



High Expectations for Access, Outcomes & Collaboration

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Special Education Division
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Office of Superintendent of Public Instruction



OSPI Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

OSPI Mission:

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

OSPI Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



OSPI Equity Statement:

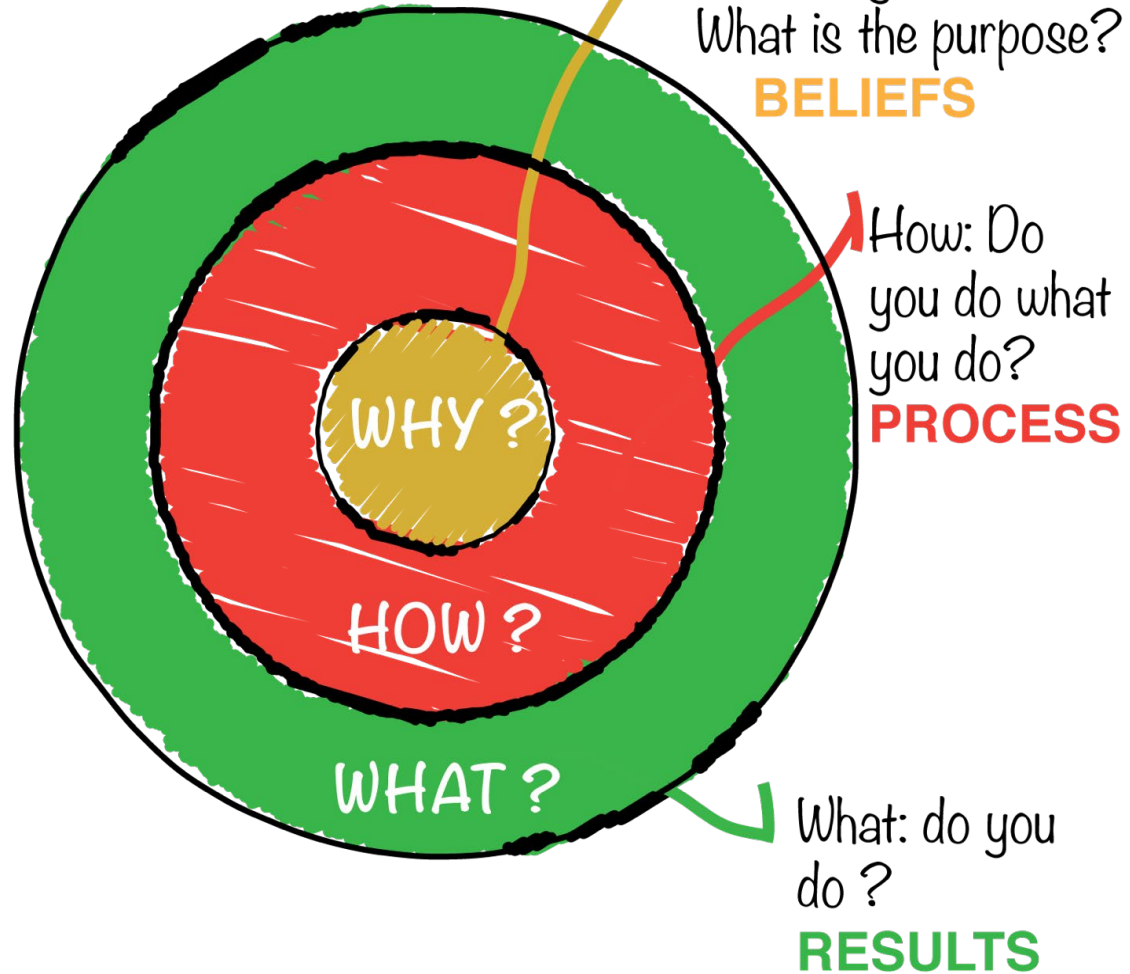
Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

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.**

<https://i.pinimg.com/originals/0d/b7/15/0db715b1b2a52cf229ed8bc9f59de056.png>

GOLDEN CIRCLE



Source: Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. New York: Portfolio.

[TED Talk: Simon Sinek](#)
[How great leaders inspire action](#)

