

Partnership Propelling Progress:

*Impact, Design, and Future Directions of
the Inclusionary Practices Technical
Assistance Network (IPTN)*

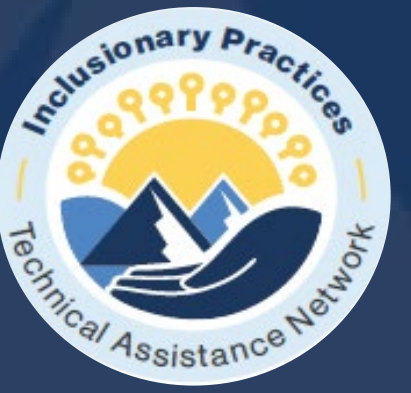


Washington Office of Superintendent of
PUBLIC INSTRUCTION



August 1, 2024

Session Goal



The goal of this session is to showcase Washington state's Inclusionary Practices Technical Assistance Network (IPTN) and its efforts to increase inclusion rates and reduce exclusionary discipline for Black students with disabilities and students with intellectual and developmental disabilities (IDD) within the state.

Success Criteria 1

Session participants can communicate what the IPTN is and the overall theory of action the network follows in order to make an impact on focus student populations.

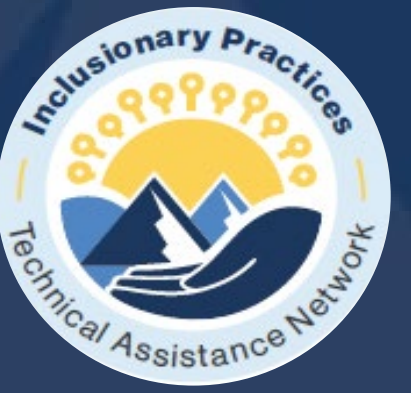
Success Criteria 2

Session participants can ask both clarifying and probing questions to the session presenters.

Pair Share with Someone Around You:

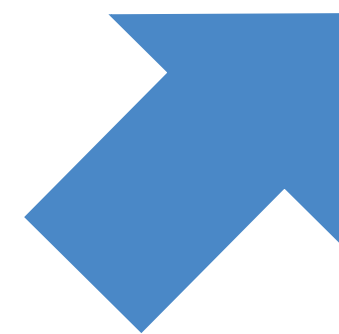
What are you hoping to learn or better understand from this session?

Envisioning a Network of Support



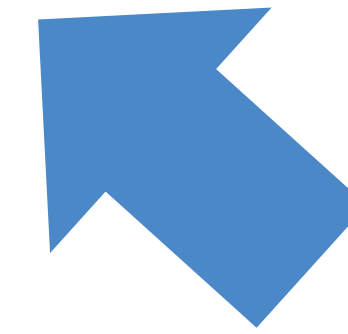
Inclusionary Practices
Technical Assistance Network

Our Partnership Network is Always Expanding!



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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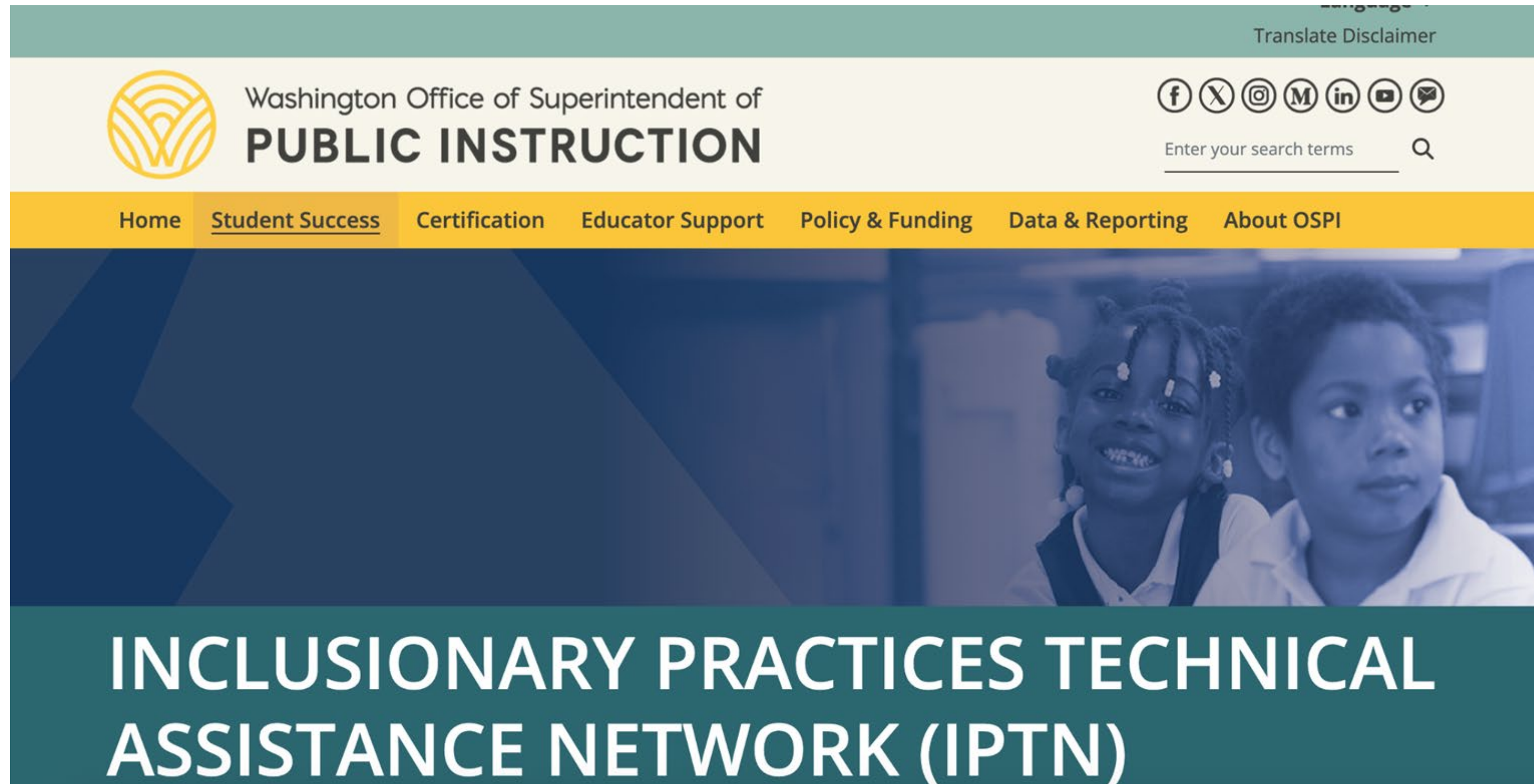


WestEd 

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www.k12.wa.us/IPTN





Inclusionary Practices
Technical Assistance Network

Washington's Inclusion Journey



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.



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*.

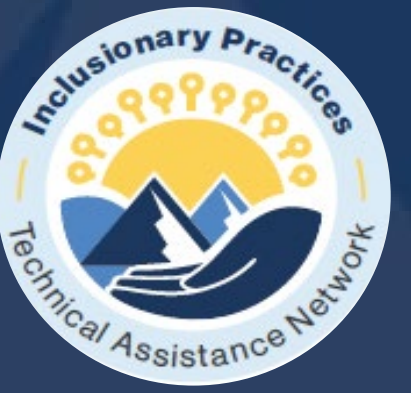
²OSPI. (2024). *DRAFT Least Restrictive Environment and Child Count Report*.

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

Cause for Pause & Reflection



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.

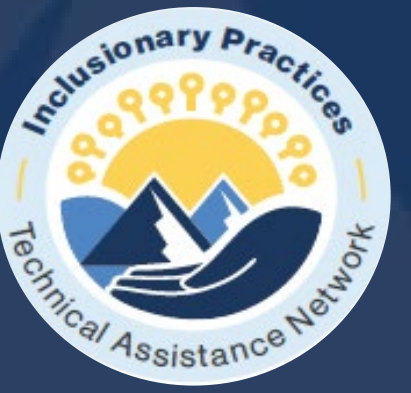
Inclusionary Practices Impact – Pre-K Disaggregated



Level of Inclusion	Student Groups	Average Rate of Change	Gap in LRE	2023-24	2022-23	2021-22
Receiving the majority of special education services in a regular early childhood program (6A)	All Pre-K Children with Disabilities (12,425)	4.1	--	33.2%	33.2%	31.1%
	Black Pre-K Children with Disabilities (749)	3.7	-1.6	31.6%	31.6%	31.6%
	Latino Pre-K Children with Disabilities (3,603)	4.0	1.7	34.9%	32.8%	28.6%
	Pre-K Children with Developmental Delays (6,507)	4.3	5.1	38.3%	38.3%	36.4%
Receiving services in a separate setting or program (6B)	All Pre-K Children with Disabilities (12,425)	-4.2	--	41.0%	41.0%	43.3%
	Black Pre-K Children with Disabilities (749)	-4.1	10.4	51.4%	51.4%	50.8%
	Latino Pre-K Children with Disabilities (3,603)	-4.3	0.7	41.7%	43.6%	46.4%
	Pre-K Children with Developmental Delays (6,507)	-4.9	8.3	49.3%	49.3%	51.9%

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

Inclusionary Outcomes – Disaggregated



	All PreK–12 Students	Students with Disabilities	Black Students with Disabilities
2023–24 PreK–12 Student Enrollment	1,098,997	160,019	9,189
2023–24 PreK Inclusion (LRE Indicator 6A)	N/A	33.2%	31.6%
2023–24 Kindergarten Ready (WaKIDS)	46.9%	21.5%	10.6%
2023–24 K–12 LRE (80–100% general ed)	N/A	65.1%	52.6%
2022 Graduation	82.3%	65.3%	56.8%
2022 Drop-out	10.1%	15.2%	19.4%
2021–22 Post-School Outcomes	N/A	72.9%	70.6%

Sources: OSPI. (2024). *State Report Card; DRAFT November Child Count and LRE Report; Data Performance Profile.*

2022 Washington School Improvement Framework (WSIF) Data



Support Identification Categories	Number of Schools Identified for Supports	Identified Schools Whose Students with Disabilities Are Performing Below Threshold	
Grand Total	986	916	92.9%
Support Tier 1	478	470	98.3%
Support Tier 2	82	82	100%
Support Tier 3	426	364	85.4%

Source: OSPI. (2024). *Washington School Improvement Framework*.

