

Inclusionary Practices Project

Inclusionary Practices Project (IPP)

LRE/Placement Data

Update: January 2021

Project Background

Inclusion is the belief and practice that **all** students have the right to meaningfully access academic and social opportunities in general education settings. In 2018, Washington state ranked 44 out of 50 states for inclusive practices¹. To support more inclusive schools in 2019, the Washington State Legislature funded the [Inclusionary Practices Professional Development Project](#), a two-year, \$25,000,000 project to support educator professional development for inclusionary practices.

Inclusionary Practices Project Goal:

By 2021, increase inclusion in WA to:

- 60% statewide and
- 50% in targeted pilot schools.

By the end of 2020, WA met the statewide target & exceeded the pilot target by 5.5%!

This means 5,000 students with disabilities in WA have moved up to the highest level of inclusion!

2021 Project Snapshot

Throughout 2019-20 and 2020-21, the Office of the Superintendent of Public Instruction (OSPI) Special Education division has partnered with schools, districts, and professional development providers to deliver coaching and mentoring to classroom teachers in support of inclusive education, differentiated instruction, and individualized instruction. IPP grant funding was awarded to identified schools and districts statewide to support the implementation of inclusionary practices. Pilot partners included 246 schools in 100 school districts, impacting over 20,000 students with disabilities statewide.

Measuring Progress with Placement Data

Least Restrictive Environment (LRE)/placement data are a measure of the percent of a school day a student with a disability spends in general education settings. Although there are multiple measures included in LRE reporting, for the purposes of IPP, LRE data analyses 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

¹ National Council on Disability. (2018). [The Segregation of Students with Disabilities](#).

LRE/Placement Data Trends for Washington State and IPP Pilot

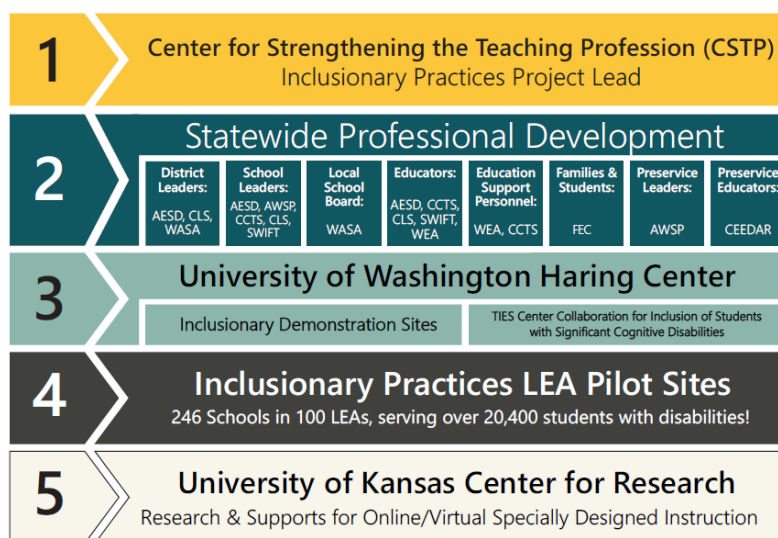
Note that progress for LRE/placement data is demonstrated through an increase in LRE 1 and a decrease in LRE 2 and LRE 3 (as students move to less restrictive tiers).

Level of Inclusion	Data Group	2018 Baseline	2019 Update	2020 Update	% Change from Baseline
LRE 1 (80-100% general ed):	Statewide	56.6%	57.7%	60.0%	+ 3.40%
	Total Pilot	44.2%	49.1%	55.5%	+ 11.30%
LRE 2 (40-79% general ed):	Statewide	29.2%	28.4%	26.3%	-2.9%
	Total Pilot	46.2%	38.3%	33.1%	- 13.10%
LRE 3 (0-39% general ed):	Statewide	12.8%	12.4%	12.2%	-0.6%
	Total Pilot	11.7%	11.5%	10.3%	- 1.40%

Source: OSPI. (2021). DRAFT Least Restrictive Environment (LRE) and Child Count Data.

Professional Development Cadre

IPP is focused on fostering a culture of inclusion in Washington, and OSPI is honored to partner with statewide professional development (PD) providers for a wide range of educator audiences.



Cadre Activities & Impact:

- [AESD](#): School Leadership Teams
- [AWSP](#): School Leader Development
- [CCTS](#): Career & Technical Education
- [CEEDAR](#): Educator Preparation
- [CLS](#): Restorative Practices
- [CSTP](#): Support to Pilot & PD Cadre
- [FEC](#): Family Training & Support
- [SWIFT](#): Equity-based MTSS
- [UW/Haring](#): Demonstration Sites & [TIES Center](#) Partnership
- [WASA](#): District Leadership Teams
- [WEA](#): Educator Development

Building and Sustaining IPP through 2024 and Beyond

Long-term, lasting change requires sustained effort and resources. Washington state has made significant progress toward building inclusive learning environments, despite the impact of a global pandemic. Continuing the gains made through IPP will cement the progress made, ward off regression, and significantly enhance our state's momentum of inclusion. OSPI has requested funding from the State Legislature to extend the project by two years (\$7 million in 2021-22 and \$5 million in 2022-23) and include funding support for preschool inclusion. The need for inclusive early learning environments is an urgent call to action for Washington, as half of young children with disabilities are currently placed in segregated programs². This expanded funding will allow professional development opportunities aligned across grade bands for our current school and district partners, along with the participation of additional schools and districts.

² OSPI. (2020). Least Restrictive Environment (LRE) and Child Count Data.