

Learning from Our Past: A Forward Vision for Special Education Services in Washington

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OSPI Strategic Goals

OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. Our shared focus is supporting all our state's learners by providing coordinated, data-driven resources and supports to school districts. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice. We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation.

Goal
1

Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.



Goal
2

Rigorous Learner Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.



Goal
3

A Diverse, Inclusive, and Highly Skilled Workforce

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.



Goal
4

A Committed, Unified, and Customer-Focused OSPI

Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations unified in facilitating services and resources.





**"Most of our assumptions have outlasted
their usefulness."**

Marshall McLuhan

Least Dangerous Assumptions

Human intelligence
is multi-faceted

Measuring
intelligence is flawed

Communication &
high-quality instruction
are prerequisites for
determining capability

Presuming
incompetence is
harmful

Even if we are wrong,
the consequence is
NOT as harmful as
the alternative

- In the absence of conclusive data, educational decisions ought to be based on assumptions that, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults.
- Evidence demonstrates that when there is adherence to the least dangerous assumption, students with disabilities can make progress on the same academic content as grade-level peers without disabilities.

Leveraging Data to Reframe Assumptions

- What are the characteristics of "students with disabilities"? Do we think that they can be successful?
- What is the difference in the percentage of the population who has a disability in Prek-12+ compared to adulthood in Washington state?
- How do students with disabilities in Washington graduate compared to their peers without disabilities?
- How do the unemployment rates of students with disabilities compare with the overall unemployment rate?
- How are we "starting off" our youngest students (PreK) and providing the most intensive supports early?



