Office of Superintendent of Public Instruction
State Systemic Improvement Plan – Phase III
Washington State Evaluation Report
IDEA Part B — Indicator B17
Year Three – FFY 2017

Submission

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Office of Superintendent of Public Instruction
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All students prepared for post-secondary pathways, careers, & civic engagement.

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A. Executive Summary – Year Three (SY 2017-18)

A.1 Overview

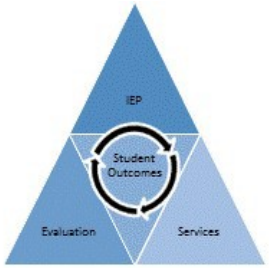
The Office of Superintendent of Public Instruction (OSPI), serving as the State Educational Agency (SEA), has completed Phase I (Data Analysis), Phase II (Development of Strategic Plan), and Phase III – Years One through Three (Implementation and Evaluation) of the Washington State Systemic Improvement 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 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.

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/systemic coaching activities with seven local districts and one Pre-K Early Literacy Cohort of six district sites. All eight are serving as active Action Research Sites.

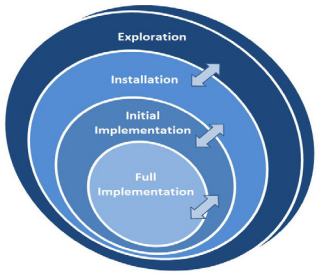
[1] Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening*: A blueprint for authentic engagement. Alexandria, VA: National Association of State Directors of Special Education.

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	Consistency	Index Data	3rd Grade State ELA Assessment
Student Group II		Child Outcome Summary Exit Data	Kindergarten Early Literacy - Baseline	Consistency	Index Data
Student Group III			Child Outcome Summary Exit Data	Kindergarten Early Literacy - Baseline	CI Data



Washington State Consistency Index



Four Stages of Implementation Science

During FFY 2017 the Governance[2] component of the state infrastructure system in particular, continued to be strengthened as Superintendent Chris Reykdal boldly challenged cabinet-level leaders to stay-the-course with full implementation of the transformative policy shifts reflected in his six-year K-12 plan. Cabinet members within OSPI met expectations and leveraged 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 was ignited by shared values and frank dialogue under the leadership of new appointments made in FFY 2017 for Assistant Superintendents within the Office of System and School Improvement

[2] See Phase I Report, Component Two – Infrastructure Analysis, Pages 22-29.
[3] Washington's Every Student Succeeds Act (ESSA) Plan – January 2018 *Revised*

(OSSI), Learning and Teaching Division, and Special Education Division. This continues to result in sustained data-driven and integrated universal, targeted, and intensive technical assistance focused on high-quality, comprehensive, and equitable early learning experiences to intentionally and systematically close achievement gaps and increase long-term outcomes. For example, senior-level directors representing these three divisions planned and executed statewide intensive Data Analysis Forums to leverage existing communication resources and cross-departmental collaboration within the nine Educational Service Districts. Forum members included local school district leadership from both general and special education chambers engaged in "roll-up-the-sleeves" data dives facilitated by regional and/or state-level ambassadors. The results of these forums have been ground-breaking, most notably, increases in access to general education settings across every disability category, statewide[4]. Several new initiatives were launched as a direct result of the insights, reflections, and renewed commitment to the principles of growth mindset[5] through meaningful, collaborative dialogues sparked by the data dives. Several educators and their administrators acknowledged the need to challenge unconscious biases related to underlying beliefs about learning and intelligence, in particular as those biases may relate to children with Individualized Education Programs (IEPs). Examples of new initiatives include the Call to Action – Recruitment of Pre-K Inclusion Champions, Research-to-Action Inclusion Project, and the National Center for Pyramid Model Innovations (NCPMI) Intensive Technical Assistance Initiative. Data Analysis Forums are in continuing demand across the nine regions. Follow-up dialogues center on strategies to mobilize and leverage multiple resources to use the Data Analysis Forums as a means to engage all five levels of the educational system in collaborative and continuous improvement efforts to dis-assemble silos of excellence, and re-create seamless, comprehensive systems of distinction. The multi-year SSIP, referred to as the Pre-K Early Literacy Action Research Project, continues to be a model example of the State's commitment to use both quantitative and qualitative data to drive change in instructional practices to increase outcomes for children and their families.

There have been several key milestones achieved through the SSIP since the submittal of the FFY 2016 Phase III – Year Two Final Report submitted to OSEP on April 1, 2018. These milestones include (a) increasingly transformative levels of engagement by the systemically-driven Pre-K Early Literacy State Design Team, (b) sustainability established for the Washington State Special Education Consistency Index (SECI) Initiative, (c) advancements and incremental scaling of evidence-based early literacy and family engagement practices within the established Action Research Sites, (d) cross-sector implementation of a specific coaching model with fidelity, (e) integration and streamlining of the Evaluation Design and Data Collection system, and (f) verification of an unprecedented decrease (3.19%) in the early literacy achievement gap between entering kindergartners with disabilities and their typically-developing peers.

A.2 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"

[4] November Federal Special Education 2018 Child Count and LRE Report

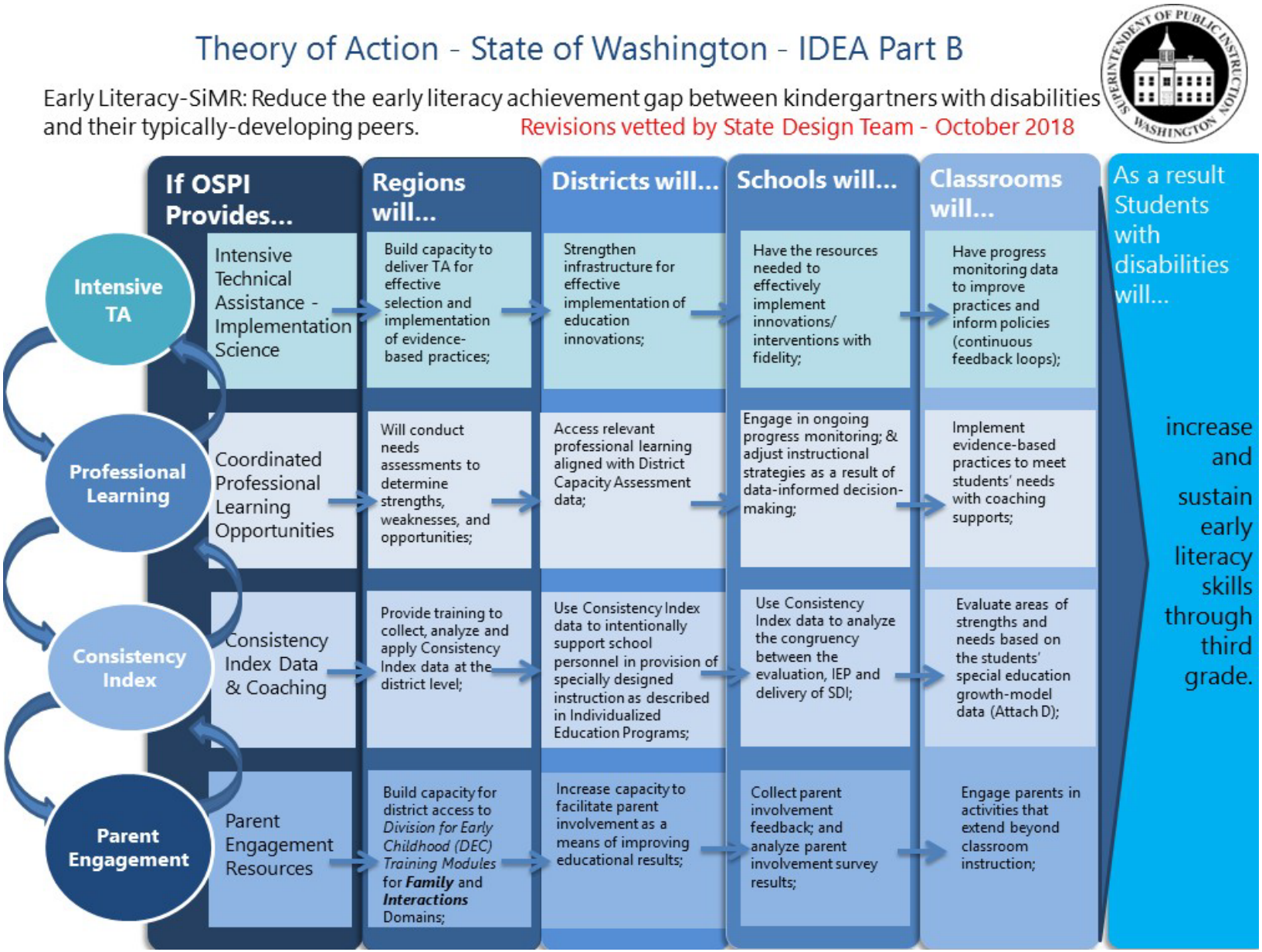
[5] Doolittle, Emily; Metz, Ed. Institutes of Education Sciences (IES). A Growing Body of Research on Growth Mindset. January 2017

through intensive data analyses, broad stakeholder input, SEA infrastructure analysis, and agency representative input, improvement strategies were developed. The primary long-term outcome is to significantly increase state, regional, and local district capacity to systematically select, implement, sustain, and scale-up implementation of evidence-based practices (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 stakeholders can significantly influence improved early literacy outcomes at the student level. Both internal and external stakeholders were involved in the development of the Theory of Action, and continue to be involved in the design, implementation, evaluation, and continuous improvement of activities and outputs identified in the Cascading Logic Model.

During Year Three – Phase III the Pre-K Early Literacy State Design Team reviewed recommendations brought forward from an ad-hoc work group to revise the Parent Engagement strand in the Theory of Action. Specifically, to repeal and replace the *Improving Relationships and Results: Building Family/School Partnerships* curriculum with the Division for Early Childhood training modules for both the *Family* and *Interactions* domains. After considerable coalescing of pros and cons across two quarterly meetings, the members vetted the recommendations, and the Theory of Action was revised in October 2018. The State Design Team continued to review progress with the SEA's implementation of the current Washington Multi-Tiered System of Supports (WA-MTSS), an integrated, three-tiered instructional/intervention model outlined in Washington's ESSA Plan. Their commitment to promote alignment with the WA-MTSS was re-affirmed in order 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 SSIP's Collaborative Action Research (Sagor, 2014, pgs. 7-11) framework.

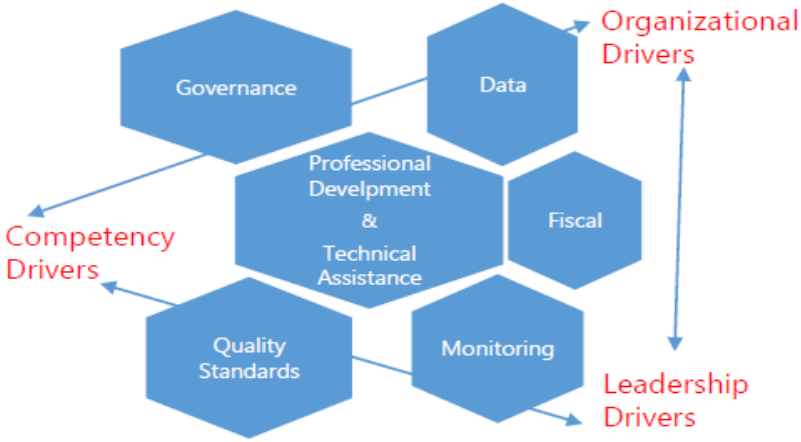
Figure 1-2: Theory of Action



Along the far left moving from top to bottom are the four strands representing coherent improvement strategies developed initially during

Phase I, further defined through Phase II, and revised during Phase III. 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.

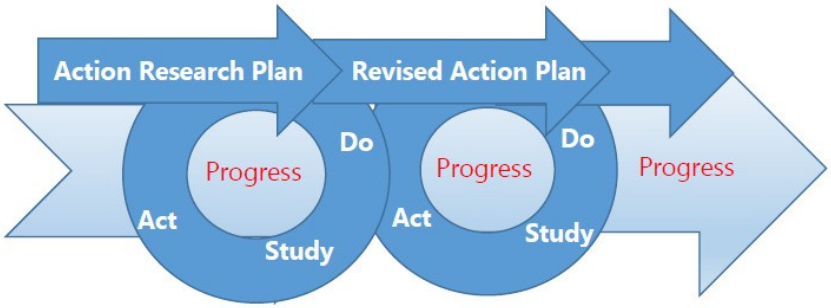
Figure 1-3: OSPI Infrastructure Analysis



A.3 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.

Figure 1-4: Action Research – Continuous Improvement Framework



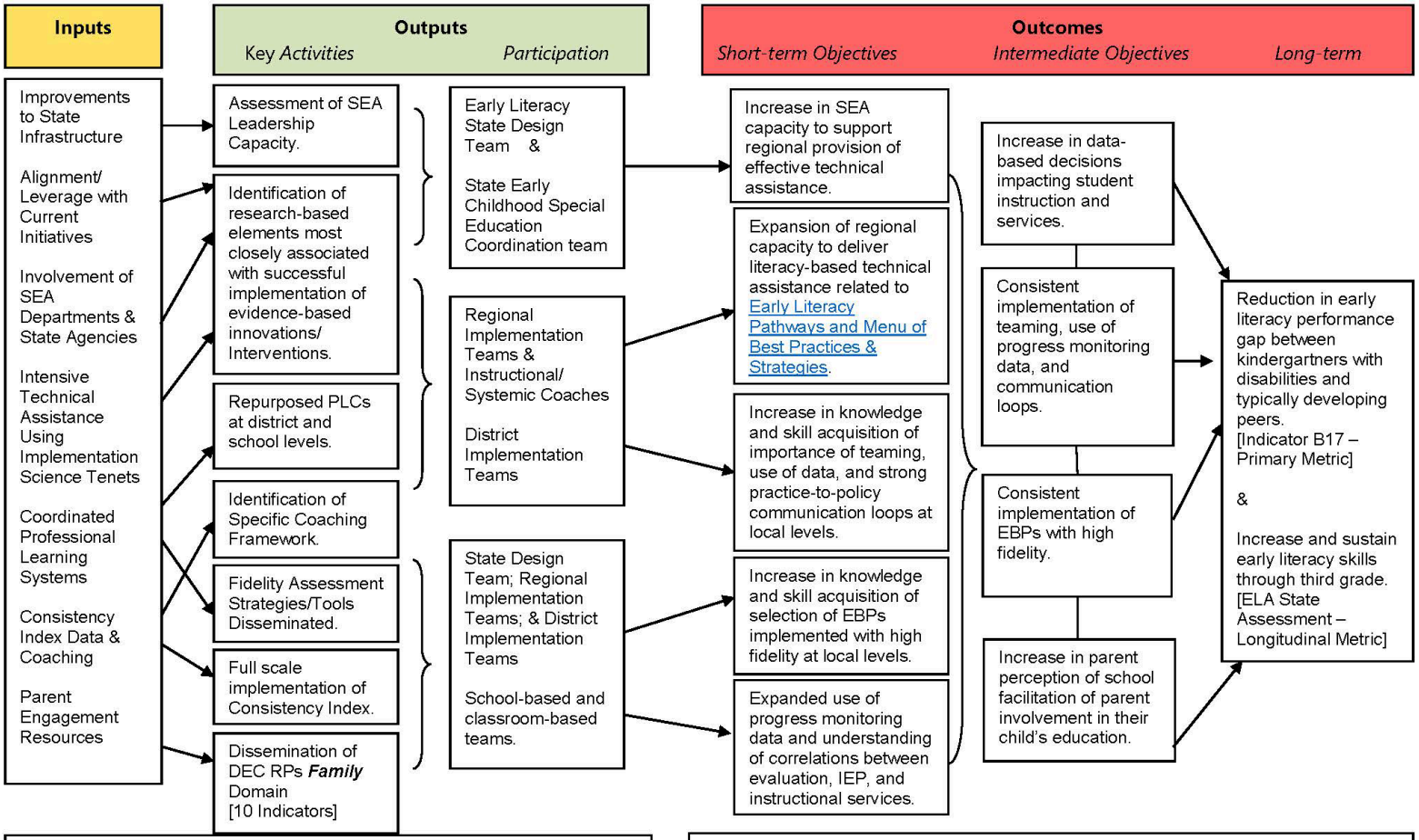
The Cascading Evaluation Logic Model[6], vetted by the Pre-K Early State Literacy Design Team, continues to be the navigational beacon that guides the development of the evaluation design and data collection parameters. Both internal agency representatives and external stakeholders agree that the commitment 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. During the Fall Quarter of Year Four, the State Design Team reviewed current evaluation data, information from the parent engagement work group related to curriculum dissemination, and the *Family* domain within the DEC Recommended Practices. Based on their review and input, minor revisions related to terminology and substitute parent involvement resources were made to the Logic Model.

