OSPI/AESD Coordinated Service Agreement (CSA) 2021-22
Special Education

Contents

1.0 Purpose

The OSPI/AESD Statewide Network is a statewide system of coherent and aligned professional learning which is data-informed, strategically-focused on building educator capacity, and centered on equitable access. This Network represents the most powerful way to ensure positive impacts on instructional practices and improved student learning in PreK-12+ classrooms across the state.

2.0 Principles

This Coordinated Service Agreement (CSA) between the OSPI Office of Special Education and Education Service Districts (ESDs) reflects the shared vision for this partnership and reflects learning from the past four years of technical assistance and compliance reviews. Key principles founded in improvement science guide the approach to our work:

1. School and district needs are diverse and must be well-defined and understood.
2. Different needs require different supports.
3. A systems approach is necessary to ensure supports and strategies have the desired effect on overall outcomes and are sustainable over time.

4. Outcomes and processes must be measured to determine improvement progress.
5. Effective improvement practices are grounded in knowledge of relevant evidence-based principles, data-informed decision making, and a disciplined inquiry cycle of plan-do-study-act/adjust (PDSA).
6. Partnerships and networked communities are essential to accelerate improvement through collaboration and shared learning.
7. Engagement and coordination with internal OSPI stakeholders that include Office of System and School Improvement (OSSI), Learning and Teaching, Special Programs and Federal Accountability, Student Engagement and Support, Educator Growth and Effectiveness, and Assessment and Student Information staff provide strategic access to resources and expertise that further clarify the needs our OSPI/AESD partnership seeks to address.
8. Commitment to professional learning and capacity building is critical to meet the needs of educators and leaders and contributes to keeping great teachers in front of students.

Just as the implementation of the Inclusionary Practices Project (IPP) is staged to allow time for schools and districts to understand, study, and strategize for improvement, this CSA will also allow time to analyze our OSPI/AESD system strengths and build a service agreement to support improvement. Consequently, some of the supports and services outlined in this agreement reflect that more design work, alignment, and capacity continue to require refinement done over time.

3.0 Theory of Action
If we leverage the regional knowledge, relationships, and experience of ESDs through funding, technical assistance, and capacity building, districts and schools will have supports and resources to improve student outcomes, continually reduce persistent opportunity gaps, and maintain compliance with the Individuals with Disabilities Education Act (IDEA) and WAC 392-172A.

To achieve reduced opportunity gaps, OSPI and ESDs will focus our collective efforts to build data proficiency across the system, strengthen core grade-level instruction with supplemental and evidence-based specialized instruction and accommodations, deliver tiered supports, improve supports for students with disabilities, and support educator growth and effectiveness. The term "educator" in this document is encompassing of all school staff who support students with disabilities.

4.0 Funding
Services begin July 1, 2021 or the date OSPI marks the application/budget as "final approval" (whichever is later), and ESDs will receive IDEA Part B 611 and 619 funding to support a special education director and staff/activities aligned with state, ESD, district, and school improvement plans that address the preK-12+ outcome and compliance needs of students with disabilities, including the Annual Performance Report (APR), State Performance Plan (SPP), State Systemic Improvement Plan (SSIP), Every Student Succeeds Act (ESSA) State Plan, Educator Equity Plan, Inclusionary Practices Project (IPP), and the Washington School Improvement Framework (WSIF), as well as corrective action and improvement efforts identified during WISM monitoring, corrective action plans, and self-assessments. Funding must be used for ESD activities that support the improvement plans described above, as well as relevant priorities based on data. **It is expected that each ESD will support and report activities that are**

cross-ESD, collaborative, and go beyond compliance requirements to improve the outcomes of students with disabilities.

5.0 Priorities: Baseline Service, Support, Deliverables

These supports and services are identified as the base level of service each ESD shall provide to all districts for improvement in the priority areas of data proficiency and equity, strengthen core grade-level instruction supplemented by evidence-based specialized instruction and accommodations, deliver tiered supports, improve supports for students with disabilities, and support educator growth and effectiveness.

