

**STATE OF WASHINGTON
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION**

**Request for Proposals No. 2020-18
Addendum 02 – Pre-Bid Conference Q&A and Materials**

Note to potential respondents:

This Addendum is intended to revise, clarify and become part of RFP No. 2020-18, issued August 29, 2019.

All amendments, addendums, and notifications will be posted on the [OSPI website](#) (if this was an open procurement) and released via the Washington Electronic Business Solution ([WEBS](#)) website.

1. **QUESTION:** It seems the statewide Professional Development (PD) related to this RFP will cross over into the cohort supports. Is that something we should be considering?
ANSWER: This question is referring to the description of the cohort of schools as described on page 3 of the provided Inclusionary PD Webpage Design, which described the five cohorts of schools to be selected for additional inclusionary supports. These cohort schools were excluded from this RFP, as per page 7 of the RFP, which stated “Funding separate from this RFP has been set aside for this cohort of schools, as well as for model demonstration sites and school/district/ESD [Educational Service District] grants, and school districts and ESDs will have a separate application process through OSPI.” We anticipate that there may be natural cross over, as part of the larger statewide PD, and do not exclude those cohort of schools from participating in PD and support provided statewide through this RFP. Proposals for this RFP may also support the cohort, or access information from the cohort, but may not focus exclusively on the cohort of schools. Rather, proposals should focus on the statewide PD and support to be provided.
2. **QUESTION:** Since it is statewide PD, measuring the outcomes and impact of statewide PD seems daunting. Is there thinking on specific target outcomes?
ANSWER: Page 7 of the RFP captures the majority of our thinking on statewide outcomes, using the data available to the OSPI currently, including the Washington School Improvement Framework (WSIF), , School Quality or Student Success indicators (SQSS), graduation rates, and state assessment participation/proficiency, post-school outcomes, and Least Restrictive Environment (LRE) data, along with our Theory of Action and Driver Diagram, which are located on pages 7-13 of the Inclusionary PD Webpage Design. It is anticipated that proposals will include other outcomes that will be measured by the contractors, which may include survey results, changes in beliefs and practices, etc. It is also anticipated that evaluations will go beyond measuring participation data alone, and address changes in adult behavior that impact student outcomes.
3. **QUESTION:** In terms of the evaluation component, is that embedded into other measures, or should proposers build that into the RFP?
ANSWER: Please see information above in #2. Proposals should build that in. OSPI will be tracking larger statewide data indicators, but we'll expect the proposals to identify changes in adult behavior (as a result of professional development activities) that lead to changes for students.

- 4. QUESTION:** What are the expectations for ongoing meetings referenced in the RFP?
ANSWER: Meeting times and frequency will be coordinated with the Center for Strengthening the Teaching Profession (CSTP) as project lead and are anticipated to occur at least quarterly with in between progress reporting, as requested. Meetings are not required to be all in person; some could be virtual. No more than four in-person meetings will be required over the two years.
- 5. QUESTION:** Question about contract timelines (e.g., starting Oct 21). If the vendor has PD that was previously scheduled, and the PD agenda is already addressing and/or amended to include inclusionary practices, can it be included as part of the scope of work?
ANSWER: Yes, provided that no work under this RFP starts before the contract is executed.
- 6. QUESTION:** On the statewide PD component, what do you expect the scope or range of grant awards to look like?
ANSWER: Up to \$6.5 million this year; up to \$10 million next year (as we anticipate scaling up the PD and supports). Totals will be determined based upon proposals accepted, as well as budgetary needs across all project activities. We are not looking, necessarily, for lowest bid; rather, we are looking for the highest quality (but with a fiscally conservative lens) proposals. Reminder that proposals should demonstrate efficiency and include the amount that will be targeted for public school teachers. Participant support costs should be included. Indirect costs are up to 10%. Please remember to break down budgets as much as possible, including travel costs and specific Sub-contracts.
- 7. QUESTION: Since this will be statewide PD and may involve travel across per diem limits within a day and/or single trip. Will they need to track those very specifically?**
ANSWER: The contractor will need to use the per diem rate applicable to the area and should be documented in travel reimbursement requests. Should OSPI request a copy of the travel reimbursement request, we should be able to see the per diem rate used. For budgeting purposes, we do not expect the contractor to track the per diem rates specifically and will not expect to see that information on the invoices.
- 8. QUESTION:** Can we estimate a portion of the budget for speakers, even if specifics are not known?
ANSWER: Yes, we need a projected budget with the overall plans. Please include in the Cost Proposal.
- 9. QUESTION:** This is a contract, not a grant, correct? What is the billing frequency?
ANSWER: This is not a grant, even with the state funds. Billing may occur no more than monthly and will be finalized during the contract. Typically, we approved of billing upon delivery of materials and/or services (i.e., deliverables).
- 10. QUESTION:** Help us understand the requirement for a \$1M personal car insurance for each subcontractor (i.e., pgs. 37-38 of RFP)? How to document the requirement, if the contractors are not yet known?
ANSWER: This is a requirement for OSPI's direct vendors. The selected Contractor(s) will be required to show proof of insurance after the contract has been executed. This is not a requirement of the procurement process.

11. QUESTION: What is the process for vendors who use their own copyrighted information for this project?

ANSWER: Materials developed as part of this project and/or using project funds, would need to be co-branded with OSPI, meet the accessibility and style requirements listed on page 10 of the RFP, and made available publicly. For Materials that are delivered under the Contract, but that incorporate pre-existing materials not produced under the Contract, Contractor will license the materials to allow others to translate, reproduce, distribute, prepare derivative works, publicly perform, and publicly display. If the Contractor would like to limit these pre-existing portions of the work to non-commercial use, the Creative Commons Attribution-NonCommercial-ShareAlike license, version 4.0 or later, is acceptable for these specific sections.

12. QUESTION: Can the costs for purchasing copyrighted materials be included in the project?

ANSWER: Yes.

13. QUESTION: Can existing resources be used for the project?

ANSWER: Yes, existing resources/products can be used provided they meet the requirements of the RFP. OSPI encourages applicants to collaborate with existing work and groups, and use what is available, while focusing on creating what is missing. Applicants may wish to consider reviewing the list of stakeholders included on the Inclusionary Practices website, as well as other resources available from OSPI.

14. QUESTION: Is the design/delivery of professional development and mentoring/coaching supports separate in this project? Might they overlap? Do they need to be excluded from the RFP?

ANSWER: No, it is expected that proposals will address both PD and support, statewide. There is an understanding that the scope of the PD and support will increase in subsequent years, due to the time limitations of Year 1 of the project.

15. QUESTION: But we could say, we want to work with the OSPI Beginning Educator Support Teams (BEST) program for the specific target audience(s), correct?

ANSWER: Yes, vendors should collaborate and work together and bring in other projects. In addition to BEST, the OSPI Office of System and School Improvement (OSSI) has Continuous Improvement Coaches, which could also be accessed, although payment for their time should be included in the proposal.

16. QUESTION: Can we target the cohort schools as “learning tools”?

ANSWER: We are in the process of identifying both pilot sites and demonstration sites. Please see Question #1 for more information.

17. QUESTION: What other data indicators might OSPI be looking for, beyond Least Restrictive Environment (LRE) data?

ANSWER: OSPI has access to the indicators listed in the RFP and project materials, including graduation, assessment data, growth percentiles, attendance, etc. We anticipate that some partners may have access to additional data, such as qualitative climate data. Please see Question #2 for additional information.

*****The following pages include opening remarks and reminders discussed at the pre-bid conference, as well as an overview of the Inclusionary Practices Professional Development Project.*****



Inclusionary Practices Professional Development Project

Inclusionary Practices RFP 2020-18 (Statewide Professional Development and Support)

A pre-bid conference is scheduled to be held on September 10, 2019 from 2:00-3:00 pm in Olympia, Washington. The location of the pre-bid conference is 600 Washington St SE, Olympia, WA (OSPI building), *Brouillet Room (4th floor)*. All prospective Consultants should attend; however, attendance is not mandatory.

Review with Attendees:

Thank you for your interest in this RFP, and your attendance at this non-mandatory pre-bid conference. We are excited about this project and the anticipated impact on student learning and inclusivity within school communities for all students, regardless of disability or acuity of disability.

Before we open the floor for questions, we would like to do a quick review of the process and available information.

Written questions may be submitted in advance to the RFP Coordinator. OSPI shall be bound only to written answers to questions. Any oral responses given at the pre-bid conference shall be considered unofficial. Questions arising at the pre-bid conference or in subsequent communication with the RFP Coordinator will be documented and answered in written form. A copy of the questions and answers in the form of an Addendum will be published on the OSPI website and released on WEBS under the commodity code(s) listed on the cover page of this RFP. Within five (5) business days of the pre-bid conference, a copy of the questions and answers from the pre-bid conference will be placed on the OSPI website and released on WEBS.

Please review the Purpose, Background, Objective, and Scope of Work in the RFP, as they contain concepts and details that proposals must address.

As a quick review,

- OSPI is initiating this RFP to solicit proposals from Consultants interested in participating on a two- (2-) year project to plan, implement/deploy, and evaluate comprehensive and cohesive statewide professional development and support one or more target audiences as part of a larger state inclusion project.
- All costs for activities included in proposals must be managed by the contractor. Proposals must address one or more statewide target audiences.
- **It is not anticipated that one proposal will address all target audiences.** Target audiences include: 1.) district leaders (e.g., superintendents, assistant superintendents, directors, and instruction/content experts), 2.) school leaders (e.g., principals, assistant principals, school counselors), 3.) local school board members and school directors 4.) in-service classroom teachers and teacher leaders (general education and special education), 5.) pre-service classroom teachers (general education and special education), 6.) pre-service school leaders



Inclusionary Practices Professional Development Project

(e.g., superintendents, district personnel, and principals), 7.) education support personnel (e.g., paraeducators), and 8.) Families and students who are eligible under the Individuals with Disabilities Education Act (IDEA).

- OSPI is planning to enter into multiple contracts for these activities and **encourages consultants to partner across other organizations within the state with similar goals, as part of their proposal**. Multiple contracts are desired to address the breadth of the needs of the target audiences, while also ensuring that the support provided to each target audience is consistent across the state.
- It is required that each consultant have Washington practitioners from the target audiences that they propose to serve as part of their plan and delivery of professional development and support, to build and sustain state and local capacity, to demonstrate positive peer relationships, and to utilize the expertise of Washington public education faculty, staff, and leaders.

Key reminders:

- Bookmark our [Inclusionary Practices Project webpage](#) and sign up for automatic alerts when our Inclusionary Practices Project webpage is updated. We anticipate more updates this week.
- The OSPI team will record all questions asked and informal answers given. Formal written responses will be posted and released within 5 business days.
- The RFP says "OSPI will only accept proposals from bidders who have submitted a Letter of Intent." A letter of intent is due to OSPI by email by 5:00 pm ET on September 13, 2019 (Friday). Letters should specify the target audience(s) that will be included with the final proposal.
- Proposals are due to OSPI by 3:00 pm ET on September 23, 2019. Twelve hard copies are required, in addition to an electronic copy.

We will now open the floor for questions from the audience at this time and remain available until 3:00 pm.

At 3:00 pm:

Thank you for your attendance. We hope that this pre-bid conference provided clarification for your final proposal(s). We look forward to reviewing the proposals and starting the next phase of this project.



Inclusionary Practices Professional Development Project

Inclusionary Practices Professional Development Project

The body of research consistently supports the positive link between access to core instruction in general education settings and improved outcomes for students with disabilities¹. Inclusion is the belief and practice that *all* students have the right to meaningfully access academic and social opportunities. In Washington State, only 56 percent of students with disabilities are included in general education settings for 80-100% of the school day². During the 2019 Washington Legislative session, [Engrossed Substitute House Bill 1109](#) (ESHB 1109) passed, which provided \$25,000,000 to OSPI over fiscal years 2020 (\$10M) and 2021 (\$15M) to implement professional development in support of inclusionary practices, with an emphasis on coaching and mentoring.

OSPI Special Education is excited to partner with our Inclusionary Practices Project Lead, Nasue Nishida, Executive Director for the Center for Strengthening the Teaching Profession (CSTP). CSTP is an independent nonprofit that competitively bid on the RFQQ and was selected to assist OSPI in planning and coordinating the Inclusionary Practices Professional Development Project. CSTP has worked at the state level for over 15 years and assisted other divisions of OSPI in moving initiatives and bodies of work forward. Educator and stakeholder engagement is an important tenet of CSTP’s mission and organizational work and a key component of the expertise they bring to the project. You can find out more about CSTP on their [website](#) or by contacting their Executive Director, Nasue Nishida, for additional information.

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Project values

- Students first, always
- Respect all perspectives and viewpoints
- Provide the most opportunities for input to those most impacted

¹ National Center for Learning Disabilities, [Forward Together Helping Educators Unlock the Power of Students Who Learn Differently](#), 2019

² OSPI. *November 2018 Child Count Data*.



Inclusionary Practices Professional Development Project

Statewide Placement and Least Restrictive Environment (LRE) Data

According to the National Council on Disability 2018 report, *The Segregation of Students with Disabilities*³, Washington State “falls in the most restrictive quartile” with respect to placement in general education settings. For the Inclusionary Practices Professional Development (PD) Project, statewide building-level placement data were analyzed, along with additional factors including student outcomes, student success indicators, designated building supports identified under the Washington School Improvement Framework (WSIF)⁴, and district feeder patterns.