[6] 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)

Figure 1-5: Cascading Logic Model

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

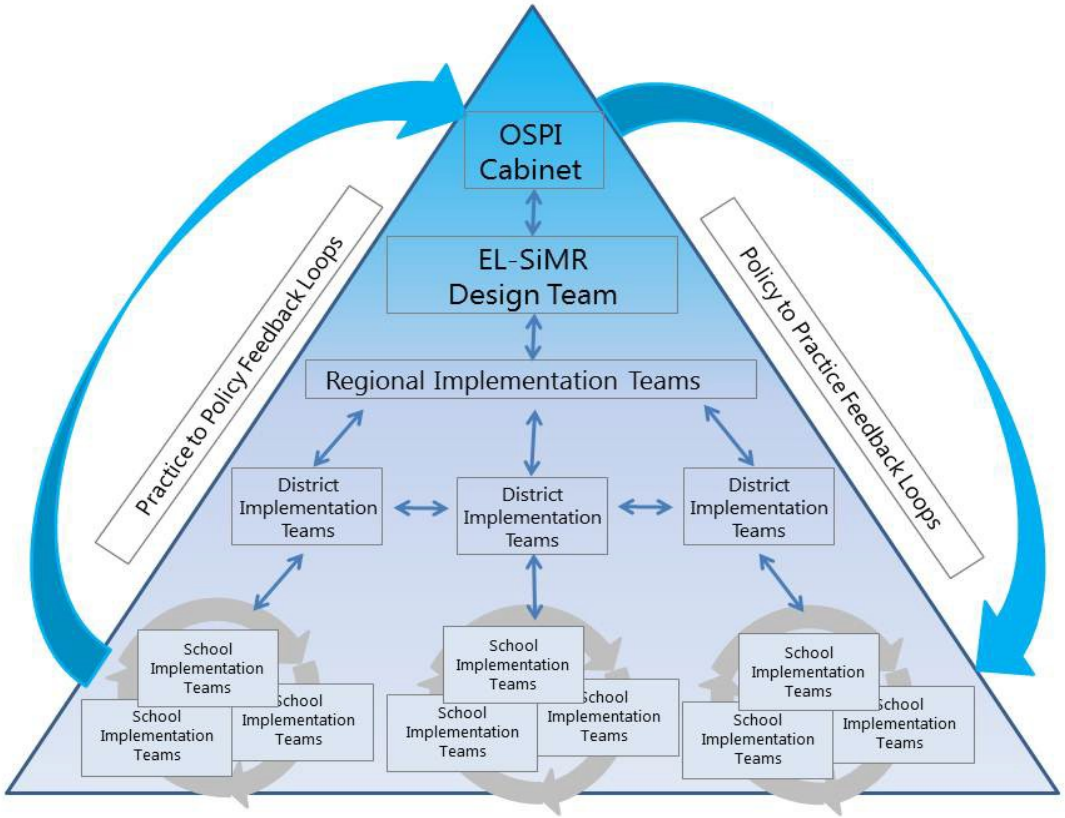
SiMR: Reduce the early literacy performance gap between entering kindergarteners and their typically developing peers.



A.4 Early Literacy - SiMR Parameters

District-based Action Research Sites addressing the early literacy performance of entering kindergarteners have been recruited within three Transformation Zones – Puget Sound ESD 121, North East Washington (NEW) 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). During Phase III – Year Three, regional leaders/coaches reflected 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



The identified parameters (see Table 1-1) for the EL-SiMR are delineated consistent with the federal OSEP 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®. Currently, the FFY 2017 performance data gap for the Washington State Systemic Improvement Plan (SSIP) is 21.47%, representing a critical increase in performance in comparison to 24.66% (FFY 2016). These data represent an unparalleled 3.19 percentage point 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 in FFY 2016, revised targets, and a description of the metrics are graphically depicted in Table 1-1.

Table 1-1: EL-SiMR Parameters

Early Literacy – State-identified Measurable 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.

FFY	2013	2014	2015	2016	**2017**	2018	2019
Target>=	Baseline	20.4%	20.4%	24.66%	**Revised – 24.66%**	Revised – 23.16%	To Be Set
Data*	20.44%	20.36%	21.95%	New Baseline 24.66%	**21.47%**	Report Due April 2020	

*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 kindergartners]	–	[% of kindergarten students with disabilities (SWD) with early literacy skills expected of entering kindergartners]

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

A.5 Stakeholder Engagement

The co-coordinators responsible for the oversight of the SSIP understood the importance and embraced the benefits of actively engaging internal agency representatives and external practitioners and leaders, all of whom share the same landscape of practice, as key

stakeholders since the inception of the Indicator B-17 initiative. During Phase I (Data Analysis) stakeholders were initially engaged in the work through sharing and dissemination of data and information. Over time, these stakeholders became more involved by providing input and making recommendations for next steps. Throughout the Phase II (Development of Strategic Plan) activities, the depth of stakeholder involvement significantly increased. In addition to being *informed* of the ongoing design and development of the multi-year plan, *networking* across and among stakeholders began to take root. Key stakeholders were gathered together to form an ongoing relationship as members of the Early Literacy State Design Team. This state-level team continues to be actively engaged in guiding and directing implementation and evaluation activities specific to the SSIP. Examples of their 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). Members are also *collaborating* on other early childhood initiatives that are related to increasing social, emotional, and behavioral competencies of young children birth through age eight.

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 evaluation (Phase III) of the SSIP. For example, 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 three times in person (October 27, 2017, January 12, 2018 and March 23, 2018) during Year Three – Phase III. The Pre-K Early Literacy State Design Team has met twice (October 12, 2018 and March 8, 2019) year-to-date during Year Four – Phase III. During the Winter Quarter of Year Four (March 2019), the State Design Team reviewed a supplemental evaluation report titled The Evaluation Roadmap for Optimizing Pre-K Programs published by Brookings[7]. Of particular interest was learning evaluation-specific terms as they apply to concretely planning and implementing an evaluation system that can produce evidence of success not only in the short term, but can produce data that can be used to improve early childhood programming resulting in increased outcomes for the long term. Team members explored strategies in the report for taking a proactive, intentional, and sustained planning approach to evaluation design, in anticipation for the next cycle of SSIP in FFY 2019. After discussing and reflecting on the steps of evaluation development outlined in the report, the team considered recommendations initially shared in the Fall quarterly meeting to integrate and streamline the current evaluation design and data collection system. As a result of consensus expressed by the team, three evaluation instruments (one state-level and two regional-level) will be discontinued. In addition, the evaluation plan itself will combine two previous separate sections (evaluation design and data collection) into one integrated plan.

The State ECSE Coordination Team continues to be an influential group of stakeholders. This team is involved with the implementation and evaluation of the SSIP. The team meets in person twice annually in September and May, and monthly GoTo (virtual) meetings are held in

[7] Johnson, Anna D., Phillips, Deborah A. and Schochet, Owen. Brookings. 2018.

between the fall and spring meetings. The Pre-K Early Literacy Action Research Project 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 Three – Phase III, the team met in person on September 6, 2017 and May 2, 2018, 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 5, 2018, and held monthly Zoom (virtual) meetings the first Wednesday of each month through March 6, 2019.

The Washington State Special Education Advisory Council (SEAC) meets on a quarterly basis during the school year. While the council has responsibility for a broad array of special education-related issues and initiatives, members have continued to dedicate a portion of their agenda to the 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 Three – Phase III on the following dates: October 11, 2017 and February 7, 2018. Year Four – Phase III dates included November 8, 2018 and February 6, 2019. The Council continues to provide input, make guided inquiries, provide individual and collective feedback, and guide the direction of the ongoing continuous improvement and evaluation of the Pre-K Early Literacy Action Research Project (SSIP).

Regional updates are provided as needed with Educational Service District senior leadership through monthly OSPI/ESD meetings held the first Thursday of each month beginning September 1 through June 1, 2018. During Year Four—Phase III, the SSIP, also referred to as the Pre-K Early Literacy Action Research Project, is one of the standing agenda items as part of the Early Childhood Special Education Briefings, to intentionally gather input and qualitative evaluation information. To date, these meetings have been held monthly September 5, 2018 through March 6, 2019.

A.6 Highlights of Changes to Implementation Plan and Improvement Strategies

Based on extensive review and input from key internal and external stakeholder groups, there is only one material change to the coherent improvement strategies represented in the Theory of Action and operationally reflected in the Logic Model. As referenced previously in the Year Two – Phase III Report (submitted April 2018), a review of data and outcomes associated with implementation of evidence-based practices 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. In the Fall Quarter (October 2018) a recommendation to adopt the Division for Early Childhood training modules for both the *Family and Interactions* domains, in place of the original resource was presented and agreed to by consensus of the team. The Harvard University's Family Research Project materials, along with the OSPI School-Parent Compact templates, will be used as supplemental resources. This change does have an impact on implementation activities at the regional and local levels within the Action Research Sites. Regional leaders within the three transformation zones made a request of the SEA during the March 2019 State Design Team meeting, to begin scheduling and facilitating combined monthly meetings with all three transformation zones, to expedite the planning and implementation of the new modules to increase parent engagement.

B. Progress in Implementing the State Systemic Improvement Plan

B.1 Progress with Infrastructure Development & Implementation of Coherent Improvement Strategies

All of the State Infrastructure Development[8] activities planned for Phase III – Year Three (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 Children, Youth, and Families (DCYF), 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.

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

Table 1-2: State Infrastructure Development

Success and Challenges: The SEA was able to complete all of the planned activities within targeted timelines, with one revision related to stakeholder selection of a new curriculum/training resource within the Parent Engagement strand (See A.6 above). This is a reflection of the strong working relationships built and sustained between leaders within the Special Education Division at OSPI, the Parent Training and Information Center operated by Partnerships for Action – Voices for Empowerment (PAVE) and Open Doors for Multicultural Families. Of particular benefit has been the scaling of partnerships with external early learning content experts to support integration and collaboration of new landmark initiatives with SSIP activities. For example, the Washington State P-3 Core Leadership Team[9] is collaborating to establish the "next phase" of P-3 partnership work between DCYF and OSPI, building on common priorities and leveraging new opportunities through the Every Student Succeeds Act (ESSA). With the technical assistance and support from the NCPMI, the state team aims to establish responsive systems necessary to (a) promote social and emotional development of young children, (b) address and eliminate disparities in discipline practices statewide, (c) ensure access to and meaningful participation in high quality, inclusive learning environments for all young children, and (d) promote meaningful and equitable family engagement. 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 persists. This need continues to be expressed through internal ESSA planning sessions. Additional challenges continue to include (a) evolving legislative priorities that make it difficult to negotiate and renew early childhood transition and early intervention service delivery interagency agreements (i.e., State Apportionment Funding Shift (from OSPI to DCYF) for Early Intervention Services under Part C of IDEA; (b) the ability to sustain new early literacy practices and expand inclusionary options within the existing Pre-K educational structures in the absence of secure funding for ongoing instructional/systemic 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.

[9] Members include the Director of Early Learning, OSPI; Executive Director of Student Support Services, ESD 101; Early Learning & Disabilities Coordinator, ESD 101; Director of Early Learning, Central Valley School District; Director of Early Literacy, OSPI; ECEAP Program Administrator, DCYF; ECEAP Readiness, Alignment, & Innovations Manager, DCYF; Early Childhood Special Education/Section 619 Coordinator, OSPI; and the Early Support for Infants and Toddlers (ESIT) Deputy Administrator.

Allocation of federal IDEA Part B funds through the Coordinated Service Agreements (CSAs).	Regional Training Plans within three transformation zones.	☑ Completed on time.	Winter Quarter 2017. Internal budget request was approved for 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 Pre-K Early Literacy State Design Team; email communication to practitioner groups.	☑ Completed on time & sustained.	Fall Quarter 2015 through Spring Quarter 2018.
Exploration of developmentally-appropriate access to Washington State Learning Standards and Early Learning and Development Guidelines represented in standards-aligned IEPs.	Professional development agendas; Special Education Consistency Index student profile data.	❒ Started early and will continue.	Spring 2017 Strategic Plan targets Fall Quarter 2017 through Spring Quarter 2019.
Design, development, and launch of web-based data collection and reporting platform (DC&RP) aligned with eLearning Course launch for the	Active training and production websites at https://cctscip.azurewebsites.net.	☑ Completed on time and sustained.	Fall Quarter 2015 through Spring Quarter 2019.
Revised Access to DEC Family Engagement and Interactions training modules by district and school leadership personnel.	Active website at https://www.dec-sped.org/.	❒ Started as revised and will continue.	Fall Quarter 2018 through Spring Quarter 2019.

Each of the planned activities and strategies (key milestones) targeted to Support District Implementation of EBPs[10] and to improve capacity-building at the regional, district, and school levels during Phase III – Year Three 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.

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

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

Success and Challenges: Members of the Pre-K Early Literacy State Design Team continue to receive quarterly progress reports and policy development recommendations through established Implementation Science-based communication loops (see Figure 1-6: OSPI Early Literacy Implementation Framework). Building on momentum of the State Design Team's review and vetting of a rigorous plan[11] to develop a State Policy on Inclusion, a *Pre-K Inclusion Call to Action!* was successfully launched. More than eighty-five (n=85) Pre-K Inclusion Champions, representing diverse family, school, and community systems, rallied at an initial full day start-up held in Olympia, Washington in December 2018. The event was sponsored and facilitated by specialists from The Ounce of Prevention Foundation. This newly-formed statewide Pre-K Inclusion Collaboration Team (PICT) will assist in the initial development, promotion, and implementation of a new Washington State Joint Pre-K Inclusion Policy and companion resources for a Pre-K Inclusion Toolkit. Early childhood leadership from the Early Childhood Education & Assistance Program (ECEAP), Head Start State Collaboration Office, and the Special Education and Learning and Teaching Divisions within OSPI will be co-facilitating all aspects of the planning, development, and implementation activities. Another example of a successful state partnership is with the National Center on Intensive Intervention (NCII). OSPI is in year 2 of a 5-year partnership with the NCII with the goal to build SEA capacity to support implementation of data-based individualization (DBI) for students with severe and persistent learning and behavioral challenges. NCII is providing professional development and technical assistance on DBI to increase the knowledge and skills of SEA staff and bolster coherent messaging around implementation of intensive intervention across participating departments within OSPI. The OSPI NCII team, which includes a position reserved for the Section 619/ Early Childhood Special Education (ECSE) Coordinator, is currently in a recruiting phase to identify ESDs and districts for initial implementation of DBI. Two of the SSIP Action Research Sites are part of the recruitment considerations. A challenge related to the transition of a new Section 619/ECSE Coordinator is being successfully navigated, under the vigilance of Tania May, OSPI Director of Special Education. Ryan Guzman, onboarding ECSE Coordinator, and Valerie Arnold, departing ECSE Coordinator, are both intrinsically motivated and tenaciously committed to work together to ensure a smooth and effective transition of responsibilities for the seamless provision of services to young children and their families. Ms. Guzman, previously with the Capital Region ESD 113 and transformation zone leader, is strategically poised to confidently and competently integrate SSIP priorities into her new role including (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, and (d) continued leveraging of existing and new resources moving forward.

