



State of Washington: An Educator Workforce for Our Students

October 25, 2018

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Office of Superintendent of Public Instruction

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OSPI Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

OSPI 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.

OSPI Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child





OSPI Equity Statement:

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

OSPI Special Education Services



The OSPI Special Education Services division is responsible for ensuring the provision of special education and related services on behalf of more than 130,000 eligible students in Washington. We:

- Provide technical assistance and professional development to support and facilitate improvement efforts by disseminating evidence-based and promising practices for the development of academic, health, and post-school outcomes.
- Engage stakeholders involved in, or affected by, special education services and outcomes for students with disabilities.
- Administer general supervision of the provision of special education services through an integrated monitoring system, dispute resolution options, and coordinated data management efforts.
- Allocate federal special education funding and manage the supplemental safety net program.

Today's Agenda

- Welcome and Purpose/Objectives
- Starting with Our "Why"
- Educational Impact on Students with Disabilities
- Equity Plan Data



Starting with the Why...

Every Student Succeeds Act

Pursuing Equity through Closing Gaps

Continuous Improvement for All Schools

Obtain and Retain Effective Educators

Flexibility on Use of Resources



No Child Left Behind Era: Identified the bottom 10% of schools in Priority and Focus (federal and state)

Every Student Succeeds Act Era: Establishes a baseline of performance--schools that fall under this are identified for Comprehensive or Targeted supports.

Achievement Index

1. Proficiency
2. Graduation Rate

By All Students + Disaggregated by Student Population

WA School Improvement Framework

1. Proficiency
2. *Growth*
3. Graduation Rate
4. *English Learner Progress*

School Quality Student Success (SQSS)

5. *Attendance*
6. *9th Graders on Track*
7. *Advanced Course Taking (Dual Credit)*

By All Students + Disaggregated by Student Population



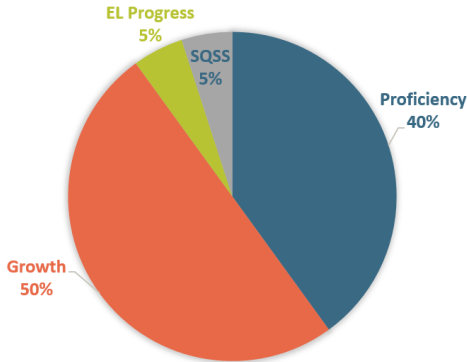
Washington School Improvement Framework Indicators

	Academic Outcomes				Opportunities to Learn		
	Proficiency ELA & Math	Student Growth	English Learner Progress	Graduation	Regular Attendance	9th graders on track	Dual credit Advanced Course taking
Elem & Middle	✓	✓	✓		✓		
High School	✓		✓	✓	✓	✓	✓

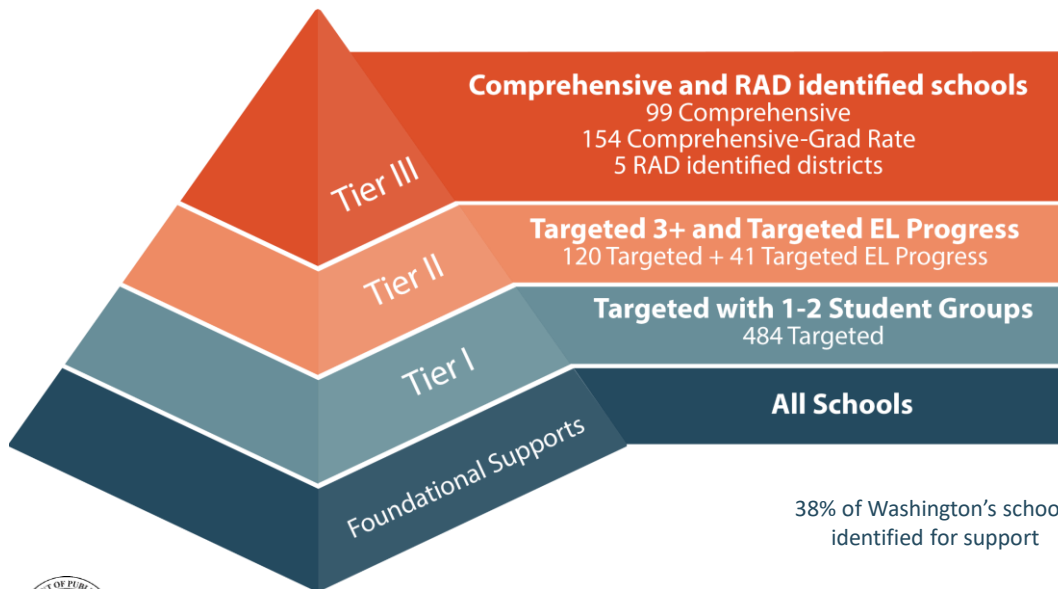
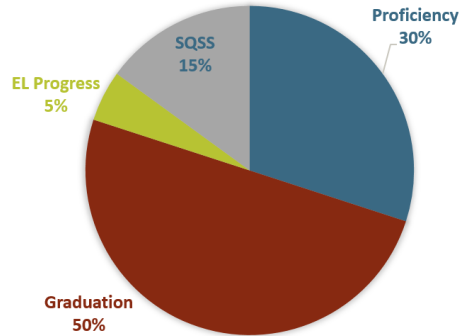


