


Washington State’s Inclusionary Practices Technical Assistance Network

WA Office of Superintendent of Public Instruction

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Context/Call to Action	<p>The Inclusionary Practices Project has shown significant impact (7% statewide; 15% pilot) on increased access to core instruction in general education settings for students with disabilities.</p> <p>But students served in self-contained settings, and Black students with disabilities (who were already the most segregated) have not experienced the same gains.</p>
<p>Aim Statement</p> 	<p>Inclusionary Practices Technical Assistance Network (IPTN)</p> <p>Aim statement: 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 for all students in WA schools.</p>
Evidence of Impact (Key data metrics)	<p>Key Data Metric #1: Reduce disproportionate identification rates across eligibility categories and racial groups.</p> <p>Key Data Metric #2: Increase LRE 1 (80-100% in general education) for Black children with disabilities and students with intellectual and developmental disabilities.</p> <p>Key Data Metric #3: Improve School/state/progress monitoring assessment, attendance, and post-school outcome data.</p>
Key Collaborators	<ul style="list-style-type: none"> • State Agencies • Labor partners • Higher Education / Preparation Programs • Professional Organizations (School Boards, Administrators, Principals, School Psychologists, etc.) • Regional Educational Service Districts • Family-based Organizations • Technology partners
Potential Barriers	<ul style="list-style-type: none"> • Discomfort/resistance to targeted aims (LRE for Black SWDs & Students with IDD) • History of competition over collaboration among IPTN partners • History of “initiative fatigue” – separate/disjointed projects (often duplicative) • Anxiety over reliance on short-term (state project) funding
Steps to Mitigate Barriers	<ul style="list-style-type: none"> • Partner contract deliverables specifically tied to IPTN aims. • 1:1 meetings with IPTN partners in addition to larger COP meetings to clarify the why and strengthen buy in. • Sustainability plans that include cost sharing partnerships with districts. • Continue to build community and create safe collaborative environments for shared leadership in the work.

Work Plan

Consider these questions to frame actions in your work plan:

- *What learning will you lead with your team?*
- *What system will be the focus of this work?*
- *What is your plan for communicating your work?*
- *Have you balanced the plan so you have both adaptive and technical actions?*

Inclusionary Practices Technical Assistance Network (IPTN)

Improving Student Outcomes through Inclusive Instructional Leadership

Spring 2024

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ospi.k12.wa.us/iptn

Washington State's Journey Toward Inclusion

In 2018, Washington state ranked 44th out of 50 states for K-12 inclusive practices¹. To support more inclusive schools, the State Legislature funded a multi-year, statewide initiative to support professional development for inclusionary practices.

IMPACT By 2023, year five of this initiative, schools in Washington state reported a **9-point** increase in inclusive practices statewide for K-12 and a **7-point** increase for Pre-K.

This means that, since 2018, over **22,000** students with disabilities across Washington state have shifted into the highest rates of inclusion!

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

IPTN "Reach Data" for 2022-23

IPTN Participant Roles for 2022-23	Individual Interactions
School Board Members	18
Building Administrators	472
Community Members	34
District Administrators	529
Education Staff Associates	412
Student & Family Partners	21
General Education Teachers	4,918
Paraeducators	955
Special Education Teachers	1,240
Other Roles	1,987
Total:	10,586

A Need to Pause and Reflect...

Which student groups are experiencing these opportunities?

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

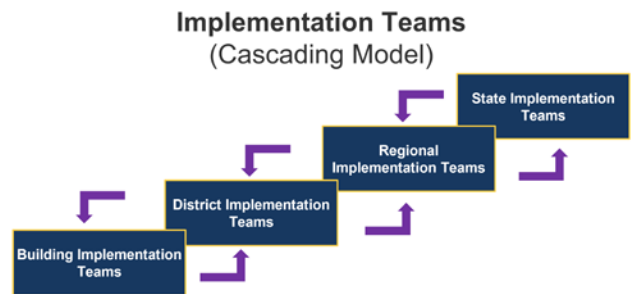
- Black students with disabilities have been – and continue to be – segregated and disciplined at higher rates than all other groups.
- Students with intellectual, developmental, and behavioral disabilities continue to be segregated for all or most of the school day.
- Over 2/3 of preschool students with disabilities are served in segregated early childhood settings.