[11] The Inclusionary Action Plan addresses a recommendation to develop a State Policy on Inclusion; data are directly linked to SPP Indicator B-6 (Early Childhood Environments) for FFY 2017.

Activity/Strategy	Evidence/Data Source	Implementation Status	Timeline(s)
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 sustained.	Spring Quarter 2017 through Spring Quarter 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.
Identify DEC- specific training modules for integration into the e-Learning for Educators Online Course Catalog.	Team review of Division for Early Childhood of the Council for Exceptional Children resources.	☑ Started on time; delayed completion.	Summer Quarter 2017; Revised curriculum selection for Parent engagement strand.
Develop and disseminate early childhood literacy training modules aligned with the format of current numeracy modules under development.	Dedicated development time; Child Care Aware Coaches; ELA Coordinators serving within the initial ESD Zones	☑ Started on time and sustained.	Fall Quarter 2018 through Winter Quarter 2019.
Explore strategies for school and classroom access to new Birth-to-Six Assessment tool for use in Pre-K special education settings.	*New* Birth-to-Six Assessment System developed by Teaching Strategies GOLD	☑ Started on time and sustained.	Spring Quarter 2017 Through Winter Quarter 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.
Identify strategies to scale-up SECI within the three initial regional zones.	District and School Implementation Teams (Joint training and coaching by regional and district leadership personnel).	☑ Completed.	Spring Quarter 2018.
Full implementation of Consistency Index Initiative with leaders within the regional zones and respective district systems.	Coordinated Services Agreement allocation; and State Needs Projects (Federal IDEA funds).	❒ Targeted for delay; CCTS implemented a planned transfer to an upgraded platform.	*Revised Target* Spring Quarter 2019 through Spring 2020.

B. 2 Specific Evidence-based Practices Implemented

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".*[12] 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; five of the nine have begun or are exploring readiness for piloting the training module within their respective regions.

District-level Action Research Sites within the three Pre-K Early Literacy Transformation Zones continued with re-purposed Professional Learning Communities (PLCs) throughout FFY 2017 to implement the DEC training module on *Interaction*. Building on the plans implemented for initial installation of the five EBPs in designated early childhood classrooms or hubs in the Fall Quarter 2017, consideration is being given to expand the trainings to include K-2nd Grade educators, as well as community-based child care practitioners. Currently, all eight of the 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.

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.

[12] 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.

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. Expanded analysis of the 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 Three. The Pre-K Early Literacy State Design Team expressed interest in continuing this dialogue and has begun moving towards full installation across the three transformation zones. The thirteen (13) EBPs within the topical area ***Instruction*** include:

INS1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.
INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.
INS3. Practitioners gather and use data to inform decisions about individualized instruction.
INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.
INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.
INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.
INS7. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.
INS8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.
INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.
INS10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.
INS11. Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.
INS12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.
INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

The ten EBPs within the topical domain ***Family*** are targeted for initial implementation during Phase III – Year Four (see Section E).

B. 3. Assessment of Progress toward Achieving Intended Infrastructure Improvements

State infrastructure development addresses improvements needed to increase Washington State's capacity to support regional and local educational systems with the implementation and scaling-up of evidence-based practices that will lead to measurable improvement in decreasing the early literacy performance gap between entering kindergartens with disabilities and their typically-developing peers. This component includes three types of activities including (a) targeted improvements to the systems comprising the state infrastructure, (b) steps being 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 for involving multiple offices within OSPI in order to maximize the allocation of limited resources across multiple funding streams.

Specific state infrastructure changes that have taken place as a result of SSIP activities/strategies continue to include increased involvement and 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. Specifically, the WaKIDS Assessment Coordinator and the Section 619/ECSE Coordinator collaboratively developed and submitted a workshop proposal on *Early Childhood Transitions: Preparing Systems to Support Children and Families Birth through Kindergarten!* to the Washington State Infant and Early Childhood Conference being held May 1-3, 2019 at the Tacoma Convention Center. The workshop proposal was accepted and a cross-sector panel of parents, practitioners, educators, and administrators are gearing up for this innovative, research-based, and inspiring presentation. There are also expanding collaborative relationships with leadership staff responsible for implementation of State-specific initiatives passed by the 2016 legislature[13] under 4SHB 1541 – Washington Integrated Student Supports Protocol and the Center for Improvement of Student Learning. In addition to internal planning sessions, leadership responsible for implementation of the new legislation provided orientation materials for the Pre-K Early Literacy State Design Team work session held October 2017 (Fall Quarter).

November 2018 marked the inaugural year of MTSS Fest, hosted by OSPI in partnership with the National Center on Intensive Intervention. The Conference offered two full days of learning, including daily keynotes, 37 breakout sessions, and team time for groups to connect and share. The early learning strand included topics such as positive behavioral supports in early learning environments, universal screening in inclusive preschool settings, and incorporating children's literature in early math instruction. MTSS Fest was a huge success: registration sold out in less than two weeks, and a conference imagined for 300-350 individuals brought over 400 participants. This response from school and district partners showed the level of need for statewide support. As a result of the conference's success and a *very* long waiting list for future events, "MTSS Fest East" is currently being planned in Spokane for May 2019. OSPI leadership has also expressed commitment to ongoing, annual conferences and follow-up events in support of local efforts to build multi-tiered systems of support statewide.

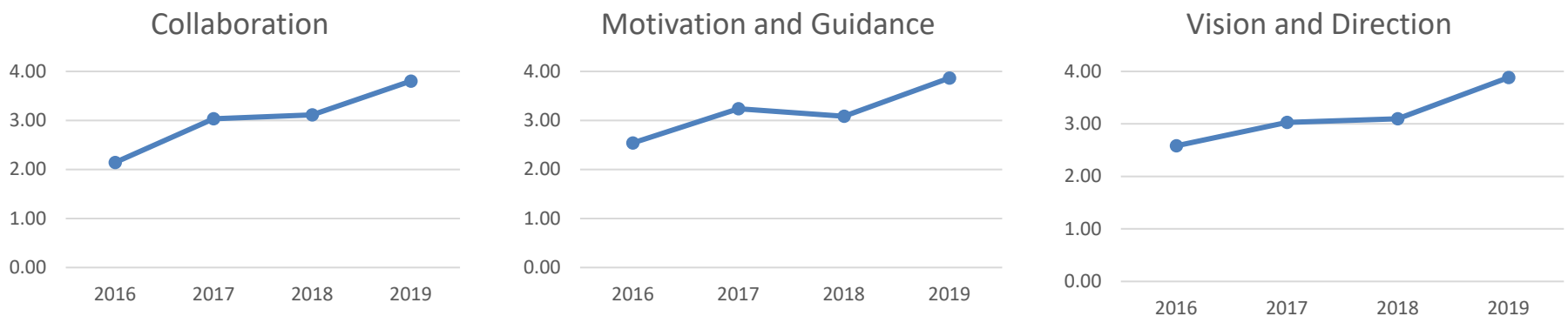
[13] This legislation was based on recommendations from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) referenced in Phase I & Phase II reports.

There have also been demonstrated increases in the frequency of interactions with other state agency systems engaged in connected initiatives initially identified by the Pre-K EL-State Design Team. This scaling, alignment, and leveraging of current resources continues to be enhanced. The *Research to Action for Inclusionary Practices* is an excellent example demonstrating cross-sector relationship-building modeled, valued, and reinforced by Glenna Gallo, Assistant Superintendent of Special Education, currently in her second year of service to the state of Washington. Ms. Gallo recognizes that special education leaders, serving in the nine Educational Service Districts, are extremely cognizant of the importance of interdisciplinary collaborations and the need for policy-oriented review and team-based exploration of inclusionary practices, potential challenges, and culturally-responsive solutions. Within each of the nine ESDs are Pre-K Inclusion Champions who are self-identified agents of change. These champions believe preschool students of all ability levels have the right to participate fully in high-quality, inclusive early childhood programs and are willing to devote personal and professional time to promote development and implementation of inclusive, high-leverage, policies, procedures, and evidence-based practices. Further, they have demonstrated a commitment to serving on a high-performing, statewide, cutting-edge team of collaborators to change the landscape of preschool programming in the State of Washington. This Pre-K Inclusion Champions Pilot Program is an opportunity to leverage the impact that regional leaders, district, and community-based champions are already having on promoting inclusionary placement options for preschoolers with disabilities and to deepen their collective experience in using research to resolve prominent and relevant inclusionary policy and practice challenges. Project activities include identification and implementation of applied research strategies that address specific inclusionary policy, procedure, and/or practice challenges, and reflections on potential opportunities to implement relevant early learning recommendations and braid funding as described in the Washington State Every Student Succeeds Act (ESSA) Plan[14].

The change in infrastructure analysis scores is quantitative evidence of the positive impacts associated with implementation of the state infrastructure development strategies. The EL State Design Team completes a State Infrastructure Leadership Capacity Assessment annually to evaluate the impact of the state infrastructure development activities being implemented during Phase III (FFY 2015 through FFY 2018). The instrument, adapted from the ECTA Center tool addressing the DEC Recommended Practices topical domain ***Leadership***, assesses SEA leadership capacity across three leadership components including (a) Collaboration (seven indicators), (b) Motivation and Guidance (eight indicators), and (c) Vision and Direction (eight indicators). The EL- State Design Team members individually rate the SEA's demonstrated capacity in each of the three leadership components using a Likert Scale with a range of responses from 1 – Seldom or Never; 2 – Some of the Time; 3 – Often; and 4 – Most of the Time. The baseline evaluation results (Winter Quarter 2016) 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. Data from the third formative benchmarking (March 2019) indicate the SEA continues to perform the strongest in the leadership area of Vision and Direction with a current mean score of 3.88, which represents a percent of change of 50.3% (baseline of 2.58). The leadership area with greatest room for improvement continues to be Collaboration, with a mean score of 3.80, although this too represents a significant percent change, of 77.5% (baseline of 2.14). Particular success was noticed by stakeholders in reviewing the data trends across all four years of assessment data (Figure 1-7). Notably, all three leadership components had steady, continuous improvement in each of the respective mean scores.

[14] See Section A.7. Pages 80-89. Direct Text: "The added clarity and flexibility in ESSA to support pre-kindergarten families, educators, and children makes it possible to utilize a larger share of ESSA program funds to advance the statewide early learning initiatives…".

Figure 1-7: State Infrastructure Leadership Capacity Assessment



B.4 Outputs Monitored, Measured and Accomplished

Outputs Monitored and Measured:

There is 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 in Table 1-4 below.

Table 1-4: Primary Outputs Monitored and Measured

Primary Outputs	Key Measures	Audience
1.0 Assessment of SEA leadership capacity.	Self-Assessment Rubric Likert Scales for Collaboration; Motivation & Guidance; and Vision & Direction Q2 from Evaluation Design & Data Collection System	SSIP Co-Coordinators; Pre-K Early Literacy State Design Team
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 Design & Data Collection System	SSIP Co-Coordinators; Pre-K Early Literacy State Design Team; State Early Childhood Special Education Coordination Team

3.0 Repurposed PLCs at district and school levels.	Regional Level: Q14 & Q15 from Evaluation Data Collection System District/School Level: Q16 & Q17 from Evaluation Design & Data Collection System	Regional Implementation Teams; District/School Implementation Teams; Instructional/Systemic Coaches
4.0 Identification of specific coaching framework.	Resource Review; Anchor Implementation Resource: National Association for the Education of Young Children (NAEYC)	SSIP Co-Coordinators; Pre-K Early Literacy State Design Team; Instructional/Systemic Coaches
5.0 Fidelity assessment strategies/tools disseminated.	Regional Level: Q14 & Q15 from Evaluation Design & Data Collection System District/School Level: Q11 & Q12 from Evaluation Data Collection System	Regional Implementation Teams; District/School Implementation Teams; Pre-K Early Literacy State Design Team
6.0 Full scale implementation of Consistency Index.	State Level: Q17 & Q18 Regional Level: Q19 from Evaluation Design & Data Collection System District/School Level: Q21, Q22, & Q23 from Evaluation Design & Data Collection System	Members of Pre-K Early Literacy State Design Team; Regional Implementation Teams; District/School Implementation Teams
7.0 Dissemination of DEC Recommended Practices *Family* Domain.	District/School Level: Q27 & Q28 from Evaluation Design & Data Collection System	District/School Implementation Teams

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. The prioritized measures and evaluation questions referenced on Table 1-4 are taken directly from the integrated and streamlined Evaluation Design and Data Collection System (see Appendix I), as vetted by stakeholders in March 2019 (Winter Quarter). 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 co-coordinators continue to work together to *think backwards*[15] through the development of the logic model to identify how best to achieve the intended long-term outcomes. By planning with the end in mind (Dr. Stephen Covey), rather than starting with resources and inputs available, continuous improvement and ongoing implementation planning is not limited to special education-specific resources.

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:

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

1.0 SEA Leadership Capacity Assessment—*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—*State and 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—*State and Regional Needs Assessment Survey* Tool.
6.0 Consistency Index Implementation— Quarterly Self-Assessment; 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 Training Resources Disseminated— *State and Regional Needs Assessment Survey* Tool.

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[16] 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 Infrastructure Development

- Assessment of SEA leadership capacity completed.
  - Third benchmark data from 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 March 8, 2019
    Facilitation by SSIP Co-Coordinator, OSPI

- Expansion of State ECSE Coordination Team to include representation from State Head Start Collaboration Office and State Early Childhood Education & Assistance Program.
  - These two critical partnership positions both experienced staffing turnover; both are housed under DCYF. These unfilled positions also affect membership on the Pre-K Early State Design Team. Both positions have completed orientation sessions for both state teams.
  - Source(s): Membership Rosters for State ECSE Coordination Team and Pre-K Early Literacy State Design Team
    Summer Quarter 2018
    Virtual Facilitation by SSIP Co-Coordinator, OSPI

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

Intensive Technical 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
    January 12, 2018; facilitation by Sandy Grummick & Valerie Arnold, OSPI
    March 9, 2018; 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 Three – 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).

Consistency Index (Full scale implementation)

- 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

- Parent Engagement Menu of Best Practices Expanded.
  - The English Language Arts (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.

C. Data Quality, Implementation and Outcomes

C. 1 Overview of Evaluation Activities, Measures, and Outcomes

As referenced earlier under Section A.3, the evaluation methodology is aligned with the Logic Model. The Early Literacy State Design Team started discussing current evaluation data and qualitative information during the Winter Quarter 2017, in response to feedback from the Action Research Sites to consider streamlining the instruments in an effort to ensure alignment and reduce the burden for data collection. At the request of the state team, instruments that were not germane to measuring key outcomes delineated on the Logic Model (Figure 1-5) were discontinued. After further analysis and coalescing by stakeholders, the overall evaluation plan was reviewed for continuity and alignment with the Logic Model. In response to a recommendation made by the Pre-K Early Literacy State Design Team, the evaluation plan was integrated and streamlined. Specifically, the evaluation design and evaluation data collection components were integrated; any inquiries not correlated with key outcomes were removed. Technical assistance for the process was provided by veteran consultants from the IDEA Data Center and senior researchers from the Center for Learning and Development, SRI Education.

The diagnostic instruments developed and/or adapted and currently being implemented to date are designed to assist practitioners and project leadership 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 Evidence-based Practices (Component Two of the Four-Year Strategic Plan) and strengthen overall capacity-building under multiple strands of the Theory of Action including Intensive Technical Assistance – Implementation Science, Coordinated Professional Learning, Consistency Index Data and Coaching, and Parent Engagement. The data collection instruments being implemented within and across the three levels of the state educational service delivery system, and their respective metrics, timelines, and current outcome data are summarized below.