Data Analysis and Logic Rules:

Least Restrictive Environment (LRE) data are a measure of the percent of a school day a student with a disability spends in general education settings. While there are multiple measures included in LRE calculation, for the purposes of the Inclusive Practices PD Project, data analysis focused on:

- LRE 1: Placed in general education for 80-100% of the school day
- LRE 2: Placed in general education for 40-79% of the school day
- LRE 3: Placed in general education for 0-39% of the school day

The most current statewide placement data⁵ show that LRE 1 is 56%; LRE 2 is 29%; and LRE 3 is 13%. To assist with identification of potential pilot sites, the logic rules applied for the initial data analysis included the following conditions:

LRE 2 ≥ LRE 1, OR LRE 1 ≤ 50% AND LRE 2 ≥ 40%

Cohort Groups:

Over 100 buildings have been identified as potential pilot sites, encompassing a student population of 71,000, of which about 9,000 are students with disabilities. The aggregate LRE for the entire group of schools is as follows: LRE 1 is 44%; LRE 2 is 40%; and LRE 3 is 15%. OSPI has also disaggregated three years of LRE data, by [grade level](#) and [district trends](#).

The data analysis process identified several cohorts groups, based on 2018 building-level LRE data:

- **Cohort A:** 80 schools that met the data logic and their feeder schools
- **Cohort B:** 19 alternative schools that met the data logic
- **Cohort C:** 8 small n-size schools (n<20) that met the data logic
- **Cohort D:** 19 schools with higher rates of LRE 3 (potential partnerships with TIES Center)

³ National Council on Disability. (2018). *The segregation of students with disabilities*. Retrieved from https://ncd.gov/sites/default/files/NCD_Segregation-SWD_508.pdf

⁴ <https://www.k12.wa.us/washington-school-improvement-framework-wsif>

⁵ OSPI. *November 2018 Child Count Data*.

2018 Least Restrictive Environment (LRE) Data¹ by Cohort

LRE data are a measure of the percent of a school day a student with a disability spends in general education settings. While there are multiple measures included in LRE calculation, for the purposes of the Inclusive Practices PD Project, data analysis focused on:

- LRE 1: Placed in general education for 80-100% of the school day
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Statewide Data	Inclusionary Pilot Sites (Cohorts A+B+C)																		
Statewide Building Total: 2,195 Statewide Student Population: 1,099,081 Statewide SWD Population: 130,490 <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Statewide LRE</th> </tr> <tr> <th style="text-align: center;">LRE 1:</th> <th style="text-align: center;">LRE 2:</th> <th style="text-align: center;">LRE 3:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">56.6%</td> <td style="text-align: center;">29.2%</td> <td style="text-align: center;">12.8%</td> </tr> </tbody> </table>	Statewide LRE			LRE 1:	LRE 2:	LRE 3:	56.6%	29.2%	12.8%	Pilot Building Total: 107 Pilot Student Population: 71,021 Pilot SWD Population: 8,976 <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Pilot LRE</th> </tr> <tr> <th style="text-align: center;">LRE 1:</th> <th style="text-align: center;">LRE 2:</th> <th style="text-align: center;">LRE 3:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">44%</td> <td style="text-align: center;">40.6%</td> <td style="text-align: center;">14.6%</td> </tr> </tbody> </table>	Pilot LRE			LRE 1:	LRE 2:	LRE 3:	44%	40.6%	14.6%
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<b style="text-align: center;">Cohort A: Core + Feeders Cohort A Building Total: 80 Cohort A Student Population: 65,993 Cohort A SWD Population: 8,182 <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Cohort A LRE</th> </tr> <tr> <th style="text-align: center;">LRE 1:</th> <th style="text-align: center;">LRE 2:</th> <th style="text-align: center;">LRE 3:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">48%</td> <td style="text-align: center;">34.7%</td> <td style="text-align: center;">17.2%</td> </tr> </tbody> </table>	Cohort A LRE			LRE 1:	LRE 2:	LRE 3:	48%	34.7%	17.2%	<b style="text-align: center;">Cohort B: Alternative Schools Cohort B Building Total: 19 Cohort B Student Population: 4,154 Cohort B SWD Population: 690 <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Cohort B LRE</th> </tr> <tr> <th style="text-align: center;">LRE 1:</th> <th style="text-align: center;">LRE 2:</th> <th style="text-align: center;">LRE 3:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">36%</td> <td style="text-align: center;">52.8%</td> <td style="text-align: center;">11.4%</td> </tr> </tbody> </table>	Cohort B LRE			LRE 1:	LRE 2:	LRE 3:	36%	52.8%	11.4%
Cohort A LRE																			
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<b style="text-align: center;">Cohort C: Small n-size (n<20) Cohort C Building Total: 8 Cohort C Student Population: 874 Cohort C SWD Population: 104 <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Cohort C LRE</th> </tr> <tr> <th style="text-align: center;">LRE 1:</th> <th style="text-align: center;">LRE 2:</th> <th style="text-align: center;">LRE 3:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">33%</td> <td style="text-align: center;">53.3%</td> <td style="text-align: center;">1.2%</td> </tr> </tbody> </table>	Cohort C LRE			LRE 1:	LRE 2:	LRE 3:	33%	53.3%	1.2%	<b style="text-align: center;">Cohort D: Self-Contained (LRE 3>45%) Cohort D Building Total: 19 Cohort D Student Population: 6,593 Cohort D SWD Population: 1,172 <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Cohort D LRE</th> </tr> <tr> <th style="text-align: center;">LRE 1:</th> <th style="text-align: center;">LRE 2:</th> <th style="text-align: center;">LRE 3:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">34%</td> <td style="text-align: center;">13.1%</td> <td style="text-align: center;">52.5%</td> </tr> </tbody> </table>	Cohort D LRE			LRE 1:	LRE 2:	LRE 3:	34%	13.1%	52.5%
Cohort C LRE																			
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¹ November 2018 Child Count Data, OSPI



Inclusionary Practices Professional Development Project

Research on Inclusive Practices

What is inclusion?

Inclusion is realized when all students, regardless of their designation to receive special education services, are provided with targeted interventions and accommodations; allowing them to learn in the general education classroom and engage the core curriculum⁶. Inclusion is the belief that all students have a right to meaningfully participate in the general education setting, both academically and socially⁷. Inclusive instruction rebukes the problematic perspective that students receiving special education services need to ‘fit in’ or ‘earn their way’ into general education classes⁸. The belief that general education instruction is not malleable and that students should be making adaptations to be included in the general education setting has contributed to the continuation of two parallel systems of education in which students receiving special education services are marginalized and devalued as a result of their environmental segregation⁹.

Legislative Foundations

The Individuals with Disabilities Education Act (IDEA) requires students with disabilities be educated in the LRE. For nearly all students the LRE mandate means that students receiving special education services be educated in the general education classroom to the maximum extent possible. Regarding LRE, IDEA states, “The placement of children in special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily—34 C.F.R. § 300.114(a)(2)¹⁰.”

Inclusion Benefits Everyone

Extensive research on the efficacy of inclusion shows that inclusive instruction yields significant improvements in the academic performance of students receiving special education services—in all subjects—and improvements in social and emotional outcomes¹¹ as compared to teaching in separate settings¹². Students who received special education services, who spend 80-100% of their time in the

⁶ Oh-Young, C., & Filler, J. (2015). A meta-analysis of the effects of placement on academic and social skill outcome measures of students with disabilities. *Research in Developmental Disabilities, 47*, 80-92. doi:10.1016/j.ridd.2015.08.014

⁷ Galiatsos, S., Kruse, L., & Whittaker, M. (2019). FORWARD TOGETHER Helping Educators Unlock the Power of Students Who Learn Differently. Retrieved from https://www.ncl.org/wp-content/uploads/2019/05/Forward-Together_NCLD-report.pdf

⁸ Capper, C. A., & Frattura, E. M. (2008). Meeting the needs of students of all abilities: How leaders go beyond inclusion. Corwin Press.

⁹ Frattura, E., & Capper, C. A. (2006). Segregated Programs Versus Integrated Comprehensive Service Delivery for All Learners. *Remedial and Special Education, 27*(6), 355-364. doi:10.1177/07419325060270060501

¹⁰ (n.d.). IDEA. Retrieved from <https://sites.ed.gov/idea/>

¹¹ Rea, P. J., McLaughlin, V. L., & Walther-Thomas, C. (2002). Outcomes for students with learning disabilities in inclusive and pullout programs. *Exceptional children, 68*(2), 203-222.

¹² Carlberg, C., & Kavale, K. (1980). The Efficacy of Special Versus Regular Class Placement for Exceptional Children: A Meta-Analysis. *The Journal of Special Education, 14*(3), 295-309. doi:10.1177/002246698001400304



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regular classroom, develop better working habits, improved self-esteem, are more attentive, have improved social competencies, and have more diverse friendship networks¹³. Students who do not have an identified disability or an individual education program (IEP) also see improved academic outcomes as the high-leverage teaching techniques used in inclusive classrooms [e.g., multi-tiered system of supports (MTSS), universal design for learning (UDL), specially designed instruction (SDI), and culturally responsive teaching (CRT)] help all students learn in ways that work best for their individual styles and needs¹⁴. These students also see improved social outcomes as they learn to see beyond people's disabilities and develop a greater appreciation for diversity¹⁵.

Coaching/Mentoring Supports

The Washington State Standards for Mentoring "are designed to help both new and veteran mentors in various job settings to assess their current level of understanding and abilities, and to create actionable steps to improve¹⁶." The Standards for Mentoring include Learning-Focused Relationships; Reflective Practices; Adult Learning; Equitable Practices; Curriculum; and Connection to Systems and Learning Communities. Lipton and Wellman (2009) considered coaching along a continuum of interactive supports or stances, including coaching, collaborating, consulting, and calibrating¹⁷.

Research on how schools can successfully implement inclusionary practices continually cite professional development for educators as an essential component¹⁸. Providing an inclusive environment for students means that educators collaborate frequently and have a strong grasp on how to differentiate general education lessons to accommodate all students learning styles and needs. This means that inclusionary professional development must focus on building collaboration skills and how to utilize high-leverage practices [i.e., MTSS, UDL/SDI, CRT]¹⁹. When professional development is done correctly and administrative leadership is dedicated to a culture of inclusion, educators are shown to have positive feelings about inclusion and feel confident in their ability to teach all students²⁰.

¹³ Cole, S., Murphy, H., Frisby, M., Grossi, T., & Bolte, H. (2018). A Longitudinal Study to Determine the Impact of Inclusion on Student Academic Outcomes. Retrieved from <https://www.iidc.indiana.edu/styles/iidc/defiles/CELL/Inclusion-study-handout.pdf>

¹⁴ ESSA and Digital Learning Closing the Digital Accessibility Gap. (2018). Retrieved from <https://www.air.org/sites/default/files/downloads/report/ESSA-Digital-Lrng-508.pdf>

¹⁵ Westling, D. L. (2018). Inclusion in the United States: Correlations between key state variables. *International Journal of Inclusive Education*, 23(6), 575-593. doi:10.1080/13603116.2018.1441340

¹⁶ <https://www.k12.wa.us/educator-support/beginning-educator-support-team/washington-state-standards-mentoring>

¹⁷ Lipton, L. & Wellman, B. (2009). Learning-focused supervision: Navigating difficult conversations. Retrieved from https://www.nesacenter.org/uploaded/conferences/FLC/2009/spkr_handouts/WellmanSupervision.pdf

¹⁸ Costley, K. C. (2013). Ongoing Professional Development: The Prerequisite for and Continuation of Successful Inclusion Meeting the Academic Needs of Special Students in Public Schools. Online Submission.

¹⁹ Causton, J. (2014). *The principal's handbook for leading inclusive schools*. Paul H. Brookes Publishing Company.

²⁰ Avramidis, E., Bayliss, P., & Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. *Educational psychology*, 20(2), 191-211.