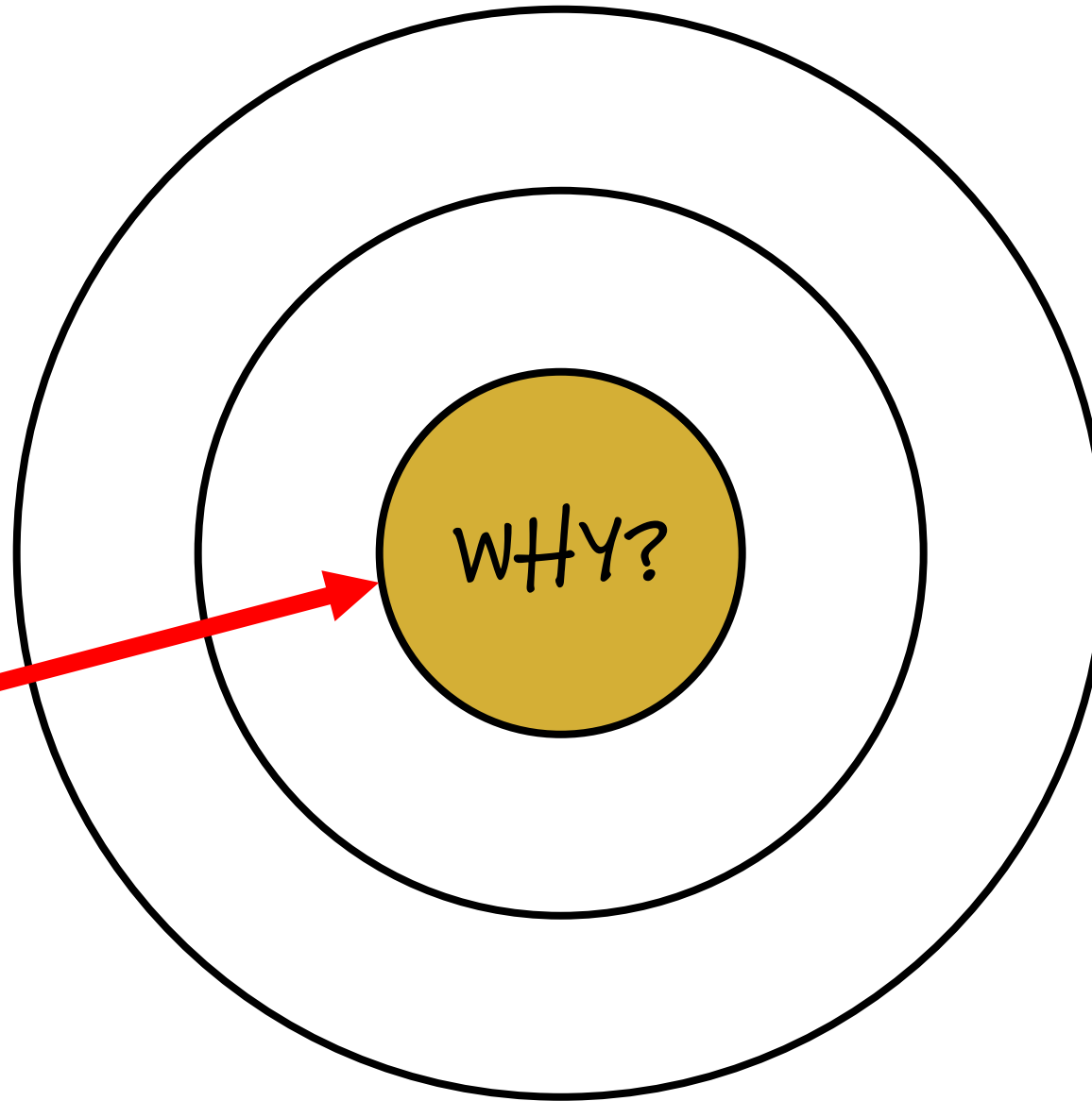


Today's Conversation:

- ❑ Starting with Why:
 - Research & Data Overview
- ❑ The How: Policy & Priorities
 - Systems Change
 - OSPI Priorities
- ❑ What This Means for Practice
 - Transition: Early Childhood & Secondary
 - Mindset & Collaboration



Start
with
Why...



What does the



say?

**Over 80 years of research has shown
that placement in the general education
setting positively impacts outcomes!**

[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



What does the



say?

The overrepresentation of students of color in special education programs correlated with decreasing racial segregation after *Brown v Board of Ed.*

[Artiles et al., 2010](#)

Reviewed the history of disproportionality 1975-2008

[Ford & Russo, 2016](#)

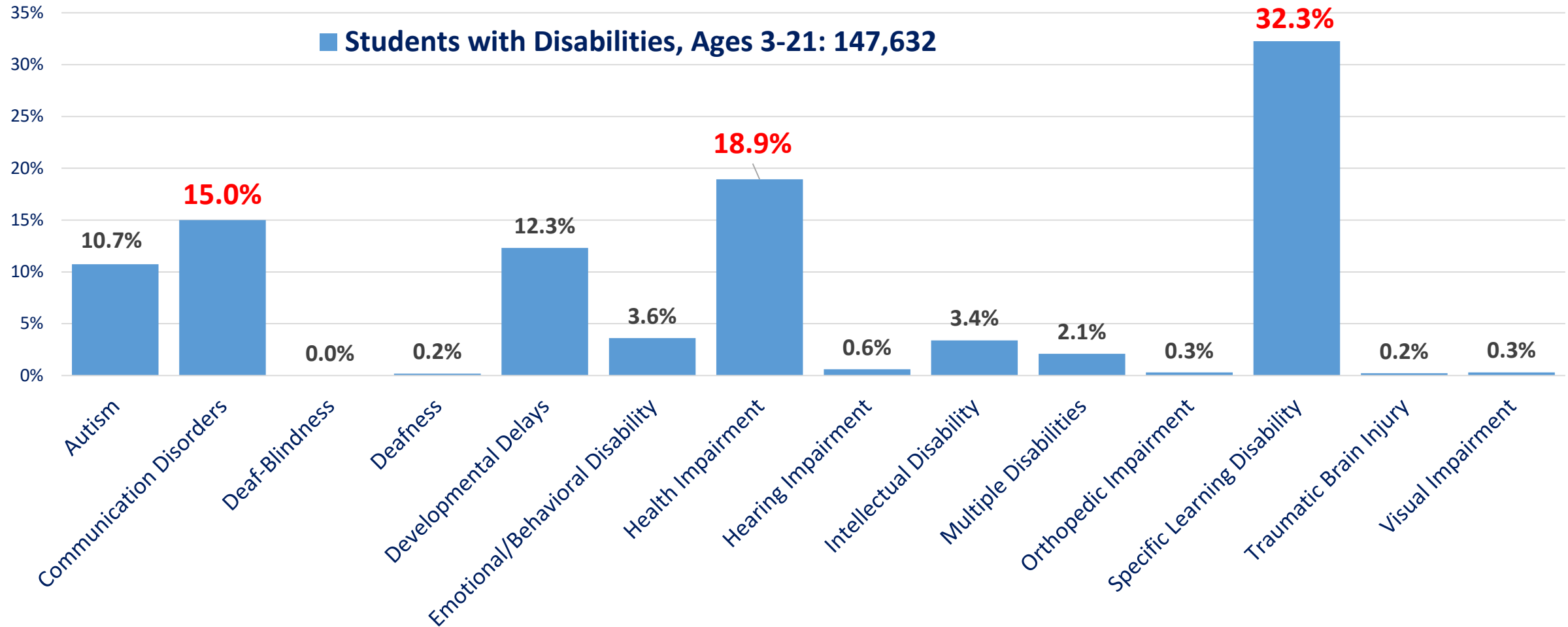
Disproportionality in IDEA, 2005-2014

[Annamma, Connor & Ferri, 2013](#)