5.1 Data Proficiency and Equity

Schools and districts that achieve high levels of growth and close gaps are schools that use data to help determine needs and gaps and then develop a plan to address those gaps and designed to dismantle institutional bias and inequity and foster courageous conversations. In support of these efforts, ESDs will:

1. Demonstrate the use of school, district, ESD, and state current and trend data regarding students with disabilities, in comparison to other student groups, for the purpose of:
    a. Building capacity in others to perform data analysis and identify causal factors using cycle of inquiry and data-driven dialogue protocols;
    b. Utilizing Plan, Do, Study, Act/Adjust (PDSA) and other aspects of improvement science in supporting needs assessments, improvement plan development, action planning, and progress monitoring;
    c. Utilizing data visualization and analysis tools such as the Education Data System (EDS) Tableau Server application to disaggregate data and shine the flashlight in specific areas with an equity lens;
    d. Identifying activities and actions to address the needs of district special education leaders proactively, and in response to opportunity gaps, poor outcomes, and non-compliance; and
    e. Review of data, along with policies, procedures, and practices, to identify areas of change.
2. Offer evidence-based Professional Learning for districts based on opportunities identified through the review of the data, needs assessment summaries, and OSPI-provided letters and reports, including items such as a WISM monitoring report, correction of non-compliance, dispute resolution corrective action, disproportionality in eligibility, placement, and discipline, use of restraint and isolation, and APR/SSIP improvement efforts.

5.2 Strengthen Core Grade-level Instruction with Supplemental and Evidence-based Specialized Instruction

Accomplished educators in schools that achieve high levels of growth and close gaps employ deep content knowledge and best practice pedagogy, with a high effect size, to ensure students learn at high levels. Washington public schools are called upon to support students in developing knowledge and skills in multiple content areas, including mathematics, English language arts (ELA), science, arts, health,

social studies, computer science and other content areas with Washington State Learning Standards ([link](#)). While ELA and mathematics are measured in our accountability system, it's important to recognize that ELA and mathematics learning and teaching happen across all content areas and must involve collaborative efforts between leaders, general education and special education educators, and students/families. This area may also include recruitment and retention of diverse staff.

ESDs will support this work by utilizing the following example strategies:

1. Provide support and training for district leaders and educators to recognize the need and plan for high expectations and effective core grade-level instruction with supplemental and evidence-based specialized instruction for all students with disabilities.
2. Analyze data and improvement plan reviews to identify needed professional learning offerings and consider and plan for ways to offer these cross-ESD (with non-special education educators and leaders).
3. Build capacity to embed data analysis, Universal Design for Learning (UDL) and differentiation, and adult learning principles.
4. Offer professional learning and coordination to address other elements: Data Proficiency and Equity, Tiered Support, Improved Supports for Students with Disabilities, and Educator Growth and Effectiveness.
5. Specific strategies may include:
   a. Active participation in IPP and connecting district personnel with relevant research, activities, and demonstration sites.
   b. Develop habits of mind around culturally responsive (to include anti-racism) pedagogy and adult learning.
   c. Develop (or adopt) an explicit definition of Tier I Core Instruction that allows for supplemental specialized instruction.
   d. Educate on WA State Learning Standards and consistent use of frameworks (Danielson, Marzano, CEL) for guiding instructional work, supplemental instruction, and IEP development.
   e. Leverage Fellows and other ESD staff for support, collaboration, and cross-training.
   f. Assist districts/schools to contextualize the Menu of Best Practices.
   g. Assessment support: Formative + Summative + Interim.
   h. Build in system/supports that amplify coherence.
   i. Incorporate equity training and social emotional learning into professional learning.

