

Learning from Our Past: A Forward View of Special Education Transition Services in Washington

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OSPI Strategic Goals

OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. Our shared focus is supporting all our state's learners by providing coordinated, data-driven resources and supports to school districts. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice. We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation.

Goal
1

Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.



Goal
2

Rigorous Learner Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.



Goal
3

A Diverse, Inclusive, and Highly Skilled Workforce

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.



Goal
4

A Committed, Unified, and Customer-Focused OSPI

Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations unified in facilitating services and resources.



Graduation Pathways for All Students

ELA & Math

ELA

Test: SBA, WA-AIM, AP, IB, SAT, ACT

Course: Bridge to College, Dual Credit, AP, IB, Cambridge

Math

Test: SBA, WA-AIM, AP, IB, SAT, ACT

Course: Bridge to College, Dual Credit, AP, IB, Cambridge

CTE

2 credits; same CTE program area; dual credit or leads to IRC

Locally developed through rule-writing process; can be locally designed & submitted to state

Armed Services Vocational Aptitude Battery (ASVAB) Test

Additional routes to graduation for Class of 2021

Certificate of Individual Achievement (CIA)

Graduation Requirements Emergency Waiver (GREW)





**"Most of our assumptions have outlasted
their usefulness."**

Marshall McLuhan

Least Dangerous Assumptions

Human intelligence is multi-faceted

Measuring intelligence is flawed

Communication & high-quality instruction are prerequisites for determining capability

Presuming incompetence is harmful

Even if we are wrong, the consequence is NOT as harmful as the alternative

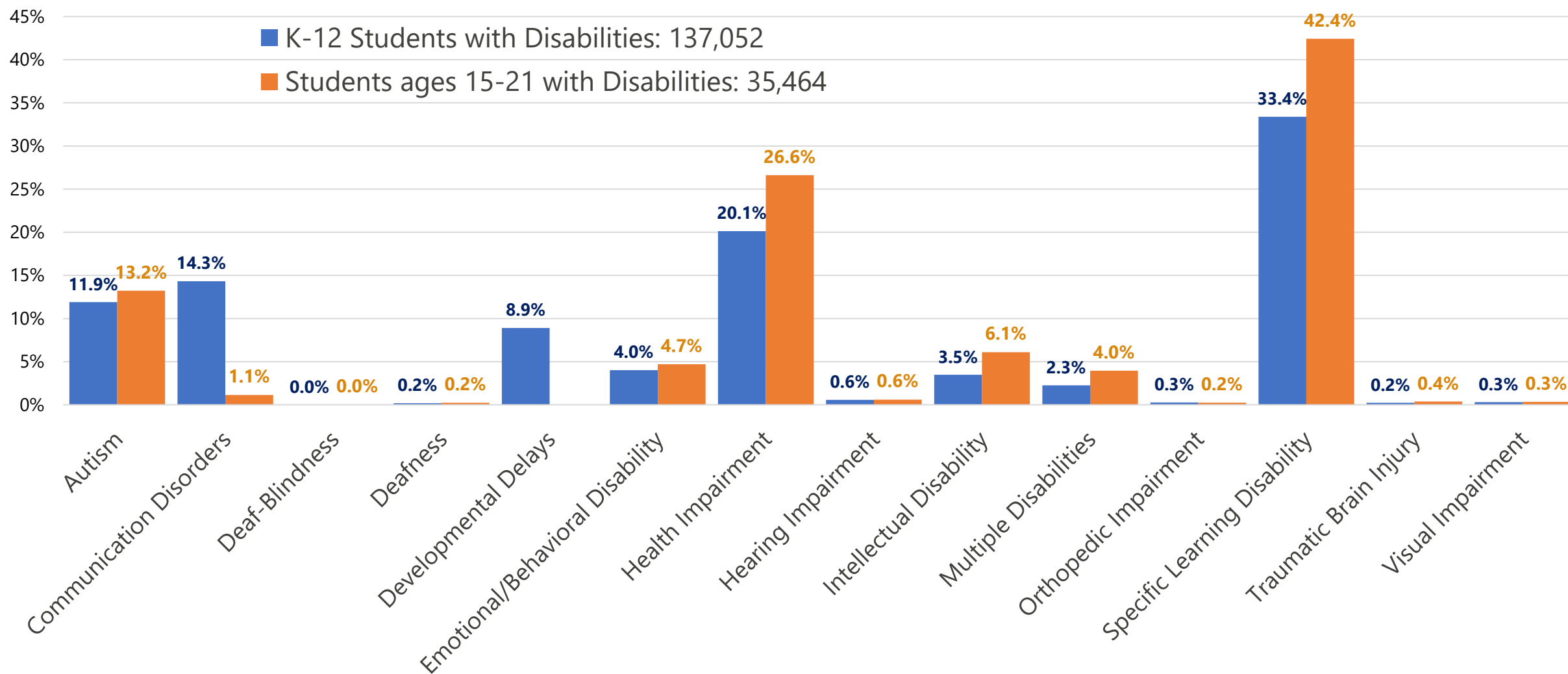
- In the absence of conclusive data, educational decisions ought to be based on assumptions that, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults.
- Evidence demonstrates that when there is adherence to the least dangerous assumption, students with disabilities can make progress on the same academic content as grade-level peers without disabilities.