Dis/ability Critical Race Studies



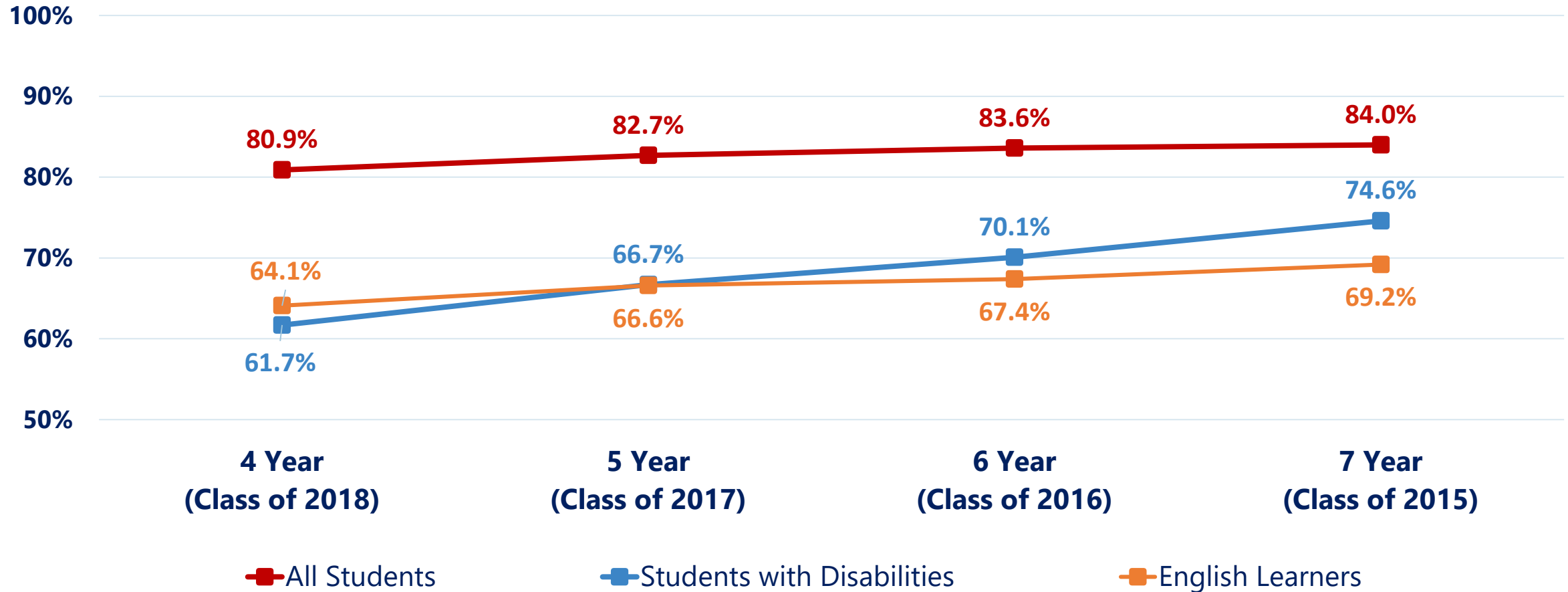
2018 Percentage of WA Students with Disabilities, by Eligibility



Source: Special Education Federal Child Count (Draft), *Office of Superintendent of Public Instruction*, November 1, 2018.



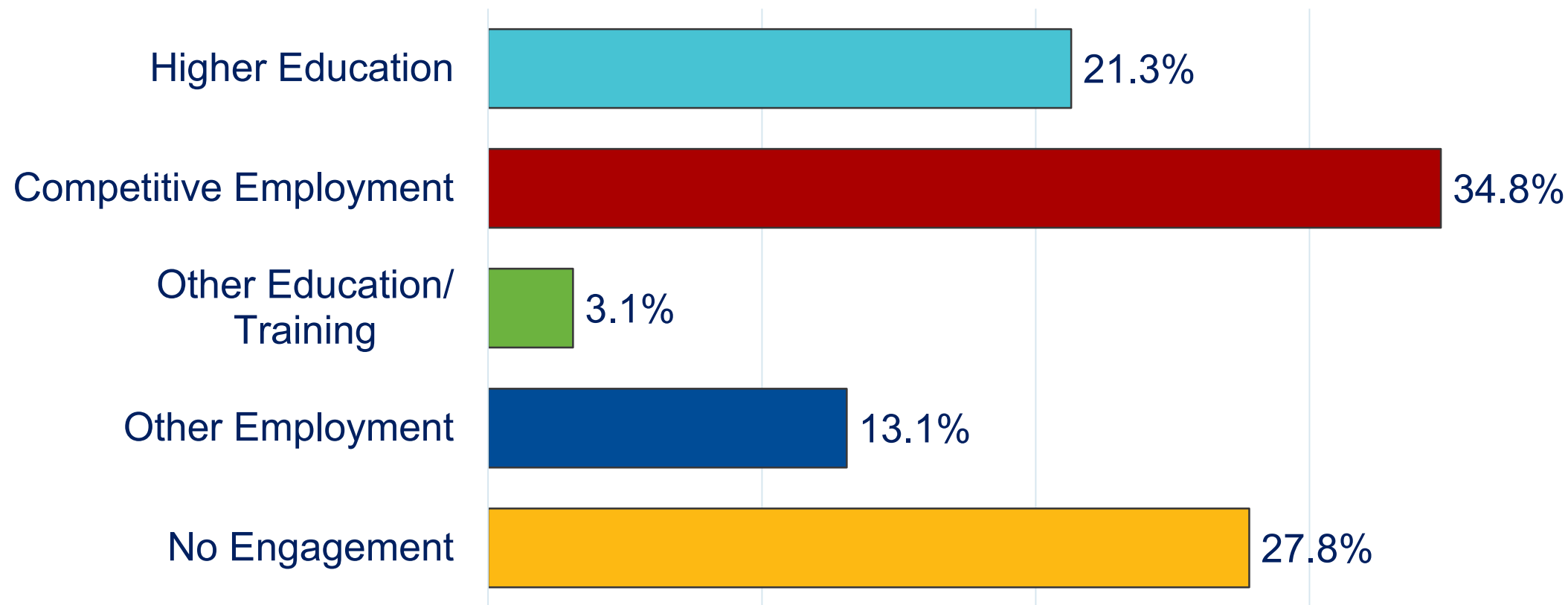
2017-18 Adjusted Cohort Graduation Rates