Inclusionary Practices Professional Development Project

Resources on Inclusive Practices

➤ Leadership

[IRIS Center–Creating an Inclusive School Environment: A Model for School Leaders](#)

[CEEDAR Center–School Leadership for Students with Disabilities](#)

[CEEDAR Center–Principal Leadership: Moving Toward Inclusive and High-Achieving Schools for Students with Disabilities](#)

[CCSSO–PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities](#)

[NIUSI–Principals of Inclusive Schools](#)

[CCSSO–Promises to Keep: Transforming Educator Preparation to Better Serve a Diverse Range of Learners](#)

[CCSSO–Leadership Competencies for Learner-Centered, Personalized Education](#)

[NCLD–Roadmap for School and District Leaders](#)

➤ Needs Assessments on Inclusive Systems

[Department of Education, Massachusetts–Inclusive Practice Tool: Self-Assessment Form](#)

[ECTA Center–Local District Preschool Inclusion Self-Assessment](#)

[Stetson and Associates, INC.–Quality Standards for Inclusive Schools Self-Assessment Instrument](#)

[Great Lakes Equity Center–Creating Safe and Inclusive Schools: A Framework for Self-Assessment](#)

➤ Inclusive Practices

[CAST–The Universal Design for Learning Guidelines](#)

[CEEDAR Center–High-Leverage Practices in Special Education](#)

➤ Research Articles

[Inclusion, Exclusion, and Ideology: Special Education Students' Changing Sense of Self](#)

[Segregated Programs Versus Integrated Comprehensive Service Delivery for All Learners Assessing the Differences](#)

[Outcomes for Students With Learning Disabilities in Inclusive and Pullout Programs](#)

[Inclusion as Social Justice: Critical Notes on Discourses, Assumptions, and the Road Ahead](#)

[Making Inclusion Work in General Education Classrooms](#)

[Preparing for Culturally Responsive Teaching](#)

[People with Intellectual Disabilities-Critical Supports that Promote Independence, Full and Lifelong Community Inclusion](#)

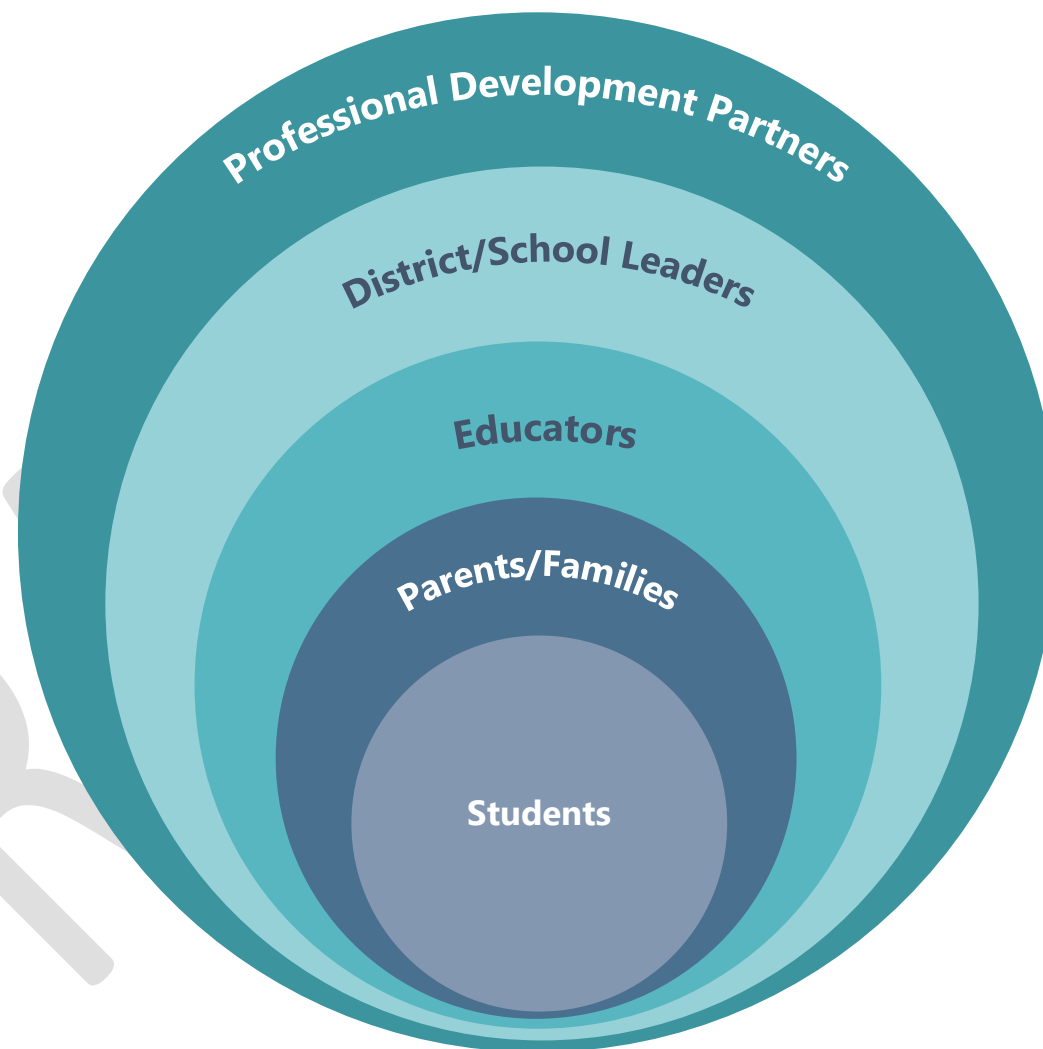
[The conflict within: resistance to inclusion and other paradoxes in special education](#)

Inclusionary Theory of Action

Data analysis and problems of practice laid the foundation for development of a theory of action¹ toward meaningful inclusion for all students. This theory of action identifies the system inputs needed to support inclusive activities, focused on positive outputs and outcomes—across settings, content areas, and stakeholder partnerships—for sustainable systems change.

A culturally responsive approach centers the experiences of students with disabilities and their families, particularly students of color and groups who have traditionally been denied a voice in decision making².

The Inclusionary Practices Theory of Action focuses on resources needed by stakeholder partners in support of direct actions for implementing inclusive learning environments.



¹ University of Washington Center for Educational Leadership. (2014). *Creating a theory of action for improving teaching and learning*.

² Bal, A., Kozleski, E. B., Schrader, E. M., Rodriguez, E. M., & Pelton, S. (2014). Systemic transformation from the ground-up: Using learning lab to design culturally responsive schoolwide positive behavioral supports. *Remedial and Special Education, 35*(6), 327-339.

Inclusionary Theory of Action

If <u>students</u> are provided...	so they can...	in order to experience...	then they will...
<ul style="list-style-type: none"> ➤ Access to high-quality core instruction in general education settings ➤ Opportunities to learn with and from non-disabled peers ➤ Instruction from teachers who hold high expectations and the belief that all students can learn and succeed 	<ul style="list-style-type: none"> ➤ Develop closer relationships with staff and students across the entire school community ➤ Engage with both grade-level content and individualized instruction for accelerated growth 	<ul style="list-style-type: none"> ➤ Ongoing development with academic, social, and self-advocacy skills 	<ul style="list-style-type: none"> ➤ Have increased confidence in their identities as lifelong learners ➤ Be better prepared for post-secondary education, employment, and civic engagement
If <u>families</u> are provided...	so they can...	in order to experience...	then they will...
<ul style="list-style-type: none"> ➤ Culturally-responsive opportunities to attend and participate ➤ Engagement and collaboration opportunities that bring together families of students with and without disabilities ➤ Flexibility in scheduling meetings (IEP's, conferences, follow-ups, etc.) ➤ Family-friendly handbooks and flow charts on placement ➤ Easy-to-navigate transitions (P-12) that increase opportunities for inclusive access ➤ Access to mandatory reporting of screening results (i.e., dyslexia) ➤ Frequent opportunities to share needs and concerns, with evidence of staff response ➤ Transparent documentation of input received from parents and families 	<ul style="list-style-type: none"> ➤ Plan and train for meaningful IEPs focused on growth ➤ Engage in discussion and instructional planning for high leverage practices ➤ Focus on self-determination and student independence ➤ Make sure practices and procedures effectively pursue an inclusive mission ➤ Parents know how to find information that supports them and their child 	<ul style="list-style-type: none"> ➤ Increased participation & engagement in the IEP process ➤ Evidence that student needs are being met through strengths-based IEPs ➤ Being treated with respect and having strategies in place to address disagreements ➤ Greater student expectations/independence at home and in the community ➤ Viewing themselves as valued educational partners 	<ul style="list-style-type: none"> ➤ Feel their input is solicited early and often, is valued, and is used to change systems ➤ Believe the school community cares about their children and sees them as capable learners ➤ Experience transparent and easy-to-navigate placement processes ➤ Feel valued as experts on their children's learning and that their needs, as parents, are also considered and addressed

Inclusionary Theory of Action

If <u>educators</u> are provided...	so they can...	in order to experience...	then they will...
<ul style="list-style-type: none"> ➤ Professional development in: <ul style="list-style-type: none"> ▪ Learning standards & developmental trajectories ▪ Evidence-based instruction ▪ MTSS (progress monitoring, tiered instruction, engagement) ▪ Universal Design for Learning (UDL) ▪ High-leverage Practices (HLP) ▪ IEP development (standards-aligned goals, team roles, agency linkages) ▪ Strength-based, growth mindset ▪ Social-emotional learning ▪ Culturally responsive teaching ▪ Data-informed decision making ▪ Family engagement strategies ➤ Coaching & co-teaching supports ➤ Career progression pathways ➤ Release time; coverage for learning ➤ Frequent opportunities for collaboration ➤ System leadership supportive of inclusion and responsive to needs ➤ Assistive technology supports ➤ Transparent curriculum adoption including intervention materials 	<ul style="list-style-type: none"> ➤ Align curriculum & differentiate/scaffold instruction ➤ Maintain high expectations for student growth and development ➤ Engage in peer mentoring ➤ Foster student self-determination/advocacy and independence ➤ Feel successful with classroom management ➤ Collaborate in support of increasing access to general education settings ➤ Engage in collaborative/team lesson planning and engagement ➤ Track student progress to inform planning meetings and tiered supports ➤ Benefit from peer learning and engagement with SLPs, OTs, PTs, and assistive technology experts 	<ul style="list-style-type: none"> ➤ Learning-driven instruction (over activity-driven instruction) ➤ Higher teacher satisfaction and sense of self-efficacy ➤ Robust discussions about standards and development ➤ Clear building commitment to broad representation/participation in IEP meetings ➤ Consistent processes for onboarding IEP team members ➤ Ongoing professional learning in support of inclusive practices ➤ Common language around inclusive access ➤ Equity in placement access and increased confidence about placement decisions 	<ul style="list-style-type: none"> ➤ Know and teach the content standards ➤ Meet or exceed professional standards ➤ Believe all students can achieve & learn ➤ Schedule/use/manage time effectively for instruction ➤ Differentiate instruction ➤ Apply expertise in tiered supports and data collection strategies ➤ Apply knowledge of characteristics of disabilities ➤ Implement assistive technology and UDL concepts ➤ Demonstrate strong collaboration skills

Inclusionary Theory of Action

If <u>school/district leaders</u> are provided...	so they can...	in order to experience...	then they will...
<ul style="list-style-type: none"> ➤ Leadership development in: <ul style="list-style-type: none"> ▪ Inclusive professional development ▪ Strategic Planning (timelines, baselines, targets, collective accountability) ▪ Addressing unconscious bias (racism, ableism) ▪ Family/community engagement (all, diverse, language access, etc.) ▪ Collaborative peer learning ➤ Strategies and resources for braided funding to support inclusive access ➤ Partnerships with professional/advocacy groups and building-level access to content experts, interventionists, paraeducators, counselors, social workers, nurses, etc. ➤ Supports for collective bargaining in support of inclusive practices ➤ Teacher evaluation resources (TPEP, HLP crosswalks, supports for non-traditional routes to certification, walkthroughs, etc.) in support of inclusive practices 	<ul style="list-style-type: none"> ➤ Design proactive inclusive supports and reinforce collective, inclusive placement decisions ➤ Provide high-quality, differentiated PD responsive to staff needs ➤ Maximize effective use/braiding of funds ➤ Provide staff coaching supports and collaborative planning time ➤ Inform parent/families of the benefits of inclusive practices (outreach, focus groups) ➤ Protect time and space for professional growth for supporting all students ➤ Ensure mission statements reflect inclusive values and prioritization of meeting individual student needs ➤ Foster student-growth goals and focused criterion 	<ul style="list-style-type: none"> ➤ Shared decision making with staff and stakeholders in support of inclusive practices ➤ Positive schoolwide impact of increased placement in general education settings ➤ Availability and allocation of staff appropriate to needs of students and building ➤ Alignment w/district vision & common understanding across programs at district level ➤ Less staff turnover (particularly in special education) ➤ Fewer formal complaints from parents and families regarding placement decisions 	<ul style="list-style-type: none"> ➤ Believe in all students ➤ Support effective instruction by teachers with content knowledge ➤ Leverage staffing/scheduling to strengthen instruction & meet staff and student needs ➤ Create and support an inclusive, engaging vision ➤ Recognize educators as professionals
If <u>professional development partners</u> are provided...	so they can...	in order to experience...	then they will...
This section will be developed in collaboration with professional development providers statewide...			



Inclusionary Practices Professional Development Project

Inclusionary Logic Model and Driver Diagram (Draft)

If we provide statewide support to target audiences that is consistent in the areas of:

- Coaching/mentoring
- State and local capacity to demonstrate positive peer relationships
- State and local capacity to utilize the expertise of WA public education faculty, staff and leaders
- Strengthen and align existing professional development and support activities
- Engaging parents and families
- Building student independence

Educators will be able to increase access to grade level core instruction through the inclusion of students eligible for special education services in general education classrooms.

Resulting in improved LRE data, graduation rates, English Language Arts and math proficiency growth, and schools quality or student success indicators for students statewide.

By Spring 2021, we aim to increase access to grade level core instruction through the inclusion of students eligible for special education services in general education classrooms, and result in LRE data, as defined by Indicator 5 in the Annual Performance Report (APR) from LRE1 56.6% to LRE1 60%, and improved outcomes as measured by the Washington School Improvement Framework (WSIF), specifically in graduation rates, English Language Arts and math proficiency and growth, and school quality or student success indicators (SQSS).

