



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
WASHINGTON STATE SYSTEMIC IMPROVEMENT PLAN  
IDEA PART B — INDICATOR B17  
PHASE II: STRATEGIC PLAN

---

Submission:

U.S. Department of Education

Office of Special Education Programs

**March 30, 2016**

---

## Executive Summary

Office of the Superintendent of Public Instruction, serving as the State Educational Agency (SEA) has completed both Phase I (Analysis) and Phase II (Development) of the Washington State Systemic Improvement Plan (SSIP). Phases I and II are part of a three-stage process for the development and implementation of a multi-year plan to improve educational results for students with disabilities. This multi-year plan is one of seventeen performance indicators (Indicator B17) required by the Office of Special Education Programs (OSEP) to be included in each state's respective State Performance Plan/Annual Performance Report. Both internal SEA representatives and external stakeholders were directly engaged throughout all aspects of Phase I and Phase II activities; an Early Literacy Action Research Team was formed to expand the depth of stakeholder engagement to include Networking and Collaborating Levels as defined by the *Leading by Convening: A Blueprint for Authentic Engagement* (2014). Broad agency, community, and parental involvement will continue throughout Phase III (Implementation and Evaluation) of the multi-year plan.

Washington State's Phase I report included detailed analyses of key elements of the state's general supervisory system which guided the selection of four primary improvement strategies designed to strengthen state and regional capacity to support district implementation of evidence-based practices to increase early literacy skills of students with disabilities. Specifically, Washington's State-identified Measurable Result (SiMR) is designed to quantify and reduce the early literacy performance gap between kindergartners with disabilities and their typically developing peers. The Washington Kindergarten Inventory of Developing Skills (WaKIDS) entrance assessment is the primary performance measure, with secondary impact and sustainability measures tracked through 1) Special Education Consistency Index scores from kindergarten through second grade, and 2) assessment data from the third grade State English-Language Arts assessment. An Action Research Design depicting the sequencing of measurement data within student groups and across district cohorts was submitted with the Phase I report. While the targeted student population is kindergartners with disabilities, students across the early childhood continuum exposed to the delivery of evidence-based interventions based on Implementation Science, are also likely to experience educational benefit. A Theory of Action was developed to graphically illustrate the relationships between four coherent improvement strategies tactically implemented across five inter-dependent levels of the Washington State educational system.

As noted in both the *State Performance Plan Measurement Instructions for FFY 2014* and the *OSEP Guidance and Review Rubric*<sup>1</sup>, the focus of Phase II is on strengthening the State's capacity to support regional and local educational systems with the implementation and scaling-up of evidence-based early literacy practices that will lead to measurable, incremental decreases in the early literacy performance gap (EL-SiMR). Phase II includes strategic and targeted improvements to the State's infrastructure, the development of a four-year plan intentionally aligned with the Theory of Action and Action Research Design, as well as an Evaluation Plan designed to measure both implementation and impact outcomes. The Phase II

---

<sup>1</sup> The OSEP Guidance and Review Rubric is referenced throughout the Phase II Report; a full copy is located in the attachments and labelled Attachment A.

report builds on the five components developed in Phase I.<sup>2</sup> Based on a sequential review and analysis conducted by internal agency representatives and external stakeholders, there are no revisions or updates necessary to the Phase I Report at this juncture.

Primary strategies for strengthening Washington State infrastructure relies heavily on alignment and leverage of current improvement plans and initiatives that cross general and special education landscapes including Strengthening Student Educational Outcomes (ESSB 5946), Washington State Needs Projects – Center for Change in Transition Services and Special Education Support Center, Race-To-The-Top Early Learning Challenge, and the WaKIDS Initiative. In addition, Washington’s SiMR continues to be implemented in coordination with two national/federally-funded state initiatives including 1) a three-year National Education Association grant awarded to the Washington Education Association to make general education classrooms more accessible to special populations by improving instruction; and 2) an OSEP-funded Enhancing Capacity for Special Education Leadership (ECSEL) grant awarded to University of Washington-Bothell to enhance special education leadership in support of improved educational results for students with disabilities.

Key activities associated with enhancing supports for regional and local implementation of evidence-based practices designed to close the early literacy performance gap for entering kindergarteners with disabilities are braided across four improvement strands – Intensive Technical Assistance: Implementation Science, Coordinated Professional Development: Evidence-Based Practices, Consistency Index and Coaching, and Parent Engagement Resources. Stakeholder involvement significantly influenced the identification of potential barriers and viable solutions, implementation leaders, communication loops, fidelity metrics, and sequential timelines<sup>3</sup> to ensure effective execution of the four-year plan.

To assist with the ongoing development, implementation, and evaluation of the State Systemic Improvement Plan, Washington State submitted a Letter of Commitment and was accepted to participate in the Early Literacy (Pre-K – 3<sup>rd</sup> Grade) Cross-State Learning Collaborative hosted by the National Center for Systemic Improvement (NCSI). Participation goals include 1) identification of both challenges and opportunities related to improving educational outcomes for students with disabilities, 2) increased professional learning in order to build state capacity in the areas of *data use, knowledge utilization, systems change, and communication & collaboration*, and 3) strengthening the state’s system of general supervision and support to Educational Service Districts (ESDs) and local school districts. Consultation for the initial development of the Evaluation Plan was provided through an Intergovernmental Agreement with the Social and Economic Sciences Research Center (SESRC) at Washington State University. In addition, supplemental guidance and support for evaluation planning was concurrently provided by the IDEA Data Center (IDC) and the American Institutes for Research (AIR).

---

<sup>2</sup> The components of Phase I of the State Systemic Improvement Plan are (1) Data Analysis, (2) Infrastructure Analysis, (3) SiMR, (4) Coherent Improvement Strategies, and (5) Theory of Action.

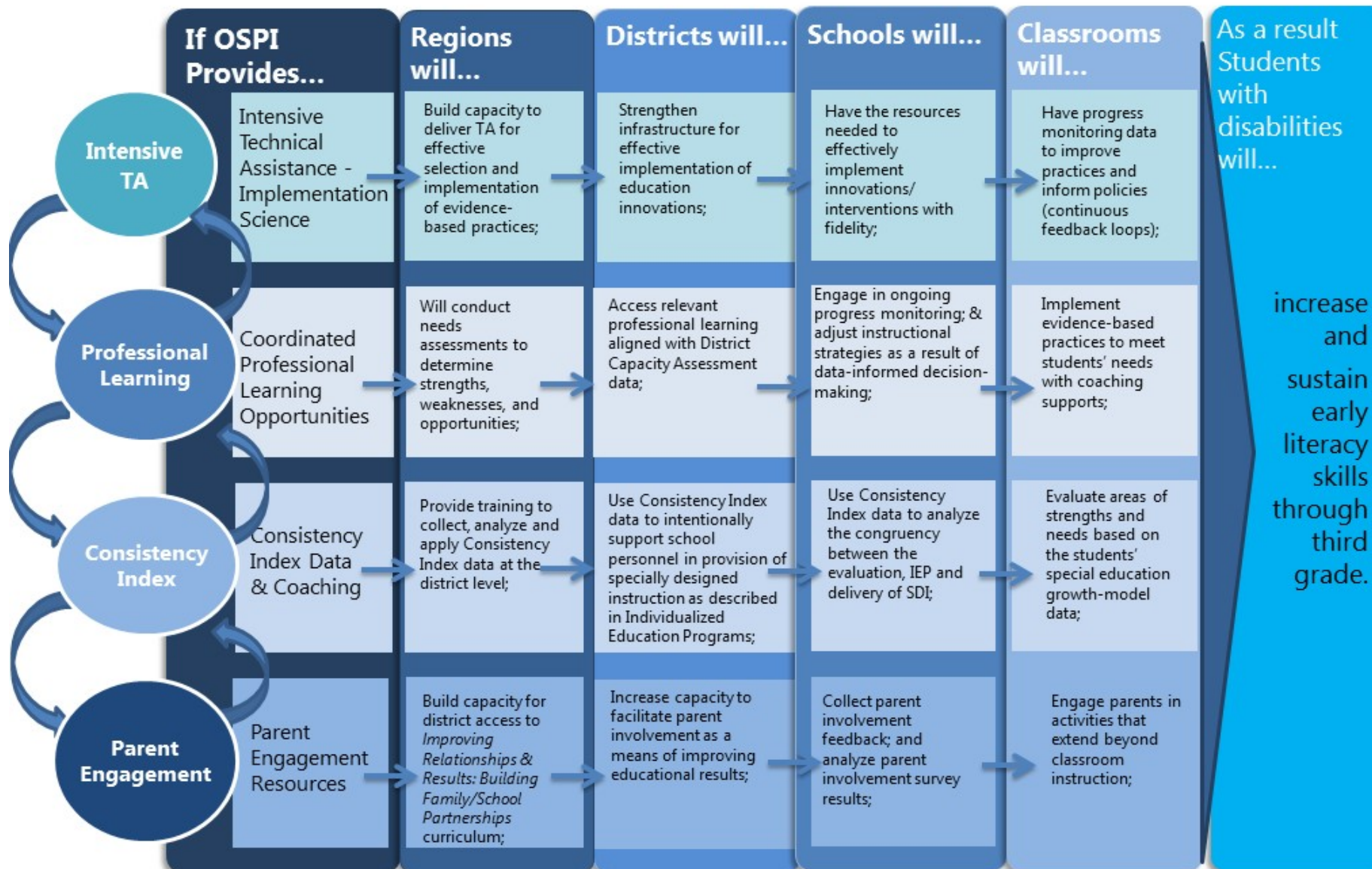
<sup>3</sup> A Gantt chart has been developed for Components 1 and 2 to show activities displayed against time; what has to be done (the activities) and when (the schedule).

The updated FFY 2014 performance data for the Washington State Systemic Improvement Plan (SSIP) is 20.36% representing relatively stable performance in comparison to 20.44% established as the baseline in FFY 2013. The parameters for the SiMR, including the formula, baseline, targets, updated FFY 2014 performance data, and description of the metrics are graphically depicted as part of the overview in the Phase II Strategic Plan.

In closing, in addition to the required Phase II elements identified in the State Performance Plan Measurement Table for Phase II of Indicator B17, the federal Office of Special Education Programs added a supplemental Technical Assistance and Support section on the GRADS 360 web-based reporting platform. This reporting section asked each state to describe the support the State needs to develop and implement an effective SSIP. Washington State will continue to access the federally-funded Technical Assistance Centers for both universal guidance and targeted technical assistance with a focus on continued support from the National Center for Systemic Improvement, Center for IDEA Early Childhood Data Systems, Early Childhood Technical Assistance Center, and the IDEA Data Center. The interactive institutes planned and implemented across these technical assistance systems have been especially beneficial in the early stages of the design, development, and initial implementation of the three phases of the State of Washington's IDEA Part B Indicator B17 Strategic Plan. Future technical assistance and professional development opportunities related to embedded evaluation techniques, retrospective pre/post assessment strategies, and use of advanced technology for continuous improvement monitoring would also be very advantageous.

# Theory of Action - State of Washington - IDEA Part B

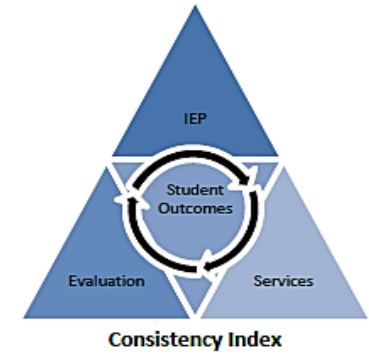
EL-SiMR: Reduce the early literacy achievement gap between kindergartners with disabilities and typically-developing peers.



## Action Research Design

District Cohort A beginning in 2013-14:

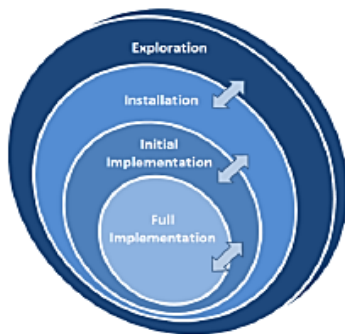
	FFY 2013 2013-14	FFY 2014 2014-15	FFY 2015 2015-16	FFY 2016 2016-17	FFY 2017 2017-18	FFY 2018 2018-19	
Student Group I	Kindergarten Early Literacy - Baseline	Consistency Index Data			3 <sup>rd</sup> Grade State ELA Assessment		
Student Group II		Kindergarten Early Literacy - Baseline	Consistency Index Data			3 <sup>rd</sup> Grade State ELA Assessment	
Student Group III			Kindergarten Early Literacy - Baseline	Consistency Index Data			3 <sup>rd</sup> Grade State ELA Assessment



District Cohort B beginning 2014-15:

	FFY 2014 2014-15	FFY 2015 2015-16	FFY 2016 2016-17	FFY 2017 2017-18	FFY 2018 2018-19	FFY 2019 2019-20	
Student Group I	Kindergarten Early Literacy - Baseline	Consistency Index Data			3 <sup>rd</sup> Grade State ELA Assessment		
Student Group II		Kindergarten Early Literacy - Baseline	Consistency Index Data			3 <sup>rd</sup> Grade State ELA Assessment	
Student Group III			Kindergarten Early Literacy - Baseline	Consistency Index Data			3 <sup>rd</sup> Grade State ELA Assessment

District Cohort C beginning in 2015-16:



	FFY 2015 2015-16	FFY 2016 2016-17	FFY 2017 2017-18	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21	
Student Group I	Kindergarten Early Literacy - Baseline	Consistency Index Data			3 <sup>rd</sup> Grade State ELA Assessment		
Student Group II		Kindergarten Early Literacy - Baseline	Consistency Index Data			3 <sup>rd</sup> Grade State ELA Assessment	
Student Group III			Kindergarten Early Literacy - Baseline	Consistency Index Data			3 <sup>rd</sup> Grade State ELA Assessment

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

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

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

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

\*Represents 3 Educational Service District 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 minus % of kindergarten students with disabilities (SWD) with early literacy skills expected of entering kindergartners.