- State-level Assessments (N=1): [Administered Annually in January]
    - State Infrastructure Leadership Capacity Assessment adapted from the ECTA
      As noted under Section B.3, Figure 1-7, there has been significant progress with the SEA infrastructure. In addition to the quantitative ratings, respondents from the fourth benchmarking (March 2019) also included written reflections (See Table 1-5). The reflections were associated with and in response to specific items on the instrument. They have been disaggregated and summarized within each of the three leadership components for ease of readability.

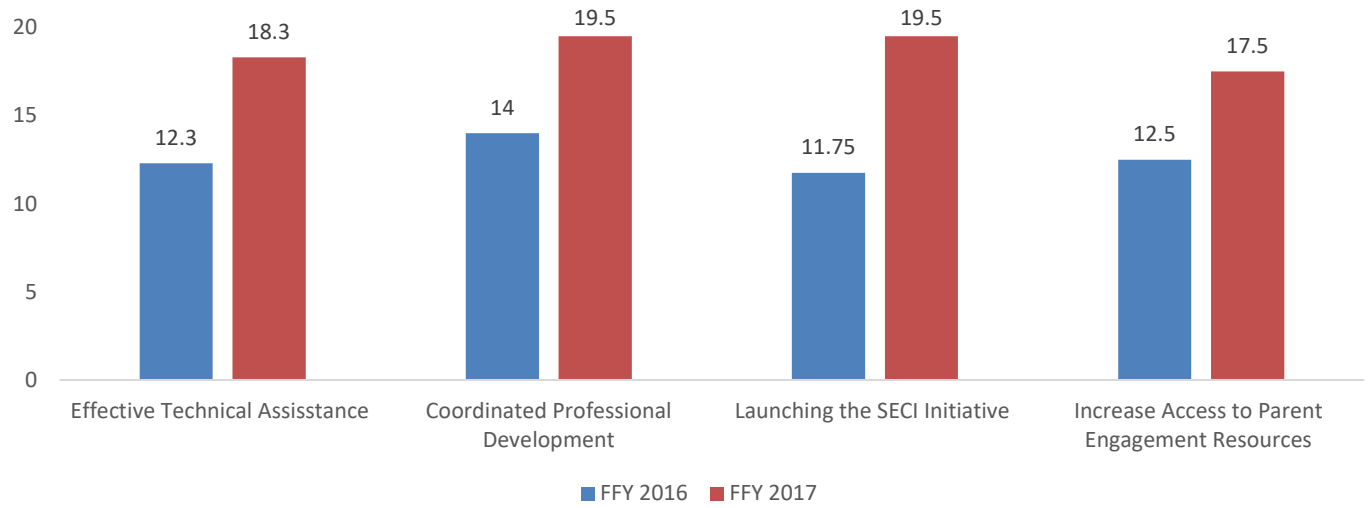
Table 1-5: Qualitative Reflections – SEA Leadership Assessments

Leadership Component	Direct Reflections/Quotes from Respondents	
Collaboration	"Wonderful to hear what agencies are doing." "Always looking for partnership opportunities." "Individual capacity…" Yes, and additional opportunities would be great."	"Very respectful team." "Reaching out to ESD next week." "Great resource and anchor documents." "Great working collaboration."
Motivation and Guidance	"This has thankfully been somewhat fluid."	"Great resource list provided."
Vision and Direction	"Great learning." "Great sharing taking place."	"Team has been awesome in receiving input."

- Regional Assessments (N=2): [Administered Annually in October or Quarterly, if Requested]
  - Washington State Pre-K Early Literacy Regional and Statewide Needs Assessment

    The Regional and Statewide Needs Assessment Survey 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 CSAs with OSPI. The instrument assesses regional and statewide needs and innovations across all four coherent improvement strands represented in the Theory of Action including (a) Intensive Technical Assistance: 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). Baseline confidence intervals, reflected in mean scores, were most notable with implementation of 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. FFY 2017 benchmark data (see Figure 1-8) indicate increases in the implementation of supports associated with all four strands, with the most notable concentration of increase in the Launching the SECI Initiative with a percent of change of 66%. Qualitative information related to levels of effectiveness in SEA support and additional supports that may be needed, and review of the types of technical assistance, professional development, and/or doses of coaching reported by the transformation zones will be disseminated to the State Design Team for further review and analysis during the Fall Quarter 2019 work session.

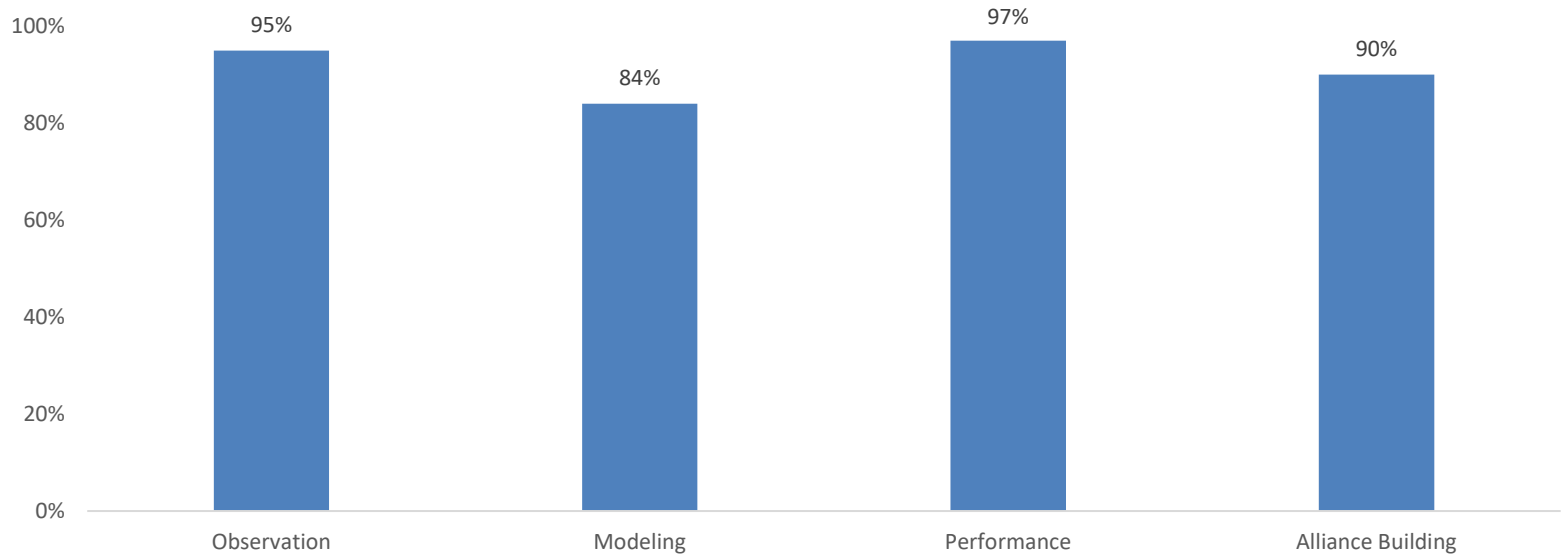
Figure 1-8: Regional and Statewide Needs Assessment



- Washington State Coaching with Fidelity Self-Assessment Tool adapted from the National Center for Systemic Improvement [To be administered Quarterly – October; January; and April]
  The final instrument developed and administered was the Coaching with Fidelity Self-Assessment Tool. The purpose of the self-assessment is twofold. First, the self-assessment gives the instructional/systems coach an opportunity to (a) reflect on his or her literacy-focused/systems coaching practices, (b) continuously develop skills, and (c) receive ongoing support from a self-identified mentor(s). Second, the self-assessment data will be used to explore the impact of coaching on teacher/district or school leadership team(s) implementation of the identified evidence-based practice(s) and consequently, increased learner outcomes. To be included in the self-assessment, a coaching session must include pre-observation consultation, interactive teaming/classroom observation, and a debrief conference. The four coaching practices being assessed for fidelity are (a) Observation, (b) Modeling, (c) Performance, and (d) Alliance Building. Coaches reflect and rate the quality, duration, and responsiveness for each of the four coaching practices. Coaches self-identified a mentor to assist with reflections and scoring of the self-assessment (see Appendix A). The self-assessment rating scale for each of the four coaching practices includes selection of the frequency in which the practice was implemented during the designated performance period. Rating selections are (1) Never; (2) Rarely; (3) Occasionally; (4) Most of the time; and (5) Always. After completing all of the ratings across the four coaching practices, scores are calculated using a standardized metric. Baseline data (see Figure 1-9) indicate the coaching practice with the greatest percentage of fidelity is Observation (95%). Conversely, the coaching practice with the lowest percentage of fidelity is Modeling (84%). Preliminary discussion and reflection from the coaches reveal Modeling has historically been the least implemented practice. The percentage of fidelity in aggregation of all four coaching practices is 92%. Aggregated data will also be included in the evaluation report submitted annually to the federal Office of Special Education Programs, and

public relation communications identified in the SSIP Communication Plan. This will ensure that leaders and stakeholders across all levels of the system can communicate the goals of coaching, the components of effective coaching practices, and ensure that resources, policies, and cultural norms are aligned to support ongoing practice-based coaching.

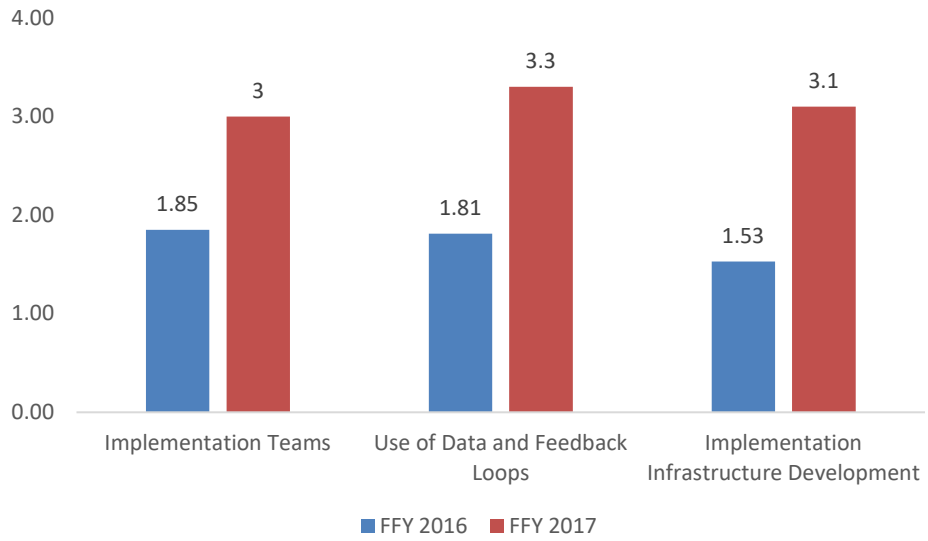
Figure 1-9: Pre-K Early Literacy Action Research Coaching with Fidelity



- District-level Assessments (N=3): [Administered Annually (At a minimum) *Administration starts October; Due by March 1st]
  - Stage-Based Active Implementation Planning – Pre-K Early Literacy Capacity Self-Assessment: Exploration Stage or Stage-Based Active Implementation Planning – Pre-K Early Literacy Capacity Self-Assessment: Installation Stage;
    The purpose of this evaluation task is 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. Baseline

evaluation results indicated 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 was Infrastructure Development with a mean score of 11.0. The first benchmarking data (Figure 1-10) indicate significant increases across all three of the elements most closely associated with successful implementation of new innovations/interventions. Stakeholders noted that while the Infrastructure Development practices had the most opportunity for growth in FFY 2016, this same evidence-based practice experienced the greatest percentage of change (66%) in FFY 2017. This is consistent with qualitative information shared during the March 2019 State Design Team meeting. Regional leaders and/or coaches were describing the changes and shifts with multiple aspects of infrastructure development indicators as individual School Implementation Teams moved through exploration to initial installation stages of Implementation Science.

Figure 1-10: District Capacity Self-Assessment



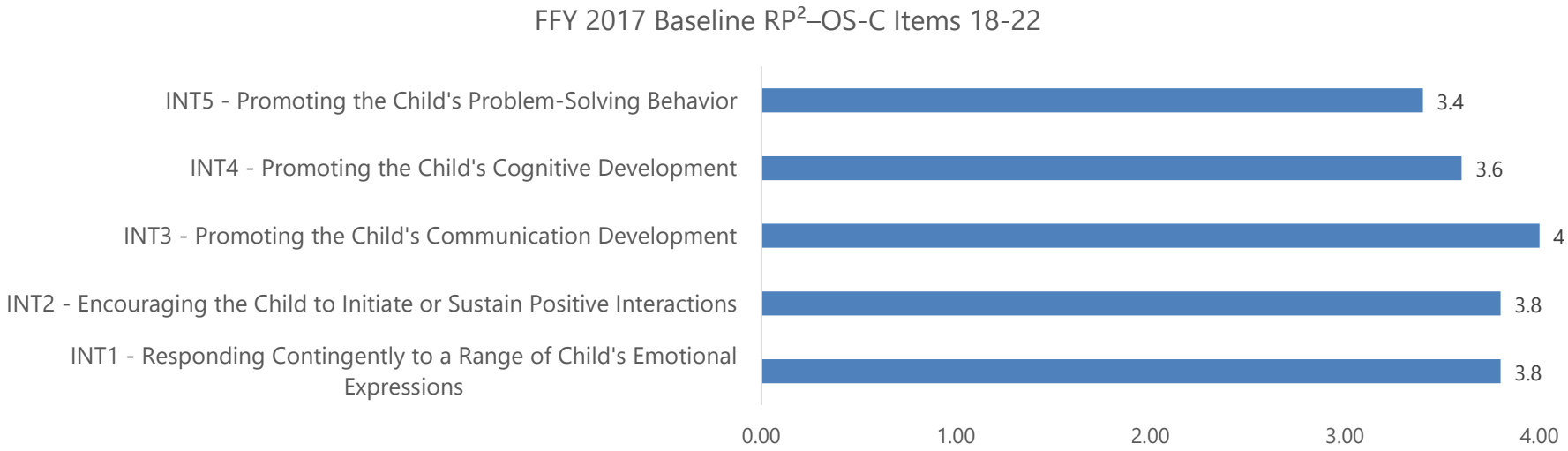
- DEC Recommended Practices: Interactions Domain – Teacher Fidelity Checklist: Adult-Child Interactions (INT1); Transformation zone coaches continue to collaborate with the educators working with preschoolers and families to support them in knowing what evidence-based practices are and how to do them effectively. Throughout the mentoring process, educators are encouraged to engage in self-learning activities to continue to increase their knowledge and understanding of best practices. Resources from the ECTA Center related to the DEC Recommended Practices are shared with the school and classroom leaders on an ongoing basis. The full set of Practice Improvement Tools guide practitioners and families in supporting young children who have, or are at-risk for, developmental delays or disabilities. The Teacher Fidelity Checklist for Adult-Child Interactions includes seven characteristics. Ratings for each of the seven characteristics included on the Adult-Child Interactions Teacher

Fidelity Checklist are scored by the individual practitioner based on their self-reflections. Practitioners use a Likert Scale to determine if the different practice characteristics were used by them with a child or a part of promoting a parent's use of the practice. A Likert Scale is used that includes a range indicating the degree to which the characteristics are implemented. The range of responses are from 1 – Seldom or Never (0-25%); 2 – Some of the Time (25-50%); 3 – As Often As I Can (50-75%) to 4– Most of the Time (75-100%). Aggregate results from 16 educators representing all three transformation zones, include a mean response across all seven characteristics of 3.3. Examples of characteristics (see Appendix F) with the highest degree of frequency include (CH1) Observe the child's participation in everyday activities and social play; (CH2) Identify the focus of the child's attention or engagement in the activities; and (CH4) Interpret the child's behavior and responses as an intent to interact or communicate with you. Follow-up activities will include development of targeted and intensive technical assistance resources.