Leveraging Data to Reframe Assumptions

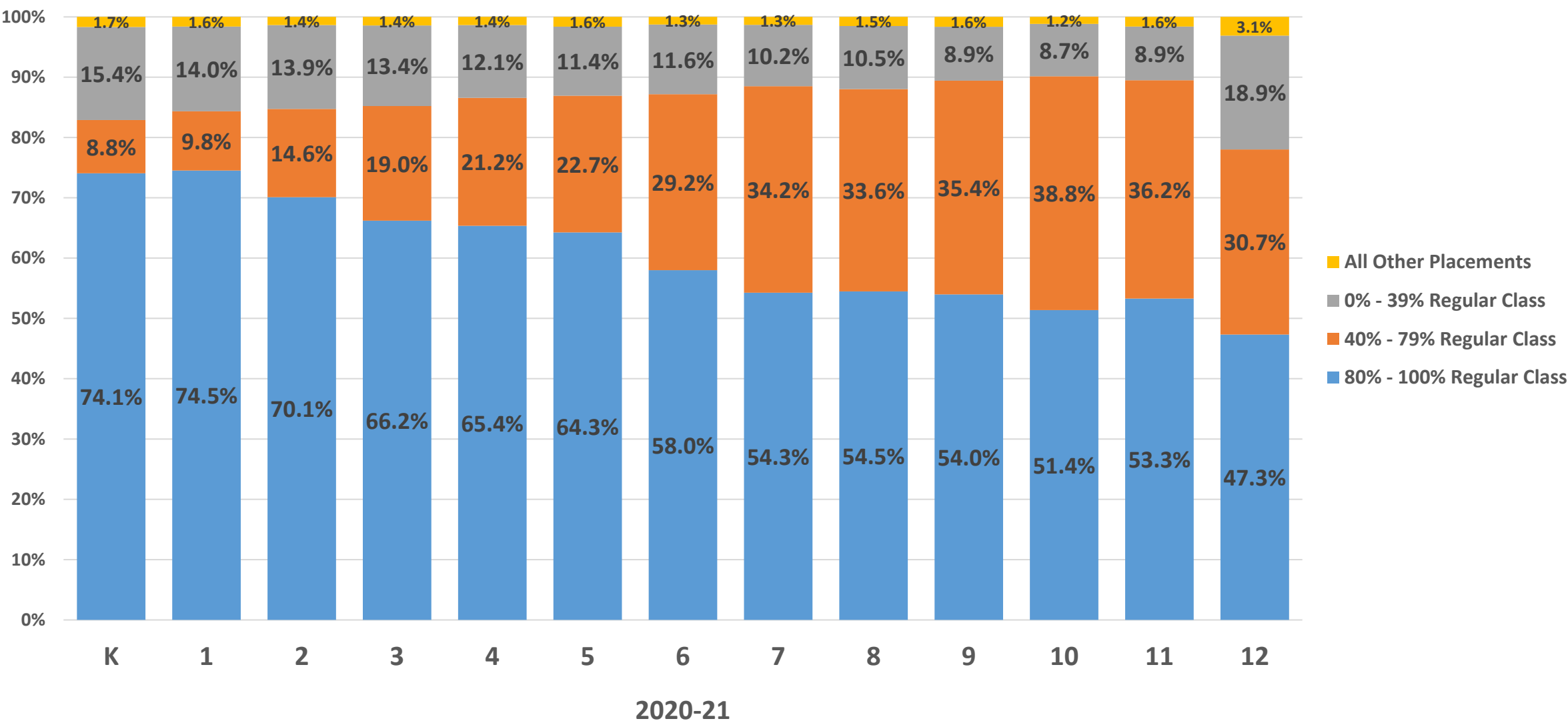
- What are the characteristics of "students with disabilities"?
- What is the difference in the percentage of the population who has a disability in Prek-12+ compared to adulthood in Washington state?
- How do students with disabilities in Washington graduate compared to their peers without disabilities?
- How do the unemployment rates of students with disabilities compare with the overall unemployment rate?