Sources: [Washington State Report Card](#), Office of Superintendent of Public Instruction, 2019; [2018 Graduation Rates, Legislative Appendices](#), Office of Superintendent of Public Instruction



2016-17 Post-School Outcomes for SWDs



Source: [Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17](#), Center for Change in Transition Services, Seattle University, 2018



The State of the State of Special Education:

- Less than 4% of students are identified with an intellectual disability.
- Upwards of 90% present with average to above-average intellectual functioning.
- **Yet only 56.6% are placed in general education for 80-100% of the day. [For students of color, that total falls to 49%]**
- **2016-17 Outcome Data:**
 - **Graduation Alternative options (CIA): ELA 48.9%; Math 52%**
 - **Opportunity gap for ELA: 30% in 3rd grade → 50% in 10th grade**

Sources: OSPI [Guidance for IEP Teams: Student Participation in Statewide Assessments for Accountability and Graduation](#) & [Annual Performance Report](#), FFY 2016 & (Draft) 2017.



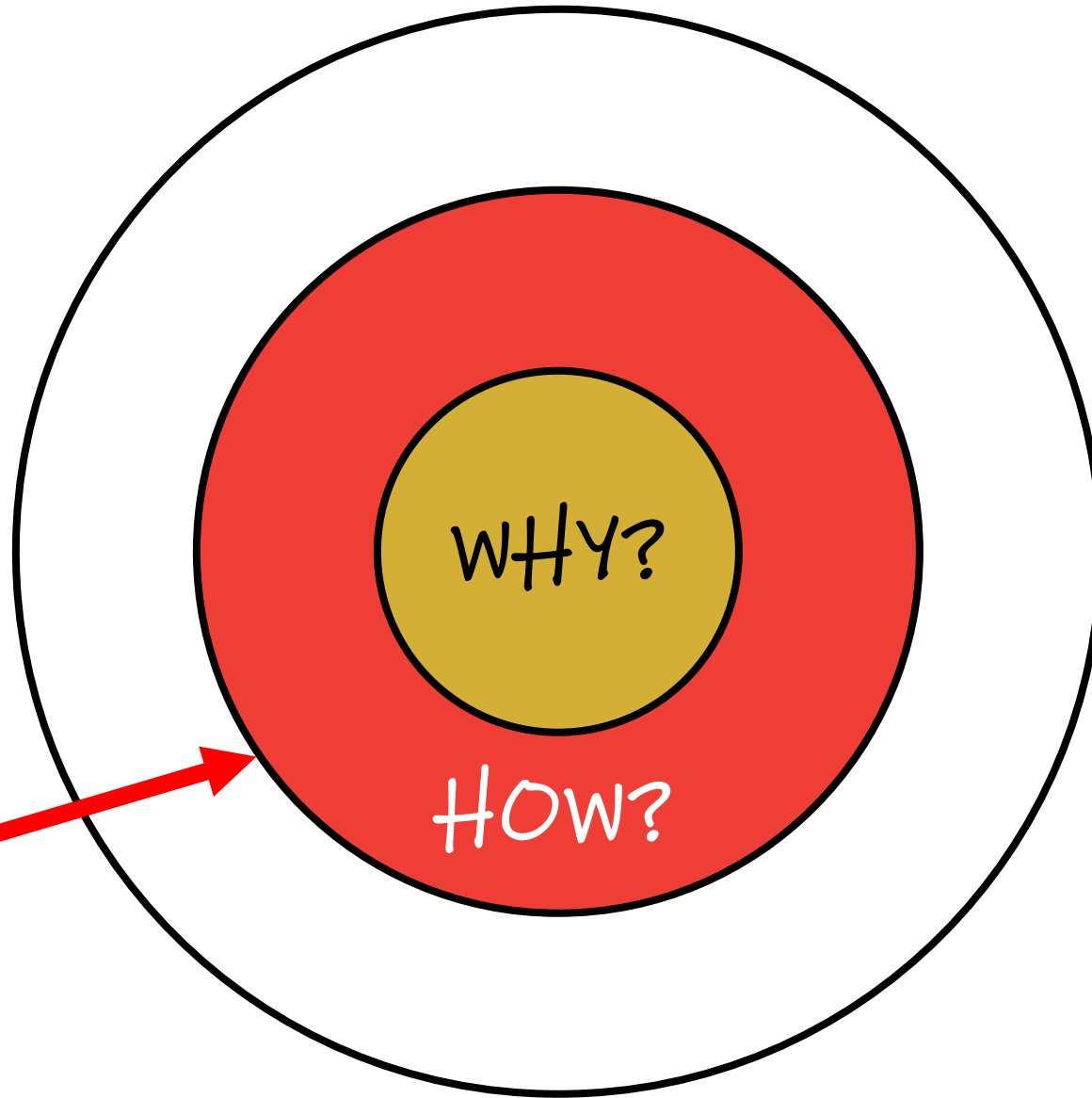


Finding your why...

What are the stars, or points of light, in these data?
Where are some leverage points for change?

What are your wishes for access and achievement for
students with disabilities?

How do
we disrupt
these
patterns?



