

Office of the Superintendent of Public Instruction, serving as the State Educational Agency (SEA) has completed Phase I of the Washington State Systemic Improvement Plan (SSIP). Phase I is 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 (see Attachment F) were directly engaged throughout all aspects of Phase I (Analysis) activities; this broad agency, community, and parental involvement will continue throughout Phase II (Development) and Phase III (Implementation and Evaluation) of the multi-year plan.

Washington State's Phase I report includes 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 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 will be used as the primary performance measure, with secondary impact and sustainability measures tracked through 1) Consistency Index scores from kindergarten through second grade, and 2) assessment data from the third grade State English-Language Arts assessment. 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.

Washington's SiMR will be implemented in coordination with three 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; 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; and 3) the State Implementation and Scaling-up of Evidence-based Practices Technical Assistance grant (also funded by OSEP) targeted to build state capacity in support of local district access to Implementation Science frameworks.

Initial baseline data were established from two regional Transformation Zones, representing 54% of the state's targeted student population, operating within three Educational Service Districts. Rigorous targets were set for the performance period resulting in a 5% reduction in the early literacy performance gap. The research design includes three distinct District Cohorts, each tracking three unique Student Groups (see Figure 4-1). A Theory of Action (see Attachment E) has been developed to illustrate how Washington State will build capacity to lead meaningful change at the regional, district, school, and classroom levels. A listing of acronyms used throughout the report can be located in Attachment G.