

**For State Leaders, By State Leaders:  
Meaningful Data Use for State Leadership  
Teams: Guidance for Cultivating Growth  
of the Data and Evaluation Essential  
Structure**

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March 8, 2022 12:00 PM Eastern Time

National Center for  
**Pyramid Model  
INNOVATIONS**  
[ChallengingBehavior.org](http://ChallengingBehavior.org)

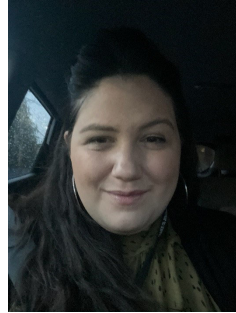
## Objectives

- Provide resources and examples for addressing data to support SLTs' sustainability and scale up plans.
- Learn how state leaders are analyzing and displaying data to make decisions, inform SLT members and other stakeholders as they review, plan and implement Pyramid Model as a state-wide initiative.

## Panelist Introductions Washington



Ryan Guzman



Julie Dean



## NCPMI Presenters



Alissa Rausch



Angie Van Polen



## Our Implementation and Scale-up Approach: Statewide Implementation Guide (SIG)

**ecta** Early Childhood Technical Assistance Center

Part C | Section 619 | Contacts | Topics A-Z | Events | Research & Reference | Notes | For Families/Para Familias

System Framework | DEC Recommended Practices | Implement & Scale Up EEP | SIG | Outcome Measurement

### Statewide Implementation Guide

The **Statewide Implementation Guide** is a process for implementing evidence-based practices statewide. The guide is based on results and evidence from the multi-year Pyramid Model implementation initiative in 20 states. The guide includes tools, materials, and examples derived from the Pyramid Model and ECTA's DEC Recommended Practices implementation technical assistance.

The guide is a collaboration between ECTA Center and National Center for Pyramid Model Innovations.

#### Components of the Guide

- Introduction
- Essential Support Structures
- Stages of Implementation
- Key Resources & Tools

**Suggested citation:** Smith, B.J., Fox, L., Strain, P., Binder, D.P., Bovey, T., Jones, A., McCullough, K., Vergulita, M., Dunlap, G., Basse, K., Trivette, C.M., Shagland, D., & Danaher, J. (2018). *Statewide Implementation Guide*. Retrieved from <http://ectacenter.org/sig/>

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<http://ectacenter.org/sig/>      <https://challengingbehavior.cbcs.usf.edu/Implementation/State/index.html>

NCPMI

- A process for implementing evidence-based practices statewide
- Includes tools, materials, and examples

## 4 Essential Structures

- State Leadership Team
- Program Implementation Coaches
- Implementation and Demonstration Sites
- Data Decision Making

NCPMI

# NCPMI: Data Decision-Making Tools

Available on [www.challengingbehavior.org](http://www.challengingbehavior.org)

## Data Decision-Making Tools

These tools and spreadsheets provide coaches, program leaders, and practitioners with data gathering tools and displays that facilitate data decision-making.

### State Leadership Team Tools

- State Leadership Team Benchmarks of Quality
- Program Coaches

### Classroom & Program Tools

- Early Childhood Program-Wide PBS Benchmarks of Quality v. 2.0
- Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms
- Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)
- Classroom Coaching Contacts
- Behavior Incident Report System (BIRS)

### Early Intervention Program Tools

- Pyramid Model Early Intervention (Part C) Benchmarks of Quality v1.0
- Early Intervention Practitioner Coaching Contacts
- Early Interventionist Pyramid Practices Fidelity Instrument (EIPPF)

### Community Leadership Team Tools

- Community-Wide Benchmarks of Quality

### Other Data Resources

- Videos & Webinars
- General Resources



# A Few New Resources from NCPMI



The use of data to enable teams to make effective data-based decisions is an essential structure within State Leadership Team (SLT) activities. Data are used by the SLT to determine whether they are implementing the Pyramid Model state-wide with fidelity and whether that implementation results in effective outcomes. One set of data derives directly from the activities performed by the SLT and the Program Implementation Coaches. The second set of data is gathered from programs implementing the Pyramid Model. All implementation programs should be collecting data on an ongoing basis for data-based decisions at the program level.



The Roadmap to effective intervention practices: Data decision-making and program-wide implementation of the Pyramid Model provides additional information about data collection and usage at the program level. The SLT is charged with developing a system and procedure for collecting, summarizing, analyzing, and using these data to evaluate state and program progress and plan future activities.

