

November Resource Toolkit

Continuous Improvement Principles and Framework

The Continuous Improvement Framework

Continuous Improvement Framework

- Elevation of anti-racist and anti-bias practices.
- Identification, provision, and growth of equitable supports within learning communities.
- Development of strong leadership at all levels.
- Use of data inquiry/school improvement principles and processes.
- Focus on improving core instructional practices.
- Implementation within a multi-tiered system of supports.



Focus: Inclusionary Practices and a Statewide Network of Support

Background of the Inclusionary Practices Technical Assistance Network (IPTN)

The Inclusionary Practices Technical Assistance Network (IPTN) represents a comprehensive, coordinated effort to transform educational practices across Washington state. By providing targeted support, professional development, and technical assistance, the IPTN seeks to build an inclusive foundation in Washington's schools that prioritizes choice and opportunity, high expectations, accessibility, and meaningful outcomes for all students. Centered on addressing the disproportionate exclusion of students with intellectual and developmental disabilities and Black students with disabilities, the IPTN leverages a statewide network to ensure best practices and systemic improvements that are consistent, and data driven. This unified, collaborative approach aligns efforts across regions and organizations, creating a resilient framework of support that enables every student to thrive within inclusive, high-quality learning environments.

The Inclusionary Practices Project (IPP), launched in 2019, represents Washington State's commitment to improving inclusive practices in education. In 2018, the state ranked 44th nationwide for K-12 inclusion, prompting the legislature to fund a multi-year professional development initiative aimed at increasing students' access to core instruction and inclusive environments. In the first five years, the investment has already shown substantial progress: the percentage of K-12 students with IEPs spending 80% or more of their day in inclusive settings



has increased by 9 points statewide, with a 7-point increase in PreK. This shift has moved approximately 22,000 Washington students into the highest tier of inclusion.

Building on this progress, the IPTN is the next iteration, transitioning from a project to a movement to a network that is intentionally focused on student groups who are disproportionately excluded from choice and opportunity. Data indicate that students with Intellectual and Developmental Disabilities (IDD) and Black students with IEPs continue to be disproportionately excluded from general education environments in Washington state. To address these disparities, the IPTN has partnered with statewide professional organizations to develop a coordinated approach to technical assistance and support, building consistency in best practices across Washington's Multi-Tiered System of Supports (MTSS) Framework.

This coordinated network is designed to disrupt exclusionary practices early by focusing on data showing that the youngest learners, especially Black students with disabilities and students with IDD, are often placed in restrictive environments from the start. Through this work, the IPTN strives to create a system where all students—particularly those most marginalized—have access to general education settings, curriculum, and quality instruction. By prioritizing the needs of students who face the greatest exclusion, we are compelled to rethink systems and behaviors to better serve every learner. This approach drives innovation in teaching, optimizes resource use, and fosters inclusive school environments that benefit all students. When schools become more nimble, supportive, and inclusive, they are better equipped to meet the diverse needs of all learners.

Guiding Data

IPTN prioritizes data to understand and address exclusionary trends affecting students across Washington.

- Only 2.88% of students with intellectual disabilities spend 80% or more of their day in general education settings.
- 52.57% of Black students with disabilities are included in general education settings for 80% of the day, compared to 68.45% of their White peers.

This data drives IPTN's central aim:

The IPTN will provide high-quality guidance, technical assistance, and professional development resources to districts to disrupt segregated systems of disproportionality and reduce exclusionary practices in Washington schools. This will result in improved student outcomes, with an additional focus on the outcomes and the inclusion of students with IDD and Black students with disabilities.

Other metrics of Success

To comprehensively improve educational outcomes, the IPTN tracks data on:

- Disproportionality data to assess whether certain student groups, particularly Black students with disabilities and students with Intellectual and Developmental Disabilities (IDD), are overrepresented in restrictive settings.
- Disciplinary data to track exclusionary practices such as suspensions, expulsions, and restraint and isolation, particularly for marginalized groups.
- Student progress towards grade level standards: to evaluate academic progress and ensure that students in inclusive settings are making progress on grade-level standards.
- Family and student engagement data to understand the lived experiences and the extent to which families and students feel involved and supported and like they belong in the educational process.
- Social-emotional and mental health outcomes to ensure that students are receiving the necessary supports to thrive holistically, not just academically.
- Capacity assessment data at the Region, District, and Organizational level, to assess statewide needs around systems development.

Resources and Support

The IPTN operates within the MTSS Framework, offering universal, targeted, and intensive technical assistance to schools and LEAs across the state. By centering on inclusionary outcomes, the network provides vital resources, data, and tools that enable a more inclusive and equitable educational experience for all students in Washington.

- [Inclusionary Practices Technical Assistance Network \(IPTN\) Webpage](#)
- [Comprehensive Inclusive Education in Washington State](#)
- [Washington State Updated Myths and Facts about Inclusive Education](#)
- [Early Childhood Special Education Myths and Facts](#)
- [The Inclusive Education Professional Learning Plan](#), A collaboration between OSPI, the Haring Center for Inclusive Education and the TIES Center
- Washington State Least Restrictive Environment (LRE) Trend data including a video walkthrough: [Special Education Data Collection Summaries \(ospi.k12.wa.us\)](https://ospi.k12.wa.us/special-education/data-collection/summary)
- Community Conversations Toolkit: [Building Inclusive Schools and Communities with the Community Conversation Toolkit \(educationnorthwest.org\)](https://educationnorthwest.org/building-inclusive-schools-and-communities-with-the-community-conversation-toolkit)
- Principles and Practices to Build and Sustain Inclusive Schools: <https://ippdemosites.org/wp-content/uploads/2024/07/Principles-and-Practices-Demo-Site-Fillable-Form-FINAL.pdf>

Inclusionary Practices

Please reach out to our Inclusionary Practices team if you need additional support.

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