

Implementing & Sustaining Inclusionary Practices in Washington State

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PUBLIC INSTRUCTION

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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 Math Science



Sources: OSPI [State Report Card, 2019](#); OSPI [Annual Performance Report, FFY 2016 & 2017](#).



Inclusionary Practices Project AIM

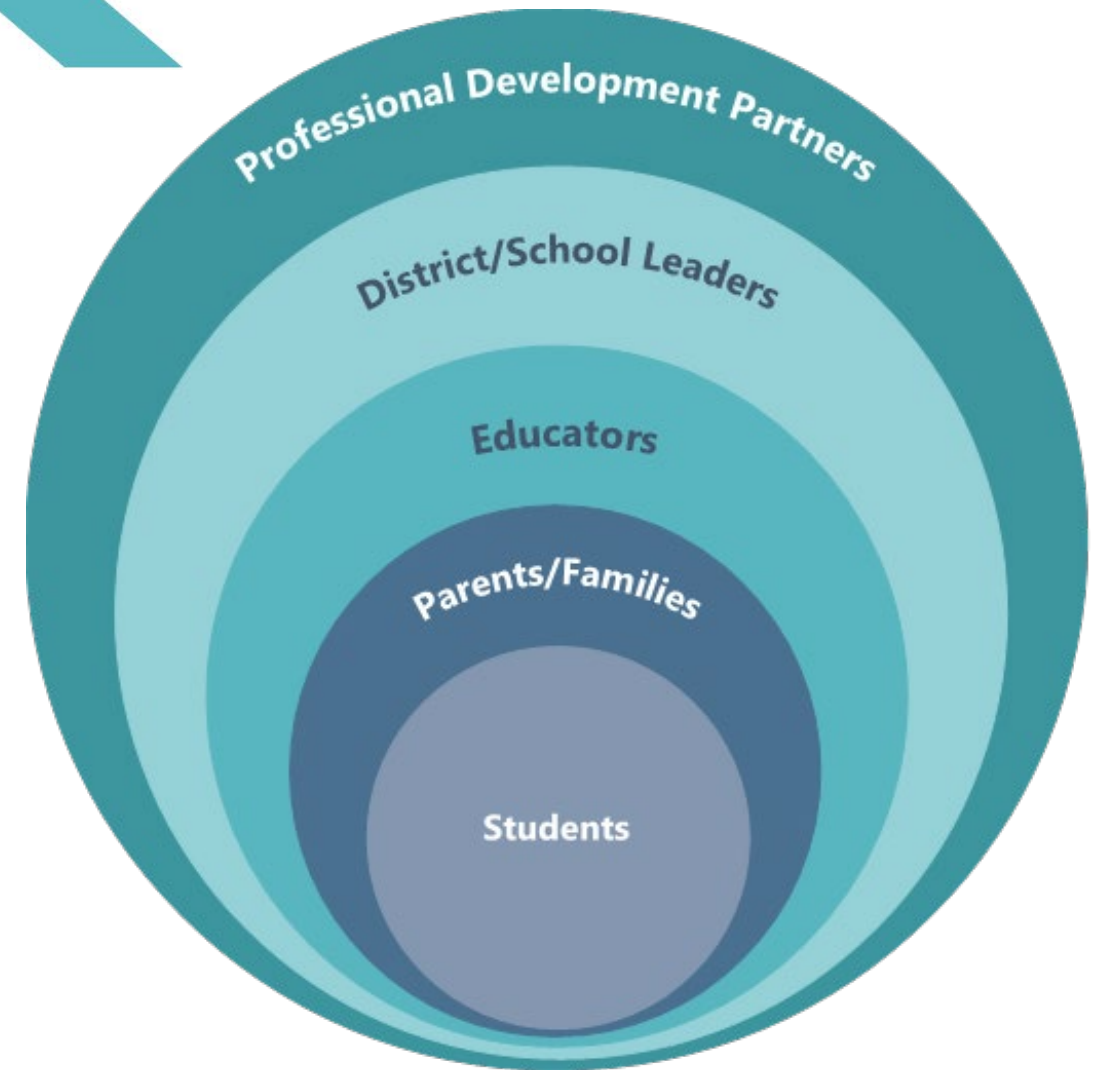
By Spring 2022, we aim to increase access to grade level core instruction through the inclusion of students eligible for special education services in general education classrooms, resulting in:

- 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).



Inclusionary Practices Professional Development Project

- 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.





Inclusionary Practices Professional Development Project

| If <u>educators</u> are provided... | so they can... | in order to experience... | then they will... |
|---|---|---|---|
| <ul style="list-style-type: none">➤ Coaching & co-teaching supports➤ Release time/coverage for collaboration➤ System leadership supportive of inclusion and responsive to needs | <ul style="list-style-type: none">➤ Align curriculum & differentiate instruction➤ Maintain high expectations for student growth➤ Foster student self-determination and independence | <ul style="list-style-type: none">➤ Learning-driven instruction➤ Higher teacher satisfaction and sense of self-efficacy➤ Clear building commitment to broad participation in IEP meetings | <ul style="list-style-type: none">➤ Know and teach the content standards➤ Believe all students can achieve & learn➤ Effectively manage instructional time➤ Differentiate instruction |

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Inclusionary Practices Project Lead: CSTP

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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

3

UW Haring Center
Inclusion Facilitation

Inclusionary Demonstration Sites

Inclusion of Students with Significant Cognitive Disabilities (TIES Center)

4

Inclusionary Practices Pilot Districts/Schools

Cohort A:
Core Schools

Cohort B:
Alternative Schools

Cohort C:
Small n-sizes

5

Research & Supports for Online/Virtual Specially Designed Instruction



Questions?



**Connect
with us!**

OSPI Special Education

<https://www.k12.wa.us/student-success/special-education>

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