The primary inclusionary drivers identified and mapped onto the Inclusionary Logic Model and Driver Diagram include:

1. Demonstration sites
2. Pilot District Cohorts
3. Statewide Professional Development
4. TIES Center Support (pending selection and acceptance)
5. Local Professional Development
6. Engaging Parents and Families
7. Building Student Independence



Inclusionary Logic Model and Driver Diagram

Primary Inclusionary Drivers	Secondary Inclusionary Drivers
<p>1. Demonstration sites Highlight high leverage and inclusionary practices in buildings around the state in order to grow and sustain educator capacity.</p>	1.a. Utilize the expertise of Washington public education faculty, staff, and leaders
	1.b. Utilize the expertise and materials created from the University of Washington as a framework
	1.c. Demonstrate positive peer relationships
<p>2. Pilot District Cohorts Concentrate efforts in “invited” schools and the cohorts of schools that feed into and from their school to move more students into LRE 1.</p>	2.a. Build collaboration between general education and special education teachers
	2.b. Build vertically aligned capacity and supports
	2.c. Build and demonstrate positive peer relationships
<p>3. Statewide Professional Development Design, support, and scale statewide professional development around LRE, inclusive practices, high leverage practices and systemic supports for all students and educators.</p>	3.a. Mentoring - The primary form of support to public school classroom teachers must be for mentors who are experts in best practices for inclusive education, and differentiated/individualized instruction.
	3.b. Address professional development to 8 statewide audiences in order to include all stakeholders and create long lasting impact and use of PD
	3.c. Concentrate PD on the 6 priorities of OSPI in special education
	3.d. Strengthen and align existing professional development and support activities



Inclusionary Logic Model and Driver Diagram

Primary Inclusionary Drivers	Secondary Inclusionary Drivers
<p>4. TIES Center Support Leverage the technical assistance of the TIES agency</p>	4.a. Leverage this assistance to support Cohort D
	4.b. Select demonstration sites
	4.c. Increased time in general education classes
	4.d. Increased instructional effectiveness
	4.e. Increased engagement through SEL/PBIS
	4.f. Build state capacity for inclusive practices for students with significant cognitive disabilities
<p>5. Local Professional Development Smaller grants to districts for targeted inclusive practices implementation, other drivers, and AIM statement goals.</p>	5.a. Coordinate these grants around a menu of change ideas to strengthen and align existing professional development and support activities.
	5.b. Ensure that PD is sustainable and measurable
<p>6. Engaging Parents and Families Empower parents and families</p>	
<p>7. Building Student Independence Through this work students build capacity to understand their unique needs and how to advocate for themselves.</p>	



Inclusionary Practices Professional Development Project

Project Implementation Work Plan/Timeline

Summer 2019:

- Analysis of statewide placement data and draft list of potential demonstration and pilot sites.
- Recruitment of Project Lead and team members; project work plan drafted for 2019-20 and 2020-21.
- Ongoing development of internal and external stakeholder directory.
- Resource mapping of agency & partner initiatives in support of inclusionary practices.
- Review of the research on inclusionary practices, evidence-based interventions & outcomes.
- Initial reviews of statewide placement data for students with disabilities.

Fall 2019:

- [Request for Proposals \(RFP\)](#) for statewide coaching/professional development support, **closes 9/23/19**.
- Develop project press release and pilot invitation materials (including notice of potential impact to MOE)
- Launch project funding application form package for selected pilots.
- Schedule webinars and/or in-person opportunities for input statewide.
- Selection/adaptation of inclusionary practices local self-assessments.
- Submission of TIES Center (University of Minnesota) application for intensive support for inclusive policies and practices for students with significant cognitive disabilities.

Spring 2020:

- Official launch of inclusionary demonstration sites, including visitation schedules.
- Schedule webinars and/or in-person opportunities for updates and input statewide.
- Series of regional pilot site check-ins, including fiscal and program updates.
- Release of any additional form package funds for voluntary project sites.

The project work plan and timeline will be updated and expanded frequently.



Inclusionary Practices Professional Development Project

Stakeholder Partnerships

Internal OSPI Divisions:

Assessment & Student Information
Career and Technical Education (**CTE**)
Center for the Improvement of Student Learning (**CISL**)
Comprehensive Education Data and Research System (**CEDARS**)
Federal Programs
Learning and Teaching
Migrant and Bilingual Education
Office of Native Education
Office of System and School Improvement (**OSSI**)
Student Supports

External Partners:

Arc of Washington and King County
Association of ESDs (**AESD**)
Association of Washington School Principals (**AWSP**)
Autistic Self-Advocates Network (**ASAN**)
Black Education Strategy Roundtable
Center for Change in Transition Services (**CCTS**)
Collaboration for Effective Educator Development, Accountability, and Reform (**CEEDAR**)
Data Improvement Network (**DIN**)
Department of Children, Youth, and Families (**DCYF**)
Department of Social and Health Services (**DSHS**)
Developmental Disabilities Administration (**DDA**)
Developmental Disabilities Council (**DDC**)
Division of Vocational Rehabilitation (**DVR**)
Educational Opportunity Gap and Oversight Committee (**EOGOAC**)
Educational Service Districts (**ESDs**)
Inclusion for ALL
Institutes of Higher Education (**IHE**) Educator and Leader Preparation Programs
State Legislature: Education and Budget Committee leadership, committee staff, and partisan staff
National Center for Pyramid Innovations (**NCPMI**)
National Center for Systemic Improvement (**NCSI**)
National Center on Intensive Intervention (**NCII**)
Office of the Education Ombuds (**OEO**)
Open Doors for Multi-Cultural Families
Partnerships for Action, Voices for Empowerment (**PAVE**)
Roots of Inclusion
Self-Advocates Becoming Empowered (**SABE**)
Self-Advocates in Leadership (**SAIL**)
Special Education Advisory Council (**SEAC**)



Inclusionary Practices Professional Development Project

External Partners (continued):

State Board of Education
State Ethnic Commissions
State Needs Projects (funded by OSPI with special education funds)
State Special Education Advisory Council (**SEAC**) Inclusion Committee
TASH Disability Advocacy (**TASH**)
Washington Assistive Technology Act Program (**WATAP**)
Washington Association of School Administrators (**WASA**)
Washington Education Association (**WEA**)
Washington Parent Teacher Association (**PTA**)
Washington School Counselor Association (**WSCA**)
Washington State School Directors' Association (**WSSDA**)
Washington State Special Education Technology Center (**SETC**)
Washington State Teacher Leader Fellows

Partnership Input:

We envision this section of our webpage will reflect information, input, and feedback from our valued stakeholder partners. With permission, we will include letters of support, items of concern, and suggestions for next steps and future initiatives.

- State application for intensive technical assistance from the [TIES Center](#) (University of Minnesota) in support of inclusive policies and practices for students with significant cognitive disabilities.
- Joint statement from the [Investing in Student Potential](#) Steering Committee regarding the use of funds to promote inclusionary practices
- [Washington State Parent Teacher Association](#) (PTA) [Resolution 18.30](#), Access to General Education for Students with Disabilities

Contact us! We want to hear from you!

Center for Strengthening the Teaching Profession (CSTP)

www.cstp-wa.org, 360-350-2930

Inclusionary Practices Project Lead: Nasue Nashida, CSTP Executive Director, nasue@cstp-wa.org

OSPI Special Education

www.k12.wa.us, 360-725-6075

Tania May, OSPI Director of Special Education, tania.may@k12.wa.us

David Green, OSPI Special Education Program Specialist, david.green@k12.wa.us

Bookmark our [Inclusionary Practices Project webpage](#) and click [here](#) to sign up for automatic alerts when our Inclusionary Practices Project webpage is updated!



Ramona Hattendorf
Steering Committee Member, Investing in Student Potential
Director of Advocacy, The Arc of King County
233 6th Avenue N, Seattle, WA 98109

Glenna Gallo, Assistant Superintendent for Special Education
OSPI, PO Box 47200
Olympia, WA 98504-7200

Re: Use of funds to promote inclusionary practices

Dear Superintendent Gallo,

I am writing on behalf of Investing in Student Potential regarding use of funds to promote professional development of inclusionary practices for classroom teachers. Investing in Student Potential is a coalition working to create a school system where “Every individual thrives in a learning-friendly environment where they feel safe, supported, and challenged.”

First, thank you for the time you and your staff have given us this past year; your accessibility helps us better understand how we can support and advocate for students with disabilities.

Regarding the inclusion funds, we are writing to ask that you consider carefully the needs of students who are in the most restricted settings and that you include behavior support alongside elements like differentiated learning.

Only 6 percent of students with intellectual disabilities are in a least restricted environment; 60 percent are in the most restrictive settings. When we segregate and isolate youth, we end up segregating and isolating adults. This affects all aspects of life, including their health.

Inclusion is more than differentiated learning and students who are most isolated may face barriers that staff may need targeted support to address.

We ask that you prioritize:

- Universal Design for Learning
- Co-teaching
- Fidelity in functional behavior assessments and individualized intensive behavior supports
- Access needs of students in middle and high school across programmatic elements, including career and technical education *and* avenues to higher education

School staff must understand how to welcome, support and nurture the potential in all students. Unfortunately, if you look at the results from the Healthy Youth Survey you can see distinct patterns that flag alienation and sadness.

Students who often or always enjoy school:

- 8th-graders: 38 percent
- 8th graders with disabilities: 25 percent. This continues to drop in high school

Students who report bullying

- 8th-graders: 27 percent
- 8th graders with disabilities: 46 percent

Students who report that schools try to stop bullying

- 8th-graders: 50 percent
- 8th graders with disabilities: 40 percent

And perhaps the toughest to absorb: Children's Hope Scale

- 8th-graders who are highly hopeful – 52 percent
- 8th-graders with no or very little hope: 5 percent
- 8th-graders with disabilities who are highly hopeful – 31 percent
- 8th-graders with disabilities with no or very little hope – 14 percent

It gets worse in 10th grade.

Developmental relationships are critical, and exclusionary and segregated schools put students with significant disabilities and behavior support needs at a distinct disadvantage. All students should graduate feeling engaged and empowered and able to contribute to their communities.

Sincerely,

Ramona Hattendorf, on behalf of the Investing in Student Potential Steering Committee:

The Arc of King County
League of Education Voters
Open Doors for Multicultural Families
Roots of Inclusion
Kevin Jacka, CEO, The Rural Alliance
Washington State Charter Schools Association



Washington State Least Restrictive Environment (LRE) Data by Grade Level

Grade Level	November 1, 2018			November 1, 2017			November 1, 2016		
	1, 80% - 100% Regular Class	Total Students per Grade Level	Percent by Grade Level of students in LRE 1, 80% - 100% in Reg Class	1, 80% - 100% Regular Class	Total Students per Grade Level	Percent by Grade Level of students in LRE 1, 80% - 100% in Reg Class	1, 80% - 100% Regular Class	Total Students per Grade Level	Percent by Grade Level of students in LRE 1, 80% - 100% in Reg Class
State Total	73868	130440	56.63%	71170	127073	56.01%	68264	123653	55.21%
K	1500	2040	73.53%	1425	2032	70.13%	1368	1934	70.73%
1	6548	9080	72.11%	6470	8981	72.04%	6146	8617	71.32%
2	6882	10219	67.35%	6518	9687	67.29%	6255	9479	65.99%
3	7202	11037	65.25%	6941	10848	63.98%	6768	10614	63.76%
4	7452	11847	62.90%	7280	11683	62.31%	6957	11233	61.93%
5	7426	12115	61.30%	7090	11762	60.28%	6762	11227	60.23%
6	6458	11626	55.55%	6043	11035	54.76%	5861	10692	54.82%
7	5504	10878	50.60%	5413	10561	51.25%	5061	10190	49.67%
8	5397	10523	51.29%	5071	10131	50.05%	5020	10098	49.71%
9	4911	9987	49.17%	4825	9920	48.64%	4460	9534	46.78%
10	4762	9932	47.95%	4454	9483	46.97%	4423	9562	46.26%
11	4490	9098	49.35%	4526	9256	48.90%	4244	8930	47.53%
12	5334	12051	44.26%	5110	11689	43.72%	4937	11538	42.79%

Source: OSPI. Annual November Federal Child Count, Students ages 6-21, as of the reporting date.

