

Starting at the Beginning: Prioritizing the Alignment of Early Learning MTSS & PBIS Frameworks to Your K-12 Systems

Integrated MTSS Conference

Pullman, WA

July 31, 2024

With:

- Ryan Guzman (OSPI), Cari Wood (ESD 112), Amber Gregg (ESD 189), & Sarah Dahl (Sedro Woolley School District)



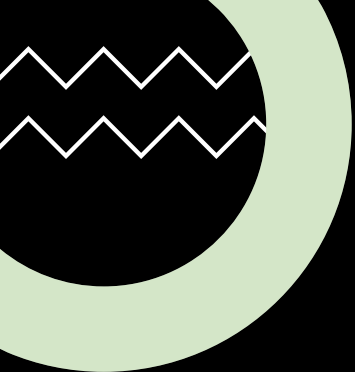
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WELCOME!

We Are So Glad You Are Here!



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We would like to begin by acknowledging that we gather today on the ancestral homelands of **The Nimiipuu (Nez Perce)** and **the Palus People** who have lived in the Pacific Northwest, from time immemorial.



It is a compelling time in education. The need for innovation, collaboration, and alignment across systems has never been greater. Yet, change is hard...



Meet Your Facilitators:



Sarah Dahl



Amberly Gregg



Ryan Guzman



Cari Wood



Today's Focus

- Systems Alignment, PreK-K & Beyond
- Scaling Out Evidence Based Practices- PreK-3+
- Implementing Intensive Technical Assistance, Professional Learning, and Coaching Across Settings
- Assessing Your Own Systems



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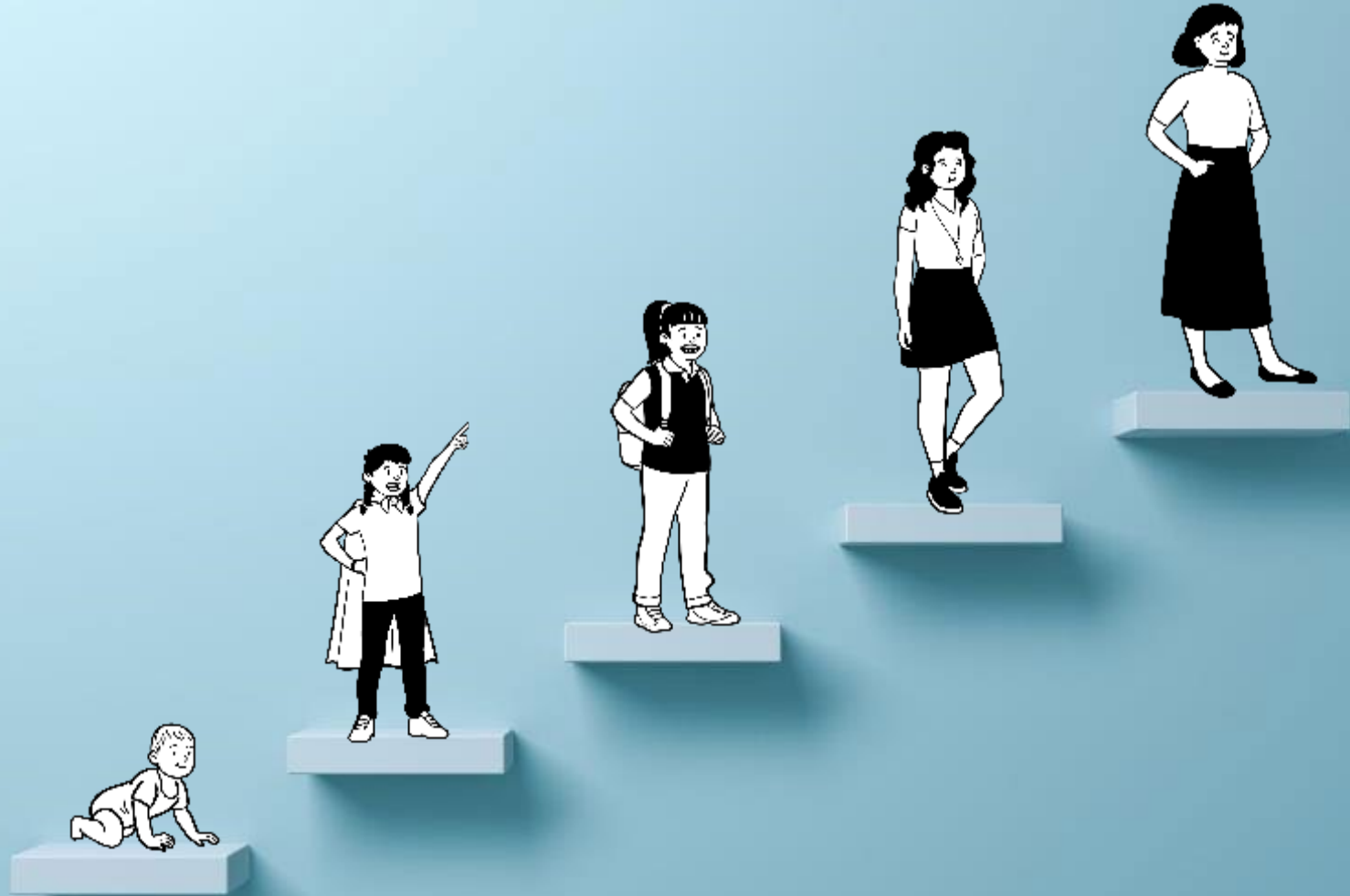
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Stop & Reflect:

