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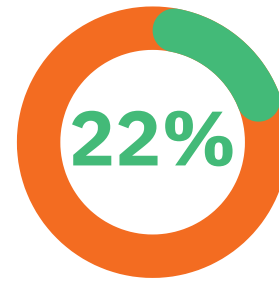


Project Purpose Statement

In partnership with WSSDA and consulting with Novak Educational Consulting, the purpose of the WASA Inclusionary Practices Project is to provide professional learning and support to assist districts as they develop and/or refine plans to move to more fully inclusive learning environments for students with disabilities.

Project Theory of Action

If we provide the assistance needed to help districts increase supports/resources for teachers of targeted students and deepen districts' understanding of what is needed to plan and implement UDL/IP work across a district system, then the percentage of those targeted students placed/successfully participating in core classes and feeling safe/welcomed in their school will increase.



Since January 2020, 22% of Washington Districts were Involved in WASA IP Project



Project Goals

1. Increase district supports/resources for teachers of targeted students.
2. Deepen district understanding of what is needed to implement the UDL/IP work.
3. Change the allocation of students in LRE levels 1, 2, and 3 from baseline to final data collection.
4. Increase the percentage of targeted students placed and successfully participating in core classes from baseline to final data collection.
5. Increase students' perceptions of feeling safe/welcomed in their school from baseline to final data collection.



Districts Involved in 21/22

“Already buildings are changing how we serve students with less pull-outs and more push-in models. The master schedule reflects that in our K-8 buildings. Students are reporting a higher sense of belonging when surveyed. Anecdotal data shows more teachers using the pronoun “our” to “mine” or “yours” when referring to grade level students. There is a higher sense of trust with sending students to another classroom for support.”

Project Benefits

- Support from a WASA IP Project Lead
- Extensive professional learning & resources
- Results from Data Sources for Planning
 - District Self-Assessment
 - Student Feedback Survey (Grades 3, 7, and 9)
 - Teacher Inclusionary Practices Self-Assessment
 - Pre - and Post - LRE data
- Networking, resource sharing, and increased support from WASA
- Access to online courses and/or books
- Stipend
- Clock Hours

Results

Least Restrictive Environment (LRE)	Data Group	2018 Baseline	2019 Data	2020 Data	2021 Data	% Change from 2018 Baseline
LRE 1 (80-100% in general education)	All Students with Disabilities	56.60%	57.70%	60.00%	62.40%	5.80%
WASA IPP		58.90%	60.68%	64.68%	69.06%	10.70%
LRE 2 (40-79% in general education)	All Students with Disabilities	29.20%	38.40%	26.30%	24.30%	-4.90%
WASA IPP		29.30%	28.18%	24.76%	20.82%	-8.48%
LRE 3 (0-39% in general education)	All Students with Disabilities	12.80%	12.40%	12.20%	11.70%	-1.20%
WASA IPP		10.50%	9.87%	9.18%	8.61%	-1.90%