

FFY 2019 Indicator B-17/C-11 Annual Performance Report (APR) Optional Template

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR). (Please limit your response to 785 characters).

Washington's SiMR is designed to reduce the early literacy performance gap between entering kindergarteners with disabilities and their typically developing peers found eligible for special education services in the three transformation zones [Educational Service District (ESD) 121, ESD 101, and ESD 113), which represents 54% of all preschoolers statewide. The literacy domain of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) entrance assessment is the primary performance measure. The observational tool used to collect the data is called GOLD™ by Teaching Strategies® (TSG). The primary long-term outcome is to significantly increase state, regional, and local district capacity to select, implement, scale-up, and sustain evidence-based practices in order to reduce the early literacy performance gap between entering

Has the SiMR changed since the last SSIP submission?

No

If “Yes”, provide an explanation for the change(s), including the role of stakeholders in decision-making. (Please limit your response to 1600 characters without space).

n/a

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Baseline Data: 24.66% (1,429)

Has the SiMR target changed since the last SSIP submission? No

FFY 2018 Target: 23.46% **FFY 2019 Target:** 23.46%

FFY 2018 Data: 23.16% (2,356) **FFY 2019 Data:** 36.46% (1,866)

Was the State’s FFY 2019 Target Met? No

Did slippage¹ occur? Yes

If applicable, describe the reasons for slippage. (Please limit your response to 1600 characters without space).

Review of key data related to progress in achieving the intended improvements in state infrastructure and in the EL-SiMR was conducted initially by the SSIP Coordinator, with comprehensive review and input provided by the SDT, the Washington (WA) state Early Childhood Special Education (ECSE) Coordination Team, and the Special Education Advisory Council (SEAC). The three-year, statewide data trend for kindergarten readiness shows consistency across populations tested for both students with and without disabilities. According to statewide data, students with disabilities in Washington state increased their readiness for kindergarten by 4.4% from FFY 2018 to FFY 2019. Students without disabilities showed an increase in kindergarten readiness of 5.9% over this same period.

The difference in these rates of improvement increased the performance gap of students with disabilities on the Fall WaKIDS assessment (22.4%) compared to their same aged peers (54.5%), across all six assessment domains (cognitive development, physical, social-emotional, literacy, language, and math). For FFY 2019, the performance gap measures 32.1% across all six domains, with a 20.2% gap in literacy for students with disabilities, compared with a gap in FFY 2018 of 32.6% across all domains and 22.0% for literacy. Within the transformation zone, the primary data metric of Indicator B-17, WaKIDS literacy assessment data, indicates an increase in the performance gap from 23.46% in FFY 2018 to 36.46% in FFY 2019. This represents a significant decrease in the performance of entering kindergartners with disabilities in the transformation zone as compared to their typically developing peers.

¹ The definition of slippage: *A worsening from the previous data AND a failure to meet the target.* The worsening also needs to meet certain thresholds to be considered slippage:

1. For a "large" percentage (10% or above), it is considered slippage if the worsening is more than 1.0 percentage point. For example:
 - a. It is not slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 32.9%.
 - b. It is slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 33.1%.
2. For a "small" percentage (less than 10%), it is considered slippage if the worsening is more than 0.1 percentage point. For example:
 - a. It is not slippage if the FFY 2019 data for Indicator Y are 5.1% and the FFY 2018 data were 5%.
 - b. It is slippage if the FFY 2019 data for Indicator Y are 5.1% and the FFY 2018 data were 4.9%.

*Refer to SPP/APR Measurement Language for required information for Phases I-III including requirements for SiMR, baseline, targets, theory of action, and components of the implementation and evaluation plan.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? Yes

If “Yes”, describe any additional data collected by the State to assess progress toward the SiMR.
(Please limit your response to 1600 characters without space).

The regional leads also collect and report data. The identified assessment measures will be utilized at different times of the calendar year and will reflect input from state, regional, and local school district partners. Additional assessment measures include:

State Infrastructure Leadership Capacity Assessment adapted from the ECTA - To evaluate the impact of the state infrastructure development activities.

Washington State Pre-K Early Literacy Regional and Statewide Needs - Developed in alignment with the evaluation design and data collection system.