Are your Systems Currently Aligned, PreK–K & Beyond?

What might be the catalyst for change in your system?





The Lifespan of the WA State Systemic Improvement Plan (SSIP)

Reporting year	School year	Fiscal year	Target audience	Desired outcome(s)
2019	2019–2020	2020–2021	Students with disabilities enrolled early childhood programs	Increase overall early literacy skills for all children
2020	2020–21	2021–2022	Students with disabilities enrolled in early childhood programs	Increase access to RECPs
2021	2021–22	2022–2023		Decrease suspension and expulsion rates
2022	2022–23	2023–2024	Regular Early Childhood Programs (RECPs) supporting a variety of early learners, including children with disabilities	Increase overall academic success for all children
2023	2023–24	2024–2025		Increase overall social emotional skills for all children
2024	2024–25	2025–2026		



The State Identified Measurable Result (SiMR), SSIP Cohorts, and Special Considerations

Currently, Washington's SiMR is designed to increase the social emotional learning (SEL) performance rates of entering kindergartners with disabilities in nine educational service district (ESD) regions which represents nearly 100% of preschoolers with individualized education programs (IEPs) statewide.



All local school districts recruited into the SSIP Implementation Project are contractors or subcontractors with the Department of Children, Youth, and Families (DCYF) Early Childhood Education and Assistance Program (ECEAP), a state-funded preschool program; Head Start, a federally-funded preschool program; or a locally-funded community preschool program, which, in most cases, is also a licensed child care facility that enrolls children between 3 and 5 years of age with and without disabilities who have met specific enrollment criteria.



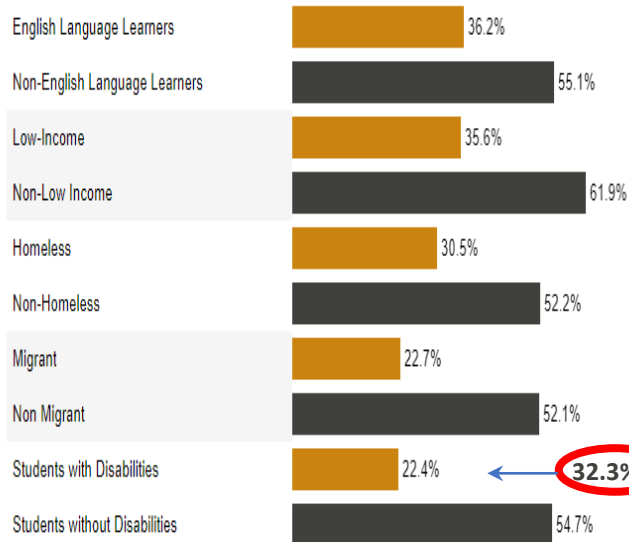
Efforts were also made to assess and monitor existing supports for children with disabilities within our indigenous communities and to identify inequities that might exist within the state's current systems of support.



2019 vs. 2023

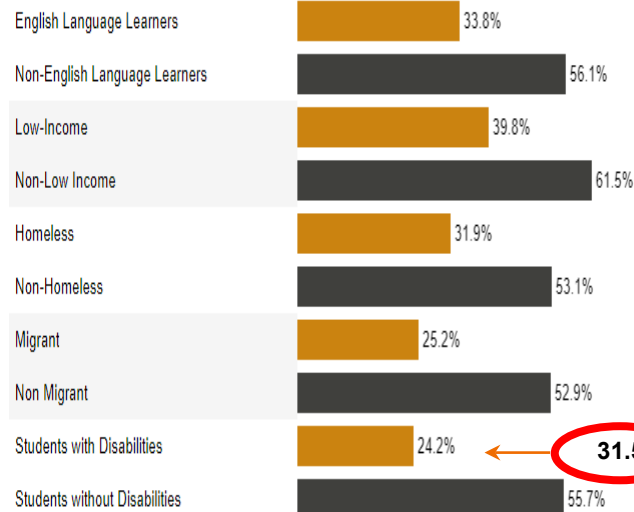
Kindergarten Entry Assessment Data

Student Program and Characteristic



32.3%

Student Program and Characteristic



31.5



Statewide Data Trends: PreK Least Restrictive Environment (LRE)

