INCLUSIVE EDUCATION SUPPORTS FOR HAWAII SCHOOLS

A DIALOGUE WITH SPECIAL EDUCATION ADVISORY COUNCIL
VIRTUAL MEETING
Professional Development and Support for Special Education Inclusion in Hawaii State Department of Education (HIDOE) Schools

RFP D17-100

Awarded July 2017
TWO BROAD GOALS

Goal 1
- Close the achievement gap for students with disabilities (SWD).

Goal 2
- Increase the time SWD spend in the general education classroom.
WHY IS THE HIDOE LAUNCHING THIS WORK TOWARD INCLUSIVE PRACTICES FOR STUDENTS WITH DISABILITIES?

SOURCE: STRIVE SNAPSHOT 2016-2017
WHY IS THE HIDOE LAUNCHING THIS WORK TOWARD INCLUSIVE PRACTICES FOR STUDENTS WITH DISABILITIES?

ON TO HUI PU... (And Beyond)

Three Phases of Changed Practice & Improved Outcomes for Students
THREE PHASES

Hui Pu • 2017

Scale Up • 2019

Sustaining Change • 2021
Hui Pu
• 2017

• 3 Cadres of 10 Schools
• 2 Additional Cadres
• Learning Walk – Pre + Post
• PD for RTs
Data Profiles and Learning Walks

Intensive Professional Development (Step by Step Training)

Personalized On-Site Coaching & Technical Assistance

Capacity Building for Sustained Statewide Change

HUI PU FRAMEWORK FOR CHANGE
Domain 1: Instructional Arrangement/Staffing

School: Complex: 
Level: EC/Pre-K, Elem, MS, HS 

<table>
<thead>
<tr>
<th>Time:</th>
<th>Subject/Grade:</th>
<th>Instructional Arrangement:</th>
</tr>
</thead>
<tbody>
<tr>
<td># Sp.Ed. Paras:</td>
<td></td>
<td>Resource</td>
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<tr>
<td># Paras 1:1:</td>
<td># Gen. Ed. Students</td>
<td>Self-Contained</td>
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<td>@ Time of Observation:</td>
<td>Support CBI</td>
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<td>Support for Facilitation</td>
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</table>

Domain 2: Instructional Activities/Use of Academic Learning Time

Description of activity & # students participating:

a) Interruptions to instructional time are few.

b) 85% of students appear engaged in assigned activities.

c) Off-task behavior is quickly redirected.

d) There is evidence of the success of all students.

e) Classroom routines (access to materials, homework submission, etc.) minimize lost time.

Notes

Domain 3: Evidence of Instructional Planning

Yes No

a) There is evidence that pre-assessment data informs instruction.

b) Lesson's objective is posted.

c) Lesson activities reflect an accelerated rather than remedial approach.

d) Lesson activities are differentiated and needs for scaffolding/accommodations/modifications are met.

e) Adult(s) in the classroom function with apparent role clarity and planned direction.

Notes

Domain 4: Instructional Quality - Tier One

Yes No

a) Flexible grouping is used effectively.

b) Instruction is differentiated.

c) Students are actively engaged.

d) Scaffolds, accommodations and modifications are used to support learning.

e) Instructional technology supports instruction.

Notes
<table>
<thead>
<tr>
<th>Domain 2. Instructional Activities/Use of Academic Learning Time</th>
<th>Year</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Interruptions to instructional time are few.</td>
<td>2018: 80</td>
<td>2019: 100</td>
</tr>
<tr>
<td>2b. 85% of students appear engaged in assigned activities.</td>
<td>2018: 70</td>
<td>2019: 91.67</td>
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<tr>
<td>2c. Off-task behavior is quickly redirected.</td>
<td>2018: 80</td>
<td>2019: 91.67</td>
</tr>
<tr>
<td>2d. There is evidence of the success of all students.</td>
<td>2018: 0</td>
<td>2019: 81.25</td>
</tr>
<tr>
<td>2e. Classroom routines (access to materials, homework submission, etc.) minimize lost time.</td>
<td>2018: 80</td>
<td>2019: 83.33</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Domain 3. Evidence of Instructional Planning</th>
<th>Year</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. There is evidence that pre-assessment data informs instruction.</td>
<td>2018: 0</td>
<td>2019: 56.25</td>
</tr>
<tr>
<td>3b. Lesson’s objective is posted.</td>
<td>2018: 30</td>
<td>2019: 29.17</td>
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<tr>
<td>3c. Lesson activities reflect an accelerated rather than remedial approach.</td>
<td>2018: 10</td>
<td>2019: 77.08</td>
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<tr>
<td>3d. Lesson activities are differentiated and needs for scaffolding/accommodations/modifications are met.</td>
<td>2018: 20</td>
<td>2019: 91.67</td>
</tr>
<tr>
<td>3e. Adult(s) in the classroom function with apparent role clarity and planned direction.</td>
<td>2018: 80</td>
<td>2019: 91.67</td>
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</tbody>
</table>