Washington State Coaching with Fidelity Self-Assessment Tool adapted from the National Center for Systemic Improvement. This tool ensures that leaders and stakeholders across all levels of the system can communicate the goals of coaching, the components of effective coaching practices, and ensure that resources, policies, and cultural norms are aligned to support ongoing practice-based coaching.

Stage-Based Active Implementation Planning Capacity Self-Assessment - To measure the extent to which district-level research to action teams increased their knowledge and implementation of EBPs.

DEC Recommended Practices: Interactions Domain – Teacher Fidelity Checklist

Reaching Potentials through Recommended Practices Observation - To measure the delivery of

*Refer to SPP/APR Measurement Language for required information for Phases I-III including requirements for SiMR, baseline, targets, theory of action, and components of the implementation and evaluation plan.

Did the State identify any data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? Yes

If “Yes”, describe any data quality issues specific to the SiMR data and include actions taken to address data quality concerns. (Please limit your response to 3000 characters without space).

As the State Design Team reflected on the 2019 findings, there were continued concerns of correlation between the increased number of students with disabilities participating in the assessment and a variety of factors, including: TSG platform change which required new learning for seasoned staff; uploading errors that were not consistently identifying students by race, gender, or Individualized Education Program (IEP) status; and needed recruitment of special education staff and specialists. These unresolved data anomalies have been reviewed with the OSPI Data Governance Committee and the Early Learning division, all of whom reported that the identified issues are no longer significant factors in negatively impacting data quality moving forward.

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? Yes

If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.
(Please limit your response to 3000 characters without space).

(1) A reduction in student enrollment impacted the data pool sample for Indicator B6 data analysis. Limited opportunities to engage in direct observational measures like the Coaching with Fidelity Self-Assessment Tool, DEC Recommended Practice (RP) Adult-Child Interactions Checklist, and DEC RP Child Social-Communication Interaction Checklist were inventoried. Narrative detailing the impact of the COVID-19 pandemic identified limited on-site coaching observation opportunities significantly impacted data validity and reliability.

(2) The first confirmed COVID-19 case in the United States was identified on January 21, 2020 in Washington state. To ensure adherence to the Health Insurance Portability and Accountability Act of 1996, which guarantees protection of individual protected health information, barriers in conducting external observational interactions occurred. When possible, Regional Leads (RLs) reported Adult/Child Interaction Checklists were conducted via a combination of teacher self-report, remote observational sessions, and direct observation methods. The Recommended Practice (RP) 2 Observation Scale was administered with participants on-site and indicate most interaction elements were documented in each classroom at the level of "some" or "all elements observed." The impacts of COVID-19, including school shutdowns, remote and hybrid learning models, increased demands on teachers, administrators, RLs and the State Design Team (SDT) to learn and implement new systems to further enhance and support data quality measures and processes for future implementation cycles was recorded throughout the implementation cycle.

(3) Following the first school closure on March 12, 2020, the state detailed data collection mitigation strategies in the Reopening Washington Schools 2020: Special Education Guide aligned to health and safety guidelines from the Department of Health and the Department of Labor & Industries. Along with the Provisions of Services to Children with Disabilities in Early Childhood Programs During a School Facility Closure document, detailed ongoing communication and clear expectations around documentation and data collection processes during the FFY 2019 SSIP reporting period were provided. This guidance details continuous technical assistance and supports related to data collection processes along with documentation related to assessment, observation, and referral methodology. Data quality concerns have been regularly addressed during SDT meetings which includes regional leads, and the technical support advisory. These meetings, convening on October 23, 2020, January 15, 2021, and March 5, 2021, highlighted the need to provide regional and district partners with a comprehensive, interactive web-based platform to support ongoing communication and collaboration. In response to this request, the state developed an interactive resource dashboard to capture stakeholder and regional lead feedback. State Design Team and Regional Lead discussion centered around identifying alternative implementation processes to further enhance data collection measures and teaming strategies.

Section B: Phase III Implementation, Analysis and Evaluation

Is the State’s theory of action new or revised since the previous submission? No

If “Yes”, please provide a description of the changes and updates to the theory of action
(Please limit your response to 1600 characters without space).

n/a

Did the State implement any new (previously or newly identified) infrastructure improvement strategies during the reporting period? No

If “Yes”, describe each new (previously or newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved. (Please limit your response to 1600 characters without space).

n/a

Provide a summary of each infrastructure improvement strategy that the State continued to implement in the reporting period, including the short-term or intermediate outcomes achieved. (Please limit your response to 3000 characters without space).