	2019 for WA	2020 for WA	2021 for WA	2022 for WA	2023 for WA	2022 National Average	2023 PreK Demo Group
6A: LRE -14, 18	26.4%	21.0%	25.7%	31.08%	33.2%	42%*	47.2%
6B: LRE 11,12, 15, 16, 35	39.0%	53.5%	49.4%	43.28%	41.0%	30%	32.9%
6C: LRE 13*	--	--	0.6%	0.45%	0.5%	--	--
Other: LRE 17, 19, 36	24.8%	12.5%	24.3%	25.18%	15.4%	--	--

Source: Annual Federal Child Count and Least Restrictive Environment (LRE) Data; 2018-2023



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PreK Least Restrictive Environments (LRE): Data Trends by District



Statewide trends for:	6A: LRE 14, 18	6B: LRE 11, 12, 15, 16, 35	6C: LRE 13	Other: 17, 19	Service provider location: 36	Total N size
All children	33.2%	41.0%	0.5%	15.4%	10.0%	12,425
Children identified as Black	31.6%	51.4%	0.1%	10.7%	6.1%	749

Source: OSPI, *Least Restrictive Environment: Data Trends by District*

Where does ECSE Evidence Based Practices Fit into the larger WA MTSS Puzzle?



WA SSIP Infrastructure Improvement Strategies

- WA Pyramid Model
- LEAP Replication-Inclusionary Practices Intensive TA
- Inclusionary Practices Intensive TA
- (Stages of) Implementation Science