Weighting the Measures

ELEMENTARY AND MIDDLE



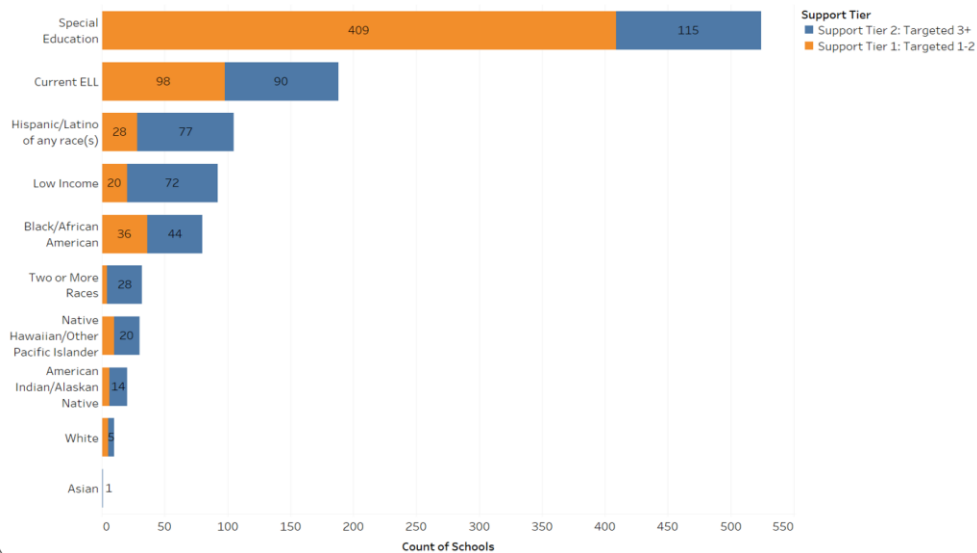
HIGH SCHOOLS





Students with Disabilities (SWD) in Washington State

State: Student Group by Targeted Support Tier



Washington School Improvement Framework Measures by Support Tier
 Students with Disabilities and Students Not Receiving Special Education Services



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(Re)consider How Paraeducators are Used to Support SDI

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- In Washington, there are 2 paraeducators to every 1 special education teacher.
- Current research indicates an overreliance on paraprofessionals is associated with unintended detrimental effects, including the student feeling stigmatized, interference with peer interactions, interference with teacher engagement and competent instruction, decrease in independence skills, and an increase in behavioral challenges.
- Assigning one-to-one adult support must be approached cautiously and occur only when other interventions such as visual supports, peer to peer support, positive behavioral supports or current supports in the classroom alone cannot meet the student's academic, social or behavioral needs. When used, it should include processes for fading the paraeducator over time.
- A district decision-making process should be developed and used for determining the need for adult support as part of a systems level issue.

