Implementing & Sustaining Inclusionary Practices in Washington State

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Inclusionary Practices Lead

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What is the Inclusionary Practices Project?

• In 2019, the legislature passed ESHB 1109:
  • $25M for inclusionary professional development ($10M for 2019-20; $15M for 2020-21)
  • Aimed at implementation & support inclusionary practices, with an emphasis on coaching and mentoring
Why is this important?

- Research (and our student demographics!) show that 85-90% of students with disabilities can participate in grade-level curriculum with appropriate supports.
- Yet only 56.6% are placed in general education for 80-100% of the day. [For students of color, that total falls to 49%]
- 2017-18 Outcome Data:
  - Graduation Alternative options (CIA): ELA 54.2%; Math 56.8%
  - Opportunity gap: ELA 20.8% Math 15.9% Science 16.9%

Inclusionary Practices Project AIM

By Spring 2022, we aim to increase access to grade level core instruction through the inclusion of students eligible for special education services in general education classrooms, resulting in:

- Improved Least Restrictive Environment (LRE) data, as defined by Indicator 5 in the Annual Performance Report (APR), from LRE1 56.6% to LRE1 58-60%;

- Improved outcomes as measured by the Washington School Improvement Framework (WSIF), specifically in graduation rates; proficiency and growth in English Language Arts and mathematics; and school quality or student success indicators (SQSS).
Data analyses and problems of practice laid the foundation for development of a theory of action toward meaningful inclusion for all students.

This theory of action identifies the system inputs needed to support inclusive activities, focused on positive outputs and outcomes—across settings, content areas, and stakeholder partnerships—for sustainable systems change.

<table>
<thead>
<tr>
<th>If educators are provided...</th>
<th>so they can...</th>
<th>in order to experience...</th>
<th>then they will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Coaching &amp; co-teaching supports</td>
<td>➢ Align curriculum &amp; differentiate instruction</td>
<td>➢ Learning-driven instruction</td>
<td>➢ Know and teach the content standards</td>
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<tr>
<td>➢ Release time/coverage for collaboration</td>
<td>➢ Maintain high expectations for student growth</td>
<td>➢ Higher teacher satisfaction and sense of self-efficacy</td>
<td>➢ Believe all students can achieve &amp; learn</td>
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<tr>
<td>➢ System leadership supportive of inclusion and responsive to needs</td>
<td>➢ Foster student self-determination and independence</td>
<td>➢ Clear building commitment to broad participation in IEP meetings</td>
<td>➢ Effectively manage instructional time</td>
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<td></td>
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<td>➢ Differentiate instruction</td>
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</tbody>
</table>
Inclusionary Practices Project Lead: CSTP

Statewide Professional Development

- **District Leaders:** WASA, AESD
- **School Leaders:** AWSP, AESD, SWIFT, CCTS
- **School Boards:** WASA
- **Educators:** WEA, AESD, SWIFT, CCTS
- **Education Support Personnel:** WEA, CCTS
- **Families & Students:** OSPI
- **Preservice Leaders:** AWSP
- **Preservice Educators:** OSPI

UW Haring Center
Inclusion Facilitation

Inclusionary Demonstration Sites
Inclusion of Students with Significant Cognitive Disabilities (TIES Center)

Inclusionary Practices Pilot Districts/Schools

- **Cohort A:** Core Schools
- **Cohort B:** Alternative Schools
- **Cohort C:** Small n-sizes

Research & Supports for Online/Virtual Specially Designed Instruction
Questions?
Connect with us!

OSPI Special Education

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