Office of Superintendent of Public Instruction

Washington State Evaluation Report

Systemic Improvement Plan – Phase III

IDEA Part B — Indicator B17

Submission

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Year Two – FFY 2016

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Executive Summary – Year Two (SY 2016-17)

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

There have been several key milestones achieved though the State Systemic Improvement Plan since the Phase I (Data Analysis) conducted FFY 2013 and the current FFY 2016 Phase III – Year Two (Implementation). These milestones include (a) expansion and engagement advancements within the Pre-K Early Literacy State Design Team and other key stakeholder groups (see Sections B.3. and C.3.), start-up and scaling of the Washington State Consistency Index Initiative (see Section B.2.), design and development of Action Research Sites implementing evidence-based early literacy practices (see Section B.1.,Table 1-3), significant increases in the special education student population participating (being tested) in the Washington Kindergarten Inventory of Developing Skills (WaKIDS) literacy assessment (see Section C.2. (d), Table 1-6), and an unprecedented decrease (3.19%) in the early literacy achievement gap between entering kindergartners with disabilities and their typically-developing peers (see Section A, Table 1-1).

Detailed analyses of key elements of the state's general supervisory system were conducted initially during Phase I and re-affirmed during Phase II. As referenced in the Phase III – Year One Report, the Pre-K Early Literacy State Design Team noted re-structuring tasks within the SEA identified under newly-elected Superintendent Chris Reykdal, would strengthen the Governance2 component of the state infrastructure system. Significant policy shifts reflected in

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

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

a new six-year K-12 education vision, resulted in increased expectations and opportunities for state-level educators to "embrace an approach to education that encompasses the whole child" (Reykdal, 2017, pg.1)[3] by actively engaging in cross-divisional collaboration, action planning, and service delivery. Transformative work ignited by shared values and frank dialogue under the leadership of newly recruited Assistant Superintendents within the Office of System and School Improvement, Learning and Teaching Division, and Special Education Division, provides foundation supports necessary to envision and fund high-quality, early learning experiences to close achievement gaps and ensure later success and long-term outcomes. For example, agency resources were re-purposed to fund a new Director of Early Learning position within the Learning and Teaching Division, as well as full-time positions for a Director of Special Education and a Section 619/Early Childhood Special Education Coordinator in the Special Education Division. Together, alongside regional, district, and community leaders, these frontrunners are able to mobilize and leverage multiple resources to integrate early learning more fully into state accountability and school improvement systems. The multi-year SSIP, referred to as the Pre-K Early Literacy – Action Research Project, is only one example of the State's commitment to demonstrate an unprecedented embrace of individualized, inclusive, and equitable kindergarten readiness pathways for each student.

Consequently as affirmed, four primary coherent improvement strategies [Intensive Technical Assistance: Implementation Science; Coordinated Professional Learning: Evidence-Based Practices (EBPs); Consistency Index and Coaching; and Parent Engagement Resources] initially designed in Phase I to strengthen state and regional capacity to support local district implementation of EBPs to increase early literacy skills of students with disabilities, continue to be implemented. 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. Secondary impact and sustainability measures are 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 (ELA) 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. The three Educational Service Districts (ESDs) serving as regional transformation zones [Capital Region ESD 113, Puget Sound ESD 121, and North East Washington (NEW) ESD 101] are actively engaged in professional development facilitation and instructional coaching activities with seven local districts serving as Action Research Sites. The

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

NEW ESD 101 began exploration of their capacity to scale-up the Pre-K Early Literacy SiMR (EL-SiMR) by adding an additional Pre-K Early Literacy Cohort of six district sites. Currently, this brings the total number of active local Action Research Sites to eight sites (Winter Quarter – Year Three of Phase III).

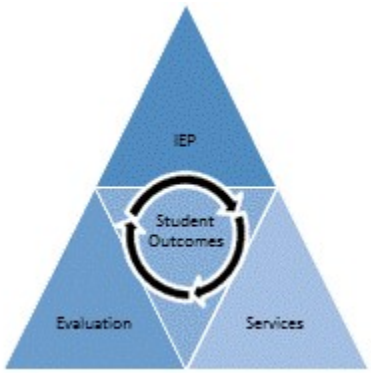
Figure 1-1: Action Research Design

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

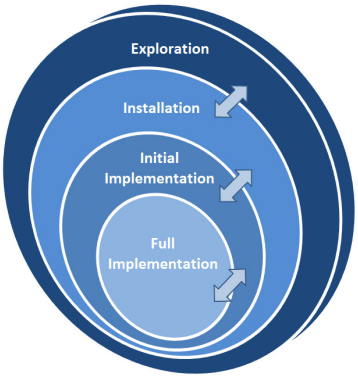
District Cohort

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	Consistency Index Data	
Student Group III			Child Outcome Summary Exit Data	Kindergarten Early Literacy - Baseline	CI Data

Consistency Index



Stages of Implementation Science



Year Two – Phase III (Implementation and Evaluation) activities extended the impacts described in the Year One – Phase III report submitted to OSEP in April 2017. Significant progress was achieved with operationalization of the Early Literacy Implementation Framework (Component Two of the Strategic Plan) at the local district levels, based on momentum established with state and regional levels during Year One. Of particular focus was the exploration, installation, and initial implementation of evidence-based action research strategies and early literacy practices within the established Action Research sites. A Menu of Common Action Research Strategies (see Appendix A) was confirmed and vetted by the Pre-K Early Literacy State Design Team[4] August 2017 (Summer Quarter – Year Three). These action research

[4] The Early Childhood Technical Assistance Center (ECTA) provided on-site targeted technical assistance and professional development in July 2017.

strategies are consistently implemented across all of the Action Research Sites and include:

- Early Literacy Training & Technical Assistance
  - Piloting Division of Early Childhood (DEC) Recommended Practices Interactions Training Module through the Early Childhood Technical Assistance Center
  - Pre-K Early Literacy Instructional Practices (National Early Literacy Panel)
- Consistency Index Data Collection & Coaching
  - Measuring congruency between a comprehensive evaluation, properly formulated IEP, and provision of specially designed instruction (SDI) using the Consistency Index Diagnostic Instruments
  - District-based coaching targeting index-specific tenets influencing instruction, which are most closely associated with student outcomes
- Early Childhood Implementation Science Principles
  - Readiness Assessments (Four stage-based Self-Assessments)
    - Teaming Structures; Use of Data; and Strong Policy-to-Practice & Practice-to-Policy Communication Loops
- Parent Engagement & Family-Centered Practices
  - Dissemination of Parent Surveys to measure incremental increases in district/school capacity to involve parents as a means of increasing early literacy outcomes
- Collaborative Action Research Design
  - Metric: To decrease the early literacy performance gap between entering kindergarteners with disabilities and their typically-developing peers

Regionally Designed and District Driven Menu Options were are also vetted; regional leaders/coaches work collaboratively with local district practitioners to select action research strategies most closely aligned with existing district/school priorities, and may include:

- Early Literacy Training & Technical Assistance
  - Pathways in Early Literacy – Foundational Milestones Birth through 3rd Grade
  - ELA Menu of Best Practices and Strategies
- Consistency Index Data Collection & Coaching
  - School-based coaching targeting early literacy instructional practices
- Parent Engagement & Family-Centered Practices
  - EBPs to engage parents in literacy activities that extend beyond the classroom instruction (Harvard University Resources)
- Collaborative Action Research Design
  - Metric: To increase and sustain early literacy skills through 3rd Grade
  - Integrated Student Supports Protocol (Center for Improvement of Student Learning)
  - Data-Based Individualization (National Center for Intensive Interventions)

In addition to sustaining the progress made with regards to 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, intentional action was taken to provide ancillary supports necessary to collect and analyze the results of formative assessments outlined in the

Evaluation Plan[5] which are aligned with action research strategies and early literacy practices. The assessment instruments measure both the implementation of the key SSIP activities and the impact those activities have on achieving measurable improvement in the Pre-K Early Literacy SiMR. The evaluation plan relies primarily on quantitative factors to (a) assess early literacy achievement; (b) identify changes in behavior, perceptions, relationships, and understanding; and (c) gauge system performance. The regional leadership/instructional coaches in the transformation zones work collaboratively and diligently to cross-train members across the regional and local implementation teams (See OSPI Early Literacy Implementation Framework Figure 1-6). While strategies for tracking improvements in policy, procedures, and/or practices across all three levels of the State's service delivery systems - state, regional, and local district – have been identified, implementation of those strategies are targeted for Year Three – Phase III.

The diagnostic instruments developed and implemented to date are designed to assist practitioners in evaluating the effectiveness of actions taken and measuring change in state, regional, and district/school infrastructure. These instruments are aligned with activities and strategies targeted to support regional and district implementation of EBPs (Component Two of the Strategic Plan) and strengthen overall capacity-building under multiple strands of the Theory of Action including Intensive Technical Assistance – Implementation Science, Consistency Index Data and Coaching, and Parent Engagement (see Theory of Action Figure 1-2). The data collection instruments being implemented within and across the three levels of the state educational service delivery system include:

- State-level Assessments:
  - State Infrastructure Leadership Capacity Assessment adapted from the Early Childhood Technical Assistance Center
  - Progress Monitoring State Infrastructure Implementation [Organizational Context Rubric] in *Wins and Hiccups: A Collaborative Implementation Guide* from the National Center for Systemic Improvement
  - Creating Active Engagement: Operational Decisions Rubric from Leading By Convening (under consideration for Year Three – Phase III)
- Regional Assessments:
  - Washington State Pre-K Early Literacy Regional and State-wide Needs Assessment
  - Coordinated Service Agreements – Planning & Reporting Instrument (iGrants Form Package 431)
  - Effective Coaching of Teachers: Fidelity Tool Worksheet from the National Center for Systemic Improvement (under consideration for Year Three – Phase III)
- District-level Assessments:
  - Stage-Based Active Implementation Planning – Pre-K Early Literacy Capacity Self-Assessment: Exploration Stage
  - Stage-Based Active Implementation Planning – Pre-K Early Literacy Capacity Self-Assessment: Installation Stage
  - DEC Recommended Practices: Interaction Fidelity Checklist [Adult-Child Interaction Checklist] (under consideration for Year Three – Phase III)

[5] See Phase II – Component Three Report located at http://www.k12.wa.us/SpecialEd/EarlyChildhood/EarlyLiteracy.aspx.

