

# School RISE Part 2:

# Features Reflection

## Focus Area 4: *Student and System Outcomes*

Ryndak, D. L., Taub, D., & McDaid, P. (2022). Reflecting on Inclusive Systems of Education: School Level. TIES National Technical Assistance Center, University of Minnesota.

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## RISE Frame of Reference:

* **“All means all”** specifically includes all students with extensive support needs.
* **Placement** is in the same-grade general education classes and other inclusive settings in neighborhood schools.
* **Student-centered** strengths-based approaches for inclusive education occur within the general education curriculum, classes, lessons, activities, and routines.
* **Specially-designed instruction** occurs within general education instruction, classes, activities, and routines.
* **Barriers to inclusive education** exist within systems and environments, not within students or staff.

## Rise Part 2: Team Process

1. Read and discuss each *set of features*
2. Rate your system on each *set of features* using the rubric
3. Determine system priorities

To what extent does your schoolwide system

have this Set of Features in place to support an inclusive system of education?

**1**

**Some** features are in place for **some** students, but **not yet for** students with extensive support needs.

**2**

**Most** features are in place for **most** students, but **not yet for** students with extensive support needs.

**3**

**Most** features are in place for **most** students, including for **some** students with extensive support needs.

**4**

**Most** features are in place for **most** students, including **most** students with extensive support needs.

**5**

**All** features are in place for **all** students, including **all** students with extensive support needs.



Focus Area 4: Student and System Outcomes

*Student and System Outcomes* describes the inclusive **mindset** that impacts the school’s capacity to measure, publicly report, and use data-based decision-making to improve a variety of student and systemic outcomes. Critical outcomes include the **placement** of students in **inclusive settings**, **access** to the **general education curriculum**, use of inclusive **instructional practices, assessment practices,** and **transition practices** leading to inclusive adult lives**.** The school’s capacity is demonstrated by the extent to which it improves **student outcomes**, as well as **develops,** **scales up, and sustains** inclusive practices across the entire school**.** To maximize these, this Focus Area also describes outcomes resulting from **partnerships** and **school personnel practices**.

Note: The term neighborhood school refers to the public school that a student would attend if they did not have a disability.

4.1 To what extent does our schoolwide system facilitate a *Mindset* that:

1. demonstrates an **unwavering belief** in the value of inclusive education for improving our students’ outcomes
2. reflects a philosophy that **every student can learn, including our students with extensive support needs (SwESN)**
3. honors the understanding that education services are provided to **empower our students** with and without disabilities, including SWESN, rather than to “fix” or eliminate a disability
4. results in all our students being **fully valued and participating members** of inclusive communities during and after exiting our system of education
5. demonstrates an understanding that each person **experiences the system of education differently** based on their personal background, including abilities; race; gender; cultural, ethnic, and linguistic diversity; and socio-economic status
6. communicates that **each of our schools is accountable** for demonstrating progress of all our students in age-grade level general education curriculum at their neighborhood schools\*

Rating Scale

**1**

**Some** features are in place for **some** students, but **not yet for** students with extensive support needs. **2**

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**Most** features are in place for **most** students, including **most** students with extensive support needs.**5**

**All** features are in place for **all** students, including **all** students with extensive support needs.

#### [Add Focus Area 4.1 rating to summary table](#_Focus_Area_1.1:)

4.2 To what extent does our schoolwide system measure, publicly report, and use data to improve outcomes related to *Placement and Settings* by:

1. analyzing our school data for any **disproportionality** reflected in our Least Restrictive Environment (LRE) placement data disaggregated by disability category; age/grade; race, gender; socio-economic status; cultural, ethnic, and linguistic diversity
2. analyzing school LRE data disaggregated by our students’ eligibility for participation in the **alternate assessment** and need for a **non-traditional communication system**
3. studying and disrupting potential **systemic inequities** in our school related to the educational placement of SwESN
4. reviewing our **school building accessibility** data and using it to create full accessibility for all our students in compliance with the Americans with Disabilities Act (ADA)
5. analyzing our data on the **promotion of** SwESN through grades according to the same pattern as their general education classmates
6. using **scheduling processes** that ensure the assignment of all our SwESN to general education classes prior to the assignment of our other general education students, which is followed by scheduling of our personnel to meet student needs across subject areas
7. analyzing our school’s **use of funds, policies, procedures, and resources** to address barriers to placement of our SWESN in neighborhood schools\* and general education classes, lessons, activities, routines, and school sponsored events

Rating Scale

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#### [Add Focus Area 4.2 rating to summary table](#_Focus_Area_1.1:)