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<tr>
<th>Domain 4. Instructional Quality – Tier One</th>
<th>Year</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Flexible grouping is used effectively.</td>
<td>2018: 30</td>
<td>2019: 70.83</td>
</tr>
<tr>
<td>4b. Instruction is differentiated.</td>
<td>2018: 40</td>
<td>2019: 81.25</td>
</tr>
<tr>
<td>4c. Students are actively engaged.</td>
<td>2018: 40</td>
<td>2019: 83.33</td>
</tr>
<tr>
<td>4d. Scaffolds, accommodations and modifications are used to support learning.</td>
<td>2018: 20</td>
<td>2019: 91.67</td>
</tr>
<tr>
<td>4e. Instructional technology supports instruction.</td>
<td>2018: 20</td>
<td>2019: 62.5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 5. A Positive Learning Environment – Tier One</th>
<th>Year</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Teacher(s) demonstrate high expectations for all students.</td>
<td>2018: 40</td>
<td>2019: 83.33</td>
</tr>
<tr>
<td>5b. Cultural diversity is respected.</td>
<td>2018: 70</td>
<td>2019: 91.67</td>
</tr>
<tr>
<td>5c. Room arrangement supports positive behavior.</td>
<td>2018: 80</td>
<td>2019: 100</td>
</tr>
<tr>
<td>5d. Rules are posted and followed.</td>
<td>2018: 70</td>
<td>2019: 89.58</td>
</tr>
<tr>
<td>5e. A schedule of class activities is posted.</td>
<td>2018: 90</td>
<td>2019: 66.67</td>
</tr>
<tr>
<td>5f. There is evidence that behavior contingencies are in place when needed.</td>
<td>2018: 20</td>
<td>2019: 56.25</td>
</tr>
<tr>
<td>5g. A school-wide behavior model is in place.</td>
<td>2018: 70</td>
<td>2019: 77.08</td>
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<table>
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<tr>
<th>Domain 6. Quality Standards for Students with Disabilities</th>
<th>Year</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. Standards-based IEPs are used.</td>
<td>2018: 0</td>
<td>2019: 93.75</td>
</tr>
<tr>
<td>6b. Students with disabilities have access to and participate in the general education curriculum.</td>
<td>2018: 80</td>
<td>2019: 83.33</td>
</tr>
<tr>
<td>6c. Instructional accommodations are used effectively.</td>
<td>2018: 40</td>
<td>2019: 83.33</td>
</tr>
<tr>
<td>6d. Curricular modifications are used effectively.</td>
<td>2018: 20</td>
<td>2019: 83.33</td>
</tr>
<tr>
<td>6e. Materials and instruction are age appropriate.</td>
<td>2018: 90</td>
<td>2019: 83.33</td>
</tr>
<tr>
<td>6f. Specially designed instruction is in place.</td>
<td>2018: 20</td>
<td>2019: 91.67</td>
</tr>
</tbody>
</table>
STEP BY STEP TRAINING EVALUATION DATA

Intensive Professional Development (Step by Step Training)
STEP BY STEP
TRAINING
EVALUATION
DATA
STEP BY STEP TRAINING EVALUATION DATA
STEP BY STEP TRAINING EVALUATION DATA

- OVERALL EVALUATION OF THE SESSION: 4.67
- RESPONSIVENESS OF PRESENTERS: 4.82
- CONTENT OF PROFESSIONAL DEVELOPMENT MATERIALS: 4.6
- PRESENTATION OF IDEAS: 4.64
- SESSION CONTENT: 4.63
<table>
<thead>
<tr>
<th>Cadre</th>
<th># Schools</th>
<th># TA Days per School</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>12</td>
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<tr>
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<td>9</td>
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<tr>
<td>5</td>
<td>10</td>
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</tbody>
</table>

**CADRES 1-5**

- Personalized On-Site Coaching & Technical Assistance
- Action Planning
- Team, Classroom and Student Specific Focus
- Training Topics selected by Team
- On on one Coaching for the Principal
- Shadowing for Leadership Group
A FOCUS ON SUSTAINABILITY

Capacity Building for Sustained Statewide Change

- Current Topics in Special Education and Tier 1 Instruction
- Implementing Learning Walks
- Phase 1 of *Step by Step* Training Certification
- Shadowed all TA Visits to School Sites
By 2020, HIDOE would like to increase this percentage to reach the current national average of 51%.