Washington Kindergarten Inventory of Developing Skills Literacy Domain
<p>Phonological awareness:</p> <ul style="list-style-type: none"> <li>• Notices and discriminates rhyme;</li> <li>• Notices and discriminates alliteration;</li> <li>• Notices and discriminates smaller and smaller units of sound</li> </ul> <p>Knowledge of the alphabet:</p> <ul style="list-style-type: none"> <li>• Identifies and names letters;</li> <li>• Uses letter-sound knowledge</li> </ul> <p>Knowledge of print and its uses:</p> <ul style="list-style-type: none"> <li>• Uses and appreciates books and other texts;</li> <li>• Uses print concepts</li> </ul> <p>Comprehends and responds to books and other texts:</p> <ul style="list-style-type: none"> <li>• Interacts during read-aloud and book conversations;</li> <li>• Uses emergent reading skills;</li> <li>• Retells stories</li> </ul> <p>Emergent writing skills:</p> <ul style="list-style-type: none"> <li>• Writes name;</li> <li>• Writes to convey meaning</li> </ul>

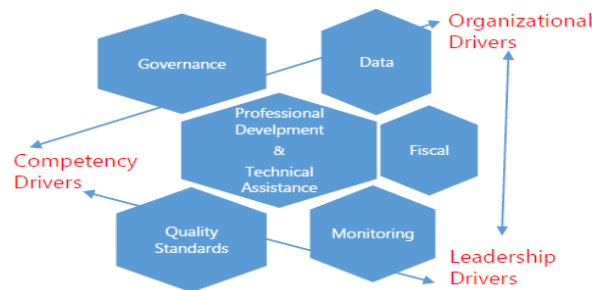


## State Infrastructure Development—Component 1

Component 1 is the first of three components required to be addressed as part of Phase II of the State Systemic Improvement Plan. 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 the Office of the Superintendent of Public Instruction as well as other partner State agencies in order to maximize the allocation of limited resources across multiple funding streams. The activities are described on the following three tables and include where applicable, implementation leads, leadership contacts, resources allocated and/or needed, developmental tasks, internal and external stakeholder communication loops, fidelity metrics, and anticipated timelines. These activities are integrated into the Evaluation Plan (Component 3) through the use of a Cascading Logic Model.<sup>4</sup>

As noted in the Phase I Report, five of the seven systems (see Figure 1-1) within the State infrastructure had room for improvement relative to the degree to which the respective system was coordinated within the overall Washington State educational system. These five systems are represented in the first table and include Coordination Levels (numeric scale includes a low of 1 and high of 3) identified in the Phase I activities and cross-references to strand-specific Action Plans and respective activities aligned with the Washington State Theory of Action.

Figure 1-1: OSPI Infrastructure Analysis



<sup>4</sup> 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.)



State Infrastructure Development—**Component 1**

A. Improvements to State Infrastructure [OSEP Rubric 1(a) & 1(c)]

Systems (Identified in Phase I) & Targeted Improvement(s)	Implementation Lead(s)	Resources Allocated/Needed	Expected Outcomes	Performance Period(s)
<p>Technical Assistance (Coordination Level – 1)</p> <p><i>Cross-reference: Intensive Technical Assistance Action Plan</i></p>	<p>Sandy Grummick, Special Education Data Manager &amp; Valerie Arnold, Program Review &amp; 619 Coordinator</p>	<p>Formation of Early Literacy Action Research Team</p> <p>National Center for Systemic Improvement (NCSI) – Early Literacy Learning Collaborative</p>	<p>Access to convened leaders in the parent engagement, early literacy, and early childhood domains across multiple state, regional, and local systems.</p>	<p>Summer 2015</p>
<p>Quality Standards (Coordination Level – 1)</p> <p><i>Cross-reference: Coordinated Professional Learning Action Plan</i></p>	<p>Valerie Arnold, Program Review &amp; 619 Coordinator</p> <p>State Early Childhood Special Education Coordination Team (see Team Roster)</p>	<p>Council for Exceptional Children: Division for Early Childhood - Recommended Practices</p>	<p>State endorsement of early childhood special education- specific quality standards.</p> <p>Adoption of DEC training module(s) disseminated through e-Learning for Educators State Needs Project and existing regional professional development systems.</p>	<p>Fall 2015</p> <p>Winter 2016 through Spring 2018</p>
<p>Professional Development (Coordination Level – 1)</p> <p><i>Cross-reference: Coordinated Professional Learning Action Plan</i></p>	<p>Educational Service District Zones</p> <ul style="list-style-type: none"> <li>• Dr. Laura Matson &amp; Teresa Davenport (Puget Sound ESD)</li> <li>• Abby Bowers &amp; Ryan Guzman (Capitol Region ESD)</li> </ul>	<p>Allocation of federal IDEA funds through the Coordinated Service Agreements (CSA)s</p>	<p>Increase in data usability for progress monitoring activities at the classroom and student levels.</p> <p>Establish developmentally- appropriate access to Washington State Learning</p>	<p>Summer 2015 through Winter 2017</p> <p>Fall 2017 through Spring 2019</p>

State Infrastructure Development—**Component 1**

	<ul style="list-style-type: none"> <li>• Fran McCarthy &amp; Glenda Sederstrom (North East Washington ESD)</li> </ul>		<p>Standards through use of data and narrative(s) in present levels of academic and functional performance (PLAAFP) within Individualized Education Programs (see Special Education Student-Growth Model labelled as Attachment B).</p> <p>Design, development, and/or adoption of school-based pre-referral systems designed to track and report the impact of identified innovations/ interventions.</p> <p>Increase in district and school capacity to implement evidence-based practices with fidelity.</p>	<p>Fall 2018 through Spring 2019</p> <p>Winter 2019 through Summer 2019</p>
<p>Monitoring (Coordination Level – 2)</p> <p><i>Cross-reference: Consistency Index Data and Coaching Action Plan</i></p>	<p>Valerie Arnold, Program Review &amp; 619 Coordinator</p> <p>Jennifer Story, Program Review Supervisor</p>	<p>Washington Integrated System of Monitoring (WISM) Tools</p>	<p>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 state-wide monitoring framework.</p>	<p>Summer 2015 through Spring 2019</p>
<p>Targeted Infrastructure Assessment by Early Literacy Action Research Team (serving as the EL-SiMR Design Team see Attachment C).</p>	<p>Sandy Grummick, Special Education Data Manager &amp; Valerie Arnold, Program Review &amp; 619 Coordinator</p>	<p>Facilitator – Cesar D’Agord, NCSI</p>	<p>Development and implementation of strand-specific action plans to enhance and sustain both efficient and effective systems that support</p>	<p>Winter 2016 through Summer 2018</p>

State Infrastructure Development—**Component 1**

<i>Council for Exceptional Children: Division for Early Childhood – DEC Leadership Checklists (Collaboration, Motivation and Guidance, Vision and Direction)</i>			regional, district, and school implementation of evidence-based practices.	
Governance (Coordination Level – 2)  <i>Cross-reference: Parent Engagement Resources Action Plan</i>	Scott Raub, State Special Education Parent & Community Liaison  Valerie Arnold, Program Review & 619 Coordinator	Improving Relationships and Results: Building Family/School Partnerships Curriculum	Access to and implementation of OSEP-vetted curriculum by district and school leadership personnel.	Summer 2017 through Spring 2019

B. Alignment/Leverage with Current Initiatives [OSEP Rubric 1(b)]

Current State Initiative	Leadership Contact(s)	Developmental Steps/Tasks	Performance Period(s)
Washington State Needs Project: • Special Education Support Center <i>Cross-reference: Intensive Technical Assistance Action Plan</i>	Molly Baasch, Washington Education Association	Development and launch of new website for the Special Education Support Center at <a href="http://specialeducationsupportcenter.org/">http://specialeducationsupportcenter.org/</a> .	Fall 2015
Washington State Needs Project: • Center for Change in Transition Services  <i>Cross-reference: Consistency Index Data and Coaching Action Plan</i>	Dr. Sue Ann Bube, CCTS	Design, development, and maintenance of web-based data platform for the Special Education Consistency Index Initiative.	Fall 2015 through Spring 2016
Strengthening Student Educational Outcomes (ESSB 5946)	English Language Arts Menu of Best Practices – Amy Thierry, ELA & Research Program Supervisor	Regional dissemination of the <i>Washington State Comprehensive Literacy Plan: Birth through Grade 12</i> (see Action Plan).	Summer 2016 through Spring 2017

State Infrastructure Development—**Component 1**

<i>Cross-reference: Coordinated Professional Learning Action Plan</i>	Reducing Disruptive Behavior Menu of Best Practices – Jess Lewis, Program Supervisor for Behavior, Readiness To Learn and K-12 Student Discipline	Review and dissemination of <i>Strengthening Student Educational Outcomes – ELA &amp; Student Behavior (July 2015)</i> to Regional Zones and district teams (see Action Plan).	
Washington State Needs Project: <ul style="list-style-type: none"> <li>e-Learning for Educators</li> </ul> <i>Cross-reference: Coordinated Professional Learning Action Plan</i>	Carol Brewer, Project Director	Identify DEC-specific training modules for integration into the Online Course Catalog.  Submit <i>Improving Relationships and Results: Building Family/School Partnerships</i> curriculum for integration into the Online Course Catalog.	Summer 2017 through Winter 2018

C. Involvement of State Education Agency (SEA) Departments and Other State Agencies [OSEP Rubric 1(d), and 2(c):]

SEA Department/Office and Other State Agencies	Engagement Strategy	Evidence of Improvement (Metrics)	Performance Period(s)
Washington Education Association (WEA) <ul style="list-style-type: none"> <li>Molly Baasch, Special Populations &amp; Program Administrator for WEA</li> </ul>	Representation of WEA on Consistency Index User Group to design and conduct Usability Testing for Special Education Consistency Index protocols.	Development and implementation of Consistency Index Practice Profile.	Initial Planning - Spring 2015  Ongoing Planning Sessions – Summer 2015 through Spring 2016

State Infrastructure Development—**Component 1**

<p>Enhancing Capacity for Special Education Leadership – U.W. – Bothell (ECSEL)</p> <ul style="list-style-type: none"> <li>• Dr. Tom Bellamy, Senior Faculty</li> </ul>	<p>Representation of ECSEL on Consistency Index User Group to design and conduct Usability Testing for Special Education Consistency Index protocols.</p>	<p>Development and implementation of Consistency Index Practice Profile.</p>	<p>Initial Planning - Spring 2015</p> <p>Ongoing Planning Sessions - Summer 2015 through Spring 2016</p>
<p>Implementation Science Regional Zone Leadership</p> <ul style="list-style-type: none"> <li>• Dr. Laura Matson &amp; Teresa Davenport</li> <li>• Abby Bowers &amp; Ryan Guzman</li> <li>• Fran McCarthy &amp; Glenda Sederstrom</li> </ul>	<p>Representation of Educational Service Districts on Consistency Index User Group to design and conduct Usability Testing for Special Education Consistency Index protocols.</p> <p>Educational Service District Zones:</p> <ul style="list-style-type: none"> <li>• Puget Sound ESD</li> <li>• North East Washington ESD</li> <li>• Capital Region ESD</li> </ul>	<p>Development and implementation of Consistency Index Practice Profile</p>	<p>Initial Planning - Spring 2015</p> <p>Ongoing Planning Sessions - Summer 2015 through Spring 2016</p>
<p>Washington Kindergarten Inventory of Developing Skills (WaKIDS)</p> <ul style="list-style-type: none"> <li>• Nancee Alvord, WaKIDS Professional Development Coordinator</li> </ul>	<p>Meet with WaKIDS Personnel to discuss alignment of Indicator B7 data and WaKIDS assessment data.</p> <p>Strengthen regional connections between special education preschool educators (as members of the early learning professional community) and WaKIDS Component 3 - Early Learning Collaboration.</p>	<p>Incremental increases in frequency and duration of collaborative interactions</p>	<p>Fall 2015 through Summer 2016</p>
<p>Department of Early Learning (DEL)</p> <ul style="list-style-type: none"> <li>• Caitlin Jensen</li> <li>• Kelli Bohanon</li> </ul>	<p>Expansion of State Early Childhood Special Education Coordination Team to include representation from State Head Start Collaboration Office and Early Childhood Education &amp; Assistance Program (ECEAP).</p>	<p>State ECSE Team Roster</p> <p>Contributions to Five-Year Head Start Collaboration Plan</p>	<p>Spring 2016 through Spring 2019</p>

State Infrastructure Development—**Component 1**

<p>Office of Student and School Success (OSSS within OSPI)</p> <ul style="list-style-type: none"> <li>• Michael Merrin, Asst Supt</li> <li>• Craig Shurick, Director</li> </ul>	<p>Leverage/access to OSSS 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 as a means of increasing student achievement.</p> <p>Provide access to and orientation for Pre-K early literacy coaching framework – Coaching with Powerful Interactions: A Guide for Partnering With Early Childhood Teachers</p>	<p>Certification of Coaches</p> <p>Orientation Log(s)</p>	<p>Fall 2016 through Spring 2019</p>
<p>Department of Teaching and Learning (within OSPI)</p> <ul style="list-style-type: none"> <li>• Kathe Taylor, Asst Supt</li> <li>• Aira Jackson, ELA Director</li> </ul>	<p>Initiate, cultivate, and scale partnerships with the early literacy content experts to support integration and collaboration with EL-SiMR Action Plans.</p>	<p>Communication Logs</p>	<p>Spring 2017</p>
<p>Race-To-The-Top: Early Learning Challenge</p> <ul style="list-style-type: none"> <li>• Amy Russell, Project Manager at Department of Early Learning</li> </ul>	<p>Establish working relationship between Special Education and Early Achievers personnel at the state level.</p> <p>Explore potential strategies for involvement of early childhood special education educators in the Early Achievers personnel system.</p>	<p>Forecasting Notes</p>	<p>Summer of 2018</p>
<p>Early Childhood Teacher Preparation Council of Washington</p> <ul style="list-style-type: none"> <li>• Ardene Neimer, ECTPC President</li> </ul>	<p>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.</p>	<p>Outlook Daybook Entries</p>	<p>Summer 2018</p>

## Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

The second component of Phase II represents the heart of the multi-year plan. This component describes key activities and tasks designed to support regional and local school district systems to transform the ways in which schools support classroom-based educators to implement evidence-based early literacy practices with fidelity. There is a direct correlation between the degree to which preschool teachers have access to highly effective coaches, tools, and resources and the trajectory at which the early literacy achievement gap between entering kindergartners with disabilities and their typically developing peers will close. To this end, time-sensitive strategies are developmentally linked to sequential time blocks (see Gantt chart in Attachment D) designed to ensure smooth and effective initial installation across all five levels of the educational system. Inherent in the Action Research model introduced in Phase I<sup>5</sup> is the expectation for efficient use of data-driven continuous improvement processes that drive steady, incremental, and measurable improvements to regional and local infrastructure, instructional practices, and ultimately student performance. Implementation and continuous improvement timelines are interwoven to maximize capacity-building with minimal disruption to the existing educational service delivery systems.

The coherent improvement strategies identified during Phase I are represented in four strands on the Washington State Theory of Action. To maximize district, regional, and state resources and ensure both sustainability and scalability within the three initial regional zones and those to follow, implementation stages, drivers, and improvement cycles will be integrated into the development of each of the improvement strategies. This will ensure continuous improvement and communication loops are braided within and across each of the strands. The Early Literacy Design Team embraced their capacity development responsibilities by identifying specific supports, communication loops, and competencies embedded across the educational systems that they believe will close the early literacy achievement gap for entering kindergartners with disabilities. The following overview tables outline key activities, associated timelines, communication loops, and fidelity metrics for each strand. Strand-specific Action Plans are tucked in behind each of the overview tables; the Action Plans provide greater degrees of specificity designed to lift the SiMR off paper and into action. Each Action Plan denotes the year in which the plan will be launched.

