Inclusionary Practices Technical Assistance Network (IPTN)

Improving Student Outcomes through Inclusive Instructional Leadership
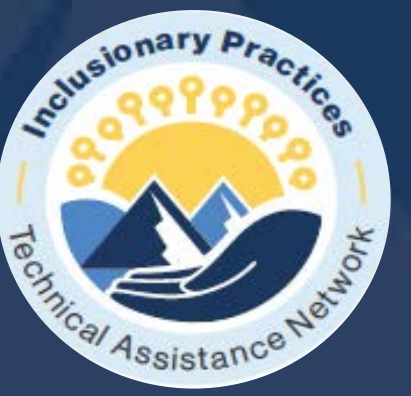
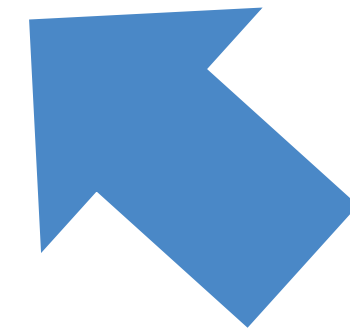Washington Office of Superintendent of
PUBLIC INSTRUCTION

WestEd

Spring 2024

Envisioning a Network of Support

Our Partnership Network is Always Expanding!

WA CEEDAR

Family Engagement Collaborative (FEC)

Washington Association of School Administrators (WASA)

Washington Sensory Disabilities Services (WSDS)

Association for Educational Service Districts (AESD)

TIES Center

Association of Washington School Principals (AWSP)

Center for Change in Transition Services (CCTS)

Office of Superintendent of Public Instruction (OSPI)

Special Education Technology Center (SETC)

YOUR NAME HERE

eLearning for Educators

University of Washington

Washington State's Journey Toward Inclusion

In 2018, Washington state ranked 44 out of 50 states for K-12 inclusive practices[1].

To support more inclusive schools, the State Legislature funded a multi-year, inclusionary practices initiative to support professional development for inclusionary practices.

Least Restrictive Environment (LRE): 80 to 100% in general education[2]

	2018 Baseline	2023 Data
Statewide	56.6%	65.1%
100 Pilot Districts	44.2%	64.0%

IMPACT

As of 2023, schools in Washington state have reported a 9-point increase in inclusive practices (80-100% of the school day) statewide, with a 20-point increase in 100 inclusionary practices pilot districts. This means that, since 2018, nearly 22,000 K-12 students with disabilities across Washington state have shifted into the highest tier of inclusion!

[1]National Council on Disability. (2018). *The Segregation of Students with Disabilities*.
[2]OSPI. (2024). *DRAFT Least Restrictive Environment and Child Count Report*.

What's in the Research?

80+ years of research: Placement in general education improves outcomes for students with disabilities!

Carlberg & Kavale (1980)
50 research studies
from 1932 – 1970

Wang & Baker (1985)
Meta-analysis
from 1975 – 1984

Oh-Young & Filler (2015)
Research studies
from 1980 – 2013

Theobald, et al. (2018)
WA Study on
CTE & Outcomes

Inclusive practices have also been shown to have positive or neutral results for students *without* disabilities.

Ruijs & Peetsma (2009)
Positive/neutral effects

Szumski, et al. (2017)
Benefits for all students

Shogren, et al. (2015)
SEL benefits

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Cause for Both Celebration & Reflection

Which student groups are experiencing these opportunities?

And... which groups are not (yet)?

- Black students with disabilities have been – and continue to be – segregated and disciplined at higher rates than <u>all</u> other groups.

- Students with intellectual, developmental, and behavioral disabilities continue to be segregated for all or most of the school day.

- Over 2/3 of preschool students with disabilities are served in segregated early childhood settings.

Inclusionary Practices Impact

Level of Inclusion	Data Group	2018 Baseline	2022 Update	2023 Update	Change from Baseline
LRE 1 (80-100% general ed)	Statewide	56.6%	63.4%	65.1%	+ 8.5
	IP Pilot Districts (n=100)	44.2%	61.9%	64.0%	+ 19.8
LRE 2 (40-79% general ed)	Statewide	29.2%	23.7%	22.6%	- 6.6
	IP Pilot Districts (n=100)	46.2%	25%	23.3%	- 22.9
LRE 3 (0-39% general ed)	Statewide	12.8%	11.4%	10.8%	- 2.0
	IP Pilot Districts (n=100)	11.7%	11.8%	11.3%	- 0.4

Source: OSPI. (2024). *Least Restrictive Environment (LRE) and Child Count Data*.

Inclusionary Practices Impact - Disaggregated

| Least Restrictive Environment (LRE)	Data Group	2018 Baseline	2022 Data	2023 Data	Change from Baseline
LRE 1: Placed in general education settings for 80-100% of the school day	Inclusionary Practices Pilot Districts (n=100)	44.2%	61.9%	**64.0%**	**+19.8**
	All Students with Disabilities	56.6%	63.4%	**65.1%**	**+8.5**
	Black Students with Disabilities	49.6%	51.7%	**52.6%**	**+3.0**

Source: OSPI. (2024). *DRAFT November Child Count and LRE Report*.