Three-Year Washington State Least Restrictive Environment (LRE) Data by District

Co-Dist Code	District Name	Nov 2018 Ages 6-21			
		1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
14005	Aberdeen	49.61%	42.41%	6.81%	1.17%
21226	Adna	50.88%	43.86%	5.26%	0.00%
22017	Almira	63.64%	27.27%	9.09%	0.00%
29103	Anacortes	59.16%	25.57%	8.78%	6.49%
31016	Arlington	45.66%	33.33%	19.18%	1.83%
02420	Asotin-Anatone	61.64%	35.62%	2.74%	0.00%
17408	Auburn	51.72%	32.39%	15.21%	0.68%
18303	Bainbridge Island	67.16%	24.02%	5.39%	3.43%
06119	Battle Ground	62.22%	29.20%	8.05%	0.54%
17405	Bellevue	60.88%	28.21%	8.90%	2.01%
37501	Bellingham	69.87%	15.68%	13.22%	1.23%
01122	Benge	100.00%	0.00%	0.00%	0.00%
27403	Bethel	42.26%	35.90%	21.28%	0.56%
20203	Bickleton	80.00%	20.00%	0.00%	0.00%
37503	Blaine	69.06%	20.20%	7.82%	2.93%
21234	Boistfort	63.64%	27.27%	0.00%	9.09%
18100	Bremerton	55.73%	33.91%	9.73%	0.63%
24111	Brewster	55.29%	37.65%	4.71%	2.35%
09075	Bridgeport	69.44%	29.17%	1.39%	0.00%
16046	Brinnon	92.86%	7.14%	0.00%	0.00%
29100	Burlington-Edison	69.60%	19.38%	8.59%	2.42%
06117	Camas	63.62%	26.23%	8.55%	1.59%
05401	Cape Flattery	62.50%	30.36%	7.14%	0.00%
27019	Carbonado Historical	86.96%	13.04%	0.00%	0.00%
04228	Cascade	52.21%	42.48%	5.31%	0.00%
04222	Cashmere	82.39%	14.20%	2.84%	0.57%
08401	Castle Rock	60.95%	35.24%	2.86%	0.95%
20215	Centerville	66.67%	33.33%	0.00%	0.00%
18401	Central Kitsap	57.37%	23.91%	18.39%	0.32%
32356	Central Valley	44.88%	37.19%	17.18%	0.75%
21401	Centralia	48.17%	37.38%	13.87%	0.58%
21302	Chehalis	41.18%	46.52%	11.50%	0.80%
21302-1	Chehalis-Green Hill	0.00%	0.00%	0.00%	100.00%
32360	Cheney	58.08%	27.02%	14.65%	0.25%
33036	Chewelah	60.38%	28.30%	9.43%	1.89%
16049	Chimacum	52.10%	36.97%	7.56%	3.36%
02250	Clarkston	56.66%	35.69%	5.95%	1.70%
19404	Cle Elum-Roslyn	54.63%	41.67%	3.70%	0.00%
27400	Clover Park	48.56%	26.11%	21.84%	3.49%
38300	Colfax	58.33%	33.33%	8.33%	0.00%
36250	College Place	44.72%	37.89%	17.39%	0.00%
38306	Colton	100.00%	0.00%	0.00%	0.00%
33206	Columbia No. 206	87.50%	8.33%	4.17%	0.00%
36400	Columbia No. 400	42.42%	44.44%	12.12%	1.01%
33115	Colville	60.23%	20.85%	16.99%	1.93%

Nov 2017 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
54.02%	38.96%	5.62%	0.00%
62.26%	35.85%	1.89%	0.00%
71.43%	28.57%	0.00%	0.00%
61.54%	23.93%	10.68%	3.42%
44.98%	32.45%	20.85%	1.25%
64.18%	31.34%	4.48%	0.00%
49.78%	33.96%	15.82%	0.44%
66.50%	25.92%	4.89%	0.24%
63.33%	28.19%	7.92%	0.25%
54.85%	33.85%	9.64%	1.30%
72.06%	13.33%	12.84%	0.99%
100.00%	0.00%	0.00%	0.00%
40.76%	38.57%	20.00%	0.53%
63.64%	36.36%	0.00%	0.00%
74.03%	16.88%	7.79%	0.65%
70.59%	11.76%	11.76%	5.88%
52.57%	34.74%	12.08%	0.30%
52.81%	42.70%	3.37%	0.00%
76.54%	22.22%	1.23%	0.00%
81.82%	9.09%	9.09%	0.00%
70.11%	20.88%	6.15%	2.42%
63.31%	26.35%	9.49%	0.71%
58.00%	32.00%	10.00%	0.00%
95.45%	4.55%	0.00%	0.00%
53.60%	37.60%	8.00%	0.80%
83.23%	12.42%	3.11%	0.00%
65.38%	27.40%	5.77%	1.44%
100.00%	0.00%	0.00%	0.00%
56.47%	23.92%	19.41%	0.13%
45.10%	35.29%	18.78%	0.18%
47.76%	36.38%	15.85%	0.00%
37.10%	37.33%	8.76%	0.69%
n/a	n/a	n/a	n/a
54.83%	30.20%	14.56%	0.00%
64.52%	24.73%	10.75%	0.00%
61.29%	27.42%	8.87%	0.81%
52.49%	39.30%	6.45%	1.76%
64.71%	29.41%	5.88%	0.00%
51.09%	23.24%	21.49%	4.06%
56.34%	23.94%	19.72%	0.00%
52.17%	27.54%	20.29%	0.00%
88.89%	11.11%	0.00%	0.00%
85.00%	5.00%	10.00%	0.00%
46.23%	43.40%	10.38%	0.00%
58.65%	27.43%	12.66%	0.84%

Nov 2016 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
54.30%	39.14%	4.92%	0.00%
61.90%	34.92%	3.17%	0.00%
77.78%	22.22%	0.00%	0.00%
58.77%	26.32%	10.96%	2.63%
48.36%	29.19%	20.73%	1.04%
63.38%	29.58%	7.04%	0.00%
49.00%	34.17%	16.18%	0.45%
65.32%	26.13%	5.23%	0.95%
63.34%	27.73%	8.28%	0.20%
48.47%	39.82%	10.21%	1.13%
69.81%	15.17%	13.11%	1.40%
100.00%	0.00%	0.00%	0.00%
40.34%	40.24%	18.91%	0.47%
55.56%	33.33%	11.11%	0.00%
73.36%	17.30%	8.30%	0.69%
66.67%	28.57%	0.00%	4.76%
55.49%	32.63%	11.43%	0.00%
56.84%	36.84%	5.26%	0.00%
72.15%	25.32%	2.53%	0.00%
100.00%	0.00%	0.00%	0.00%
63.01%	27.10%	7.31%	2.37%
58.10%	32.10%	9.09%	0.57%
54.55%	40.00%	5.45%	0.00%
94.12%	5.88%	0.00%	0.00%
60.33%	31.40%	7.44%	0.00%
79.86%	13.67%	5.04%	0.00%
69.23%	25.13%	5.64%	0.00%
83.33%	16.67%	0.00%	0.00%
54.13%	25.72%	19.54%	0.20%
44.49%	34.69%	19.47%	0.68%
46.69%	38.43%	14.67%	0.21%
36.82%	34.86%	8.93%	0.22%
n/a	n/a	n/a	n/a
56.27%	29.45%	13.41%	0.00%
68.82%	11.83%	16.13%	0.00%
63.03%	26.89%	5.88%	3.36%
60.57%	32.86%	5.43%	1.14%
61.22%	34.69%	4.08%	0.00%
48.96%	25.52%	21.63%	3.83%
70.67%	13.33%	14.67%	0.00%
47.66%	33.59%	18.75%	0.00%
95.24%	0.00%	4.76%	0.00%
95.45%	0.00%	4.55%	0.00%
47.12%	41.35%	11.54%	0.00%
53.97%	39.75%	5.44%	0.42%

Three-Year Washington State Least Restrictive Environment (LRE) Data by District

Co-Dist Code	District Name	Nov 2018 Ages 6-21			
		1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
29011	Concrete	61.90%	27.38%	8.33%	2.38%
29317	Conway	76.92%	15.38%	5.13%	2.56%
14099	Cosmopolis	56.00%	32.00%	4.00%	8.00%
13151	Coulee-Hartline	46.67%	46.67%	0.00%	6.67%
15204	Coupeville	61.42%	27.56%	11.02%	0.00%
05313	Crescent	88.57%	8.57%	2.86%	0.00%
22073	Creston	71.43%	28.57%	0.00%	0.00%
10050	Curlew	78.95%	21.05%	0.00%	0.00%
26059	Cusick	72.97%	21.62%	5.41%	0.00%
19007	Damman	100.00%	0.00%	0.00%	0.00%
31330	Darrington	46.88%	50.00%	3.13%	0.00%
22207	Davenport	60.29%	36.76%	2.94%	0.00%
07002	Dayton	64.10%	23.08%	12.82%	0.00%
32414	Deer Park	41.39%	47.25%	11.36%	0.00%
27343	Dieringer	64.04%	27.53%	7.30%	1.12%
36101	Dixie	100.00%	0.00%	0.00%	0.00%
32361	East Valley No. 361	49.64%	33.64%	16.18%	0.55%
39090	East Valley No. 90	44.48%	42.78%	12.75%	0.00%
09206	Eastmont	67.45%	21.13%	11.27%	0.16%
19028	Easton	61.54%	38.46%	0.00%	0.00%
27404	Eatonville	57.22%	30.48%	10.70%	1.60%
31015	Edmonds	48.85%	32.57%	17.00%	1.58%
19401	Ellensburg	48.19%	40.93%	8.29%	2.59%
14068	Elma	39.39%	51.08%	9.52%	0.00%
38308	Endicott	88.89%	11.11%	0.00%	0.00%
04127	Entiat	93.10%	3.45%	3.45%	0.00%
17216	Enumclaw	53.55%	33.45%	11.82%	1.18%
13165	Ephrata	60.96%	21.51%	15.94%	1.59%
06701	ESA 112	59.17%	30.25%	8.04%	2.54%
21036	Evaline	66.67%	33.33%	0.00%	0.00%
31002	Everett	49.02%	33.05%	16.48%	1.45%
06114	Evergreen No. 114	75.18%	12.00%	11.59%	1.23%
33205	Evergreen No. 205	100.00%	0.00%	0.00%	0.00%
17210	Federal Way	50.49%	33.60%	13.38%	2.52%
37502	Ferndale	54.64%	36.53%	7.46%	1.37%
27417	Fife	40.77%	40.22%	17.63%	1.38%
03053	Finley	36.36%	49.24%	14.39%	0.00%
27402	Franklin Pierce	49.31%	35.27%	14.26%	1.16%
32358	Freeman	64.84%	32.97%	2.20%	0.00%
38302	Garfield	82.35%	17.65%	0.00%	0.00%
20401	Glenwood	44.44%	55.56%	0.00%	0.00%
20404	Goldendale	57.14%	32.38%	9.52%	0.95%
13301	Grand Coulee Dam	53.47%	42.57%	2.97%	0.99%
39200	Grandview	46.50%	40.63%	12.64%	0.23%
39204	Granger	46.89%	45.20%	7.91%	0.00%

Nov 2017 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
72.97%	18.92%	1.35%	6.76%
77.14%	14.29%	8.57%	0.00%
74.07%	14.81%	7.41%	0.00%
56.25%	37.50%	6.25%	0.00%
49.17%	41.67%	9.17%	0.00%
90.63%	6.25%	3.13%	0.00%
61.54%	38.46%	0.00%	0.00%
77.27%	22.73%	0.00%	0.00%
61.29%	38.71%	0.00%	0.00%
100.00%	0.00%	0.00%	0.00%
55.00%	38.33%	6.67%	0.00%
51.43%	45.71%	2.86%	0.00%
48.00%	36.00%	16.00%	0.00%
47.60%	44.40%	8.00%	0.00%
60.39%	31.17%	8.44%	0.00%
100.00%	0.00%	0.00%	0.00%
52.11%	31.05%	16.67%	0.00%
40.77%	45.54%	13.69%	0.00%
67.33%	19.80%	12.71%	0.17%
62.50%	37.50%	0.00%	0.00%
64.10%	26.15%	8.72%	1.03%
49.32%	31.64%	17.44%	0.82%
39.20%	49.50%	9.80%	0.25%
36.04%	51.80%	12.16%	0.00%
100.00%	0.00%	0.00%	0.00%
100.00%	0.00%	0.00%	0.00%
54.58%	31.95%	12.44%	0.86%
54.32%	31.28%	12.35%	0.00%
63.51%	29.90%	5.77%	0.82%
71.43%	28.57%	0.00%	0.00%
48.68%	34.02%	15.83%	0.85%
74.98%	12.51%	11.34%	1.01%
100.00%	0.00%	0.00%	0.00%
47.81%	35.94%	13.39%	2.49%
51.88%	36.84%	9.17%	1.20%
40.06%	40.06%	18.69%	1.19%
37.12%	45.45%	17.42%	0.00%
48.90%	36.13%	14.03%	0.73%
60.98%	29.27%	8.54%	1.22%
94.44%	5.56%	0.00%	0.00%
62.50%	37.50%	0.00%	0.00%
58.51%	37.23%	3.19%	0.00%
47.83%	51.09%	1.09%	0.00%
50.00%	36.82%	12.73%	0.23%
64.74%	26.01%	9.25%	0.00%

Nov 2016 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
71.43%	18.18%	5.19%	5.19%
71.88%	12.50%	15.63%	0.00%
83.33%	8.33%	4.17%	0.00%
52.94%	41.18%	5.88%	0.00%
46.72%	42.34%	10.22%	0.00%
79.41%	11.76%	2.94%	0.00%
62.50%	37.50%	0.00%	0.00%
88.00%	12.00%	0.00%	0.00%
52.94%	41.18%	5.88%	0.00%
100.00%	0.00%	0.00%	0.00%
46.67%	46.67%	6.67%	0.00%
49.25%	47.76%	1.49%	1.49%
55.77%	34.62%	9.62%	0.00%
43.30%	49.43%	6.90%	0.00%
56.25%	33.33%	10.42%	0.00%
100.00%	0.00%	0.00%	0.00%
53.65%	29.86%	15.97%	0.00%
36.22%	50.15%	13.62%	0.00%
63.25%	24.10%	11.79%	0.17%
81.25%	12.50%	6.25%	0.00%
54.89%	35.33%	9.24%	0.54%
47.68%	33.19%	17.56%	0.67%
42.36%	47.99%	8.58%	0.00%
38.07%	51.83%	10.09%	0.00%
83.33%	0.00%	16.67%	0.00%
96.67%	3.33%	0.00%	0.00%
54.06%	31.98%	11.84%	1.59%
58.61%	25.41%	11.89%	0.00%
59.89%	31.49%	6.39%	0.54%
62.50%	37.50%	0.00%	0.00%
50.12%	32.06%	16.26%	0.69%
74.85%	12.81%	11.07%	1.12%
100.00%	0.00%	0.00%	0.00%
46.84%	36.54%	13.90%	2.42%
51.82%	36.50%	10.51%	0.73%
42.06%	39.28%	16.99%	1.11%
36.59%	49.59%	13.82%	0.00%
48.05%	37.54%	13.88%	0.32%
59.77%	33.33%	6.90%	0.00%
80.95%	19.05%	0.00%	0.00%
71.43%	28.57%	0.00%	0.00%
68.18%	21.82%	7.27%	0.00%
52.87%	47.13%	0.00%	0.00%
46.53%	41.83%	11.39%	0.00%
78.18%	12.73%	9.09%	0.00%