Inclusionary Practices Impact

Level of Inclusion	Data Group	2018 Baseline	2022 Update	2023 Update	Change from Baseline
LRE 1 (80–100% general ed)	Statewide	56.6%	63.4%	65.1%	+ 8.5
	IP Pilot Districts (n=100)	44.2%	61.9%	64.0%	+ 19.8
LRE 2 (40–79% general ed)	Statewide	29.2%	23.7%	22.6%	– 6.6
	IP Pilot Districts (n=100)	46.2%	25%	23.3%	– 22.9
LRE 3 (0–39% general ed)	Statewide	12.8%	11.4%	10.8%	– 2.0
	IP Pilot Districts (n=100)	11.7%	11.8%	11.3%	– 0.4

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

Inclusionary Practices Impact - Disaggregated



Least Restrictive Environment (LRE)	Data Group	2018 Baseline	2022 Data	2023 Data	Change from Baseline
LRE 1: Placed in general education settings for 80-100% of the school day	Inclusionary Practices Pilot Districts (n=100)	44.2%	61.9%	64.0%	+19.8
	All Students with Disabilities	56.6%	63.4%	65.1%	+8.5
	Black Students with Disabilities	49.6%	51.7%	52.6%	+3.0

Source: OSPI. (2024). [DRAFT November Child Count and LRE Report](#).

State Special Education Snapshot



	All PreK-12 Students	Students with Disabilities	Black Students with Disabilities
2023-24 PreK-12 Student Enrollment	1,098,997	160,019	9,189
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2023-24 K-12 LRE, 80-100% general ed	N/A	65.1%	52.6%
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Grand Total	986	916	92.9%
Support Tier 1	478	470	98.3%
Support Tier 2	82	82	100%
Support Tier 3	426	364	85.4%

So, here's why this is...

Important!!!

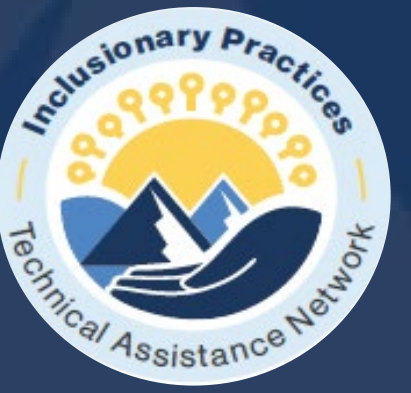
- Students are referred for special education to receive additional supports and accommodations.
- OSPI monitors disproportionality to measure and analyze adult decisions about students, across shared identities – race and ability.
- Adult decisions can harm students when actions are not culturally affirming and do not address the root cause(s) of student need.

Balancing Urgency AND Sustainability



	LRE 1 (80-100% in gen ed)		
	2024-25	2025-26	2026-27
SPP/APR Targets for All	66.8%	68.5%	N/A
IPTN Targets for All Students with Disabilities	67.1%	69.1%	71.1%
IPTN Targets for Black Children with Disabilities	56.6%	60.6%	64.6%
IPTN Targets for Students with Intellectual Disabilities	15.3%	21.3%	27.3%

Audience Reflection and Reactions



Discussion Prompt:

What “ah-ha’s”, noticings, or wonderings do you have about Washington’s inclusion journey?

(5 min)



Inclusionary Practices
Technical Assistance Network

Inclusionary Practices Technical Assistance Network

Collective Commitments



Focus on Equity-Centered Outcomes



Commit Actions to Our Ideas



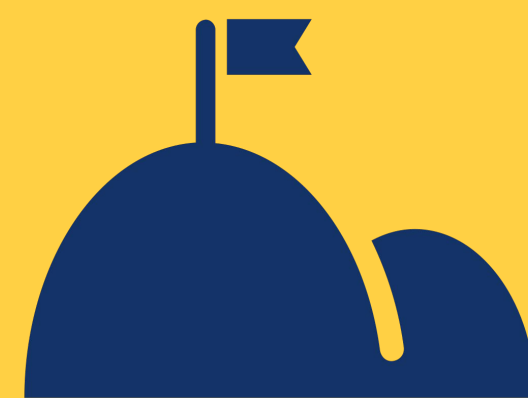
Embrace Collaboration and Discomfort



Acknowledge and Support Complementary Nature of the Work



Be Present and Activity Participate



Have Well Defined Goals

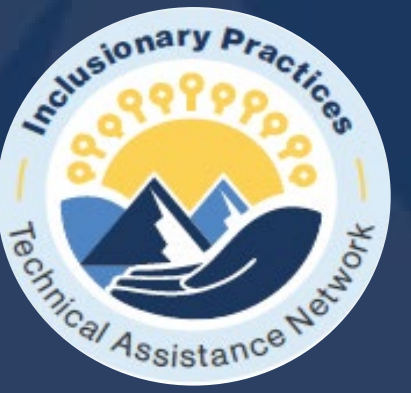


Use Data to Inform Decisions



Respect Other Perspectives and Contributions

2023 IPTN Aim Statement (at the Start)



The IPTN will provide high-quality guidance, technical assistance, and professional development resources to disrupt segregated systems of disproportionality and reduce exclusionary practices in WA schools.

These collective efforts will result in improved student outcomes, with an additional focus on the outcomes and the inclusion of students currently in self-contained settings (LRE 3) and Black students with disabilities.

Revised IPTN AIM Statement (Current as of Spring 2024)



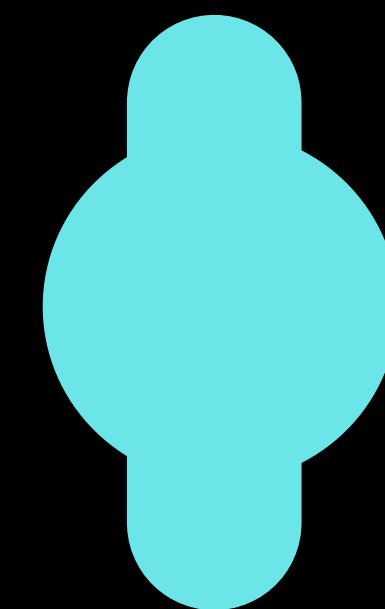
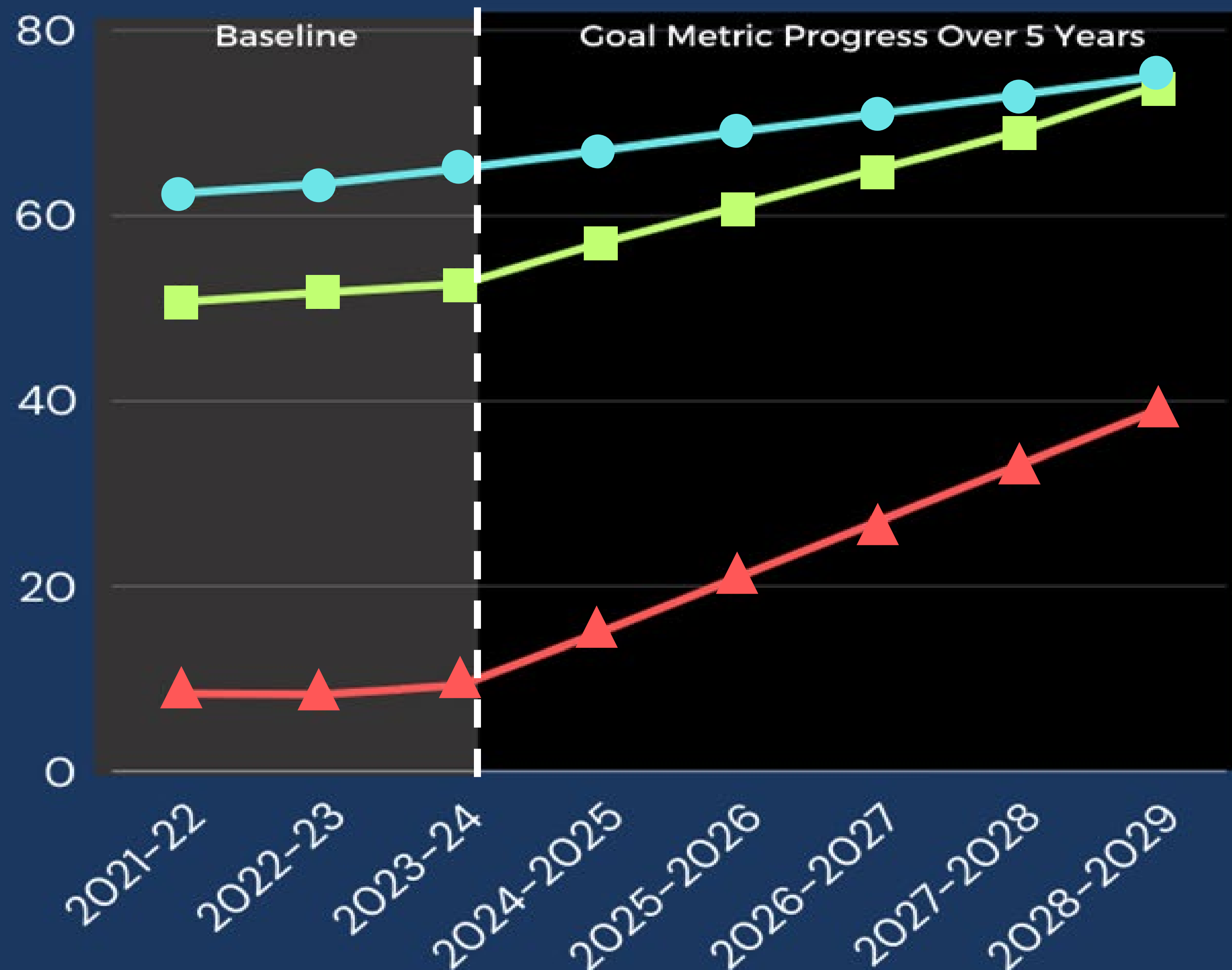
The IPTN will provide high-quality guidance, technical assistance, and professional development resources to districts to disrupt segregated systems of disproportionality and reduce exclusionary practices in WA schools. This will result in improved student outcomes, with an additional focus on the outcomes and the inclusion of students with Intellectual and Developmental Disabilities (IDD) and Black students with disabilities.