Giangreco, (2010, 2011, 2012)



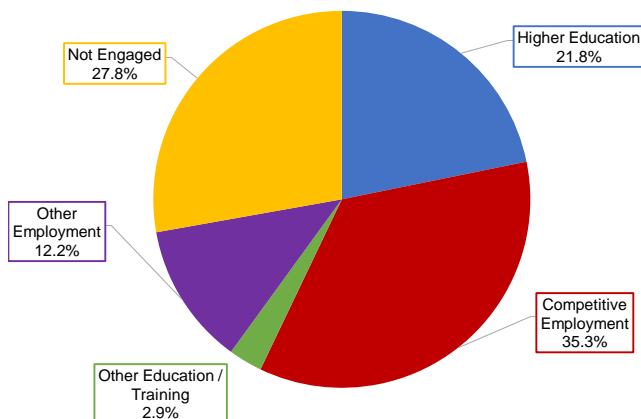
Indicators 3B and 3C. Participation and proficiency of students with disabilities on statewide assessments

Participation	FFY 2015 (% of students)	FFY 2016 (% of students)
READING ASSESSMENT		
Grades 3-5	93.1%	93.1%
Grades 6-8	91.9%	92.5%
High School	58.7%	53.7%
MATH ASSESSMENT		
Grades 3-5	92.8%	92.8%
Grades 6-8	91.3%	91.9%
High School	51.7%	50.6%

Proficiency	FFY 2015 (% of students)	FFY 2016 (% of students)
READING ASSESSMENT		
Grades 3-5	26%	24.8%
Grades 6-8	17.14%	17.47%
High School	52.44%	37.73%
MATH ASSESSMENT		
Grades 3-5	26.2%	25.43%
Grades 6-8	14.02%	14.43%
High School	21.3%	13.76%



2015-16 Post-School Outcomes



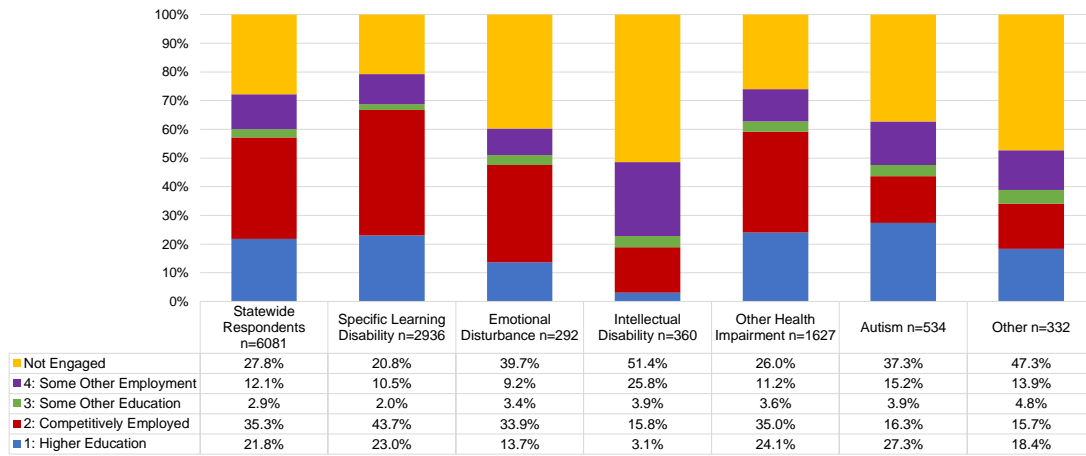
Statewide:

- Response rate: 80.4%
- Engagement rate: 72.2%



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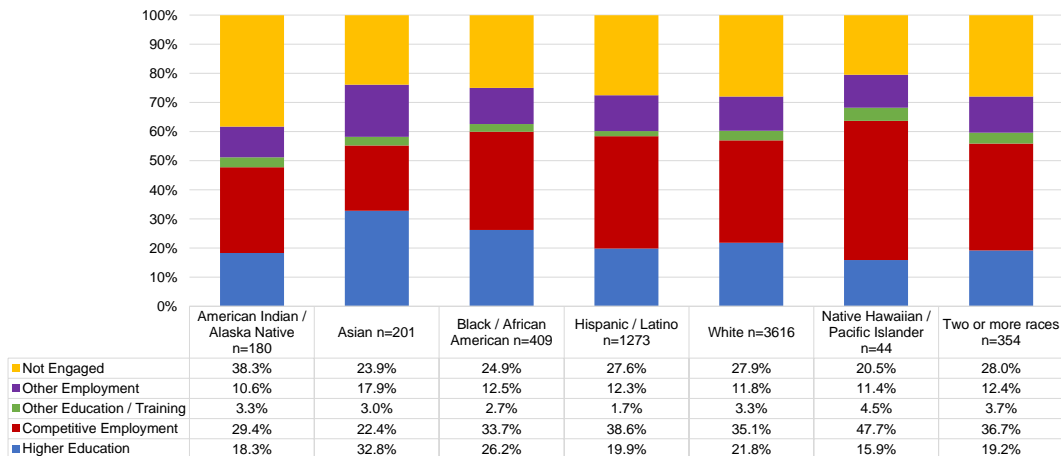
2015-16 Post-School Outcomes by Disability Type