Three-Year Washington State Least Restrictive Environment (LRE) Data by District

Co-Dist Code	District Name	Nov 2018 Ages 6-21			
		1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
31332	Granite Falls	52.68%	32.14%	10.71%	4.46%
23054	Grapeview	100.00%	0.00%	0.00%	0.00%
32312	Great Northern	80.00%	20.00%	0.00%	0.00%
27904	Green Dot - Destiny	70.00%	20.00%	10.00%	0.00%
17906	Green Dot - Excel	51.43%	34.29%	14.29%	0.00%
17910	Green Dot - Rainier Valley	63.41%	24.39%	12.20%	0.00%
06103	Green Mountain	69.23%	30.77%	0.00%	0.00%
34324	Griffin	62.20%	26.83%	8.54%	2.44%
22204	Harrington	90.48%	9.52%	0.00%	0.00%
39203	Highland	32.00%	53.60%	12.80%	1.60%
17401	Highline	67.02%	15.42%	16.16%	1.39%
06098	Hockinson	56.58%	34.21%	9.21%	0.00%
23404	Hood Canal	55.88%	29.41%	8.82%	5.88%
14028	Hoquiam	55.83%	36.67%	7.50%	0.00%
17911	Impact Public Schools	50.00%	0.00%	50.00%	0.00%
10070	Inchelium	88.46%	7.69%	3.85%	0.00%
31063	Index	100.00%	0.00%	0.00%	0.00%
17411	Issaquah	56.63%	30.73%	10.77%	1.86%
17411-I	Issaquah-Echo Glen	0.00%	0.00%	0.00%	100.00%
11056	Kahlotus	100.00%	0.00%	0.00%	0.00%
08402	Kalama	65.00%	29.38%	4.38%	1.25%
10003	Keller	0.00%	100.00%	0.00%	0.00%
08458	Kelso	46.43%	36.02%	15.53%	2.02%
03017	Kennewick	45.14%	36.45%	16.91%	1.50%
03017-I	Kennewick--Det Center	0.00%	0.00%	0.00%	100.00%
17415	Kent	60.55%	22.52%	14.43%	2.50%
33212	Kettle Falls	73.64%	14.73%	11.63%	0.00%
03052	Kiona-Benton City	28.98%	59.66%	11.36%	0.00%
19403	Kittitas	70.53%	24.21%	5.26%	0.00%
20402	Klickitat	57.14%	42.86%	0.00%	0.00%
06101	La Center	56.92%	39.49%	3.59%	0.00%
29311	La Conner	56.10%	41.46%	2.44%	0.00%
38126	Lacrosse	80.00%	0.00%	20.00%	0.00%
04129	Lake Chelan	85.25%	9.02%	5.74%	0.00%
14097	Lake Quinalt	55.88%	41.18%	2.94%	0.00%
31004	Lake Stevens	52.86%	33.00%	12.98%	1.16%
17414	Lake Washington	62.82%	23.99%	10.90%	2.29%
31306	Lakewood	43.45%	45.54%	8.33%	2.68%
38264	Lamont	40.00%	50.00%	10.00%	0.00%
32362	Liberty	57.78%	26.67%	11.11%	4.44%
01158	Lind	73.08%	23.08%	3.85%	0.00%
08122	Longview	47.43%	37.37%	13.66%	1.54%
33183	Loon Lake	47.06%	52.94%	0.00%	0.00%
28144	Lopez Island	97.62%	2.38%	0.00%	0.00%
20406	Lyle	96.88%	3.13%	0.00%	0.00%

Nov 2017 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
50.77%	35.91%	10.22%	3.10%
90.00%	10.00%	0.00%	0.00%
87.50%	12.50%	0.00%	0.00%
77.97%	13.56%	8.47%	0.00%
89.66%	3.45%	6.90%	0.00%
100.00%	0.00%	0.00%	0.00%
72.22%	27.78%	0.00%	0.00%
63.75%	30.00%	5.00%	1.25%
93.33%	0.00%	6.67%	0.00%
37.12%	51.52%	9.85%	1.52%
64.59%	17.54%	16.74%	0.44%
59.74%	29.22%	10.39%	0.65%
60.00%	30.00%	8.82%	2.50%
55.56%	37.70%	6.75%	0.00%
47.06%	41.18%	11.76%	0.00%
86.36%	0.00%	13.64%	0.00%
100.00%	0.00%	0.00%	0.00%
52.74%	31.55%	10.77%	1.58%
n/a	n/a	n/a	n/a
50.00%	50.00%	0.00%	0.00%
62.50%	32.81%	2.34%	2.34%
0.00%	100.00%	0.00%	0.00%
49.45%	31.92%	17.21%	1.41%
45.07%	36.32%	16.82%	0.63%
n/a	n/a	n/a	n/a
58.61%	22.82%	16.48%	1.84%
74.17%	19.17%	6.67%	0.00%
30.06%	55.83%	14.11%	0.00%
65.12%	27.91%	6.98%	0.00%
50.00%	50.00%	0.00%	0.00%
57.37%	40.53%	2.11%	0.00%
52.33%	41.86%	2.33%	3.49%
75.00%	12.50%	12.50%	0.00%
87.97%	4.51%	7.52%	0.00%
65.00%	25.00%	10.00%	0.00%
51.94%	33.98%	12.62%	0.65%
63.33%	24.04%	10.84%	1.31%
40.59%	47.19%	9.57%	1.98%
75.00%	25.00%	0.00%	0.00%
68.89%	20.00%	6.67%	0.00%
78.95%	15.79%	5.26%	0.00%
49.63%	35.59%	13.20%	1.58%
50.00%	50.00%	0.00%	0.00%
95.56%	4.44%	0.00%	0.00%
92.31%	7.69%	0.00%	0.00%

Nov 2016 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
43.07%	45.72%	8.55%	2.65%
93.33%	0.00%	6.67%	0.00%
100.00%	0.00%	0.00%	0.00%
89.09%	7.27%	3.64%	0.00%
n/a	n/a	n/a	n/a
100.00%	0.00%	0.00%	0.00%
82.35%	17.65%	0.00%	0.00%
54.93%	33.80%	7.04%	2.82%
87.50%	12.50%	0.00%	0.00%
28.57%	48.41%	22.22%	0.79%
61.35%	20.16%	16.97%	0.74%
59.87%	29.61%	9.87%	0.66%
76.00%	16.00%	6.00%	2.00%
64.14%	29.48%	6.37%	0.00%
n/a	n/a	n/a	n/a
88.89%	0.00%	11.11%	0.00%
100.00%	0.00%	0.00%	0.00%
49.90%	35.33%	10.65%	1.03%
n/a	n/a	n/a	n/a
100.00%	0.00%	0.00%	0.00%
53.78%	41.18%	3.36%	1.68%
100.00%	0.00%	0.00%	0.00%
50.74%	33.72%	14.05%	0.83%
43.48%	37.50%	16.68%	0.82%
n/a	n/a	n/a	n/a
57.50%	23.45%	16.90%	1.78%
63.33%	25.83%	10.83%	0.00%
49.45%	35.16%	15.38%	0.00%
55.56%	38.27%	6.17%	0.00%
40.00%	60.00%	0.00%	0.00%
55.44%	40.93%	3.63%	0.00%
60.00%	33.75%	5.00%	1.25%
42.86%	28.57%	28.57%	0.00%
86.05%	7.75%	6.20%	0.00%
57.14%	42.86%	0.00%	0.00%
50.48%	36.51%	11.35%	0.79%
61.51%	26.12%	10.58%	0.95%
37.72%	45.67%	14.53%	2.08%
75.00%	25.00%	0.00%	0.00%
75.51%	14.29%	4.08%	0.00%
81.82%	13.64%	4.55%	0.00%
54.56%	34.28%	10.25%	0.80%
76.92%	15.38%	7.69%	0.00%
97.73%	2.27%	0.00%	0.00%
80.77%	15.38%	0.00%	0.00%

Three-Year Washington State Least Restrictive Environment (LRE) Data by District

Co-Dist Code	District Name	Nov 2018 Ages 6-21			
		1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
37504	Lynden	64.71%	29.85%	4.58%	0.87%
39120	Mabton	55.70%	39.24%	3.80%	1.27%
09207	Mansfield	90.91%	0.00%	9.09%	0.00%
04019	Manson	74.32%	21.62%	2.70%	1.35%
23311	Mary M. Knight	90.83%	5.42%	3.75%	0.00%
33207	Mary Walker	66.13%	33.87%	0.00%	0.00%
31025	Marysville	52.48%	32.75%	14.03%	0.74%
14065	McCleary	60.47%	32.56%	6.98%	0.00%
32354	Mead	40.84%	44.47%	13.27%	1.42%
32326	Medical Lake	53.85%	36.41%	9.23%	0.51%
17400	Mercer Island	60.42%	29.55%	7.92%	2.11%
37505	Meridian	60.34%	35.63%	2.87%	1.15%
24350	Methow Valley	84.00%	13.33%	1.33%	1.33%
30031	Mill A	100.00%	0.00%	0.00%	0.00%
31103	Monroe	71.47%	17.35%	10.00%	1.18%
14066	Montesano	55.63%	35.63%	8.75%	0.00%
21214	Morton	51.02%	26.53%	20.41%	2.04%
13161	Moses Lake	53.89%	32.68%	12.60%	0.82%
21206	Mossyrock	52.87%	37.93%	9.20%	0.00%
39209	Mount Adams	19.69%	73.23%	7.09%	0.00%
37507	Mount Baker	61.74%	29.90%	6.75%	1.61%
30029	Mount Pleasant	88.89%	11.11%	0.00%	0.00%
29320	Mount Vernon	52.90%	32.43%	12.33%	2.34%
31006	Mukilteo	49.97%	31.99%	17.45%	0.58%
39003	Naches Valley	39.46%	52.38%	5.44%	2.72%
21014	Napavine	62.77%	35.11%	1.06%	1.06%
25155	Naselle-Grays River	60.98%	39.02%	0.00%	0.00%
25155-1	Naselle-Grays River--Naselle Boot Cam	0.00%	0.00%	0.00%	100.00%
24014	Nespelem	96.30%	3.70%	0.00%	0.00%
26056	Newport	46.30%	47.53%	5.56%	0.62%
32325	Nine Mile Falls	64.20%	27.84%	7.39%	0.57%
37506	Nooksack Valley	64.66%	21.20%	13.78%	0.35%
14064	North Beach	77.31%	9.24%	13.45%	0.00%
11051	North Franklin	45.63%	46.39%	7.98%	0.00%
18400	North Kitsap	64.25%	30.28%	5.32%	0.15%
23403	North Mason	71.28%	20.07%	7.96%	0.69%
25200	North River	87.50%	12.50%	0.00%	0.00%
34003	North Thurston	59.47%	27.04%	12.94%	0.55%
33211	Northport	63.64%	27.27%	9.09%	0.00%
17417	Northshore	59.72%	26.69%	11.36%	2.23%
15201	Oak Harbor	52.08%	29.00%	18.41%	0.50%
38324	Oakesdale	90.91%	9.09%	0.00%	0.00%
14400	Oakville	97.50%	0.00%	2.50%	0.00%
25101	Ocean Beach	57.50%	35.50%	6.00%	1.00%
14172	Ocosta	55.67%	31.96%	10.31%	2.06%

Nov 2017 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
59.86%	34.38%	4.33%	1.20%
52.87%	42.53%	4.60%	0.00%
92.31%	7.69%	0.00%	0.00%
74.67%	21.33%	4.00%	0.00%
74.29%	17.14%	8.57%	0.00%
73.91%	21.74%	4.35%	0.00%
57.57%	26.16%	15.29%	0.70%
75.61%	21.95%	0.00%	2.44%
42.49%	43.15%	12.61%	0.50%
50.72%	39.23%	10.05%	0.00%
58.15%	28.93%	10.39%	2.53%
59.78%	31.84%	7.82%	0.56%
80.52%	16.88%	1.30%	0.00%
100.00%	0.00%	0.00%	0.00%
64.18%	23.35%	11.89%	0.14%
55.84%	35.06%	9.09%	0.00%
51.35%	37.84%	8.11%	0.00%
55.31%	30.68%	13.27%	0.11%
51.58%	33.68%	13.68%	1.05%
18.46%	71.54%	10.00%	0.00%
65.44%	25.84%	7.38%	1.34%
83.33%	16.67%	0.00%	0.00%
50.77%	34.74%	12.56%	1.03%
52.47%	30.07%	16.71%	0.48%
41.54%	52.31%	3.08%	0.00%
54.46%	39.60%	3.96%	0.99%
40.30%	22.39%	0.00%	0.00%
n/a	n/a	n/a	n/a
97.06%	2.94%	0.00%	0.00%
44.87%	50.64%	3.85%	0.00%
64.25%	28.50%	6.74%	0.52%
58.20%	26.56%	14.84%	0.39%
78.29%	13.18%	8.53%	0.00%
48.84%	44.57%	6.59%	0.00%
63.73%	31.28%	4.99%	0.00%
62.10%	23.79%	12.90%	0.81%
85.71%	14.29%	0.00%	0.00%
59.21%	27.41%	12.84%	0.42%
75.00%	12.50%	12.50%	0.00%
59.28%	27.02%	12.23%	0.63%
51.22%	29.19%	18.78%	0.00%
91.67%	8.33%	0.00%	0.00%
65.00%	30.00%	5.00%	0.00%
55.23%	31.98%	11.63%	0.58%
60.64%	28.72%	10.64%	0.00%