- Integrated Assessments (State, Regional, & District):
    - WaKIDS Assessment: Literacy Domain – Primary Metric for Indicator B-17
    - Washington State Special Education Consistency Index designed by the SECI 16-member State Leadership Team

Parent Survey Instrument: Schools Efforts to Partner with Parents Scale designed by the National Center for Special Education Accountability Monitoring

Currently, additional qualitative methods to extend the SEA's ability to "tell the story" represented in the data gathered through the quantitative instruments are being explored by the Pre-K Early Literacy State Design Team. The *Strengthening SSIP Evaluations with Qualitative Methods*[6] developed by The Center for IDEA Early Childhood Data Systems is the anchor research document currently under review. *The Interplay of Qualitative and Quantitative Data* work session[7] presented at the IDC Interactive Institutes 2018: Building A Culture of High-Quality Part B in Austin, Texas was shared with the Pre-K Early Literacy State Design Team at the Spring Quarterly Work Session (March 9, 2018). Of particular interest was using a mixed methods approach and being able to present information to stakeholders using both types of data. Informal feedback loops used intermittently during Years One & Two – Phase III, primarily at the state and regional levels of implementation will continue during the research literature review.

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 EBPs in order to improve early literacy skills of kindergarten students with disabilities. Replication and applicability to other content areas, grade bands, and student populations are examples of potential secondary outcomes. Key activities associated with enhancing supports for regional and local implementation of EBPs 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: EBPs, 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 SEA, Regional ESD, Local School District, School Building, and Classroom levels. Working together, educators, parents, and community

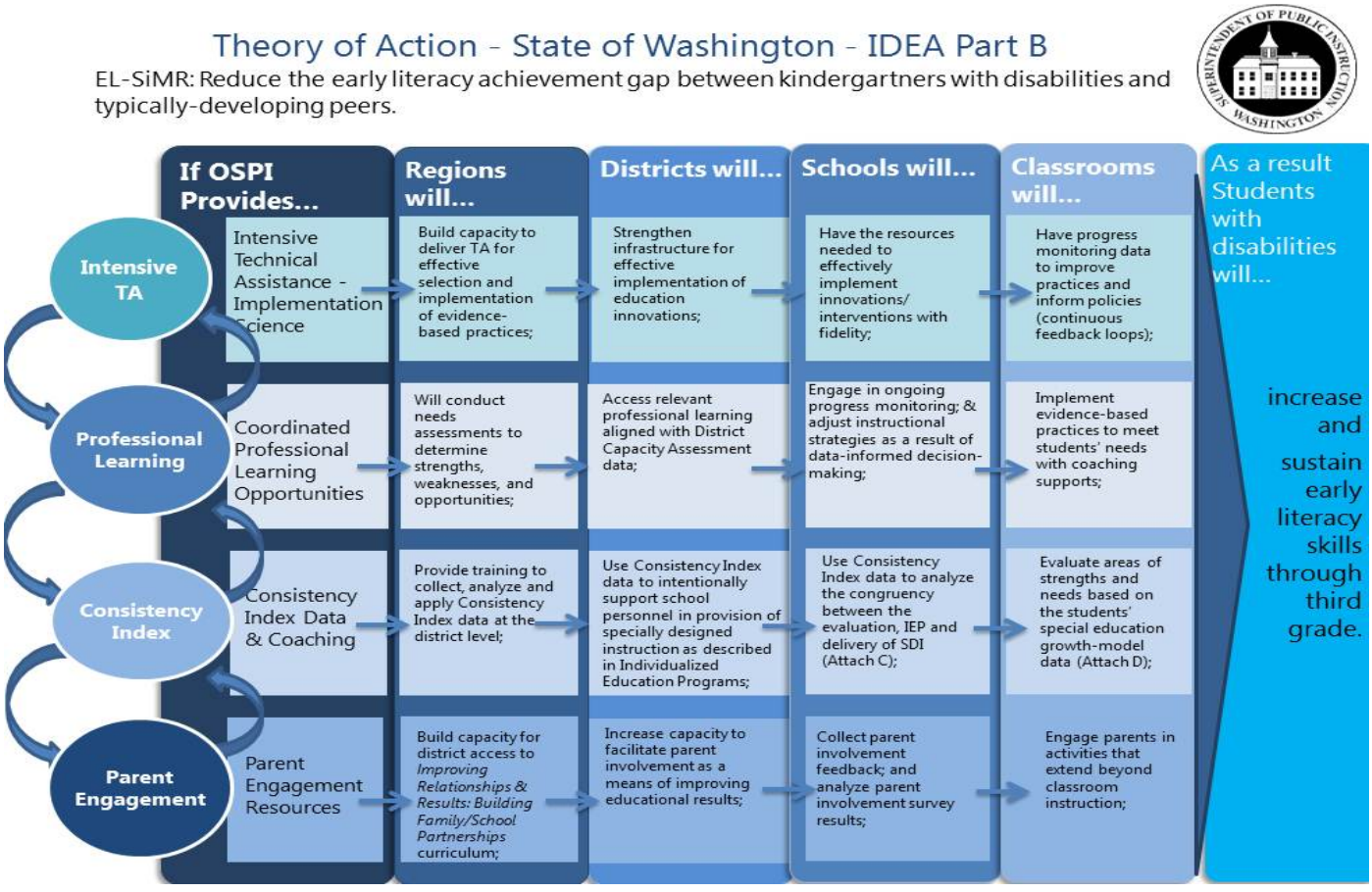
[6] Shaver, Debra, Cox, Megan, Ruggiero, Robert A., Kutaka, Traci. *Strengthening SSIP Evaluations with Qualitative Methods.* (DaSY) February 2018.

[7] Moore, Hadley, Schaaf, Jennifer. *The Interplay of Qualitative and Quantitative Data*. (IDC) March 2018.

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.

During Year Two – Phase III the Pre-K Early State Design Team expressed a strong commitment to review the current Washington Multi-Tiered System of Supports (WA-MTSS), an integrated, three-tiered instructional/intervention model outlined in Washington's ESSA Plan, to ensure consistency in SSIP implementation and to maximize their ability to leverage existing resources across the five inter-dependent levels of the educational system. Of significant note, is the recognition that the WA-MTSS (ESSA Plan, 2018, pg. 24) also relies on "…collaborative inquiry practices that engage staff in action research to improve teaching and learning, and transformational leadership planning and actions that engage staff, families, students, and communities." This approach to fostering student growth and development is consistent with the Collaborative Action Research (Sagor, 2014, pgs. 7-11) framework driving implementation of evidence-based early literacy practices in the local Action Research Sites with coaching and mentorship provided by the regional leaders/coaches.

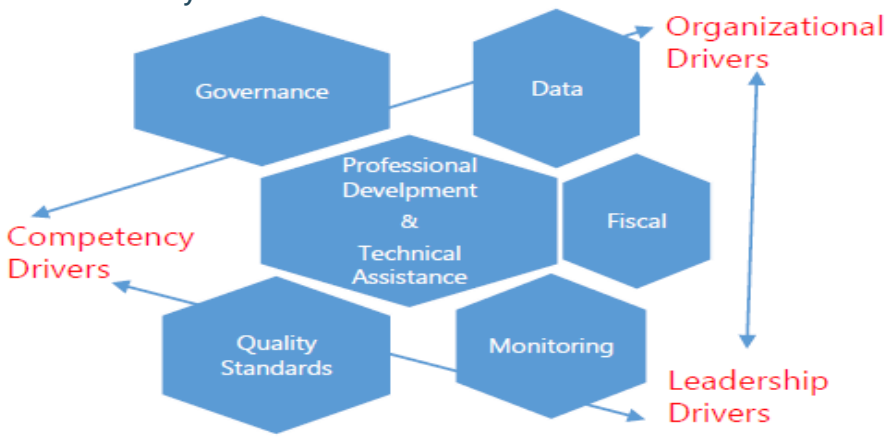
Figure 1-2: Theory of Action



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 OSPI 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



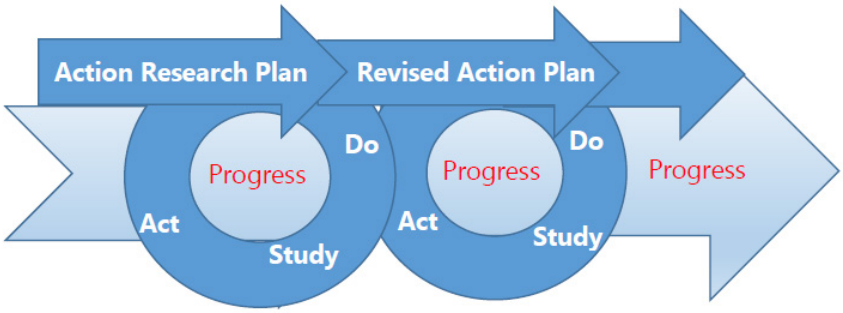
Based on guidance and input from multiple stakeholder sources including the Pre-K Early Literacy State Design Team, State Special Education Advisory Council (SEAC), and the State Early Childhood Special Education Coordination Team, there continues to be no alterations made to the Theory of Action.

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 EI-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 EL-ART, which transitioned in Year One of Phase III to serve as the Pre-K Early Literacy State 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 SEAC, Pre-K Early Literacy State 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 continue 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 and adjust 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[8], vetted by the Pre-K Early State 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 EL-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. The external stakeholders that have a direct impact with, and a strong influence on, actions taken at all five levels of the educational system, also identified external factors.

As noted in the Year One – Phase III report, initial evaluation activities focused primarily on (a) assessment of SEA leadership capacity; (b) full scale implementation of the Consistency Index Initiative, including instrument development, reliability, and validation testing; (c) instrument development for data collections measuring increases in regional capacity to support exploration, installation, and full implementation of DEC EBPs; 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. During Year Two of Phase III, evaluation tasks were expanded in each of the key corresponding evaluation activities referenced (a) through (d), which allowed for more intensive review of intended outcomes (impact) as a result of SSIP implementation (process). Examples of expanded tasks include:

a) Second benchmark data (conducted January 2018) related to assessment of SEA leadership capacity was compared to both the first benchmark (conducted January 2017) and the baseline assessment (conducted January 2016);

[8] 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)

b) Baseline data collections for the Consistency Index Initiative were completed by regionally-based Certified Scorers in each of the three transformation zones;
c) Baseline data collections were completed and analyzed to measure state and regional capacity to support implementation of DEC EBPs using the first two of four stage-based self-assessments; and
d) Direct team-based administration of instruments developed to measure an increase in local Pre-K educators' knowledge and skill acquisition related to teaming, use of data, and strong practice-to-policy communication loops.

Concurrent supplemental guidance and support from the IDEA Data Center (IDC), American Institutes for Research (AIR), and the National Center for Systemic Improvement (NCSI) were instrumental in ongoing development and administration of the primary evaluation instruments (see pg. 5). The *Stage-Based Active Implementation Planning-Pre-K Early Literacy Capacity Self-Assessment: Installation Stage* (see Appendix C) was developed and finalized as the next level of staging following the *Stage-Based Active Implementation Planning-Pre-K Early Literacy Capacity Self-Assessment: Exploration Stage* (see Appendices B & C) which was developed during Year One. The majority of the content for both of these self-assessments 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[9] was provided in the early part of Year Two – Phase III implementation. Currently, all three of the regional transformation zone leaders have administered one or both of these self-assessments with the eight local Action Research Sites.