Data tells the real
STORY



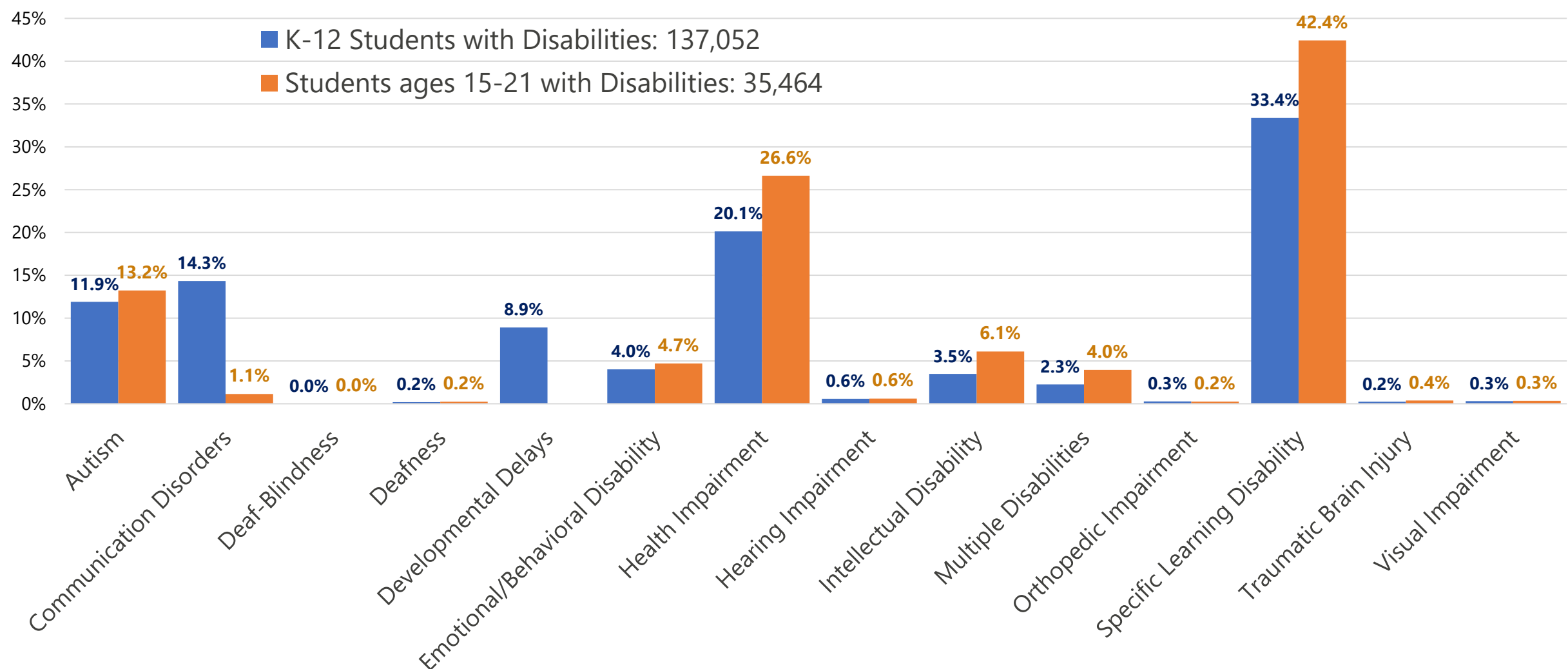
State Special Education Snapshot



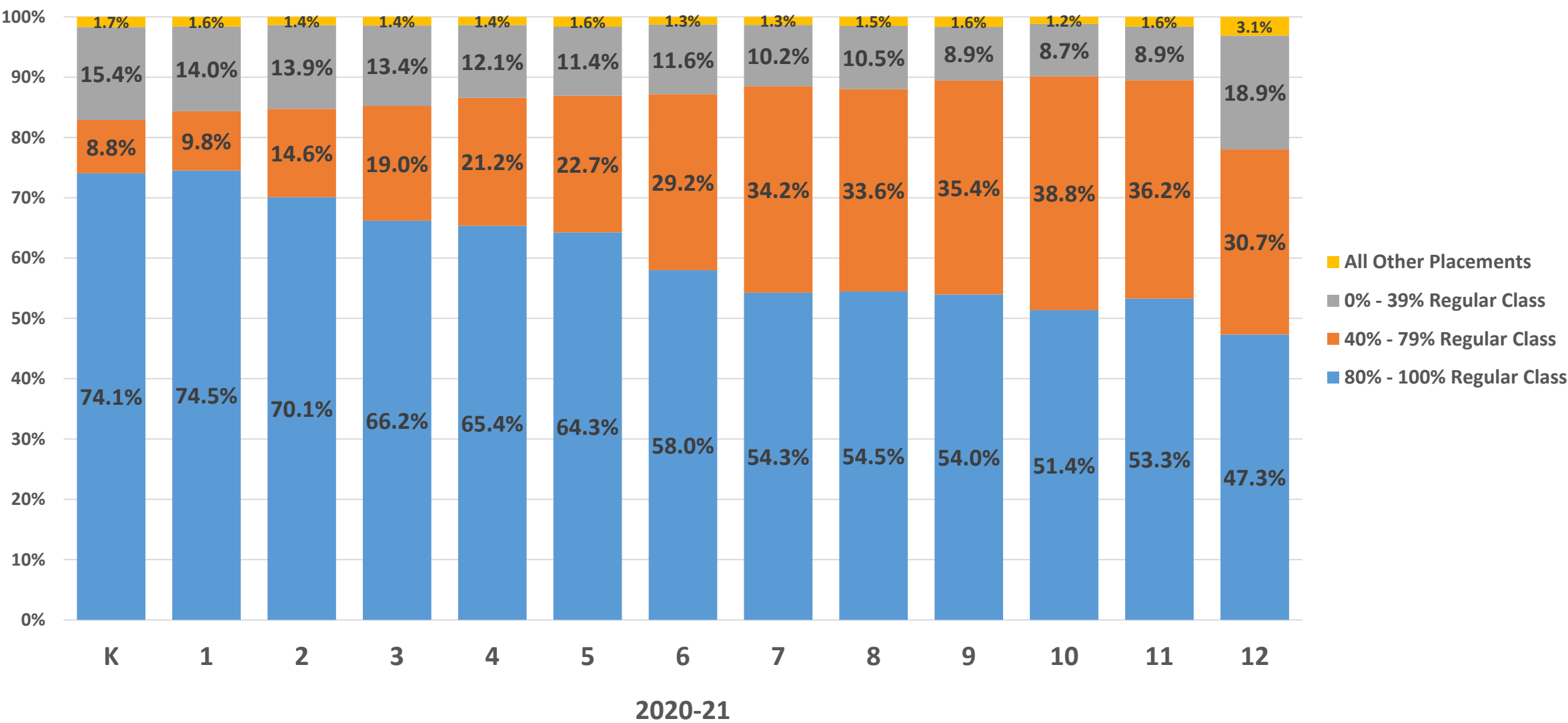
	All PreK-12 Students	Students with Disabilities	Black Students with Disabilities
2020 PreK-12 Student Enrollment	1,095,125	147,202	8,173
2020 PreK LRE (Indicator B-6A)	N/A	21.0%	20.6%
2020 K-12 LRE1, 80-100% general ed	N/A	60%	49%
2019-20 Kindergarten Readiness (WaKIDS)	51.5%	22.4%	14.4%
2020 Graduation	83%	64.5%	55.6%
2020 Drop-out	8.5%	12.0%	17.4%
2018-19 Post-School Outcomes	N/A	72.1%	73.4%