"EVERY SYSTEM IS PERFECTLY DESIGNED
TO GET THE RESULTS IT GETS"

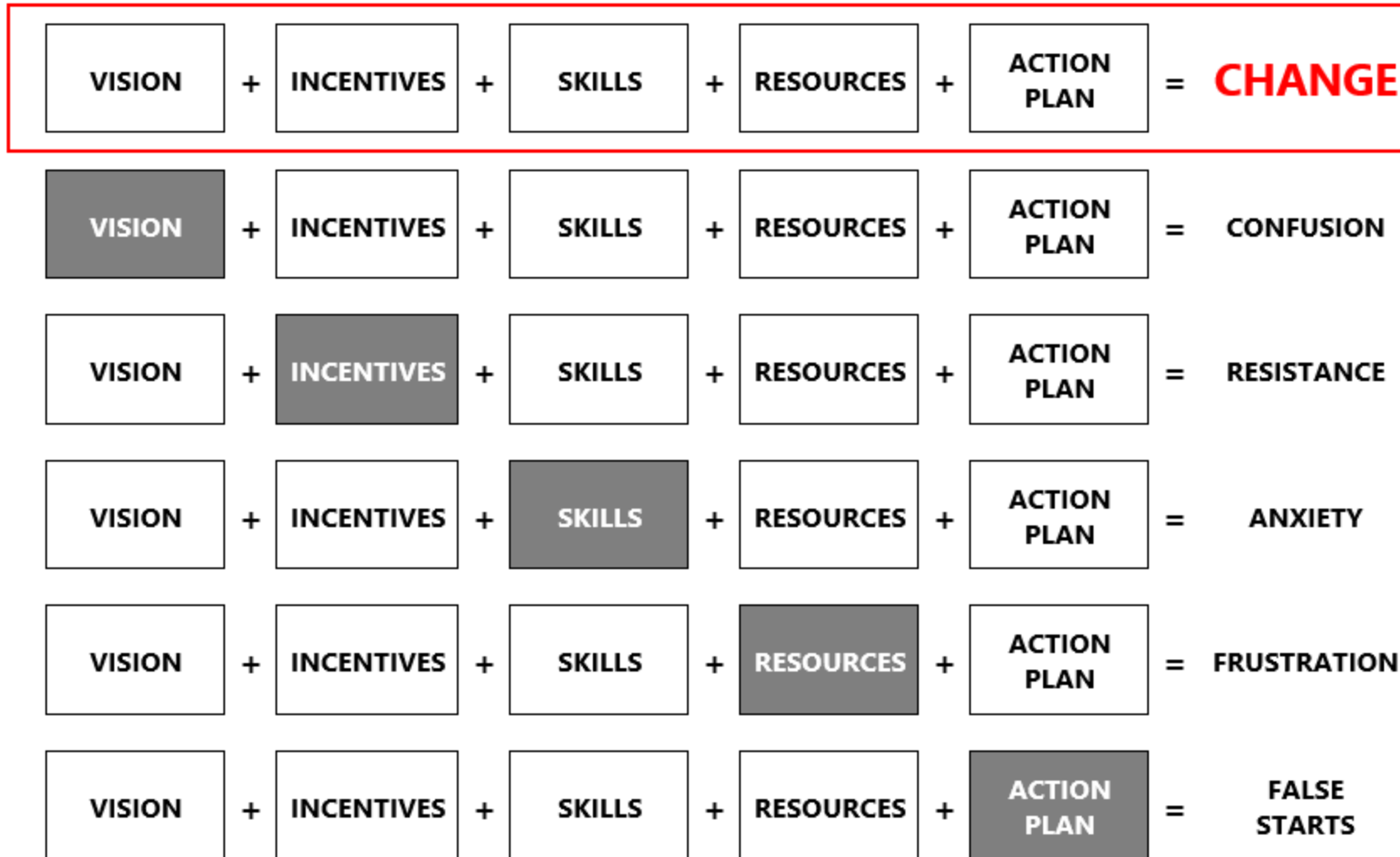
PAUL BATALDEN

Source: Batalden, P. & Davidoff, F. (2007). Teaching quality improvement: The devil is in the details. *JAMA*, 298(9), 1059–1061.

Flipping the conversations



Facilitating Systems Change



Adapted from: Knoster, Villa and Thousand (2000). *A Framework for Thinking about Systems Change*.



OSPI Priorities:

Improving Outcomes for Students
with Disabilities



Source: [OSPI Priorities for Improving Outcomes for Students with Disabilities](#), Office of Superintendent of Public Instruction



Early Childhood Special Education *Initiatives for Inclusion*

- **Pre-K Inclusion Collaboration Team**
 - ❖ Partnering with Head Start & ECEAP State Leadership
- **Pre-K Inclusionary Placement Options Pilot**
 - Starting now!
- **National Center for Pyramid Model**
 - ❖ Partnering with ESIT, ECEAP, & Head Start State Leadership
- **Pre-K Early Literacy Action Research Project**
 - ❖ State Systemic Improvement Plan



Secondary Transition Planning

Rethinking Data Collection & Reporting:

- Transition Components in IEPs
- Post-school surveys: definitions, questions & data analysis
- Exploring partnership with Education Research & Data Center (ERDC) for education/employment comparisons

Collaborations:

- Discussions of a statewide transition support network
- Cross-agency partnerships for training, resources & guidance