[Theory of Action](#)

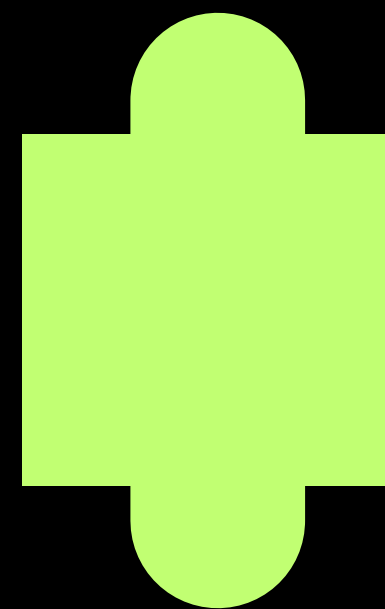
IPTN Goal Metrics

- LRE 1 growing for all students with an IEP
2% per year
- LRE 1 growing for Black students with an IEP
4% per year
- LRE 1 growing for students with Intellectual and Developmental Disabilities (IDD)
6% per year

Percentage of Students with Access to General Education 80% or More of the Day



**All Students
with an IEP**



**Black
Students with
an IEP**



**Students with
IDD**



Conceptual Framework



Our goal is to reduce exclusionary practices in WA schools by doing away with segregated systems of disproportionality.

The IPTN will create an MTSS leveraged network that improves student outcomes by providing high quality guidance and tiered technical assistance.

Our commitment is to collaborate to improve outcomes for all students, with a focus on students currently in LRE 3 and Black students with disabilities.

- ↑ Increased access to inclusive core instruction.
- ↓ Fewer students in separate self-contained settings.



Mapping IPTN Efforts

AIM Statement - IPTN

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 in WA schools.

Key Outcomes

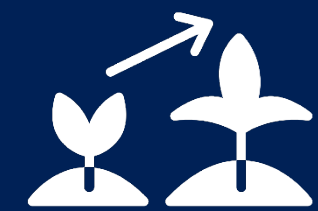
This will result in improved student outcomes, with an additional focus on the outcomes and the inclusion of students currently in LRE 3 and for Black students with disabilities.



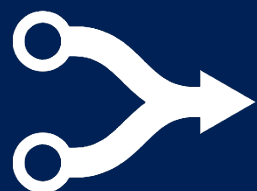
**Data Monitoring
& Analysis**



**Strategic
Resource Use**



**TA: Evidence Based
Practices & Adaptive
Leadership**



**Shared Ownership
Across the System**



**Innovative Family &
Community
Partnerships**

**Community of
Practice**



**Community of
Practice**



**Community of
Practice**



**Community of
Practice**

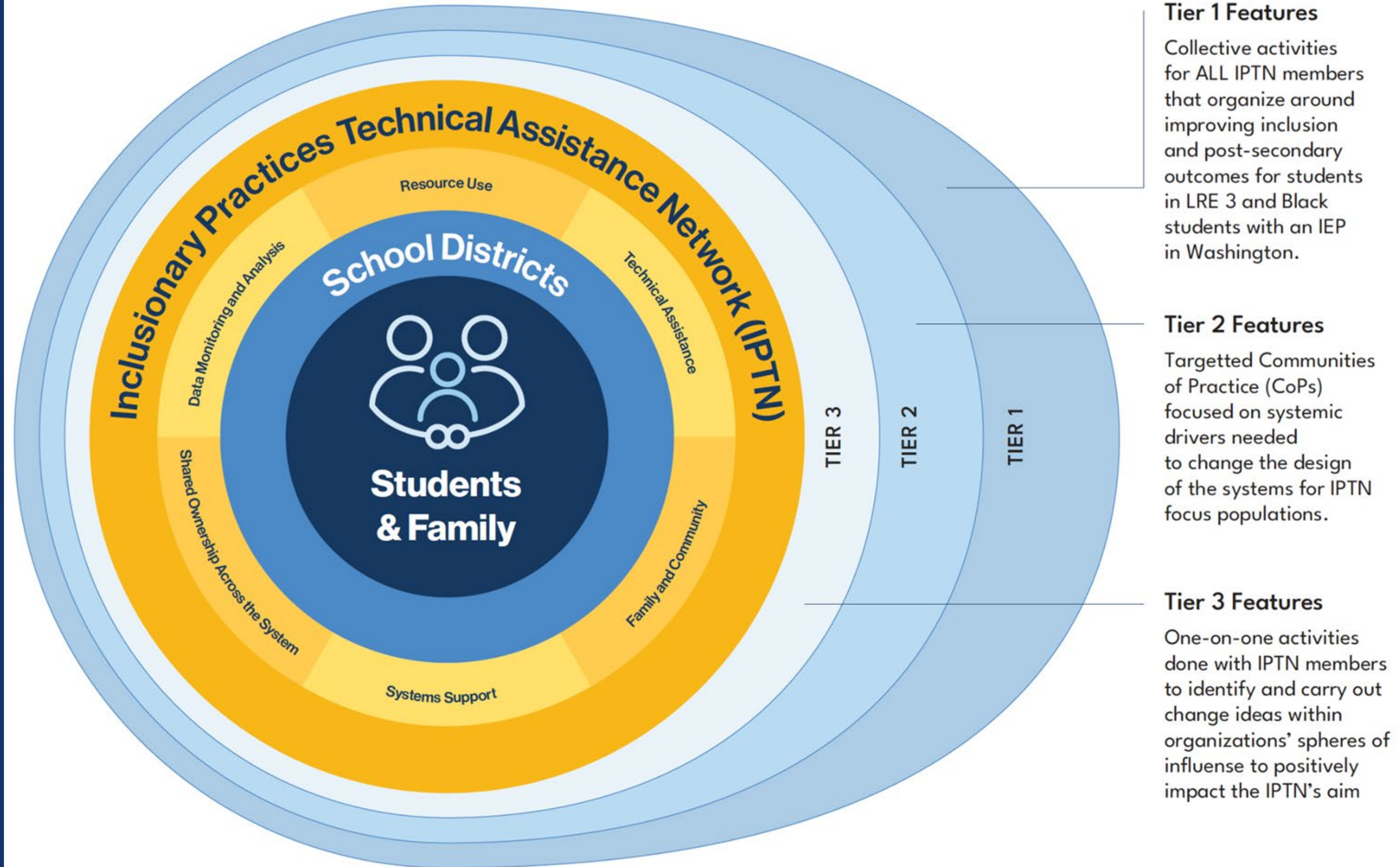


**Community of
Practice**

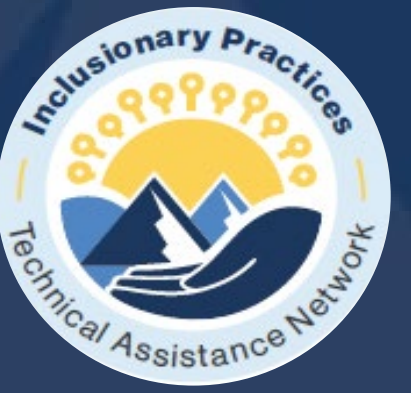


Inclusionary Practices
Technical Assistance Network

Supports for Students, Families, Schools & Districts



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.

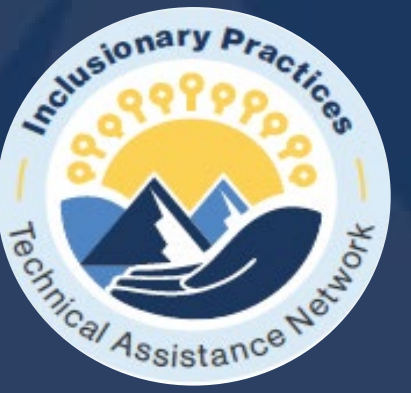
2023 - 2024 Session Design Schedule



The timeline below details what to expect concerning IPTN meetings for the year.