- Reaching Potentials through Recommended Practices Observation Scale[17] – Classroom (RP²-OS-C Items 18-22) from the Early Childhood Technical Assistance Center (ECTA).
  The RP²-OS is designed to measure the delivery of RP (Recommended Practices) to children who might need specialized instructional strategies and supports to promote their engagement in learning. The focus of observations conducted is on all the adults who are providing interventions, as the lead teacher is responsible for ensuring that RPs are used to support individual children in the classroom. Coaches are trained to make notes during their observations in the comment section about specific adults and specific instances of practices used and/or opportunities missed in order to have a good set of reminders at the end of observation. The full set of five Interaction Practices are described under Section B.2. Ratings for each of the five *Interaction* practices are scored at the end of the observation. Coaches use a Likert Scale with a range of responses from 1 – No Indicators Seen or Reported; 2 – One indicator Seen or Reported but Many Opportunities Missed; 3 – One or Two Indicators Seen or Reported Sporadically; 4 – Two or Three Indicators Seen or Reported Across Most But Not all Routines and 5– All Indicators Seen or Reported Across All Relevant Routines and Environments. The aggregated baseline evaluation results (see Figure 1-11) collected and reported Fall Quarter 2018, indicated Interaction practice INT3 was seen or reported across most but not all routines based on the highest mean score of 4.0. Interaction practice INT5 was the lowest mean score (3.4) indicating that one or two indicators were seen or reported sporadically during the observations.

[17] Phillip S. Strain, Edward Bovey, and Lise Fox. Early Childhood Technical Assistance Center (ECTA Center) February, 2015

Figure 1-11: Reaching Potentials – RP²– Observation Scale



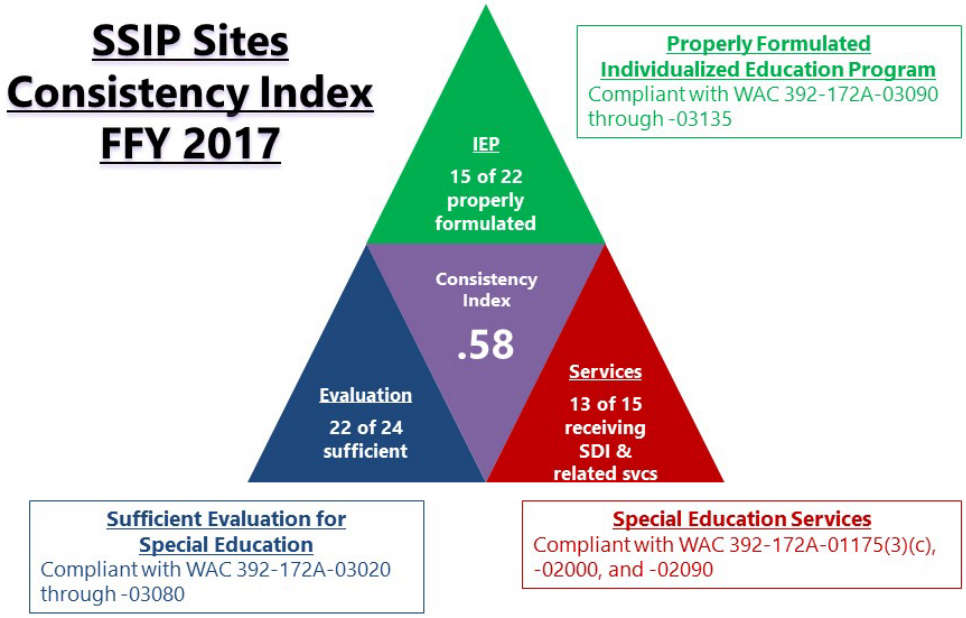
Integrated Assessments (N=3) (State, Regional, & District):

- WaKIDS Assessment: Literacy Domain – Primary Metric for Indicator B-17 [Administered Annually in October]
  This 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.
- Washington State Special Education Consistency Index designed by the SECI 16-member State Leadership Team [Individualized by Regional Transformation Zone; final SECI Scores by Cohort due March 1st]
  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[18] to ensure fidelity of the calculation of the Consistency Index scores. Baseline (Winter Quarter 2018) evaluation results aggregated statewide indicated 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). The FFY 2017 data collection measured 239 congruent student profiles from a total number of 369 student profiles. This first

[18] 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 Washington State University (WSU).

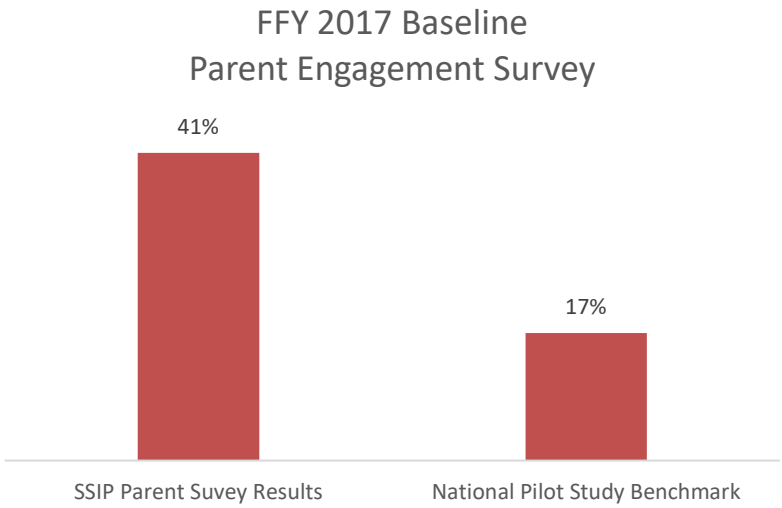
benchmarking (Winter Quarter 2018) of aggregated statewide data indicate a Consistency Index of 0.65 with a target index of 1.0. The percent of change is a 223% increase in the proportion of student profiles that are congruent. Regional certified scorers collected and reported transformation zone-specific preliminary baseline data (Figure 1-12) during FFY 2017, which continue to be under review and analysis. These data represent student profiles from preschoolers with IEPs. The Consistency Index of 0.58 represents the proportion of student profiles that were congruent (N=13) out of the total number of student profiles reviewed (N=24). Key stakeholder groups will be directly involved in the in-depth data analyses and continuous improvement dialogues. Technical assistance opportunities will include providing targeted support in the development and/or improvement of existing internal compliance controls related to the provision of special education and related services. In addition, coaching will be provided for conducting an in-depth analysis of both district- and school-level consistency index data.

Figure 1-12: Washington State Special Education Consistency Index



- Parent Survey Instrument: Schools Efforts to Partner with Parents Scale [Phase III Year Three; Annual Administration. Data Collection by March 1st; Survey Launch in Mid-April.]
  This nationally-normed evaluation instrument was administered in correlation to the Parent Engagement strand of the Theory of Action. The Parent Survey Instrument: Schools Efforts to Partner with Parents Scale (see Appendix H) was vetted[19] by the Pre-K Early Literacy State Design Team. Protocols for administration were finalized, and baseline data collections were completed during the Spring Quarter of Year Three – Phase III. Baseline results indicate that 41% of the parent respondents (see Figure 1-13) believe that schools have facilitated their involvement in their child's education. The national benchmark established by the NCSEAM Pilot Study is 17%. Stakeholders will be using these data results in the Fall Quarter 2019 to help inform next steps for professional development and/or technical assistance. Aggregated Item Analysis data will be used to help identify specific areas of strengths and weaknesses based on the final parent survey results. Preliminary data reviews need to be interpreted with caution due to the small n-sizes within each of the eight local Action Research Sites (N=212; aggregated). Data suppression will be applied by the Special Education Data Manager prior to sharing results to ensure confidentiality of the respondents.

Figure 1-13: SSIP Parent Survey Results



Factors to be considered by the key stakeholder groups include response rates (aggregate is 10.4%), the degree of representativeness of the survey respondents, and the potential of non-response bias. The potential for non-response bias will be considered through a comparison of respondent and target population characteristics including race/ethnicity and student

[19] Washington State has adopted the parent survey instrument designed by the National Center for Special Education Accountability Monitoring (NCSEAM) referred to as the NCSEAM scale, formally known as the Schools Efforts to Partner with Parents Scale (SEPPS). The scale has items with predefined response choices. The rating scale is designed to produce a single measure of the extent to which the parent believes that the school facilitates parent involvement based on the parent's responses to individual items.

disability. Preliminary data suggest the results of the survey are statistically representative of the target population with small variance noted within two of the race/ethnicity groups, and across two of the disability groups. Parents of students identified as Two or More Races are slightly under-represented, while parents of students identified as White are somewhat over-represented. Parents of students identified as Two or More Races are 13% of the sample but 9% of the respondents; parents of students identified as White are 70% of the sample but 81% of the respondents. In regards to analysis of disability groups, because of the targeted grade band for the parent survey (parents of preschoolers not yet in kindergarten), the vast majority of students qualify under the eligibility categories[20] of Developmental Disabilities or Communication Disorder. Currently, benchmark data collections are underway for all eight of the local Action Research Sites. Comparative analysis will be conducted by key stakeholder groups and used as part of the continuous improvement and quality assurance processes.

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

Review of key data related to progress in achieving the intended improvements in state infrastructure and in the EL-SiMR was conducted initially by the SSIP Co-Coordinators, 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 revised and integrated Evaluation Design and Data Collection System are put forward to the Special Education Data/Fiscal 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 ongoing data collection plan is both well-designed and well-executed continues to be 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 Section B (see Table 1-4).

Evidence of change in baseline data collections is applicable in four key measures including the (1) State Infrastructure Leadership Capacity Assessment, (2) Pre-K Early Literacy Regional and Statewide Needs Assessment data, (3) District-level Stage-Based Active Implementation Planning Self-Assessment, (4) WaKIDS literacy domain. As referenced under C.1, each of these evaluation assessments demonstrate statistically relevant increases indicating key outputs are indeed having a positive impact on the SSIP long-term outcome. Pointedly, the FFY 2017 data for the primary metric for Indicator B-17 – the WaKIDS Literacy Assessment, indicate a significant decrease (3.19%) in the early literacy performance gap between entering kindergartners with disabilities and their typically-developing peers.

Data related to the primary metric are being used to help inform next steps as it related to the Professional Development and Technical Assistance components of the SEA infrastructure. Specifically, stakeholders continue to intentionally track the consistent increase in the percent of the student population eligible for special education services that are being tested as part of the WaKIDS State Assessment. As

[20] The statistical relevance of potential variances by disability categories could not be established.

described in the Year Two-Phase III Report, 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. Changes to the WaKIDS course work began immediately and there have been steady incremental increases in the number of students with disabilities participating. **While final results for FFY 2018 are not yet available, preliminary results related to the number of students tested indicate that the number (N=4,048) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2017 was approximately 156% greater than the number (N=1,581) of kindergartners eligible for special education who participated in the WaKIDS literacy assessment in FFY 2013.** As a result of in-depth data analyses of current participation rates, cross-referencing was conducted with the current number of kindergarten teachers being certified. Supplemental qualitative information was also collected related to how WaKIDS assessments are being administered (use of non-certified paraeducators) at the local level. As results of the cross-referencing activities were shared with the State Design Team at the FFY 2018 Spring Quarter work session, a new *Problem of Practice* began to be articulated. Stakeholders expressed concern that there appears to be a correlation between the increase in the number of students with disabilities participating in the WaKIDS assessment and the use of non-certified school personnel being expected to administer key parts of the assessment components. These unresolved data anomalies will be reviewed with the OSPI Data Governance Committee and regionally-based WaKIDS trainers and consultants moving forward.

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 8, 2019 work session. Stakeholders noted the evidence of change data referenced above support the decision to continue implementation as reflected on the Cascading Evaluation Logic Model (see Figure 1-5).

C.3 Concern or Limitations Related to the Quality or Quantity of Data and Implications for Assessing Progress/Results

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 State 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 above in C.2.

C.4 Plans for Improving Data Quality and/or Quantity

Action steps have already taken place that have contributed to the increase in baseline data now available for five key measures including the (1) Washington State Coaching with Fidelity Self-Assessment Tool, (2) DEC Recommended Practices: Interaction Domain – Teacher Fidelity Checklist, (3) Reaching Potentials through Recommended Practices Observation Scale – Classroom, (4) Washington State Special Education Consistency Indices, and (5) Parent Survey Instrument: Schools Efforts to Partner with Parents Scale. These baseline data points will continue to be analyzed by both internal agency representatives and external key stakeholder groups during FFY 2018. Ongoing evaluation activities designed to sustain data quality and data quantity are described under Section E. Conclusions and Plans for Next Year (see Table 1-7).

D. Progress toward Achieving Intended Improvements

D.1. Outcomes Related to Short-term and Long-term Objectives

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

Table 1-6: Primary Outcomes Related to Objectives

Short-Term Objectives & Cross-referenced Outputs	Intermediate Outcomes	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.	Reduction in early literacy performance gap between Kindergartners with disabilities and typically developing peers.
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	Consistent implementation of teaming, use of progress monitoring data, and communication loops. Consistent implementation of EBPs with high fidelity.	Reduction in early literacy performance gap between Kindergartners with disabilities and typically developing peers.
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.	

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.	Reduction in early literacy performance gap between Kindergartners with disabilities and typically developing peers & Increase and sustain Early Literacy skills through 3rd grade.

D. 2. 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.

E. Conclusion

E. 1. Additional Activities to Be Implemented and Outputs to Be Accomplished

After laying the groundwork for strengthening state and regional infrastructure capacity during Year One and shifting the focus of the work to the local level for Year Two – Phase III, the established momentum continued in Year Three. Implementation of evidence-based early literacy instructional practices scaled up in district-specific Action Research Sites located in the three regional transformation zones, including use of the ECTA Center *Interaction Training Module* as part of the Professional Learning strand. As Year Four – Phase III approaches full-scale implementation of the Consistency Index, vigilance across all output areas will be maintained, as new cross-agency members join the leadership team; districts and buildings scale-up EBPs and further increase collaborative interactions and planning; familiarity with coaching strategies and fidelity tools expands; and newly-vetted guidance and resources are disseminated.

Strand-specific activities planned for Year Four – Phase III are identified in the Strategic Plan and include quarterly timelines. Table 1-7 outlines the planned activities and cross-references the associated outputs to be accomplished in Year Four – Phase III. Continued focus on collaboration between providers in a variety of early learning environments, paired with the DEC Recommended Practices in the *Leadership* and *Instruction* training materials produced by the ECTA Center, will build on connections established 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. Regional early childhood leaders will also continue to explore potential cross-walks between *GOLD*™ by Teaching Strategies® [literacy-specific objectives] and dimensions. Efforts to build on these interactive efforts will also continue as the Pre-K Early Literacy State Design Team explores expanded trainings to include K-2nd Grade educators, as well as community-based child care practitioners, as referenced in Section B.2.

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

Planned Activities (Year Four – Phase III)	Outputs	Performance Period
Establish working relationship between Special Education and Early Achievers personnel at the state level. Explore potential strategies for involvement of early childhood special education educators in the Early Achievers personnel system.	1.0 Assessment of SEA leadership capacity. (to incorporate new leadership members)	Summer of 2018.
Explore networking opportunities to collaborate on special education-specific teacher preparation higher education systems and their respective requirements and coursework content with a focus on research-validated early literacy innovations/interventions.		Summer of 2018.
Policy Shift – a) Focus on compliance elements most closely associated with improved student outcomes and b) integration of compliance, fiscal and student performance in the statewide monitoring framework.	2.0 Identification of research-based elements most closely associated with successful implementation of evidence-based innovations/ interventions.	Summer 2015 through Spring 2019.
Create and disseminate Technical Assistance Organization Chart to inform individuals at all levels of the educational system (i.e., classroom, school, district, and region) of multiple access points.		Fall 2018.
Expand the Special Education Support Center website to include companion technical assistance resources specifically designed for teacher access with FAQs, model practice-to-policy/policy-to-practice communication loops, and accessible interfaces.		Spring 2019.
Develop and disseminate early childhood literacy training modules aligned with the format of current numeracy modules under development.		Fall 2018 through Winter 2019.
Increase in district and school capacity to implement evidence-based practices with fidelity.	3.0 Repurposed PLCs at district and school levels.	Winter 2019 through Summer 2019.