2020 WA Students with Disabilities, by Eligibility Category



2020-21 Least Restrictive Environment (LRE) by Grade Level



Percentage of Population with a Disability

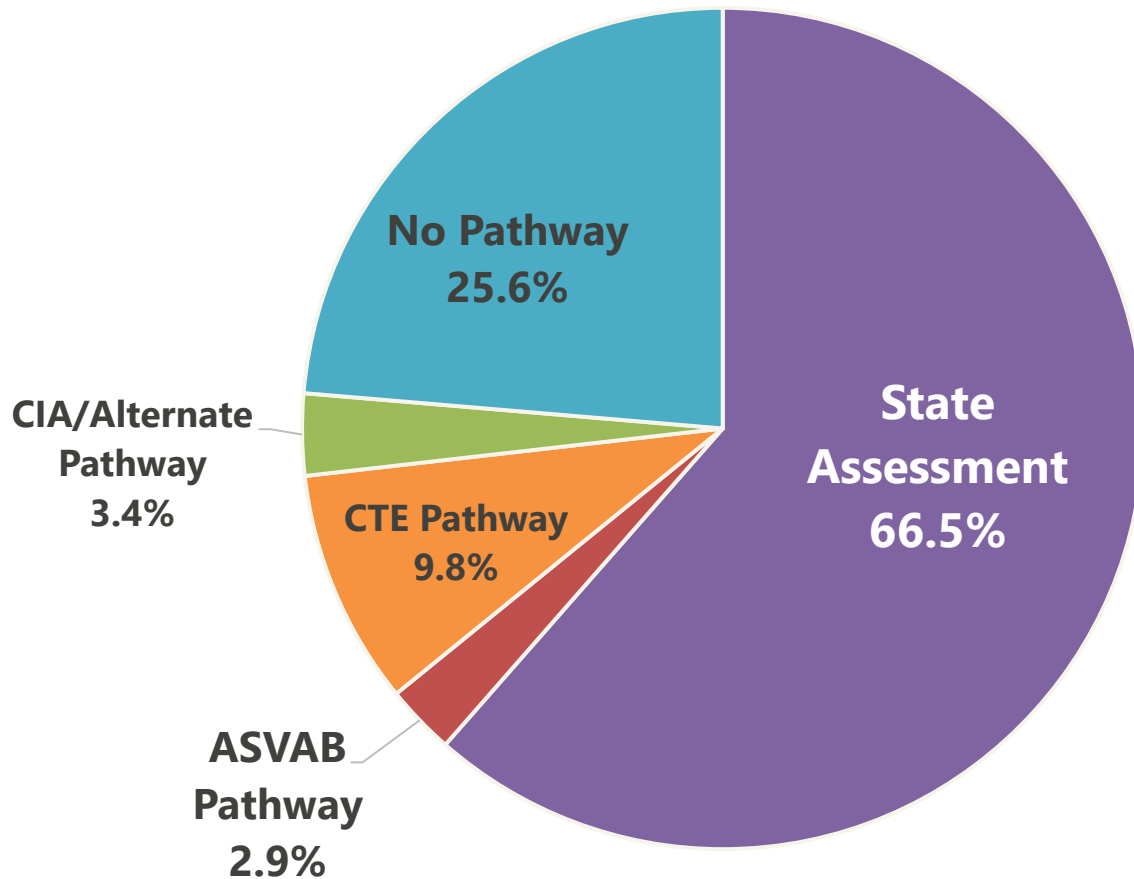
- 13.44% of WA students, preK-12+, have an IEP.
- 1 in every 4 adults (25%) in the U.S. has a disability.
- Washingtonians with disabilities are employed at less than half the rate of people without disabilities.
- An estimated 36.8% of working age individuals with disabilities are employed, compared to 76.4% of people without disabilities.
- Individuals with disabilities are less frequently employed in management and professional jobs and more frequently in service positions.

Source: Washington State Division of Vocational Rehabilitation. (2017). [*Disability & DVR Statistics Report*](#).

