2021-22 OSPI Special Education State Design Team Kick-Off

A Collaborative Partnership among
the Office of Superintendence of Public Instruction (OSPI)
the National Center for Systemic Improvement (NCSI) and
Partners across education in Washington state

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Tuesday, September 14, 2021

Tribal Land Acknowledgement

We respectfully acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.

Presenters & Collaborators

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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

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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits 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.

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Session Objectives

- Learn about Washington's rationale and goals for engaging in a Systemic Equity Review

- Understand the process, framework, and components of the Systemic Equity Review

- Hear about lessons learned from the process thus far

- Consider the value of a Systemic Equity Review in your own state

Session Agenda

- Setting the stage: The pursuit of equity in Washington state
- Systemic Equity Review: Framework and process
- Panel discussion: Lessons learned
- Reflection questions for participants
- How to learn more

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Data tells the real STORY

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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.

Searching for Balance between...

Compliance

Outcomes

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 Eligibility Category

Source: Office of Superintendent of Public Instruction. (2021). *Special Education Federal LRE and Child Count Data*.

2020 WA Students with Disabilities, by Eligibility Category

■ K-12 Students with Disabilities: 137,052
■ English Learners with Disabilities: 22,638

Category	K-12 Students with Disabilities	English Learners with Disabilities
Autism...	11.9%	7.6%
Communication Disorders	14.3%	12.3%
Deaf-Blindness	0.0%	0.0%
Deafness	0.2%	0.1%
Developmental Delays	8.9%	9.8%
Emotional/Behavioral Disability	4.0%	1.7%
Health Impairment	20.1%	10.9%
Hearing Impairment	0.6%	0.8%
Intellectual Disability	3.5%	5.2%
Multiple Disabilities	2.3%	1.9%
Orthopedic Impairment	0.3%	0.2%
Specific Learning Disability	33.4%	48.7%
Traumatic Brain Injury	0.2%	0.3%
Visual Impairment	0.3%	0.3%

Source: Office of Superintendent of Public Instruction. (2020). *Special Education Federal LRE and Child Count Data*.

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

Grade	All Other Placements	0% - 39% Regular Class	40% - 79% Regular Class	80% - 100% Regular Class
K	1.7%	15.4%	8.8%	74.1%
1	1.6%	14.0%	9.8%	74.5%
2	1.4%	13.9%	14.6%	70.1%
3	1.4%	13.4%	19.0%	66.2%
4	1.4%	12.1%	21.2%	65.4%
5	1.6%	11.4%	22.7%	64.3%
6	1.3%	11.6%	29.2%	58.0%
7	1.3%	10.2%	34.2%	54.3%
8	1.5%	10.5%	33.6%	54.5%
9	1.6%	8.9%	35.4%	54.0%
10	1.2%	8.7%	38.8%	51.4%
11	1.6%	8.9%	36.2%	53.3%
12	3.1%	18.9%	30.7%	47.3%

2020-21

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Source: Office of Superintendent of Public Instruction. (2021). *Special Education Federal LRE and Child Count Data*.

K-12 LRE by Race/Ethnicity

	American Indian/Alaskan Native 2020-21	Asian 2020-21	Black/African American 2020-21	Hispanic/Latino of any race(s) 2020-21	Native Hawaiian/Other Pacific Islander 2020-21	Two or More Races 2020-21	White 2020-21
All Other Placements	1.1%	1.2%	1.8%	0.9%	1.4%	1.6%	2.0%
0% – 39% Regular Class	10.2%	20.6%	17.5%	11.3%	16.2%	12.7%	11.2%
40% – 79% Regular Class	29.6%	22.1%	31.6%	30.5%	31.3%	24.6%	23.9%
80% – 100% Regular Class	59.0%	56.1%	49.0%	57.3%	51.1%	61.1%	62.9%

Source: Office of Superintendent of Public Instruction. (2020). *Special Education Federal LRE and Child Count Data*.

Inclusionary Practices Professional Development Project

Data Group	2018 Baseline	2019 Update	2020 Update	2021 Target	% Change from Baseline
All Students with Disabilities	56.6%	57.7%	60.0%	60.0%	**+ 3.40%**
Students of Color with Disabilities	53.5%	54.5%	56.9%	N/A	**+ 3.40%**
Inclusionary Practices Project	44.2%	49.1%	55.5%	50.0%	**+ 11.30%**

Source: Office of Superintendent of Public Instruction. (2021). *IPP Year 2 Progress Update*.

Class of 2020 Graduation Pathways

All Students

- No Pathway 25.6%
- State Assessment 66.5%
- CIA/Alternate Pathway 3.4%
- CTE Pathway 9.8%
- ASVAB Pathway 2.9%

Students with Disabilities

- No Pathway 41.5%
- State Assessment 22.6%
- ASVAB Pathway 1.5%
- CTE Pathway 10.9%
- CIA/Alternate Pathway 26.9%

Source: Graduation Pathways Dashboard, retrieved January 19, 2021.