The first strand is Intensive Technical Assistance – Implementation Science. The EL-SiMR Design Team is deliberately focusing on the provision of intensive technical assistance prior to the engagement of local educational systems in exploration or initial installation of evidence-based practices specific to Pre-K early literacy. Based on the Implementation Science literature reviews conducted during Phase I, implementation of the Action Plan employs key attributes of Intensive Technical Assistance. These attributes are the provision of information; the ability to influence attitudes; advice and support to solve specific problems; and creating readiness for change which will result in systems change to support instructional and intervention change, and capacity building to sustain and grow the change. Particular attention is paid to the connections between increasing educator and practitioner understanding and appropriate use of Washington State Learning

---


<sup>5</sup> Introduced in Component 1 (Broad & In-depth Data Analysis) of Phase I (see pages 1-3).



Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

Standards and Washington State Early Learning Guidelines (Birth through 3<sup>rd</sup> Grade) and making general education settings more accessible to special education populations, and inclusive of preschoolers with disabilities. These critical connections will in turn, improve instruction and student outcomes. A Special Education Student Growth Model (Attachment B) was drafted during Phase I to depict the alignment of these educational benchmarks. Further development and implementation activities are identified in the Action Plan for this strand.

Table Integrates [OSEP Rubric 2(a) & 2(b)]

Strands (Theory of Action)	Communication Loops/Stakeholder Group(s)	Key Activities/Tasks & Associated Timelines	Implementation Leader(s)	Fidelity Metric(s)
<p>Intensive Technical Assistance - Implementation Science</p> <p>Source: <i>An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems</i> Research Brief – OPRE-48 (May 2015)</p> <p>Collaborative Resource: <i>Washington Education Association's ongoing technical assistance initiatives. Special Education Support Center located at</i> <a href="http://specialeducationsupportcenter.org">http://specialeducationsupportcenter.org</a>.</p> 	<p>Special Education Advisory Council</p> <p>Early Literacy Action Research Team</p> <p>State Early Childhood Special Education Coordination Team</p>	<ol style="list-style-type: none"> <li>1. Identify three common elements most closely associated with successful implementation of evidence-based practices using the source document. (Summer 2015)</li> <li>2. Analyze potential challenges and solutions for ensuring the three elements are implemented with fidelity. (Fall 2015-Winter 2016)</li> <li>3. Develop an Action Plan addressing the three elements (<i>Teaming Structures; Focus on Data; and Policy to Practice Communication Loops</i>). (Winter 2016)</li> </ol>	<p>Special Education Core Planners and Early Literacy Action Research Team</p>	<p>Retrospective Pre/Post Assessment Tools</p>

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

Action Plan – Capacity Building (Component 2: Support for District Implementation of Evidence-based Practices)

Year 1 (FFY 2015)  Year 2 (FFY 2016)  Year 3 (FFY 2017)  Year 4 (FFY 2018)

Theory of Action Strand: <b>Intensive Technical Assistance – Implementation Science</b>			
<i>Improvement Strategies</i>			
Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources (People/Materials/Time)	Performance Period(s)
1. Conduct district level needs assessments to determine infrastructure readiness for teaming, and selection and implementation of literacy-based education innovations/interventions.	Representatives from the respective Educational Service District Zones	Time and materials through existing ESD structures	Fall 2016 through Spring 2017
2. Develop list of replicable models districts can review to bolster infrastructure (including staffing, service delivery, resource allocation, scheduling, etc.)	Early Literacy Design Team	National Center for Systemic Improvement	Winter 2016
3. Develop and/or adopt Menu of Progress Monitoring and companion Data Collection Tools aligned with DEC training modules.	Ad-hoc Committee (Representatives composed of district-level assessment specialists)	Department of Teaching and Learning (OSPI)	Fall 2018
4. 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.	Early Literacy Design Team	Time and materials through existing administrative infrastructure at OSPI	Fall 2018
5. 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	Regional Implementation Teams  District Implementation Teams	Leverage of existing state-wide initiatives identified under Component One	Winter 2018 through Fall 2019

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

<p>innovations with a focus on use of data and implementation fidelity.</p>			
<p>6. 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.</p>	<p>Washington Education Association</p>	<p>Washington State Needs Project</p>	<p>Spring 2019</p>
<p>Evidence of Success (What are the milestones/benchmarks?)</p> <ul style="list-style-type: none"> <li>✚ District Needs Assessments</li> <li>✚ Cross-Training of Coaches (Focus on teaming, data-driven instruction, &amp; communication loops)</li> <li>✚ Website Expansion</li> </ul>			

The second strand on the Theory of Action is Coordinated Professional Learning – Evidence-based Practices. This strand is focusing on several root causes of low early literacy performance initially identified during the Data and Infrastructure Analysis<sup>6</sup>, including: (a) lack of data usability for progress monitoring to inform instruction; (b) administrative directives to write annual IEP goals aligned with Washington State Learning Standards in the absence of training, technical assistance, mentoring, or coaching support; (c) school-based pre-referral systems that include data tracking strategies to identify “students of concern”, but don’t have procedures to address how progress will be assessed over time or how data will be used to monitor the impact of applied interventions; and (d) the lack of district and school capacity to identify and implement evidence-based practices with fidelity. Of significant importance, is the ability to reinforce and monitor the fidelity of implementation of innovations/interventions. Identification (repurposing if necessary), recruitment, and training of coaches is also an essential element of this strand.

<sup>6</sup> Phase I Submission (page 37).

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

Strands (Theory of Action)	Communication Loops/ Stakeholder Group(s)	Key Activities/Tasks & Associated Timelines	Implementation Leader(s)	Fidelity Metric(s)
<p>Coordinated Professional Learning – Evidence-based Practices</p> <p><i>These activities/tasks need to focus on (a) targeted and customized professional development planning to address lack of cohesion in professional development mechanisms across state, regional, and local districts systems and (b) districts’ primary reliance on traditional stand-and-deliver training sessions.</i></p>	<p>Educational Service District Special Education Directors</p>	<p>Coaching (cross-reference to Consistency Index strand) (Summer 2016 through Summer 2019)</p> <p>Professional Learning Communities - <i>Repurposed</i> (Summer 2016 through Summer 2019)</p> <p>Fidelity Assessment Strategies<sup>7</sup></p> <ul style="list-style-type: none"> <li>• Fidelity assessments concern the effectiveness of supports for teachers who are implementing identified innovations/ interventions.</li> <li>• Fidelity ensures that success is repeatable.</li> <li>• Fidelity assessments should be frequent, relevant, and actionable.</li> </ul> <p>(Summer 2016 through Summer 2019)</p>	<p>Educational Service District Zones</p> <ul style="list-style-type: none"> <li>• Teresa Davenport (Puget Sound ESD)</li> <li>• Ryan Guzman (Capital Region ESD)</li> <li>• Glenda Sederstrom (North East Washington ESD)</li> </ul>	<p>Retrospective Pre/Post Assessment Tools</p>

<sup>7</sup> The State Design Team for K-4 Early Literacy (SISEP Project) identified professional development as an area in need of improvement with an intentional focus on enhancing the capacity of districts and schools to assess their system’s capacity to select appropriate evidence-based practices that can be implemented with high fidelity (Phase I Report; page 27).

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

Action Plan – Capacity Building (Component 2: Support for District Implementation of Evidence-based Practices)

Year 1 (FFY 2015)  Year 2 (FFY 2016)  Year 3 (FFY 2017)  Year 4 (FFY 2018)

Theory of Action Strand: <b>Coordinated Professional Learning</b>			
<i>Improvement Strategies</i>			
Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources (People/Materials/Time)	Performance Period(s)
1. Research strategies for increasing data usability for progress monitoring activities at the classroom and student levels.	State Early Childhood Special Education Coordination Team	Time and materials through existing ESD infrastructures	Summer 2015 through Winter 2017
2. State endorsement of early childhood special education-specific quality standards.	Early Literacy Action Research Team	Early Childhood Technical Assistance Center (ECTA)	Fall 2015

Action Plan – Capacity Building (Component 2: Support for District Implementation of Evidence-based Practices)

Year 1 (FFY 2015)  Year 2 (FFY 2016)  Year 3 (FFY 2017)  Year 4 (FFY 2018)

Theory of Action Strand: <b>Coordinated Professional Learning</b>			
<i>Improvement Strategies</i>			
Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources (People/Materials/Time)	Performance Period(s)
3. Regional dissemination of the <i>Washington State Comprehensive Literacy Plan: Birth through Grade 12</i> .	State Early Childhood Special Education Coordination Team	Existing communication loops will be accessed within the respective ESD Zones	Summer 2016 through Spring 2017
4. Review and dissemination of <i>Strengthening Student Educational Outcomes – ELA &amp; Student Behavior (July 2015)</i> to Regional Zones and district teams.	Early Literacy Design Team	OSPI Special Education Liaisons (State Special Education Dept. Program Supervisors)	Summer 2016 through Spring 2017

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

5. Adopt and disseminate coaching methodology to ensure consistency and fidelity of innovation/intervention implementation.	Early Literacy Design Team	National Association for the Education of Young Children – <i>Coaching with Powerful Interactions: A Guide for Partnering with Early Childhood Teachers</i>	Fall 2016
6. Informal observational data collection to determine areas of strengths and need.	Early Literacy Action Research Team Co-Chairs	Observation Tool with Criteria	Spring 2017
7. Develop and conduct targeted Professional Learning Survey within the three ESD Zones at both the district and school levels.	State Early Childhood Special Education Coordination Team	Professional Learning Survey	Spring 2017
8. Develop template agendas/scripts by key topics for local Professional Learning Communities to implement.	Early Literacy Action Research Team	Consultation provided by the State Early Childhood Special Education Coordination Team	Summer 2017

Action Plan – Capacity Building (Component 2: Support for District Implementation of Evidence-based Practices)

Year 1 (FFY 2015)  Year 2 (FFY 2016)  Year 3 (FFY 2017)  Year 4 (FFY 2018)

Theory of Action Strand: <b>Coordinated Professional Learning</b>			
<i>Improvement Strategies</i>			
Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources (People/Materials/Time)	Performance Period(s)
9. Identify DEC-specific training modules for integration into the e-Learning for Educators Online Course Catalog.	Co-Chairs of the Early Literacy Design Team	Division for Early Childhood of the Council for Exceptional Children	Summer 2017 through Winter 2018
10. 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)	Educational Service District Zones <ul style="list-style-type: none"> <li>• Teresa Davenport (Puget Sound ESD)</li> </ul>	Consistency Index User Groups	Fall 2017 through Spring 2019

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

within Individualized Education Programs (see Attachment B Special Education Student-Growth Model).	<ul style="list-style-type: none"> <li>• Ryan Guzman (Capital Region ESD)</li> <li>• Glenda Sederstrom (North East Washington ESD)</li> </ul>		
11. Design, development and/or adoption of school-based pre-referral systems designed to track and report the impact of identified innovations/interventions.	District and School Implementation Teams	Vanderbilt University – The IRIS Center Modules	Fall 2018 through Spring 2019
12. Explore applicability of observation-based training in literacy and language to ensure interrater reliability, fidelity and standardization.	ESD Special Ed Coordinators, ESD Early Childhood Coordinators, ESD K-4 Literacy Coordinators	WaKIDS Literacy and Language, Early Learning Objectives and Developmental Guidelines	Winter 2019 through Summer 2019
13. Develop and disseminate early childhood literacy training modules aligned with the format of current numeracy modules under development.	Regional Literacy Coordinators & Early Childhood Coordinators; Special Education Leaders on District Implementation Teams	Dedicated development time; Child Care Aware Coaches; ECEAP Coordinators serving within the initial ESD Zones	Fall 2018 through Winter 2019
14. Disseminate new Washington State Full Day Kindergarten Guide with focus on Section 3 – Learning environment and Section 4 – Curriculum/Instruction to expand capacity for literacy and language development.	Regional Literacy Coordinators & Early Childhood Coordinators; Special Education Leaders on District Implementation Teams	<i>New</i> Washington State Full Day Kindergarten Guide January 2016 (Version 2.2)	Winter 2017
15. Explore strategies for school and classroom access to new Birth-to-Six Assessment tool for use in Pre-K special education settings.	Regional and District Implementation Teams within initial ESD Zones	<i>New</i> Birth-to-Six Assessment System developed by Teaching Strategies GOLD	Spring 2017 through Winter 2019
16. Expand WaKIDS training to reach special education kindergarten teachers located in self-contained classrooms to ensure access to kindergarten assessment.	Nancee Alvord, WaKIDS Professional Development Coordinator	Existing WaKIDS Training Mechanisms	Fall 2016 through Spring 2017



Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

Evidence of Success (What are the milestones/benchmarks?)

- ✚ Launch of Early Childhood Special Education Quality Standards
- ✚ Increase in OSPI-vetted resources for re-purposed Professional Learning Communities focused on evidence-based early literacy practices
- ✚ Maximized access to and expansion of e-Learning for Educators Courses
- ✚ Introduction and implementation of Special Education Student Growth Model
- ✚ Improvement in WaKIDS data representativeness (inclusive of students in self-contained settings)

Consistency Index Data and Coaching is the Theory of Action’s third strand, however it is the cornerstone of the multi-year plan. The purpose of the Special Education Consistency Index (SECI) is to measure the congruency between: (a) the student’s sufficient evaluation for special education services, (b) the development of a properly formulated IEP, and (c) the provision of specially designed instruction (SDI) to that student. The predictable impact of non-compliance with these core tenets of special education programming on the provision of specially designed instruction is exponential. For example, in the absence of a sufficient evaluation on which to base the development of an IEP, it is unlikely that IEP teams will have the information necessary to guide the development of a properly formulated IEP. Without a properly formulated IEP, specially designed instruction is likely to be generalized from the general education classroom and/or school curricula (Pre-K through 3<sup>rd</sup> Grade) rather than being based on the individualized strengths and needs of the student.<sup>8</sup>

The application of the SECI is the study of the extent to which compliance can support increased student academic achievement; specific to the EI-SiMR the degree to which compliance will significantly contribute to the closing of the early literacy performance gap<sup>9</sup> between entering kindergarteners with disabilities and their typically developing peers. District and school implementation teams will be coached by certified SECI reviewers to conduct ongoing, in-depth analysis of both district- and school-level SECI data. Coaching will include the exploration of the degree to which the compliant delivery of appropriate special education programming correlates with academic achievement for early learners with disabilities. Results of district and school SECI analyses, in conjunction with WaKIDS and district-specific diagnostic assessment data, will be used to direct the delivery of targeted technical assistance and high quality professional development to improve special education programming across early childhood (Pre-K through 3<sup>rd</sup> grade). The EL-SiMR Design Team has successfully launched this strand as part of Phase III – Implementation & Evaluation during FFY 2015. In order to expand the accessibility and systems impact of the SECI Initiative, related tasks and activities are being concurrently implemented to include multiple grade bands across a wide spectrum of core content areas with culturally and linguistically diverse student populations reaching beyond the scope of measurement for Indicator B17. Vision forecasting for the SECI includes creating enhanced implementation scripts for use of the diagnostic tools, establishing an Intraclass Correlation Co-efficient (ICC) for interrater-reliability, and exploring/installing use of the SECI metric as part of the state’s Every Student Succeeds Act (ESSA) tool kit.