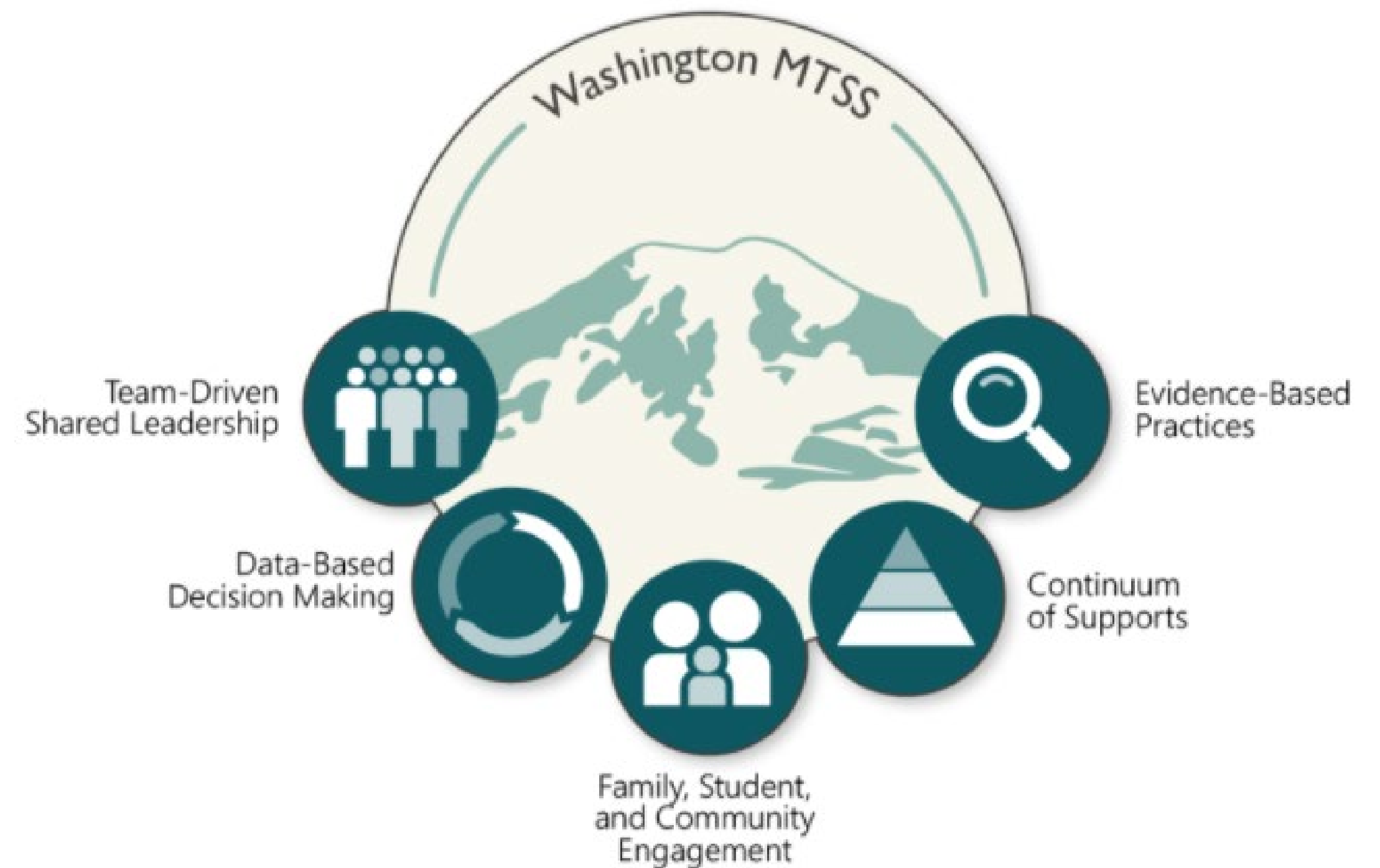
Universal TA – 3 Full IPTN Meetings				Targeted TA – Monthly CoP Meetings	Targeted TA – Monthly CoP Meetings	Universal TA – CoP and Cross CoP Sharing	Targeted TA – Monthly CoP Meetings	Targeted TA – Monthly CoP Meetings	Universal TA – CoP and Cross CoP Sharing
Intensive TA – One on One Sessions									
Sep 23	Oct 23	Nov 23	Dec 23	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	Jun 2024

Defining the WA MTSS Model

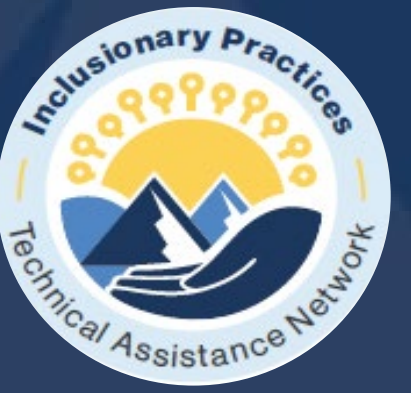


The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

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



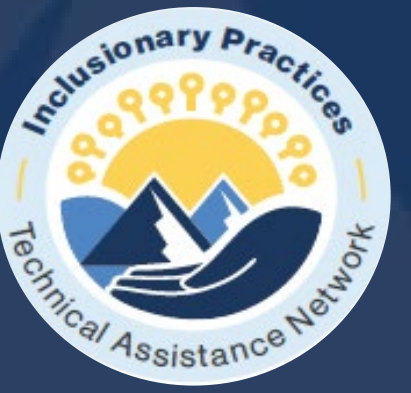
How does a student end up excluded?



General Realities:

- A student isn't demonstrating pace with peers academically or behaviorally
- A student MAY receive an intervention, though in many cases it is delivered separate from peers and student loses access to core instruction
- Student returns, and even with new skills, the class is beyond where they were in core and now 'catch up' needs to happen
- This may lead to an evaluation for Special Education Services
 - And... That placement may be in a self-contained, or separate setting
- If a student has already qualified for Special Education Services... often general education isn't even considered as a placement.

Biases and Structural Challenges



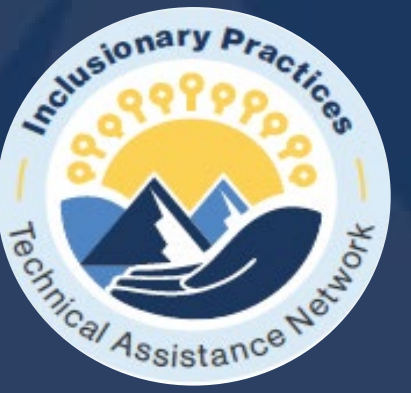
Biases:

- We all have them
- Organizations have them
- Practices are built with them
- Structures exist that uphold them
- Unless we look at and address them.. They linger and affect any improvements we are trying to make