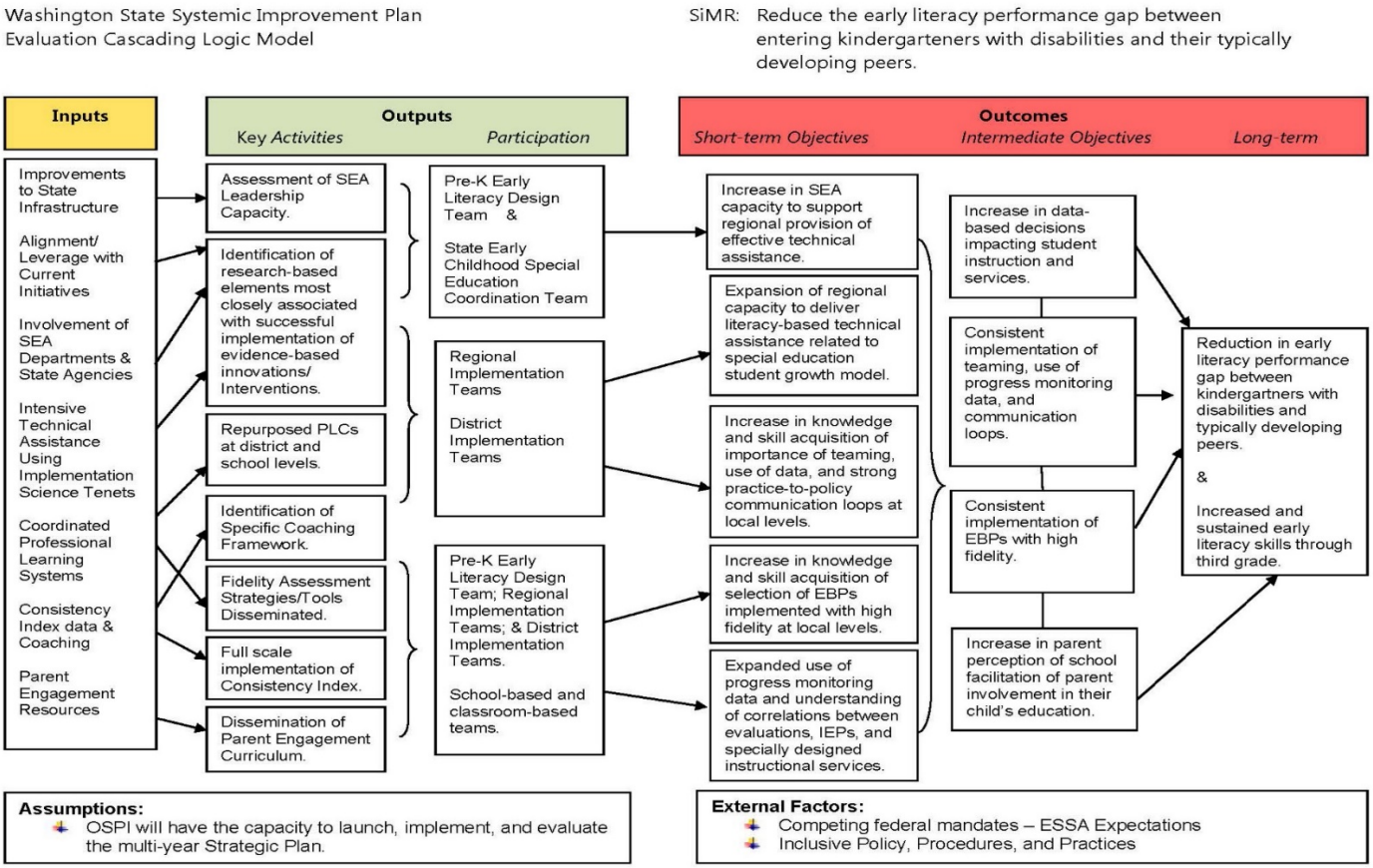
The *Regional and State-wide Needs Assessment Survey* (see Appendix D) was developed in alignment with the evaluation design and data collection (Component Three of Phase II Report) system. Survey participants include special education administrators in the regional ESDs and the State ECSE Coordination 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.

The last evaluation instrument to be administered is aligned with the Parent Engagement strand of the Theory of Action. The *Parent Survey Instrument: Schools Efforts to Partner with Parents Scale* (see Appendix H) was vetted by the Pre-K Early Literacy State Design Team. Protocols for administration were finalized, and baseline data collections will begin during the Spring Quarter of Year Three – Phase III. 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

[9] The Capital Region ESD 113 was the first transformation zone to begin data collection with four district-level Action Research Sites.

the opportunity to improve and revise strategies) and summative (after the completion of the four-year plan) evaluations.

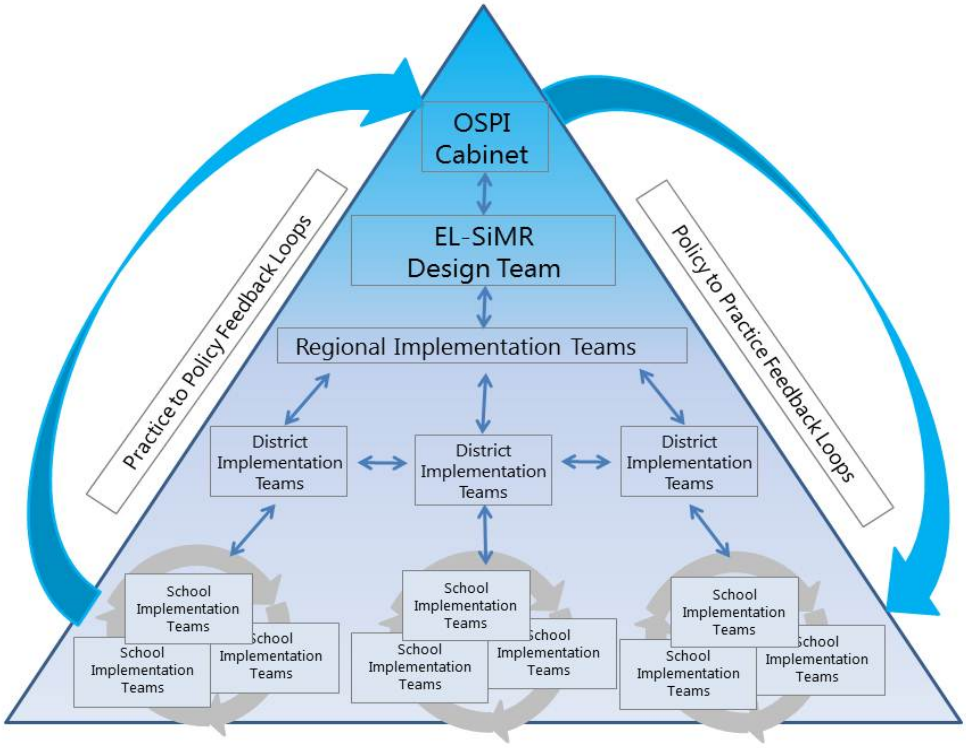
Figure 1-5: Cascading Logic Model



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 ESD 121, NorthEast Washington ESD 101, and Capital Region ESD 113. This represents a subset of districts as part of the "getting started and then getting better" aspect of this early literacy initiative. Preschool students eligible for special education in these three Transformation Zones represent 54% 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). Currently, regional leaders/coaches are reflecting on minor modifications to the framework to reflect variances in district configurations within the existing Action Research Sites. For example, in smaller K-6 districts, there is not a separation between district and school implementation teams; district leadership personnel wear multiple "hats" such as superintendent/principal/special education director.

Figure 1-6: OSPI Early Literacy Implementation Framework



By focusing on early literacy skills for *preschoolers*[10] 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 EBPs 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 OSEPs instructional materials for the IDEA Part B SPP/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®.

A new FFY 2016 baseline of 24.66% was recommended by stakeholders, set by OSPI, and approved by the federal OSEP with the submittal of the SSIP report for Year One – Phase III (FFY 2015), based on stakeholder analysis of the FFY 2016 WaKIDS data made available to the Special Education Data Manager just prior to the submittal date. As noted in the Year One – Phase III report, 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

[10] 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.

number (N=1,581) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2013. This positive trend in participation continued as revealed by the descriptive analysis conducted for FFY 2016 data. The number (N=3,445) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2016 was approximately 118% greater than the number (N=1,581) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2013. Further, in reviewing the current FFY 2017 participation data (N=3,657), the Pre-K Early Literacy State Design Team noted the current percent of change is an increase of approximately 6% in comparison to the FFY 2016 participation data. Currently, the FFY 2017 performance data for the Washington State Systemic Improvement Plan (SSIP) is 21.47%, representing a critical increase in performance in comparison to 24.66% (FFY 2016) being reported in this current Year Two – Phase III report. These data represent an unparalleled 3.19% reduction in the early literacy achievement gap between kindergartners with disabilities and typically-developing peers.

The parameters for the SiMR, including the formula, re-set baseline, revised targets, updated FFY 2017 performance data, and description of the metrics, are graphically depicted in Table 1-1. As noted previously, stakeholders were directly involved and engaged in this change process, including the review of data, rationale for the re-set baseline, and identification of the revised rigorous, yet achievable targets. In addition, stakeholders continue to express confidence that the FFY 2016 and FFY 2017 data are more inclusive, and representative of all eligible students with disabilities, including those in more restrictive learning environments[11]. At the request of the WaKIDS state leadership team, the WaKIDS Assessment Tool for FFY 2017 (SY 2017-18) was updated to include expanded progressions of Objectives and Dimensions that extend through 3rd grade. The benefits of the expansion of developmental progressions primarily addressed the assessments of entering kindergartners with more advanced skills; teachers can also choose to use the tool to document student growth as part of the Washington Teacher Principal Evaluation Program (TPEP). The potential benefit to the Pre-K Early Literacy Action Research Project is the ability to follow students' literacy performance on the same instrument through 3rd grade. 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.

[11] 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%	**24.66%**	Revised - 24.66%	Revised - 23.16%
Data*	20.44%	20.36%	21.95%	**New Baseline 24.66%**	21.47%	

*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: • Notices and discriminates rhyme; • Notices and discriminates smaller and smaller units of sound. Knowledge of the alphabet: • Identifies and names letters; • Uses letter–sound knowledge.	Knowledge of print and its uses: • Uses print concepts. Comprehends and responds to books and other texts: • Uses emergent reading skills; • Retells stories. Emergent writing skills: • Writes name.