Today, 47.94% of Hawaii’s students with disabilities spend a minimum of 80% of the instructional day in the general education classroom.
Today, an average of 66.92% Hui Pu students with disabilities spend a minimum of 80% of the instructional day in the general education classroom.

<table>
<thead>
<tr>
<th>Cadre</th>
<th>Pre %</th>
<th>Current</th>
<th>Gain %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadre 1</td>
<td>35.5</td>
<td>64.3</td>
<td>28.8</td>
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<tr>
<td>Cadre 2</td>
<td>51.3</td>
<td>64.4</td>
<td>13.1</td>
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<tr>
<td>Cadre 3</td>
<td>38.1</td>
<td>62.9</td>
<td>24.8</td>
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<tr>
<td>Cadre 4</td>
<td>58.0</td>
<td>75.8</td>
<td>17.8</td>
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<tr>
<td>Cadre 5</td>
<td>56.0</td>
<td>69.4</td>
<td>13.4</td>
</tr>
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</table>

50% standard met and exceeded!
VERY EARLY RESULTS FOR CLOSING THE ACHIEVEMENT GAP FOR STUDENTS WITH DISABILITIES?

SOURCE: STRIVE SNAPSHOT 2018-2019
• Increase Complex Area Capacity
• SBS Training in 15 Complex Areas
• Principal Learning Communities
• Statewide LRE/Achievement Conferences
• Rich Website Resources
• Demonstration Schools
• Parent Engagement
• Principal Leadership Skills
“Students with disabilities shall be educated with their non-disabled peers, to the greatest extent appropriate.”

PL94-142...IDEA

Inclusion is a philosophy and a practice that ensures that every student is a full and accepted member of the school community and that their individual needs are the only ones considered. Not labels, not places, not ratios, not convenience.
A FEW GUIDING PRINCIPLES

Every Student Is A General Education Student.
A FEW GUIDING PRINCIPLES

Inclusion Is Not A ‘Special Education Issue’ - It’s Everyone’s Issue!
A FEW GUIDING PRINCIPLES

There Is Good Inclusion And There Is Bad Inclusion.
A FEW GUIDING PRINCIPLES

Never Forget The “I Word” – INDIVIDUALIZATION!
A FEW GUIDING PRINCIPLES

Inclusion Requires Us To Expand Our Comfort Zone.
A FEW GUIDING PRINCIPLES
Inclusion Requires A Change In How We Teach And How We Work Together.
A FEW GUIDING PRINCIPLES

There Is No Such Thing As Excellence Without Equity.
- All students are educated in the general education classroom to the greatest extent appropriate
- Expectations are high
- The curriculum is the general education curriculum
- Instruction is standards-based
- Decisions are made on the basis of student needs and not labels and places
- Instructional and behavioral supports first – then decisions about personal support
“removal occurs only when... regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.”
DEFINITION PITFALLS

INCLUSION DOES NOT MEAN:

01  X 100% of the students 100% of the day.

02  X Every student receives co-teaching.

03  X Avoiding ‘resource’ so now everyone goes to ___

04  X It is only for students with disabilities.
TODAY’S CONTINUUM OF SUPPORTS

TIER 1
Research-based
Available to All

ADVANCE SUPPORT

IN-CLASS SUPPORT

SPECIALIZED SUPPORT

General Education

In Partnership with Special Education
RESEARCH-BASED WORK ON CLOSING THE ACHIEVEMENT GAP
The Hechinger Report (2017) suggests that…

**at least 90%**

of all students with disabilities should be able to master on-grade level content.

This is also the assertion of John Hattie, author of *Visible Learning: A synthesis of over 800 meta-analysis related to achievement* (2017) and educational researcher focusing on the most effective instructional strategies.
Multi-Level Instruction enables students, when appropriate, to achieve different learner outcomes within a single on-grade level, standards-based instructional activity designed by the teacher.
DEFINITION OF 2 KEY TERMS

Accommodation

A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

Modification

A change in what the student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class.
One Instructional Strategy
Seven Easy Questions!