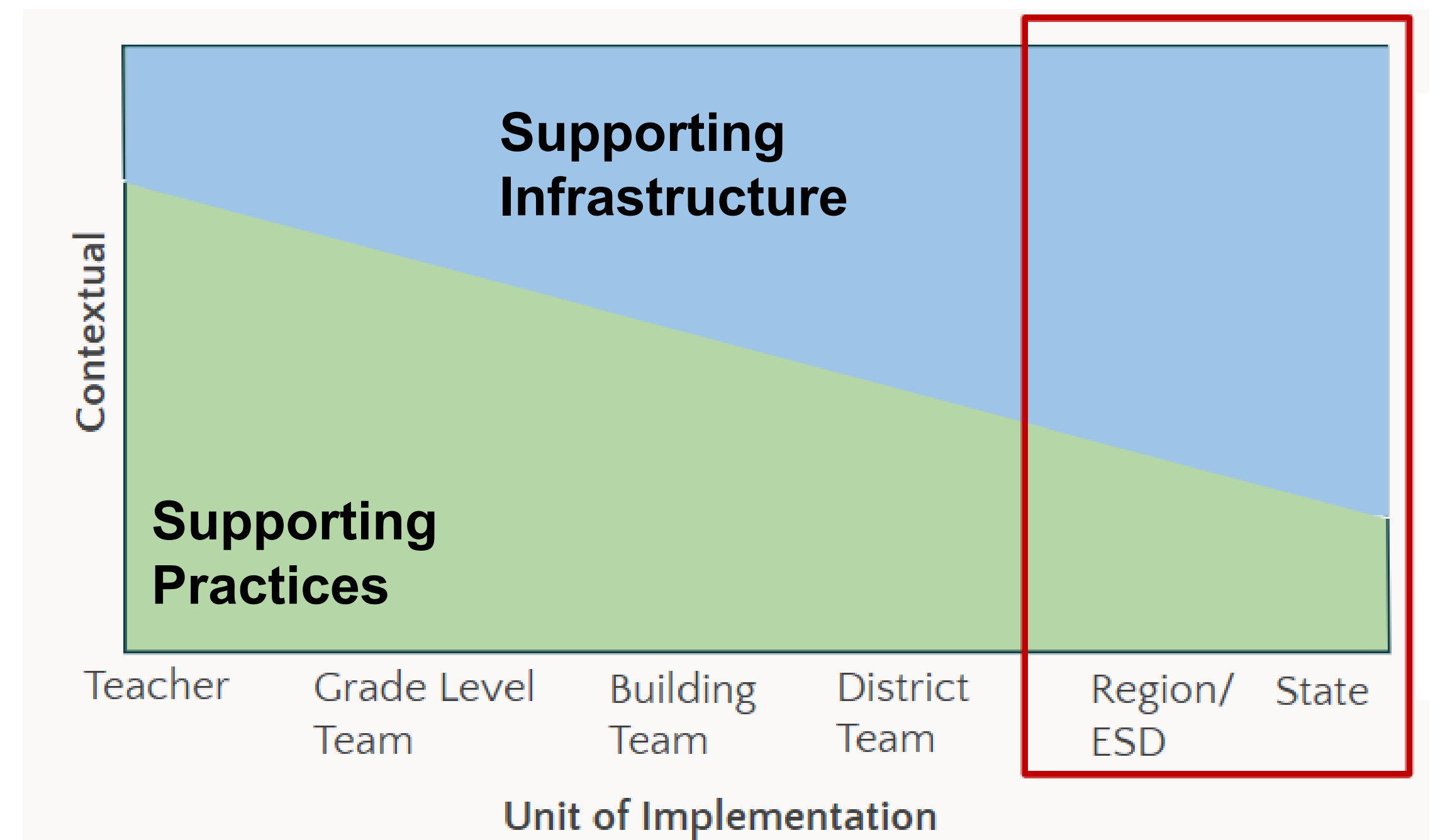
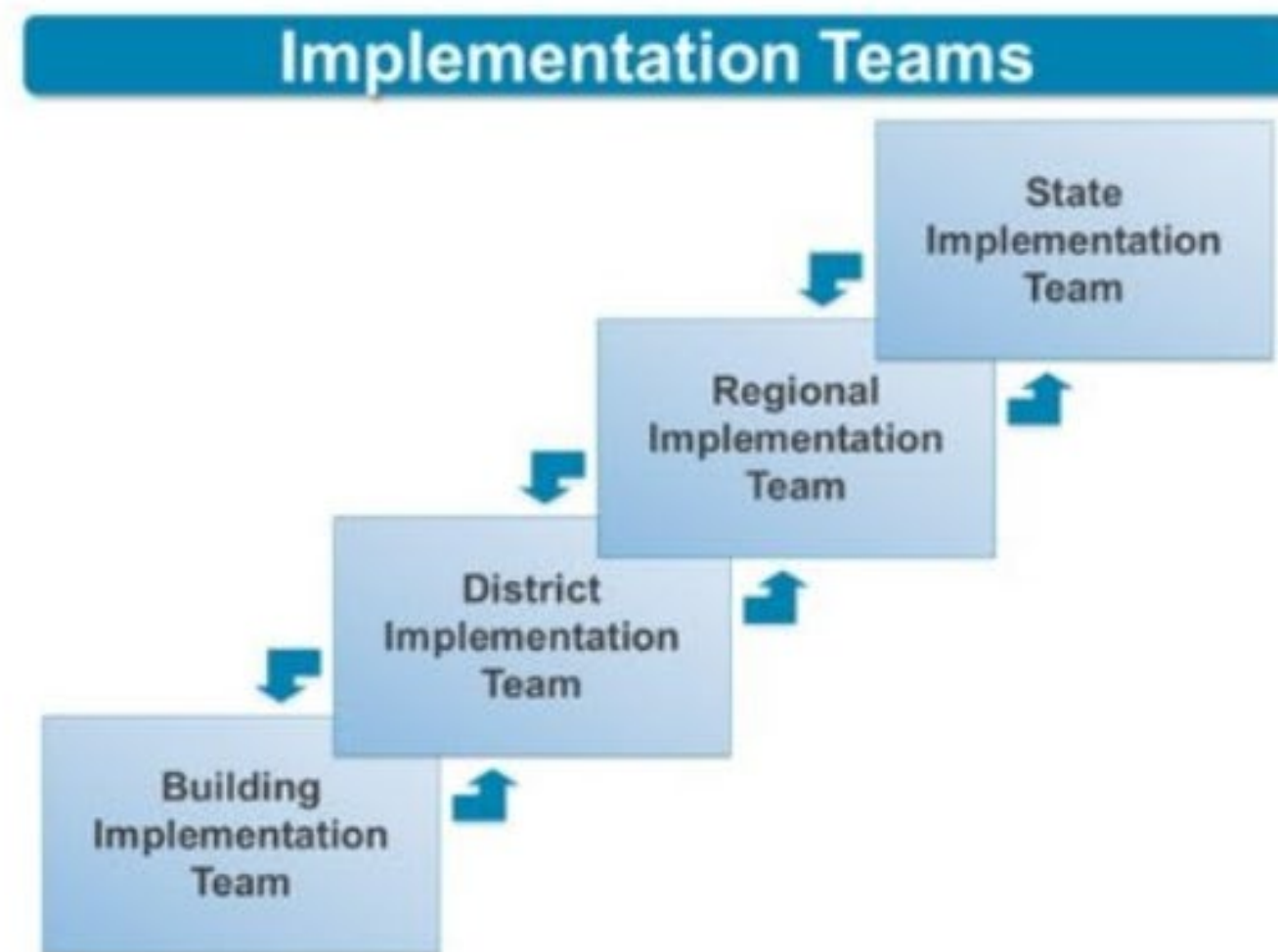
System Inadequacies:

- General lack of true responsive interventions
- Lack of coordinated statewide capacity for coaching and technical assistance
- System continues to be "person" dependent
- Leadership turnover and migration is high

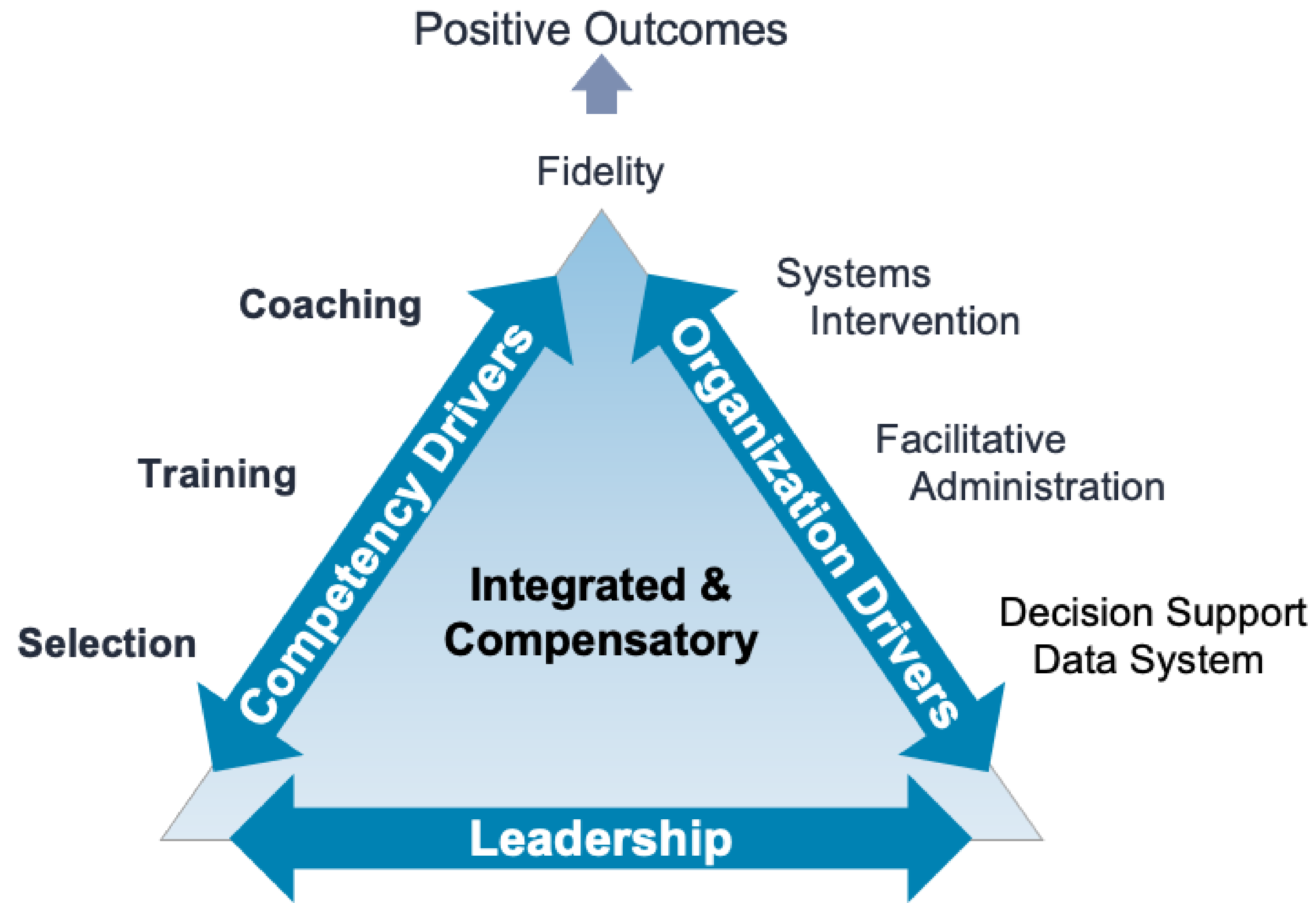
IPTN's MTSS Role...