Nov 2016 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
61.01%	32.91%	4.56%	1.27%
66.00%	28.00%	6.00%	0.00%
71.43%	28.57%	0.00%	0.00%
75.61%	19.51%	4.88%	0.00%
85.25%	3.28%	11.48%	0.00%
64.79%	32.39%	2.82%	0.00%
58.45%	25.39%	15.06%	0.89%
62.16%	37.84%	0.00%	0.00%
39.05%	47.17%	12.51%	0.25%
51.71%	36.59%	11.71%	0.00%
61.30%	26.55%	9.89%	2.26%
54.02%	36.78%	8.62%	0.57%
72.73%	24.24%	1.52%	1.52%
100.00%	0.00%	0.00%	0.00%
54.95%	33.38%	11.13%	0.27%
57.62%	31.13%	11.26%	0.00%
65.96%	23.40%	8.51%	0.00%
56.95%	31.03%	10.76%	0.21%
46.84%	34.18%	18.99%	0.00%
29.13%	60.63%	10.24%	0.00%
64.33%	27.33%	7.67%	0.67%
100.00%	0.00%	0.00%	0.00%
50.61%	35.67%	11.17%	1.88%
50.40%	30.66%	18.14%	0.48%
46.09%	46.96%	3.48%	0.00%
58.95%	36.84%	2.11%	2.11%
40.98%	29.51%	0.00%	0.00%
n/a	n/a	n/a	n/a
94.29%	2.86%	2.86%	0.00%
44.23%	49.36%	5.13%	0.64%
58.33%	37.04%	4.63%	0.00%
61.00%	26.97%	12.03%	0.00%
64.10%	22.22%	13.68%	0.00%
54.83%	38.61%	6.56%	0.00%
62.52%	31.11%	6.51%	0.00%
60.43%	25.96%	12.34%	1.28%
90.00%	10.00%	0.00%	0.00%
60.99%	25.84%	12.92%	0.19%
84.62%	11.54%	3.85%	0.00%
57.39%	28.41%	12.71%	0.53%
45.69%	33.33%	20.11%	0.14%
90.00%	10.00%	0.00%	0.00%
58.97%	28.21%	12.82%	0.00%
56.11%	36.11%	7.22%	0.56%
55.32%	35.11%	8.51%	0.00%

Three-Year Washington State Least Restrictive Environment (LRE) Data by District

Co-Dist Code	District Name	Nov 2018 Ages 6-21			
		1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
22105	Odessa	65.63%	25.00%	9.38%	0.00%
24105	Okanogan	61.87%	28.78%	9.35%	0.00%
34111	Olympia	52.38%	34.34%	12.08%	1.19%
24019	Omak	77.12%	19.19%	3.20%	0.49%
21300	Onalaska	57.14%	33.04%	9.82%	0.00%
33030	Onion Creek	100.00%	0.00%	0.00%	0.00%
28137	Orcas Island	83.33%	11.90%	4.76%	0.00%
32123	Orchard Prairie	60.00%	40.00%	0.00%	0.00%
10065	Orient	100.00%	0.00%	0.00%	0.00%
09013	Orondo	92.31%	0.00%	7.69%	0.00%
24410	Oroville	79.71%	10.14%	10.14%	0.00%
27344	Orting	50.29%	41.43%	7.71%	0.57%
01147	Othello	54.44%	34.07%	11.11%	0.37%
09102	Palisades	100.00%	0.00%	0.00%	0.00%
38301	Palouse	73.33%	13.33%	13.33%	0.00%
11001	Pasco	51.66%	31.83%	16.37%	0.14%
24122	Pateros	74.51%	15.69%	9.80%	0.00%
03050	Paterson	57.14%	35.71%	7.14%	0.00%
21301	Pe Ell	75.51%	22.45%	0.00%	2.04%
27401	Peninsula	59.35%	30.19%	9.25%	1.21%
23402	Pioneer	79.76%	13.10%	7.14%	0.00%
12110	Pomeroy	35.29%	64.71%	0.00%	0.00%
05121	Port Angeles	53.56%	35.03%	11.20%	0.20%
16050	Port Townsend	67.98%	24.72%	6.74%	0.56%
36402	Prescott	70.00%	20.00%	10.00%	0.00%
32907	PRIDE Prep	100.00%	0.00%	0.00%	0.00%
03116	Prosser	34.57%	53.70%	11.73%	0.00%
38267	Pullman	67.38%	27.96%	4.66%	0.00%
27003	Puyallup	52.17%	28.75%	18.22%	0.87%
16020	Queets-Clearwater	100.00%	0.00%	0.00%	0.00%
16048	Quilcene	83.93%	1.79%	0.00%	14.29%
05402	Quillayute Valley	75.37%	20.59%	4.04%	0.00%
13144	Quincy	57.34%	32.69%	9.42%	0.55%
34307	Rainier	72.65%	17.09%	7.69%	2.56%
17908	Rainier Prep	100.00%	0.00%	0.00%	0.00%
25116	Raymond	42.31%	57.69%	0.00%	0.00%
22009	Reardan-Edwall	49.06%	45.28%	3.77%	1.89%
17403	Renton	42.15%	35.07%	21.39%	1.38%
10309	Republic	64.71%	20.59%	14.71%	0.00%
03400	Richland	55.87%	24.74%	18.57%	0.82%
06122	Ridgefield	74.12%	14.06%	10.86%	0.96%
01160	Ritzville	73.33%	23.33%	3.33%	0.00%
32416	Riverside	66.83%	20.30%	12.87%	0.00%
17407	Riverview	66.34%	22.77%	9.90%	0.99%
34401	Rochester	47.77%	42.04%	10.19%	0.00%

Nov 2017 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
61.54%	23.08%	15.38%	0.00%
55.86%	30.63%	13.51%	0.00%
52.22%	34.18%	12.42%	0.71%
77.08%	19.30%	2.95%	0.00%
51.00%	42.00%	6.00%	0.00%
80.00%	0.00%	20.00%	0.00%
74.29%	18.57%	7.14%	0.00%
87.50%	12.50%	0.00%	0.00%
100.00%	0.00%	0.00%	0.00%
77.78%	11.11%	11.11%	0.00%
67.69%	21.54%	10.77%	0.00%
50.58%	40.64%	7.60%	0.88%
43.86%	42.88%	13.06%	0.19%
100.00%	0.00%	0.00%	0.00%
84.00%	12.00%	4.00%	0.00%
52.03%	31.15%	16.77%	0.05%
76.60%	19.15%	4.26%	0.00%
58.33%	33.33%	8.33%	0.00%
71.05%	23.68%	2.63%	0.00%
58.34%	30.57%	9.35%	0.48%
72.97%	21.62%	5.41%	0.00%
36.59%	63.41%	0.00%	0.00%
50.10%	37.73%	12.16%	0.00%
61.73%	30.86%	7.41%	0.00%
68.18%	27.27%	4.55%	0.00%
100.00%	0.00%	0.00%	0.00%
34.08%	55.73%	10.19%	0.00%
63.78%	30.71%	5.51%	0.00%
53.14%	27.91%	17.95%	0.63%
100.00%	0.00%	0.00%	0.00%
92.73%	1.82%	0.00%	0.00%
88.14%	8.59%	3.27%	0.00%
51.70%	35.23%	12.50%	0.00%
72.22%	19.44%	6.48%	0.93%
60.00%	28.00%	12.00%	0.00%
46.48%	52.11%	1.41%	0.00%
33.33%	61.40%	3.51%	1.75%
39.81%	35.26%	23.49%	1.44%
41.18%	50.00%	8.82%	0.00%
63.35%	13.16%	22.72%	0.46%
66.78%	24.83%	8.39%	0.00%
70.83%	29.17%	0.00%	0.00%
58.18%	30.45%	11.36%	0.00%
70.33%	19.33%	9.33%	0.33%
42.34%	44.44%	12.31%	0.60%

Nov 2016 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
64.71%	17.65%	17.65%	0.00%
50.82%	37.70%	11.48%	0.00%
49.24%	36.13%	13.45%	0.84%
77.81%	18.69%	2.92%	0.00%
54.26%	40.43%	5.32%	0.00%
100.00%	0.00%	0.00%	0.00%
67.86%	28.57%	3.57%	0.00%
100.00%	0.00%	0.00%	0.00%
100.00%	0.00%	0.00%	0.00%
65.00%	25.00%	10.00%	0.00%
72.22%	19.44%	8.33%	0.00%
54.03%	38.26%	7.38%	0.34%
43.19%	43.62%	12.98%	0.00%
100.00%	0.00%	0.00%	0.00%
90.00%	5.00%	5.00%	0.00%
50.07%	32.41%	17.37%	0.15%
74.47%	23.40%	2.13%	0.00%
64.29%	28.57%	7.14%	0.00%
70.59%	26.47%	0.00%	0.00%
56.42%	31.76%	10.07%	0.51%
72.00%	25.33%	2.67%	0.00%
40.00%	60.00%	0.00%	0.00%
47.74%	38.92%	13.33%	0.00%
61.35%	31.90%	6.75%	0.00%
52.38%	38.10%	9.52%	0.00%
100.00%	0.00%	0.00%	0.00%
34.58%	54.92%	9.83%	0.68%
61.33%	31.11%	7.56%	0.00%
54.89%	26.36%	17.35%	0.81%
100.00%	0.00%	0.00%	0.00%
95.12%	0.00%	4.88%	0.00%
84.73%	12.17%	2.88%	0.00%
50.00%	40.63%	9.06%	0.31%
68.37%	17.35%	10.20%	1.02%
86.96%	13.04%	0.00%	0.00%
32.26%	64.52%	3.23%	0.00%
35.19%	61.11%	1.85%	1.85%
38.45%	37.19%	22.81%	1.55%
46.88%	43.75%	6.25%	3.13%
71.14%	7.19%	20.78%	0.40%
52.69%	36.15%	10.77%	0.38%
79.31%	17.24%	3.45%	0.00%
51.36%	33.64%	15.00%	0.00%
69.05%	19.39%	10.54%	1.02%
33.55%	52.72%	13.10%	0.64%

Three-Year Washington State Least Restrictive Environment (LRE) Data by District

Co-Dist Code	District Name	Nov 2018 Ages 6-21			
		1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
20403	Roosevelt	0.00%	0.00%	0.00%	100.00%
38320	Rosalia	90.32%	6.45%	0.00%	3.23%
13160	Royal	30.82%	57.53%	11.64%	0.00%
28149	San Juan Island	77.48%	16.22%	4.50%	1.80%
14104	Satsop	100.00%	0.00%	0.00%	0.00%
34974	School for the Blind	2.50%	0.00%	10.00%	87.50%
17001	Seattle	65.79%	20.04%	12.75%	1.42%
29101	Sedro-Woolley	55.97%	28.78%	14.10%	1.15%
39119	Selah	56.12%	31.40%	11.58%	0.89%
26070	Selkirk	49.06%	47.17%	3.77%	0.00%
05323	Sequim	63.28%	28.78%	7.44%	0.50%
28010	Shaw Island	No Students	No Students	No Students	No Students
23309	Shelton	69.47%	20.79%	9.74%	0.00%
17412	Shoreline	58.85%	24.77%	14.66%	1.72%
30002	Skamania	76.92%	15.38%	7.69%	0.00%
17404	Skykomish	100.00%	0.00%	0.00%	0.00%
31201	Snohomish	63.58%	27.08%	8.40%	0.93%
17410	Snoqualmie Valley	50.00%	38.42%	9.82%	1.76%
13156	Soap Lake	68.06%	27.78%	4.17%	0.00%
27909	SOAR Academy	81.58%	13.16%	5.26%	0.00%
25118	South Bend	37.88%	56.06%	6.06%	0.00%
18402	South Kitsap	63.05%	24.92%	12.03%	0.00%
15206	South Whidbey	41.18%	43.32%	13.37%	2.14%
23042	Southside	56.52%	43.48%	0.00%	0.00%
32081	Spokane	58.51%	24.45%	16.08%	0.96%
32901	Spokane International Academy	81.48%	12.96%	5.56%	0.00%
22008	Sprague	75.00%	25.00%	0.00%	0.00%
38322	St. John	84.62%	15.38%	0.00%	0.00%
31401	Stanwood-Camano	50.80%	34.51%	12.92%	1.77%
11054	Star	0.00%	33.33%	66.67%	0.00%
07035	Starbuck	100.00%	0.00%	0.00%	0.00%
99999	State	56.63%	29.18%	12.83%	1.36%
04069	Stehekin	no students	no students	no students	no students
27001	Steilacoom Historical	51.45%	31.79%	16.18%	0.58%
38304	Step toe	100.00%	0.00%	0.00%	0.00%
30303	Stevenson-Carson	59.44%	34.27%	5.59%	0.70%
31311	Sultan	42.81%	48.83%	7.36%	1.00%
27905	Summit Public School: Olympus	92.50%	7.50%	0.00%	0.00%
17902	Summit Public School: Sierra	96.55%	1.72%	1.72%	0.00%
17905	Summit Public Schools: Atlas	78.95%	12.28%	8.77%	0.00%
33202	Summit Valley	100.00%	0.00%	0.00%	0.00%
27320	Sumner	59.34%	29.77%	10.21%	0.67%
39201	Sunnyside	35.89%	49.83%	13.03%	1.26%
18902	Tuquamish Tribal Education Department	100.00%	0.00%	0.00%	0.00%
27010	Tacoma	58.26%	26.42%	13.91%	1.40%