The State Infrastructure Development activities have been implemented with fidelity and within targeted timelines throughout the 2013-19 SSIP cycle. Accomplishments achieved are embedded within three types of milestones including: (a) targeted improvements to the systems comprising the state infrastructure, (b) actions taken to further align and leverage current initiatives in the state to help ensure successful execution, implementation, and continuous improvements within the SSIP, and (c) strategies implemented that involve multiple divisions within the OSPI, as well as other partner State agencies (e.g., DCYF-ESIT, ECEAP, and Head Start) in order to maximize the allocation of limited resources across multiple funding streams. With these measures in place, it is expected that there will be measurable improvement in decreasing the early literacy performance gap between entering kindergartens with disabilities and their typically developing peers. The SDT and state leads were able to complete all the planned activities within targeted timelines and continue work specifically meant to target educational practitioners' access to professional learning related to early literacy, which has included intensive technical assistance relating with dyslexia, pyramid model practices, and inclusionary practices.

Within the 2019 school year, the SDT continued to reflect on the revisions proposed for the 2018 submission related to the existing family engagement activities. It is the hope of the SDT that family voice is reflected in all aspects of the SSIP infrastructure moving into the next SSIP cycle and that there is intentional co-creation of outgoing messaging related to future learning offered to both family and practitioner as it relates to the development of child and system. These efforts will ensure an aligned message that reflects the strong working relationships built and sustained between leaders within the Special Education division at OSPI, the Parent Training and Information (PTI) Center operated by Partnerships for Action – Voices for Empowerment (PAVE) and Open Doors for Multicultural Families (ODMF). The scaling up of partnerships with external early learning content experts to support integration and collaboration of new landmark initiatives with SSIP activities has been of particular benefit. Multiple early childhood initiatives (e.g., Washington Pyramid Model, Learning Experiences—An alternative Program for Preschoolers and Parents (LEAP), Preschool Inclusion Champions Network, and the University of Washington—Haring Center Demonstration Sites) led by OSPI Special Education division are directly aligned to the proposed SSIP and prioritize the intersection of social-emotional development and embedded inclusionary practices in early childhood programs for all students, paired with intensive technical assistance and systems level coaching for preschool staff in integrated early learning environments.

Provide a description of how the State evaluated outcomes for each improvement strategy and how the evaluation data supports the decision to continue implementing the strategy. (Please limit your response to 3000 characters without space):

The state evaluated the outcomes of each improvement strategy through various data collection instruments. The State Infrastructure Leadership Capacity Assessment indicate strong acquisition in leadership area of collaboration with a mean score of 3.8 yielding. A longitudinal analysis of the data over the 5-year implementation cycle indicates a stable increasing trend in all three critical criteria elements towards the terminal goal (cumulative ceiling= 4). The Washington State Pre-K Early Literacy Regional and Statewide Needs Assessment identified the need for ongoing implementation science to aid in the development of coordinated early literacy practice. Data identify the need for support delivery around teaming structure, classroom goal development, and implementation mechanisms in remote settings. Data show increased access to research-based parent engagement resources. The Washington State Coaching with Fidelity Self-Assessment Tool indicates the coaching practices observation (100%) performance (93%) and modeling (93%) domains met the highest fidelity percentage. Alliance building (80%) yielded the lowest fidelity percentage. The percentage of fidelity in aggregation of all four coaching practices is 91.5% (a 4.5% increase from the year prior). A longitudinal analysis of the data aggregated across the 5-year implementation cycle indicate a stable increasing trend.