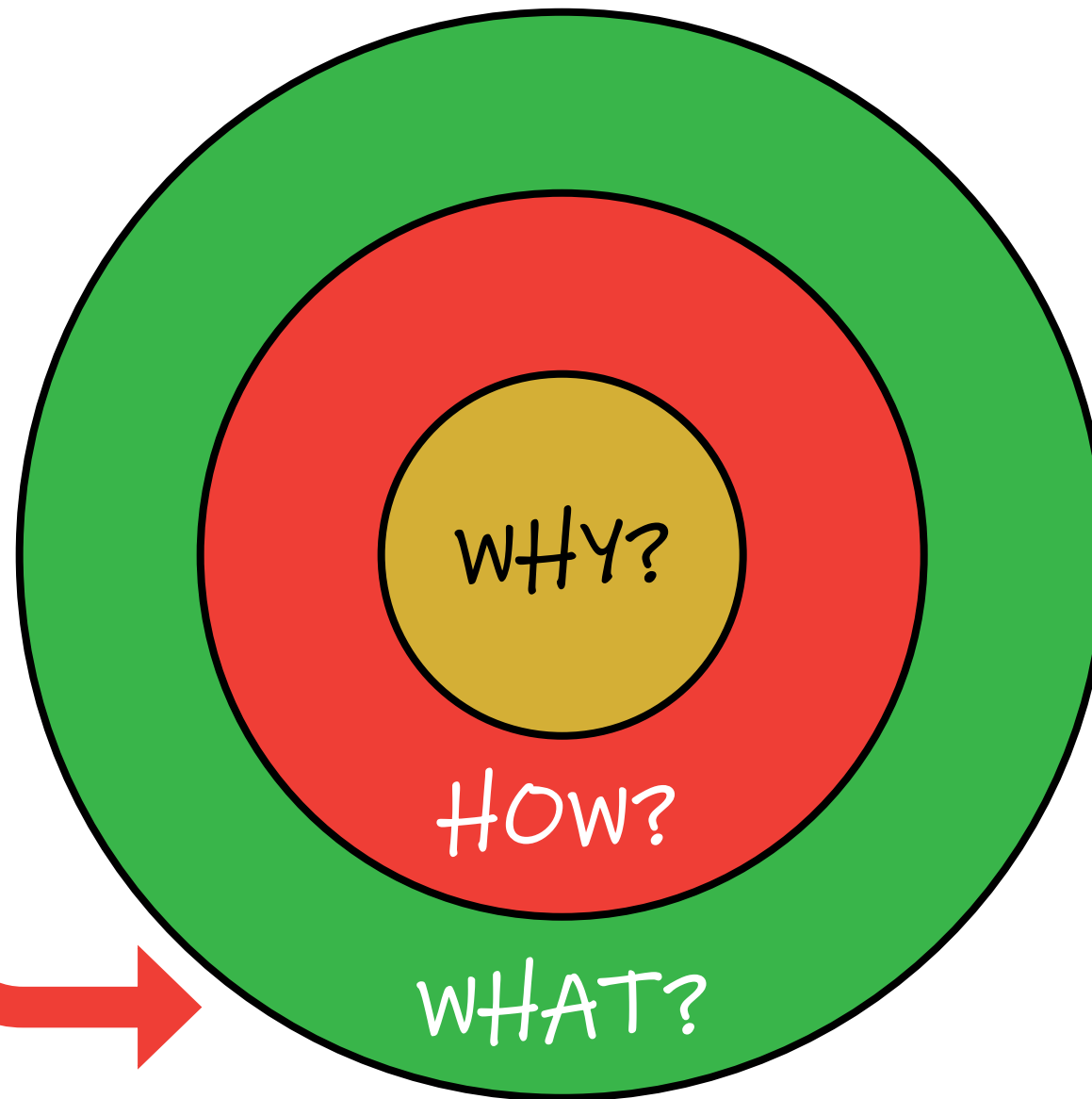
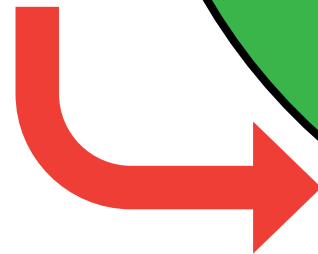


Expectations & Mindset

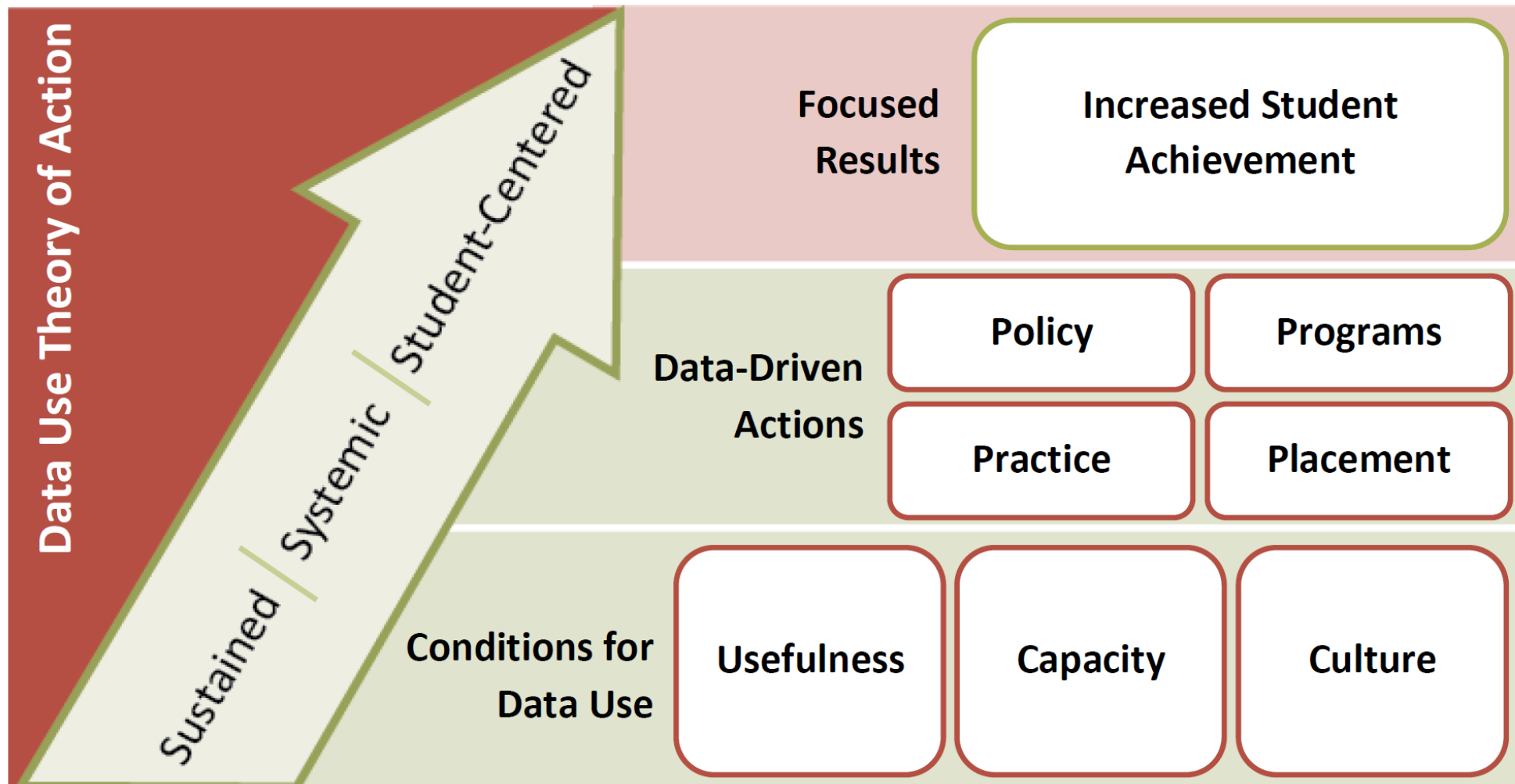
- MTSS Fest (times two!!)
- Statewide Special Education Data Dives 2.0
- Partnerships with School Improvement, Student Supports, etc.
- Advocacy:
 - How are supports providing access to grade-level content?
 - Universal Design for Learning; High-Leverage Practices
 - For students learning English, are IEP goals linguistically appropriate?
 - Do IEPs include plans for increasing access and independence?