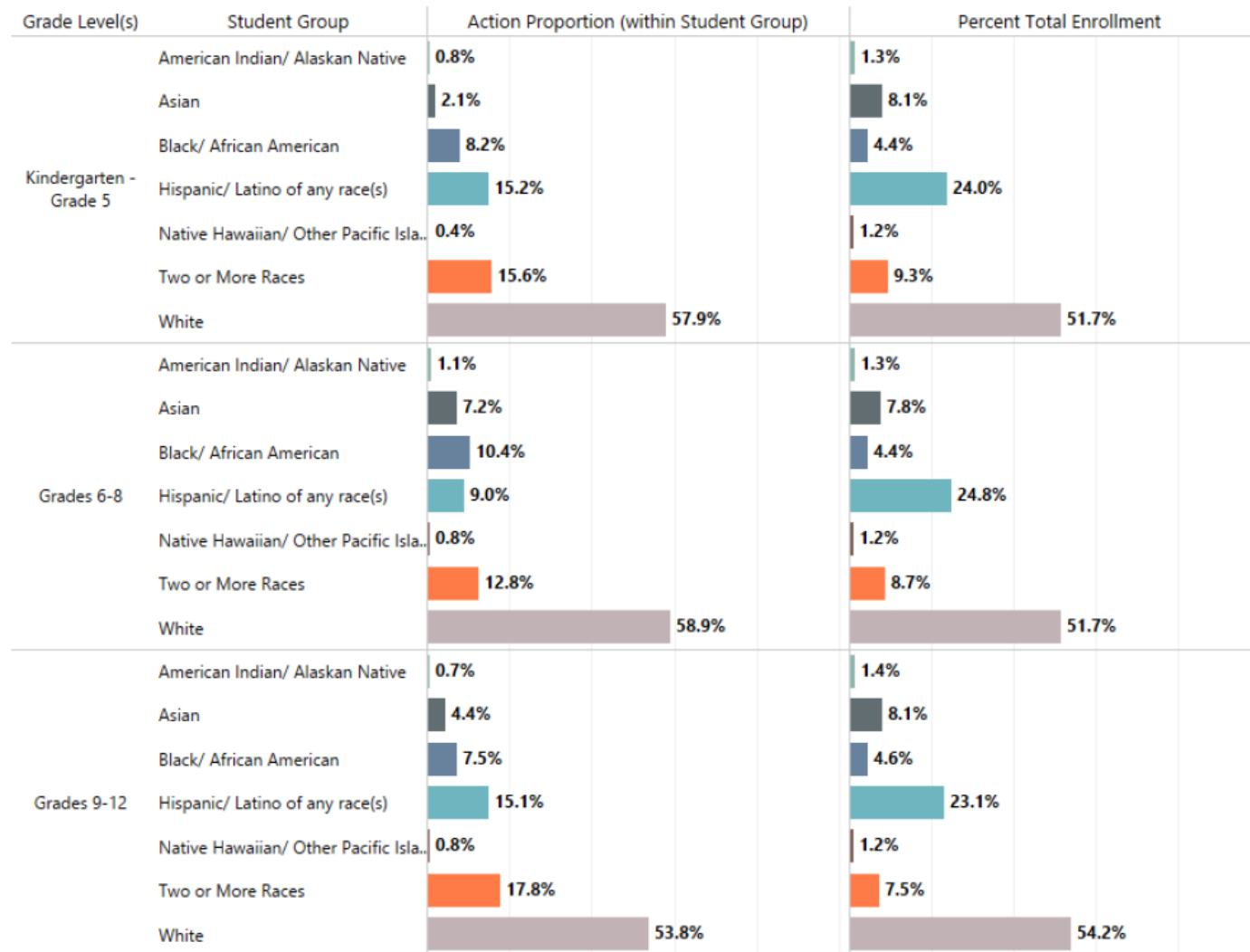
2020 WA Students with Disabilities, by Disability Category