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2015-16 Post-School Outcomes by Race/Ethnicity

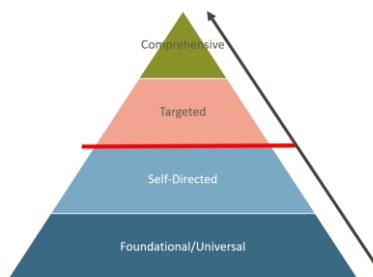


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The ESSA Opportunity

- WA State ESSA Plan included components that supports the instruction of students with disabilities, such as MTSS and Universal Design for Learning (UDL), and highlighted the use of both for all students...



Building on Strengths

- Dedicated and committed education staff and families (student success, professional learning, continuous improvement)
- IDEA compliance through WISM/APR
- Improving environments data (5A-C)
- Timeliness (reports, responses)

Opportunities for Improvement

- Graduation and drop out rates
- Early dispute resolutions
- Inclusionary practices and decisions
- Access to grade-level learning standards and supportive IEP goals
- Assessments and use of results to form instruction

Areas of Exploration

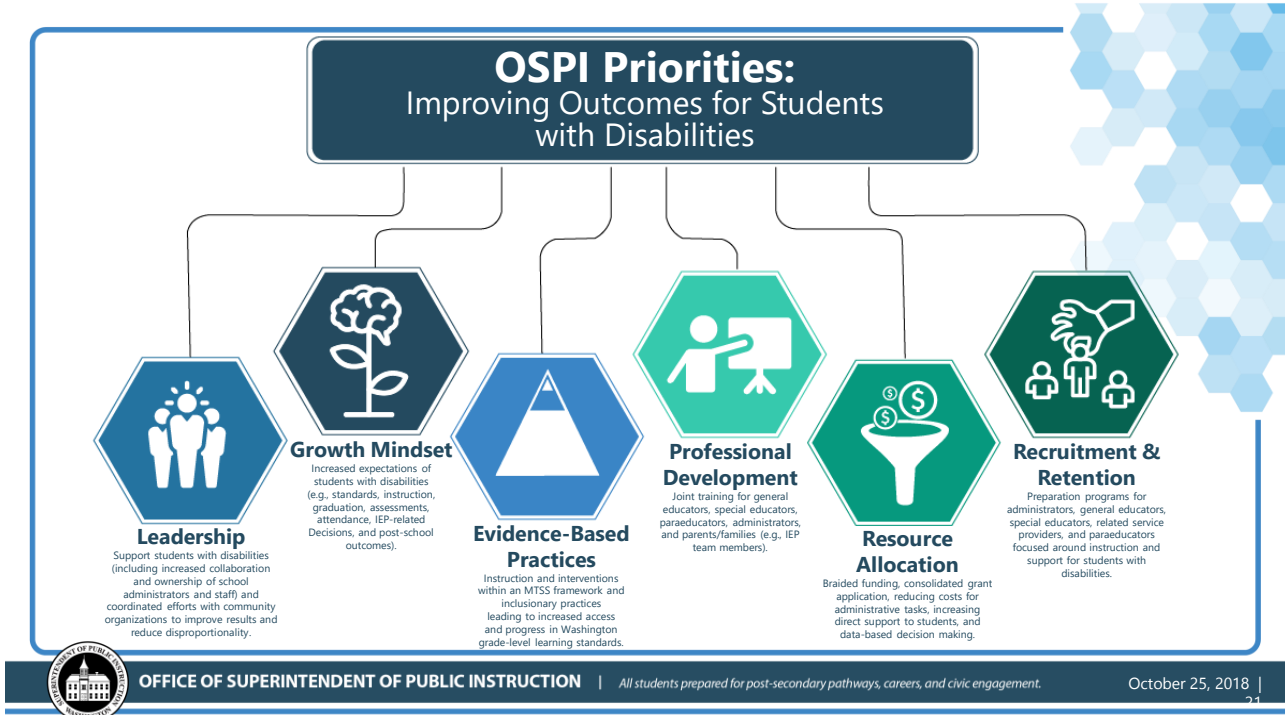
- Data on IEP decisions
- Pathways to diploma
- Use of NPAs, discipline/restraint/isolation
- Safety net processes
- Professional learning and coaching
- Braiding/repurpose funds
- Use of, and alternatives to, off-grade level