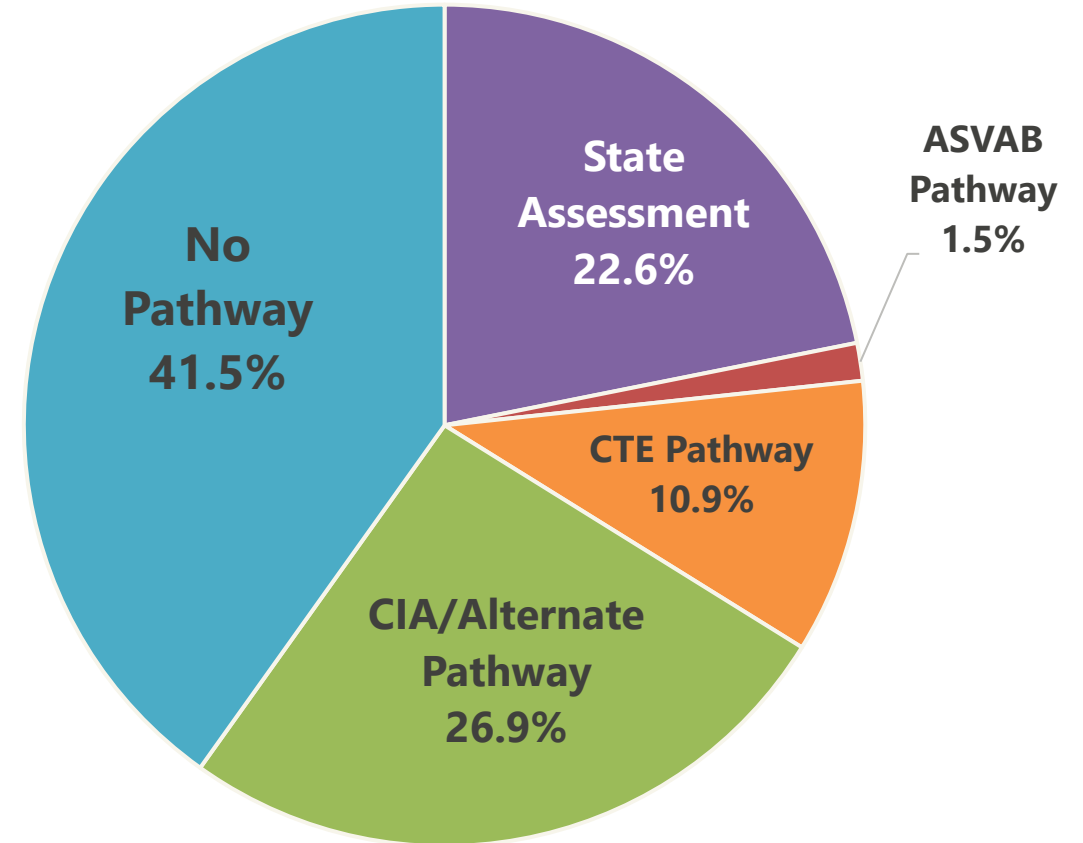


Class of 2020 Graduation Pathways

All Students



Students with Disabilities

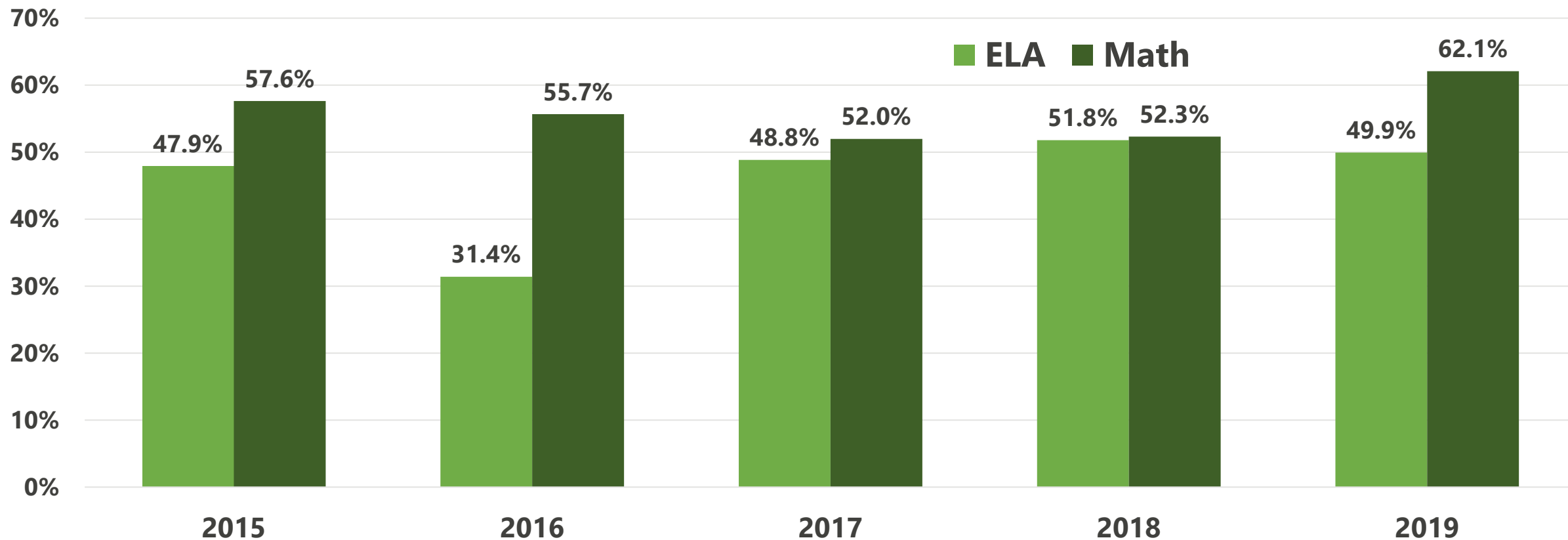


Class of 2020 Graduation Pathways, Disaggregated

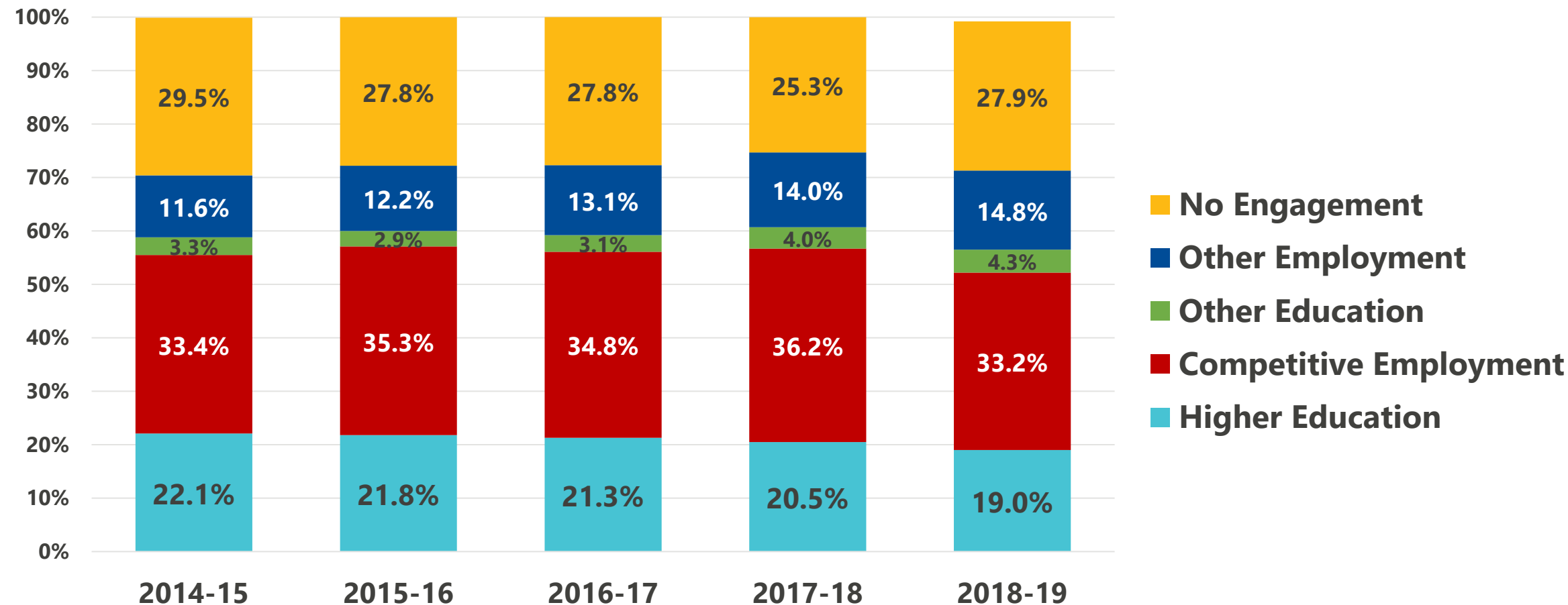
	State Assessment (SBA/WA-AIM) Pathway	Military Assessment (ASVAB) Pathway	Career & Technical Education (CTE) Pathway	Alternate Pathway (CIA)	No Pathway
All Students	66.5%	2.9%	9.8%	3.4%	25.6%
Students with Disabilities	22.6%	1.5%	10.9%	26.9%	68.3%
English Language Learners	31.3%	1.4%	8.9%	4.9%	62.3%