So... What
can we do?



PCG's Data Use Theory of Action



Source: [District and School Data Team Toolkit](#), 2011, p. 2.

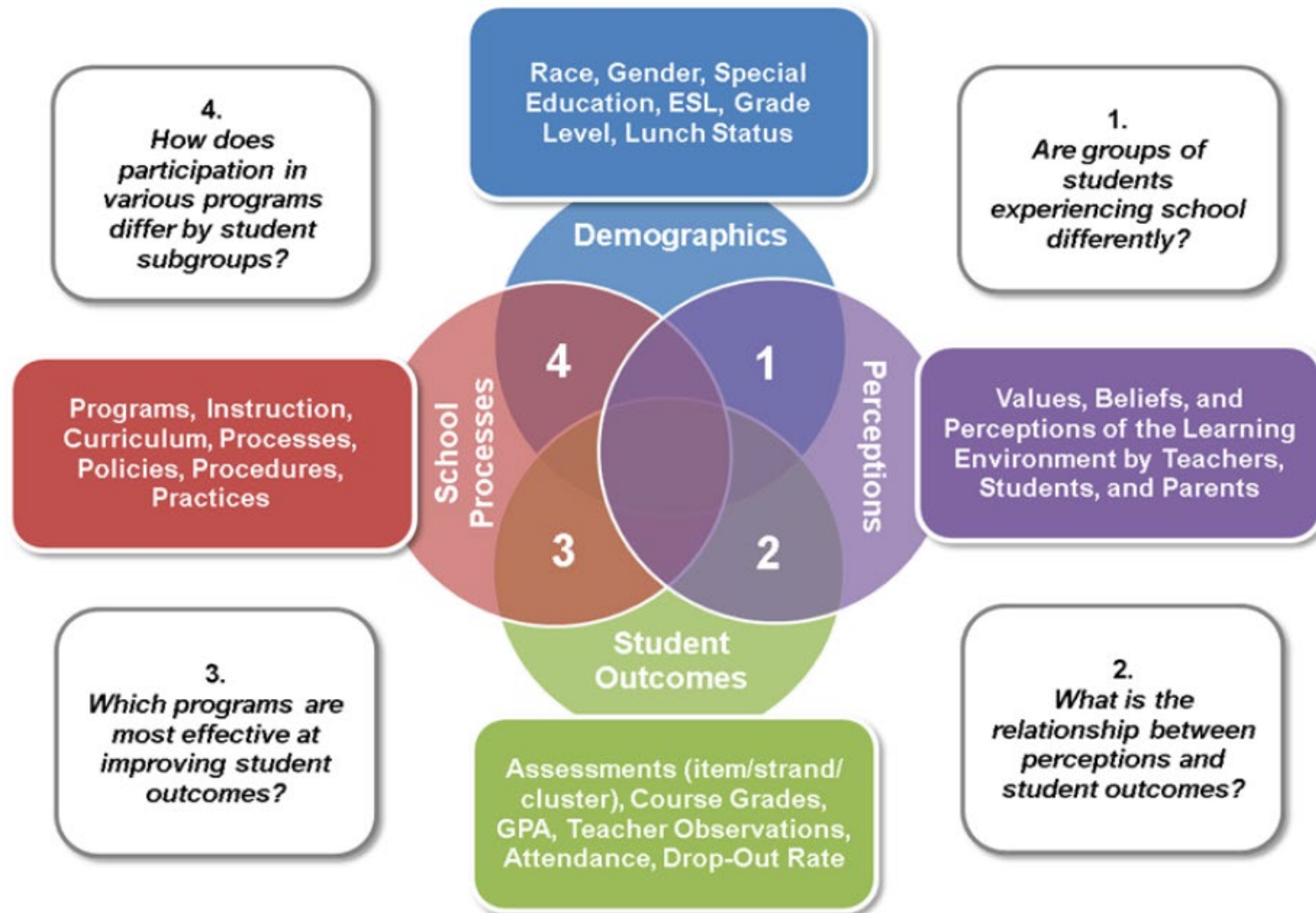
© 2012 Public Consulting Group, Inc.