Inclusionary Practices Impact – K-12 Disaggregated

LRE Type	Student Groups	Average Rate of Change	Gap in LRE	2023-24	2022-23	2021-22
LRE 1 (80-100% gen ed)	All Students with Disabilities (147,595)	1.7	--	65.1%	63.4%	62.4%
	Black Students with Disabilities (8,440)	1.2	-12.5	52.6%	51.7%	50.7%
	Students with Emotional Behavioral Disabilities (4,958)	2.6	-6.5	58.6%	56.0%	53.9%
	Students with Intellectual Disabilities (4,284)	0.2	-55.8	9.3%	8.3%	8.4%
LRE 3 (0-39% gen ed)	All Students with Disabilities (147,595)	-0.9	--	9.3%	11.4%	11.7%
	Black Students with Disabilities (8,440)	-0.8	7.4	16.7%	17.5%	17.5%
	Students with Emotional Behavioral Disabilities (4,958)	-0.3	0.8	10.1%	11.7%	13.9%
	Students with Intellectual Disabilities (4,284)	1.4	37.7	47.0%	50.4%	53.7%

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

Cascading Teams and Decision Making



Technical Assistance Supports for IPTN Partners

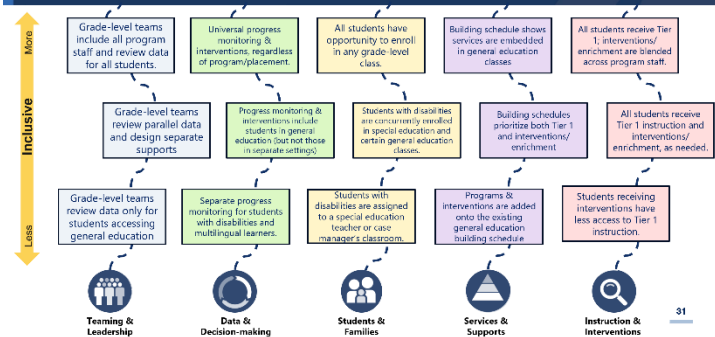
The IPTN will leverage an integrated, tiered system of support to build system capacity to meet the network aims.

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.

Remember: Inclusion is a Journey... Not a Destination!



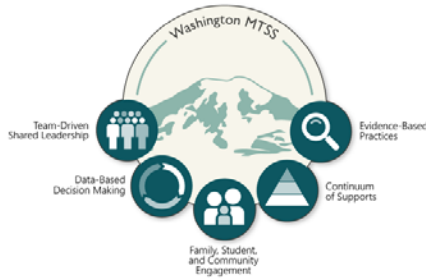
The IPTN is being built on top of several other statewide initiatives, including our existing SPDG Effort focused on Statewide MTSS Implementation