5.3 Tiered Support
Schools that achieve high levels of growth and close gaps have established a culture of learning. The culture is built through developing and sustaining a multi-tiered system of supports (MTSS), including these essential components:

- Core Grade-level Instruction and Tiered Continuum of Evidence-based Interventions and Supports (Tier I, II, III) and Supplemental Specialized Instruction
- Universal Screening, Child Find, and Progress Monitoring
- Data-based Decision Making

- Fiscal Decisions that Address the Needs of Students with Disabilities (Staffing, Scheduling, Curriculum, and Training)
- Family and Community Engagement
- Creating and maintaining the infrastructure to support an integrated and responsive MTSS Framework

In alignment with the data and core instruction work of this CSA, ESDs will support MTSS efforts by:
1. Developing MTSS capacity within the ESD, including aligning existing efforts for cohesion and clarity throughout the statewide network of improvement;
2. Ensuring that specialized instruction is available, accessible, and provided to students with disabilities throughout the MTSS model;
3. Building capacity within ESD staff to support schools/districts with MTSS implementation;
4. Analyzing data to identify MTSS professional development needs; and
5. Offering professional development and technical assistance on MTSS.

5.4 Supports for Students with Disabilities
Schools that achieve a high level of growth and close gaps maintain a culture of learning, growth mindset, and inclusionary practices, and provide access to grade-level core instruction and curriculum, in conjunction with supplemental specialized instruction, to ensure that every student learns and has meaningful access to nondisabled peers. ESDs will support the work by actively integrating the needs of students with disabilities across the work of the ESD, through activities such as:
1. Building capacity within content coordinators to embed high leverage practices (HLP) for students with disabilities.
2. Based on data and needs assessments, improvement plans, and the needs of the student with disabilities population, work with ESD learning and teaching and improvement staff, schools, districts, to create a cross-ESD differentiated plan for support and delivery. This may include:
    a. Using effective multi-source (quantitative and qualitative) collaborative data inquiry protocols in order to determine causal factors and develop a theory of action;
    b. Sharing research and advising on evidence-based practices and their effective implementation;
    c. Analyzing data to identify professional development needs to support students with disabilities;
    d. Offering foundational and ongoing professional learning to address systems/beliefs/biases that create barriers to changed practice and perpetuate disproportionality in identification, placement, and/or discipline or the use of restraint or isolation or access to quality High School and Beyond Plans (HSBP) and equitable graduation pathways;
    e. Providing professional development, resources, and support for high leverage practices (HLP) such as universal design for learning (UDL), inclusive practices, Response to Intervention (RtI), writing and implementing standards-aligned Individualized Education Programs (IEPs), effective transition services that improve post-school outcomes, etc.;
    f. Provide support and training for districts and schools to examine key processes that impact students with disabilities and inform the delivery of specially designed

instruction such as, Child Find, evaluation/re-evaluation process, IEP meetings (e.g., LRE placement decisions), discipline and/or use of restraint and isolation, provision of related services (e.g. speech/language pathology).

3. Confirm district compliance with IDEA and WAC 392-172A through verification of accurate completion of corrective actions (e.g., WISM, Citizen Complaint, Due Process Decisions, Disproportionality, and use of restricted special education funds) and professional learning.
4. Communicate OSPI priorities, areas of improvement, and opportunities for professional learning to districts and across the ESD staff.

5.5 Educator Growth and Development

Educators (e.g., teachers, counselors, paraeducators, administrators/leaders, and ESAs) in schools that achieve high levels of growth and close gaps have the capacity to provide strong instructional and transformational leadership, inclusive of the needs of small and rural districts. ESDs will support the work by:

1. Tailoring professional learning opportunities to address the needs of students with disabilities, rather than offering them as a stand-alone training, and collaborate across the ESD and districts to identify and invite educators.
2. Consider ways to embed data proficiency and equity, core grade-level instruction with supplemental evidence-based specialized instruction, tiered supports, and supports for students with disabilities within all ESD-sponsored and supported professional learning.
3. Identify ways to integrate strategies to improve outcomes with compliance-related supports and professional learning (e.g., address the intent of the law/rule in supporting outcomes, rather than the law/rule in isolation).

6.0 Regional Focus Areas

Regional focus areas have been added this year to launch coordinated support and services beyond the five established baseline priorities. All nine ESDs will participate in the Early Learning focus area. Based on a current reality assessment and/or data review of needs assessments and school improvement plans, ESD Assistant Superintendents will collaborate to determine which ESDs will participate in the remaining focus areas. Each focus area will have an ESD Assistant Superintendent representative to work with OSPI and the ESD Leads in planning the strategy and implementation of supports and services.