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: EBPs, Consistency Index Data and Coaching, and Parent Engagement Resources] have been initiated and completed during Phase III – Year Two within established timelines. Overarching infrastructure development activities (see Table 1-2 in Section B) implemented and/or sustained within the reporting period (FFY 2016) include:

(a) The continued 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) Exploration of developmentally appropriate access to Washington State Learning Standards represented in standards-aligned IEPs of preschool students;
(d) 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 Washington Integrated System of Monitoring (WISM) framework[12];

[12] Integration of IDEA (WISM) and ESSA (Consolidated Program Review) monitoring systems is targeted for Fall Quarter 2019.

(e) Development and implementation of strand-specific action plans to enhance and sustain efficient and effective systems that support regional, district, and school implementation of EBPs;
(f) Expanded access to OSEP-funded curriculum by district and school leadership personnel; and
(g) Implementation of the Special Education Consistency Index (SECI) eLearning Course and companion web-based Data Collection and Reporting Platform (DC&RP).

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

(a) Identification of Implementation Science principles most closely associated with successful implementation of EBPs within early childhood settings;
(b) Research strategies for increasing data usability for progress monitoring activities at the classroom and student levels;
(c) Regional dissemination of the *Washington State Comprehensive Literacy Plan: Birth through Grade 12*;
(d) Expansion of WaKIDS training and certification activities to include special education kindergarten teachers located in self-contained classrooms;
(e) Review and dissemination of *Strengthening Student Educational Outcomes – ELA & Student Behavior (July 2015)* to regional stakeholders;
(f) Adopting coaching methodology to ensure consistency and fidelity of innovation/intervention implementation;
(g) Disseminating new *Washington State Full Day Kindergarten Guide* (focus on Section 3 – Learning Environment and Section 4 –Curriculum/Instruction to expand capacity for literacy and language development;
(h) Identifying and cross-training program specialists to serve as coaches for selection and implementation of literacy-specific EBPs;
(i) Ongoing validation of compliance protocols, congruency metrics, and web-based platform for the Consistency Index Initiative;
(j) Creation of an Introductory Script for Consistency Index Certified Scorers to use during Service Provider Interviews; and
(k) Development and adoption of the Parent Engagement Menu of Best Practices.

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 SDI], 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 to begin coaching educators in using 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, SDI 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 (ECEAP) 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[13] 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 SDI 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".*[14] The initial regional launch to the field was implemented through electronic communication (December 2016). Washington State continues to serve 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 (Winter Quarter – Year Two). All nine of the regional ESDs participated in the universal 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 re-purposed existing Professional Learning Communities (PLCs) during Spring Quarter 2017 to implement the DEC training module on *Interaction*. Plans were finalized for initial installation of the five EBPs in designated early childhood classrooms or hubs in the Fall Quarter 2017. Currently, six of the eight Action Research Sites have completed training on the DEC training module on *Interaction*. The five specific EBPs 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.

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

[14] 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.

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 continue 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*™ by Teaching Strategies® [literacy-specific objectives and dimensions] and the DEC Recommended Practices in the *Instruction* topical area were reviewed during Phase III – Year Two. The Pre-K Early Literacy State Design Team expressed interest in continuing this dialogue and potential impacts on PLC content during Phase III – Year Three (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 EL-ART to evaluate the impact of the state infrastructure development activities being implemented during Phase III – Year One. 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 EL-ART 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 a designated facilitator who calculated the mean for each of the indicators in all three of the respective leadership components. The baseline data collection was facilitated by Cesar D'Agord, Senior Research Analyst with the NCSI during a scheduled work session held Winter Quarter 2016. 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 was 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 conducted with the Pre-K Early State Design Team using the same instrument with consistent protocols, 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 0.89. 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 0.44 in the mean score. Administration of a second benchmarking, the third data collection using the same instrument, was facilitated by Valerie Arnold, Co-Coordinator of the SSIP in the Winer Quarter of 2018 (Year Three – Phase III). Formative results indicate the SEA performs strongest in the leadership area of Collaboration with a mean score of 3.11, representing an increase of 0.97 from baseline (2.14). The Pre-K Early Literacy State Design Team noted an increase in the State Infrastructure Leadership aggregate score of 27.2% when comparing baseline totals (504 points) to the second benchmark totals (641 points). Detailed analyses of these three data collections are provided under Section C – Data on Implementation and Outcomes.

There were four evaluation tasks conducted to evaluate the impact of specific activities and strategies targeted to support district implementation of EBPs and to improve capacity-building at the regional, district, and school levels during Phase III – Year Two. First, under the Consistency Index Data and Coaching strand, regional data collections were aggregated to establish a baseline Consistency Index score [a composite numerical representation of the congruency between evaluations, IEPs, and delivery of SDI]. This work extended the evaluation tasks referenced in the Year One – Phase III report related to usability and reliability testing activities implemented to evaluate the functionality of the three diagnostic instruments, and to establish the inter-rater reliability of the instruments[15] to ensure fidelity of the calculation of the Consistency Index scores. Baseline evaluation results aggregated state-wide indicate a Consistency Index of 0.21 with a target index of 1.0. This score represents the proportion of student profiles that were congruent (N=36) out of the total number of student profiles reviewed (N=175). Stakeholders serving on the Pre-K Early Literacy State Design Team reviewed these evaluation data and began to coalesce and identify the potential inferences represented in the baseline data points. Transformation zone leaders/coaches have collected region-specific preliminary baseline data which are also currently under review and analysis.

The second and third evaluation tasks 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: EBPs, Consistency Index and Coaching, and Parent Engagement Resources] at the state and regional levels. A *Regional Needs Assessment Questionnaire* (see Appendix D) was designed during Phase III – Year One and developed and administered mid-point in Phase III – Year Two. The Pre-K Early Literacy State 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. The instrument assesses regional and state-wide needs and innovations across all four coherent improvement strands represented in the Theory of Action including (a) Intensive Technical Assistance: Implementation Science (three questions), (b) Coordinated Professional Learning: EBPs (two questions), (c) Consistency Index Data and Coaching (four questions), and (d) Parent Engagement Resources (two questions). Confidence intervals, reflected in mean scores, were most notable with implementation of

[15] Usability testing was facilitated by Dr. Cinda Johnson of Seattle University Spring Quarter 2016 (Year One); reliability and validity testing was completed Summer Quarter 2016 (Year Two) by Dr. Marcus Poppen of WSU.

supports associated with the Coordinated Professional Learning strand (14.0). Parent Engagement Resources (12.5) and Intensive Technical Assistance: Implementation Science (12.3) were the next most prominent. Questionnaire results including a 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 are detailed under Section C – Data on Implementation and Outcomes.

The third evaluation measure was conducted through a review of the Coordinated Service Agreements mid-point reporting updates submitted Winter Quarter 2018 (Year Three). Data extrapolated from these reports were limited to counting the number of outputs (activities) provided in support of the Pre-K Early Literacy Action Research Project (SSIP). A total of 116 activities, tallied across five types[16] of cross-sector supports, were provided. The majority of the activities were conducted through consultations, both virtually and in-person; the second type of cross-sector supports most frequently provided was professional development trainings.

The purpose of the fourth 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 EBPs *[(1) Teaming Structures; (2) Focus on Data and Policy to Practice Communication Loops; and (3) Infrastructure Development* over time. The evaluation instrument (*Stage-Based Active Implementation Planning: Pre-K Early Literacy Capacity Self-Assessment (Exploration)* (see Appendix B) is aligned with the Intensive Technical Assistance: Implementation Science strand. The instrument, adapted from the research brief titled *An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems*, assesses district/school implementation capacity across three EBPs identified above (1-3). Team members within the local Action Research Sites, ranked their current demonstrated capacity in each of the three components using a Likert Scale with a range of responses from 1 – Not Yet Started/Not Confirmed; 2 – Started But No Substantive Progress; 3 – Substantive Progress But More Work Needed; and 4 – Fully Implemented/Fully Confirmed. Members of the Pre-K Early Literacy State Design Team representing local educational systems provided input on the scoring rubric prior to dissemination. Administration of the self-assessments began in Spring Quarter 2017 (Year Two – Phase III). Baseline evaluation results indicate that local Action Research Sites demonstrate the strongest capacity in the evidence-based practice of Teaming Structures with a mean score of 14.8. The evidence-based practice with the greatest room for improvement is Infrastructure Development with a mean score of 11.0. Results of the self-assessments based on the indicators embedded in the instrument are further described in Section C – Data on Implementation and Outcomes. An additional evaluation instrument (*Stage-Based Active Implementation Planning: Pre-K Early Literacy Capacity Self-Assessment (Installation)* (see Appendix C) representing the second stage of Implementation Science, was developed and introduced in the Winter Quarter 2018 (Year Three – Phase III). A full evaluative summary of results will be addressed in the Year Three – Phase III report.

[16] Cross-sector supports include Professional Development/Trainings, Resource Provisions, Consultations (System and Student Levels), Student File Reviews, and Verifications of Corrections of Non-compliance Findings.

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 regard to state infrastructure development, legislation passed by the 2016 Legislature (4SHB 1541) resulted in re-funding 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 State Design Team work session held on March 24, 2017 (Winter Quarter – Year Two) 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 and Phase II reports. A review of data and outcomes associated with implementation of EBPs and continuous improvement planning by the Pre-K Early Literacy State Design Team, led to a facilitated analysis of specific activities/tasks in strand-specific Action Plans. Replacing the Parent Engagement Curriculum titled *"Improving Relationships and Results: Building Family/School Partnerships"* with Harvard University's Family Research Project materials was considered after consultation with Washington's Parent Training and Information Center operated by Partnerships for Action – Voices for Empowerment (PAVE) and Open Doors for Multicultural Families based in Seattle, Washington. Consideration for editing the curriculum in lieu of replacement was also expressed. This potential revision to the Parent Engagement Resources strand is the only implementation changes anticipated for Year Three – Phase III (see Section F – Plans For Next Year).

B. Progress in Implementing the State Systemic Improvement Plan

B.1. Description of Implementation Progress

All of the State Infrastructure Development[17] activities planned for Phase III – Year Two (see Table 1-2) have been implemented with fidelity and within targeted timelines. Accomplishments achieved are embedded within three types of milestones including (a) targeted improvements to the systems comprising the state infrastructure; (b) actions taken to further align and leverage current initiatives in the State to help ensure successful execution, implementation, and continuous improvements within the SSIP; and (c) strategies implemented that involve multiple offices within the OSPI, as well as other partner State agencies (e.g., Department of Early Learning, Thrive Washington, Early Childhood Education and Assistance Program, and Head Start State Collaboration Office) in order to maximize the allocation of limited resources across multiple funding streams.