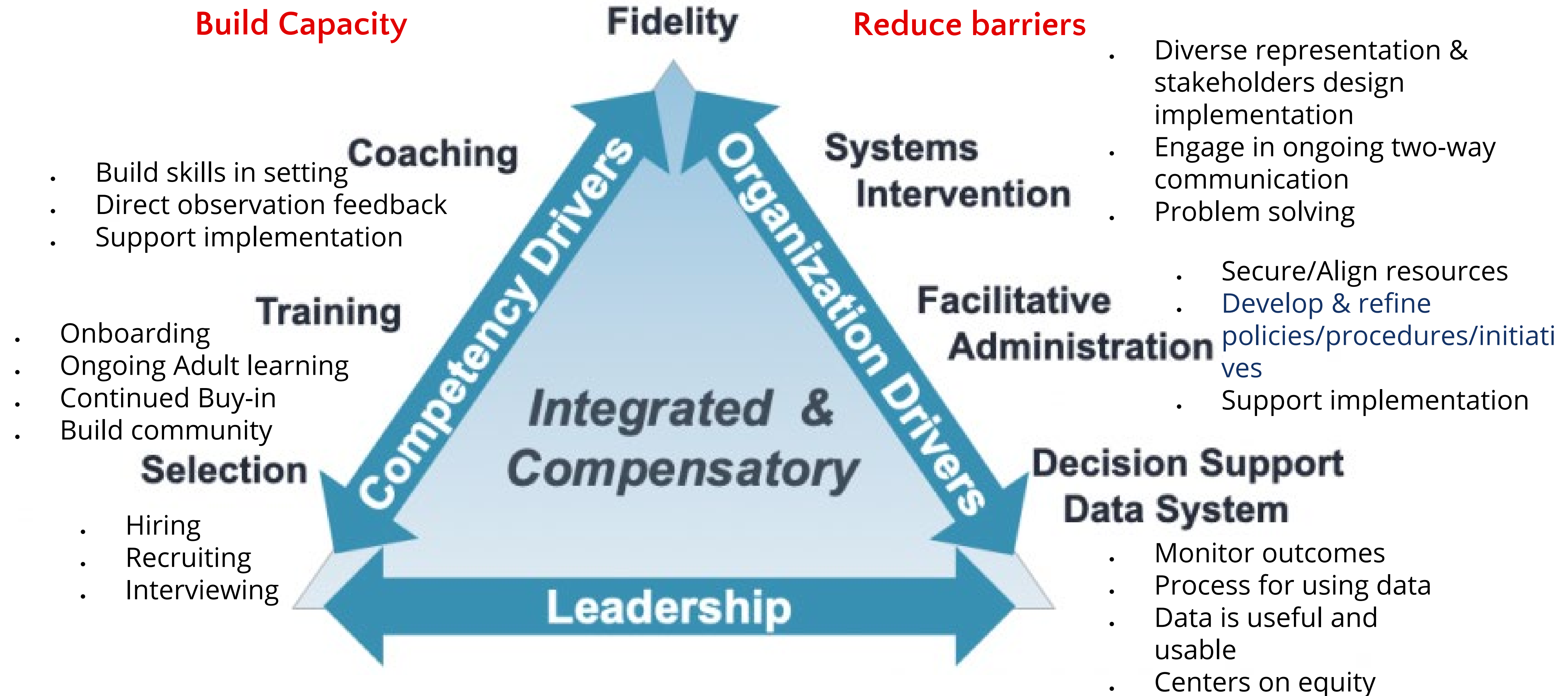
Cascading Support Model



Implementation Drivers



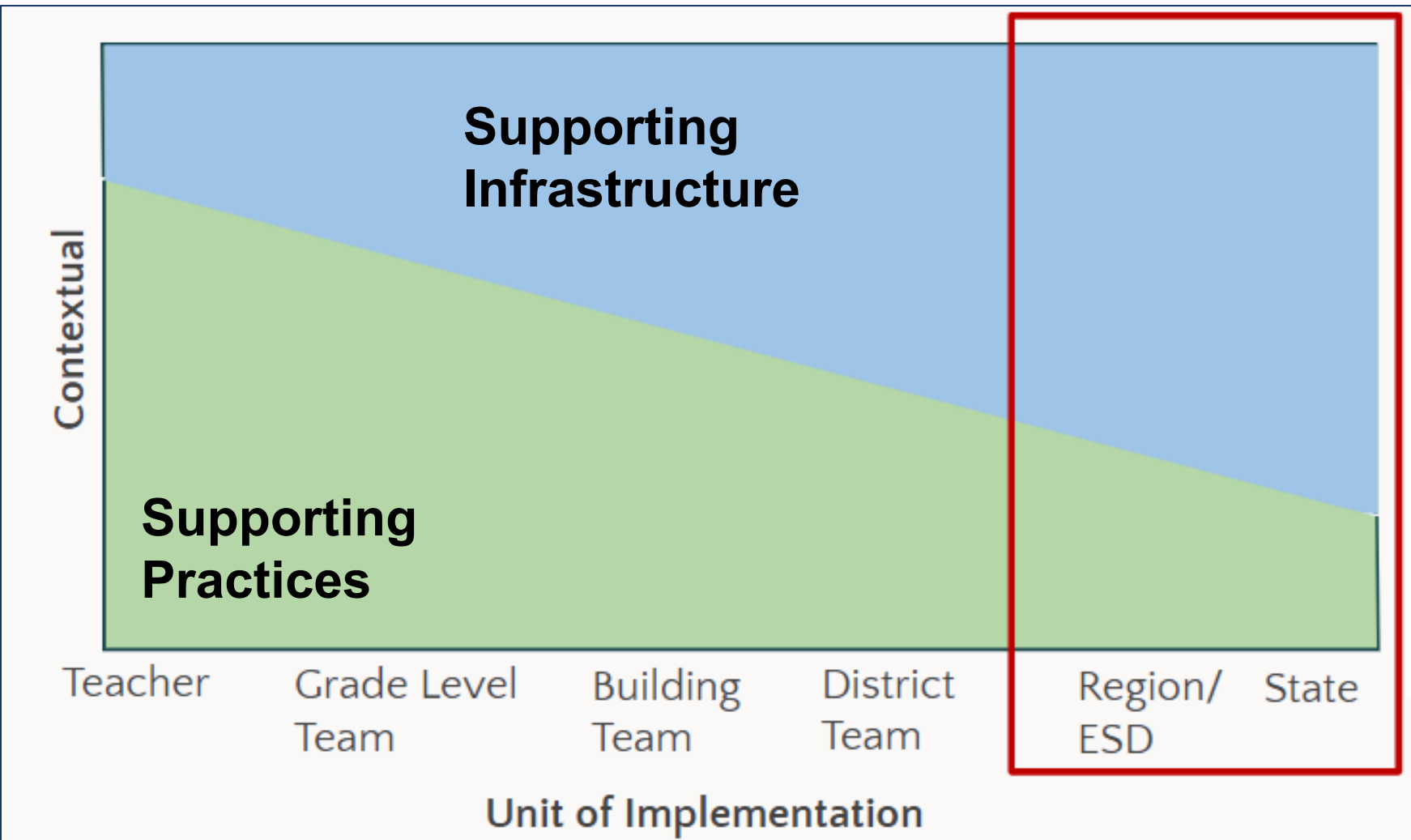
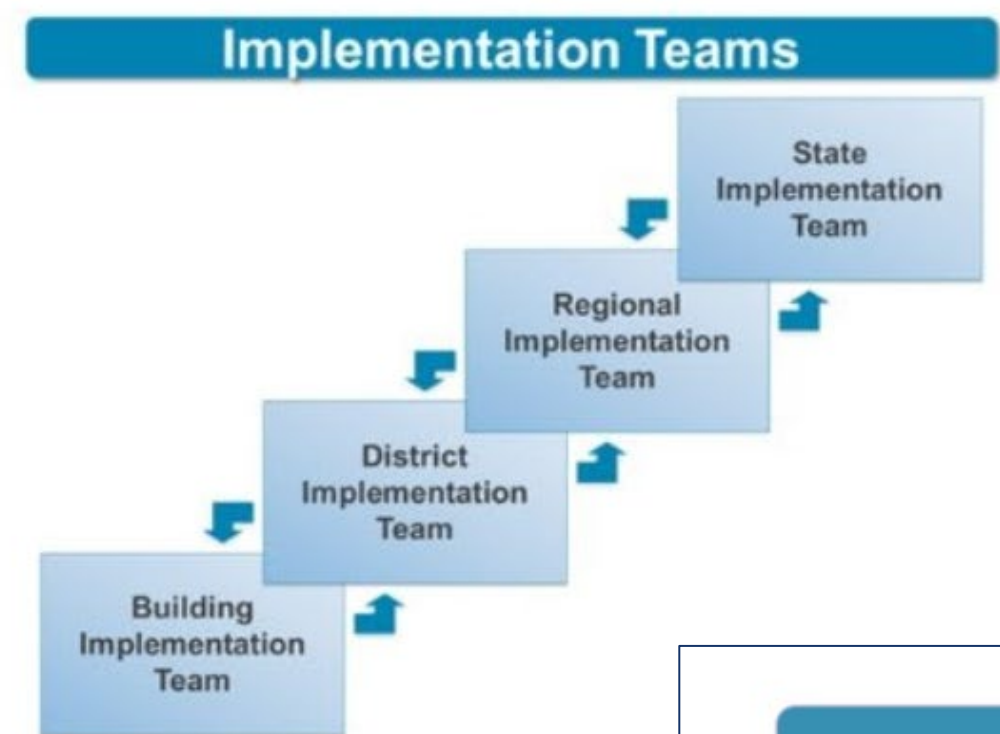
Implementation Drivers