The Stage-Based Active Implementation Planning- Pre-K EL Capacity Self- Assessment: Installation Stage data indicate increases across all three elements (implementation teams, use of data and feedback loops, and infrastructure development). Yielding a total score of 3.3 for implementation teams, 3.9 for use of data and feedback loops, and 3.0 for implementation infrastructure development. Stakeholders noted a 0.4-point increase in implementation team development, a 1.1 gain in the use of data and feedback loops, and a 0.3 increase in infrastructure development. Analysis indicates stable increasing trends in all three critical domains. DEC Recommended Practice (RP) Teacher Fidelity Adult Child Interaction Checklist illustrate aggregate results from the implementation sites, with a mean response of 3.46. Narratives hypothesize practice 1, 6, and 7 may have been impacted by remote instruction limitations. Other elements reported in the Adult-Child Interaction Checklist measure indicate (50-70%) and/or (75-100%) in application with fidelity. An analysis of the RP²-Observation Scale, report interaction (INT)5 and INT3 with the highest mean score of 5 (ceiling=5). INT1, INT2, and INT4 generated a cumulative mean score of 4.0 indicating that two or three indicators were "seen or heard" but not observed in "all routines." The participant observational pool was reduced due to COVID-19 restrictions and may be a confounding factor for consideration. The Parent Survey Instrument results indicate that 33.3% of the parent respondents believe that schools have facilitated their involvement in their child's education. Preliminary data reviews need to be interpreted with caution due to the small n-sizes within each of the eight local sites (N=217; aggregated with a 10.9% response rate).

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period. (Please limit your response to 3000 characters without space):

With input from the SDT and SEAC, along with analysis of state ECSE data, it was recommended that the state leadership maintain the infrastructure of the current SSIP but shift the SiMR to effectively support the development of the whole child, moving from early literacy and instead aligning with the WA's Part C SSIP and current ECSE initiatives targeting the implementation of inclusionary practices, Social Emotional Learning (SEL), and Multi-Tiered System of Supports (MTSS) infrastructures. The SDT, with SEAC leadership, believe that this will offer a broader view of student achievement, recognizing that there is a direct correlation between 1) the impacts of high quality SEL (Indicator B7) on core academics, and 2) the access to high quality, inclusive early childhood programs (Indicator B6) and the increase of student performance overtime. The Indicator B6 ECSE data point has become a priority of the SEAC, who have also encouraged the state leadership to explore how to further align the current SSIP with the SPP/APR Indicator B7 data.

Our change activities will focus on implementing and assessing the effectiveness of SEL intensive technical assistance, coaching, and professional development associated with the PM early childhood MTSS infrastructure. We plan to implement evidence-based data management strategies, including the Behavioral Incident Report (BIR), which will require the implementation sites to collect and report pre- and post-data connected to the change activities, in collaboration with their local program-wide leadership team and ESD regional lead. The SDT will also review the existing Theory of Action and Cascading Logic Model to ensure that the current systems empower families and maintains an antiracist lens. It is the hypothesis of the SDT, SEAC, and ECSE Coordination team that with intensive technical assistance in the area of social-emotional development along with system level coaching in MTSS infrastructure development (PM) for program staff in integrated early learning environments there will be an increase in the SEL performance rate of students with and without disabilities upon entry to kindergarten.

This is based upon the identified problem of practice; lack of access to inclusive high-quality early childhood learning experiences with integrated SEL infrastructures for children with disabilities contributes to opportunity gaps in social emotional development as these students enter kindergarten. These opportunity gaps increase year after year, leading to more restrictive placements, less access to core instruction, increased achievement gaps, and poor post-school outcomes. This clear intersect between SEL and inclusionary practices ensures strong foundations are laid for students, staff, and families to access high-quality, integrated early learning settings. The SDT expects this focus on SEL will empower educational partners and offer more equitable access to learning and growth among our children and families farthest from educational justice. The SDT also expects to see an increase in access to inclusive settings, improved academic outcomes, and a decrease in reported suspension and expulsion rates of children, 3-5.

Did the State implement any new (previously or newly identified) evidence-based practices?

No

If “Yes”, describe the selection process for the new (previously or newly identified) evidence-based practices. (Please limit your response to 1600 characters without space):

n/a

Provide a summary of the continued evidence-based practices and how the evidence-based practices are intended to impact the SiMR. (Please limit your response to 1600 characters without space):

The state continues to deploy evidence-based practice (EBPs) to increase capacity to support regional and local educational systems and impact the SiMR. These EBPs include: (a) targeted improvements to the systems comprising the state infrastructure, (b) initiative alignment to ensure successful execution, implementation, and continuous monitoring, and (c) strategies for involving multiple divisions in the Office of Superintendent of Public Instruction (OSPI) to maximize the allocation of resources across multiple funding streams. Identifying and cross training program specialists to serve as coaches for implementation of literacy specific EBPs, identifying Division for Early Childhood (DEC) specific training modules, developing and disseminating early childhood literacy training modules, and exploring strategies for school and classroom access to new assessment tools for use in Pre-K special education settings.