2020-21 Least Restrictive Environment (LRE) by Grade Level



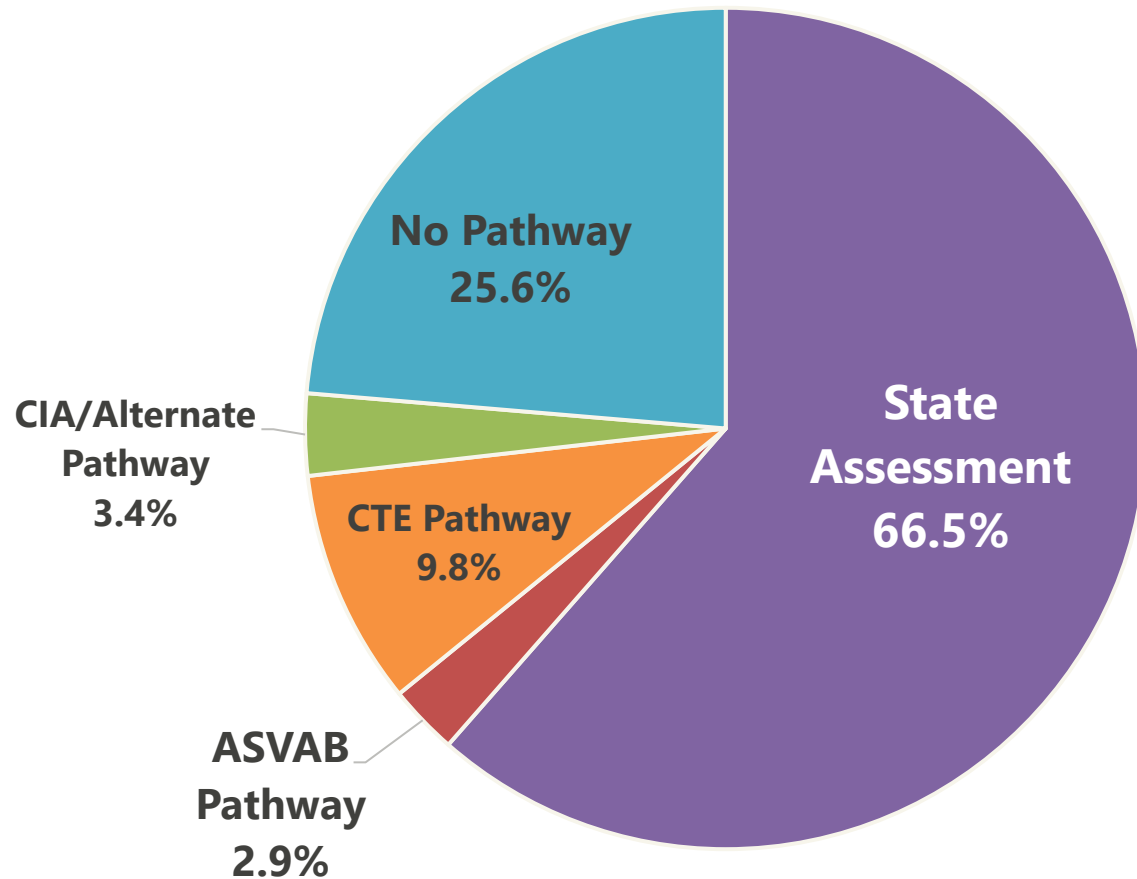
2019-20 Restraint & Isolation Data



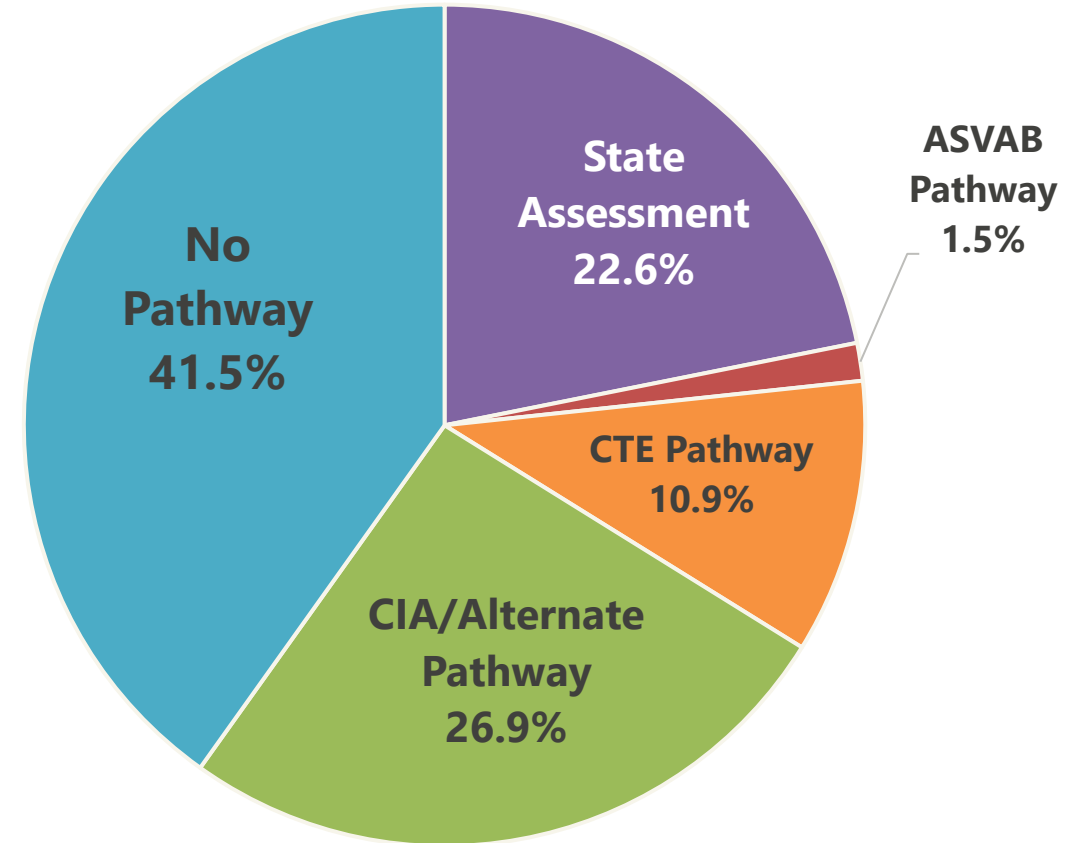
Washington State totals, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.