As designed?
Tier 1 in place?
With accommodations?
With modifications?
With technology?
With behavioral supports?
With personal supports?
**FORM 2: ANALYSIS OF INSTRUCTIONAL AND PERSONAL SUPPORT NEEDS**

Q: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? Please use multiple sources of data to answer this question and complete this form. Data sources may include test results, benchmarks, student interviews, grades, observations, and behavioral data.

<table>
<thead>
<tr>
<th>SUBJECT/COURSE</th>
<th>As Designed</th>
<th>Are there aspects of Tier 1 instruction that can be incorporated to enable the student to be successful?</th>
<th>With Accommodations</th>
<th>With Curricular Modifications</th>
<th>With Assistive Technology</th>
<th>Behavior Intervention</th>
</tr>
</thead>
<tbody>
<tr>
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**PERSONAL SUPPORT**

<table>
<thead>
<tr>
<th>Advance Support</th>
<th>In-Class Support</th>
<th>Specialized Support</th>
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<tbody>
<tr>
<td>Supports Prior to Instruction</td>
<td>Peers</td>
<td>Support Facilitation</td>
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<td>SUBJECT/COURSE</td>
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<td>Are there aspects of Tier 1 instruction that can be incorporated to enable the student to be successful?</td>
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</table>

**INSTRUCTIONAL SUPPORT**

Attach Accommodations Sheet or BIP

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**Accommodations**
- **Curricular Modifications**: Changes in the way information is presented. Text, graphic organizers, color-coded materials, chapter outlines, vocabulary banks, sentence starters, large print textbooks, flow charts.
- **Timing and Pace**: Changes in the timing for an activity or test, providing more or fewer visual distractions.
- **Setting**: Changes in the learning environment. Preferential seating, structured learning centers, a quiet time schedule.
- **Supervision and Support**: Peer support.
- **Equipment and Materials**: Graphic organizers, color-coded materials, specialized writing tools, stump, magnifiers, etc.
- **Other**: Other accommodations or supports as needed.

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**Behavior Interventions**
- **Classroom Management Plan**: A change in the way a student completes assignments or tests. Oral responses, keyboard responses, small segments of the test questions, questions presented in a different format (short essay, true/false, etc.).
- **Classroom Behavior Plan**: A change in the learning environment. Preferential seating, structured learning centers, a quiet time schedule.
- **Intervention Plan**: A change in the way a student completes assignments or tests. Oral responses, keyboard responses, small segments of the test questions, questions presented in a different format (short essay, true/false, etc.).
- **Decision Support Team**: A change in the way a student completes assignments or tests. Oral responses, keyboard responses, small segments of the test questions, questions presented in a different format (short essay, true/false, etc.).

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**Support Needs**
- **General Education Teacher**: Which meets the needs identified to support students in the general education class.
- **Special Education Teacher**: Which meets the needs identified to support students in the special education class.
- **Behavior Supports**: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? A change in the learning environment. Preferential seating, structured learning centers, a quiet time schedule.
- **Curriculum Supports**: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? A change in the learning environment. Preferential seating, structured learning centers, a quiet time schedule.
- **Peer Support**: A change in the way a student completes assignments or tests. Oral responses, keyboard responses, small segments of the test questions, questions presented in a different format (short essay, true/false, etc.).
- **Modification of Materials**: A change in the way information is presented. Text, graphic organizers, color-coded materials, chapter outlines, vocabulary banks, sentence starters, large print textbooks, flow charts.

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**Assistive Technology**
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- **Classroom Management Plan**: A change in the way a student completes assignments or tests. Oral responses, keyboard responses, small segments of the test questions, questions presented in a different format (short essay, true/false, etc.).
- **Classroom Behavior Plan**: A change in the learning environment. Preferential seating, structured learning centers, a quiet time schedule.
- **Intervention Plan**: A change in the way a student completes assignments or tests. Oral responses, keyboard responses, small segments of the test questions, questions presented in a different format (short essay, true/false, etc.).
- **Decision Support Team**: A change in the way a student completes assignments or tests. Oral responses, keyboard responses, small segments of the test questions, questions presented in a different format (short essay, true/false, etc.).
- **Support Needs**: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? A change in the learning environment. Preferential seating, structured learning centers, a quiet time schedule.