---

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

<sup>9</sup> Reported as 20.4% in the FFY 2014 State Performance Plan (Indicator B17).

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

Strands (Theory of Action)	Communication Loops/ Stakeholder Group(s)	Key Activities/Tasks & Associated Timelines	Implementation Leader(s)	Fidelity Metric(s)
Consistency Index & Coaching	Special Education Advisory Council	Develop and implement Consistency Index Practice (Initiative) Profile to guide the following tasks: <ul style="list-style-type: none"> <li>• Design Data Platform using existing compliance protocols;</li> <li>• Conduct Usability Testing;</li> <li>• Run Analytics &amp; Modify Scoring Elements if needed;</li> <li>• Conduct Reliability Testing to establish ICC;</li> <li>• Develop and pilot training module(s) to certify Consistency Index Scorers; and</li> <li>• Initial Roll-out/Installation to leaders within the regional and district systems.</li> </ul> (Summer 2015 through Summer 2016)	Sandy Grummick, Special Education Data Manager, & Valerie Arnold, Program Review/State 619 Coordinator	Share Point Logs
	Regional Zones – Regional Implementation Teams (n=3)	Validation of Compliance Protocols, Congruency Metrics, & Web-based Platform	Dr. Laura Matson, Abby Bowers, Ryan Guzman, Molly Baasch, Glenda Sederstrom, Fran	Practice Profile <sup>10</sup> for Consistency Index

<sup>10</sup> Practice Profiles are used to ensure interrater reliability and replication. (See <http://implementation.fpg.unc.edu/resources/handout-2-practice-profile-examples>.)

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

		(Fall 2016) <ul style="list-style-type: none"> <li>Identify strategies to scale-up within the 3 regions.</li> <li>Explore applicability of Special Education Consistency Index across 6 remaining regions.</li> </ul>	McCarthy, Dr. Cinda Johnson, Dr. Sue Ann Bube, Sandy Grummick, Special Education Data Manager, & Valerie Arnold, Program Review/State 619 Coordinator	
	User Groups – Washington Education Association, Enhancing Capacity of Special Education Leaders, ESDs Regional Zones	Design, development and implementation of web-based data platform for ongoing Special Education Consistency Index data entry and analytics. (Fall 2016 through Winter 2017)	Dr. Sue Ann Bube & Sandy Grummick, Special Education Data Manager	Practice Profile for Consistency Index

Action Plan – Capacity Building (Component 2: Support for District Implementation of Evidence-based Practices)

Year 1 (FFY 2015)  Year 2 (FFY 2016)  Year 3 (FFY 2017)  Year 4 (FFY 2018)

Theory of Action Strand: <b>Consistency Index Data and Coaching</b>			
<i>Improvement Strategies</i>			
Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources (People/Materials/Time)	Performance Period(s)
1. Design Data Platform using existing compliance protocols.	OSPI and CCTS with input from the Usability Testing participants	Human resources from identified agencies; State Needs Projects (federal IDEA funds)	Summer 2015
2. Conduct Usability Testing using Implementation Science protocols.	Usability Testing User Groups	Human resources from identified agencies	Summer 2015

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

Action Plan – Capacity Building (Component 2: Support for District Implementation of Evidence-based Practices)

Year 1 (FFY 2015)  Year 2 (FFY 2016)  Year 3 (FFY 2017)  Year 4 (FFY 2018)

Theory of Action Strand: <b>Consistency Index Data and Coaching</b>			
<i>Improvement Strategies</i>			
Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources (People/Materials/Time)	Performance Period(s)
3. Run Analytics & Modify Scoring Elements, if needed.	CCTS and Usability Testing User Groups	State Needs Projects (federal IDEA funds)	Spring 2016
4. Conduct Reliability Testing to establish Intraclass Correlation Co-efficient (ICC).	Usability Testing User Groups	Human resources from identified agencies	Spring 2016
5. Develop and pilot training module(s) to certify Consistency Index Scorers.	OSPI and CCTS with input from the Usability Testing participants	Human resources from identified agencies	Spring 2016
6. Initial Roll-out/Installation of Consistency Index Initiative to leaders within the regional zones and respective district systems.	OSPI (Sandy Grummick, Special Education Data Manager & Valerie Arnold, Program Review & 619 Coordinator)	Federal IDEA funds	Fall 2016

Action Plan – Capacity Building (Component 2: Support for District Implementation of Evidence-based Practices)

Year 1 (FFY 2015)  Year 2 (FFY 2016)  Year 3 (FFY 2017)  Year 4 (FFY 2018)







Theory of Action Strand: <b>Consistency Index Data and Coaching</b>			
<i>Improvement Strategies</i>			
Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources (People/Materials/Time)	Performance Period(s)
7. Create an Introductory Script for Provider Interviews to (a) reinforce understanding of the purpose of the work; (b) standardize messaging of the SECI; and (c) expand accessibility by the	Consistency Index Leadership Team	Federal IDEA funds	Fall 2016 through Spring 2017

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

local educational systems within the regional zones.			
8. Identify strategies to scale-up within the three initial regional zones.	Early Literacy Design Team in cooperation with ESD Zones	District and School Implementation Teams (Joint training and coaching by regional and district leadership personnel)	Spring 2018
9. Full implementation of Consistency Index Initiative with leaders within the regional zones and respective district systems.	Dr. Laura Matson, Abby Bowers, Ryan Guzman, Molly Baasch, Glenda Sederstrom, Fran McCarthy, Dr. Cinda Johnson, Dr. Sue Ann Bube,	Coordinated Services Agreement allocation; and State Needs Projects (Federal IDEA funds)	Spring 2018

Action Plan – Capacity Building (Component 2: Support for District Implementation of Evidence-based Practices)

Year 1 (FFY 2015)  Year 2 (FFY 2016)  Year 3 (FFY 2017)  Year 4 (FFY 2018)

Theory of Action Strand: <b>Consistency Index Data and Coaching</b>			
<i>Improvement Strategies</i>			
Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources (People/Materials/Time)	Performance Period(s)
10. Explore applicability of Special Education Consistency Index across six remaining regions.	Regional Implementation Teams within ESD Zones	Existing ESD resources across all nine ESD systems	Fall 2018 through Spring 2019
Evidence of Success (What are the milestones/benchmarks?) <ul style="list-style-type: none"> <li> Compliance Instruments Validated</li> <li> Web-based Data Collection Platform Developed</li> <li> Usability Testing Results Analyzed &amp; Modifications Completed</li> <li> Inter-rater Reliability Co-efficient Established</li> <li> Certification Modules for Master Scorers Operationalized</li> <li> SECI Diagnostic Tools Integrated into IDEA and ESSA Tool Kits</li> </ul>			

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

The last strand is Parent Engagement Resources. This strand bridges and impacts all of the Theory of Action Strands. It represents an important aspect of the multi-year plan and serves as an underpinning for the other three strands. Initially referenced under the Governance system within the State Infrastructure Analysis, these strategies are designed to recognize the value of a broad range of activities to involve family members and/or guardians helping young children to learn, both at home and at school. This includes a range of activities from creating a family-friendly school environment and communication methods to creating family-school-community partnerships.<sup>11</sup> The OSEP-vetted curriculum titled *Improving Relationships and Results: Building Family/School Partnerships* will be promoted as an integral part of a district’s overall coordinated effort to build and enhance effective practices that improve relationships as well as student results.

Strands (Theory of Action)	Communication Loops/ Stakeholder Group(s)	Key Activities/Tasks & Associated Timelines	Implementation Leader(s)	Fidelity Metric(s)
<p>Parent Engagement Resources</p> <p><i>Successful parent/family involvement relies on meaningful collaboration between youth, families, schools, employers, and agencies. Successful partnerships reflect an understanding of the great diversity among families and differences in cultural and socioeconomic conditions. Research has shown that not only does parent/family involvement increase academic achievement, as reflected in higher test scores and graduation rates, but it also increases the likelihood that youth will pursue higher education.</i></p>	<p>PAVE Administrators/Advocates</p> <p>OSPI Community/Parent Liaison</p> <p>Open Doors for Multi-Cultural Families</p>	<p>Selection and implementation of evidence-based innovations that district and schools can select to improve relationships with families identified in the <i>Improving Relationships and Results: Building Family/School Partnerships</i> curriculum.</p>	<p>Regional ESD Directors</p> <p>State Early Childhood Special Education Coordination Team</p> <p>E-Learning for Educators State Needs Project Director</p>	<p>Coordinated Service Agreement Reporting Mechanisms</p> <p>iGrants Form Package</p>
	<p>Washington State University - Social and Economic Sciences Research Center</p>	<p>Expansion of Indicator B8 - State Parent Survey Data Fields</p>	<p>Valerie Arnold, Program Review/State 619 Coordinator, OSPI &amp; Candiya Mann, WSU Senior Research Manager</p>	<p>Demographics Spreadsheet</p>
	<p>Special Education Advisory Council</p>	<p>Development of Action Plan addressing recommendations</p>	<p>Early Literacy Action Research Team</p>	<p>Evaluation Plan</p>

<sup>11</sup> Hedeem, T., Moses, P., Peter, M. (2011) *Encouraging Meaningful Parent/Educator Collaboration: A Review of Literature*. Center for Appropriate Dispute Resolution in Special Education (CADRE)



Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

		initiated through Phase I activities.		
--	--	---------------------------------------	--	--

Action Plan – Capacity Building (Component 2: Support for District Implementation of Evidence-based Practices)

Year 1 (FFY 2015)  Year 2 (FFY 2016)  Year 3 (FFY 2017)  Year 4 (FFY 2018)

Theory of Action Strand: <b>Parent Engagement</b>			
<i>Improvement Strategies</i>			
Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources (People/Materials/Time)	Performance Period(s)
1. Expand State Performance Plan Indicator B8 data analysis capacity to include breakdown of parent survey results by demographics (grade, ethnicity, placement, disability category) for each school within the respective districts surveyed.	Valerie Arnold, Program Review/State 619 Coordinator	Candiya Mann, WSU Senior Research Manager	Spring 2016
2. Develop multi-layered communication strategy (e.g., online resources, parent outreach) for OSPI, regional, district, and school expected outcomes.	Sandy Grummick, Special Education Data Manager & Valerie Arnold, Program Review & 619 Coordinator	OSPI Public & Community Relations Department <i>Cross-reference: Component Three-Communication &amp; Dissemination of Evaluation Results</i>	Spring 2016
3. Create selection criteria for resources and tools identified as part of the Parent Engagement strand to ensure cultural relevance responsive to diverse districts, schools, and student populations.	Early Literacy Action Research Team	Working Together: A Guide to Parent and Professional and Communication Within Special Education (Technical Assistance Alliance for Parent Centers)  Open Doors for Multi-Cultural Families	Summer 2016

Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

Action Plan – Capacity Building (Component 2: Support for District Implementation of Evidence-based Practices)

Year 1 (FFY 2015)  Year 2 (FFY 2016)  Year 3 (FFY 2017)  Year 4 (FFY 2018)

Theory of Action Strand: <b>Parent Engagement</b>			
<i>Improvement Strategies</i>			
Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources (People/Materials/Time)	Performance Period(s)
4. Develop and/or adopt Parent Engagement Menu of Best Practices including: <ul style="list-style-type: none"> <li>• Research-validated parent engagement indicators associated with student outcomes;</li> <li>• School-based parent involvement assessment tools; and</li> <li>• Regional dissemination plan.</li> </ul>	Early Literacy Action Research Team	Center for Appropriate Dispute Resolution in Special Education (CADRE)  <a href="#">Harvard Family Research Project Parental Involvement and Student Achievement: A Meta-Analysis</a>	Fall 2017
5. Identify community-based partners with mutual missions related to family engagement (community-based organizations, service providers, Parent Teacher Student Associations, etc.).	Early Literacy Action Research Team	Federally-funded Parent Training & Information Center - Partnerships for Action-Voices for Empowerment (PAVE)	Fall 2017
6. Build capacity for district access to <i>Improving Relationships &amp; Results: Building Family/School Partnerships</i> curriculum through multi-layered communication strategy (i.e. webinars for ESDs/district leaders, and distribution through WEA website).	Molly Baasch, WEA Special Populations & Program Administrator Scott Raub, OSPI Parent & Community Liaison	Federally-funded Parent Training & Information Center - Partnerships for Action-Voices for Empowerment (PAVE)	Summer 2017 through Spring 2019
7. Identify community-based partners with mutual missions related to supporting family involvement in their child's schooling.	Early Literacy Design Team	Open Doors for Multicultural Families	Fall 2017

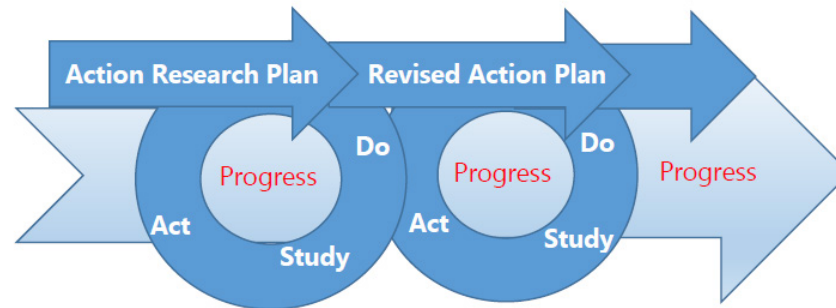
Support for District Implementation of Evidence-based Practices—**Component 2** (Capacity Building)

<p>8. Explore strategies to increase local partnerships with systems that have formal parent involvement structures in place (i.e. ECEAP &amp; Head Start have Parent Policy Councils, Family Support Coordinators, and routine Parent Meetings).</p>	<p>District Implementation Teams</p>	<p>Engaged Parents-Successful Students: An Overview of Local and National Parent Engagement in Education Efforts</p>	<p>Fall 2018 through Spring 2019</p>
<p>Evidence of Success (What are the milestones/benchmarks?)</p> <ul style="list-style-type: none"> <li>✚ Increased school-based access to OSEP-vetted <i>Improving Relationships and Results: Building Family/School Partnerships</i> curriculum</li> <li>✚ Expanded Parent Involvement Resources posted to OSPI website</li> <li>✚ Parent Engagement Menu of Best Practices Disseminated within ESD Regional Zones</li> </ul>			

### Evaluation Plan—Component 3

The Evaluation Plan comprises the third component of the Phase II Strategic Plan. The evaluation design focuses on measuring both implementation of the key SSIP activities and the impact those activities have on achieving measurable improvement in the EL-SiMR. Steps undertaken 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 Design in that continuous improvement cycles are intentionally embedded in the Plan-Do-Study-Act systems analysis.

