State RISE Part 2: Features Reflection

Focus Area 4: Student and System Outcomes

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	2	3	4	5
Some features are in place for **some** students, but **not yet for** students with significant cognitive disabilities.	**Most** Features are in place for **most** students, but **not yet for** students with significant cognitive disabilities.	**Most** Features are in place for **most** students, including for **some** students with significant cognitive disabilities.	**Most** Features are in place for **most** students, including **most** students with significant cognitive disabilities.	**All** Features are in place for **all** students, including **all** students with significant cognitive disabilities.
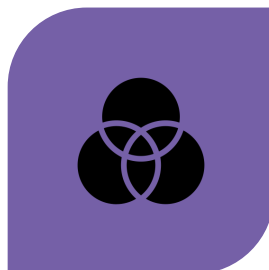
Focus Area 4: STUDENT AND SYSTEM OUTCOMES

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 phrase *neighborhood schools* used in this Focus Area includes magnet schools and other public schools that students in that neighborhood are eligible to attend.

4.1 To what extent does your statewide system facilitate a MINDSET that:

4.1.1   demonstrates an **unwavering belief** in the value of inclusive education for improving student outcomes

4.1.2   communicates a philosophy that **every student can learn** and that philosophy results in high expectations and the measurement of student, program, and systemic outcomes

> 1 – **Some** Features; **not yet** applied to students w/ SCD
> 2 – **Most** Features; **not yet** been applied to students w/ SCD
> 3 – **Most** Features; including **some** students w/ SCD
> 4 – **Most** Features; including **most** students w/ SCD
> 5 – **All** Features; including **all** students w/ SCD

4.1.3   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

4.1.4   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

4.1.5   communicates that **each district is accountable** for demonstrating progress of all students in age-grade level general education curriculum at their neighborhood schools*

Rating ☐

4.2 To what extent does your statewide system measure, publicly report, and use data to improve outcomes related to PLACEMENT AND SETTINGS by:

4.2.1   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

4.2.2   analyzing district and state LRE data disaggregated by students' eligibility for participation in the **alternate assessment** and need for a **non-traditional communication system**

4.2.3   studying and disrupting potential **systemic inequities** in the educational placement of students with significant disabilities

4.2.4   reviewing **school building accessibility** data and using it to create full accessibility for all students for Americans with Disabilities Act (ADA) compliance

4.2.5   analyzing data on the **promotion of students** with significant cognitive disabilities through grades according to the same pattern as their general education classmates

> 1 – **Some** Features; **not yet** applied to students w/ SCD
> 2 – **Most** Features; **not yet** been applied to students w/ SCD
> 3 – **Most** Features; including **some** students w/ SCD
> 4 – **Most** Features; including **most** students w/ SCD
> 5 – **All** Features; including **all** students w/ SCD

4.2.6   assisting districts' use of **scheduling processes** that ensure the assignment of all students with significant cognitive disabilities 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

4.2.7   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 ▢

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:

4.3.1   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

4.3.2   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**

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

4.3.3   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

4.3.4   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

4.3.5   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

Rating

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:

4.4.1 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

4.4.2 using a **cross-discipline and cross-department** state improvement planning process to eliminate barriers to the use of these instructional practices

4.4.3 measuring **continuity of access to and instruction** on the use of augmentative or alternative communication systems that allows students to demonstrate active participation and learning during general education classes, lessons, activities, and routines

4.4.4 providing and evaluating the **impact of professional development** opportunities on the use planning, instruction, and assessment based on the Universally Designed for Learning framework across all departments and disciplines

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

4.4.5 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

4.4.6 supporting districts to measure and report on the use of these instructional practices embedded within their administrator, teacher, and program **evaluation processes**

Rating ☐

4.5 To what extent does your statewide system measure, publicly report, and use data to improve STUDENT OUTCOMES by:

4.5.1 measuring students' progress on the **use of communication** across multiple years

4.5.2 measuring student's progress toward **replacing challenging behaviors** with prosocial behaviors determined through the use of a functional behavioral assessment

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

4.5.3 measuring the percent of students with significant cognitive disabilities who have behavioral and other extensive support needs and are **returned to instruction** in their neighborhood schools* and general education classes, lessons, activities, and routines