Context/Call to Action	MTSS is references in 14+ Articles of Guidance, Bill, Statute. Statewide there is no evidence of formal and sustainable MTSS implementation.
 <p>The logo for Washington MTSS (Multi-Tiered System of Supports) features a central globe with icons representing various educational and support elements. Text around the globe includes 'Washington MTSS', 'Multi-Tiered System of Supports', 'Data-Driven Decision Making', 'Collaborative Problem Solving', and 'Family-Community Partnerships'.</p>	<p>MTSS Implementation – Aim:</p> <ol style="list-style-type: none"> To increase the capacity and expertise within the State of Washington to provide PD/Coaching/Technical Assistance for MTSS Implementation. To increase capacity of Washington State school districts to implement and sustain their formal MTSS frameworks.
Evidence of Impact (Key data metrics)	<p>Key Data Metric #1: Increase in District Capacity to Implement and sustain MTSS Frameworks – (District Capacity Assessment)</p> <p>Key Data Metric #2: Increase in the fidelity of practice in context the school level. (Behavior – TFI, Literacy – R-TFI, Early Childhood – ECBoQ)</p> <p>Key Data Metric #3: Increase in capacity at state and regional level to guide and sustain implementation efforts. (SCA, RCA)</p>
Key Collaborators	<ul style="list-style-type: none"> OSPI Local Educational Service Districts (ESD’s) Higher Education / Preparation Programs Professional Organizations (School Boards, Administrators, Principals, School Psychologists, etc.) National Implementation Experts Family-based Organizations Technology partners
Potential Barriers	<ul style="list-style-type: none"> Dedicated time to focus on systems level work Capacity and time of personnel to dedicate to implementation Movement and turnover of key implementation staff. Anxiety over reliance on short-term (state project) funding and temporary grant funding
Steps to Mitigate Barriers	<ul style="list-style-type: none"> Dedicated Regional Implementation Coordinator at each Educational Service District Multi Year coaching model – I do, We do, You do to build capacity Coordinated statewide efforts to make implementation more similar (allowing for context) across multiple sites in the state. Manualizing the work from the beginning of the effort. Collaborative efforts between partners to allocate and advocate for secure funding related to these efforts.

Multi-Tiered System of Supports

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

Learn More:
<https://www.k12.wa.us/mtss>



Washington State Initiatives, Bills, Guidance, Policy, efforts that all reference, require or leverage a Multi-Tiered System of Supports

School Climate	Inclusionary Practices	Dyslexia Legislation	Discipline Reform
Early Childhood Supports	Identification of Learning Disabilities	Social-Emotional Learning	Behavioral Health
Attendance	Integrated Student Supports Protocol	School Improvement	Learning Assistance Program
Comprehensive School Counseling Programs (CSCP)		Language Access	

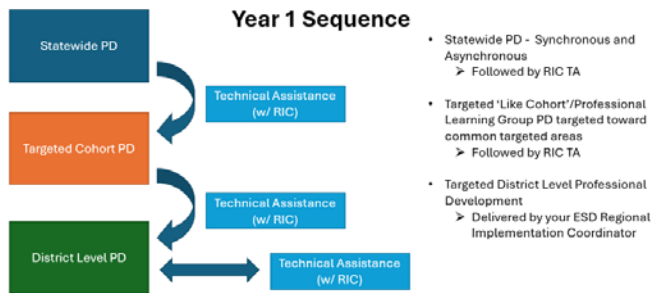
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Implementation Science and MTSS

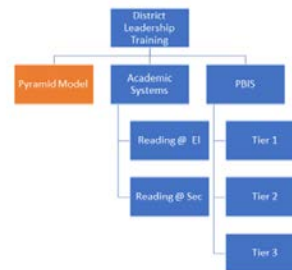
Exploration	Installation	Initial Implementation	Full Implementation
Exploration involves an assessment of assets and needs of the focus population, fit of MTSS with those needs and assets and feasibility of implementation.	Installation involves building the infrastructure necessary to implement MTSS, which includes building practitioner and organizational capacity.	Initial implementation includes the initial efforts of staff to model MTSS, with attention to using data for continuous improvement.	Full implementation occurs as staff model MTSS successfully, and population-level outcomes are achieved.

SPDG - MTSS Implementation Cohort Support Plan

	2021-2022	2022-2023	2023-2024	2024-2025
District-Level	Cohort 1	Cohort 2	Cohort 3	Cohort 4
School-Level		Cohort 1	Cohort 2 Cohort 1	Cohort 3 Cohort 2



Beyond Year 1...



DLT Capacity – Year 1 for all cohort districts
 Training and coaching provided by RICs

Year 2 – RIC continues to support DLT for PD, coaching plan, capacity assessment, etc.
 RIC supports district in establishing readiness for school implementation. Schools may enter at the PM, AC, or PBIS door – depending on needs/priorities.

Year 3 – RIC continues to support DLT for PD, coaching plan, capacity assessment, etc.
 RIC supports district in establishing readiness for school implementation. Schools may be deepening their implementation or may begin training and implementation in another area.

Teaming: Everyone Has a Role to Play!