6.1 Early Learning

All ESDs will participate and partner with OSPI in working with schools on activities that include:

1. Increasing understanding and reliability of WaKIDS to inform instruction in kindergarten, communicate children's strengths with families, and share information with early learning providers.
2. Increasing the number of school districts that are actively engaging early learning providers in discussions regarding how they collaboratively can help children be ready for kindergarten, access integrated and inclusive preschool services, improve alignment, and create smoother transitions into the preK–12+ system.
3. Expanding programs that engage the parents and families of pre-kindergarten children in activities designed to assist their children to be ready for kindergarten.

4. Collaborating with Early Learning and WaKIDS Coordinators at the ESD and OSPI to communicate and support early learning goals. ESD leads will include early learning staff in school improvement planning for the region.
5. Interfacing with early learning staff both at ESD and OSPI to communicate about and support local plans for preschool expansion. ESD Leads will serve as advocates for preschool expansion.

6.2 Regional Counselor Networks
In partnership with OSPI, ESDs will lead the organization and facilitation of regional K-12 school counselor networks that bring together counselor leaders to improve comprehensive student support systems. Initial focus will center on the implementation of a multi-tiered system of supports in an effort to build positive school climate; and, enhance career, college and life readiness skill building and intervention services. Engagement of school counselors at all levels will span a range of supports to include:
1. Focus on a welcoming school environment at the elementary levels;
2. Personal engagement with students with disabilities at secondary levels in areas such as high school and beyond plans (HSBPs) and equitable access to graduation pathways;
3. Addressing support of transitions; and
4. Collaborating with the Student Assistance Prevention-Intervention Services Program and Community Prevention Wellness Initiative (CPWI) to share priorities, support CPWI goals and objectives, and engage community members in the understanding of school improvement efforts, behavioral health, and social-emotional supports.

6.3 Tribal Nations
Tribal organizations and Native parent committees are critical partners to include in the local planning and implementation of improvement practices for Native students. In the state of Washington, there are 29 federally recognized tribes, each of which is its own politically independent, self-governing entity that operates according to its own constitution. It is important to recognize that there is no one size fits all strategy for serving the academic, cultural, social and emotional needs of Native students. ESDs addressing this initiative will partner with OSPI and work with districts on activities that include:
1. Examine opportunity and achievement gaps for all students, which includes Native students with disabilities even though the student population may be small, and develop an equity plan for providing all students with a high quality, culturally responsive education;
2. Recognize the diversity within and among tribes. Implementation guidance may look different for Native students with disabilities living in urban, suburban, and rural communities;
3. Consider positive cultural identity as a critical factor that enables students to engage in school and community to realize their goals. By connecting with local Tribes and teaching the history of local Native communities, schools can help build this positive cultural identity in Native students with disabilities as well as knowledge of non-Native educators and students;
4. Support Tribal consultation (involving Tribes within meaningful decision-making for Native students) for federal grant programs, Since Time Immemorial sovereignty curricula development and implementation, Native language programs, and academic supports for Native students;
5. Support alignment, data sharing and analysis between Tribal schools and state schools, and especially as students transition between different public school systems.

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7.0 Roles and Responsibilities

The OSPI Office of Special Education and the nine (9) Educational Service Districts will serve as a network and act as partners in a statewide system of coherent and aligned professional learning and support for students with disabilities.

The following roles, expectations, and structures will guide the work.

7.1 OSPI Roles and Responsibilities

OSPI Office of Special Education serves as the lead in the coordination of OSPI cross-agency efforts with ESDs through identification of improvement priorities at the state-level, sharing of regional data, and monthly meetings of OSPI Office of Special Education leadership and ESD Special Education Directors, as well as the AESD Special Education Champion. Liaisons from OSPI Office of Special Education will be assigned to each ESD and will participate in ongoing meetings with district special education directors.