Figure 3-1: Action Research Plan



The evaluation plan includes specific methods to measure progress with the EL-SiMR at regular intervals. Methodology includes indicators (quantitative and qualitative factors) for (a) assessing achievement; (b) changes in behavior, perceptions, relationships, and understanding; and (c) system performance. Strategies for tracking improvements in policy, procedures, and/or practices across all three levels of the State's service delivery systems - state, regional, and local district - have also been identified. A purpose statement and overarching set of guiding questions were used to anchor the development work for Component 3.

## Evaluation Plan—**Component 3**

Purpose Statement: To evaluate the effectiveness of actions taken and measure change at the system, practice, and student levels using both formative and summative data.<sup>12</sup>

### Guiding Questions:

- Evidence of Progress
  - a. Activities Occurred (Implementation Impacts—Formative Assessments)
    - i. Yes, what evidence exists?
    - ii. If not, why not?
    - iii. Next Steps?
  - b. Intended Outcomes Accomplished (System Impacts—Summative Assessments)
    - i. Yes, what evidence exists?
    - ii. If not, why not?
    - iii. Next Steps?

An Evaluation Logic Model, vetted by the Early Literacy Action Research Team, is the navigational beacon that guides the development of the evaluation design and data collection parameters. The logic model shines a light on the inputs, activities and outputs necessary to achieve the anticipated outcomes; in turn information from the evaluation will 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.

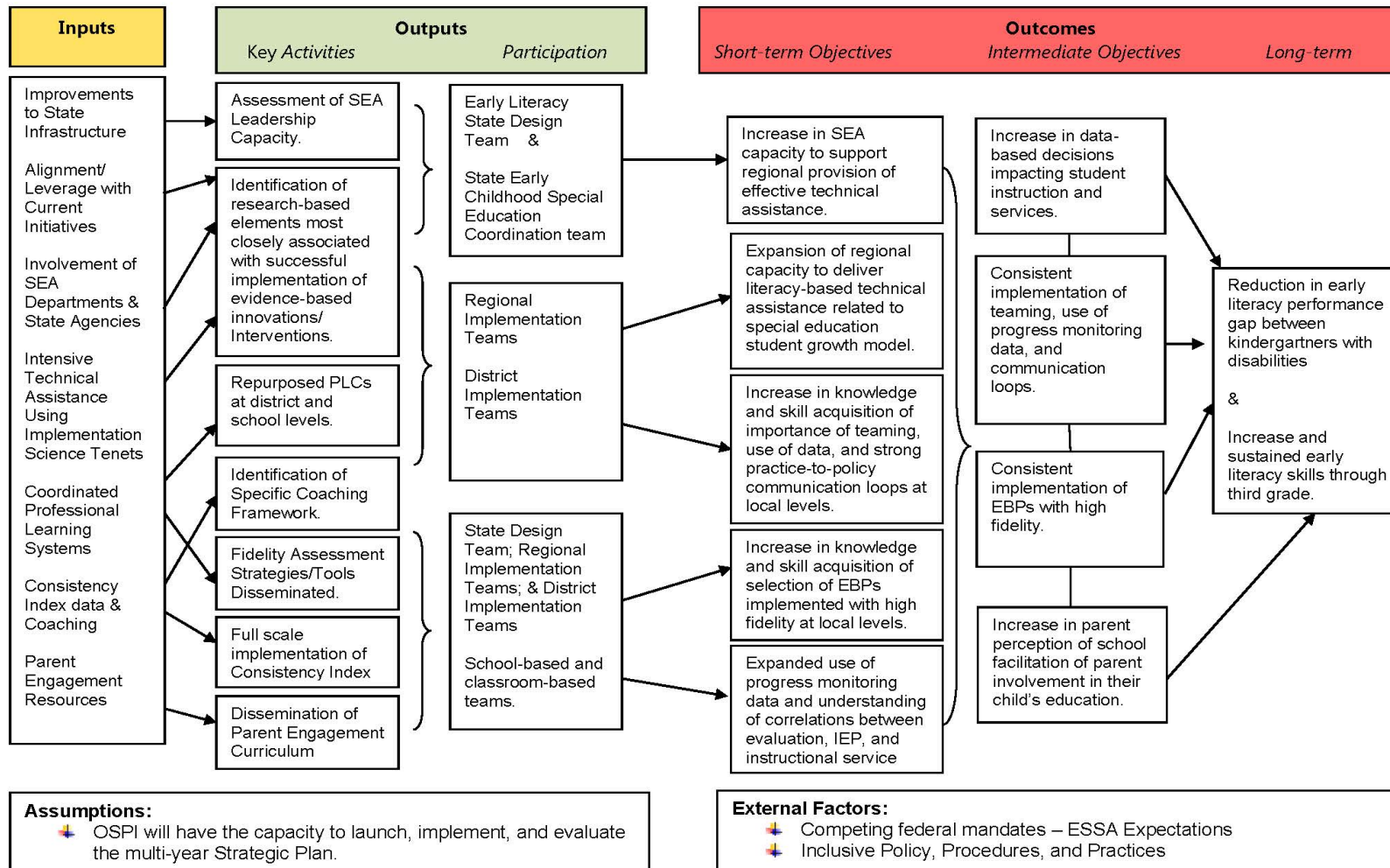
---

<sup>12</sup> Consultation for initial design and development of the Evaluation Plan was received from the Social and Economic Sciences Research Center at Washington State University.

# Evaluation Plan—Component 3

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

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



### Evaluation Plan—Component 3

The evaluation questions bridge the state infrastructure development strategies, Theory of Action strand-specific Action Plans, and the evaluation logic model. The short, intermediate, and long-term evaluation questions align with the short and intermediate objectives, as well as the long-term outcomes on the logic model.

The evaluation questions table is structured as follows:

	Formative	Short-term	Intermediate-term	Long-term
State				
Regional				
Local (District, School, Classroom)				

This structure is repeated for Component One—State Infrastructure Development and for each strand in Component Two—Support for District Implementation of Evidence-based Practices. The same long-term evaluation questions are presented for all components and strands (related to the Early Literacy SiMR and the Action Plans). Since the Early Literacy SiMR and Action Plan results are expected to take place at the local level, most of the short and intermediate evaluation questions also focus on the local level.

Following the Evaluation Design table of evaluation questions is the Evaluation Data Collection table. For each evaluation question, this table provides the data collection plan, intended methods of analysis, and timing.

Role of Stakeholders in Decision-Making [OSEP Rubric 3(d)]: The evaluation plan is intentionally designed to be highly collaborative. The Early Literacy Action Research Team, which will be transitioning in Phase III to serve as the Early Literacy Design Team (see Attachment F – OSPI Early Literacy Implementation Framework), participated directly in the development of the evaluation questions and vetted the evaluation plan in the design phase. The data collection plan calls for regular input from stakeholders at all levels, through multiple existing channels, including the OSPI Cabinet, State Special Education Advisory Council, Early Literacy Design Team, ESD/OSPI Leadership Group, Regional Implementation Teams, and District Implementation Teams. Through these regular meetings, stakeholders will be able to share information about what has been implemented, what has worked well, and what barriers were found. The state and regions will be able to fine-tune project delivery based on this formative assessment and make modifications to the SSIP as necessary. A Communication and Dissemination Plan for Evaluation has been developed to further denote stakeholder involvement and dissemination strategies; this plan immediately follows the Evaluation Data Collection table.



Evaluation Plan—**Component 3**

Tables Integrate [OSEP Rubric 3(a) & 3(c)] Primary Source: [Think Like an Evaluator: Backwards, Forwards, and In Circles](#); SSIP Interactive Institutes; Tom Fiore of IDC (May 2015)

Evaluation Design

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

<b>Component One: State Infrastructure Development</b>			
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>○ Improvements to State Infrastructure</li> <li>○ Alignment/Leverage with Current Initiatives</li> <li>○ Involvement of State Education Agency (SEA) Departments and Other State Agencies</li> </ul> </li> </ul>			
<b>Formative Evaluation Questions</b>	<b>Short-term Evaluation Questions</b>	<b>Intermediate Evaluation Questions</b>	<b>Long-term Evaluation Questions</b>
<p>1. To what extent has OSPI completed the Component One strategies in (1) systems and targeted improvements, (2) alignment with current state initiatives, and (3) collaboration with SEA Department and other state agencies, according to the timeline set forth in the Phase II Strategic Plan?</p>	<p>2. How has the implementation of the Component One strategies affected the Early Literacy Action Research Team’s assessment of</p> <ul style="list-style-type: none"> <li>• Collaboration in leadership,</li> <li>• Motivation and guidance,</li> <li>• And vision and direction?</li> </ul>		<p>3. EL-SiMR: Has the early literacy achievement gap been reduced between kindergartners with disabilities and typically developing peers?</p> <p>4. Theory of Action: Have students with disabilities increased and sustained early literacy skills through third grade? If so, to what extent?</p>

<b>Component Two: Support for Implementation of Evidence-based Practices</b>			
<b>Intensive Technical Assistance – Implementation Science Strand</b>			
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Identify three elements most closely associated with successful implementation of evidence-based practices.                             <ul style="list-style-type: none"> <li>○ <i>Three elements: (1) Teaming Structures; (2) Focus on Data; and (3) Policy to Practice Communication Loops</i></li> </ul> </li> <li>• Analyze potential challenges and solutions for ensuring the three elements are implemented with fidelity.</li> <li>• Develop an Action Plan addressing the three elements.</li> </ul>			
<b>Formative Evaluation Questions</b>	<b>Short-term Evaluation Questions</b>	<b>Intermediate Evaluation Questions</b>	<b>Long-term Evaluation Questions</b>
<p><b>State-level:</b></p> <p>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?</p> <p>6. What was especially effective/ineffective in the support provided by OSPI? What additional support, if any, would the regions like from OSPI?</p>	<p><b>State-level:</b></p> <p>7. To what extent has OSPI strengthened its capacity to support the regions in delivering effective technical assistance?</p>	<p><b>State-level:</b></p> <p>None</p> <p><i>Intermediate outcomes will be measured at the local level. See below for local-level questions.</i></p>	<p><b>State-level:</b></p> <p>None</p> <p><i>Long-term outcomes will be measured at the local level. See below for local-level questions.</i></p>
<p><b>Regional-level:</b></p> <p>8. To what extent have the regions implemented the action plan,</p>	<p><b>Regional-level:</b></p> <p>None</p>	<p><b>Regional-level:</b></p> <p>None</p>	<p><b>Regional-level:</b></p> <p>None</p>

Evaluation Plan—**Component 3**

<p>delivering technical assistance to districts, schools, and classrooms? What form(s) did the technical assistance take?</p> <p>9. What was especially effective/ineffective in the support provided by the regions? What additional support, if any, would the districts, schools and classrooms like from the regions?</p>		<p><i>Intermediate outcomes will be measured at the local level. See below for local-level questions.</i></p>	<p><i>Long-term outcomes will be measured at the local level. See below for local-level questions.</i></p>
<p><b>Local-level:</b> None <i>The districts/schools/classrooms will receive the technical assistance provided by the regions.</i></p>	<p><b>Local-level:</b> 10. To what extent have the districts/schools/classrooms increased their <b>knowledge</b> of the three elements most closely associated with successful implementation of evidence-based practices, due to the technical assistance the received?</p>	<p><b>Local-level:</b> 11. To what extent have the districts/schools/classrooms <b>implemented</b> the three elements most closely associated with successful implementation of evidence-based practices? 12. To what extent have the districts/schools/classrooms improved their ability to effectively select and implement innovations/interventions with fidelity?</p>	<p><b>Local-level:</b> EL-SiMR: See #3 above Theory of Action: See #4 above</p>

<b>Coordinated Professional Learning Strand (Capacity Building for Evidence-based Practices)</b>			
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Coaching (see Special Education Consistency Index strand)</li> <li>• Professional Learning Communities - Repurposed</li> <li>• Fidelity Assessment Strategies</li> </ul>			
<b>Formative Evaluation Questions</b>	<b>Short-term Evaluation Questions</b>	<b>Intermediate Evaluation Questions</b>	<b>Long-term Evaluation Questions</b>
<b>State-level:</b> 13. To what extent has OSPI contributed to the development of statewide coordinated professional learning opportunities for pre-k early literacy, which informs the framework to support the regions in implementation?	<b>State-level:</b> None <i>Short-term outcomes will be measured at the local level. See below for local-level questions.</i>	<b>State-level:</b> None <i>Intermediate outcomes will be measured at the local level. See below for local-level questions.</i>	<b>State-level:</b> None <i>Long-term outcomes will be measured at the local level. See below for local-level questions.</i>
<b>Regional-level:</b> 14. How have the regions facilitated the roll-out of the coaching, professional learning communities and fidelity strategies?  15. What additional support, if any, would the regions like from OSPI to support the districts/schools/classrooms in the coaching, professional learning communities and fidelity strategies?	<b>Regional-level:</b> None <i>Short-term outcomes will be measured at the local level. See below for local-level questions.</i>	<b>Regional-level:</b> None <i>Intermediate outcomes will be measured at the local level. See below for local-level questions.</i>	<b>Regional-level:</b> None <i>Long-term outcomes will be measured at the local level. See below for local-level questions.</i>

Evaluation Plan—**Component 3**

<p><b>Local-level:</b>            16. To what extent have the districts/schools/classrooms participated in the coaching, professional learning communities and fidelity strategies?            17. What was especially effective/ineffective in the coaching, professional learning communities and fidelity strategies? What additional support, if any, would the districts, schools and classrooms like from the regions and OSPI?</p>	<p><b>Local-level:</b>            18. To what extent have districts/schools/classrooms improved their knowledge of how to select appropriate evidence-based practices that can be implemented with high fidelity?            19. To what extent have districts/schools/classrooms enhanced their knowledge of how to use data to inform their decision-making?            20. To what extent have districts/schools/classrooms increased their awareness of how to move beyond traditional stand-and-deliver professional learning mechanisms?</p>	<p><b>Local-level:</b>            21. To what extent have districts/schools/classrooms improved their capacity to select appropriate evidence-based practices that can be implemented with high fidelity?            22. To what extent have districts/schools/classrooms used data to inform their decision-making?            23. To what extent have districts/schools/classrooms moved beyond traditional stand-and-deliver professional learning mechanisms? What other professional learning mechanisms have been offered? What worked well and what did not?</p>	<p><b>Local-level:</b>            EL-SiMR: See #3 above             Theory of Action: See #4 above</p>
---	--	---	--