The use of EBPs strengthen capacity-building of regions and districts in alignment with the theory of action prioritizing intensive technical assistance focused on implementation science, coordinated professional learning, consistency index data and coaching, and family engagement. With consistent implementation of the identified practices, research to action sites will have created systems to support the PreK Early Literacy SiMR hypothesis.

As the SSIP moves out of Phase III-V, the SSIP regional leads continue to facilitate intensive technical assistance, coaching, and professional development within identified regular early childhood programs (RECPs) to support the social-emotional development of all children participating at the implementation sites. Under the guidance of the SSIP state leadership, and with the use of Implementation Science, SSIP RECPs will engage in EBPs supported by PM, a MTSS infrastructure.

Describe the data collected to evaluate and monitor fidelity of implementation and to assess practice change. (Please limit your response to 1600 characters without space):

The six primary outputs monitored and directly aligned with the fidelity of implementation to assess practice change include (a) assessment of SEA leadership capacity, (b) repurposed PLCs at district and school levels, (c) identification of specific coaching framework(s), (d) fidelity assessment strategies and tools disseminated, (e) identification and implementation of research-based elements most-closely associated with successful implementation of evidence-based innovations and interventions within early childhood systems, and (f) dissemination of DEC recommended practices in the family domain.

The evaluation questions and measures are taken from the integrated and streamlined Evaluation Design and Data Collection System. Evaluation of these strategies and activities are linked to the overall goal of closing the early literacy performance gap because of the causal relationships identified in the Cascading Logic Model.

Over nineteen professional development instructional series have occurred yielding a total 150 content hours with an estimated 100 participant attendance per session. The Understanding and Recognizing Dyslexia for Washington State Educators professional development series garnered over 4,000 participants. Additional professional development offerings included a summer early literacy module yielding over 103 cumulative attendees across three professional development sessions.

Data aggregated from the seven metrics provide by the SDT promote ongoing monitoring of fidelity in application. The Washington State Coaching with Fidelity Self-Assessment Tool indicate that the data aggregated across the 5-year implementation cycle yield a stable increasing trend. A hypothesis can be made that continued progress in both coaching and professional development domains has been made.

Describe the components (professional development activities, policies/procedures revisions, and/or practices, etc.) implemented during the reporting period to support the knowledge and use of selected evidence-based practices. (Please limit your response to 1600 characters without space):

Implementation of evidence based EL instructional practices were scaled up during year 5 with expanded access of the Early Literacy Pathways to all state partners, facilitated by regional leads within the transformation zone. It was reported that 100 participants engaged in early literacy module trainings over the summer of 2020, and more than 400 participants engaged in dyslexia training series during the 2020-21 calendar year, which accounted for 150 hours of instructional time. Implementation sites also associated with the PIC Network were offered additional training opportunities found within the PM training sequence to ensure fidelity of implementation, establishing a training pathway for interested local district and regional agencies to meet mastery in PM and MTSS infrastructure development.

To further enhance the work established within the current SSIP cycle, OSPI will partner with the UW to develop a statewide coaching and training system that will ensure pathways for agency identified PM trainers and coaches and local district to meet fidelity of MTSS implementation, both program and district-wide. This process has been supported by the PM State Leadership Team (SLT), which represents a variety of partners across agencies representing children and families between the ages of 0-5 years. SDT has also increased efforts to support educational practitioners in the field with updated technical assistance, professional learning, and coaching will improve data quality in the long term. Currently, OSPI ' s ECSE division is drafting a technical assistance document to support to communicate roles and responsibilities to for seamless Part C to B transition. ECSE leadership is also collaborating with ESD regional leads and ECTA partners to enhance current technical assistance connected to indicator B7, Child Outcome Summary.