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

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

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. 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)
Transition to Pre-K Early Literacy State Design Team. [Replaced EL-ART].	Membership Roster; Agendas for work sessions convened	☑ Completed on time and sustained.	Summer Quarter 2016 through Spring Quarter 2019
Allocation of federal IDEA Part B funds through the Coordinated Service Agreements (CSAs).	Regional Training Plans within three transformation zones (see Consistency Index references).	☑ Completed on time. Extension for instructional coaching is under review.	Winter Quarter 2017 Internal budget filed seeking supplemental funding for three ESD transformation zones through Spring Quarter 2019.
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 and sustained.	Summer Quarter 2015 through Spring Quarter 2019
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 & sustained.	Fall Quarter 2015 through Spring Quarter 2018.
Exploration of developmentally-appropriate access to state learning standards and early	Washington State Learning Standards; Early Learning and Development Guidelines;	☑ Started early and will continue.	Spring 2017

Activity/Strategy	Evidence/Data Source	Implementation Status	Timeline(s)
learning and development guidelines represented in standards-aligned IEPs.	professional development agendas; Special Education Consistency Index student profile data.		Strategic Plan targets Fall Quarter 2017 through Spring Quarter 2019.
Design, development, and launch of web-based DC&RP aligned with eLearning Course launch for the Consistency Index Initiative.	Active training and production websites at https://cctscip.azurewebsites.net.	☑ Completed on time and sustained.	Fall Quarter 2015 through Spring Quarter 2019.
Expanded access to OSEP-funded curriculum by district and school leadership personnel.	Active website at http://www.k12.wa.us/SpecialEd/ResourceLibrary/default.aspx#P.	☑ Started early and will continue.	Spring 2017 Strategic Plan targets Summer Quarter 2017 through Spring Quarter 2019.
Development and implementation of strand-specific Action Plans to enhance and sustain efficient and effective systems that support regional, district, and school implementation of EBPs.	Targeted Infrastructure Assessment by EL-ART.	☑ Continued as planned.	Winter Quarter 2016 through Spring 2017 Strategic Plan targets Winter Quarter 2016 through Spring Quarter 2018.

Each of the planned activities and strategies (key milestones) targeted to Support District Implementation of EBPs[18] and to improve capacity-building at the regional, district, and school levels during Phase III – Year Two 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: Pre-K Early Literacy State Design Team members continue to receive progress reports and policy development recommendations through established Implementation Science-based communication loops (see Figure1-6: OSPI Early Literacy Implementation Framework). Currently, a data-driven Action Plan linked to SPP Indicator B-6 (Early Childhood Environments) has been drafted in response to a recommendation for a State Policy on Inclusion. The plan will be reviewed and vetted by the Pre-K Early Literacy State Design Team. A particular note of success is the focus on inclusive, high-leverage practices being introduced across the three regional transformation zones. Collaborative bridging across OSPI and the Association of Educational Service Districts (AESD) continue to enhance common messaging to the early learning practitioners. For example, The *Learning Pathways in Literacy*[19] publication was cross-referenced to the *Learning Pathways in Early Literacy* publication with an initial

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

[19] Developed by Molly Branson Thayer, Ed.D. in coordination with the ELA Learning and Teaching Department at the OSPI, 2016.

rollout to four ESDs preceding a full Training-of-Trainers workshop for state-wide scaling. The most visible challenge is being able to access effective state supports for regional and local implementation of EBPs in a timely manner. As noted in the Executive Summary (See Section A), steps have been taken to remedy this issue through the re-purposing of resources to support a full-time 619/ECSE Coordinator. Integrated into other early learning responsibilities, priorities specific to SSIP will include (a) ongoing project management and administrative oversight, (b) routine accountability reports to the State ESD Leadership Team, (c) increased time for mentoring of regional transformation leaders/coaches, (d) facilitation of expanded internal agency representatives and external stakeholder communications, and (e) continued leveraging of existing and new resources moving forward.

Activity/Strategy	Evidence/Data Source	Implementation Status	Timeline(s)
Identification of Implementation Science principles most closely associated with successful implementation of EBPs within early childhood settings.	Self-Assessment Tools adapted from U.S. Department of Health & Human Services Research Brief #2015-48 – May 2015	☑ Started early and completed as planned.	Fall 2015 Strategic Plan targets Fall 2015 through Spring Quarter 2017.
Research strategies for increasing data usability for progress monitoring activities at the classroom and student levels.	Initial and ongoing strategies list generated.	☑ Started early and completed on time.	Strategic Plan targets Summer 2015 through Winter Quarter 2017.
Regional dissemination of the *Washington State Comprehensive Literacy Plan: Birth through Grade Twelve.*	Electronic dissemination logs.	☑ Completed on time.	Strategic Plan targets Summer 2016 through Spring Quarter 2017.
Review and dissemination of *Strengthening Student Educational Outcomes – ELA & Student Behavior* (July 2015) to regional stakeholders.	Agenda; Notes; and Electronic dissemination logs.	☑ Completed on time.	Strategic Plan targets Summer 2016 through Spring Quarter 2017.
Expansion of WaKIDS training and certification activities to include special education kindergarten teachers located in self-contained classrooms.	Training notices, participant records; certification records.	☑ Completed on time.	Strategic Plan targets Fall 2016 through Spring Quarter 2017.
Adopt coaching methodology to ensure consistency and fidelity of innovation/intervention implementation.	Agenda; Notes; and Electronic dissemination logs.	☑ Completed on time.	Fall Quarter 2016
Disseminate new *Washington State Full Day Kindergarten Guide* (focus on Section 3 – Learning Environment and Section 4 – Curriculum/Instruction) to	Electronic dissemination logs.	☑ Completed on time.	Winter Quarter 2017

Activity/Strategy	Evidence/Data Source	Implementation Status	Timeline(s)
expand capacity for literacy and language development.			
Identify and cross-train program specialists to serve as coaches for selection and implementation of literacy-specific EBPs.	Regional Implementation Team discussion notes; District/School Implementation notes.	☑ Started early and will continue.	Spring 2017 Strategic Plan targets Summer Quarter 2017. 2019.
Ongoing validation of compliance protocols, congruency metrics, and web-based platform for Consistency Index Initiative.	Data notes/spreadsheets and logs.	☑ Started on time and sustained.	Fall Quarter 2015 through Spring Quarter 2019.
Creation of an Introductory Script for Consistency Index Certified Scorers to use during Service Provider Interviews.	Script vetted by SECI Leadership Team and embedded in DC&RP.	☑ Completed on time.	Fall Quarter 2016 through Spring Quarter 2017
Development and adoption of Parent Engagement Menu of Best Practices.	Re-purposed focus on Harvard University Family-School Partnership Framework embedded in ESSA Plan (January 2018).	☑ Delayed start; task completed.	Winter Quarter 2018 Strategic Plan targets Fall Quarter 2017.

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[20] 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.
  - Second benchmark data from first benchmark (Winter Quarter 2017) and baseline data (Winter Quarter 2016) 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: Pre-K Early Literacy State Design Team
January 12, 2018
Facilitation by SSIP Co-Coordinator, OSPI

- Expansion of State Early Childhood Special Education (ECSE) Coordination Team to include representation from State Head Start Collaboration Office and State Early Childhood Education & Assistance Program.

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

- These two critical partnership positions both experienced staffing turnover; both are housed under the DEL. These unfilled positons also affect membership on the Pre-K Early State Design Team. Both positions have recently been re-filled and orientation sessions for both state teams are targeted for Summer Quarter 2018.
  - Source(s): Membership Rosters for State ECSE Coordination Team and Pre-K Early Literacy State Design Team.

- Revised Communication and Dissemination Plan for Evaluation
  - The Communication and Dissemination Plan for Evaluation, a multi-layered communication strategy (e.g., online resources, parent outreach) for OSPI, regional, district, and school expected outcomes has been revised to reflect actual implementation cycles (see Appendix G).
  - Source: Located at http://www.k12.wa.us/SpecialEd/EarlyChildhood/pubdocs/Wa-Phase-II-SSIP.pdf.

Intensive Techncial Assistance: Implementation Science

- Identification and implementation 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. Progress implementing these solutions were considered using the *Wins and Hiccups: A Collaborative Implementation Guide Worksheet [Organizational Context Rubric*]. This data-driven process helped stakeholders engage in an active simulation of a Plan-Do-Study-Act (PDSA) cycle, consistent with Implementation Science principles. The state team generated a summary of Wins, Hiccups, and Possible Next Steps/Strategies.
  - Source: Pre-K Early Literacy State Design Team Work Session
    October 27, 2017
    Facilitation by Cesar D'Agord, NCSI

- Expansion of Evaluations for Stage-Based Active Implementation Planning completed.
  - The Pre-K Early Literacy State Design Team reviewed and vetted the *Pre-K Early Literacy Capacity Self-Assessment: Installation Stage* (see Appendix C), the second of four Implementation Science-specific evaluation tools.
  - Source: Pre-K Early Literacy State Design Team Work Session
    October 27, 2017

Coordinated Professional Learning

- Continued promotion 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 Year One – Phase III (Winter and Spring Quarters of 2016). The field received regional electronic notification Year Two – Phase III (Fall Quarter 2016). Progress implementation discussed by state team members.
  - Source(s): Pre-K Early Literacy State Design Team Work Sessions
    March 24, 2017; facilitation by Sandy Grummick & Valerie Arnold, OSPI
    January 13, 2017; facilitation by Sandy Grummick & Valerie Arnold, OSPI

- Maximizing of access to and expansion of eLearning for Educators Courses.
  - The Washington State Consistency Index Course continued to be active on the electronic eLearning for Educators Course Catalog throughout Year Two – Phase III. The course catalog was expanded to include two new courses - *Autism Spectrum Disorder: An Overview for Educators & Evidence-Based Practices* and *Identification of Students with Disabilities* (Winter Quarter 2018). Additional electronic field notifications also took place through a Professional Development Enroller.
  - Source(s): PD Enroller at https://www.pdenroller.org/ospi/Catalog/Event/22997.
    eLearning for Educators at http://evergreen.edu/elearningforeducators.

