Improvement:
Its About Progress, Not Perfection

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Objectives

1. Starting with the “Why”
2. Remember, we are all in this together, and have common purposes
3. Keep moving our “What”
Vision:
All students prepared for post-secondary pathways, careers, and civic engagement.

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.

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.
OSPI Priorities:
Improving Outcomes for Students with Disabilities

**Leadership**
Support students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.

**Growth Mindset**
Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, IEP-related Decisions, and post-school outcomes).

**Evidence-Based Practices**
Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.

**Professional Development**
Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members).

**Resource Allocation**
Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making.

**Recruitment & Retention**
Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction and support for students with disabilities.
### Building on Strengths

- Dedicated and committed education staff and families (student success, professional learning, continuous improvement)
- IDEA compliance through WISM/APR
- Improving environments data (5A-C)
- Timeliness (reports, responses)

### Opportunities for Improvement

- Graduation and drop out rates
- Early dispute resolutions
- Inclusionary practices and decisions
- Access to grade-level learning standards and supportive IEP goals
- Assessments and use of results to form instruction

### Areas of Exploration

- Data on IEP decisions
- Pathways to diploma
- Use of NPAs, discipline/restraint/isolation
- Safety net processes
- Professional learning and coaching
- Braiding/repurpose funds
- Use of, and alternatives to, off-grade level

### Increasing Active Engagement

- Proactive public relations activities
- PTA and parent groups
- Professional organizations (staff)
- Advocacy organizations
- Inter- and intra-district and state
- Identify communication channels
- Shared ownership
Learning from Each Other

- Site visits to schools and districts
- Input opportunities for Safety Net, IDEA budget, WISM, SEAC, and Significant Disproportionality
- Community forums through SEAC
- Monthly webinars
- Data Dives with ESDs
- Improvement Plans (e.g., ESSA, IDEA, EL)
- Discussions with personnel from various roles, within and across schools and districts
- Examine the results we are achieving
- Professional learning opportunities that are meaningful and have an expectation of application and continuation
- Consideration of, and seeking, perspectives of others

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Exploration of Local School Districts/ESDs

2018-19

2017-18

Map data ©2019 Google
OSPI Special Education Visits 18-19
“Do the best you can until you know better. Then when you do know better, do better.”

Maya Angelou
Opportunities

- Graduation Pathways and the CIA
- Access to grade-level core instruction with supplemental specially designed instruction
- Meaningful, growth-designed IEPs
- School schedules and staffing designed to allow for a Multi-tiered System of Supports (MTSS)
- Inclusionary practices
- Special education finance
- Examining current practices for equity
- And...ESSA!

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Graduation Pathways

- Math: 25.6%, 28.8%
- ELA: 8.5%, 8.4%
- WA-AIM (CIA): 52.0%, 48.9%
- Other CIA Options: 13.8%, 14.0%
- Not Yet Met: 13.8%, 14.0%
Combination: need one ELA and one Math

Meets ELA and Math

Smarter Balanced Assessments or WA-AIM
Dual credit
HS transition course (Bridge to College)
C+ in AP, IB, Cambridge
AP / IB score
SAT / ACT
ASVAB
CTE Sequence

Locally Administered Assessment – COE Local
Grades comparison
CIA Pathway (WA-AIM, L2, LDA, Off-grade)
Expedited Assessment Appeal (waiver)

2019
2020
2021
2022+

CAA / CIA

* If taken during 2018-19 school year

Waiving pathway requirement
Access to Grade-level Core Instruction with Supplemental Specially Designed Instruction

- Standards-aligned instruction
- Measure what is taught
- Universal Design for Learning (UDL)
- Instruction from content experts, with paraeducator support, as needed
- Partnership between general education and special education teams
- Capitalize on the strengths of personnel

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Meaningful, Growth-Designed IEPs

- Consider ways to make the IEP and IEP meeting(s) meaningful
- Leadership matters!
- What is the expected amount of progress?
- Does the SDI support the graduation pathway for the student?

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School Schedules and Staffing Designed to Allow for a Multi-tiered System of Supports (MTSS)

- Consider how IEP teams are determining amount of service and locations of service – are there historical processes for elementary vs secondary schools?

- Is coaching used for improvement of practice (i.e., content, instruction) or systems? Or both?

- WASA Scheduling for Equity Webinar
Inclusionary Practices

- Student-focused Collective Bargaining Agreements (CBAs)
- Impacted by mindset, expectations, leadership, educator support, school schedules, IEP team decisions, and the community, including families
- Talk to students, families, and school staff about the impact
Special Education Finance

- Students with disabilities generate state basic education funds, state special education funds, and federal special education funds, as well as others potentially

- Are your staffing processes leading to improvements and outcomes?

- Do you have a long term plan to revise staffing patterns, based upon goals and needs?
Examining current practices for equity

- Collective bargaining agreements (CBAs)
- Review policies, procedures, and practices for potential discrimination – do they remove/reduce access or expectations, or provide additional supports?
- Social Emotional Learning (HLP)
- Do your data reflect your priorities and expectations?
- Staffing assignments
What Comes First?

Don’t get so caught up in the minutiae of managing, that you forget to lead.
Take Time to Reflect & Celebrate

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Information Flow

- Sign up for the [OSPI special education list serve](#) and review monthly updates
- Participate in monthly ESD special education meetings and trainings
- Create communication pathways and schedules within your district and your stakeholders
- Social media and public relations
- OSPI Special Education Webinars
- OSPI Special Education Webpages
Thank you!

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