<b>Special Education Consistency Index Data and Coaching Strand</b>			
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Develop and implement Special Education Consistency Index Practice (Initiative) Profile</li> <li>• Usability Testing – Compliance Protocols, Congruency Metrics, &amp; Web-based Platform</li> <li>• Design and development of web-based data platform for Special Education Consistency Index data entry and analytics</li> </ul>			
<b>Formative Evaluation Questions</b>	<b>Short-term Evaluation Questions</b>	<b>Intermediate Evaluation Questions</b>	<b>Long-term Evaluation Questions</b>
<p><b>State-level:</b>                      24. To what extent has OSPI completed (1) the development and implementation of the Special Education Consistency Index, (2) the usability testing, and (3) design and development of the web-based platform?                      25. Is the Special Education Consistency Index implemented with high inter-rater reliability?</p>	<p><b>State-level:</b>                      None  <i>The Special Education Consistency Index is intended to create local-level change; thus, the outcomes are measured at the local level.</i></p>	<p><b>State-level:</b>                      None  <i>Intermediate outcomes will be measured at the local level. See below for local-level questions.</i></p>	<p><b>State-level:</b>                      None  <i>Long-term outcomes will be measured at the local level. See below for local-level questions.</i></p>
<p><b>Regional-level:</b>                      26. To what extent have regions conducted Special Education Consistency Index Assessments?</p>	<p><b>Regional-level:</b>                      None  <i>Short-term outcomes will be measured at the local level. See below for local-level questions.</i></p>	<p><b>Regional-level:</b>                      None  <i>Intermediate outcomes will be measured at the local level. See below for local-level questions.</i></p>	<p><b>Regional-level:</b>                      None  <i>Long-term outcomes will be measured at the local level. See below for local-level questions.</i></p>
<p><b>Local-level:</b>                      27. To what extent have districts/schools conducted Special Education</p>	<p><b>Local-level:</b>                      28. How has the Special Education Consistency Index influenced</p>	<p><b>Local-level:</b>                      29. How has the implementation of the Special Education Consistency Index impacted</p>	<p><b>Local-level:</b>                      EL-SiMR: See #3 above                       Theory of Action: See #4 above</p>

Evaluation Plan—**Component 3**

<p>Consistency Index Assessments?</p>	<p>district/school personnel’s <b>understanding</b> of</p> <ul style="list-style-type: none"> <li>• the purpose of student evaluations and</li> <li>• 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?</li> </ul>	<p>the regions’ implementation of</p> <ul style="list-style-type: none"> <li>• Professional learning content?</li> <li>• Training sessions?</li> <li>• Coaching strategies?</li> <li>• Technical assistance?</li> </ul> <p>30. How has the implementation of the Special Education Consistency Index impacted student instruction and services?</p> <p>31. The hypothesis behind the Special Education Consistency Index is that students at districts/schools/classrooms with high Special Education Consistency Index scores will make greater gains than students at districts/schools/classrooms with low scores. To what extent is this hypothesis found to be true?</p>	
---------------------------------------	--	---	--

<b>Parent Engagement Resources Strand</b>			
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Build capacity for district access to <i>Improving Relationships &amp; Results: Building Family/School Partnerships</i> curriculum</li> <li>• Selection and implementation of evidence-based innovations that districts can select to improve relationships with families</li> <li>• Expansion of Indicator B8 – state parent survey data fields</li> <li>• Development of action plan addressing recommendations</li> </ul>			
<b>Formative Evaluation Questions</b>	<b>Short-term Evaluation Questions</b>	<b>Intermediate Evaluation Questions</b>	<b>Long-term Evaluation Questions</b>
<p><b>State-level:</b></p> <p>32. To what extent has OSPI incorporated recommendations initiated by the Phase I analysis activities into the action plan?</p> <p>33. To what extent has OSPI developed a menu of evidence-based innovations that districts/schools/classrooms can select to improve relationships with families?</p>	<p><b>State-level:</b></p> <p>None</p> <p><i>Short-term outcomes will be measured at the local level. See below for local-level questions.</i></p>	<p><b>State-level:</b></p> <p>None</p> <p><i>Intermediate outcomes will be measured at the local level. See below for local-level questions.</i></p>	<p><b>State-level:</b></p> <p>None</p> <p><i>Long-term outcomes will be measured at the local level. See below for local-level questions.</i></p>
<p><b>Regional-level:</b></p> <p>34. How have the regions supported the districts/schools/classrooms in selecting evidence-based innovations to improve relationships with families?</p> <p>35. What has been especially effective or ineffective? How</p>	<p><b>Regional-level:</b></p> <p>None</p> <p><i>Short-term outcomes will be measured at the local level. See below for local-level questions.</i></p>	<p><b>Regional-level:</b></p> <p>None</p> <p><i>Intermediate outcomes will be measured at the local level. See below for local-level questions.</i></p>	<p><b>Regional-level:</b></p> <p>None</p> <p><i>Long-term outcomes will be measured at the local level. See below for local-level questions.</i></p>



Evaluation Plan—**Component 3**

<p>could the regions better support the districts/ schools/classrooms in their selection and implementation of evidence-based innovations to improve relationships with families?</p>			
<p><b>Local-level:</b>            36. What evidence-based innovations have the districts/ schools/classrooms implemented to improve relationships with families? How did they select the innovations?            37. To what extent has the <i>Improving Relationships &amp; Results</i> curriculum been disseminated to districts/schools/classrooms?</p>	<p><b>Local-level:</b>            38. To what extent have districts/schools/classrooms improved their knowledge of how to engage parents in activities beyond the classroom?</p>	<p><b>Local-level:</b>            39. To what extent have districts/schools/classrooms engaged parents in activities beyond the classroom?            40. To what extent do parents feel that they are valued participants in their children’s education?</p>	<p><b>Local-level:</b>            EL-SiMR: See #3 above             Theory of Action: See #4 above</p>

Evaluation Data Collection

<b>Component One: State Infrastructure Development</b>					
<b>State, Regional, or Local Level</b>	<b>Formative, Short-, Intermediate-, or Long-term</b>	<b>Evaluation Question</b>	<b>Data Collection Plan</b>	<b>Data Analysis Methods</b>	<b>Timing</b>
State	Formative	1. To what extent has OSPI completed the Component One strategies in (1) systems and targeted improvements, (2) alignment with current state initiatives, and (3) collaboration with SEA Department and other state agencies, according to the timeline set forth in the Phase II Strategic Plan?	Quarterly Self-Assess with annual review from EL-SiMR Design Team (check boxes) (was there progress? Were there barriers?)	Rubric scores, measured progress towards completion of activities/strategies	Annual, April Phase III Annual Report
State	Short-Intermediate	2. How has the implementation of the Component One strategies affected the Action Research Team’s assessment of <ul style="list-style-type: none"> <li>• Collaboration in leadership,</li> <li>• Motivation and guidance,</li> <li>• And vision and direction?</li> </ul>	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. <b>EL-SiMR:</b> 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

Evaluation Plan—**Component 3**

State	Long	4. <b>Theory of Action:</b> Have students with disabilities increased and sustained early literacy skills through third grade? If so, to what extent?	3 <sup>rd</sup> Grade ELA Assessment	Status Cohort C Student Group 1 2018-19 compared to WaKIDS Assess in 2015-16 (see Action Research Design)	Annual
-------	------	---	--------------------------------------	---	--------

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

State, Regional, or Local Level	Formative, Short-, Intermediate-, or Long-term	Evaluation Question	Data Collection Plan	Data Analysis Methods	Timing
State	Formative	5. Has OSPI completed the three strategies, (1) identifying the three elements most closely associated with successful implementation of evidence-based practices, (2) analyzing potential challenges and solutions for ensuring the elements are implemented with fidelity, and (3) developing an action plan for addressing the three elements?	Quarterly Self-Assess with annual review from EL-SiMR Design Team	Rubric scores, measured progress towards completion of activities/strategies	Annual, April Phase III Annual Report
State	Formative	6. What was especially effective/ineffective in the support provided by OSPI? What additional support, if any, would the regions like from OSPI?	CSA reporting through iGrants Form Package with annual review	Qualitative analysis, identification of opportunities for improvement,	Annually, September

Evaluation Plan—**Component 3**

			from EL-SiMR Design Team	replication of successes	
State	Short	7. To what extent has OSPI strengthened its capacity to support the regions in delivering effective technical assistance?	Number of staff who received certification of the SECI Platform	Year to year comparison of the number of certified scorers	Annual, April Phase III Annual Report
Region	Formative	8. To what extent have the regions implemented the action plan, delivering technical assistance to districts, schools, and classrooms? What form(s) did the technical assistance take?	Annual professional development plan from ESD Regional Zones Upload Annual Needs Assessment and Training Calendar through iGrants when completing #7.	Document review with follow up using EL-SiMR matrix.	Annually, September
Region	Formative	9. What was especially effective/ineffective in the support provided by the regions? What additional support, if any, would the districts, schools and classrooms like from the regions?	CSA reporting through iGrants Form Package	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annually, September
Local	Short	10. To what extent have the districts/schools/classrooms increased their <b>knowledge</b> of the three elements most closely associated with successful implementation of evidence-based practices, due to the technical assistance the received?	Integrated Stage-Based Capacity Assessment, Research Brief OPRE 2015-48	Pre/Post Comparison	Aligned with provision of technical assistance

Evaluation Plan—**Component 3**

Local	Intermediate	11. To what extent have the districts/schools/classrooms <b>implemented</b> the three elements most closely associated with successful implementation of evidence-based practices?	Integrated Stage-Based Capacity Assessment, Research Brief OPRE 2015-48	Annual follow-up, comparison to pre/post conducted in #10	Annual
Local	Intermediate	12. To what extent have the districts/schools/classrooms improved their ability to effectively select and implement innovations/interventions with fidelity?	Integrated Stage-Based Capacity Assessment, Research Brief OPRE 2015-48	Annual follow-up, comparison to pre/post conducted in #10	Annual

<b>Coordinated Professional Learning Strand (Capacity Building for Evidence-based Practices)</b>					
<b>State, Regional, or Local Level</b>	<b>Formative, Short-, Intermediate-, or Long-term</b>	<b>Evaluation Question</b>	<b>Data Collection Plan</b>	<b>Data Analysis Methods</b>	<b>Timing</b>
State	Formative	13. To what extent has OSPI contributed to the development of statewide coordinated professional learning opportunities for pre-k early literacy, which informs the framework to support the regions in implementation?	Quarterly Self-Assess with annual review from EL-SiMR Design Team	Rubric scores, measured progress towards completion of activities/strategies	Annual, April Phase III Annual Report
Region	Formative	14. How have the regions facilitated the roll-out of the coaching, professional learning communities and fidelity strategies?	Standing agenda item on monthly ESD/OSPI Leadership meeting; and State	Document analysis. Report out at meetings.	Monthly meetings

Evaluation Plan—Component 3

			ECSE Coordination Team Special Education Support Center State Needs Project (SNP) reporting through iGrants Form Package		Semi-annual iGrants reporting
Region	Formative	15. What additional support, if any, would the regions like from OSPI to support the districts/schools/classrooms in the coaching, professional learning communities and fidelity strategies?	Standing agenda item on monthly ESD/OSPI Leadership meeting; and State ECSE Coordination Team Special Education Support Center State Needs Project (SNP) reporting through iGrants Form Package	Document analysis. Report out at meetings.	Monthly meetings  Semi-annual iGrants reporting
Local	Formative	16. To what extent have the districts/schools/classrooms participated in the coaching, professional learning communities and fidelity strategies?	Standing agenda item on regularly scheduled District Implementation Team	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annual, April Phase III Annual Report

Evaluation Plan—**Component 3**

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

Evaluation Plan—**Component 3**

Local	Intermediate	22. To what extent have districts/schools/classrooms used data to inform their decision-making?	Progress Monitoring Checklist Retrospective Pre/Post Assessment Tools	Annual follow-up, comparison to pre/post conducted in #19	Annual
Local	Intermediate	23. To what extent have districts/schools/classrooms moved beyond traditional stand-and-deliver professional learning mechanisms? What other professional learning mechanisms have been offered? What worked well and what did not?	Retrospective Pre/Post Assessment Tools	Annual follow-up, comparison to pre/post conducted in #20	Annual

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



Evaluation Plan—**Component 3**

Region	Formative	26. To what extent have regions conducted Special Education Consistency Index Assessments?	Number of certified scores Number of Assessments completed	SECI web-based data platform	Quarterly
Local	Formative	27. To what extent have districts/schools conducted Special Education Consistency Index Assessments?	Number of Assessments completed	SECI web-based data platform	Quarterly
Local	Short	28. How has the Special Education Consistency Index influenced district/school personnel's <b>understanding</b> of <ul style="list-style-type: none"> <li>• the purpose of student evaluations and</li> <li>• 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?</li> </ul>	SECI will drive targeted and intensive TA and agendas for PLCs. Regional Implementation Team Retrospective Assessment	Analysis of pre/post change in scores	Aligned with provision of TA and PLC
Local	Intermediate	29. How has the implementation of the Special Education Consistency Index impacted the regions' implementation of <ul style="list-style-type: none"> <li>• Professional learning content?</li> <li>• Training sessions?</li> <li>• Coaching strategies?</li> <li>• Technical assistance?</li> </ul>	Standing agenda item on monthly ESD/OSPI Leadership meeting; and State ECSE Coordination Team	Report out at meetings	Monthly meetings
Local	Intermediate	30. How has the implementation of the Special Education Consistency Index impacted student instruction and services?	Conduct SECI Assessments	Change in SECI scores over time	Semi-annual

Evaluation Plan—**Component 3**

Local	Long	31. The hypothesis behind the Special Education Consistency Index is that students at districts/schools/classrooms with high Special Education Consistency Index scores will make greater gains than students at districts/schools/classrooms with low scores. To what extent is this hypothesis found to be true?	WaKIDS Early Literacy Entrance Score SECI Score 3 <sup>rd</sup> Grade ELA Assessment	Explore the correlation between the SECI Scores, and variance of progression between WaKIDS and 3 <sup>rd</sup> grade ELA Assessment results	Summer 2019
-------	------	--	--	--	-------------

<b>Parent Engagement Resources Strand</b>					
<b>State, Regional, or Local Level</b>	<b>Formative, Short-, Intermediate-, or Long-term</b>	<b>Evaluation Question</b>	<b>Data Collection Plan</b>	<b>Data Analysis Methods</b>	<b>Timing</b>
State	Formative	32. To what extent has OSPI incorporated recommendations initiated by the Phase I analysis activities into the action plan?	Quarterly Self-Assess with annual review from EL-SiMR Design Team	Rubric scores, measured progress towards completion of activities/strategies	Annual, April Phase III Annual Report
State	Formative	33. To what extent has OSPI developed a menu of evidence-based innovations that districts/schools/classrooms can select to improve relationships with families?	Quarterly Self-Assess with annual review from EL-SiMR Design Team	Rubric scores, measured progress towards completion of activities/strategies	Annual, April Phase III Annual Report

Evaluation Plan—**Component 3**

Region	Formative	34. How have the regions supported the districts/schools/classrooms in selecting evidence-based innovations to improve relationships with families?	Standing agenda item on regularly scheduled Regional Implementation Team	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annual, April Phase III Annual Report
Region	Formative	35. What has been especially effective or ineffective? How could the regions better support the districts/schools/classrooms in their selection and implementation of evidence-based innovations to improve relationships with families?	Standing agenda item on regularly scheduled Regional Implementation Team	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annual, April Phase III Annual Report
Local	Formative	36. What evidence-based innovations have the districts/ schools/classrooms implemented to improve relationships with families? How did they select the innovations?	Standing agenda item on regularly scheduled District Implementation Team	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annual, April Phase III Annual Report
Local	Formative	37. To what extent has the <i>Improving Relationships &amp; Results</i> curriculum been disseminated to districts/schools/classrooms?	CSA reporting through iGrants Form Package	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annually, September
Local	Short	38. To what extent have districts/schools/classrooms improved their knowledge of how to engage	Integrity Checklist from modules of <i>Improving</i>	Analysis of pre/post scores	Aligned with scheduled coursework through e-