- Garnered SSIP Support from University of Washington's College of Education: Early Childhood Special Education Faculty Team.
  - The new OSPI Assistant Superintendent for Special Education met with faculty from the University of Washington's College of Education and received an offer of assistance for the SSIP. (Fall 2017)
  - The Co-Coordinators of the SSIP met virtually with the Early Childhood Special Education Team on March 23, 2018. An orientation to the Pre-K Early Literacy Action Research Project was provided and faculty were offered and accepted a consultative seat on the Pre-K Early Literacy State Design Team. Coaching fidelity tools and potential training and observation services were also discussed with an eye towards Year Four – Phase III (SY 2018-19).
  - Source(s): Pre-K Early Literacy State Design Team Agenda (Winter 2018)
    Outlook Calendar Logs

    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; FFY 2014 Indicator B-17 data included 45.4% of the entering kindergarteners eligible for special education; and FFY 2015 Indicator B-17 data

included 65.3% of the entering kindergartners eligible for special education. However, current FFY 2016 Indicator B-17 data demonstrated a significant increase in representativeness with 86.3% of the eligible kindergarteners upon entrance[21].
    - Source: Washington Kindergarten Inventory of Developing Skills (WaKIDS) Data

Consistency Index (Full scale implementation)

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

- Development and implementation of web-based DC&RP completed.
    - 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 (Year Two – Phase III) concurrent with the launch of the SECI Training and Certification Course.
    - Source: Active website located at https://cctscip.azurewebsites.net.

- Establishing of inter-rater reliability coefficient.
    - 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.
    - Source: Fleiss' Kappa Correlated Coefficient (0.891); Final Report Compiled by Dr. Poppen on July 28, 2016 (Year Two – Phase III).

- Development and implementation of college-level certification course.
    - 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, former 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 DC&RP
        - Module Four: Pre-test/Required Practice Profiles
        - Module Five: Final Certification
    - Source(s): Soft Launch to ESD Leadership on November 15, 2016 (Year Two – Phase III)
      Full Scale Launch on December 6, 2016 (Year Two – Phase III)

[21] Preliminary FFY 2017 Indicator B-17 data includes 90.5% of the entering kindergartners eligible for special education.

- Certification of Consistency Index Scorers.
    - To date, there have been a total of 204 practitioners enrolled in the Consistency Index Training and Certification Course. A total of 111 practitioners have completed the course and achieved certification meeting the inter-rater reliability threshold of 0.80 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-funded *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 WISM webpage (Winter Quarter of Year Two – Phase III) 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.

- Parent Engagement Menu of Best Practices Expanded.
    - The ELA Menu of Best Practices and Strategies, Mathematics Menu of Best Practices and Strategies, and the Behavior Menu of Best Practices and Strategies now offer strategies on parent and family engagement. This integration of parent and family engagement strategies helps to show case the importance of strong school and family partnerships. In addition, the SSIP has expanded the focus within the Parent Engagement strand to include the Harvard University Family-School Partnership Framework which is currently embedded in Washington's ESSA Plan (January 2018).
    - Source: Active website at http://www.k12.wa.us/TitleI/TargetedAssistance/ParentEngagement.aspx.

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 EL-ART. 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 OSEP. 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). Throughout Year Two – Phase III implementation, these members sustained these new responsibilities. While these partnerships continue to be 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 SEAC meets on a quarterly basis during the school year. While the council has responsibility for a broad array of special education-related issues and initiatives, members have continued to dedicate a portion of their agenda to the SPP/APR with specific attention given to the SSIP's Indicator B-17. Two representatives from SEAC have been serving on the state-level Pre-K Early Literacy Design Team since the beginning of Phase II (FFY 2014). Presentations including development, implementation, and data updates were made by the co-coordinators during Year Two – Phase III on the following dates: October 13, 2016 and February 9, 2017. Year Three – Phase III dates include October 12, 2017 and February 8, 2018. 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 EL- SiMR); and exercises ongoing opportunities to troubleshoot challenges and offer recommendations for solutions and/or revisions to planned tasks and activities. This team currently has two representatives serving on the Pre-K Early Literacy State Design Team to formally represent the voice of their team. During Year Two – Phase III, the team met in person on September 7, 2016 and May 22, 2017, and held monthly GoTo (virtual) meetings the first Wednesday of each month in between. To date, these meetings have been held in person on September 6, 2017, and held monthly Zoom (virtual) meetings the first Wednesday of each month through March 7, 2018.

The SECI State Leadership Team representing ECSEL and three other State Needs Projects[22], 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 activities conducted during Year One – Phase III. In addition, weekly (virtual) Check and Connects (N=17) were held through GoTo Meetings during Year Two – Phase III (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 1, 2016 through June 1, 2017. During Year Three—Phase III, the SSIP, also referred to as the Pre-K Early Literacy Action Research Project, 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 7, 2017 through March 1, 2018.

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 Pre-K Early Literacy State Design team have both been actively engaged in collective influence – identifying issues, solving problems, and taking action. The Pre-K Early Literacy State Design Team met twice in person (January 13, 2017 and March 24, 2017) during Year Two – Phase III. The Pre-K Early Literacy State Design Team has met three times (October 27, 2017, January 12, 2018, and March 9, 2018) year-to-date during Year Three – 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) Likert Scales for Collaboration; Motivation & Guidance; and Vision & Direction Q2 from Evaluation Data Collection System	Special Education Core Planners; Pre-K Early Literacy Design Team

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

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 PLCs at district and school levels. (Started 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.	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. (Started 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. (Started in Year One – Phase III) (Summer Quarter 2015 – Spring Quarter 2019)	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, 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*[23] 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 Two – Phase III.

Baseline data, first benchmark data, and second 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 NCSI 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 EL-ART 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

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

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 (Winter Quarter 2017) and second (Winter Quarter 2018) 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 Year Two – Phase III). 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, 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. Currently, there is consideration being given to a recommendation to offer consultative seats to representatives of Institutions of Higher Education.

Fidelity measures have been collected for the full scale implementation of the Consistency Index initiative. To date, there have been a total of 204 practitioners enrolled in the Consistency Index Training and Certification Course. One hundred and eleven (n=111) practitioners have completed the course and achieved certification meeting the inter-rater reliability threshold of 0.80 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 (52%) 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 SDI as described in IEPs has been as part of the Year Two – Phase III data collections (see Appendices B and C). 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 had a delayed start (targeted to begin Spring Quarter 2017) however, baseline data collections have been completed as of Winter Quarter (Year Three – Phase III) and are included in this report as preliminary measures. Baseline data scores (measure of the correlation of evaluations, IEPs, and services) and drafted inferences for change as part of the continuous improvement cycles will be provided in October 2018 to the Pre-K Early Literacy State Design Team at a scheduled work session. The team expects to see an increase in the congruency between evaluations, IEPs, and delivery of SDI 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 F) for both State Infrastructure Development and Support for Implementation of EBPs. 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 E) 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[24] 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. Annually, after completion of a baseline data collection (Spring Quarter 2017), 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.

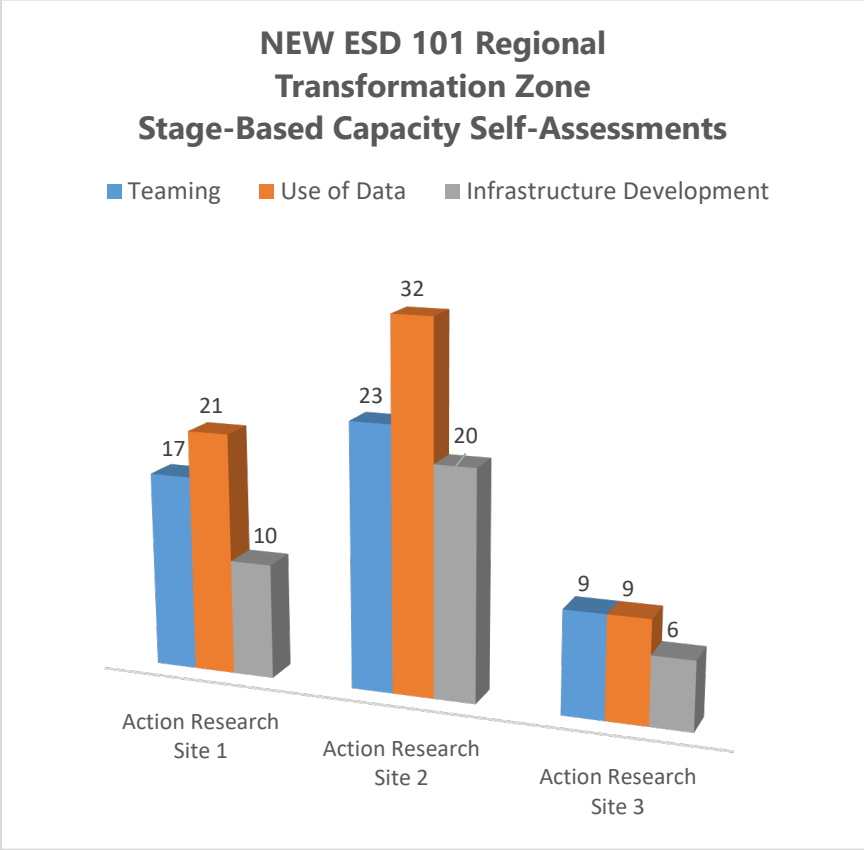
These are examples of cross-cutting data collection methods representative of the four strand-specific outputs represented in the Theory of Action. These data collection methods were selected based on a review of the purpose, advantages, challenges, and resources/capacity required for each method. The majority of these data collection methods generate quantitative data, although qualitative data was also solicited. As noted in the Executive Summary (Section A), the Pre-K Early Literacy State Design Team is currently exploring ways to expand the use of qualitative methods. Further, the state team has begun to recognize that evaluation instruments developed during Year One – Phase III are conducive to being used as a mixed-method approach. The key stakeholder groups have discussed pros and cons of each type of data currently being collected, and vigilantly engage in ongoing data analysis tasks and strive to 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;

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

(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. This is an example of data that was presented to internal stakeholders after review and preparation by the Special Education Data Manager. This infographic displays the data (see instrument in Appendix B) in multiple ways and helps to illustrate potential impact of regional coaching (causation) as well as capture thoughts of the Action Research Team members.



Reflections from Action Research Site 2 Team Members:
Preschool has a lot resources supporting pre-literacy. Good cycle of collaboration and teaming within our school. Implementation of Teaching Strategies GOLD will be very beneficial for collecting and using data. It may be beneficial to invite assistants to specific professional development.

Regional ESD 101 Transformation Zone Coaching Story

Our cross-disciplinary ESD Regional Coaching Team worked with each of these three Action Research Sites over an extended period of time using core tools from the State Implementation & Scaling-up of Evidence-Based Practices (SISEP) Center, an OSEP-funded project within the National Implementation Research Network (NIRN).

The resources provided through the Pre-K EL SiMR have been very useful in promoting district participation and understanding of the stages of Implementation Science.

Activities include administering the District Capacity Assessment, initiating coaching and feedback loops, facilitating district identification of essential school team members, and modeling fidelity strategies through the use of practice profiles.