The Seven Stages of Concern

STAGE	GENERAL CONCERN	OBSERVABLE BEHAVIORS
Awareness	What is this change I've been hearing about?	Expressions of surprise and sometimes disbelief that a change has been initiated.
Information	Tell me everything I need to know.	Direct questions about the reasons behind the change, and what they are being asked to do differently.
Personal	What does this mean for me?	Expressions of confusion about the change and what it will mean personally for them.
Management	How will I manage all of this?	Expressions of frustration about the change with an underlying feeling that this change is another thing added to a full plate.
Consequence	What will happen if I implement the change? What will happen if I don't?	Behaviors and expressions of potential resistance to implementing the change with possible underlying concerns similar to those in the personal and management stages.
Collaboration	How can we help each other through the change?	Expressions of acceptance of the change being called for and a willingness to work with others as they try it out.
Refocusing	How can I make it even better?	Behaviors/expressions that indicate a person understands the big picture and has ideas about how to make improvements.

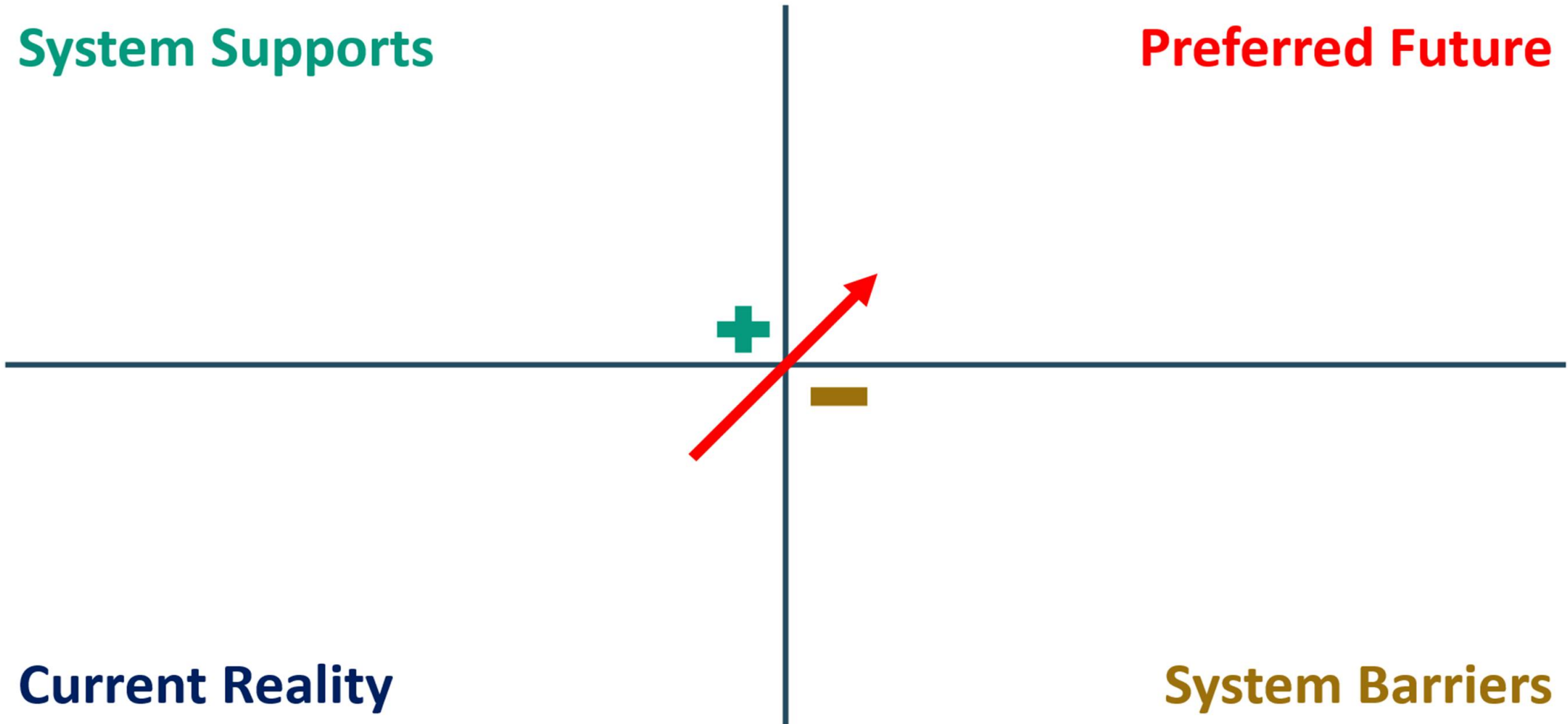
Data Analysis for Continuous School Improvement



Building Inclusive Environments

System Supports

Preferred Future



Adapted from: [District and School Data Team Toolkit, 2011](#).
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Data Discussion Questions

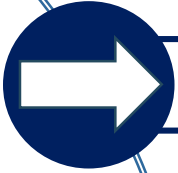
Who are the stakeholders in your system who have influence over building inclusive practices?

At what stage(s) do you believe these stakeholders are with respect to building inclusive environments?

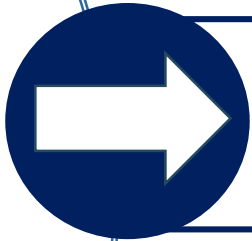
What are some next steps for engaging these stakeholders and identifying points of leverage for increasing inclusive practices?



What *More* Can We Do?

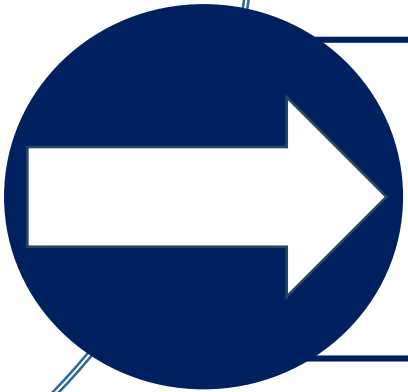


Foster collaboration between general & special education and community partners!



Build a Multi-Tiered System of Supports (MTSS)

- Framework of tiered interventions & supports
- Data-informed (culturally-responsive!) pre-referral interventions



Mindset matters!

- Student need (academic, social/emotional, etc.) ≠ disability
- All students are capable of achieving with the right supports
- Addressing structural inequality must be part of the discussion



Connect with Me!



https://www.data.com/connect/index_files/connect-home-image-0118.png

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