4.5.4 supporting districts to measure and report on the percent of time students with significant cognitive disabilities are **engaged** in age-grade level general education classes, lessons, activities, and routines

4.5.5 measuring the dimensions of **belonging** for students with significant cognitive disabilities

Rating [ ]

4.6 To what extent does your statewide system measure, publicly report, and use data to improve outcomes related to ASSESSMENT PRACTICES by:

4.6.1   ensuring all students are included in all **accountability** systems, regardless of location and type of services

4.6.2   advocating for increased availability of state-approved **testing accommodations** based on the Universal Design for Learning framework for all general education students with and without disabilities

4.6.3   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

4.6.4   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 their IEP for **third grade**

4.6.5   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

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

Rating

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:

4.7.1   monitoring the percent of students who exit school services with a **robust communication system** they use across purposes, people, and settings

4.7.2   monitoring the percent of students with significant cognitive disabilities who participate in **commencement** with general education classmates at age 18

4.7.3   implementing changes to increase the percentage of students who continue in **transition services after commencement** at age 18

4.7.4   facilitating districts' provision of transition services for 18–21-year-old students with significant cognitive disabilities on **post-secondary campuses or in the community** to facilitate belonging in their neighborhood communities, development of natural support networks, and competitive employment

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

4.7.5   collecting annual data about **1-, 3-, and 5-year post-school outcomes** for students with significant cognitive disabilities to monitor for peer relationships, competitive employment, post-secondary education, and natural support networks

Rating

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

4.8.1   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

4.8.2   engage **universities and national experts** to develop teachers' and administrators' expertise to develop, scale up and sustain an inclusive system of education

4.8.3   advance each student's transition to inclusive adult lives and competitive employment through **interagency agreements and collaboration** with family and community agencies

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

Rating ☐

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 PRCTICES by:

4.9.1   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**

4.9.2   unifying all **educational initiatives and services** into one unified inclusive system of education for all general education students with and without disabilities

4.9.3   using the Inclusive Education Roadmap or another resource based on implementation science to develop **initial implementation** districts

4.9.4   using the Inclusive Education Roadmap or another resource based on implementation science to **scale up and sustain implementation** across all districts

1 – **Some** Features; **not yet** applied to students w/ SCD
2 – **Most** Features; **not yet** been applied to students w/ SCD
3 – **Most** Features; including **some** students w/ SCD
4 – **Most** Features; including **most** students w/ SCD
5 – **All** Features; including **all** students w/ SCD

4.9.5   providing **financial incentives** for districts to review and revise their policies, procedures, and practices to support development, implementation, and sustaining of inclusive education

Rating

4.10 To what extent does your statewide system measure, publicly report, and use data to improve outcomes related to STATE PERSONNEL PRACTICES that:

4.10.1   ensure all state communications use **person-first language**, unless otherwise specified by self-advocates, and respects diversity of human variability

4.10.2   include specialized education personnel as **designated members** of each division and department

4.10.3   ensure that **special educators providing services to students with significant cognitive disabilities** 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

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> 2 – **Most** Features; **not yet** been applied to students w/ SCD
> 3 – **Most** Features; including **some** students w/ SCD
> 4 – **Most** Features; including **most** students w/ SCD
> 5 – **All** Features; including **all** students w/ SCD

4.10.4   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

4.10.5   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

4.10.6   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 ☐

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	

Set	Positive Examples and Areas for Improvement
4.8 Partnerships	
4.9 Developing, Scaling Up, and Sustaining Inclusive Education Practices	
4.10 State Personnel Practices	

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	

Identifying the Takeaways

Takeaway 1:

Takeaway 2:

Takeaway 3:

Based upon the RISE Part 2 Tool, discuss the features and Sets of Features that:

- are foundational to the rest of the work,

- seem like an "easy win" for the team, and

- align with other initiatives and changes happening in the system.

Takeaways might connect with *Increased Time, Improved Instructional Effectiveness, Increased Engagement, and System Support,* or might focus specifically on what features or Sets of Features your team wants to address. For instance, a Takeaway might be creating a shared inclusive education system vision.

Next Steps

1. Complete Initiative Inventory
2. Complete Inclusive Education Action Plan
3. Begin initial implementation of Action Plan