---

**Support Needs**
- **General Education Teacher**: Which meets the needs identified to support students in the general education class.
- **Special Education Teacher**: Which meets the needs identified to support students in the special education class.
- **Behavior Supports**: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? A change in the learning environment. Preferential seating, structured learning centers, a quiet time schedule.
- **Curriculum Supports**: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? A change in the learning environment. Preferential seating, structured learning centers, a quiet time schedule.
- **Peer Support**: A change in the way a student completes assignments or tests. Oral responses, keyboard responses, small segments of the test questions, questions presented in a different format (short essay, true/false, etc.).
- **Modification of Materials**: A change in the way information is presented. Text, graphic organizers, color-coded materials, chapter outlines, vocabulary banks, sentence starters, large print textbooks, flow charts.

---

**Assistive Technology**
- **Curricular Modifications**: Changes in the way information is presented. Text, graphic organizers, color-coded materials, chapter outlines, vocabulary banks, sentence starters, large print textbooks, flow charts.
- **Timing and Pace**: Changes in the timing for an activity or test, providing more or fewer visual distractions.
- **Setting**: Changes in the learning environment. Preferential seating, structured learning centers, a quiet time schedule.
- **Supervision and Support**: Peer support.
- **Equipment and Materials**: Graphic organizers, color-coded materials, specialized writing tools, stump, magnifiers, etc.
- **Other**: Other accommodations or supports as needed.
### PERSONAL SUPPORT

<table>
<thead>
<tr>
<th>Advance Support</th>
<th>In-Class Support</th>
<th>Specialized Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports Prior to Instruction</td>
<td>Peers</td>
<td>Support Facilitation</td>
</tr>
</tbody>
</table>

---

### Functional Objective

- **To the concept(s) or “big idea(s)” of the lesson:**

- **Level Modified:**
  - Yes
  - No

- **Complexity Modification:**
  - Yes
  - No

### Curricular Modifiers

- **Preparation of Lessons:**
  - Yes
  - No

- **Scheduling:**
  - Yes
  - No

### INSTRUCTIONAL SUPPORT

- **Teacher (CT):**
  - Yes
  - No

- **Classroom to suggest Tier One strategies for improving behavior for this student:**
  - Yes
  - No

- **Has the school social worker or counselor visited the student and observed in the classroom:**
  - Yes
  - No

- **If a BIP has been developed, is it implemented as designed and with fidelity:**
  - Yes
  - No

### MODIFICATIONS

- **Technology Assistive:**
  - Yes
  - No

- **Behavior Intervention:**
  - Yes
  - No

- **Intervention Support:**
  - Yes
  - No

- **Support Facilitator (SF):**
  - Yes
  - No

- **Outside Gen Ed Classroom:**
  - Yes
  - No

- **An individual who provides a variety of supports, either to students and/or the general education teacher:**
  - Yes
  - No

---

### Example of potential for adding detail to decision

- **Example of potential for adding detail to decision making re:**
  - Yes
  - No

---

### Source

- Adapted from: Thousand, J.S. Project Director. The Homecoming Model: Educating Students Who Present Intensive Educational Challenges Within Regular Education Environments, September 1986
- https://tinyurl.com/o2t5nbb
### Learner Objective/Unit Objective (What am I teaching?)

### Evidence of Student Success (Observable/Measureable)

### Pre-Assessment Tool/Information (What do the students know about this learning objective? Their interests? Motivations?)

<table>
<thead>
<tr>
<th>Instructional Strategies/Activities</th>
<th>Grouping</th>
<th>Assessment/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Whole Group</td>
<td>Individual</td>
</tr>
</tbody>
</table>

### As Designed

### Additional Instructional Decisions

If needed, determine instructional supports for individual students.

<table>
<thead>
<tr>
<th>Students who Require Instructional Supports</th>
<th>Instructional Accommodations?</th>
<th>Curricular Modifications?</th>
<th>In-Class Support?</th>
<th>Differentiated Assessment?</th>
<th>Per IEP (√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STREAMLINED SUPPORT OPTIONS

PRACTICAL STRATEGIES, COURAGEOUS CHOICES
Start with a clean slate!