Nov 2017 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
0.00%	0.00%	0.00%	0.00%
91.30%	0.00%	8.70%	0.00%
36.91%	51.01%	12.08%	0.00%
77.98%	16.51%	5.50%	0.00%
100.00%	0.00%	0.00%	0.00%
0.00%	0.00%	27.03%	72.97%
64.27%	21.43%	13.01%	0.89%
60.31%	25.31%	13.28%	0.94%
47.77%	40.18%	10.49%	1.34%
46.81%	48.94%	2.13%	2.13%
62.63%	26.61%	9.41%	0.27%
100.00%	0.00%	0.00%	0.00%
66.33%	25.34%	8.33%	0.00%
57.07%	24.40%	16.23%	1.26%
72.73%	27.27%	0.00%	0.00%
93.33%	0.00%	6.67%	0.00%
60.37%	31.16%	7.71%	0.76%
46.80%	42.23%	9.45%	1.22%
78.79%	10.61%	10.61%	0.00%
77.27%	13.64%	9.09%	0.00%
40.85%	54.93%	4.23%	0.00%
64.26%	23.24%	12.50%	0.00%
37.89%	50.00%	11.05%	0.00%
57.89%	42.11%	0.00%	0.00%
58.60%	24.05%	16.40%	0.49%
89.47%	7.89%	2.63%	0.00%
80.00%	20.00%	0.00%	0.00%
81.82%	9.09%	9.09%	0.00%
50.71%	33.45%	14.06%	1.60%
0.00%	33.33%	66.67%	0.00%
No Students	No Students	No Students	No Students
56.01%	29.51%	13.13%	0.86%
no students	no students	no students	no students
56.84%	27.36%	15.20%	0.61%
100.00%	0.00%	0.00%	0.00%
60.45%	30.60%	8.96%	0.00%
41.05%	47.22%	10.19%	1.23%
86.21%	13.79%	0.00%	0.00%
97.92%	2.08%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%
100.00%	0.00%	0.00%	0.00%
61.02%	28.91%	9.87%	0.10%
34.59%	51.06%	12.71%	0.00%
No Students	No Students	No Students	No Students
56.12%	28.41%	13.93%	1.30%

Nov 2016 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
No Students	No Students	No Students	No Students
70.00%	30.00%	0.00%	0.00%
33.80%	57.04%	9.15%	0.00%
72.53%	20.88%	6.59%	0.00%
100.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	100.00%
64.91%	21.38%	12.45%	0.87%
65.89%	19.70%	13.25%	1.16%
38.24%	48.42%	12.90%	0.45%
44.12%	47.06%	5.88%	2.94%
63.32%	23.37%	11.41%	0.00%
100.00%	0.00%	0.00%	0.00%
65.65%	26.87%	7.48%	0.00%
57.95%	23.09%	16.67%	1.31%
76.92%	23.08%	0.00%	0.00%
85.71%	7.14%	0.00%	7.14%
55.82%	35.72%	7.81%	0.65%
46.41%	41.41%	11.09%	0.94%
76.27%	18.64%	5.08%	0.00%
69.23%	23.08%	7.69%	0.00%
38.81%	55.22%	5.97%	0.00%
60.27%	26.41%	13.17%	0.00%
38.36%	47.17%	11.32%	0.00%
61.90%	28.57%	9.52%	0.00%
59.59%	22.86%	16.44%	0.52%
85.00%	15.00%	0.00%	0.00%
60.00%	30.00%	10.00%	0.00%
93.75%	6.25%	0.00%	0.00%
50.52%	30.80%	16.26%	1.73%
25.00%	25.00%	50.00%	0.00%
No Students	No Students	No Students	No Students
55.21%	30.23%	13.13%	0.86%
no students	no students	no students	no students
54.38%	31.88%	12.81%	0.63%
100.00%	0.00%	0.00%	0.00%
61.36%	30.30%	7.58%	0.00%
39.73%	47.47%	12.46%	0.34%
95.00%	0.00%	5.00%	0.00%
100.00%	0.00%	0.00%	0.00%
n/a	n/a	n/a	n/a
100.00%	0.00%	0.00%	0.00%
60.99%	26.55%	11.75%	0.30%
37.04%	49.70%	11.83%	0.12%
95.65%	4.35%	0.00%	0.00%
54.19%	28.93%	15.48%	1.24%

Three-Year Washington State Least Restrictive Environment (LRE) Data by District

Co-Dist Code	District Name	Nov 2018 Ages 6-21			
		1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
14077	Taholah	85.71%	14.29%	0.00%	0.00%
17409	Tahoma	46.37%	44.23%	7.16%	2.24%
38265	Tekoa	75.00%	25.00%	0.00%	0.00%
34402	Tenino	43.13%	38.75%	18.13%	0.00%
19400	Thorp	72.73%	22.73%	4.55%	0.00%
21237	Toledo	38.52%	36.07%	25.41%	0.00%
24404	Tonasket	47.06%	44.54%	8.40%	0.00%
39202	Toppenish	77.95%	11.81%	10.04%	0.20%
36300	Touchet	80.95%	14.29%	4.76%	0.00%
08130	Toutle Lake	46.15%	44.87%	6.41%	2.56%
20400	Trout Lake	35.00%	60.00%	5.00%	0.00%
17406	Tukwila	70.40%	18.41%	10.47%	0.72%
34033	Tumwater	48.45%	39.12%	12.18%	0.26%
39002	Union Gap	63.79%	24.14%	12.07%	0.00%
27083	University Place	46.30%	32.10%	20.43%	1.17%
33070	Valley No. 70	74.71%	18.39%	6.90%	0.00%
06037	Vancouver	56.84%	23.92%	17.08%	2.15%
17402	Vashon Island	71.88%	21.25%	5.00%	1.88%
34975	WA State CCDHL	1.47%	0.00%	0.00%	98.53%
35200	Wahkiakum	42.11%	48.42%	9.47%	0.00%
13073	Wahluke	70.26%	24.18%	5.56%	0.00%
36401	Waitsburg	83.33%	16.67%	0.00%	0.00%
36140	Walla Walla	29.09%	55.89%	14.48%	0.54%
39207	Wapato	61.43%	27.43%	11.14%	0.00%
13146	Warden	45.11%	47.37%	7.52%	0.00%
34979	Washington Military Department	100.00%	0.00%	0.00%	0.00%
06112	Washougal	61.50%	27.91%	9.30%	1.29%
01109	Washtucna	100.00%	0.00%	0.00%	0.00%
09209	Waterville	70.59%	21.57%	7.84%	0.00%
33049	Wellpinit	66.07%	33.93%	0.00%	0.00%
04246	Wenatchee	62.07%	25.92%	11.76%	0.25%
39208	West Valley No. 208	56.30%	31.10%	12.29%	0.31%
32363	West Valley No. 363	75.68%	14.97%	8.73%	0.62%
21303	White Pass	79.10%	20.90%	0.00%	0.00%
27416	White River	55.14%	35.01%	9.64%	0.21%
20405	White Salmon	80.59%	12.35%	5.29%	1.76%
22200	Wilbur	46.88%	50.00%	3.13%	0.00%
25160	Willapa Valley	40.00%	48.89%	11.11%	0.00%
36901	Willow Public Charter School	58.82%	41.18%	0.00%	0.00%
13167	Wilson Creek	85.71%	14.29%	0.00%	0.00%
21232	Winlock	43.80%	54.01%	0.00%	2.19%
14117	Wishkah Valley	83.33%	16.67%	0.00%	0.00%
20094	Wishram	100.00%	0.00%	0.00%	0.00%
08404	Woodland	57.24%	34.34%	6.40%	2.02%
39007	Yakima	42.74%	39.33%	17.93%	0.00%
34002	Yelm	65.25%	21.75%	11.86%	1.13%
39205	Zillah	59.09%	33.33%	6.82%	0.76%

Nov 2017 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
96.30%	0.00%	3.70%	0.00%
45.10%	46.92%	6.04%	1.59%
75.68%	24.32%	0.00%	0.00%
46.21%	37.24%	15.17%	1.38%
84.21%	15.79%	0.00%	0.00%
42.74%	41.03%	16.24%	0.00%
48.74%	46.22%	5.04%	0.00%
71.57%	18.00%	10.22%	0.20%
66.67%	33.33%	0.00%	0.00%
41.79%	50.75%	4.48%	2.99%
46.67%	46.67%	6.67%	0.00%
63.98%	22.22%	12.64%	1.15%
49.87%	37.47%	12.26%	0.13%
71.19%	20.34%	8.47%	0.00%
47.89%	31.39%	19.11%	1.41%
80.23%	15.12%	4.65%	0.00%
57.27%	23.71%	16.95%	1.88%
62.20%	34.15%	3.05%	0.61%
1.28%	1.28%	0.00%	97.44%
50.00%	44.44%	5.56%	0.00%
62.87%	32.25%	4.89%	0.00%
68.42%	23.68%	7.89%	0.00%
27.76%	56.09%	14.73%	0.14%
53.41%	35.61%	10.98%	0.00%
40.80%	48.80%	9.60%	0.00%
100.00%	0.00%	0.00%	0.00%
61.68%	25.63%	11.42%	1.27%
100.00%	0.00%	0.00%	0.00%
63.64%	29.55%	6.82%	0.00%
64.71%	31.37%	3.92%	0.00%
60.79%	27.24%	11.71%	0.13%
55.59%	31.63%	12.62%	0.00%
74.58%	17.50%	7.29%	0.42%
72.60%	24.66%	1.37%	0.00%
50.90%	40.72%	7.47%	0.68%
82.93%	11.59%	4.88%	0.00%
58.97%	33.33%	7.69%	0.00%
41.86%	55.81%	2.33%	0.00%
n/a	n/a	n/a	n/a
87.50%	12.50%	0.00%	0.00%
45.04%	51.91%	2.29%	0.76%
77.78%	0.00%	22.22%	0.00%
100.00%	0.00%	0.00%	0.00%
58.24%	32.23%	6.96%	1.83%
44.29%	37.43%	18.28%	0.00%
59.69%	28.92%	10.92%	0.46%
50.47%	42.06%	7.48%	0.00%

Nov 2016 Ages 6-21			
1, 80% - 100% Regular Class (aged 6-21)	2, 40% - 79% Regular Class (aged 6-21)	3, 0% - 39% Regular Class (aged 6-21)	28-8%
87.10%	12.90%	0.00%	0.00%
49.02%	42.29%	7.30%	1.04%
67.50%	32.50%	0.00%	0.00%
57.55%	32.37%	9.35%	0.72%
62.50%	31.25%	6.25%	0.00%
44.34%	41.51%	14.15%	0.00%
46.43%	49.11%	4.46%	0.00%
76.54%	14.69%	8.55%	0.22%
80.95%	19.05%	0.00%	0.00%
37.50%	56.25%	4.69%	1.56%
43.48%	39.13%	17.39%	0.00%
59.66%	25.63%	12.18%	2.52%
48.51%	37.84%	13.23%	0.14%
63.79%	29.31%	6.90%	0.00%
40.15%	38.31%	20.26%	1.10%
76.19%	20.24%	3.57%	0.00%
57.07%	23.81%	16.42%	2.35%
51.79%	45.24%	1.79%	0.60%
0.00%	0.00%	0.00%	100.00%
38.46%	53.85%	5.13%	0.00%
43.31%	51.41%	5.28%	0.00%
69.23%	20.51%	7.69%	2.56%
22.52%	59.01%	16.07%	0.15%
54.90%	32.03%	12.75%	0.33%
35.48%	53.23%	9.68%	0.00%
100.00%	0.00%	0.00%	0.00%
63.71%	23.39%	11.02%	1.88%
85.71%	14.29%	0.00%	0.00%
67.35%	20.41%	10.20%	2.04%
48.00%	50.00%	2.00%	0.00%
62.35%	25.36%	12.03%	0.13%
56.87%	32.00%	10.96%	0.00%
76.24%	15.50%	7.85%	0.21%
77.53%	16.85%	3.37%	0.00%
50.70%	40.65%	7.01%	1.64%
81.88%	12.50%	5.00%	0.63%
58.97%	33.33%	7.69%	0.00%
54.17%	43.75%	2.08%	0.00%
n/a	n/a	n/a	n/a
90.91%	9.09%	0.00%	0.00%
35.71%	57.14%	4.46%	2.68%
43.75%	37.50%	18.75%	0.00%
100.00%	0.00%	0.00%	0.00%
56.37%	34.75%	8.49%	0.39%
46.72%	35.76%	17.52%	0.00%
51.10%	37.11%	11.48%	0.31%
50.94%	43.40%	5.66%	0.00%