Certificate of Individual Achievement (CIA) Data Trends



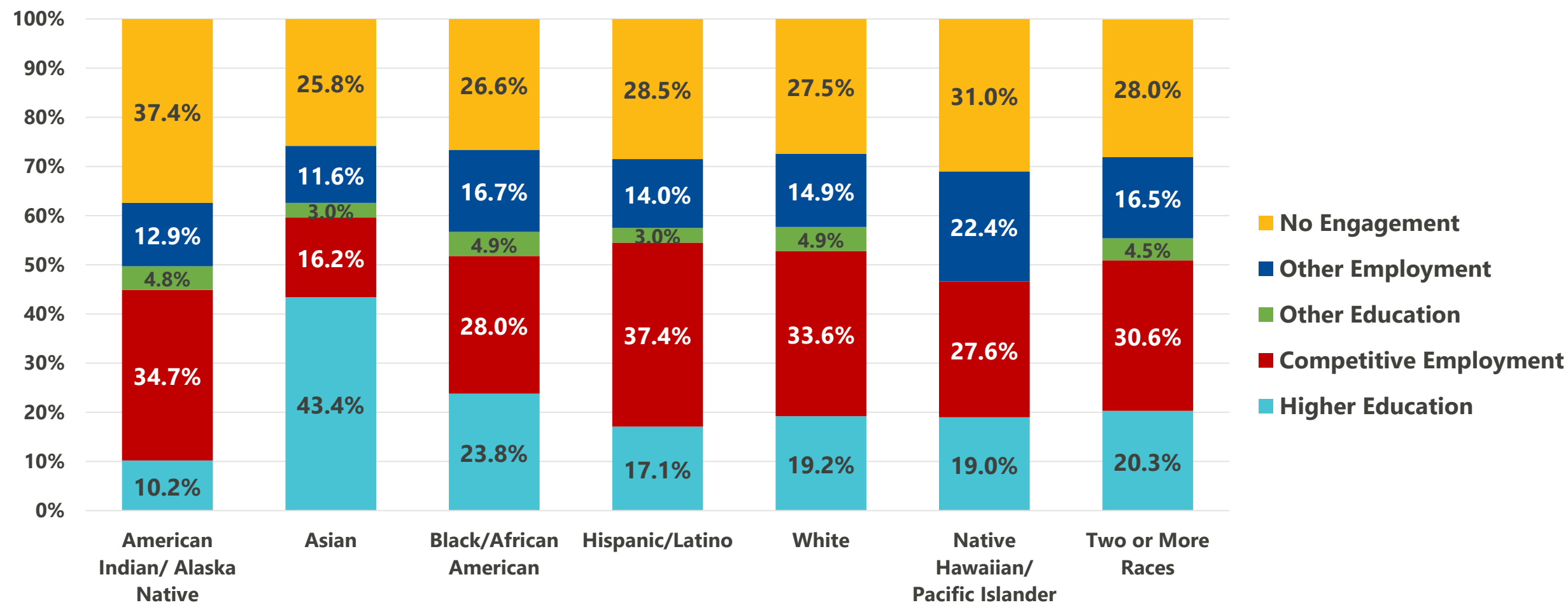
Post-School Outcome Data Trends



Source: [Center for Change in Transition Services](#), Seattle University. (2020). [Indicator B-14 Post-School Outcome Report, 2018-19, Washington state](#).