Development and implementation of strand-specific action plans to enhance and sustain both efficient and effective systems that support regional, district, and school implementation of evidence-based practices.		Winter 2016 through Summer 2018.
Access to and implementation of OSEP-vetted curriculum by district and school leadership personnel.		Summer 2017 through Spring 2019.
Explore strategies for school and classroom access to new Birth-to-Six Assessment tool for use in Pre-K special education settings.		Spring 2017 through Winter 2019.
Explore strategies to increase local partnerships with systems that have formal parent involvement structures in place (i.e., ECEAP & Head Start have Parent Policy Councils, Family Support Coordinators, and routine Parent Meetings).		Fall 2018 through Spring 2019.
Identify and cross-train program specialists (at both district and regional levels) to serve as coaches for district level selection and implementation of literacy-specific evidence-based innovations with a focus on use of data and implementation fidelity.	4.0 Identification of specific coaching framework.	Winter 2018 through Fall 2019.
Explore applicability of observation-based training in literacy and language to ensure interrater reliability, fidelity and standardization.		Winter 2019 through Summer 2019.
Adoption of DEC training module(s) disseminated through e-Learning for Educators State Needs Project and existing regional professional development systems.	5.0 Fidelity assessment strategies/tools disseminated.	Winter 2016 through Spring 2018.
Develop and/or adopt Menu of Progress Monitoring and companion Data Collection Tools aligned with DEC training modules.		Fall 2018.
Establish developmentally-appropriate access to Washington State Learning Standards through use of data and narrative(s) in present levels of academic and functional performance (PLAAFP) within Individualized Education Programs.	6.0 Full scale implementation of Consistency Index.	Fall 2017 through Spring 2019.
Design, development, and/or adoption of school-based pre-referral systems designed to track and report the impact of identified innovations/ interventions.		Fall 2018 through Spring 2019.
Identify DEC-specific training modules for integration into the Online Course Catalog. Submit Division for Early Childhood training modules for both the Family and Interactions domains for integration into the Online Course Catalog.		Summer 2017 through Winter 2018.

Leverage/access to OSSI special education coaches; certify coaches in use of the Special Education Consistency Index to intentionally target technical assistance supports for improving individualized and specially designed instruction (SDI) as a means of increasing student achievement. Provide access to and orientation for Pre-K early literacy coaching framework – Coaching with Powerful Interactions: A Guide for Partnering With Early Childhood Teachers.		Fall 2016 through Spring 2019.
Explore applicability of Special Education Consistency Index across six remaining regions.		Fall 2018 through Spring 2019.
Build capacity for district access to Division for Early Childhood training modules for both the Family and Interactions domains curriculum through multi-layered communication strategy (e.g., webinars for ESDs/district leaders, and distribution through WEA website).	7.0 Dissemination of DEC Recommended Practices Family Domain.	Summer 2017 through Spring 2019.

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

All of the planned evaluation activities are clearly delineated in the Evaluation Design and Data Collection System (see Appendix I). Table 1-8 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.

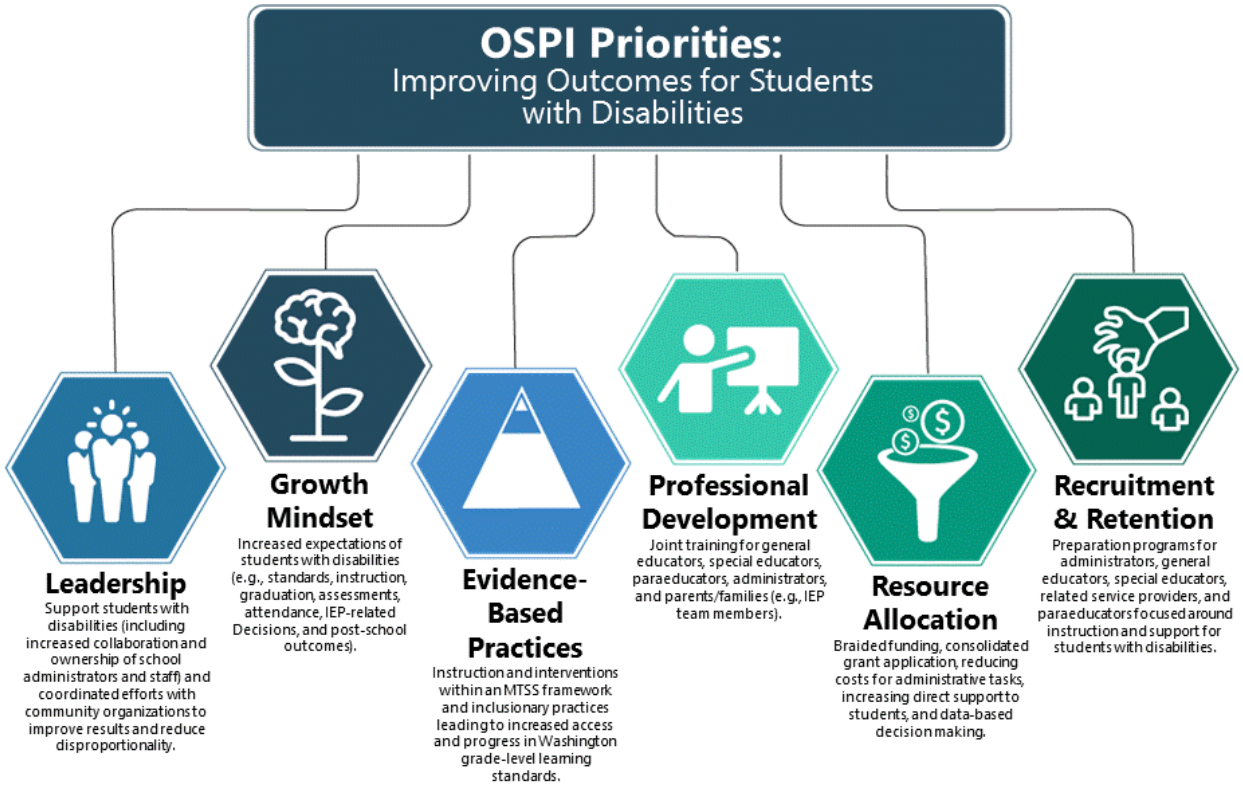
Table 1-8: Evaluation Activities for Year Three – Phase III

Planned Data Collections	Measures	Outcomes
Document Review: Project Management Chart	Self-Assessment Rubric	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* *Child-Child 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.
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.

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 in 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 1-14) 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 1-14: OSPI Special Education Division Priority Areas for Improved Outcomes



E 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, American Institutes for Research (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: Washington State Coaching with Fidelity Self-Assessment Tool

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: DEC Recommended Practices: Interactions Domain—Adult Child Interactions

Appendix G: Pre-K Early Literacy Action Research Project Classroom Observation

Appendix H: Parent Survey

Appendix I: Evaluation Design and Data Collection System

Appendix A: Pre-K Early Literacy Action Research Project Coaching with Fidelity Self-Assessment

Region: Choose an item. Coach: _____ Date of Self-Assessment: _____
Performance Period: ☐ Fall Qtr. (October-December) ☐ Winter Qtr. (January–March) ☐ Spring Qtr. (April-June) ☐ Summer Qtr. (July-September)
Self-identified Mentor(s): _____

Purpose and Definition

Purpose of the Coaching with Fidelity Self-Assessment: The purpose of the self-assessment is twofold. First, the self-assessment gives the instructional/systems coach an opportunity to (a) reflect on his or her literacy-focused/systems coaching practices, (b) continuously develop skills, and (c) receive ongoing support from a self-identified mentor(s). Second, the self-assessment data will be used to explore the impact of coaching on teacher/district or school leadership team(s) implementation of the identified evidence-based practice(s) and consequently, increased learner outcomes.

Washington State Action Research Coaching Definition: Coaching is a sustained collaborative partnership that helps teachers and school implementation teams identify and use effective teaching practices that bring about positive child outcomes. Practice change occurs through a data-guided cycle of observation, feedback, and modeling. We are committed to sustainable change and building the program's own capacity for growth, so we recognize the importance of partnering with the entire system in which the teacher works. Our classroom coaching work is complemented and enhanced by simultaneous systems-level technical assistance, training, and coaching for P-3 leaders and District/School Leadership Teams.

Directions for Use

1. Self-identify one or more mentors to consult with during the self-assessment process. The selection and use of a mentor will lend objectivity to the self-assessment process. For questions or assistance with identification of a mentor, contact the State Systemic Improvement Plan (SSIP) Co-Coordinators.

2. Ensure that the coach and mentor(s) are familiar with Effective Coaching: Improving Teacher Practice and Outcomes for All Learners, Implementation Guide for Effective Teacher Coaching, and Effective Coaching of Teachers: Fidelity Tool Rubric *developed by WestEd and the National Center for Systemic Improvement.*

3. Select a specific performance period for the self-assessment. Performance period options (see above) are aligned with the quarterly implementation and evaluation cycles identified in the strategic, four-year SSIP and overall State Performance Plan (SPP). Reflect in aggregate on one or more coaching sessions that took place during the selected performance period. Coaching sessions include pre-observation consultation, interactive teaming/classroom observation, and debrief conference.

4. Review the tool in its entirety with the mentor prior to completing it. Conduct the self-assessment of the coaching experiences conducted during the identified performance period. The self-assessment rating scale for each of the four coaching practices includes selection of the frequency in which the practice was implemented during the performance period. Rating selections are (1) Never; (2) Rarely; (3) Occasionally; (4) Most of the time; and (5) Always. Be sure and complete each of the three tables. Consult with the mentor, as needed, throughout this process.

5. Individual self-assessment results will not be shared outside of the SSIP or SPP leadership team comprised of the SSIP/SPP Co-Coordinators. Aggregated data will be shared with the Pre-K Early Literacy State Design Team as part of the SSIP evaluation process. Aggregated data will also be included in the evaluation report submitted annually to the federal Office of Special Education Programs, and public relation communications

Adapted from *Effective Coaching of Teachers: Fidelity Tool Worksheet*

Region: Choose an item. Coach: _____ Date of Self-Assessment: _____
Performance Period: ☐ Fall Qtr. (October-December) ☐ Winter Qtr. (January–March) ☐ Spring Qtr. (April-June) ☐ Summer Qtr. (July-September)
Self-identified Mentor(s): _____

identified in the SSIP Communication Plan. This will ensure that leaders and stakeholders across all levels of the system can communicate the goals of coaching, the components of effective coaching practices, and ensure that resources, policies, and cultural norms are aligned to support ongoing practice-based coaching.

Appendix A: Pre-K Early Literacy Action Research Project Coaching with Fidelity Self-Assessment

Region: Choose an item. Coach: _____ Date of Self-Assessment: _____
Performance Period: ☐ Fall Qtr. (October-December) ☐ Winter Qtr. (January–March) ☐ Spring Qtr. (April-June) ☐ Summer Qtr. (July-September)
Self-identified Mentor(s): _____

Before Completing Core Self-Assessment

Number of Coaching Sessions During Performance Period: Click or tap here to enter text.

Number of Teachers/Leaders Coached: Click or tap here to enter text.

Frequency/Intervals of Coaching Sessions: Click or tap here to enter text.

Average Length of Coaching Session Sub-Components:
Pre-Observation Consultations _____ Interactive Teaming/Classroom Observations _____ Debriefing Conferences _____

Location of Action Research Site(s) and/or Implementation Pilot Site(s) Coached: Click or tap here to enter text.

Description of Coaching Sessions *(What activities/strategies occurred [check all that apply]?)*

Activities/Strategies for Pre-Observation Consultation:	Activities/Strategies for Interactive Teaming/Classroom Observation:		Activities/Strategies for Debriefing Conference:
☐ Assist School Implementation Team	☐ Modeled	☐	Problem-Solving Discussion
☐ Product Development & Review	☐ Collected Data	☐	Reflective Conversation
☐ Assist with locating resources	☐ Verbal Support	☐	Role Play
☐ Assist with Professional Development Coaching	☐ Side by Side Gestural Support	☐	Data Feedback
☐ Support data coordinator	☐ Reflective Conversation	☐	Goal Setting/Action Planning
☐ Support leadership team in using data	☐ Helped with Environmental Arrangements	☐	Performance Feedback
☐ Other: Click or tap here to enter text.	☐ Conducted Child Observation	☐	Material Provision
	☐ Conducted Teacher Observation	☐	Other: Click or tap here to enter text.
	☐ Constructive Problem-Solving		

Appendix A: Pre-K Early Literacy Action Research Project Coaching with Fidelity Self-Assessment

Region: Choose an item. Coach: _____ Date of Self-Assessment: _____
Performance Period: ☐ Fall Qtr. (October-December) ☐ Winter Qtr. (January–March) ☐ Spring Qtr. (April-June) ☐ Summer Qtr. (July-September)
Self-identified Mentor(s): _____

☐ Other: Click or tap here to enter text.

Goal(s) of Coaching Sessions *(What did you hope to achieve with the teacher(s)/leader(s) as a result of the coaching session(s)? If applicable, what data was gathered and/or analyzed as a part of the coaching sessions?)*

Click or tap here to enter text.

Core Self-Assessment *(To Be Completed by Coach in Consultation with Self-identified Mentor)*

Adherence to Essential Coaching Practice	Yes/No/Not Applicable	Quality of Coaching Practice	Duration or Frequency of Coaching Practice	Responsiveness of Coach to Teacher/Leader
Observation: Watching the teacher in the classroom environment use a specific program, intervention, or practice and/or watching an interactive teaming/leadership session.	☐ Yes ☐ No	The coach was consistently positioned to observe both teacher practice and student performance or all participants in an interactive team setting.	The coach's observation of the teacher/leader(s) consistently occurred with sufficient duration and/or frequency to allow the coach to understand teacher/leader practice.	The coach consistently observed the teacher/leader during the designated time or during the time the teacher/leader requested.
		Choose an item.	Choose an item.	Choose an item.
Modeling (also referred to as demonstration): Showing the teacher/leader how to use a specific program, intervention, or practice when the teacher/leader is unfamiliar with the practice or uses the practice incorrectly.	☐ Yes ☐ No ☐ Not applicable (NA): modeling was not needed	Modeling of accurate use of evidence-based practice was consistently correct. (The coach demonstrated what the practice "looks like" and how implementation of the practice impacts the performance of the learner.)	Modeling was consistently of sufficient duration and frequency to help the teacher/leader correctly use the practice.	Modeling was clearly linked to the needs of the teacher/leader. (Coach was aware of teacher's need for modeling and provided a model that met the teacher's need.)
		Choose an item.	Choose an item.	Choose an item.

Adherence to Essential Coaching Practice	Check all that apply to the coaching sessions during the performance period	Quality of Coaching Practice	Duration or Frequency of Coaching Practice	Responsiveness of Coach to Teacher/Leader
Performance Feedback: Presenting formal or informal data about the teacher's/leader's use of a specific program, intervention, or practice.	Check all that apply to the coaching sessions during the performance period. ☐ Specific ☐ Positive ☐ Corrective (if warranted) ☐ Corrective was not warranted ☐ Timely (1 to 2 days' time) Delivery Mechanisms: ☐ Verbal and/or written (e.g., anecdotal note, graphical ☐ During pre-observation consultation, debrief conference, and/or in the moment of teaching (e.g., using bug-in-ear technology, a brief note)	Feedback was consistently based on the teacher's/leader's use of a specific practice (e.g., an EBP, a classroom management practice).	Performance feedback was consistently more positive than corrective, and any corrective feedback was consistently offered (if needed).	Performance feedback was consistently linked to the needs of the teacher/leader.
		Choose an item.	Choose an item.	Choose an item.