Executive Sponsor
The OSPI Assistant Superintendent of Special Education serves as the Executive Sponsor and provides vision and strategic goal setting in line with the OSPI Superintendent's priorities and Cabinet initiatives. The Executive Sponsor authorizes the funding allocation and interacts with the AESD Special Education Champion, ESD Special Education meetings, and Statewide Initiative Leadership Team (SILT) to inform and be informed on the state of the statewide special education priorities and data.

OSPI Special Education Directors
The Director of Special Education Programs and Director of Special Education Operations share responsibility for providing support, communication, and leadership. The specific responsibilities of each OSP   I director can be found below:
1. Director of Special Education Programs. Collaborates, coordinates, and communicates with ESD Special Education Leads in providing technical assistance, resources, and supports to districts in areas such as continuous system and school improvement, monitoring, inclusionary practices, and the reduction of persistent opportunity gaps.
2. Director of Special Education Operations. Collaborates, coordinates, and communicates with ESD Special Education Leads and Business Officers in providing technical assistance, resources, and supports to districts in areas such as state and federal special education funding, data collection and reporting, and the use of funds for improved outcomes.

The OSPI Office of Special Education directors share the responsibility to coordinate their communication and direction to ESD Special Education Leads in service of efficiency and coherence.

OSPI Special Education Liaison – OSPI Special Education program leader assigned to an ESD to help facilitate and collaborate on the coordination of supports between OSPI Special Education and the ESD for the programmatic delivery of technical assistance and supports designed to improve the educational outcomes of students with disabilities and the compliance with IDEA and WAC 392-172A.
1. Provide programmatic expertise and content for incorporation into improvement efforts and strategies that are consistent with best practices, and/or policy implementation expectations, or needs in their program area.

2. Collaborate with other OSPI Liaisons for the consistent delivery of program content and supports.
3. Be familiar with state and regional data on students with disabilities, and use those data to address needs of the ESDs and districts.
4. Attend the OSPI Special Education Liaison meetings to be able to plan and coordinate with their assigned ESD Lead in the delivery of content and facilitation of the monthly meeting.
5. Work with ESD Special Education Leads on Foundational, Tier 1, and Tier 2 supports, as well as the requirements of IDEA and WAC 392-172A.

7.2 ESD Roles and Responsibilities

AESD Network System and Special Education Champion (AESD Champion)
1. Serves as the lead "Connector" with statewide initiatives and ESD Special Education (ESD Leads) in collaboration with the OSPI Executive Sponsor/Program Lead(s);
2. Participates in monthly meetings with OSPI for the purpose of facilitating ongoing two-way communication, disseminating essential information, identifying ESD regional needs, and coordinating logistics;
3. Supports the planning of monthly and annual collaborative group meetings and active partnerships; and
4. Participate in statewide pre-planning meetings that include the nine ESD Leads and OSPI staff. The purpose/outcome of the meetings will be to co-develop content for in-person Special Education meetings.

Regional Focus Area Representative
1. An ESD Assistant Superintendent who serves as a representative for a Regional Focus Area.
2. Collaborates with other ESD Assistant Superintendents to determine which ESDs will engage in the regional focus area described in Section 6.0.
3. Collaborates with OSPI and ESD Leads in the planning and implementation of the support and services among the ESDs.

ESD Special Education Leads
1. Broker other relevant CSAs services/resources in support of districts needing to improve outcomes for students with disabilities;
2. Provide leadership and systems support to OSPI partners, districts, and schools;
3. Participate in regularly scheduled ESD Lead meetings to plan statewide events, professional learning and monitor progress;
4. Participate in monthly meetings and prepare, coordinate, and facilitate those meetings in partnership with OSPI and the OSPI Liaison;
5. Attend and participate in relevant State convenings;
6. Build and sustain network relationships across ESD regions;
7. Coordinate specialized support/services based on the needs of the region in the priority areas of: Data Proficiency and Equity, Core Grade-level Instruction with supplemental evidence-based specialized instruction, Tiered Support, Supports for Students with Disabilities, and Educator Growth and Effectiveness;

8. Serve as the key point of contact in your ESD as it relates to all facets of special education services; and
9. Reinforce OSPI communication flow with schools and districts.