Increasing Active Engagement

- Proactive public relations activities
- PTA and parent groups
- Professional organizations (staff)
- Advocacy organizations
- Inter- and intra-district and state
- Identify/repurpose communication channels
- Shared ownership

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Washington State Equity Plan

Data from 2014 through 2017

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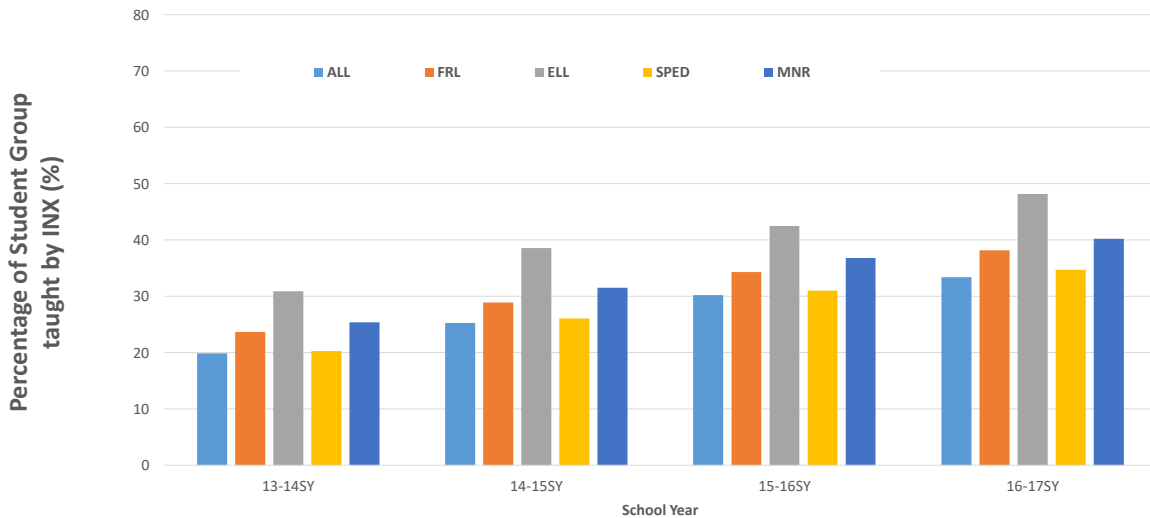
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Summary Findings in Equity Gap Data

1. Percentage of Inexperienced teachers increases over the years.



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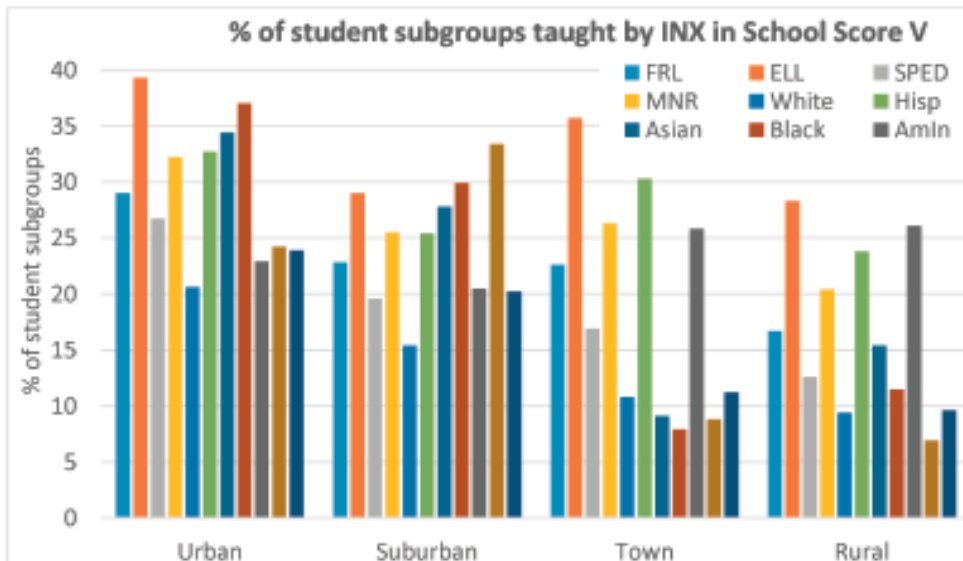
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Summary Findings in Equity Gap Data