Wipe away all traditional notions of staffing

- Resource
- Self-contained
- Life skills
- Adaptive behavior
- Push-in
- Pull-out
- Inclusion class
- Programs
TODAY’S CONTINUUM OF SUPPORTS

TIER 1
Research-based
Available to All

ADVANCE SUPPORT

IN-CLASS SUPPORT

General Education

In Partnership with Special Education

SPECIALIZED SUPPORT
<table>
<thead>
<tr>
<th>School</th>
<th>Total # Students</th>
<th>Total General Ed Teachers</th>
<th>Total # Students with Disabilities</th>
<th>Total # Special Education Teachers</th>
<th>Total # Special Ed Para-educators</th>
<th>Total # 1:1 Para-educators</th>
<th>Average Special Ed Adult to Special Ed Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>387</td>
<td>26</td>
<td>40</td>
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<td>4</td>
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<td>1:3.07</td>
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<td>42</td>
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<td>5</td>
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<tr>
<td>C</td>
<td>682</td>
<td>57</td>
<td>64</td>
<td>7</td>
<td>7</td>
<td>4</td>
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<tr>
<td>D</td>
<td>713</td>
<td>50</td>
<td>137</td>
<td>15</td>
<td>37</td>
<td>10</td>
<td>1:2.20</td>
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<tr>
<td>E</td>
<td>577</td>
<td>44</td>
<td>32</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>1:1.33</td>
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</tbody>
</table>

CADRE I ANALYSIS OF STAFFING PATTERNS
<table>
<thead>
<tr>
<th>School</th>
<th>Total # Students</th>
<th>Total General Ed Teachers</th>
<th>Total # Students with Disabilities</th>
<th>Total # Special Education Teachers</th>
<th>Total # Special Ed Para-educators</th>
<th>Total # 1:1 Para-educators</th>
<th>Average Special Ed Adult to Special Ed Student Ratio</th>
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</thead>
<tbody>
<tr>
<td>F</td>
<td>310</td>
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<td>48</td>
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<td>733</td>
<td>52</td>
<td>62</td>
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<tr>
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<td>49</td>
<td>5</td>
<td>9.5</td>
<td>6</td>
<td>1:2.39</td>
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<tr>
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<td>30</td>
<td>52</td>
<td>5</td>
<td>9</td>
<td>8</td>
<td>1:2.36</td>
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<tr>
<td>J</td>
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<td>36</td>
<td>3</td>
<td>12</td>
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<td>1:2.40</td>
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</tbody>
</table>

**CADRE I ANALYSIS OF STAFFING PATTERNS**
## STAFFING RATIOS FOR SPECIAL EDUCATION

<table>
<thead>
<tr>
<th>ENTITY</th>
<th>SWD</th>
<th>SPECIAL EDUCATION TEACHERS</th>
<th>STUDENTS WITH A DISABILITY / TEACHER</th>
<th>TEACHER TURNOVER RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>521,908</td>
<td>32,448.2</td>
<td>16.1</td>
<td>16.5</td>
</tr>
<tr>
<td>Region</td>
<td>56,406</td>
<td>3,608.4</td>
<td>15.6</td>
<td>15.4</td>
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<tr>
<td><strong>ABC ISD</strong></td>
<td><strong>3,564</strong></td>
<td><strong>200.8</strong></td>
<td><strong>17.7</strong></td>
<td><strong>11.7</strong></td>
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<tr>
<td>ISD #2</td>
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<tr>
<td>ISD #3</td>
<td>1,845</td>
<td>140.5</td>
<td>13.1</td>
<td>15.9</td>
</tr>
<tr>
<td>ISD #4</td>
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<td>319.9</td>
<td>15.1</td>
<td>14.3</td>
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<tr>
<td>ISD #5</td>
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<td>19.9</td>
<td>15.6</td>
</tr>
<tr>
<td>ISD #6</td>
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<tr>
<td>ISD #7</td>
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<td>498.0</td>
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<td>12.8</td>
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<tr>
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<tr>
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<tr>
<td><strong>Average for eight</strong></td>
<td></td>
<td>16.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contrast Averages for Texas
Inclusion is not about disability, nor is it only about schools. Inclusion demands that we ask ourselves what kind of world we want to create.

Mara Sapon-Shevin
THREE PHASES

Hui Pu
• 2017

Scale Up
• 2019

Sustaining Change
• 2021
OPPORTUNITIES FOR IMPROVING OUTCOMES
We know how!
We need to DO IT!
CELEBRATIONS TO BUILD UPON

- Emergence of a Common Vision & Vocabulary!
- Strong Complex Area Support!
- Significant Effort and Progress across Cadres!
- Climbing LRE Percentages!
- Higher Level of Expertise among Change Agents!
Not Labels

**NEEDS**

Not Numbers

**NAMES**

Not Places

**SERVICES**

Inclusive Schools