Number of Districts Reporting Significantly Disproportionate Data in 2020-21, Disaggregated by Race/Ethnicity

Race/Ethnicity	Number of Districts
American Indian	5
Black	3
Hispanic	8
White	2

Source: Office of Superintendent of Public Instruction. (2021). *Washington State Special Education Performance Data Profiles for FFY 2018*.

2018-19 Discipline by Race/Ethnicity & IEP Status

American Indian/Alaskan Native
- Students without Disabilities: 6.6%
- Students with Disabilities: 11.6%

Asian
- Students without Disabilities: 1.0%
- Students with Disabilities: 2.8%

Black/African American
- Students without Disabilities: 6.7%
- Students with Disabilities: 15.5%

Hispanic/Latino of any race(s)
- Students without Disabilities: 4.1%
- Students with Disabilities: 8.4%

Native Hawaiian/Other Pacific Islander
- Students without Disabilities: 6.1%
- Students with Disabilities: 9.1%

Two or More Races
- Students without Disabilities: 3.9%
- Students with Disabilities: 10.4%

White
- Students without Disabilities: 2.7%
- Students with Disabilities: 7.8%

Legend:
- Students without Disabilities (orange)
- Students with Disabilities (blue)

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2019-20 Restraint/Isolation by Race/Ethnicity & IEP Status

All Restraint and Isolation Incidents
- Students without Disabilities: 6.6%
- Students with Disabilities: 93.4%

American Indian/Alaskan Native
- Students without Disabilities: 0.0%
- Students with Disabilities: 1.0%

Asian
- Students without Disabilities: 0.1%
- Students with Disabilities: 2.3%

Black/African American
- Students without Disabilities: 0.5%
- Students with Disabilities: 7.6%

Hispanic/Latino of any race(s)
- Students without Disabilities: 1.0%
- Students with Disabilities: 13.3%

Native Hawaiian/Other Pacific Islander
- Students without Disabilities: 0.1%
- Students with Disabilities: 0.4%

Two or More Races
- Students without Disabilities: 0.7%
- Students with Disabilities: 14.8%

White
- Students without Disabilities: 4.2%
- Students with Disabilities: 54.0%

14 times higher

Legend:
- Students without Disabilities
- Students with Disabilities

Source: Office of Superintendent of Public Instruction. (2021). *Comprehensive Education Data and Research System (CEDARS) File S.*

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2019-20 Restraint & Isolation Data

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

Data by District is available here: https://www.k12.wa.us/student-success/health-safety/school-safety-center/school-safety-resource-library/restraint-and-isolation

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Post-School Outcome Data Trends

	2014-15	2015-16	2016-17	2017-18	2018-19
No Engagement	29.5%	27.8%	27.8%	25.3%	27.9%
Other Employment	11.6%	12.2%	13.1%	14.0%	14.8%
Other Education	3.3%	2.9%	3.1%	4.0%	4.3%
Competitive Employment	33.4%	35.3%	34.8%	36.2%	33.2%
Higher Education	22.1%	21.8%	21.3%	20.5%	19.0%

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

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2018-19 Post-School Outcome Data, by Race/Ethnicity

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

The Equity Imperative

Barriers to equity for students with disabilities:

- Low expectations

- Lack of access and opportunity to core instruction from content experts

- School schedules contribute to removals from core instruction in general education

- Teacher and ESA shortages

- Staffing models that encourage segregation

- Disproportionate identification & discipline

- Training needs for school staff & educators who support them

How can we remove or reduce these barriers?

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You are not compliant if you are not improving outcomes for students with disabilities.

--National Center for Systemic Improvement

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Systems Change Protocol

System Supports | Preferred Future

+

Current Reality | − System Barriers

Source: OSPI District and School Data Team Toolkit

Rewriting Our Story in Collaboration with NCSI

- Shape Impact: Procedural compliance is not sufficient to realize meaningful inclusion and improved outcomes for students with disabilities.

- Focus on Intersectionality: Special education data and outcomes are directly connected to racial equity and institutional racism.

- Center Student and Family Voice: We commit to engaging students and families as co-designers across improvement efforts.

Source: May, T. (2021). *Disrupting racial segregation in special education: An evaluability assessment of Washington state's inclusionary practices project* (Publication No. 52). [Doctoral dissertation, University of Washington, Tacoma]. Ed.D. Dissertations in Practice.

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The Systemic Equity Review

- A Collaborative Effort

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The Purpose

- Co-construct an equity audit process in partnership with the Washington state special education team, facilitate the team's use of this process, and generate recommendations based on the outcomes of the audit designed to support the development and adoption of state-level equity-driven beliefs, policies, procedures, and practices.

Assumptions

- This equity-focused work will center race at the heart of all conversations and activities.

- NCSI and the WA state team will collaborate as partners in this effort, co-creating all frameworks and processes.