State Special Education Snapshot
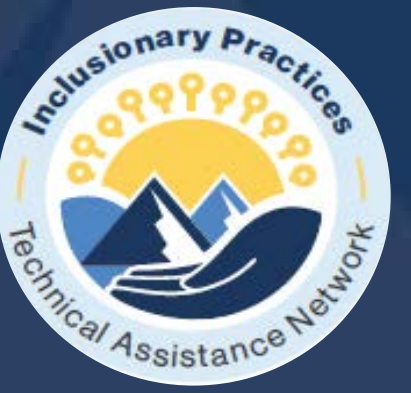
	All PreK-12 Students	**Students with Disabilities**	**Black Students with Disabilities**
2023-24 PreK-12 Student Enrollment	1,098,997	160,019	9,189
2023-24 PreK Inclusion (LRE Indicator 6A)	N/A	33.2%	31.6%
2023-24 K-12 LRE, 80-100% general ed	N/A	65.1%	52.6%
2022 Graduation	82.3%	65.3%	56.8%
2022 Drop-out	10.1%	15.2%	19.4%
2021-22 Post-School Outcomes	N/A	72.9%	74.3%

Sources: OSPI. (2024). *State Report Card*; *DRAFT November Child Count and LRE Report*; *Data Performance Profile*.

2022 Washington School Improvement (WSIF) Data

Support Identification Categories	Number of Schools Identified for Supports	Identified Schools Whose Students with Disabilities Are Performing Below Threshold	
Grand Total	**986**	**916**	**92.9%**
Support Tier 1	478	470	98.3%
Support Tier 2	82	82	100%
Support Tier 3	426	364	85.4%

So, here's why this is... Important

- Students are referred for special education to receive additional supports and accommodations.

- OSPI monitors disproportionality to measure and analyze adult decisions about students, across shared identities – race and ability.

- Adult decisions can harm students when actions are not culturally affirming and do not address the root cause(s) of student need.

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Defining Disproportionality in Special Education

- Students with disabilities in Washington are more likely to be male, from communities of color, and experiencing poverty.[1]

- States are federally required to evaluate and address district-level disproportionality in special education related to the **identification**, **placement**, and **discipline** of students with IEPs, by race/ethnicity.

- Disproportionality is a risk ratio - a measure of how likely students from a specific racial/ethnic group will be identified, segregated, or disciplined, compared with all other students.

[1]Theobald, R. J., Goldhaber, D. D., Gratz, T. M., & Holden, K. L. (2019). Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students With Learning Disabilities. *Journal of Learning Disabilities*, *52*(2), 109–119. https://doi.org/10.1177/0022219418775121

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IPTN Aim Statement

The IPTN will provide high -quality guidance, technical assistance, and professional development resources to disrupt segregated systems of disproportionality and reduce exclusionary practices in WA schools.

These collective efforts will result in improved student outcomes, with an additional focus on the outcomes and the inclusion of students currently in self -contained settings (LRE 3) and for Black students with disabilities.

Our goal is to reduce exclusionary practices in WA schools by doing away with segregated systems of disproportionality.

The IPTN will create an MTSS leveraged network that improves student outcomes by providing high quality guidance and tiered technical assistance.

Our commitment is to collaborate to improve outcomes for all students, with a focus on students currently in LRE 3 and Black students with disabilities.

⬆ Increased access to inclusive core instruction.
⬇ Fewer students in separate self-contained settings.

Mapping IPTN Efforts

AIM Statement - IPTN
The IPTN will provide high-quality guidance, technical assistance, and professional development resources to districts to disrupt segregated systems of disproportionality and reduce exclusionary practices in WA schools.
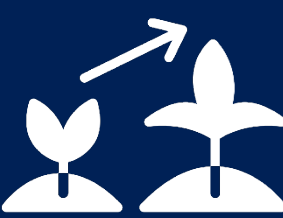
Key Outcomes
This will result in improved student outcomes, with an additional focus on the outcomes and the inclusion of students currently in LRE 3 and for Black students with disabilities.

Data Monitoring & Analysis → Community of Practice

Strategic Resource Use → Community of Practice

TA: Evidence Based Practices & Adaptive Leadership → Community of Practice

Shared Ownership Across the System → Community of Practice

Innovative Family & Community Partnerships → Community of Practice

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Supports for Students, Families, Schools & Districts

Tier 1 Features

Collective activities for ALL IPTN members that organize around improving inclusion and post-secondary outcomes for students in LRE 3 and Black students with an IEP in Washington.

Tier 2 Features

Targetted Communities of Practice (CoPs) focused on systemic drivers needed to change the design of the systems for IPTN focus populations.

Tier 3 Features

One-on-one activities done with IPTN members to identify and carry out change ideas within organizations' spheres of influence to positively impact the IPTN's aim

Technical Assistance Supports for IPTN Partners

The IPTN will leverage an integrated, tiered system of support to build system capacity to meet the network aims.

Intensive TA: *1-on-1 support for key, provider-specific areas of focus related to the IPTN aim.*

Targeted TA: *Forming Communities of Practice (CoP) around primary drivers related to the aim of the IPTN.*

Universal TA: *Meetings with all TA providers to engage in network co-construction; root cause identification; and reporting on progress.*

Inclusionary Practices Technical Assistance Network

Join Us!
(or Reach Out to Learn More!)

http://www.k12.wa.us/IPTN

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