Class of 2020 Graduation Pathways

All Students



Students with Disabilities

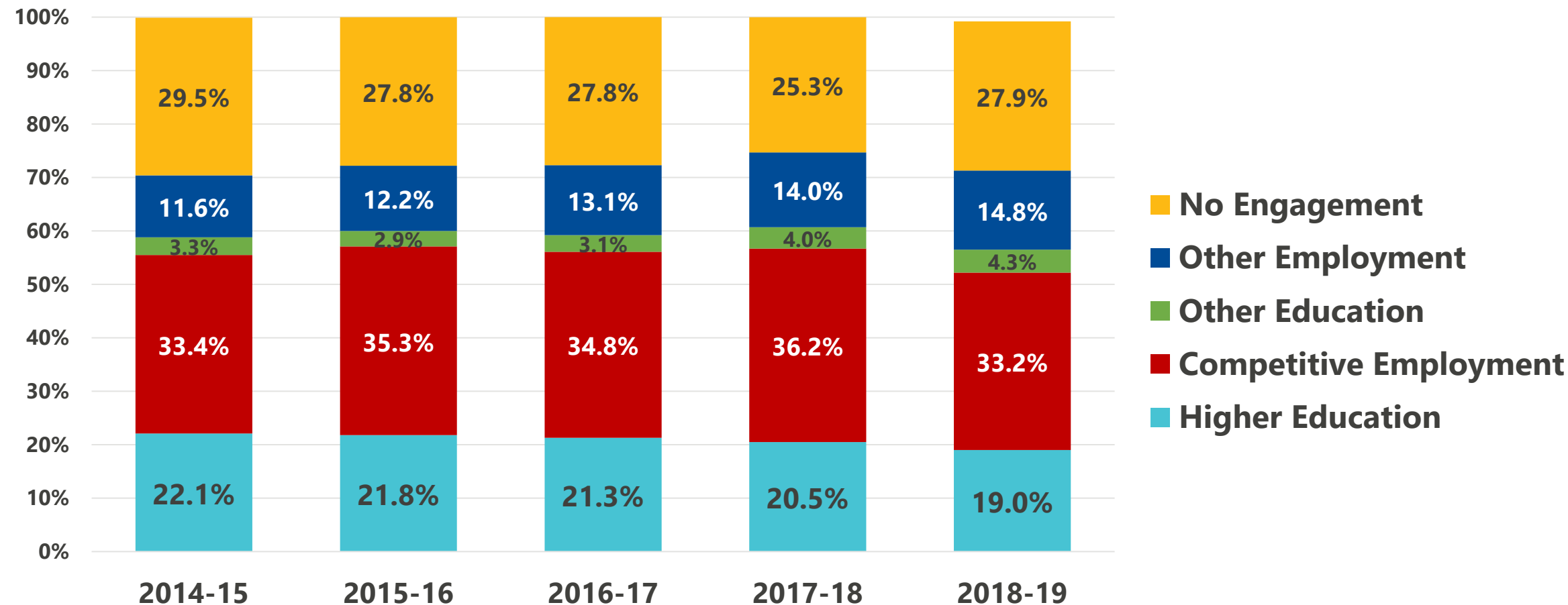


Class of 2020 Graduation Pathways, Disaggregated

	State Assessment (SBA/WA-AIM) Pathway	Military Assessment (ASVAB) Pathway	Career & Technical Education (CTE) Pathway	Alternate Pathway (CIA)	No Pathway
All Students	66.5%	2.9%	9.8%	3.4%	25.6%
Students with Disabilities	22.6%	1.5%	10.9%	26.9%	68.3%
English Language Learners	31.3%	1.4%	8.9%	4.9%	62.3%



Post-School Outcome Data Trends



Source: [Center for Change in Transition Services](#), Seattle University. (2020). [Indicator B-14 Post-School Outcome Report, 2018-19, Washington state](#).