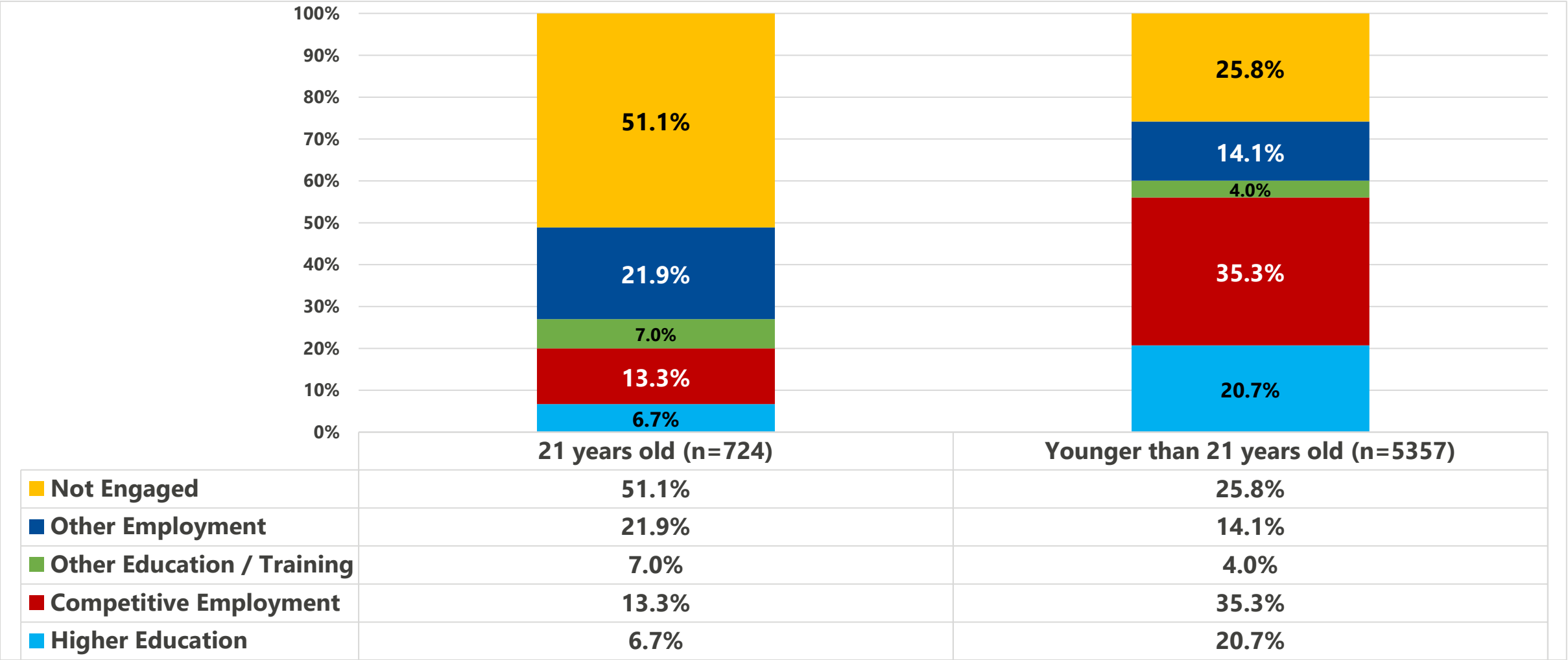


2018-19 Post-School Outcome Data, by Race/Ethnicity



Source: [Center for Change in Transition Services](#), Seattle University. (2020). [Indicator B-14 Post-School Outcome Report, 2018-19, Washington state](#).

Washington 2018-19 Leavers: Comparing Age of Exit



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**IN THE RUSH
TO RETURN TO
NORMAL, USE
THIS TIME TO
CONSIDER
WHICH PARTS
OF NORMAL
ARE WORTH
RUSHING
BACK TO.**

DAVE HOLLIS

What Actions Will WE Take to Disrupt these Inequitable Outcomes?



Our Call to Action (or, What Keeps Us Up At Night...)

- Fast implementation timeline for graduation pathways, paired with a lack of system readiness for ending the CIA alternative.
- Students with disabilities continue to experience limited access to robust HSBP activities and graduation pathways.
- COVID has presented enormous barriers for transition planning, work readiness and placement, and agency linkages.
- Requests for graduation (i.e., CIA) and CTE pathways “just for students with disabilities.”
- Challenges with accessing real-time, local data on graduation pathways.





OSPI Strategic Goals & Graduation Pathways

Evidence-based Predictors:

- Career readiness & work study
- Inclusion & programs of study
- Career & Technical Education (CTE)
- Diploma status (and HSBP)
- Self-Determination/-Advocacy
- Family Involvement

Change ideas:

- Statewide, cross-agency collaboration for transition planning, policy, and practices.
- Identify (and scale) models of excellence – systems that have shifted away from CIA and offer robust, inclusive HSBP processes and CTE options?

Shape Impact:

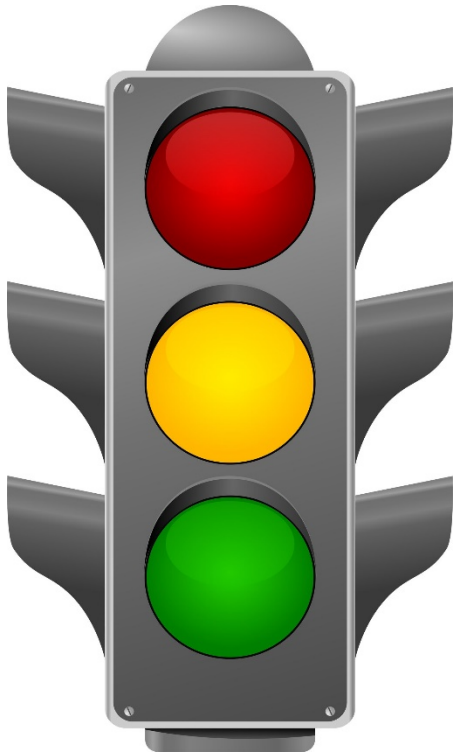
- Every student with an IEP has a robust HSBP aligned to Transition Plan, resulting in a planned and completed graduation pathway.
- Transition planning student-driven, co-designed with families, and culturally responsive.
- Students exit with connections to adult agencies/supports.