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 State Design Team, State ECSE Coordination Team, and the SEAC. WaKIDS data are collected, cleaned, and prepared for review by the OSPI Office of Assessment and Student Information. Data collections related to implementation and outcome measures identified in the 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 EBPs 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 applicable in three key measures including the (1) state infrastructure assessment, (2) Consistency Index implementation data, and (3) WaKIDS literacy domain. As referenced under C.1. (d), the state infrastructure evaluation baseline data 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. Candiya Mann, Senior Research Manager with WSU facilitated the first benchmarking data collection 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; the lowest amount of growth was in the leadership area of Vision and Direction (mean score of 3.02). The second benchmark data were collected during Winter Quarter 2018 (January 12, 2018). Stakeholders noted that current data indicate the SEA performs strongest in the leadership area of Collaboration (mean score of 3.11), noted as the leadership area with greatest room for improvement in the baseline data. In a review of the specific indicators within this leadership area, Indicator 3 [The SEA demonstrates the ability to create transparency with open, respectful dialogue and discussion], and Indicator 7 [The SEA demonstrates the ability to seek and support opportunities to work in partnership with other agency and program leaders to promote services and supports for all children and families] were tied for experiencing the greatest amount of change from baseline to second benchmark results. 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 the baseline (2.6), first benchmarking (3.4), and second benchmarking (3.7). 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.

The second key measure with evidence of change to baseline data is the Consistency Index implementation data. There has been an 85.5% increase in the total number of participants enrolled in the Special Education Consistency Index Course comparing baseline (n=110) enrollment to current (204) enrollment. In addition, the number of Certified Scorers has increased from 29 in the baseline data collection to 111 for Year Two – Phase III, representing a 282% increase. Stakeholders also noted a positon of progress with the total number of teachers who have become Certified Scorers, specifically a 24% increase between FFY 2015 (n=17) and FFY 2016 (n=22). The increase of Actual SECI assessments have been conducted by the transformation zones during Year Two – Phase III. Preliminary aggregate state results indicate a SECI of .21 (see description under Section A – Executive Summary. Further delineation of transformation zone indices will be analyzed at the Fall Quarter Pre-Early Literacy State Design Team work session scheduled for October 12, 2018. Full analyses will be included in the Year Three – Phase III final report.

The third key measure with evidence of change is the primary metric for Indicator B-17 – the WaKIDS Literacy Assessment. The baseline for the early literacy performance gap between entering kindergartners with disabilities and their typically-developing peers was reset through rationale and stakeholder input documented in the submittal of the FFY 2015 Year One – Phase III report. OSEP accepted the recommendation to reset the baseline to 24.66%. Currently, the FFY 2017 data indicate a significant decrease (3.19%) in the early literacy performance gap between entering kindergartners with disabilities and their typically-developing peers. Additional data and descriptions are provided under Section C.2. (d), Table 1-6.

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 EBPs was completed by the Pre-K Early Literacy State Design Team as part of continuous improvement planning. 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. The co-coordinators to propose content revisions to the data collections, used data from the SECI usability and reliability activities. 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 State 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 2016 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 State 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 collected January 2018 (Winter Quarter) referenced under C.2. (b) confirmed progress was made in this specific leadership area.

> "The intentionality and high levels of expectations in which you approached each and every learning episode was absolutely awe-inspiring! There were so many examples of learning extensions and positive reinforcement – my professional cup was filled to the brim!"
>
> – Valerie Arnold, SSIP Co-Coordinator

Based on the expressed interest of the Pre-K Early State Design Team to increase integration of qualitative data into the informal evaluation and feedback loops, the SSIP Co-Coordinator initiated a collegial preschool classroom visit with one of the local Action Research Teams in the Capital Regional Transformation Zone ESD 113. In a *SmartBrief on Special* Education[25] (October 2017 Edition) the Hood Canal School District was featured under the Curriculum and Instruction Section with the headline "Inclusive preschool targets literacy". The article references Hood Canal School District's preschool as one of five in the state (there are currently eight implementation sites) selected for a pilot program to close the gap in literacy between students with special needs and their typically developing peers. Research from Columbia University is noted, "Both children with special needs and typically developing children in inclusive preschools go on to make significant gains in early literacy scores, according to a 2016 paper from researchers at Columbia University and the University of Northern Colorado that compiled studies on the topic." The classroom visit took place in November 2017 (Year Three – Phase III). The afternoon classroom visit (approximately 2 ½ hours) was filled with early literacy, social-emotional, numeracy, and language-rich activities being provided to a diverse preschool population that included children both typically developing and those with disabilities. Reflections (see Table 1-5) from the SmartBrief on Special Education article, and with the Hood Canal School District's Director of Special Education, Preschool Teacher/Coordinator, and SSIP Co-Coordinator were shared back and forth during several dialogues in several different venues.

Table 1-5: Patterns in Reflections – Hood Canal School District Preschool Program

Respondent Group	Interactions	Growth Mindset
SmartBrief on Special Education	✚ Preschoolers learn in environments surrounded by peers of all abilities ✚ Inclusive learning environments	✚ Working to close the gap in literacy between students with disabilities and typically developing peers

[25] SmartBrief on Special Education is located at http://www2.smartbrief.com/getLast.action?mode=sample&b=specialed.

Respondent Group	Interactions	Growth Mindset
	✚ Student-led teaching activities	✚ Six developmental areas of focus include social/emotional, adaptive, gross/fine motor, cognitive, literacy, and language.
District Leader(s)	✚ Strong working relationships with Capital Region ESD 113 Leaders/Coaches ✚ Particular appreciations for support and guidance from lead coach	Preschool Teacher demonstrates: ✚ Commitment ✚ Energy ✚ Vision
SSIP Co-Coordinator	Line of sight observations: ✚ Strong interpersonal connections ✚ Nurturing interactions ✚ Educator – Student ✚ Student – Student ✚ Educator – Student – Student Intern	Characteristics demonstrated: ✚ Intentionality ✚ High levels of expectations for each child

This information will help inform next steps related to the DEC Recommended Practices: Interaction Fidelity Checklists for implementation and evaluation of progress Year Three – Phase III. The Interaction Fidelity Checklists include:

- ✚ Adult-Child Interaction Checklist
- ✚ Child Social-Communication Interaction Checklist
- ✚ Child Social-Competence Interaction Checklist
- ✚ Child-Child Interaction Checklist.

A summer planning session (Summer Quarter 2018) with Transformation Zone Regional Leaders/Coaches, representatives from the Pre-K Early Literacy State Design Team, and SSIP Co-Coordinators will be held to plan a train-the-trainers and rollout of the fidelity checklists. Faculty from the University of Washington's College of Education ECSE Team will be collaborating and supporting this work beginning Year Three (Spring Quarter 2018) and continuing through Year Four(SY 2018-19) of Phase III.

Indicator B-17 metric data are also being used to inform the next steps of the SSIP (see Table 1-6). The parameters for the EL-SiMR, including the formula, baseline, revised targets, updated FFY 2016 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=3,445) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2016 was approximately 117% greater than the number (N=1,581) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2013. The Pre-K Early Literacy State Design Team has also reviewed preliminary FFY 2017 data in a work session held on March 9, 2018. The percentage of the student body being tested continued to increase as shown on Table 1-6.

Table 1-6: Data Trends to Inform Next Steps - Indicator B-17

Transformation Zones:	FFY 2013 2013-14 Kindergarten Early Literacy *Original Baseline (gap)	FFY 2014 2014-15 Kindergarten Early Literacy (gap)	FFY 2015 2015-16 Kindergarten Early Literacy (gap)	FFY 2016 2016-17 **New Baseline** Kindergarten Early Literacy (gap)	FFY 2017 2017-18 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%	21.47%
Number of students with disabilities tested:	1,581	1,717	2,528	3,445	3,657
Number of students without disabilities tested:	16,810	19,001	26,395	38,028	38,750
Number of students with disabilities in Kindergarten reported on federal child count:	3,817	3,786	3,873	3,994	4,039
Percent of students with disabilities (student body) tested (number tested/federal child count)	41.42%	45.35%	65.27%	86.25%	90.5%
Percent year to year change of students with disabilities tested as compared to original baseline		8.60%	59.90%	117.90%	131.3%

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 State Design Team during the March 29, 2018 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 Pre-K Early Literacy State Design Team 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, revise 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 September 7, 2016 and May 22, 2017 and held monthly GoTo meetings the first Wednesday of each month in between. The Pre-K Early Literacy State Design Team met twice in person (January 13, 2017 and March 24, 2017) during Year Two – Phase III. The Pre-K Early Literacy State Design Team has met three times in person (October 27, 2017, January 12, 2018, and March 9, 2018) year-to-date during Year Three – Phase III.

In addition, during the March 9, 2018 work session, Pre-K Early Literacy State Design Team members engaged in a facilitated analysis of planned tasks/activities within the four strand-specific Action Plans. 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 any 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).

D. 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 statewide 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 2016, 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. Because of the intentional inclusion of students served in more restrictive, self-contained educational settings in the WaKIDS assessments, the performance gap has grown. It makes sense that the inclusion of kindergarteners more severely impacted by their disability, 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 recommended 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 results for the EL-SiMR based on the most current, representative data available. Stakeholders concurred that given the FFY 2016 WaKIDS data made available to the Special Education Data Manager, and shared at the Pre-K Early Literacy State Design Team work session held March 24, 2017, included 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[26] 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

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

starting with valid and reliable baseline data. The Pre-K Early Literacy State Design Team recommended 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. The federal OSEP approved this recommendation following submittal and review of the FFY 2015 SSIP report (Year One – Phase III).

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 both the FFY 2015 and FFY 2016 Indicator B-17 performance data. For example, because of the data analysis conducted by the EL-ART, 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 FFY 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, the SEA proposed revisions to baseline and associated target were illustrated in the Year One – Phase III report and accepted by OSEP. Additional evaluation activities designed to improve data quantity are described under Section F. Plans for Next Year (see Table 1-9).

E. 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 OSPI 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[27] under 4SHB 1541 - WISSP and 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[28] initially identified by the EL-ART. The addition of LEA representation to the Pre-K Early Literacy State Design Team has significantly influenced 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-

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

[28] 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.

departmental professional development supports. Trust transference principles[29] will also be enhanced because 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. In addition, this leadership area demonstrated the greatest amount of growth with an increase of 0.89. 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 (0.44) 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 EBPs are being carried out with fidelity and having the desired effects.

EBPs 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 EBPs 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 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

[29] 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.