Section C: Stakeholder Engagement

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

(Please limit your response to 3000 characters without space):

The SSIP SDT, Washington state ECSE Coordination Team, the Special Education Advisory Council (SEAC), and State Special Education Directors, along with the PreK Inclusion Champions Network, Washington State Leadership Team and PM Coaching Network have become essential partners over the course of this implementation cycle. Each advisory group has been actively engaged in collective influence, identifying issues, solving problems, and taking action to ensure all students have access to high quality early learning environments across Washington state.

The Washington state ECSE Coordination Team continues to be an influential group of stakeholders. With technical assistance partners ECTA, IDC, and WestEd, the Washington state ECSE Coordination Team is assessing current technical assistance materials supporting federal indicators; B6, B7, B11, and B12. It is the belief of the SDT that increased efforts to support educational practitioners in the field with update technical assistance, professional learning, and coaching will improve data quality in the long term.

The Washington state Special Education Advisory Council (SEAC) meets on a quarterly basis during the school year. Their influence is most prominent within the conversations of family engagement as we continue to reflect on how best to co-create vision and purpose with families of young children, rather than for them. With their continued guidance we hope to continue to put decision making power in hands of advisory council, which is a true testament to the power of decision making and process development made when authentically engaging with key stakeholder group.

AESD Special Education Directors meetings are held the first Thursday of each month beginning September through June of each calendar year. The input and support of the ESD Regional Special Education Directors has become essential, as they are the leadership overseeing the work completed by local ECSE Coordinators and research to action implementation sites. It is under their guidance that we have been able to expand our network and continue to explore various methods of scale up across the state of Washington (e.g., Preschool Inclusion Champions Network).

Stakeholders include representatives from Partnerships for Action-Voices for Empowerment (PAVE), Head Start State Collaboration Office, Early Support for Infants & Toddlers (Part C), Early Childhood Education & Assistance Program, University of Washington, Educational Service Districts (ESDs), and local school districts. Over time, these stakeholders have become more involved in providing input and making recommendations to better enhance the implementation processes.

The SSIP State Design Team have met three times (October 23, 2020 and January 15, March 5, 2021) during Year Four – Phase V, while the regional leads met in on July 16-17, 2020, to prioritize the years activities and begin to inventory to prospective impact of the COVID19 Pandemic. It was at this time that the SSIP regional leads brought forward concerns not only for the immediate impacts of the school facility closures, but also the long-term impacts on children and family's social emotional development.

Were there any concerns expressed by stakeholders during engagement activities?

Yes

If “Yes”, describe how the State addressed the concerns expressed by stakeholders.

(Please limit your response to 1600 characters without space):

Stakeholder concerns included topics such as baseline measures aligned to the Teaching Strategies Gold (TSG) literacy objectives, limited resources available to early childhood programs to enhance parent engagement, lack of a fidelity measure or tool in statewide application to identify benchmarks of quality and current related progress, and limited framework development highlighting partnership as a critical element to ensuring early literacy and increased outcomes for early learners. The SDT concluded that it was in the best interest of all parties to adopt the 2020 project proposal, that the project activities align with current ECSE initiatives (PM, LEAP, PIC) including the use of a state and program fidelity measure (EC Benchmarks of Quality), and it was the reflection of the State Design Team that in an effort to be mindful of family dynamic and equity across cultures, moving forward, there would be clear representation of family voice in all aspects of the implementation framework, cascading logic model, and theory of action. Additionally, the SDT reviewed the WaKIDS data and agreed that the WaKIDS fall data will continue to be a significant data metric to bring to the next SSIP cycle, made more impactful when paired with secondary data sources, spring TSG student, and program data. It has also been suggested that the Regional Leads work with cross-sector partners at Washington state 's Department of Children Youth and Families (DCYF)-Early Childhood Education and Assistance Program (ECEAP) and Head Start ?to access the assessment data captured in the PreK Teaching Strategies GOLD® (GOLD) spring data collected in the Early Learning Management System (ELMS) as a secondary evaluation tool. This will offer two aligned data points for each student participating in implementation sites: 1) spring exit PreK data and 2) fall kindergarten entry data.

If applicable, describe the action(s) that the State implemented to address any FFY 2018 SPP/APR required OSEP response. (Please limit your response to 3000 characters without space):

n/a