

OSPI's Priorities for Improving Outcomes for Students with Disabilities



Leadership

Support students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.



Growth Mindset

Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, and IEP-related decisions, and post-school outcomes).



Evidence-Based Practices

Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.



Professional Development

Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members).



Resource Allocation

Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making.



Recruitment & Retention

Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction and support for students with disabilities



州教育厅厅长办公室 (Office of the Superintendent
of Public Instruction, OSPI) 关于提高
残障学生成就的要务