Adherence to Essential Coaching Practice	Check all that apply to the coaching sessions during the performance period	Quality of Coaching Practice	Duration or Frequency of Coaching Practice	Responsiveness of Coach to Teacher/Leader
Alliance-Building Strategies: Using specific strategies that relate to factors of alliance to build a positive relationship in a teacher/leader–coach dyad. Factors of alliance include effective interpersonal skills, collaboration, and expertise.	Check all that apply to the coaching sessions during the performance period. ☐ Restating and summarizing information conveyed by the teacher/leader ☐ Asking open-ended questions ☐ Affirming difficulty of change ☐ Using non-evaluative language ☐ Referring to past accomplishments ☐ Identifying and working toward the teacher's/leader's goals and needs ☐ Conveying expertise in teaching/systems infrastructure and a deep content knowledge ☐ Explaining complex concept succinctly	Positive alliance consistently existed between the teacher/leader and coach.	The coach's use of alliance strategies consistently occurred with sufficient duration and/or frequency.	The coach's use of alliance strategies consistently linked to the needs of the teacher/leader.
		Choose an item.	Choose an item.	Choose an item.

Use this section to calculate Fidelity of Coaching Practices if the Classroom Observation included Modeling or if Modeling was needed, but did not occur.	Points Possible for Quality of Coaching Practice Column: 20 Points Earned: _____ Points Possible for Duration or Frequency of Coaching Practice Column: 20 Points Earned: _____ Points Possible for Responsiveness of Coach to Teacher/Leader Column: 20 Points Earned: _____ **Total Points Possible from all columns: 60 Total Points Earned from all columns: _____** **Percentage of Fidelity of Coaching Practices:** **_____/ 60 × 100 = _____% Fidelity of Coaching Practices**
Comments/Notes: Click or tap here to enter text.	
Use this section to calculate Fidelity of Coaching Practices if Modeling was not needed (not applicable) as part of the Classroom Observation.	Points Possible for Quality of Coaching Practice Column: 15 Points Earned: _____ Points Possible for Duration or Frequency of Coaching Practice Column: 15 Points Earned: _____ Points Possible for Responsiveness of Coach to Teacher/Leader Column: 15 Points Earned: _____ **Total Points Possible from all columns: 45 Total Points Earned from all columns: _____** **Percentage of Fidelity of Coaching Practices:** **_____/ 45 × 100 = _____% Fidelity of Coaching Practices**
Comments/Notes: Click or tap here to enter text.	

After Core Self-Assessment *(To Be Completed by Coach in Consultation with Self-identified Mentor)*

Questions or Comments From Coach *(What are your reactions to the self-assessment results?)* Click or tap here to enter text.
Reflection *(What did you learn about coaching through completing this self-assessment?)* Click or tap here to enter text.
Next Steps *(How will you use this information for future coaching?)* Click or tap here to enter text.
Comments/Notes: Click or tap here to enter text.

Submission:
Submit the completed Coaching Fidelity Self-Assessment electronically to Sandy Grummick, SPP/SSIP Data Manager at sandy.grummick@k12.wa.us on or before the designated due date(s).

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

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

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

Implementation Team(s):

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

Comments/Additional Information:

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

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

Use of Data and Feedback Loops:

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

Comments/Additional Information:

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

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

Implementation Infrastructure Development:

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

Comments/Additional Information:

Participating Team Members:

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

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

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

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

☐ Other process. Please explain: _____

Anchor Source Document: An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems
Office of Planning Research, and Evaluation with the Administration for Children & Families
U.S. Department of Health and Human Services
Research Brief #2015-48 - May 2015

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

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

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

Implementation Team(s):

Content	Not Yet Started, Not Confirmed	Started, But No Substantive Progress	Substantive Progress, But More Work Needed	Fully Implemented, Fully Confirmed	Don't Know
1. **The core implementation team knows and applies the district-selected Pre-K early literacy evidence-based practice(s).**					
2. **The core implementation team knows and demonstrates the ability to apply:** • **the implementation infrastructure;** • **continuous improvement cycles; and** • **systems changes.**					
3. **The core implementation team has developed active processes to gather practice-level information (e.g., barriers to implementation) from practitioners and supervisors implementing the new way of work and feed the information up the system to leadership.**					
4. **The core implementation team has developed active processes to ensure that leadership decisions are fed back down the system to those carrying out the new way of work.**					
5. **The core implementation team has scheduled routine work sessions weekly or at least three times a month at a minimum.**					
6. **The core implementation meets weekly (or on an established, routine basis) with school and/or district leadership.**					

Comments/Additional Information:

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

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

Use of Data and Feedback Loops:

Content	Not Yet Started, Not Confirmed	Started, But No Substantive Progress	Substantive Progress, But More Work Needed	Fully Implemented, Fully Confirmed	Don't Know
1. **The linked communication protocols developed during exploration are in place and happening as planned, including effective engagement of school/district leadership.**					
2. **Core implementation team competencies can be/are maintained in the event that a team member or structure change happens.**					
3. **Identified changes are made prior to initiation of the new ways of work including:** 4. **school/district-specific changes to the Pre-K early literacy evidence-based practice(s);** 5. **changes to implementation supports (e.g., training, coaching, leadership strategies) that may be necessary; and** 6. **changes to data collection processes, if needed.**					
7. **The implementation infrastructure planned for during the exploration stage has been developed and installed during this current stage of implementation including:** 8. **General capacities are in place; and** 9. **Innovation-specific capacities are in place.**					
10. **The implementation infrastructure that has been installed is robust enough to move into initial implementation of the Pre-K early literacy evidence-based practice(s).**					

Comments/Additional Information:

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

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

Implementation Infrastructure Development:

Content	Not Yet Started, Not Confirmed	Started, But No Substantive Progress	Substantive Progress, But More Work Needed	Fully Implemented, Fully Confirmed	Don't Know
1. **Improvements have been made to the implementation infrastructure in preparation for the new way of work (teaming, use of data, and reciprocal communication loops - policy-to-practice; practice-to-policy).**					
2. **Readiness planning efforts/activities for practitioners have resulted in an increased openness to the Pre-K early literacy evidence-based practice(s).**					
3. **The first cohort of staff have been selected.**					
4. **Initial training for exploration and implementation of the Pre-K early literacy evidence-based practice(s) has occurred.**					
5. **Coaching plans have been developed to support practitioners in the new way of work (teaming, use of data, and reciprocal communication loops - policy-to-practice; practice-to-policy).**					
6. **School leadership has expressed and demonstrated their commitment to the new way of work (teaming, use of data, and reciprocal communication loops - policy-to-practice; practice-to-policy).**					
7. **Written agreements with community partners have been established, as applicable.**					
8. **Data systems have been assessed and determined to be ready or modifications have been identified.**					
9. **Policies, procedures, and/or practices have been revised or developed to support the new way of work new way of work (teaming, use of data, and reciprocal communication loops - policy-to-practice; practice-to-policy).**					
10. **Systems partners initially identified during the Exploration Stage, have been actively engaged.**					

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

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

Comments/Additional Information:

Participating Team Members:

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

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

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

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

☐ Other process. Please explain: _____

Anchor Source Document: An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems
Office of Planning Research, and Evaluation with the Administration for Children & Families
U.S. Department of Health and Human Services
Research Brief #2015-48 - May 2015

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

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

Date Completed: Click here to enter a date.

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

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

   Click here to enter text.

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

    Click here to enter text.

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

    Click here to enter text.

Comments/Additional Information:

Appendix E: State Infrastructure Leadership Capacity Assessment

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

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

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

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

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

ECTACenter

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

Motivation and Guidance in Leadership:

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

Please indicate the extent to which the SEA leadership demonstrates these practice characteristics:	Seldom or Never (0-25%)	Some of the Time (25-50%)	Often (50-	Most of the Time (75-100%)	Notes
1. Communicate statutes, policies, codes of ethics, and procedures to assist others in understanding the reasons behind decisions and					
2. Create an organizational environment in which all staff members are treated with respect and trust.					
3. Model and promote participatory decision making to ensure staff investment in work plans					
4. Provide clear information about the purpose and expectations of assigned tasks or responsibilities					
5. Establish clear and open feedback loops for assigned work					
6. Commit to and provide resources for staff to engage in learning opportunities					
7. Understand and establish professional boundaries; yet promote an open and caring workplace where people want to come each day					
8. Ensure that staff members take individual responsibility and honor the responsibilities of others for getting work done in a competent and timely way					

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

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

Vision and Direction in Leadership:

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

Please indicate the extent to which the SEA leadership demonstrates these practice characteristics:	Seldom or Never (0-25%)	Some of the Time (25-50%)	Often (50-	Most of the Time (75-100%)	Notes
1. Create/revise and/or convey a vision and mission for the program derived from stakeholders who use or are invested in the system					
2. Develop priorities and strategic plans consistent with the vision and mission					
3. Create an organizational culture that values transparency and collaborative decision making					
4. Continue to learn and stay abreast of knowledge and research pertinent to work and share this information with other colleagues					
5. Use data-informed decision making to work toward improving					
6. Advocate for and secure the fiscal and human resources needed to provide quality services and supports					
7. Understand and communicate how your program/agency fits into the larger service system					
8. Advocate for and promote the importance of early intervention and early childhood services and supports for all children and families					

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

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Appendix F: DEC Recommended Practices: Interactions Domain—Adult-Child Interactions

DEC Recommended Practices Topic Area: **INTERACTION** Checklist 1 of 4 *See **DEC RPs**: INT 1, 2, 3, 4, 5*

Adult-Child Interaction Checklist

This checklist includes practices that can be used to engage a child in adult-child interactive episodes to promote and support child competence.The main focus of the practice is responding promptly and positively (contingently) to a child's behavior to elicit or maintain child interactions with an adult during everyday activities and play. Adult contingent responsiveness is characterized by sensitive, prompt, positive, and an appropriate amount of adult responses to maintain and not interrupt child interactions.

The checklist indicators can be used by a practitioner to develop a plan to use the practice with a child or to promote a parent's or other family members' use of the practice. The checklist rating scale can be used to do a self-evaluation to determine if the different practice characteristics were used by a practitioner with a child or as part of promoting a parent's use of the practices.

Practitioner: _____ Child: _____ Date: _____

Please indicate which practice characteristics you were able to use as part of interactions with a child:	**Seldom or Never** (0-25%)	**Some of the Time** (25-50%)	**As Often As I Can** (50-75%)	**Most of the Time** (75-100%)	**Notes**
1. Observe the child's participation in everyday activities and social play	☐	☐	☐	☐	
2. Identify the focus of the child's attention or engagement in the activities(e.g., child interests)	☐	☐	☐	☐	
3. Follow the child's lead and interests or preferences	☐	☐	☐	☐	
4. Interpret the child's behavior and responses as an intent to interact or communicate with you	☐	☐	☐	☐	
5. Respond promptly and positively (contingently) to the child's behavior in a way that maintains a child's interactions	☐	☐	☐	☐	
6. Enter into the child's play or interactions to encourage your-turn-my-turn play and joint-attention interactions	☐	☐	☐	☐	
7. Encourage the child to try new things (behavior elaborations) through modeling, expansions, or other types of guided supports	☐	☐	☐	☐	

The DEC Recommended Practices are available at http://www.dec-sped.org/recommendedpractices
Access this checklist and other ECTA Center products at http://www.ectacenter.org/decrp/
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Appendix G: Pre-K Early Literacy Action Research Project Classroom Observation

Procedure for Scoring Recommended Practice Items via OBSERVATION

It is recommended that observers devote the *equivalent* of a full day observation to each classroom of interest, understanding that a full day for some classrooms could be a ½ day. The RP²-OS is designed to measure the delivery of RP (Recommended Practices) to children who might need specialized instructional strategies and supports to promote their engagement in learning. Thus, the focus of observation should be on all the adults who are providing intervention as the lead teacher is responsible for ensuring that RPs are used to support individual children in the classroom. As you observe make notes in the comment section about specific adults and specific instances of practices used and/or opportunities missed in order to have a good set of reminders at the end of observation. Only at the end of the day complete the ratings.

Procedure for Scoring Recommended Practice Items via INTERVIEW

The Recommended Practice items identified as "***Interview"*** below are difficult if not impossible to observe directly. Therefore, for each of these items we recommend that the coach conduct an interview with the lead teacher in target classrooms. Interviewers should feel free to use as many questions and requests for clarification as needed to feel comfortable in rating each item. To help focus the interview we suggest that the interviewer and interviewee agree on a specific child and/or family of concern when addressing specific questions. So, for example, the interviewer might ask, "Can you tell me about your contact with Billy's family in the process of completing the IEP?" Or, "Let's talk about Hector for a moment, how is it that you chose the particular assistive device?" For these items you may also want to ask for a permanent product that supports the interviewee's comments.

Using the Ratings

Ratings should represent the modal or most typical set of events you saw for a particular item. It will not be unusual to see practitioners implementing with varying degrees of precision across the day. When that happens, pick the rating that would best represent what you saw most often. Below are some general guidelines for rating categories. You will notice that the vast majority of practices have multiple indicators. The scoring rubric reflects these multiple indicators and you will have only one score for a practice.

5. ***All Indicators Seen or Reported Across All Relevant Routines and Environments***: This rating is reserved for observations where practitioners implemented the practice precisely on each and every occasion and they utilized the practice across all activities and routines.
4. **Two or Three Indicators Seen or Reported Across Most But Not All Routines**
3. ***One or Two Indicators Seen or Reported Sporadically:*** This rating represents situations where there was variability in the quality of use across opportunities or the practitioners simply missed numerous opportunities to use the practice.
2. **One Indicator Seen or Reported but Many Opportunities Missed**
1. ***No Indicators Seen or Reported:*** This rating is reserved for situations where you see no or poor implementation of the practice or the practice is underutilized across available opportunities.

Pre-K Early Literacy Action Research Project
Classroom Observation

Region: Choose an item. Observer: _____ Date of Observation: _____
Performance Period: ☐ Fall Qtr. (October-December) ☐ Winter Qtr. (January–March)
☐ Spring Qtr. (April-June) ☐ Summer Qtr. (July-September)

INTERACTION PRACTICES	
Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions. (INT1) • Practitioners use appropriate language to identify, label and respond to a range of child's emotions. • Practitioners encourage children to identify and label emotions in self and others. • Practitioner responds contingently to child's expression of emotions by labelling emotion and providing supportive responses	Choose an item.
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, and/or other types of guided support. (INT2) • Practitioners use strategies to promote children's initiations and sustained social interactions when appropriate. • Practitioners establish embedded, routine specific, peer social interaction opportunities across the day to promote children's social interactions. • Practitioners join children's social interactions to extend and sustain play interactions with peers.	Choose an item.
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. (INT3) • Practitioners actively observe children's play and interactions to identify opportunities to promote children's cognitive development. • Practitioners respond intentionally to children's exploration, play and social interactions. • Practitioners join in children's activities and expand on the child's focus, actions, and intent.	Choose an item.

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. (INT4) Practitioners actively observe children's play and interactions to identify naturalistic teaching opportunities. Practitioners respond intentionally to children's exploration, play and social interactions. Practitioners join in children's activities and expand on the child's focus, actions, and intent.	Choose an item.
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. (INT5) Practitioners actively observe children to identify problem solving opportunities. Practitioners scaffold their support of problem solving strategies to individual child's level of autonomy and self-regulation. Practitioners create learning opportunities for children to engage in problem solving.	Choose an item.
Comments: Click or tap here to enter text.	

Appendix H: Parent Survey

PARENT SURVEY
SPECIAL EDUCATION

SUPERINTENDENT
OF PUBLIC INSTRUCTION

This survey is for parents of students receiving Special Education services through the Washington State Department of Education. Your responses will help guide efforts to improve services and results for children and families.