- Stakeholders, internal and external to the state agency, who represent diverse voices and perspectives will be foundational to the work. Stakeholders will represent racial, ethnic, and linguistic diversity as well as role diversity (i.e., parents and families, district leadership, district staff, school leadership, school staff, advocates, state agency leadership, state agency staff, etc.)

Assumptions

- Stakeholders represent a range of readiness levels to engage in this work.

- Leadership support at the OSPI for this effort will be critical to its effectiveness.

- The resources and lessons learned from this equity audit process may be shared with other interested states.

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Timeline

- Year 1: December 2020 – December 2021 (Planning, Phase 1a)
- Year 2: December 2021 – December 2022 (Implementing, Phases 1b –Phase 3)

Phases

- **Phase 1a: Co-construction of audit framework/research questions and process** *(Year 1: April '21 – December '21)*
  - Develop audit framework and process in partnership with WA state team
    - Identify research questions and data sources
  - Develop communication strategy
  - Determine composition of WA state equity team and hold kick-off meeting (prior to Phase 1b)
  - Identify stakeholders internal and external to the SEA to involve in the process
  - Finalize project plan with specified activities, timelines and participants

Phases

- **Phase 1b: Collection, organization, and analysis of available data related to framework/research questions** *(Year 2: December '21 – May ' 22)*
    - Collect quantitative and qualitative that are related to each component of the equity audit framework via:
        - Data analysis
        - Review of state-level systems and practices (i.e., district monitoring, LEA determinations, TA/PD, allocation of fiscal resources, etc.)
        - Interviews with stakeholders internal and external to the SEA
        - Focus groups with stakeholders internal and external to the SEA
        - Surveys of stakeholders internal and external to the SEA
        - SEA Belief Survey administered
    - Collectively analyze and make meaning from the data to understanding inequities in current system as a result of beliefs, policies, procedures, and practices
    - Draft recommendations report

Phases

- **Phase 2: Collaborative planning and capacity building sessions** *(Year 2: May '22 – September '22)*
  - Series of online working sessions facilitated by NCSI designed to develop a foundational understanding of how beliefs, policies, procedures, and practices contribute to racial inequities
  - Sessions will address such topics as deficit thinking, color evasiveness, implicit bias, poverty disciplining, and the relationship of race, power, privilege, and culture to these beliefs
  - Co-create potential root causes of inequities and possible solutions

Phases

- **Phase 3: Recommendations and planning for sustainability** *(Year 2: September '22 – December '22)*
    - NCSI drafts summary report with recommendations for WA state team *(September)*
    - NCSI & WA state team review and refine report recommendations *(October)*
    - Co-development (NCSI & WA state team) of strategic plan based on priority recommendations and aim to align with agency-wide goals *(November – December)*

Where We Are

- **Phase 1a: Co-construction of audit framework/research questions and process** *(Year 1: April '21 – December '21)*
  - Develop audit framework and process in partnership with WA state team
    - Identify research questions and data sources
  - Develop communication strategy

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Research Questions Sample

1. **Equitable Student Outcomes PreK-12**
   - How is the academic achievement of students with disabilities comparable to students without disabilities across different racial/ethnic backgrounds?

2. **Equitable Student Access, Inclusion, and Discipline PreK-12**
   - How are students with disabilities of different racial/ethnic backgrounds ensured equitable access into their learning environment?

3. **Accountability and Monitoring**
   - How has the state expressed and documented equity as a goal of its IDEA accountability system?

Research Questions Sample

4. Support, Technical Assistance, and Professional Development
  - How has the state expressed and documented equity as a goal of its IDEA support system?

5. Equitable Resources
  - To what extent is equity a stated goal of the state's IDEA fiscal allocation practices?

6. Equitable Stakeholder and Family Engagement
  - To what extent do state-level special education stakeholder groups and committees (e.g., the State Advisory Panel) reflect a diversity of identities and perspectives?

Panel Discussion

- *What do you see as the primary benefits of engaging in a Systemic Equity Review?*

- *What has worked well about the process to date?*

- *What challenges do you anticipate in the work to come?*

- *What advice would you offer to other state agencies interested in critically examining the degree to which their own beliefs, policies, practices, and procedures promote (or pose barriers to) equity?*

Reflection Questions for Participants

- What do data reveal about the inequities in your own state education system? (Consider both student outcome data *and* systemic data about inputs, teaching and learning conditions, resource allocation, etc.)

- To what extent do you feel your state system (including beliefs, policies, practices and procedures) promotes equity?

- What aspects of your system perpetuate inequities?

- How might a Systemic Equity Review advance your state's efforts to promote and ensure equity for all students?

For More Information!

- If your state is interested in engaging in a Systemic Equity Review with support from NCSI, please contact your NCSI TA Facilitator (or David or Susan) to learn more!

    ➢ NCSI TA Facilitators: https://ncsi-resources.wested.org/
    ➢ David Lopez: dlopez2@wested.org
    ➢ Susan Hayes: shayes@wested.org

- If you'd like to learn more about Washington's work to date, please contact Dr. Tania May: tania.may@k12.wa.us

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