Utilizing Infrastructure Improvement Strategies to Guide Systems Change

State Leadership Team

State Agency Leadership

**Professional Development Network

PreK Inclusion Champions,
LEAs, ESDs, External Agency Partners

*Evidence Based Practices

MTSS, LEAP, WAPM,
Implementation Science

Data and Evaluation Systems

EC BoQ, LSDPISA, BIRS, B3,
B4, B5, B6, B9, B10, B11, B12,
B17

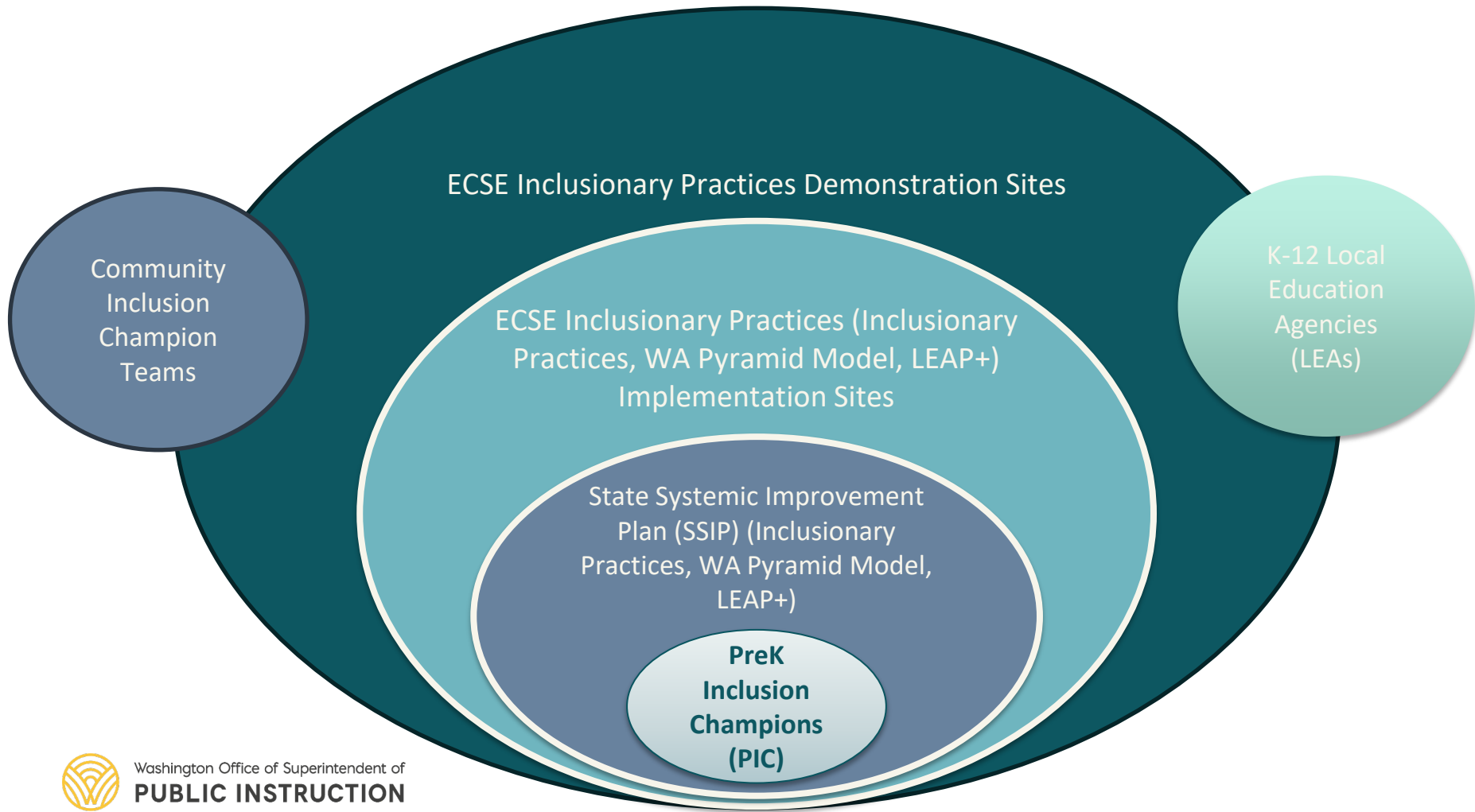
Implementation Sites

LEAs in Stages 1–3 of
Implementation Science

*Demonstration Sites

LEAs in Stage 4 of
Implementation Science





STOP & REFLECT:

Perform a PreK–12 WA MTSS Implementation
Tool Review.

What can you see being helpful beyond PreK?



Instructional & Systems Level Coaching



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Implementation Specialist

Provide training and support in a regional capacity:

- External supports and guidance
- Training and Professional Development
- Facilitation guidance
- Provide support and training to built internal coaching
- Ongoing mentorship to Washington Pyramid Model Implementation Sites
- Training and supports throughout the implementation cycle



Data Exemplars within our ESD 112 Region



Within the Hockinson Heights Transitional Kindergarten Program there are **fifty-four core skills** that are taught and assessed over the course of the school year. These fifty-four core skills span across eight unique areas of development (**Social-Emotional, Language, Reading, Writing, Math, Creative Art, Physical, Science and Social Studies**) and are proven to be essential for kindergarten readiness.



Performance Level Definitions:

Developing - Student needs additional time and assistance with the mastery of the skill.

Approaching - Student is progressing toward mastery of the skill.

Proficient - Student has consistently demonstrated mastery of the skill.



Standards Data Tracking

Grants:

LEAP Preschool Inclusion (2 years)

Preschool Inclusion Champions (2 years)

Inclusive Transitional Kindergarten (2 years)



Expanded **general education placements** for preschool children with IEPs from 26% (2019-20) to **66%** (2022-23).



Expanded **Transition to Kindergarten** from 1 class (2021-22) to **7 classes** (2024-25)