Evaluation Plan—**Component 3**

		parents in activities beyond the classroom?	<i>Relationships &amp; Results</i> curriculum		Learning for Educators SNP
Local	Intermediate	39. To what extent have districts/schools/classrooms engaged parents in activities beyond the classroom?	Standing agenda item on regularly scheduled District Implementation Team	Qualitative analysis, identification of opportunities for improvement, replication of successes	Annual, April Phase III Annual Report
Local	Intermediate	40. To what extent do parents feel that they are valued participants in their children’s education?	Parent Survey	Percentage of parents very strongly agreeing, strongly agreeing, or agreeing with applicable statements from Parent Survey	Annual

## Communication and Dissemination Plan for Evaluation

(i.e. Stakeholder Involvement and Dissemination Strategies) [OSEP Rubric 3(b)]

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

Key Stakeholder Groups	Mode	When
Washington State Special Education Advisory Council	Meetings	Semi-annual beginning FFY 2015 through FFY 2018
OSPI Cabinet	Electronic Mail	Annually FFY 2016 through FFY 2018
Early Literacy Design Team	Electronic Mail Meetings	Quarterly Progress Updates; Annual Report FFY 2016 through FFY 2018
State Early Childhood Special Education Coordination Team	Go-To Meeting Webinars	Monthly
Parent-focused Networks <ul style="list-style-type: none"> <li>❖ Parent Information &amp; Training Center (PAVE)</li> <li>❖ Wa State PTA</li> <li>❖ Parent to Parent State Council</li> <li>❖ Open Doors Multicultural Families</li> </ul>	Electronic Mail, Web Posting, OSPI Monthly Updates, Social Media (Twitter, RSS feeds, Facebook)	Annually FFY 2016 through FFY 2018
Education Service Districts (N=9)	Electronic Mail	Monthly Updates
Participant Districts and Schools	Meetings Go-To Meeting Webinars	Quarterly Progress Updates; Annual Reports FFY 2016 through FFY 2018
Early Childhood Teacher Preparation Council	Social Media (Twitter, RSS feeds, Facebook)	Annually FFY 2016 through FFY 2018
General Public Constituency	Electronic Mail, Web Posting, OSPI Monthly Updates, Social Media (Twitter, RSS feeds, Facebook)	Annually FFY 2016 through FFY 2018

## Anchor References and Primary Implementation Sources

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

Fiore, Tom. *Think Like An Evaluator: Backwards, Forwards, and In Circles*: IDEA Data Center in Collaboration with Center for IDEA Early Childhood Data Systems (DaSY), Early Childhood Technical Assistance Center (ECTA), National Center for Systemic Improvement (NCSI), and National Technical Assistance Center on Transition (NTACT). 2015

Goldberg, Paula F, Folger, Sue, and Barrett, Sharman Davis. *Working Together: A Parent Guide to Parent and Professional Partnership and Communication Within Special Education*. Technical Assistance Alliance for Parent Centers. 2009.

Gupta, Sarika S. *First Steps to Preschool Inclusion: How to Jumpstart Your Programwide Plan*: Paul H. Brookes Publishing Co. 2014.

Jablon, Judy and Dombro, Amy Laura, and Johnsen, Shaun. *Coaching with Powerful Interactions: a Guide for Partnering with Early Childhood Teachers*: National Association for the Education of Young Children. 2016

Jeynes, William H. (2005). *Parental Involvement and Student Achievement: A Meta-Analysis*. Harvard Family Research Project. Retrieved from <http://www.hfrp.org/publications-resources>.

Washington, Valora. *The New Early Childhood Professional: a Step-by-Step Guide to Overcoming Goliath*: Teachers College Press and National Association for the Education of Young Children. 2015

State of Washington Office of the Superintendent of Public Instruction, and Thrive by Five Washington, and Washington State Department of Early Learning. *Washington State Early Learning and Development Guidelines: Guidelines Development Committee*. 2011

The Active Implementation Hub. *Practice Profile Examples-Accountability Mechanisms; Parent Involvement; and Use of Data*. National Implementation Research Network (NIRN)

United States Department of Health and Human Services and United States Department of Education. *Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs*: Joint Statement Issued (September 2014)

**Attachment A: Part B State Systemic Improvement Plan (SSIP) Phase II  
OSEP Guidance and Review Tool  
(Revised August 19, 2015)**

**Overview**

The focus of Phase II is on building State capacity to support local educational agencies (LEAs) with the implementation of evidence-based practices (EBPs) that will lead to measurable improvement in the State-identified Measurable Result(s) (SIMR) for children with disabilities. Phase II builds on the data and infrastructure analyses, coherent improvement strategies, and the theory of action developed in Phase I. The Plan developed in Phase II includes the activities, steps, and resources required to implement the coherent improvement strategies, with attention to the research on evidence-based practices and implementation, timelines for implementation and measures needed to evaluate implementation, and impact on the SIMR(s) for children with disabilities.

The Part B SSIP Phase II OSEP Guidance and Review Tool is based on the three components described in Phase II of the Measurement Table under Indicator 17 (Part B). Those components are 1) Infrastructure Development; 2) Support for LEA Implementation of EBPs; and 3) Evaluation. Phase II builds on the five components developed in Phase I.<sup>1</sup> Phase II must be submitted by April 1, 2016 as part of the FFY 2014 SPP/APR. *The Phase II components are in addition to Phase I content (including any updates).*

**Using the Tool**

The main purpose of the guidance and review tool is to support the following activities:

- 1) OSEP, States, stakeholders, and technical assistance (TA) partners will engage in dialogue around components of the Phase II SSIP as they apply to the State's improvement efforts focusing on the State Educational Agency's (SEA's) capacity to support LEAs in implementing IDEA and improving outcomes for children and youth with disabilities;
- 2) OSEP will review the Plans that the States submit on April 1, 2016 as part of the FFY 2014 SPP/APR to ascertain a State's progress in its improvement efforts; and
- 3) OSEP, States, stakeholders, and TA partners will determine TA and support needs of States.

---

<sup>1</sup> The components in Phase I of the SSIP are 1) Data Analysis, 2) Infrastructure Analysis, 3) SIMR, 4) Coherent Improvement Strategies, and 5) Theory of Action.

**Guidance and Review Worksheet**

<b>Phase II Component # 1: Infrastructure Development</b>
Component #1 Elements
<p>1(a) Specify improvements that will be made to the State infrastructure to better support LEAs to implement and scale up EBPs to improve the SIMR for children with disabilities.</p> <p style="text-align: center;">Questions to consider:</p> <ul style="list-style-type: none"> <li>• What are the specific improvement activities that the State will use to improve the State infrastructure and how will those activities improve the State’s ability to support LEAs?</li> <li>• As informed by the analysis in Phase I, how will the changes in State infrastructure support LEAs in implementing the coherent improvement strategies and activities in a sustainable manner?</li> </ul>
<p>1(b) Identify the steps the State will take to further align and leverage current improvement plans and initiatives in the State, including general and special education, which impact children with disabilities.</p> <p style="text-align: center;">Questions to consider:</p> <ul style="list-style-type: none"> <li>• What are the current improvement plans and initiatives in the State, including general and special education that impact children with disabilities?</li> <li>• What are the specific steps the State has taken to further align current statewide initiatives and improvement plans that impact children with disabilities?</li> <li>• How is the State aligning and leveraging the current improvement plans across the State Educational Agency (SEA), including general and special education, and how will this work specifically impact children with disabilities?</li> </ul>
<p>1(c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.</p> <p style="text-align: center;">Questions to consider:</p> <ul style="list-style-type: none"> <li>• Who makes up the team that will identify the infrastructure changes critical to implementation of the Plan?</li> <li>• What resources will be needed to achieve the expected outcomes?</li> <li>• What are the timelines to complete changes to the infrastructure and build capacity within the State to better support the LEAs’ programs?</li> </ul>



<p>1(d) Specify how the State will involve multiple offices within the SEA, as well as other State agencies and stakeholders in the improvement of its infrastructure.</p> <p style="text-align: center;">Questions to consider:</p> <ul style="list-style-type: none"> <li>• In an effort to better support LEAs, how does the SSIP promote collaboration within the SEA and among other State agencies to improve the State’s infrastructure?</li> <li>• What mechanisms will the State use to involve multiple offices and/or other State agencies in the improvement of the State’s infrastructure?</li> <li>• How will stakeholders be involved in the infrastructure development?</li> </ul>
<p>Discussion and Review Notes:</p>
<p><b>Phase II Component #2: Support for LEA Implementation of Evidence-Based Practices (EBPs):</b></p>
<p>Component #2 Elements</p>
<p>2(a) Specify how the State will support LEAs in implementing the EBPs that will result in changes in LEA, school, and provider practices to achieve the SIMR(s) for children with disabilities.</p> <p style="text-align: center;">Questions to consider:</p> <ul style="list-style-type: none"> <li>• Did the State describe the evidence used to select EBPs that will be implemented?</li> <li>• How did the State consider the LEA needs and the best fit for the coherent improvement strategies and EBPs?</li> <li>• How did the State assess the readiness and capacity for implementation within LEAs, schools, and with personnel/providers?</li> <li>• What implementation drivers are needed to effect change in LEA, school, and personnel/provider practices?</li> <li>• What is the professional development (PD) or TA support for high-fidelity adoption, implementation, and sustainability of selected coherent improvement strategies and EBPs?</li> <li>• How will the State support the LEA in scaling up EBPs?</li> </ul>
<p>2(b) Identify steps and specific activities needed to implement the coherent improvement strategies. Include communication strategies, stakeholder involvement, how identified barriers will be addressed; and who will implement activities and strategies; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.</p> <p style="text-align: center;">Questions to consider:</p> <ul style="list-style-type: none"> <li>• What are the communication strategies the State will use to implement the Plan?</li> <li>• How will stakeholders be involved in implementation and what are their decision-making roles during the planning stage?</li> </ul>

Attachment A: Phase II OSEP Guidance and Review Tool

<ul style="list-style-type: none"> <li>• Given the barriers identified in Phase I, how are they being addressed within the Plan?</li> <li>• How will the implementation teams at the LEA and local school levels ensure that personnel/providers are trained to implement the coherent improvement strategies and EBPs with fidelity?</li> <li>• What are the short-term and long-term activities for each coherent improvement strategy and timelines for completion of those activities?</li> </ul>
<p>2(c) Specify how the State will involve multiple offices within the SEA (and other State agencies) to support LEAs in scaling up and sustaining the implementation of the EBPs once they have been implemented with fidelity.</p> <p style="text-align: center;">Questions to consider:</p> <ul style="list-style-type: none"> <li>• How will the multiple offices within the SEA and other State agencies support the LEAs during the scaling up period and in sustaining the implementation of EBPs?</li> <li>• How will the multiple offices within the SEA and other State agencies ensure that the steps and specific activities occur within the timelines?</li> </ul>
<p>Discussion and Review Notes:</p>
<p><b>Phase II Component #3: Evaluation</b></p>
<p>Component #3 Elements</p>
<p>3(a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP. Specify its impact on achieving measurable improvement in SIMR(s) for children and youth with disabilities.</p> <p style="text-align: center;">Questions to consider:</p> <ul style="list-style-type: none"> <li>• Will the evaluation be handled internally or externally, and are sufficient resources identified to conduct it?</li> <li>• What are the identified measureable inputs (resources), outputs (strategies and activities), and short and long term outcomes?</li> <li>• What are the links between the evaluation and the theory of action and other components of the SSIP? For example, has the State formulated evaluation questions that test its theory of action such as a question for each activity that asks, “To what extent did [an activity] produce a change in [an outcome]?” as well as questions to gauge progress in implementation of coherent improvement strategies? For example, “To what extent were milestones in implementation (number of sites, number of implementers trained to criterion proficiency on fidelity measures, number of coaches employed), reached on schedule?”</li> </ul>

Attachment A: Phase II OSEP Guidance and Review Tool

3(b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.

Questions to consider:

- If different stakeholders were recruited for Phase II's evaluation, how were they recruited and what organizations or groups do they represent?
- How might the stakeholders participate in creating the evaluation questions to be asked and in judging the acceptability of the strategies used and outcomes achieved?
- How will stakeholders continue to be informed and provided opportunities to provide input on the evaluation process and/or results?

3(c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).

Questions to consider:

- How does the evaluation measure State infrastructure changes needed to better align current initiatives identified in the infrastructure analysis conducted in Phase I?
- What are the established criteria for successful implementation and will it be measured (e.g., level of proficiency on a fidelity measure)?
- What is the State's system for collecting implementation data and data applicable to the SIMR that yields valid and reliable data collected at regular intervals?
- If the State's evaluation process is based upon a sample of the target children with disabilities, how will the State ensure that the sample is representative of all of the children and youth receiving the EBPs or coherent improvement strategies?
- What comparison(s) will be made to demonstrate the effectiveness of the coherent improvement strategies? For example, did student results change over time (e.g., pre-post) or did results change when compared to other groups of students?

3(d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation, assess the progress toward achieving intended improvements, and make modifications to the SSIP as necessary.