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). Resource development and training sessions to launch this work and begin preliminary data collections started during the latter part of Year Two – Phase III. Expanded data will be collected through qualitative inquiry and retrospective surveying during Year Three – 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 1-7 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 1-7: Primary Outcomes Related to Objectives

Short-Term Objectives & Cross-referenced Outputs	Intermediate Outcomes (see Logic Model)	Long-Term Objectives
Increase in SEA capacity to support regional provision of effective technical assistance. • 1.0 Assessment of SEA Leadership Capacity	Increase in data-based decisions impacting student instruction and services.	Too early to assess.
Expansion of regional capacity to deliver literacy-based technical assistance related to special education student growth model. • 2.0 Identification of research-based elements most closely associated with successful implementation of EBPs • 3.0 Repurposed PLCs	Consistent implementation of teaming, use of progress monitoring data, and communication loops.	
Increase in knowledge and skill acquisition of importance of teaming, use of data, and strong practice-to-policy communication loops at local levels. • 2.0 Identification of research-based elements most closely associated with successful implementation of EBPs • 3.0 Repurposed PLCs • 4.0 Identification of specific coaching framework		
Increase in knowledge and skill acquisition of selection of EBPs implemented with high fidelity at local levels. • 4.0 Identification of specific coaching framework • 5.0 Fidelity assessment strategies/tools disseminated	Consistent implementation of EBPs with high fidelity.	

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

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. As noted earlier, the FFY 2017 performance data represent a 3.19% decrease in the early literacy achievement gap (primary Indicator B-17 metric) between entering kindergartners with disabilities and their typically-developing peers, demonstrating significant measurable improvement in the EL-SiMR.

F. 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 groundwork for strengthening state and regional infrastructure capacity during Year One, the focus of the work was shifted to the local level for Year Two – Phase III. The momentum established will continue for Year Three. 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 started piloting the *Interaction Training Module* under the guidance of the ECTA Center, in Year Two as part of the Professional Learning strand. Plans to continue piloting these DEC modules will continue through Year Three – Phase III. For example, the Puget Sound ESD 121 Transformation Zone recently planned and held a comprehensive and interactive training session for the full contingency of the Action Research Site's early childhood hub, using the DEC *Interaction Training Module* materials (Winter Quarter 2017). All of the early childhood practitioners in attendance (n=10), and their facilitators provided feedback on the usefulness and applicability of the training module resources. Their input will be integrated into the qualitative feedback being gathered to share with Dr. Megan Vinh, Associate Director of Evaluation for the ECTA Center.

Strand-specific activities planned for Year Three– Phase III are identified in the Strategic Plan and include quarterly timelines. Table 1-8 outlines the planned activities and cross-references the associated outputs to be accomplished in Year Three – Phase III. Informal exploration of potential connections between the WaKIDS literacy objectives and dimensions observed and recorded for an individual student, specific DEC *Interaction* EBPs, and the goals and objectives in that student's IEP has been identified by regional coaches. In addition, potential cross-walks between *GOLD*™ by Teaching Strategies® [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 1-8: Activities and Outputs for Year Three – Phase III

Planned Activities (Year Three – Phase III)	Outputs	Performance Period
Conduct district-level needs assessments to determined infrastructure readiness for and progress with teaming, selection and implementation of literacy-based education innovations/interventions, and use of data and feedback loops. (Implementation Science)	2.0 Identification of research-based elements most closely associated with successful implementation of EBPs.	Summer 2017 through Spring 2018
Use Collaborative Action Research strategies to increase data usability for progress monitoring activities at the classroom and student levels. (Coordinated Professional Learning)	3.0 Repurposed PLCs	Spring 2018 through Fall 2018
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
Adopt, disseminate, and train to new coaching methodology to ensure consistency and fidelity of innovation/intervention implementation. (Coordinated Professional Learning)		Spring 2018
Conduct formative data collections to determine areas of strength and need – cross reference to infrastructure readiness. (Coordinated Professional Learning)		Winter 2018
Collect ongoing feedback on professional learning/networking activities within the transformation zones at the district and/or school levels. (Coordinated Professional Learning)		Fall 2017 through Spring 2018
Explore strategies for school and classroom access to TS GOLD assessments for use in the Pre-K special education settings. (Coordinated Professional Learning)		Spring 2018 through Winter 2019
Expanded roll-out/full installation of Consistency Index Initiative to leaders within the regional transformation zones and respective district systems. (Consistency Index)	6.0 Full scale implementation of Consistency Index	Fall 2017 through Spring 2019
Evaluate impact of Introductory Script for Service Provider Interviews to (a) reinforce understanding of the purpose		Fall 2017 through Spring 2018

Planned Activities (Year Three – Phase III)	Outputs	Performance Period
of the work; (b) standardize messaging of the SECI; and (c) expand accessibility by the local educational systems within the regional transformation zones.		
Explore selection criteria for resources and tools identified as part of the Parent Engagement strand to ensure cultural relevance and responsiveness to diverse district, school, and student/family populations. (Parent Engagement)	7.0 Dissemination of Parent Engagement Curriculum	Summer 2018

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 F). Table 1-9 lists each of the planned data collections for Year Three – Phase III, their primary measures, and the key expected short or intermediate outcomes for each evaluation activity.

Table 1-9: Evaluation Activities for Year Three – Phase III

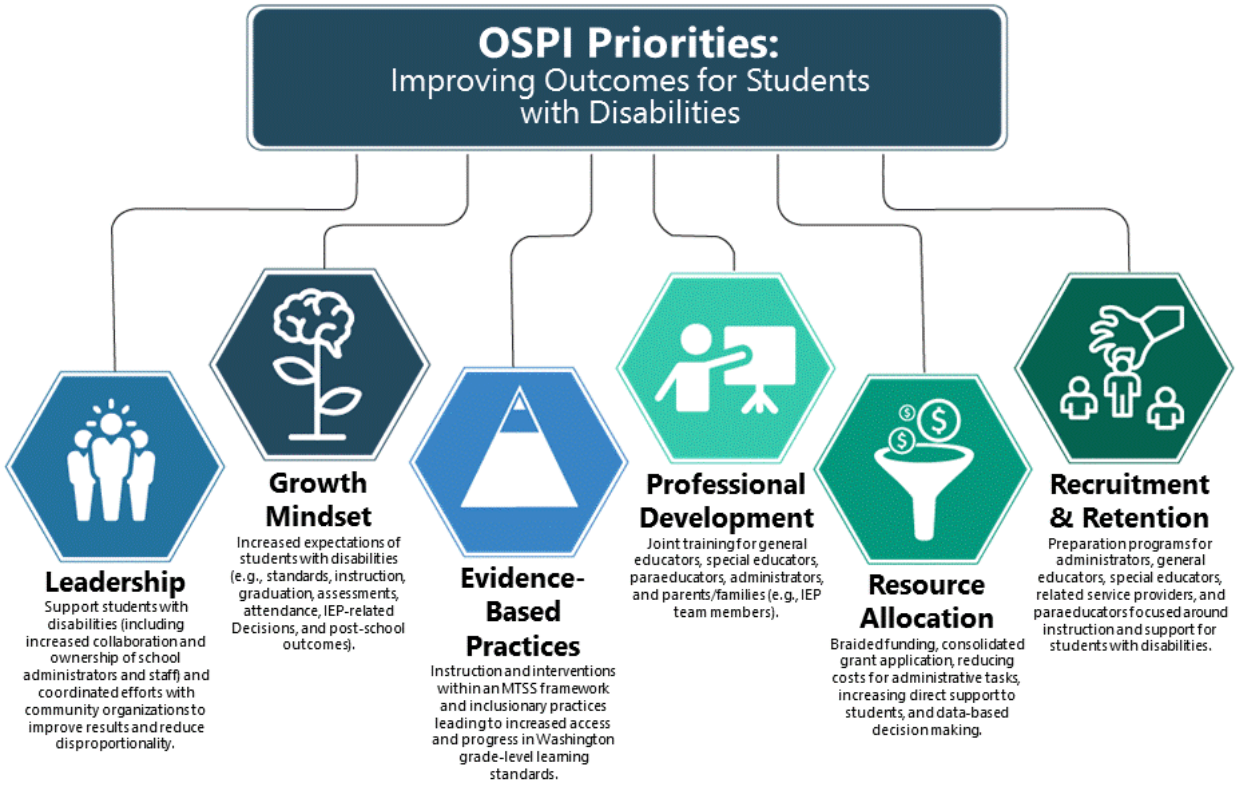
Planned Data Collections	Measures	Outcomes
Document Review: Project Management Chart	Self-Assessment Rubric (linked to Gantt Chart)	Increase in SEA capacity to support regional provision of effective technical assistance.
Survey: *State Infrastructure Leadership Capacity Assessment*	Likert Scales for 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* Fidelity Checklists: *DEC Interaction Fidelity Checklists include:* • *Adult-Child Interaction Checklist* • *Child Social-Communication Interaction Checklist* • *Child Social-Competence Interaction Checklist*	Addressing Q16 & Q17; Qs 27-30; Q37 from Evaluation Data Collection System	Increase in knowledge and skill acquisition of importance of teaming, use of data, and strong practice-to-policy communication loops at local levels.
		Increase in knowledge and skill acquisition of selection of EBPs implemented with high fidelity at local levels.

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

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

An anticipated barrier is the need for ongoing financial resources specifically to scale-up instructional coaching activities introduced during Year Two – Phase III. Human capital is also an emerging concern in regards to mentoring and support services available to support the instructional coaches as they strive to ensure fidelity of coaching to the same degree preschool educators are implementing early literacy EBPs with fidelity. There is a heightened sense of concern given the SEA's commitment to cross-collaborate and leverage local, state, and federal resources for supplementary supports and services needed by schools identified through the new ESSA Plan approved by the U.S. Department of Education January 2018. With this concern comes opportunities to provide the maximum amount of individualized, tailored, and culturally relevant resources with minimum amounts of "cookie-cutter" solutions or undue oversight. Steps taken to begin to address these challenges within the OSPI Special Education Division include, but are not limited to, the development and expansion of six priority areas (see Figure 1-7) to significantly improve outcomes for students with disabilities. These priority areas are based on extensive stakeholder input gathered through multiple sources at all levels of the educational system by Assistant Superintendent for Special Education, Glenna Gallo between Summer Quarter 2017 through Winter Quarter 2018, and current literature and research reviews.

Figure 1-7: OSPI Special Education Division Priority Areas for Improved Outcomes



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 NCSI, Center for IDEA Early Childhood Data Systems, ECTA Center, AIR, 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 first two years 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.

APPENDICES

Appendix A: A Menu of Common Action Research Strategies

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

Appendix C: Stage-Based Active Implementation Planning Pre-K Early Literacy Capacity Self-Assessment (Installation Stage)

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

Appendix E: State Infrastructure Leadership Capacity Assessment

Appendix F: Evaluation Design and Data Collection System

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