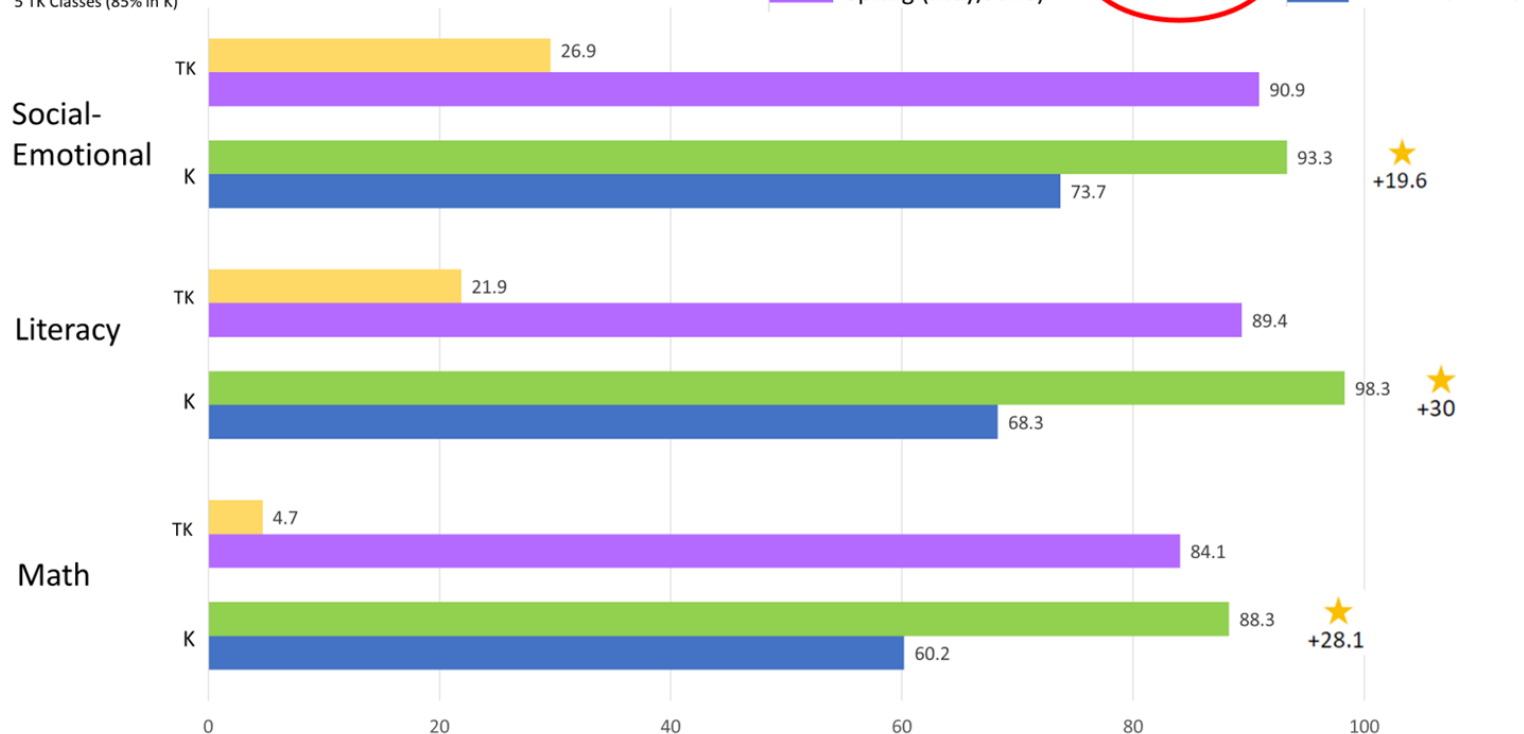
<i>Extended Day</i>	<i>ECSE Self-Contained</i>	ECSE+Preschool Peer Models (Reverse Inclusion) 25% general education	Blended Co-Taught Class 50% general education	Community-Based Itinerant 67% or greater general education	Therapy / Related Services
Students receiving ECSE services who are significantly impacted by Autism with very limited functional communication and play skills receive additional special education time to receive intensive direct teaching.	Children with an IEP attend an ECSE classroom where all children have IEPs.	Children with an IEP attend an ECSE classroom operated by the school district in which typically-developing children are recruited to attend the ECSE class so that children can learn together. This option provides children with disabilities role models and provides typical peers with high-quality learning and leadership experiences.	Children with an IEP attend a class where half the students do not have IEPs. An ECSE team and PreK team share responsibility for teaching.	Children with an IEP attend their community preschool or childcare class. Special education services are provided by an itinerant ECSE teacher and paraeducator onsite. <i>*Related services are provided at the neighborhood school location</i>	Related services include physical therapy, occupational therapy, speech/ language therapy, counseling, orientation and mobility services, hearing, and health services. These services support academic goals and skills students need to access and participate in their education program.



KinderBridge (TK) Class of 2022-23

WaKIDS Data

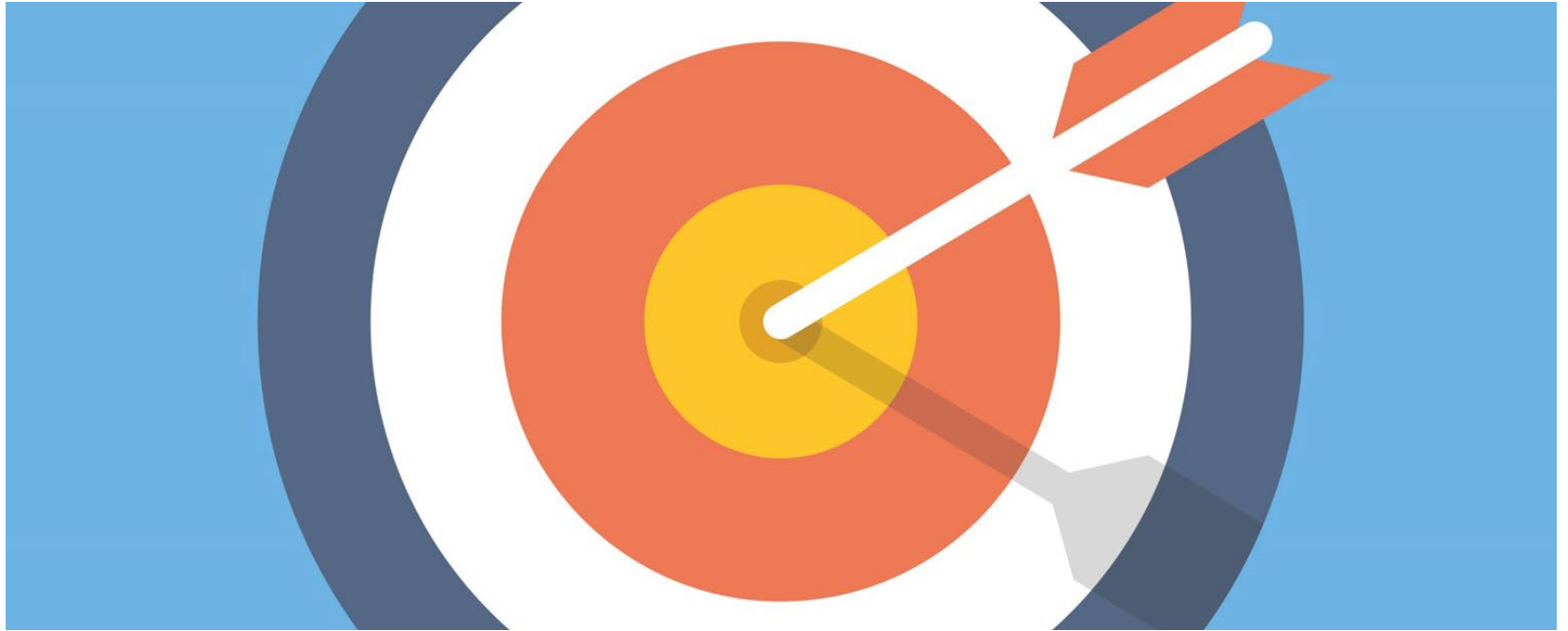
5 TK Classes (85% in K)