2. Students in poverty, ELs, SWDs, and Minority students are more likely taught by inexperienced teachers.



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Summary Findings in Equity Gap Data

3. Special education teachers are more frequently out of field as many do not hold endorsements in content areas.

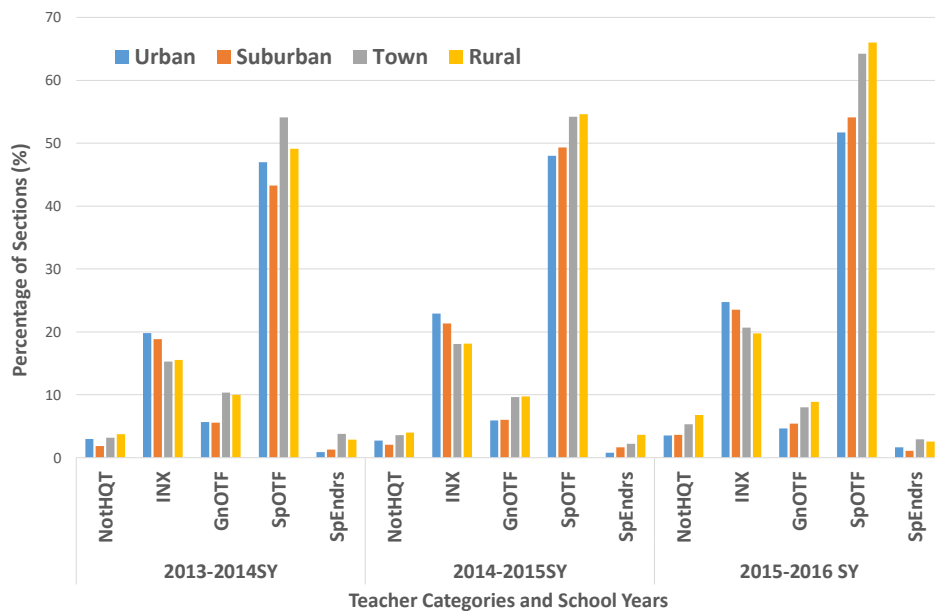


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WAC 181-79A-132**Dual endorsement requirement.**

Per WAC [181-82A-215](#), all teachers are required to hold at least one endorsement, provided, a teacher who obtains a special education, early childhood special education, bilingual education, or English language learner endorsement after September 1, 2019, must earn and/or hold a second endorsement in another endorsement area that may be earned at the preresidency level. Special education, early childhood special education, bilingual education, English language learner, and traffic safety do not qualify as the other endorsement area. Provided, that individuals applying for a Washington state teacher certificate that have completed an out-of-state teacher preparation program may have two years in which to add the second endorsement.

[Statutory Authority: RCW [28A.410.220](#). WSR 18-08-025, § 181-79A-132, filed 3/26/18, effective 4/26/18. Statutory Authority: RCW [28A.410.210](#). WSR 14-24-005, § 181-79A-132, filed 11/19/14, effective 12/20/14.]

Reference: <http://apps.leg.wa.gov/WAC/default.aspx?cite=181-79A-132>



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Washington Educator Shortage Facts

Teachers are not leaving the profession at alarming rates:

- 10% with no support
- Less than 6% with BEST support
- Shortage is real:
 - More students
 - Class size reduction K-3
 - Reduced numbers of teacher candidates in preparation programs



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In Summary



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