Continuous Improvement:

- Disaggregate graduation pathways data by district/school, by student group.
- Map post-school outcome data to graduation pathways.
- Collect data on level of student access for CTE pathways.

Which of these challenges & opportunities do you see in your own systems?



Red Light: Which practices and outcomes will you stop or disrupt?

Yellow Light: Which practices and outcomes will you continue?

Green Light: Which practices and actions will you commit to starting?






Voices of Change: Personal Commitments

As you reflect on the forum sessions and discussions, share some takeaways and next steps.


Red Light

Which transition practices and outcomes will you stop or disrupt?

 Add comment

Yellow Light

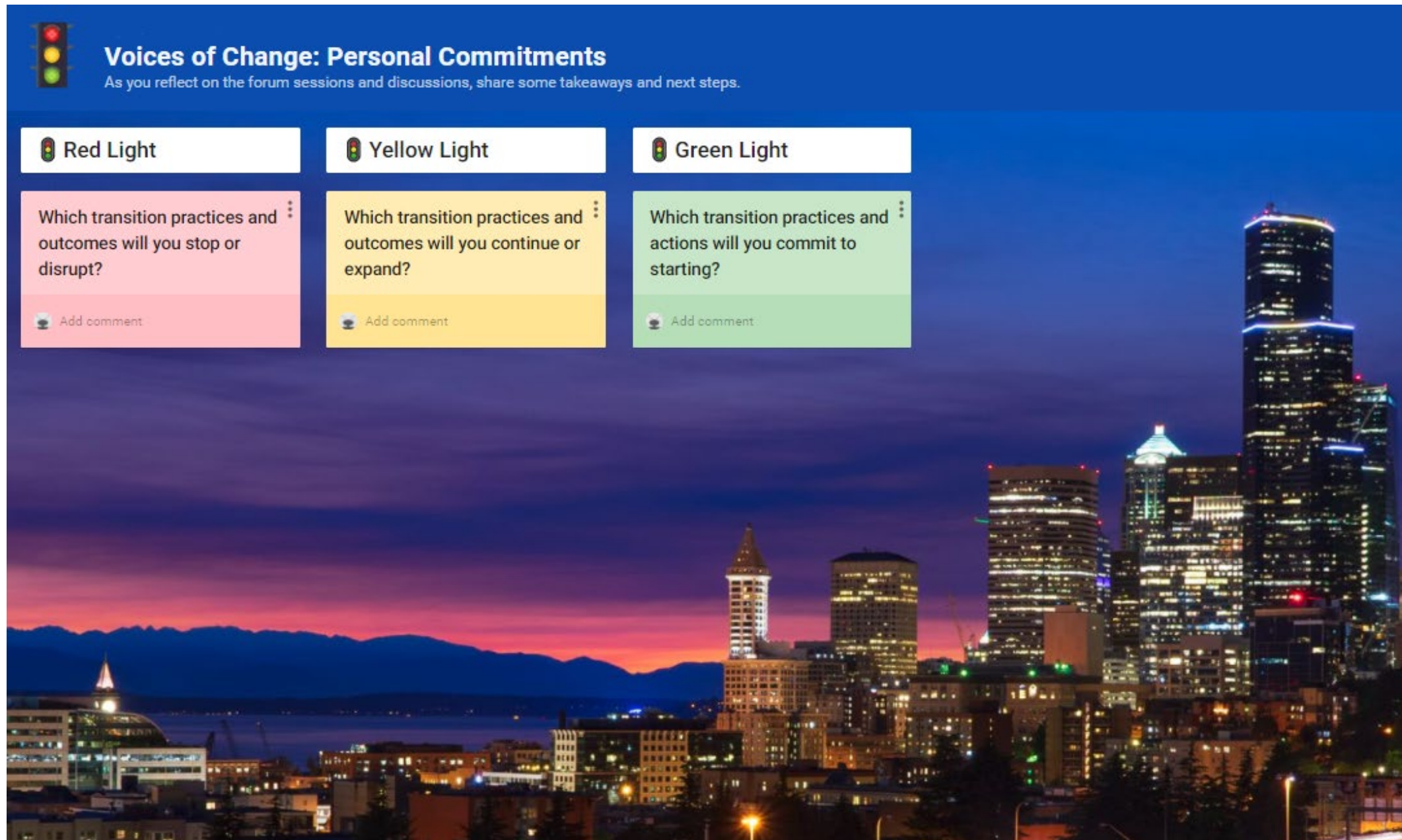
Which transition practices and outcomes will you continue or expand?

 Add comment

Green Light

Which transition practices and actions will you commit to starting?

 Add comment





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