The Roadmap to effective intervention practices: Statewide implementation of the Pyramid Model provides additional guidance.



## Evaluation of State and Program Implementation of the Pyramid Model: Suggested Data Elements

A necessary element of Pyramid Model implementation is data-based decision-making. All implementation sites within a state system are encouraged to collect data on an ongoing basis and summarize these data for decision-making at the program level. These program data are submitted to the state so that they can be summarized across all implementation sites and organized into different types of reports. The first report is a state level report that is used by the State Leadership Team to examine implementation efforts and outcomes. The second report is the program level report that is used to summarize program implementation progress. The last report is a stakeholder report that is used to report accomplishments and implementation efforts to the general public. By creating these reports, the state and program level teams ensure progress monitoring, outcome reporting, and sustainability.

The data elements listed below by report type (i.e., state level, program level, stakeholder), are not exhaustive. These are suggested elements that could be included if the data are available. These data might be collected using a Pyramid Model instrument, a survey created by the state or program, a focus group, or individual interview. The State Leadership Team in conjunction with the State Data Coordinator should review their Pyramid Model Implementation Evaluation Plan to review and establish a data collection schedule and process.



# For State Leaders, By State Leaders: Meaningful Data Use for State Leadership Teams: Guidance for Cultivating Growth of the Data and Evaluation Essential Structure

March 8, 2022

Ryan Guzman, Early Childhood Special Education/619 Coordinator

Julie Dean, OSPI Early Childhood Special Education Inclusion  
Specialist



## Equity Statement



Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; **and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.**



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# Land Acknowledgement



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



- Today, those of us representing OSPI respectfully acknowledge that the agency is located on the traditional lands of the Squaxin Island Nation - Descendants of the maritime people who lived and prospered along the shores of the southernmost inlets of the Salish Sea. We ask each of you to show gratitude to the Tribal Nations where you are currently located.
- We acknowledge the commitment of all Pacific Northwest Tribes to the resurgence of their traditional ways and their respect and protection of all peoples, not only those who are living, but also those who have gone before and who are yet to be born. We pay our respect to the elders both past and present and to a valued resource the Tribes have defined as their children. They are the Tribes' future. They are the future for us all.
- We raise our hands to all sovereign Tribes who have stewarded these beautiful lands throughout the generations.



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11

## Inventorizing Washington State's Need for Increased Access to High Quality Early Learning Settings

- In Washington State, **62.2% of students with disabilities** are included in general education settings for 80-100% of the school day, which has increased steadily with intentional statewide [Inclusionary Practices Professional Development Project](#) implementation.
- Students between the ages of 3-5 years in PreK settings are experiencing similar barriers, with **only 21% of students with disabilities** accessing early childhood programs with their typically developing peers.
- In PreK settings for the 2020 school year, more than **53.3% students with disabilities** are currently receiving services separate from their peers.

2020-2021 Federal Child Count and Least Restrictive Environment (LRE) [Annual Performance Report](#)



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## Defining our Purpose Within WA state's Early Childhood Mixed Delivery System.

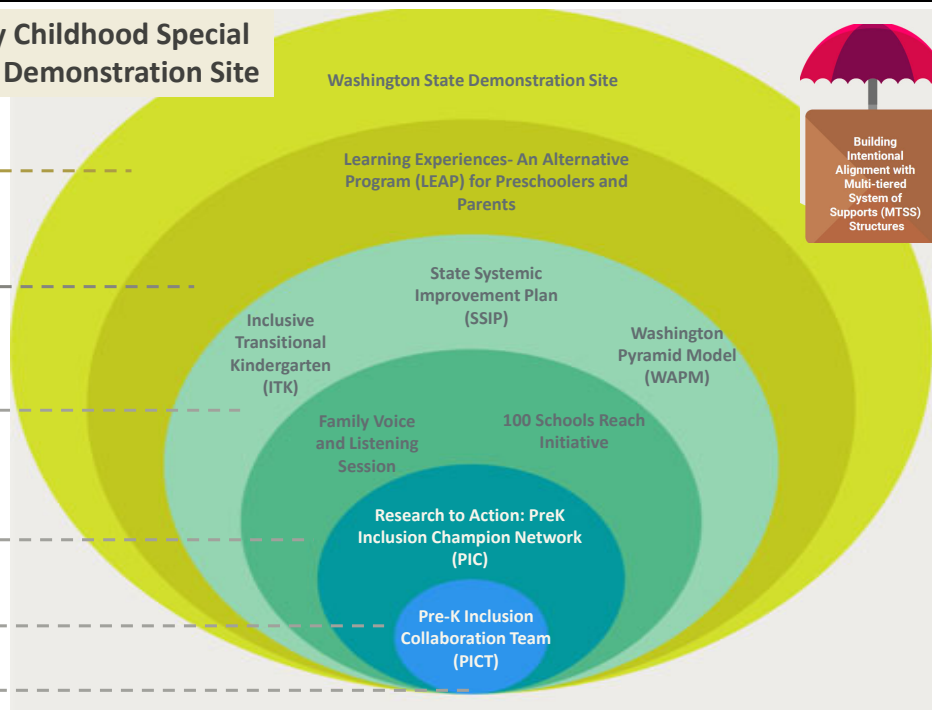
To prioritize the intersection between social emotional development and embedded inclusionary practices in early childhood programs, OSPI's Special Education division has funded multiple initiatives to increase positive outcomes of young children (3-5 years) with disabilities with:

- coordinated intensive technical assistance,
  - professional development, and
  - systems-level coaching
- for early childhood staff in integrated early learning environments.



### Washington State Early Childhood Special Education: Pathway to Demonstration Site

- Expansion and Scale Up Stage:**  
Demonstration Site
- Initial and Full Implementation Stages:**  
Intensive Early Childhood Implementation Site Initiatives
- Initial and Full Implementation Stages:**  
Specialized Early Childhood Implementation Site Initiatives
- Exploration, Planning & Installation Stages:**  
Preschool Development Grant (Birth-5) Initiatives
- Exploration, Planning & Installation Stages:**  
Early Childhood Inclusion Initiative
- Exploration Stage:**  
Cross-Agency Collaboration





## Guiding Evidence-Based Practices

- Utilizing the *Stages of Implementation Science* as a driver for systems change
- Integrating Washington Pyramid Model (WAPM) into existing early childhood systems.
- Aligning Multi-Tiered System of Supports (MTSS), P-12, across Washington state.





## Defining Our Desired Outcomes

### Short-term

Increase in children in general early childhood placements - Indicator B6

Increased family and community provider engagement within local EL programs

Increased knowledge of; inclusionary practices for Tier 1 and Tier 2 MTSS/WAPM, race and equity practices, and trauma-informed practices

Increased knowledge of fidelity criteria and systems infrastructure

Increased knowledge of systems changes and leadership practices

### Intermediate

Improved Indicator B8 (parent survey) outcomes

Increased family and community provider knowledge of regional and local EL systems, including continuum of LRE placements in EL programs

Increased implementation with fidelity of WAPM, race and equity practices, and of Trauma-informed practices

Increase in data-informed decision making related to selection of EBPs

### Long-term

Increased family and community provider engagement, knowledge of state, regional, and local systems, including continuum of LRE placements in EL programs

Increase in social emotional skills for PreK and K students with disabilities as measured by Teaching Strategies GOLD™ and WaKIDS Fall Assessments

Increase in cross agency policy and procedures to expand access to students with disabilities across EL programs (reflected in DCYF Saturation Study, RFAs, QRIS)



## Cultivating a Culture of Data-Based Decision Making

	If OSPI Provides...	Regions will...	Local Districts will...	Families will...	Community Partners will...	As a result, students with disabilities will...
	Intensive Technical Assistance - Implementation Science	Build capacity to deliver TA for effective selection and implementation of evidence-based practices;	Strengthen infrastructure for effective implementation of education innovations;	Have the resources needed to effectively implement innovations/interventions with fidelity;	Have progress monitoring data to improve practices and inform policies (continuous feedback loops);	Increase and sustain SEL and academic skills through third grade.
	Systems Level and Instruction Coaching	Increased knowledge of systems change and leadership practices	Increased knowledge of fidelity criteria and systems infrastructure	Report improved Indicator B8 (parent survey) outcomes	Implement evidence-based practices to meet students' needs with coaching supports;	
	Coordinated Professional Learning Opportunities	Conduct needs assessments to determine strengths, weaknesses, and opportunities and provide individualized support	Engage in professional learning and ongoing progress monitoring to promote data-informed decision-making	Provide feedback related to program quality and attend relevant professional learning opportunities	Increase in data-informed decision making related to selection of EBPs	
	Family Engagement Resources	Increased family and community provider engagement, knowledge of state, regional, and local systems, including continuum of LRE placements in EL programs	Increased family and community provider knowledge of regional and local EL systems, including continuum of LRE placements in EL programs	Increased family and community provider engagement within local EL programs	Engage families in activities that extend beyond classroom instruction;	