Pyramid in Kindergarten: Piloting Schools



Targeted Professional Learning



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STOP & REFLECT:

What Are the Critical Questions That You Should Be Asking to Yourself to Elicit System Change?.

What do you need to justify the return on investment for the 0-5 population within your current systems?



Research to Action: Sedro Woolley's SSIP Implementation Journey



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The Sedro-Woolley Community

Sedro-Woolley is known as the “Gateway to the Cascades” because it is located on the western edge of the Cascade Mountain range. It is north of Seattle, south of Bellingham and sits on Highway 20, along the Skagit River. Sedro-Woolley has a small town feel while being adjacent to big cities and bigger scenery. We have a population of just under 12,000 people.

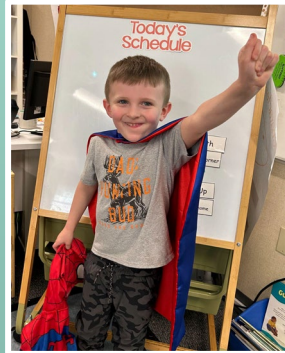
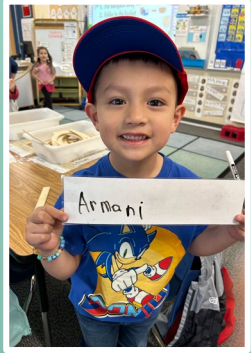


Catalyst for Change: The Vision

Vision: All children have access to a positive early education experience that will prepare them to be successful in kindergarten and beyond.

Belief: We value all kinds of early education experiences.

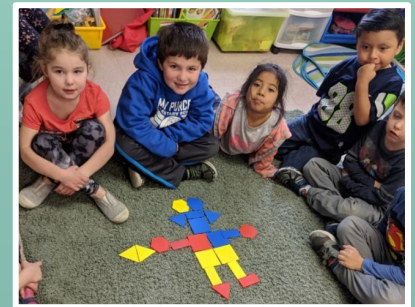
If/Then: If we develop true collaborative partnerships, we can leverage our strengths and resources to be able to accomplish our vision together.



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SWSD's Timeline

- Prior to 2018, Sedro-Woolley School District had co-led programs.
- General education opportunities were limited in our community.
- We applied for and received several grants for additional funding
 - Preschool Inclusion Champions
 - 100 Schools
 - Kindergarten Transitions
 - Inclusive Transitional Kindergarten (x2)
 - Partnership for Action, Voices, & Empowerment
 - Sedro-Woolley Schools Foundation
 - ECSC Inclusion Champions (PIC, SSIP, LEAP/IP Intensive)
- Foundations K (FK, a transitional kindergarten) came to fruition in the fall of 2018 to help fill a gap in our early learning services



Stronger Together

We strive to include parents as much as possible and build the home-school connection. Parents are the experts on their children and are a valuable resource.

Along with our work in Washington Pyramid Model (WAPM), we participate in Pre-k Inclusion Champions (PIC), Network Improvement Collaboration (NIC), Early Learning Fellows, and our county's Children's Council to help build a foundation of inclusion and collaboration. More recently, we are collaborating on a larger scale with our work with LEAP and now Inclusionary Practices Intensive Technical Assistance (ITA) with University of Denver and the PELE Center.

We believe that a community that works together is stronger together.