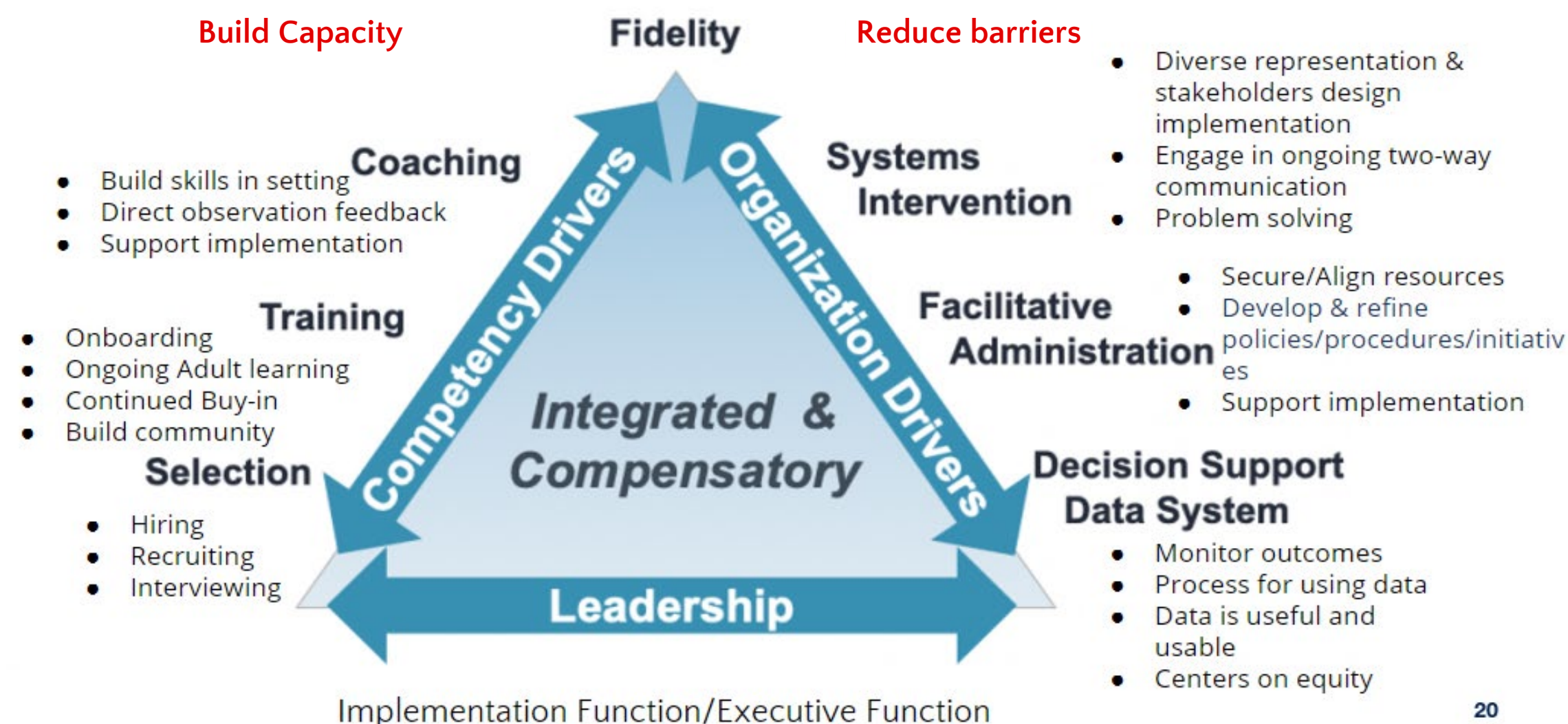
Pulling it together...



Cascading Support Model

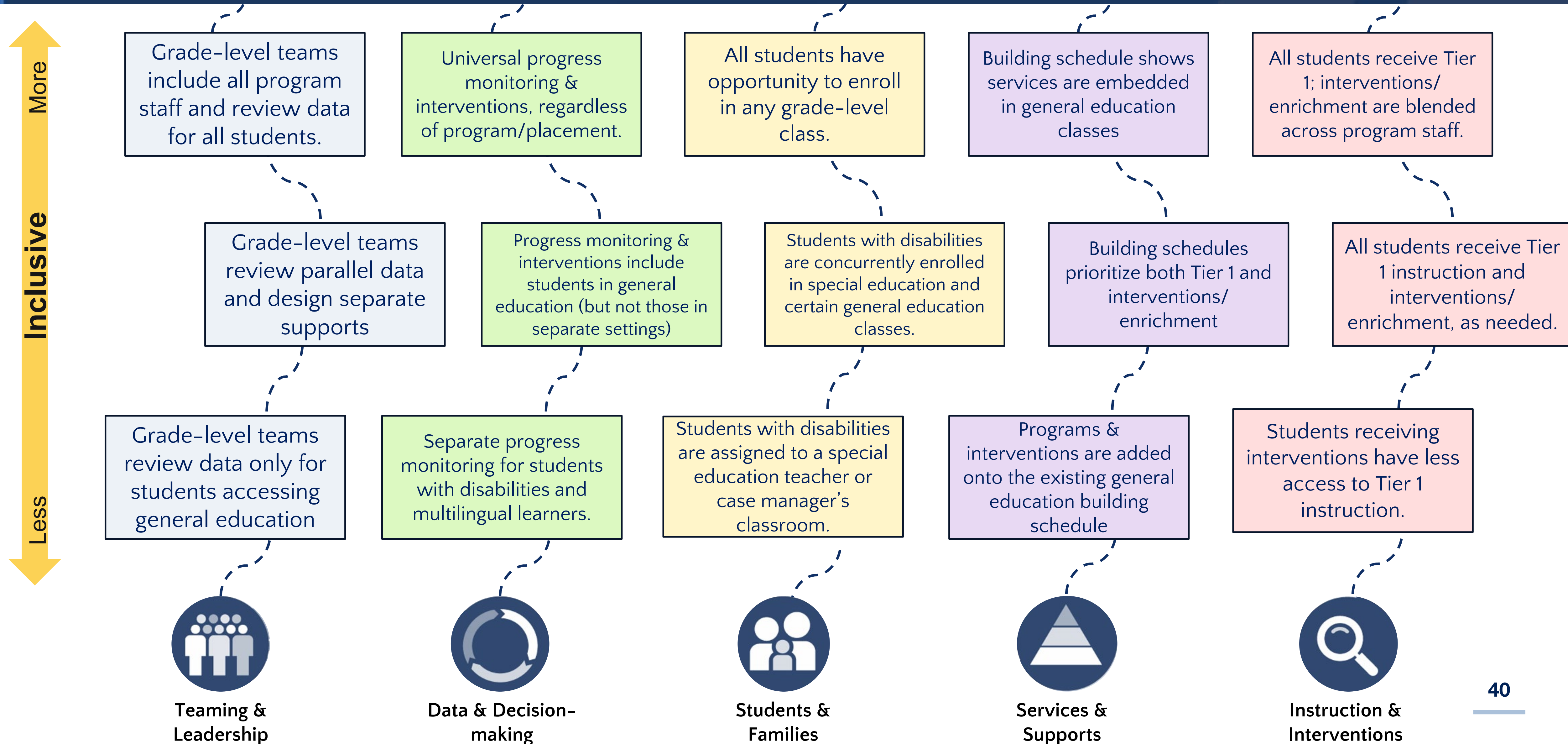


Implementation Drivers



How the IPTN Members Work Together – Multi-Tiered System of Support	
Universal Activities (Tier 1)	Collective activities for ALL IPTN members organized around improving access for students in LRE 3 and Black students with an IEP to rigorous standards-based instruction and improved post-secondary outcomes.
Communities of Practice (Tier 2)	Targeted communities of practice (CoPs) organized around 5 systemic drivers that would impact the IPTN aim statement. CoPs are composed of IPTN members based on the sphere of influence these members hold within their roles or based on the mission of their organizations. CoP drivers are centered around the following areas – <i>data monitoring and analysis, strategic resource use, evidenced based practices and adaptive leadership, shared ownership (de-siloing), and family and community partnerships.</i>
One on Ones (Tier 3)	One-on-one activities between IPTN leadership and IPTN members focused on identifying and carrying out change ideas within their organization's spheres of influence focused on improving the IPTN aim.

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



Theory of Action Template - IPTN

Directions: Use this template to craft a theory of action regarding the actions your organization could take to impact IPTN's aim.

“If” Statements - “If our organization takes the following actions...”	“Then” Statements - “Then we expect the following outputs”
Description Statements describing measurable actions.	Description Statements describing the anticipated outputs of your actions.
	“So that” Statements - “Washington achieves the following outcomes”
	Description A statement describing the final outcome your actions are aimed toward.

The theory of action below describes the specific actions, outputs, and outcomes driving the IPTN.

If IPTN Design Team take the following actions,

Identify professional organizations to provide technical assistance (TA) across Washington that help to equip educators with the skills, knowledge, and mindset for supporting inclusive practices within WA,

Map the leadership, location, strengths, and interests with selected TA providers within WA and use these strengths and interests to co-design a technical assistance network and related communities of practice,

Create a mission, vision, goals, and objectives, and identify key data as the core focus of the IPTN and give TA providers participating in the IPTN the opportunity to give feedback on these areas prior to designing TA tiers (see below),

Deliver **universal TA** offerings that provide general high leverage supports, resources, and coalition-building events that mobilize TA providers toward the work of inclusive practices and elicit their feedback regarding targeted and intensive TA activities (ex. website, virtual convenings, potential in-person convenings, checklists, and other free resources),

Create **targeted TA** offerings through communities of practice centered on areas of interest intersection between TA providers and the goals and areas of focus of the IPTN,

Create **intensive TA** offerings through individualized TA for TA providers requesting more intensive support and for TA providers identified as requiring more intensive TA in priority areas(ex. Theory of action creation, power-mapping, facilitating internal meetings, etc.)

And,

Curate data gathering and visualization technologies targeting TA providers understanding the IPTN's key data, making these data publicly available to the field.

Then these actions will result in the following outputs,

A tiered TA system of network-based support that provides sustainable infrastructure for future areas of focus,

A mobilized TA provider community working equipped with the knowledge and network for moving inclusive practice forward within the state,

A process where IPTN providers experience tiered TA for themselves and their organization to further the work of inclusion and equip providers to provide tiered supports and/or organize their supports and services for a full scale MTSS LEA technical assistance system in WA,

Data infrastructure and tools that make the key data related to inclusion and student outcomes clear to the IPTN network and the field.

And,

WA will increase the number of school districts focused on inclusion and inclusionary practices within a multi-tiered system of support across the state.

So that the IPTN will have the following outcomes

WA will create proportionate representation across student racial and ethnic groups regarding identification, eligibility, and placement of students eligible for special education services within the state.

Key Data: *Identification rates across eligibility categories and racial groups, educational setting placement rates across racial groups*

WA will increase access for students who have historically been segregated from general education, and therefore, increase student placement in LRE 1 with an emphasis on students currently in LRE 3.

Key Data: *Improved LRE rates for focused populations*

WA will increase student outcomes and access to post-secondary opportunities for students with and without disabilities.