## Strategies to Support Change

- Family and Community Partner Engagement
- Synchronous Facilitated Training
- Coaching
- Sustainability and Scale-Up



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## Family and Community Partner Engagement Strategies

- Cross sector representation on state workgroups (IPK, PDG, WAPM, SSIP, CRE)
- WAPM training and coaching materials for families, community partners, LEAs
- Established family representation on PWLT (PWLT Rosters)
- Cross-Agency activities:
  - WAPM 0-5 expansion
  - [Joint Inclusion Position Statement](#)
  - Coordinated Recruitment and Enrollment (CRE)
  - [Directive of the Governor 20-01](#)



## Identified Coaching Outputs

- Intentional alignment of evaluation instruments (EC- BoQ, LDPISA, BIRS, TPOT)
- Employing the Pyramid Model Implementation Data System (PIDS) to create alignment
- Promoting a data analysis community network in alignment with MTSS practices





## SSIP Data Submission Form

Please use this form to submit data for the upcoming SSIP report. We request that all data be submitted no later than December 17th, 2021. You can also send data directly to Julie.Dean@k12.wa.us and Ryan.Guzman@k12.wa.us. Thank you.

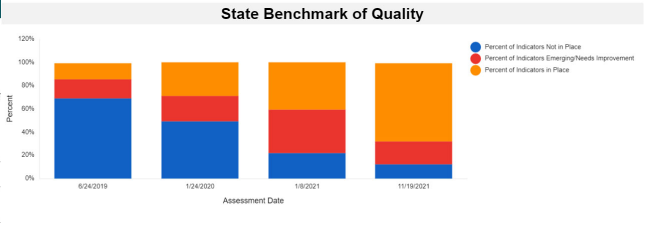
Please indicate which data sources you are submitting below:

Note that State Design Team members ONLY need to complete the State Infrastructure Leadership Capacity Self-Assessment. See Regional lead data sources section for Program level data sources.

SSIP Program Name (if applicable):

Individual Submitting Data (Regional Lead/ SDT): \*

# Smart Sheets – Why, What, How



**State Benchmark of Quality**

Assessment Date	Percent of Indicators Not in Place	Percent of Indicators Emerging/Needs Improvement	Percent of Indicators in Place
6/24/2018	~65%	~15%	~20%
1/24/2020	~55%	~15%	~30%
1/8/2021	~45%	~15%	~40%
11/18/2021	~35%	~15%	~50%

**Have a Question? Submit Here!**

[Regional Implementation Teams Question Submission Form](#)

[District Teams Question Submission Form](#)

# How Do We Move Forward?

- Repurpose and Reallocate
- Repurpose and Reallocate Your Funds to support RECPs in Your Current Systems.
- Collaborate & Communicate
- Authentically engage a diverse range of partners and establish communication plans at all levels of implementation.
- Use Your Data
- Make Data Based Decisions.
- Implement and Align Practices
- Implement and Align MTSS Frameworks, P-12 and beyond.
- Fidelity of Practice
- Use Fidelity of Implementation as Your North Star.
- Have a Plan
- Follow the Stages of Implementation Science to Build Action Plans, Create Vision, and Identify Priorities.



Photo by [Valeria Miller](#) on [Unsplash](#)

# Contact Us!

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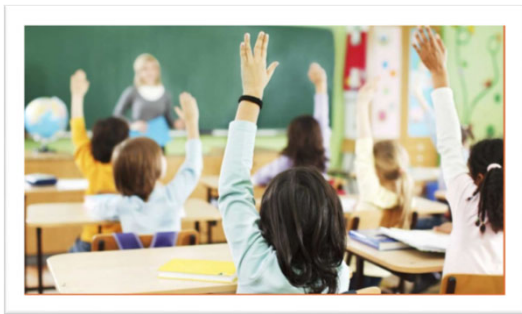
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## Questions?



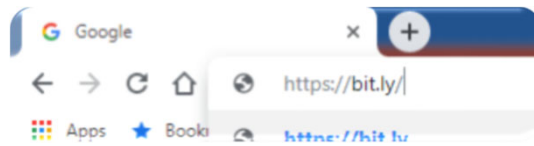
## Survey and Certificate

### Live Viewers

- Email with survey link (in 1 hour)

### Recording Viewers

- Type URL from presentation into a web browser window
- URL is case sensitive



## Visit us online at ChallengingBehavior.org



## Thank You

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