- Tribal Family Engagement liaison along with our Migrant & Multilingual liaisons
- Community preschools, daycare/providers & Transitional Kindergarten classrooms
- Head Start, Early Childhood Education Assistance Programs (WA state Head Start), and YMCA partners are represented on our team
- Protocols, procedures & transitions
- Data review & shared PD
- Screenings
- Sedro-Woolley Early Learning League (SWELL)
- Community partners

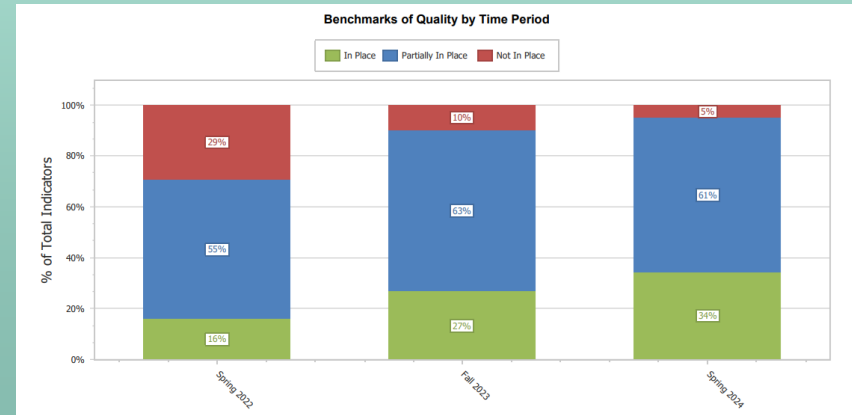


The Work

We started with needs assessments and reflections on our program and system. We continued our work with tools to support our planning, monitoring and continual reflection.

Tools used to improve:

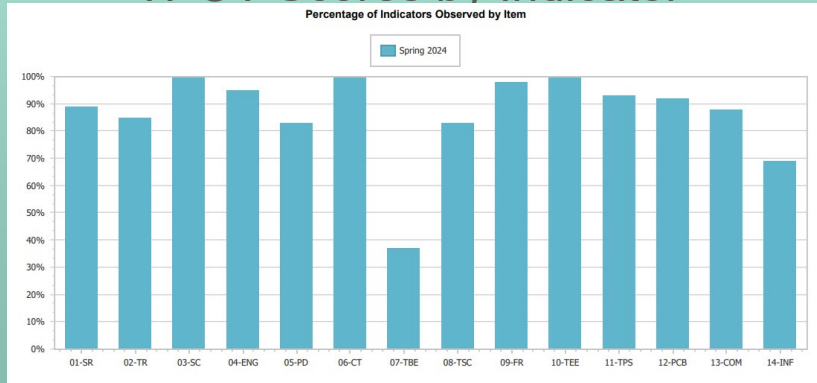
- BoQ
- Preschool Self Assessment
- Action Plans
- TPOT observations
- coaching conversations & cycles
- BIR forms and data



The Data

- FK has increased from one section to 5 at 4 buildings. FK has served 286 students so far.
- 3rd Grade SBA scores (future: older SBA grade data, graduation rates)
 - 1st cohort took SBA in 22-23. Of the original 18, 15 took the SBA, 13 still in the district.
 - ELA L1: 3, L2: 4, L3: 5, L4: 3. Average: L 2.5 Math L1: 4, L2: 3, L3: 5, L4: 3. Average L2.46

TPOT Scores by Indicator

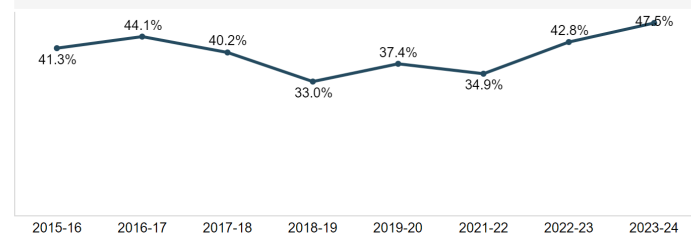


WaKIDS Trend

What percent of students entered kindergarten ready in all six areas of development and learning, over time?