4.3 To what extent does our schoolwide system measure, publicly report, and use data to improve outcomes related to *General Education Curriculum Content and Access* by:

1. using **one general education curriculum** for all our students based on general education content standards
2. providing professional development with coaching so all our school personnel understand the purpose and appropriate use of the general education **content standards**, alternate academic **achievement standards**, and supplemental **curriculum for SwESN**
3. using an IEP review process that ensures student assessment procedures include **individualized, context-based measurement** of our students’ engagement and progress in general education curriculum and embedded essential skills in general education classes, lessons, activities, and routines
4. using an IEP review process that evaluates whether **IEP goals** are **aligned** with and **lead to progress** in age-grade level general education content standards, and include essential skills required for our SwESN to be valued members of general education classes, lessons, activities, and routines
5. using an IEP review process that evaluates whether IEP services support our SwESN **remaining in or returning to** their neighborhood school\* and general education classes

Rating Scale

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#### [Add Focus Area 4.3 rating to summary table](#_Focus_Area_1.1:)

4.4 To what extent does our schoolwide system measure, publicly report, and use data to improve outcomes related to *Use of Evidence-Based Inclusive Instructional Practices* by:

1. supporting our school leadership team in the use of a **process to reflect** on the extent to which these instructional practices are used in our school
2. using a **cross-discipline and cross-department** school improvement planning process to eliminate barriers to the use of these instructional practices in our school
3. focusing on **continuity of access to and instruction on** the use of augmentative or alternative communication systemsthat allow our students to demonstrate active participation and learning during general education classes, lessons, activities, and routines
4. addressing the **impact of professional development with coaching** on the use of the Universal Design for Learning framework across all our departments and disciplines
5. focusing on the **co-planning, co-teaching, and co-assessing** instruction, and **the** **impact** of collaboration on our students’ learning within general education classes, lessons, activities, and routines
6. focusing on the use of these instructional practices embedded within our **evaluation processes** for administrators, teachers, other personnel, and programs

Rating Scale

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#### [Add Focus Area 4.4 rating to summary table](#_Focus_Area_1.1:)

4.5 To what extent does our schoolwide system measure, publicly report, and use data to improve *Student Outcomes* by:

1. focusing on our students’ progress on the **use of communication** across multiple years
2. analyzing our students’ progress toward **replacing challenging behaviors** with prosocial behaviors determined through the use of a functional behavioral assessment
3. focusing on the percent of our SwESN who have behavioral and other extensive support needs and whether they have **returned to instruction** in our school, which is their neighborhood school\*, and general education classes, lessons, activities, and routines
4. analyzing the percent of time our SwESN are **engaged** in age-grade level general education classes, lessons, activities, and routines
5. focusing on the dimensions of **belonging** for our SwESN

Rating Scale

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#### [Add Focus Area 4.5 rating to summary table](#_Focus_Area_1.1:)

4.6 To what extent does our schoolwide system measure, publicly report, and use data to improve outcomes related to *Assessment Practices* by:

1. ensuring all our students are included in all **accountability** systems, regardless of location and type of services
2. using state guidance for **eligibility for the state alternate assessment** to review our disaggregated data about our students who have been found eligible for the alternate assessment
3. reviewing our processes and data on students’ eligibility for state alternate assessment to ensure our students are not identified as eligible prior to development of theirIEP for **third grade**
4. monitoring the placement of our students who are eligible for the state alternate assessment to ensure that **eligibility does not result in removal** from our school, which is their neighborhood school\*, and general education classes, lessons, activities, and routines

Rating Scale

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#### [Add Focus Area 4.6 rating to summary table](#_Focus_Area_1.1:)

4.7 To what extent does our schoolwide system measure, publicly report, and use data to improve outcomes related to *Transition to Adult Life* by:

1. monitoring the percent of our students who exit school services with a **robust communication system** they use across purposes, people, and settings
2. monitoring the percent of our SwESN who participate in **commencement** with general education classmates at age 18
3. implementing changes to increase the percentage of our students who continue in **transition services after commencement** at age 18
4. providing transition services for our18–21 year-old SwESN on **post-secondary campuses or in the community** to facilitate belonging in their neighborhood communities, development of natural support networks, and competitive employment

Rating Scale

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#### [Add Focus Area 4.7 rating to summary table](#_Focus_Area_1.1:)

4.8 To what extent does our schoolwide system measure, publicly report, and use data to improve outcomes related to *Partnerships* by:

1. having diverse community members, families, advocates, and allies as **full partners** in our schools’ efforts to advocate for, develop, scale up, and sustain a unified inclusive system of education
2. advancing each of our student’s transition to inclusive adult lives and competitive employment through **collaboration** with the student and their family, district personnel, and community agencies
3. ensuring **equal access** to all district and school programs, services, and extra-curricular activities for our SwESN along with their classmates who do not have disabilities

Rating Scale

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#### [Add Focus Area 4.8 rating to summary table](#_Focus_Area_1.1:)

4.9 To what extent does our schoolwide system measure, publicly report, and use data to improve outcomes for *Developing, Scaling Up, and Sustaining Inclusive Education Practices* by:

1. using the Inclusive Education Roadmap, or another resource based on implementation science, to create a **school leadership team** that meets at least quarterly to focus on our policies, procedures, and practices that develop and sustain a **unified inclusive system of education**
2. unifying all our **educational initiatives and services** into one inclusive system of education for all general education students with and without disabilities
3. using the Inclusive Education Roadmap or another resource based on implementation science to develop **initial implementation** of inclusive education practices
4. using the Inclusive Education Roadmap or another resource based on implementation science to **scale up and sustain implementation** of inclusive education practices
5. providing **financial incentives** to support development, implementation, and sustaining of inclusive education practices in our school

Rating Scale

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#### [Add Focus Area 4.9 rating to summary table](#_Focus_Area_1.1:)

4.10 To what extent does our schoolwide system measure, publicly report, and use data to improve outcomes related to *School Personnel Practices* that:

1. ensure all our school communications use **person-first language**, unless otherwise specified by advocates, and respect diversity of human experiences
2. include our specialized education personnel as **designated members** of each department
3. ensure that our **special educators who provide services to our SwESN** have either relevant **licensure/certification** emphasizing inclusive education practices **specific to these students**, or receive ongoing professional development with coaching to increase their capacity in this area
4. ensure that our **instructional assistants, related services personnel, and special and general educators** receive ongoing professional development with coaching to increase our use of inclusive education practices and facilitate sustainable systemic change within an inclusive education system
5. ensure that **all our school administrators and specialists** receive ongoing professional development with coaching to increase the system’s capacity to use inclusive education practices and facilitate sustainable systemic change that builds an inclusive education system

Rating Scale

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#### [Add Focus Area 4.10 rating to summary table](#_Focus_Area_1.1:)

Focus Area 4: Positive Examples and Areas for Improvement

| **Set** | **Positive Examples and Areas for Improvement** |
| --- | --- |
| **4.1 Mindset** |  |
| **4.2 Placement and Settings**  |  |
| **4.3 General Education Curriculum Content and Access** |  |
| **4.4 Use of Evidence-Based Inclusive Instructional Practices** |  |
| **4.5 Student Outcomes**  |  |
| **4.6 Assessment Practices**  |  |
| **4.7 Transition to Adult Life** |  |
| **4.8 Partnerships**  |  |
| **4.9 Developing, Scaling Up, and Sustaining Inclusive Education Practices** |  |
| **4.10 School Personnel Practices** |  |

Focus Area 4: Summary Table

|  |  |
| --- | --- |
| **Summary Table: Sets of Features for *Student and System Outcomes*** | **Rating** |
| **4.1 Mindset** |  |
| **4.2 Placement and Settings**  |  |
| **4.3 General Education Curriculum Content and Access** |  |
| **4.4 Use of Evidence-Based Inclusive Instructional Practices** |  |
| **4.5 Student Outcomes**  |  |
| **4.6 Assessment Practices**  |  |
| **4.7 Transition to Adult Life** |  |
| **4.8 Partnerships**  |  |
| **4.9 Developing, Scaling Up, and Sustaining Inclusive Education Practices** |  |
| **4.10 School Personnel Practices** |  |

Connecting *Student and System Outcomes* to T-I-E-S

|  |  |
| --- | --- |
| **How T-I-E-S relates to*****Student and System Outcomes*** | **What needs to change to increase T-I-E-S for*****Student and System Outcomes*** |
| **Time:**  increased use of disaggregated data to determine patterns that support and/or hinder placement of SwESN in their neighborhood schools\* and general education classes |  |
| **Instructional effectiveness:** increased use of disaggregated data from multiple data sources to improve short- and long-term outcomes for SwESN |  |
| **Engagement:** increased number/percent of SwESN engaged with peers and the general education curriculum through specially-designed instruction embedded in general education classes, lessons, and activities |  |
| **Support:** administrative support that increases and sustains school personnel’s use of inclusive education practices to improve short- and long-term academic and post-school outcomes for SwESN |  |