You may skip any item that does not apply to you or your child

For each statement below, please select one of the following response choices:

Marking Instructions

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ✓ ✗ ◒ ◔

SCHOOLS' EFFORTS TO PARTNER WITH PARENTS

		Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
A.	I am considered an equal partner with teachers and other professionals in planning my child's program.	○	○	○	○	○	○
B.	I was offered special assistance so that I could participate in the Individualized Educational Program (IEP) meeting.	○	○	○	○	○	○
C.	IEP meetings are scheduled at a time and place that are convenient for me.	○	○	○	○	○	○
D.	At the IEP meeting, we discussed how my child would participate in statewide assessments.	○	○	○	○	○	○
E.	At the IEP meeting, we discussed accommodations and modifications that my child would need.	○	○	○	○	○	○
F.	All of my concerns and recommendations were documented on the IEP meeting notes.	○	○	○	○	○	○
G.	Written justification was given for the extent that my child would not receive services in the regular classroom.	○	○	○	○	○	○
H.	I was given information about organizations that offer support for parents of students with disabilities.	○	○	○	○	○	○
I.	I have been asked for my opinion about how well special education services are meeting my child's needs.	○	○	○	○	○	○
J.	My child's evaluation report is written in terms I understand.	○	○	○	○	○	○
K.	Written information I receive is written in an understandable way.	○	○	○	○	○	○
L.	Teachers are available to speak with me.	○	○	○	○	○	○
M.	Teachers treat me as a team member.	○	○	○	○	○	○

{RespID}

Please continue on the other side

SCHOOLS' EFFORTS TO PARTNER WITH PARENTS Continued

		Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
	Teachers and administrators:						
N.	- seek out parent input.	O	O	O	O	O	O
O.	- show sensitivity to the needs of students with disabilities and their families.	O	O	O	O	O	O
P.	- encourage me to participate in the decision-making process.	O	O	O	O	O	O
Q.	- respect my cultural heritage.	O	O	O	O	O	O
R.	- ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	O	O	O	O	O	O
	The School:						
S.	- has a person on staff who is available to answer parents' questions.	O	O	O	O	O	O
T.	- communicates regularly with me regarding my child's progress on IEP goals.	O	O	O	O	O	O
U.	- gives me choices with regard to services that address my child's needs.	O	O	O	O	O	O
V.	- offers parents training about special education issues.	O	O	O	O	O	O
W.	- offers parents a variety of ways to communicate with teachers.	O	O	O	O	O	O
X.	- gives parents the help they may need to play an active role in their child's education.	O	O	O	O	O	O
Y.	- provides information on agencies that can assist my child in the transition from school.	O	O	O	O	O	O
Z.	- explains what options parents have if they disagree with a decision of the school.	O	O	O	O	O	O

Child's Age when First Referred to Early Intervention or Special Education:

Under 1 O

OR Child's age in Years When First Referred ☐☐

Thank you for your participation!

Please return your survey in the enclosed postage-paid envelope.

Appendix I: Evaluation Design and Data Collection System

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

Evaluation Design and Data Collection System

Proposed Revisions for Phase III: Year Three
State Design Team Meeting January 25, 2019-proposed
State Design Team Meeting March 8, 2019-approved

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

Component One: State Infrastructure Development					
Strategies: • Details of the expected outcomes, developmental steps/tasks, and evidence of improvement for the three sections of Component One are described under Component One of the Phase II Strategic Plan. Primary strategies include: o Improvements to State Infrastructure; o Alignment/Leverage with Current Initiatives; and o Involvement of State Education Agency (SEA) Departments and Other State Agencies					
State, Regional, or Local Level	**Formative, Short-, Intermediate-, or Long-term**	**Evaluation Question**	**Data Collection Plan**	**Data Analysis Methods**	**Timing**
State	Formative	1. To what extent has OSPI completed the Component One strategies in (1) systems and targeted improvements, (2) alignment with current state initiatives, and (3) collaboration	Semi-Annual Self-Assess with annual review from EL-SiMR Design Team (check boxes) (was there	Rubric scores, measured progress towards completion of activities/ strategies	Annual, April Phase III Annual Report

		with SEA Department and other state agencies, according to the timeline set forth in the Phase II Strategic Plan?	progress? Were there barriers?)		
State	Short-Intermediate	2. How has the implementation of the Component One strategies affected the Action Research Team's assessment of • Collaboration in leadership, • Motivation and guidance, • And vision and direction?	DEC Recommended Practices Checklists to be completed by the Action Research Team	Yearly comparison from baseline, and year to year	Baseline completed in Winter 2016 Annually each winter through 2019
State	Long	3. ***EL-SiMR:*** Has the early literacy achievement gap been reduced between kindergartners with disabilities and typically developing peers?	WaKIDS Assessment	Baseline and targets See Action Research Design in Executive Summary	Annually each October
State	Long	4. ***Theory of Action:*** Have students with disabilities increased and sustained early literacy skills through third grade? If so, to what extent?	3rd Grade ELA Assessment	Status Cohort C Student Group 1 2018-19 compared to WaKIDS Assess in 2015-16 (see Action Research Design)	Annual

Component Two: Support for Implementation of Evidence-based Practices

Intensive Technical Assistance – Implementation Science Strand

Strategies:

- Identify three elements most closely associated with successful implementation of evidence-based practices.
  - *Three elements: (1) Teaming Structures; (2) Focus on Data; and (3) Policy to Practice Communication Loops*
- Analyze potential challenges and solutions for ensuring the three elements are implemented with fidelity.
- Develop an Action Plan addressing the three elements.

State, Regional, or Local Level	Formative, Short-, Intermediate-, or Long-term	Evaluation Question	Data Collection Plan	Data Analysis Methods	Timing
State	Formative	5. Has OSPI completed the three strategies, (1) identifying the three elements most closely associated with successful implementation of evidence-based practices, (2) analyzing potential challenges and solutions for ensuring the elements are implemented with fidelity, and (3) developing an action plan for addressing the three elements?	Semi-Annual Self-Assess with annual review from EL-SiMR Design Team	Rubric scores, measured progress towards completion of activities/ strategies	Annual, April Phase III Annual Report
Local	Short	6. To what extent have the districts/schools/classrooms increased their **knowledge** of the three elements most closely associated with successful implementation of evidence-based practices, due to the technical assistance the received?	Stage-Based Active Implementation Planning-PreK Early Literacy Capacity Self-Assessments	Pre/Post Comparison	Aligned with provision of technical assistance
Local	Intermediate	7. To what extent have the districts/schools/classrooms **implemented** the three elements most closely associated with successful implementation of evidence-based practices?	Stage-Based Active Implementation Planning-PreK Early Literacy Capacity Self-Assessments	Annual follow-up, comparison to pre/post	Annual

Local	Intermediate	8. To what extent have the districts/schools/classrooms improved their ability to effectively select and implement innovations/interventions with fidelity?	DEC Recommended Practices: Teacher Fidelity Checklist	Annual follow-up, comparison to pre/post	Annual

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

Strategies:

- Coaching (see Special Education Consistency Index strand)
- Professional Learning Communities – Repurposed
- Fidelity Assessment Strategies

State, Regional, or Local Level	Formative, Short-, Intermediate-, or Long-term	Evaluation Question	Data Collection Plan	Data Analysis Methods	Timing
State	Formative	9. To what extent has OSPI contributed to the development of statewide coordinated professional learning opportunities for pre-k early literacy, which informs the framework to support the regions in implementation?	Semi-Annual Self-Assess with annual review from EL-SiMR Design Team	Rubric scores, measured progress towards completion of activities/ strategies	Annual, April Phase III Annual Report
Region	Formative	10. How have the regions facilitated the roll-out of the coaching, professional learning communities and fidelity strategies?	Washington State Pre-K Early Literacy Regional and Statewide Needs Assessment	Document analysis.	Semi-annual self-reporting.
Local	Formative	11. To what extent have the districts/schools/classrooms participated in the coaching, professional learning communities and fidelity strategies?	Reaching Potentials through Recommended Practices Observation Scale – Classroom (RP^2-OS-C Items 18-22) from the Early Childhood Technical Assistance Center (ECTA).	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annual, April Phase III Annual Report

Local	Formative	12. What was especially effective/ineffective in the coaching, professional learning communities and fidelity strategies? What additional support, if any, would the districts, schools and classrooms like from the regions and OSPI?	Washington State Coaching with Fidelity Self-Assessment Tool[21] adapted from the National Center for Systemic Improvement	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annual, April Phase III Annual Report
Local	Short	13. To what extent have districts/schools/classrooms improved their knowledge of how to select appropriate evidence-based practices that can be implemented with high fidelity?	Stage-Based Active Implementation Planning-PreK Early Literacy Capacity Self-Assessments	Comparison of pre/post scores	Aligned with provision of coordinated professional learning opportunities
Local	Short	14. To what extent have districts/schools/classrooms enhanced their knowledge of how to use data to inform their decision-making?	Stage-Based Active Implementation Planning-PreK Early Literacy Capacity Self-Assessments	Comparison of pre/post scores	Aligned with provision of coordinated professional learning opportunities
Local	Intermediate	15. To what extent have districts/schools/classrooms improved their capacity to select appropriate evidence-based practices that can be implemented with high fidelity?	Stage-Based Active Implementation Planning-PreK Early Literacy Capacity Self-Assessments	Annual follow-up, comparison to pre/post conducted in #18	Annual
Local	Intermediate	16. To what extent have districts/schools/classrooms used data to inform their decision-making?	Stage-Based Active Implementation Planning-PreK Early Literacy Capacity Self-Assessments	Annual follow-up, comparison to pre/post conducted in #19	Annual

[21] Baseline Data Collections for *Coaching with Fidelity Self-Assessments* are Due On or Before March 1, 2019.

Special Education Consistency Index Data and Coaching Strand

Strategies:

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

State, Regional, or Local Level	Formative, Short-, Intermediate-, or Long-term	Evaluation Question	Data Collection Plan	Data Analysis Methods	Timing
State	Formative	17. To what extent has OSPI completed (1) the development and implementation of the Special Education Consistency Index, (2) the usability testing, and (3) design and development of the web-based platform?	Quarterly Self-Assess with annual review from EL-SiMR Design Team	Rubric scores, measured progress towards completion of activities/ strategies	Annual, April Phase III Annual Report *Completed.
State	Formative	18. Is the Special Education Consistency Index implemented with high inter-rater reliability?	Conduct reliability testing to establish Intraclass Correlation Coefficient (ICC)	Analysis of ICC	Summer 2016 *Completed.
Region	Formative	19. To what extent have regions conducted Special Education Consistency Index Assessments?	Number of certified scorers Number of Assessments completed	SECI web-based data platform	Semi-Annual
Local	Formative	20. To what extent have districts/schools conducted Special Education Consistency Index Assessments?	Number of Assessments completed	SECI web-based data platform	Semi-Annual
Local	Short	21. How has the Special Education Consistency Index influenced district/school personnel's **understanding** of • the purpose of student evaluations and • the relationship between (1) student evaluation for special education services, (2) the development of a properly formatted IEP, and (3) the	SECI will drive targeted and intensive TA and agendas for PLCs. Regional Implementation Team (RIT) Retrospective Assessment	Analysis of pre/post change in scores	Aligned with provision of TA and PLC

		provision of specially designed instruction?			
Local	Intermediate	22. How has the implementation of the Special Education Consistency Index impacted student instruction and services?	Conduct SECI Assessments	Change in SECI scores over time	Semi-annual
Local	Long	23. The hypothesis behind the Special Education Consistency Index is that students at districts/schools/ classrooms with high Special Education Consistency Index scores will make greater gains than students at districts/schools/classrooms with low scores. To what extent is this hypothesis found to be true?	WaKIDS Early Literacy Entrance Score SECI Score 3rd Grade ELA Assessment	Explore the correlation between the SECI Scores, and variance of progression between WaKIDS and 3rd grade ELA Assessment results	Summer 2019

Parent Engagement Resources Strand

Strategies:

- Build capacity for district access to *Division for Early Childhood (DEC) Training Modules for **Family** and **Interactions** Domain*
- Selection and implementation of evidence-based innovations that districts can select to improve relationships with families
- Expansion of Indicator B8 – state parent survey data fields
- Development of action plan addressing recommendations

State, Regional, or Local Level	Formative, Short-, Intermediate-, or Long-term	Evaluation Question	Data Collection Plan	Data Analysis Methods	Timing
State	Formative	24. To what extent has OSPI incorporated recommendations initiated by the Phase I analysis activities into the action plan?	Semi-Annual Self-Assess with annual review from EL-SiMR Design Team	Rubric scores, measured progress towards completion of activities/ strategies	Annual, April Phase III Annual Report
State	Formative	25. To what extent has OSPI developed a menu of evidence-based innovations that districts/schools/classrooms can select to improve relationships with families?	Annual Self-Assess with annual review from EL-SiMR Design Team	Rubric scores, measured progress towards completion of activities/ strategies	Annual, April Phase III Annual Report

Region	Formative	26. How have the regions supported the districts/schools/classrooms in selecting evidence-based innovations to improve relationships with families?	Regional Implementation Team (RIT) Retrospective Assessment	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annual, April Phase III Annual Report
Local	Formative	27. To what extent has the Division for Early Childhood (DEC) Recommended Practices *Families* Domain principles been disseminated to districts/schools/classrooms?	Regional Implementation Team (RIT) Retrospective Assessment	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annually, - March
Local	Formative	28. What evidence-based innovations have the districts/ schools/classrooms implemented to improve relationships with families? How did they select the innovations?	District Implementation Team (DIT) Retrospective Assessment	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annual, April Phase III Annual Report
Local	Intermediate	29. To what extent have districts/schools/classrooms engaged parents in activities beyond the classroom?	District Implementation Team (DIT) Retrospective Assessment	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annual, April Phase III Annual Report
Local	Intermediate	30. To what extent do parents feel that they are valued participants in their children's education?	Parent Survey	Percentage of parents very strongly agreeing, strongly agreeing, or agreeing with applicable statements from Parent Survey	Annual beginning Phase III – Year Three (2017-18)

Communication and Dissemination Plan for Evaluation

(i.e. Stakeholder Involvement and Dissemination Strategies)

Project Name:	IDEA Part B—Indicator B17 State Systemic Improvement Plan Pre-K Early Literacy Action Research Project	Organization:	Office of Superintendent of Public Instruction
SSIP Co-Coordinators:	Valerie Arnold, ECSE & Section 619 Coordinator & Sandy Grummick, Special Education Data Manager	Date:	March 25, 2016 March 9, 2018 *Revised*

Key Stakeholder Groups	Mode	When
Washington State Special Education Advisory Council	Meetings	Semi-annual beginning FFY 2015 through FFY 2018
OSPI Cabinet – Assistant Superintendent of Special Education Liaison	Electronic Mail	Annually FFY 2016 through FFY 2018
Pre-K Early Literacy State Design Team	Electronic Mail Meetings	Quarterly Progress Updates; Annual Report FFY 2016 through FFY 2018
State Early Childhood Special Education Coordination Team	Go-To Meeting/Zoom Webinars	Monthly
Parent-focused Networks ❖ Parent Information & Training Center (PAVE) ❖ Wa State PTA ❖ Parent to Parent State Council ❖ Open Doors Multicultural Families	Electronic Mail, Web Posting, OSPI Monthly Updates, Social Media (Twitter, RSS feeds, Facebook)	Annually FFY 2017 through FFY 2018
Association of Education Service Districts (N=9)	Electronic Mail	Monthly Updates
Participant Districts and Schools (Action Research Sites)	Meetings Go-To Meeting Webinars	Quarterly Progress Updates; Annual Reports FFY 2016 through FFY 2018
Early Childhood Teacher Preparation Council	Social Media (Twitter, RSS feeds, Facebook)	Annually FFY 2017 through FFY 2018
General Public Constituency	Electronic Mail, Web Posting, OSPI Monthly Updates, Social Media (Twitter, RSS feeds, Facebook)	Annually FFY 2016 through FFY 2018

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