongly agreeing, or agreeing with applicable statements from Parent Survey | Annual |

# Communication and Dissemination Plan for Evaluation

(i.e. Stakeholder Involvement and Dissemination Strategies)

| Project Name: | IDEA Part B—Indicator B17 State Systemic Improvement Plan | Organization: | Office of Superintendent of Public Instruction |
|---|---|---|---|
| Co-Leads: | Valerie Arnold, Program Review & 619 Coordinator & Sandy Grummick, Special Education Data Manager | Date: | March 25, 2016 |

| Key Stakeholder Groups | Mode | When |
|---|---|---|
| Washington State Special Education Advisory Council | Meetings | Semi-annual beginning FFY 2015 through FFY 2018 |
| OSPI Cabinet | Electronic Mail | Annually FFY 2016 through FFY 2018 |
| Early Literacy Design Team | Electronic Mail<br>Meetings | Quarterly Progress Updates; Annual Report FFY 2016 through FFY 2018 |
| State Early Childhood Special Education Coordination Team | Go-To Meeting Webinars | Monthly |
| Parent-focused Networks<br>  ❖ Parent Information & Training Center (PAVE)<br>  ❖ Wa State PTA<br>  ❖ Parent to Parent State Council<br>  ❖ Open Doors Multicultural Families | Electronic Mail, Web Posting, OSPI Monthly Updates, Social Media (Twitter, RSS feeds, Facebook) | Annually FFY 2016 through FFY 2018 |
| Education Service Districts (N=9) | Electronic Mail | Monthly Updates |
| Participant Districts and Schools | Meetings<br>Go-To Meeting Webinars | Quarterly Progress Updates; Annual Reports FFY 2016 through FFY 2018 |
| Early Childhood Teacher Preparation Council | Social Media (Twitter, RSS feeds, Facebook) | Annually FFY 2016 through FFY 2018 |
| General Public Constituency | Electronic Mail, Web Posting, OSPI Monthly Updates, Social Media (Twitter, RSS feeds, Facebook) | Annually FFY 2016 through FFY 2018 |