8.0 Data, Outcomes, Goals, Objectives, Reports, and Timelines

The full implementation of the OSPI/ESD special education support model includes several key deliverables:

1. ESD analysis of regional, district, and school needs regarding students with disabilities (i.e., outcomes and compliance) through reporting of data, information from districts and families, and input from OSPI Special Education liaison;
2. ESD development of annual work plans to address data-aligned priorities and applicable regional focus areas with ongoing semi-annual and annual progress monitoring reports including data, activities, and impact of the activities, submitted by each ESD Special Education Leads;
3. ESD Perf Data 2021   Open data here:
   a. OSPI Report Card
   b. Special Education Indicator Data, including Determination Level
   c. Washington School Improvement Framework
   d. OSPI Annual Activities, district specific
   e. OSPI Fiscal Reports
4. The following reports are required:
   a. ID Issues by District Regional Planning   Due 9/1/2021
   b. ESD CSA Activities Planning Form   Due 9/1/2021
   c. Semi-Annual Update Reporting   Due 1/11/2022
   d. Semi-Annual Update Reporting   Due 7/13/2022
5. Grant timelines:
   a. Form Package   Due 8/31/2021 5:00 pm
   b. Project Period   9/1/2021 - 8/31/2022

9.0 Assurances

ESD officials have read, understand and agree with the expectations and deliverables of this CSA.

10.0 Glossary

Fellows – A Learning and Teaching structure where currently practicing teachers apply to become an ELA, Math, Science, and Early Learning fellows for 1 year. In working with ESD coordinators, the fellows receive professional development so that they can support their schools.

Instructional Frameworks - An instructional framework is a common language and vision of what quality teaching looks like. It is shared by everyone in the district and aligns to the eight state criteria created by E2SSB 6696. OSPI adopted three instructional frameworks (Danielson, Marzano, CEL).
http://www.k12.wa.us/TPEP/Teachers.aspx

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Menu of Best Practices - OSPI convenes expert panels annually to identify the practices that best help students grow and succeed academically. Their work informs the Menus of Best Practices for Math, English Language Arts (ELA), and Behavior. http://www.k12.wa.us/SSEO/Menus.aspx

Multi-Tiered System of Supports (MTSS) – WA MTSS is a team-based and data driven framework that combines Response to Intervention (RTI) and Positive Behavioral Interventions and Support (PBIS) and integrates a system-wide continuum of school, family, and community-based learning supports (resources, strategies, structures, and practices) into a *single, coherent system*. WA MTSS uses a continuous improvement process applied to all levels in the education system that ensures students receive and benefit from *effective, equitable, and culturally responsive* academic and nonacademic interventions and supports matched to their needs that are implemented with fidelity and monitored regularly. WA MTSS calls for *empowering families and strengthening community partnerships* to create opportunities for all stakeholders to engaged in the work of improving academic achievement and closing opportunity gaps.

Support for Students with Disabilities. These are supports delivered to students who are receiving special education under an individual education program (IEP). It does not include students receiving Section 504 accommodations.

Targeted Support – A school with a student group (e.g. White, English learners, low income, or students with disabilities) whose Washington School Improvement Framework score for that group falls below the state threshold for comprehensive support is identified for targeted support.

Universal Design for Learning (UDL) - Universal Design for Learning (UDL) is an educational framework with instructional goals, methods, materials, and assessments work for everyone—where the learning environment accommodates individual learning differences.

Washington School Improvement Framework (WSIF) - The overall score by which OSPI identifies schools for support, combining multiple measures to provide a picture of how schools are doing. Measures include proficiency and growth on English Language Arts and Math (Science to be included in the next identifying period), graduation rate, English Learner progress, regular attendance, 9th graders on track, and dual credit/advance course taking.

WA State Learning Standards - Learning standards define what all students need to know and be able to do at each grade level.