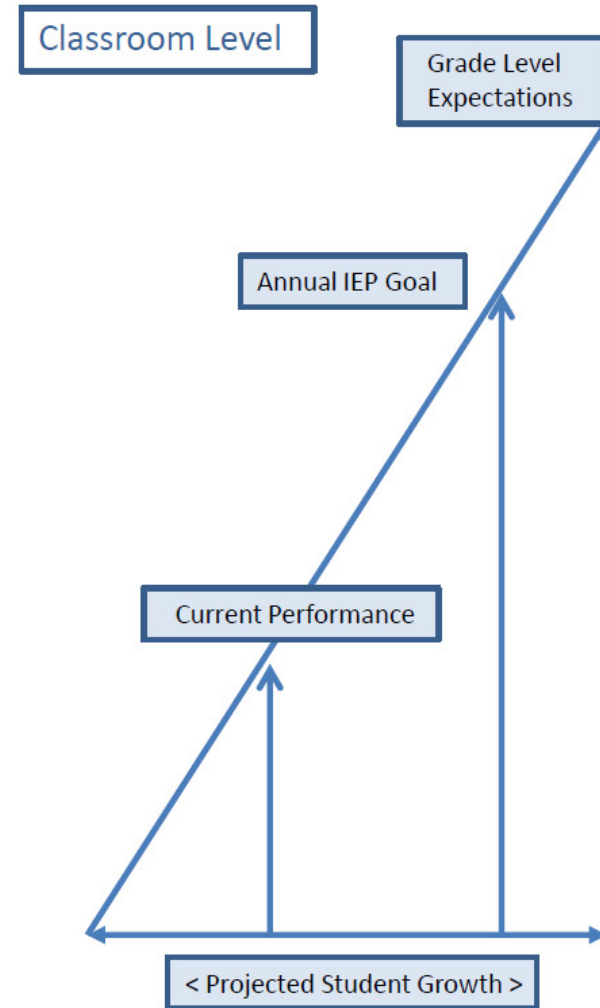
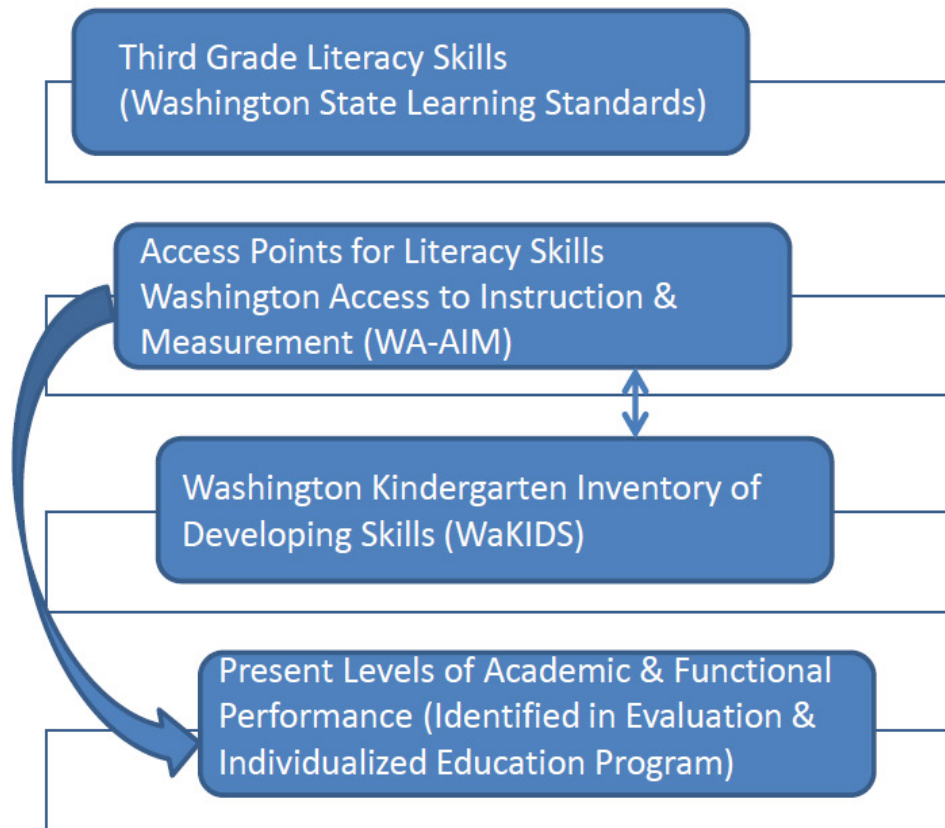
Questions to consider:

- How often are the data reviewed? Who is participating in the review? How are changes made to the implementation and improvement strategies as a result of the data reviews?
- How does the State evaluate the effectiveness of the TA and/or PD? If the TA and/or PD are determined to be ineffective, what is the process for making adjustments?
- What is the process the State will use to make modifications to the SSIP as necessary?

Discussion and Review Notes:

<b>Phase II Technical Assistance and Support</b>
<p>Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; support for LEA implementation of EBPs; evaluation; and stakeholder involvement in Phase II.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"><li>• How can OSEP and/or TA providers assist the State with addressing barriers to improving results for children and youth with disabilities?</li><li>• What assistance does the State need in order to apply research and utilize EBPs related to effective implementation (including TA and PD), systems change, and school reform?</li><li>• Other TA and support needed</li></ul>
<p>Discussion and Review Notes:</p>

### Special Education Student Growth Model



**Improved Instruction = Improved Outcomes**

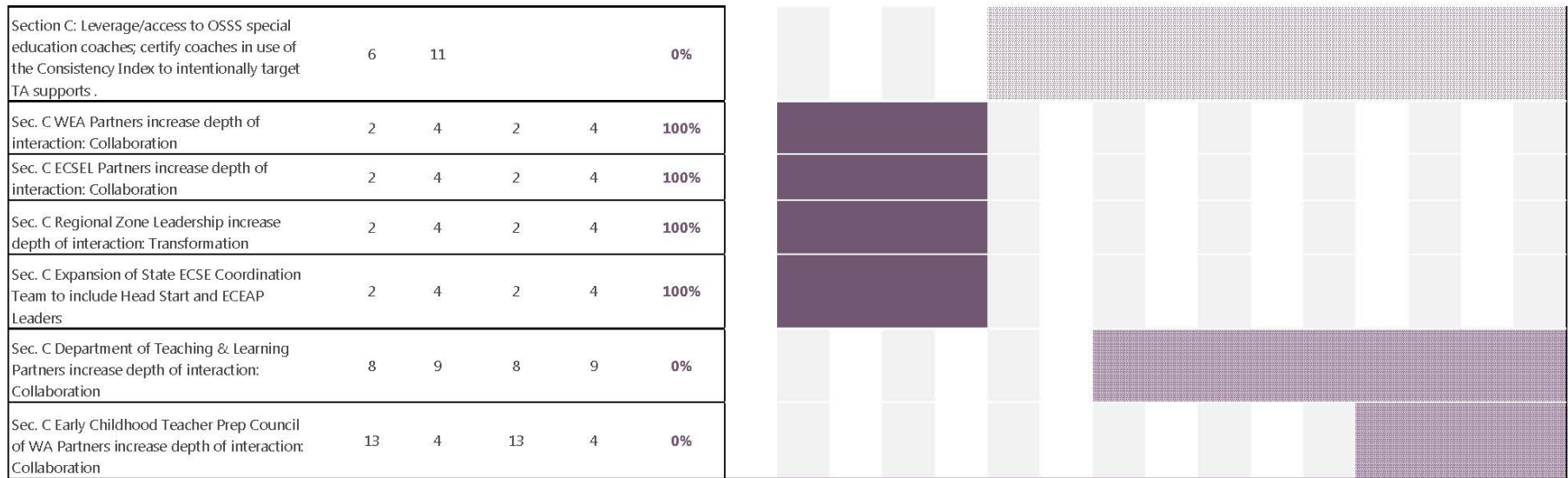
**Washington State Early Literacy Action Research Team Roster**

<b>Name</b>	<b>Agency</b>	<b>Role/Title</b>
Valerie Arnold	OSPI, Special Education	Co-Lead, Program Review & 619 Coordinator
Sandy Grummick	OSPI, Special Education	Co-Lead, Special Education Data Manager
Jennifer Story	OSPI, Special Education	Program Supervisor
Dr. Sue Ann Bube	Seattle University, Center for Change	Director/Parent
Rebecca Lockhart	Clarkston School District	Director/Parent
Megan Bale	Seattle Public Schools	Instructional Lead
Sarah Butcher	Bellevue School District	Parent
Ruth Tiger	Franklin Pierce School District	Assistant Director, Early Learning
Glenda Sederstrom	Educational Service District 101	Coordinator, Special Education
Teresa Davenport	Puget Sound Educational Service District 121	Director, Special Services
Molly Baasch	Washington Education Association	Program Coordinator, Special Populations
Dr. Tom Bellamy	University of WA - ECSEL	Professor of Education
Tracie Kenney	Early Childhood Education & Assistance Program	Pre-K Specialist
Caitlin Jensen	Head Start State Collaboration Office	Project Administrator



# Attachment D: Project Management Timelines

Component 1 - Infrastructure





# Attachment D: Project Management Timelines

Component 2 - Capacity Building

## Wa Part B SSIP Project Management Timelines

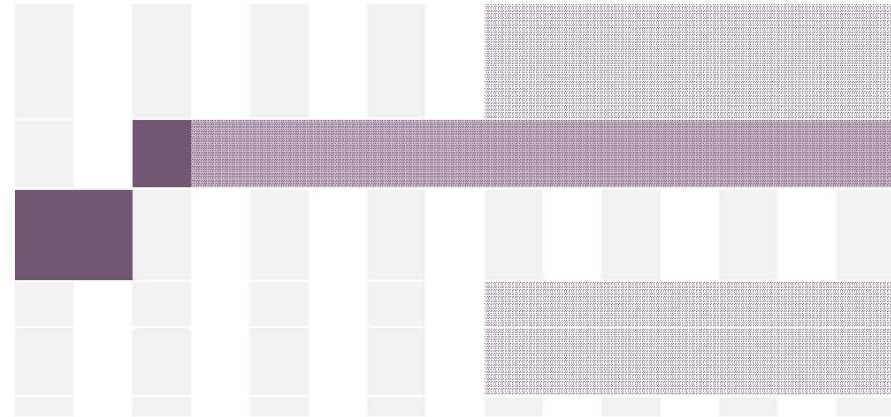


	PLAN	PLAN	ACTUAL	ACTUAL	PERCENT	PERIODS															
	START	DURATION	START	DURATION	COMPLETE	S-15	F-15	W-16	Sp-16	S-16	F-16	W-17	Sp-17	S-17	F-17	W-18	Sp-18	S-18	F-18	W-19	Sp-19
TA_IS Strand: Identify 3 common elements closely associated with successful implementation of EBP using OPR Research Brief as the Anchor Document	1	7	1	7	57%	[Gantt chart bars for this row]															
TA_IS Strand: Analyze potential challenges and solutions for ensuring the 3 elements are implemented with fidelity	2	7	2	7	43%	[Gantt chart bars for this row]															
TA_IS Strand: Develop and implement an action plan addressing the 3 elements	7	10		10	0%	[Gantt chart bars for this row]															
Coordinated Professional Learning: Expand traditional training methodology to integrate coaching strategies to ensure transference of knowledge to practice	5	12		12	0%	[Gantt chart bars for this row]															
Coordinated Professional Learning: Repurpose professional learning communities within the 3 regional zones	5	12		12	0%	[Gantt chart bars for this row]															
Coordinated Professional Learning: Identify and implement fidelity assessment strategies to ensure the effectiveness of supports for Pre-K teachers implementing EBPs	5	12		12	0%	[Gantt chart bars for this row]															
Consistency Index & Coaching: Develop and implement Consistency Index Practice Profile	1	2	1	2	100%	[Gantt chart bars for this row]															
Consistency Index & Coaching: Design web-based data platform using existing compliance protocols	1	3	1	3	100%	[Gantt chart bars for this row]															
Consistency Index & Coaching: Conduct Usability Testing for compliance protocols and the web-based platform	3	2	3	2	100%	[Gantt chart bars for this row]															
Consistency Index & Coaching: Run analytics and modify consistency index scoring elements as needed	4	2	4	2	50%	[Gantt chart bars for this row]															
Consistency Index & Coaching: Conduct reliability testing to establish ICC	4	2	4	2	50%	[Gantt chart bars for this row]															
Consistency Index & Coaching: Develop and pilot training modules to certify consistency scores.	4	3	4	3	33%	[Gantt chart bars for this row]															
Consistency Index & Coaching: Conduct initial roll-out/installation to leaders within the 3 regional zones and respective district systems.	6	4		4	0%	[Gantt chart bars for this row]															
Consistency Index & Coaching: Identify strategies to scale-up within the 3 regional zones	8	2		2	0%	[Gantt chart bars for this row]															
Consistency Index & Coaching: Explore applicability of consistency index across 6 remaining regional zones.	14	3		3	0%	[Gantt chart bars for this row]															

## Attachment D: Project Management Timelines

Component 2 - Capacity Building

Parent Engagement: Selection and implementation of evidence-based innovations that districts and schools can select to improve relationships with families.	10	7	7	0%
Parent Engagement: Expand indicator B8 State and District level parent survey data fields	4	13	4	13%
Parent Engagement: Incorporate recommendations initiated through Phase I analysis activities into the action plan	2	2	2	100%
Parent Engagement: Launch incremental activities as identified on action plan	10	7	7	0%
Parent Engagement: Develop and disseminate Parent Engagement Menu of Best Practices	10	7	7	0%



Attachment E: Referenced Acronyms

**Referenced Acronyms**

<b>AIR</b>	American Institutes for Research	<b>LEA</b>	Local Education Agency
<b>APR</b>	Annual Performance Report	<b>LRE</b>	Least Restrictive Environment
<b>CADRE</b>	Center for Appropriate Dispute Resolution in Special Education	<b>NCSI</b>	National Center for Systemic Improvement
<b>CCTS</b>	Center for Change in Transition Services	<b>NIRN</b>	National Implementation Research Network
<b>CSA</b>	Coordinated Services Agreement	<b>OSEP</b>	Office of Special Education Programs
<b>DEC</b>	Division for Early Childhood	<b>OSPI</b>	Office of Superintendent of Public Instruction
<b>DEL</b>	Department of Early Learning	<b>OSSS</b>	Office of Student and School Success
<b>EBPs</b>	Evidence Based Practices	<b>PAVE</b>	Partnerships for Action, Voices for Empowerment
<b>ECEAP</b>	Early Childhood Education & Assistance Program	<b>PDSA</b>	Plan-Do-Study-Act
<b>ECSEL</b>	Enhancing Capacity for Special Education Leadership	<b>PLAAFP</b>	Present levels of academic and functional performance
<b>ECTA</b>	Early Childhood Technical Assistance	<b>SDI</b>	Specially designed instruction
<b>ECTPC</b>	Early Childhood Teacher Preparation Council	<b>SEA</b>	State Education Agency
<b>ELA</b>	English Language Arts	<b>SEAC</b>	Special Education Advisory Council
<b>EL-SiMR</b>	Early Literacy – State-identified Measurable Result	<b>SECI</b>	Special Education Consistency Index
<b>ERDC</b>	Education Research & Data Center	<b>SESRC</b>	Social and Economic Sciences Research Center
<b>ESSA</b>	Every Student Succeeds Act	<b>SiMR</b>	State-identified Measurable Result
<b>ESSB</b>	Engrossed Substitute Senate Bill	<b>SISEP</b>	State Implementation and Scaling-up of Evidence-based Practices
<b>ESD</b>	Educational Service District	<b>SMT</b>	State Management Team
<b>ESIT</b>	Early Support for Infants & Toddlers	<b>SPP</b>	State Performance Plan
<b>FAPE</b>	Free Appropriate Public Education	<b>SSIP</b>	State Systemic Improvement Plan
<b>FFY</b>	Federal Fiscal Year	<b>SW/OD</b>	Students Without Disabilities
<b>ICC</b>	Intraclass Correlation Co-efficient	<b>SWD</b>	Students With Disabilities
<b>IDEA</b>	Individuals with Disabilities Education Act	<b>WaKIDS</b>	Washington Kindergarten Inventory of Developing Skills
<b>IDC</b>	Idea Data Center	<b>WEA</b>	Washington Education Agency
<b>iGrants</b>	Internet Grants Reports Analytical Net-Based Transaction System	<b>WISM</b>	Washington Integrated System of Monitoring

Attachment F: OSPI Early Literacy Implementation Framework