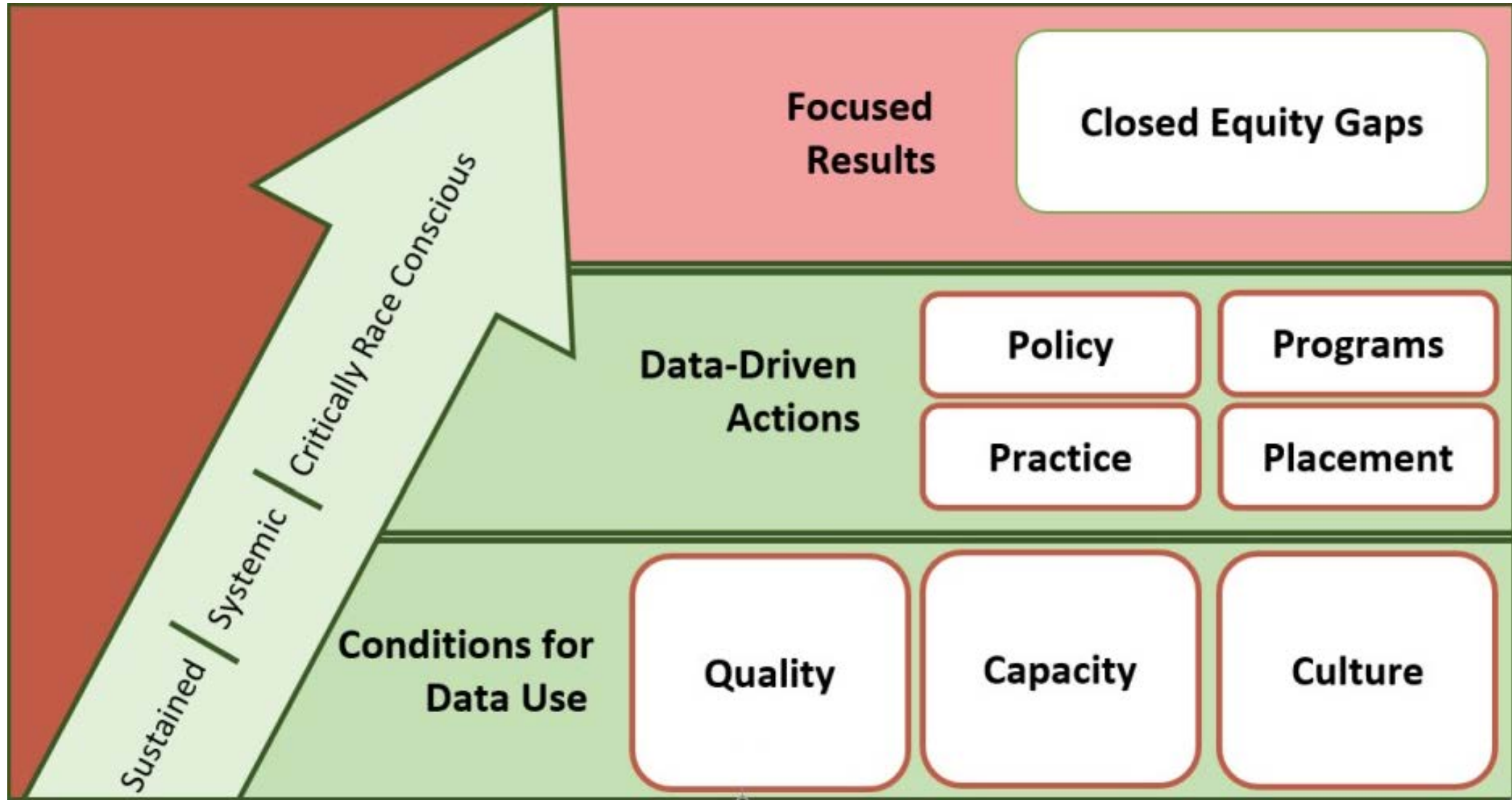
Disability Data and Statistics

- 13.44% of WA students, preK-12+, have an IEP.
- 1 in every 4 adults (25%) in the U.S. has a disability.
- Washingtonians with disabilities are employed at less than half the rate of people without disabilities.
- An estimated 36.8% of working age individuals with disabilities are employed, compared to 76.4% of people without disabilities.
- Individuals with disabilities are less frequently employed in management and professional jobs and more frequently in service positions.

Source: Washington State Division of Vocational Rehabilitation. (2017). [*Disability & DVR Statistics Report*](#).



Data Inquiry Guide & Theory of Action



Pursuing a Vision for Data Use

- The [Data Inquiry Guide](#) supports:
 - Collaboration Mapping
 - Creating a Data Inventory
 - Developing Focus (Research) Questions
 - Pursuing Root Causes and Problems of Practice that Center Equity
 - Conducting Cycles of Inquiry or PDSA (Plan-Do-Study-Act)
- Remember: **It is local data that are actionable**. OSPI data have been scrubbed, suppressed, and often post too late for decision making.
 - *What actions can leadership take to support access to real-time data across the entire system?*
 - *How can professional development plans incorporate data literacy for IEP team members, including students and families?*



**IN THE RUSH
TO RETURN TO
NORMAL, USE
THIS TIME TO
CONSIDER
WHICH PARTS
OF NORMAL
ARE WORTH
RUSHING
BACK TO.**

DAVE HOLLIS



https://2s7gir373w3x22if92z99mgm5w-wpengine.netdna-ssl.com/wp-content/uploads/2016/09/shutterstock_past_present_future_Stuart-Miles-300x225.jpg

Looking Back...

Looking Forward

What were the systemic points of leverage & barriers, pre-COVID?	What new organizational learning & skills were gained during COVID?	How is your system planning to carry that learning forward beyond COVID?



What Actions Will WE Take to Disrupt these Inequitable Outcomes?



Key Questions to Ask District Leaders & Staff

1. What have we done to prepare for graduation pathways, and ending the CIA alternative for our students with an IEP? Have staff been trained to discuss and plan? Have parents been informed? How are we ensuring and tracking the access of pathways for equity?
2. Are students with disabilities receiving support on the High School and Beyond Plan from school counselors?
3. How are needs of students with disabilities built into the social-emotional learning and recovery activities for the district? How are they part of our overall strategic plan and culture?
4. Does our current use of improvement and restricted funding lead to more segregation of students with disabilities? How do we know?



Key Questions to Ask District Leaders & Staff (continued)

5. How are we ensuring that the use of restraint and isolation is only used in emergency circumstances? Do our staff have the training and supports to address inappropriate behavior proactively and intervene early?
6. How are we starting strong (for PreK) and supporting inclusionary practices for SWDs in grades 3-6 and 7-12?
7. What are our post-school outcomes for our students with disabilities? Are we comfortable with those outcomes? If not, what changes are needed to improve?
8. Are the only personnel reporting on students with disabilities from the special education department? If so, why?
9. What assumptions have outlasted their usefulness?



Questions?





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