Key Data: *School/state/progress monitoring assessment, attendance, post-school outcome data, LRE 3 data*

Audience Reflection and Reactions

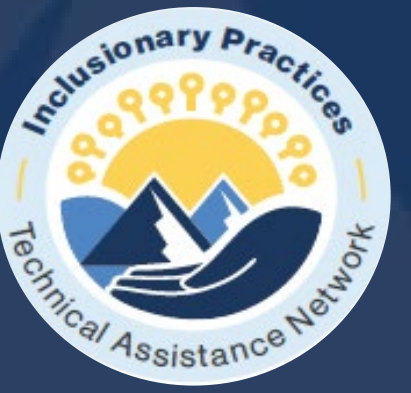
Discussion Prompt:

What can/could you change in your context to impact the IPTN aim?

- ***Identify NEW actions or novel approaches (disrupt business as usual)***
- ***Consider how you can institutionalize actions (e.g., district or school improvement plans, curricular changes)***

(10 min)

Session Goal



The goal of this session is to showcase Washington state's **Inclusionary Practices Technical Assistance Network (IPTN)** and its efforts to increase inclusion rates and reduce exclusionary discipline for Black students with disabilities and students with intellectual and developmental disabilities (IDD) within the state.

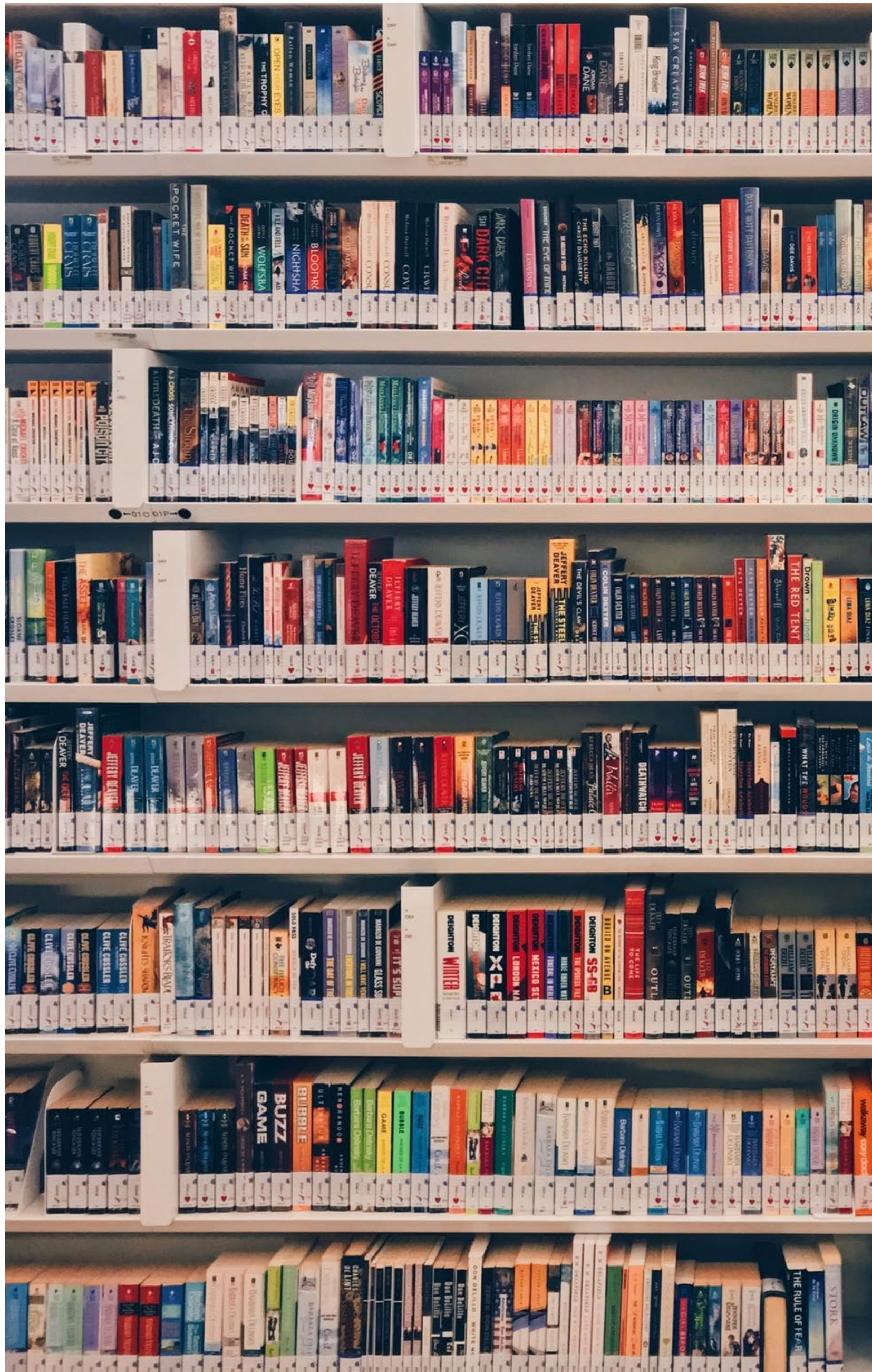
Success Criteria 1

Session participants can communicate what the IPTN is and the overall theory of action the network follows in order to make an impact on focus student populations.

Success Criteria 2

Session participants can ask both clarifying and probing questions to the session presenters.

Pair Share with Someone Around You:
Did you meet your goals today?



Inclusionary Practices
Technical Assistance Network

What questions or suggestions do you have?



Inclusionary Practices
Technical Assistance Network

Keep in touch!

(or Reach Out to Learn More!)

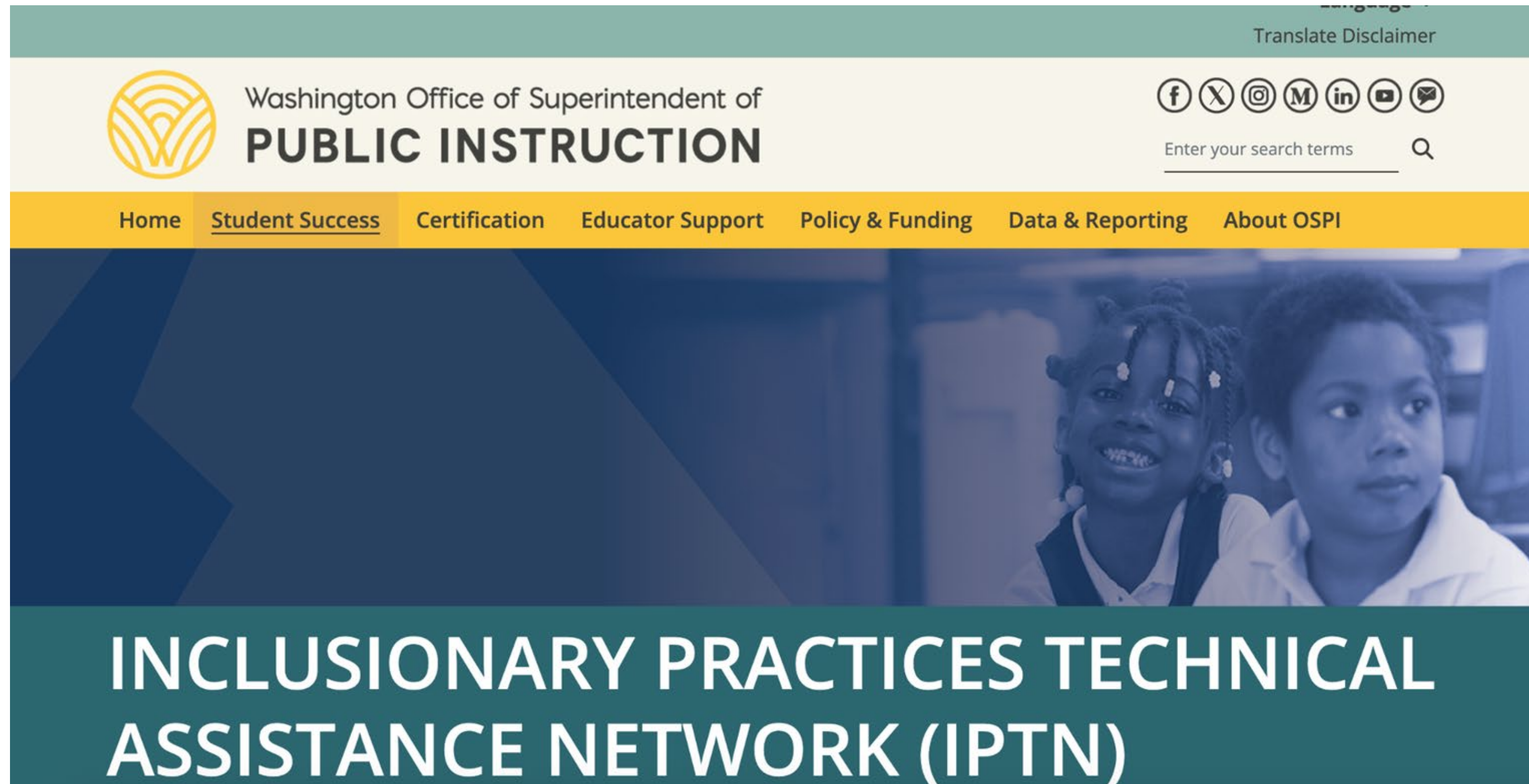
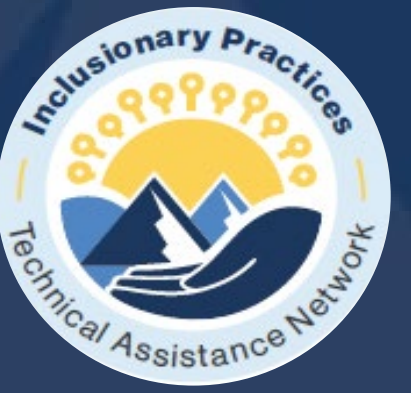
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www.k12.wa.us/IPTN