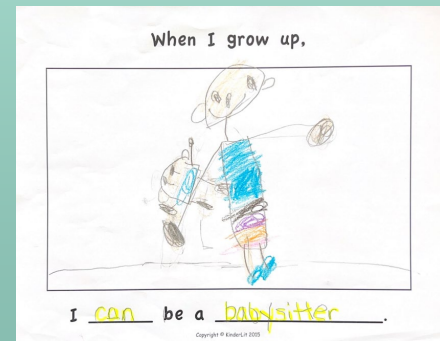
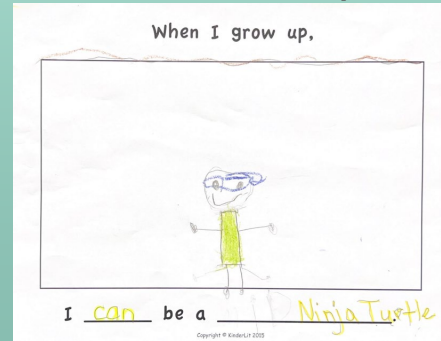
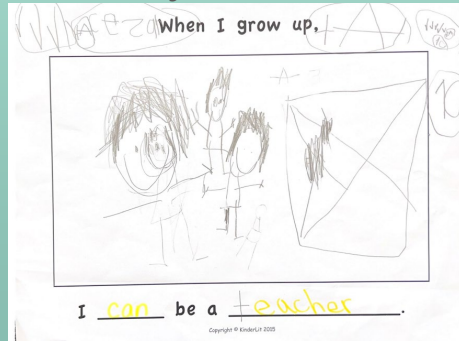
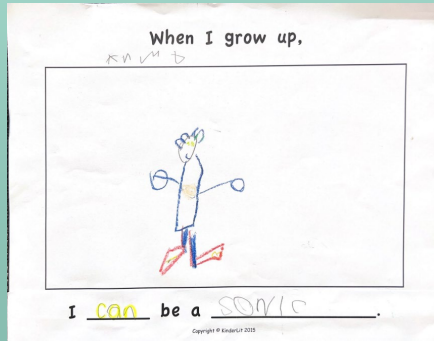
Sedro-Woolley School District

All Students



What the Data is Saying

- Our work is not done. We have a need to continue to increase our reading and math SBA scores.
- The S/E development needs to come first and our focus here aligned with Pyramid Model practices and continual coaching through the PELE Center will help us get there.
- Continued PD with Pyramid Model, Conscious Discipline, and more.



Our Celebrations

There are so many celebrations of our work thus far in our journey with Foundations K. Specific to this year with the Pyramid Model and our work with the PELE Center at University of Denver is the shift in the classroom from individual play to peer interactions given the social skills instruction. The social emotional gains, smooth transitions, basic academic skills and the increase in language - they are Kindergarten ready students!

Over our short history, our TK program and early learning team has had a number of grants, recognition and opportunities from our ESD, OSPI (video), had the Deputy Secretary from the Dept. of Education in DC visit, and presentations in national and state conferences.



Our Hopes and Dreams

- Continue our current efforts with our community, SWELL, Conscious Discipline, Pyramid Model practices, and placement opportunities
- Level the playing field and give all children equitable access to high quality early education opportunities
- Build collaborations, purposeful meetings and planning that include and bolster the expertise of all team members (SpEd, GenEd, paraprofessionals, SLP, OT/PT, etc.)
- Enhance family partnerships
- Include more parents in training, such as Conscious Discipline and Pyramid Model strategies or resources
- Increase our PD opportunities and collaboration with resources vertically



Questions for the Team?



A Parting Thought: Alignment of Systems, PreK-12 & Beyond, Ensures Better Outcomes For All!



thank
you



Contact Us!

Ryan Guzman

Cari Wood

Amber Gregg

Sarah Dahl



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ECSE Infrastructure Improvement Strategy Resources:

- [ECTA Center: Improving Systems, Practices and Outcomes](#)
 - [National Center for Pyramid Model Innovations \(challengingbehavior.org\)](#)
 - [The Pyramid Model Consortium - Supporting Early Childhood PBIS](#)
 - [Multi-Tiered System of Supports \(MTSS\) \(ospi.k12.wa.us\)](#)
 - [Positive Early Learning Experiences Center | College of Education](#)
-
- [Cross-Cultural Training Recommendations: Tribal Review of the Washington Pyramid Model](#)
 - [SSIP Evaluation Plan](#) (Revised January 2024)
 - [2021 SSIP Report](#)
 - [SSIP Theory of Action](#)
 - [Washington SSIP Logic Model](#)
 - [Conscious Discipline](#)



ECSE Inclusion Resources

- [ECTA Center: Tools on Inclusion](#)
- [ECTA Center: Indicators of High-Quality Inclusion](#)
- [ECTA Center: Statewide Implementation Guide](#)
- [POLICY STATEMENT: Inclusion of Children with Disabilities in Early Childhood Programs \(Nov. 28, 2023\) - Individuals with Disabilities Education Act](#)
- [Basics - National Center for Pyramid Model Innovations \(challengingbehavior.org\)](#)
- [Bringing Social, Emotional, and Behavioral Teaching Practices to Pre-K and Kindergarten Classrooms: Implementing the Pyramid Model \(challengingbehavior.org\)](#)
- [Exclusionary Practices Resource Guide for Early Childhood Coaches \(challengingbehavior.org\)](#)
- [Dear Colleague Letter on Mixed Delivery | The Administration for Children and Families \(hhs.gov\)](#)



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