Special Education
from a Rural and Urban Perspective

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Special Education in WA State – a Rural Perspective

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&
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This is how many school districts (rural & urban, big and small) are feeling...
Small but Mighty!

• Davenport School District
  • K-12 district
  • 545 students
  • Home of the Gorillas!

• Rural Education Center
  • Statewide cooperative of over 80 small and rural districts and several educational organizations, including ESD’s.
  • Program support received from the College of Education at Washington State University
Most Washington Districts Are Rural

Number of Districts (295 in Total)

- Urban: 21
- Suburban: 57
- Town: 55
- Rural: 167

Data from Office of the Superintendent of Public Instruction, 2011-2012
12% of All Students Are in Rural Districts

Data from Office of the Superintendent of Public Instruction, 2011-2012
1/3 of All Districts in Washington Have Fewer Than 350 Students

- Fewer Than 350: 32%
- 350 to 2000: 30%
- More Than 2000: 38%

Data from Office of the Superintendent of Public Instruction, 2011-2012
Most Rural Districts Are Small

Data from Office of the Superintendent of Public Instruction, 2011-2012

Average Student Enrollment

Rural enrollment ranges from 8 to 14,880 students

Data from Office of the Superintendent of Public Instruction, 2011-2012
MYTH: Rural schools “short change” special ed. students

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The (3/27/10) Seattle Times editorial mentioned special-education services, stating “… more-intensive student needs often go unserved.” Are you saying that small districts do a poor job of providing services to special-education students? To assume that just because a school district is small, its students will be shortchanged is wrong. In fact, many special-needs students thrive in small districts.
“Benefits” – small & rural districts

- Smaller class sizes (generally)
- Personalized learning
- “Family” type setting
- Inclusion is “easier”
“Challenges” – small & rural districts

- Teacher isolation
- Budget constraints
- Difficulty in finding specialists to provide services: OT/PT/SLP/Etc.
- Teacher & Specialists—recruiting, hiring, and retaining…Ouch!
More funding is certainly needed – for rural schools and for urban schools!

Real Life Example - 9th Grader – Deaf

From “How can we afford this? To…

Wow, we have learned a lot from this young man

Safety Net Funding ““This is Nuts”
Current Leg. Session

- **SB 5091**
  - Would increase excess cost multiplier...
    - From .96 to .98...recently amended to 1.0
    - Many are advocating for an increase to 1.07
  
- Scheduled for executive action in House Education Committee today (Tuesday, March 26)
Sharing Your Stories

What's your story?
The Arc of King County
Since 1936

League of Education Voters Webinar
An Urban Perspective
Stacy Dym, Executive Director
EQUITY

The Arc of King County is at the heart of a civil rights movement, promoting and protecting the rights of people with intellectual and developmental disabilities to thrive as equal, valued and active members of the community.
Our Values

People with Intellectual and Development Disabilities ...

- are entitled to respect, dignity, equality, safety and security
- have moral, civil and constitutional rights to be included
- make decisions about their own lives and must be heard
- are individuals with unique abilities, strengths, creativity and inherent value

The Arc is a community catalyst to unite all voices advancing civil rights through advocacy, education, service and partnerships.
What We Hear
Every Student Counted
Special Education Allocation

Extra Costs for High Needs
Safety Net Changes

Eliminate the Cap
Local Districts must serve every identified student
Equity is making sure that children with disabilities have access to learning environments so that everyone achieves a common-benefit outcome.
Legislative Action This Session:

SSB 5532 (Braun) – Professional learning, Advocates for the child, local SEACs, LRE data, DVR mandate, Transition Planning, Advisory Group

E2SSB 5091 (Wellman) – Increases multiplier to 1.0, costs for institutional programs, safety net changes, professional learning, state auditor reqt

2019-2021 Biennium

How will the state legislature FUND special education costs in light of local levy restrictions, TRAIN educators to include students with disabilities and reduce the opportunity gap, and define good OUTCOMES for students with disabilities?
What is different about an urban setting?

- Potentially more access to specialists
- Potentially access to programs “designed” to meet the needs of your child
Washington struggles with high rates of segregation

- Urban schools may have more standalone programs for special education – for instance, a separate classroom or certain services offered only at certain locations.

- This can complicate school enrollment for families with multiple children. The “system” may be more complicated to navigate.

- Most students are in urban or suburban settings, however, so these settings have a big impact overall outcomes.
How do we eliminate segregation and isolation?

Teacher Training

Principal Leadership Training

Paraprofessional Training
Inclusion rates, Washington and the national average

We are less inclusive, as a state.
MOST INCLUSIVE STATES ... & WASHINGTON

- ALABAMA: 83.50%
  - Spends 80% + in regular class: 6.30%
  - 40%-79% in regular class: 7.20%

- VERMONT: 76.80%
  - Spends 80% + in regular class: 11.30%
  - 40%-79% in regular class: 5.20%

- NEBRASKA: 76.70%
  - Spends 80% + in regular class: 11.20%
  - 40%-79% in regular class: 6.70%

- WASHINGTON: 55.20%
  - Spends 80% + in regular class: 30.20%
  - 40%-79% in regular class: 13.10%
INCLUSION IN WASHINGTON - BY CATEGORY

- **LIMITED ENGLISH PROFICIENT**
  - Spends 80% + in regular class: 52.50%
  - 40%-79% in regular class: 37.50%
  - 0-39%: 10%

- **EMOTIONAL DISTURBANCE**
  - Spends 80% + in regular class: 43%
  - 40%-79% in regular class: 29.10%
  - 0-39%: 20.30%

- **INTELLECTUAL DISABILITY**
  - Spends 80% + in regular class: 6.30%
  - 40%-79% in regular class: 32.70%
  - 0-39%: 60.10%

- **ALL WA IDEA STUDENTS**
  - Spends 80% + in regular class: 55.20%
  - 40%-79% in regular class: 30.20%
  - 0-39%: 13.10%
Limited English proficient - How

- Lowest LRE/Hawaii: 22.80%
- WA LRE: 52.30%
- U.S. average: 59.10%
- Highest LRE/Nebraska: 86.10%

We are below the national average.
Emotional disturbance - How WA compares

- Lowest LRE/California: 30.90%
- WA LRE: 43%
- U.S. average: 47.20%
- Highest LRE/Puerto Rico: 71%

We are below the national average.
We are substantially below the national average.
Washington outcomes

- Dropped out 2015-16: 33.40%
- Dropped out 2008-9: 27.30%
- Graduated 2015-16: 62.40%
- Graduated 2008-09: 68.70%

Dropout rates increasing for students receiving special education services.

Graduation rates decreasing
QUESTIONS?
Thank you for joining!

If you would like to learn more about League of Education Voters or support our work, please visit our website, educationvoters.org.