

# State 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: State Level. TIES National Technical Assistance Center, University of Minnesota.

Author Notes:

The author(s) disclosed receipt of the following financial support for the literature review, authorship, and/or publication of this tool: The literature review and development of this tool were supported by the Office of Special Education Programs, U.S. Department of Education, through Grant H326Y170004 to the University of Minnesota and Grant H325D170085 to the University of North Carolina at Greensboro. The opinions expressed are those of the authors and do not represent views of the Office of Special Education Programs or the U.S. Department of Education.

2 We wish to acknowledge the contributions of Kristin Burnette, Donna Lehr, Dale Baker, Somer Matthews, Kari Alberque, Meghan Cosier, Lewis Jackson, and Erik Carter for their efforts related to the literature review, tool conceptualization, and tool development.



## RISE Frame of Reference:

* **“All means all”** specifically includes all students with significant cognitive disabilities.
* **Placement** is in 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 statewide 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 significant cognitive disabilities.

**2**

**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.

**3**

**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.

**4**

**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.

**5**

**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.

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

*Student and System Outcomes* describes the inclusive **mindset** that impacts the system’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 system’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 system**.** To maximize these, this Focus Area also describes outcomes resulting from **partnerships** and **state 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 your statewide system facilitate a *Mindset* that:

1. demonstrates an **unwavering belief** in the value of inclusive education for improving student outcomes
2. communicates a philosophy that **every student can learn** and that philosophy results in high expectations and the measurement of student, program, and systemic outcomes
3. honors the understanding that education services are provided to **empower students** with and without disabilities to be **fully valued and participating members** of inclusive communities during and after exiting the system of education, rather than to “fix” or eliminate a disability
4. demonstrate 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
5. communicates that **each district is accountable** for demonstrating progress of all 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 significant cognitive disabilities. **2**

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

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

1. analyzing district and state data for any **disproportionality** reflected in Least Restrictive Environment (LRE) placement data disaggregated by disability category; age/grade; race, gender; socio-economic status; cultural, ethnic, and linguistic diversity
2. analyzing district and state LRE data disaggregated by students’ eligibility for participation in the **alternate assessment** and need for a **non-traditional communication system**
3. studying and disrupting potential **systemic inequities** in the educational placement of students with significant disabilities
4. reviewing **school building accessibility** data and using it to create full accessibility for all students for Americans with Disabilities Act (ADA) compliance
5. analyzing data on the **promotion of students** with significant cognitive disabilities (SwSCD) through grades according to the same pattern as their general education classmates
6. assisting districts’ use of **scheduling processes** that ensure the assignment of all SwSCD to general education classes prior to the assignment of other general education students which is followed by scheduling of personnel to meet student needs across subject areas
7. analyzing state and district **funding formulae, policies, procedures, and resources** to address barriers to placement 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 your statewide system measure, publicly report, and use data to improve outcomes related to *General Education Curriculum Content and Access* by:

1. creating guidance to support district curriculum adoption based on an understanding that there is **one general education curriculum** for all students based on general education content standards
2. providing technical assistance to support district administrators and curriculum specialists to understand the purpose and use of the general education **content standards**, alternate academic **achievement standards**, and supplemental **curriculum**
3. using an IEP review process that evaluates whether student assessment procedures include **individualized, context-based measurement** of the student’s 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 to be valued members of general education classes, lessons, activities, and routines
5. using an IEP review process that evaluates whether IEP services support the student **remaining in or returning to** their neighborhood schools\* and general education classes

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

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

1. supporting district leadership teams in the use of a **process to reflect** on the extent to which these instructional practices are used in schools across their district
2. using a **cross-discipline and cross-department** state improvement planning process to eliminate barriers to the use of these instructional practices
3. measuring **continuity of access to and instruction** on the use of augmentative or alternative communication systemsthat allows students to demonstrate active participation and learning during general education classes, lessons, activities, and routines
4. providing and evaluating the **impact of professional development** opportunities on the use planning, instruction, and assessment based on the Universal Designed for Learning (UDL) framework across all departments and disciplines
5. supporting districts to measure and report on the use of **cross-discipline co-planning, co-teaching, and co-assessing** instruction, and **evaluating the** **impact** of collaboration on student learning in general education classes, lessons, activities, and routines
6. supporting districts to measure and report on the use of these instructional practices embedded within their administrator, teacher, and program **evaluation processes**

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 your statewide system measure, publicly report, and use data to improve *Student Outcomes* by:

1. measuring students’ progress on the **use of communication** across multiple years
2. measuring student’s progress toward **replacing challenging behaviors** with prosocial behaviors determined through the use of a functional behavioral assessment
3. measuring the percent of SwSCD who have behavioral and other extensive support needsand are **returned to instruction** in their neighborhood schools\* and general education classes, lessons, activities, and routines
4. supporting districts to measure and report on the percent of time SwSCD are **engaged** in age-grade level general education classes, lessons, activities, and routines
5. measuring the dimensions of **belonging** for SwSCD

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 your statewide system measure, publicly report, and use data to improve outcomes related to *Assessment Practices* by:

1. ensuring all students are included in all **accountability** systems, regardless of location and type of services
2. advocating for increased availability of state-approved **testing accommodations** based on the UDL framework for all general education students with and without disabilities
3. facilitating the use of state guidance for **eligibility for the state alternate assessment** and supporting districts’ review of disaggregated data about students who have been found eligible for the alternate assessment
4. facilitating districts’ review of their processes and data on students’ eligibility for state alternate assessment to ensure students are not identified as eligible prior to development of theirIEP for **third grade**
5. monitoring the placement of students who are eligible for the state alternate assessment to ensure that **eligibility does not result in removal** from their neighborhood school\* and general education classes, lessons, activities, and routines

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

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

1. monitoring the percent of students who exit school services with a **robust communication system** they use across purposes, people, and settings
2. monitoring the percent of SwSCD who participate in **commencement** with general education classmates at age 18
3. implementing changes to increase the percentage of students who continue in **transition services after commencement** at age 18
4. facilitating districts’ provision of transition services for 18–21-year-old SwSCD on **post-secondary campuses or in the community** to facilitate belonging in their neighborhood communities, development of natural support networks, and competitive employment
5. collecting annual data about **1-, 3-, and 5-year** **post-school outcomes** for SwSCD to monitor for peer relationships, competitive employment, post-secondary education, and natural support networks

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

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

1. have diverse community members, families, self-advocates, and allies as **full partners** in the state’s efforts to advocate for, develop, scale up, and sustain a unified inclusive system of education
2. engage **universities and national experts** to develop teachers’ and administrators’ expertise to develop, scale up and sustain an inclusive system of education
3. advance each student’s transition to inclusive adult lives and competitive employment through **interagency agreements and collaboration** with family and community agencies

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

4.9 To what extent does your statewide 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 **state and district leadership teams** that meets at least quarterly to focus on state and district policies, procedures, and practices that develop and sustain a **unified inclusive system of education**
2. unifying all **educational initiatives and services** into one unified 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** districts
4. using the Inclusive Education Roadmap or another resource based on implementation science to **scale up and sustain implementation** across all districts
5. providing **financial incentives** for districts to review and revise their policies, procedures, and practices to support development, implementation, and sustaining of inclusive education

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

4.10 To what extent does your statewide system measure, publicly report, and use data to improve outcomes related to *State Personnel Practices* that:

1. ensure all state communications use **person-first language**, unless otherwise specified by self-advocates, and respects diversity of human variability
2. include specialized education personnel as **designated members** of each division and department
3. ensure that **special educators providing services to SwSCD** 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 **special education licensure/certification** emphasizes inclusive education practices or special educators receive ongoing professional development with coaching to increase their capacity in this area
5. ensure that **general education licensure/certification** emphasizes inclusive education practices or general educators receive ongoing professional development with coaching to increase their capacity in this area
6. ensure that **general education and special education administrator licensure/certification** emphasizes inclusive education practices or general educators receive ongoing professional development with coaching to increase their capacity in this area

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 State 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 State 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 SwSCD in their neighborhood schools\* and general education classes |  |
| **Instructional effectiveness:** increased use of disaggregated data to improve short- and long-term outcomes for SwSCD |  |
| **Engagement:** increased use of disaggregated data to increase the number/percent of districts in which SwSCD are engaged in specially-designed instruction embedded in general education classes, lessons, and activities |  |
| **Support:** state support that increases district use of inclusive education practices to improve short- and long-term academic and post-school outcomes for SwSCD |  |