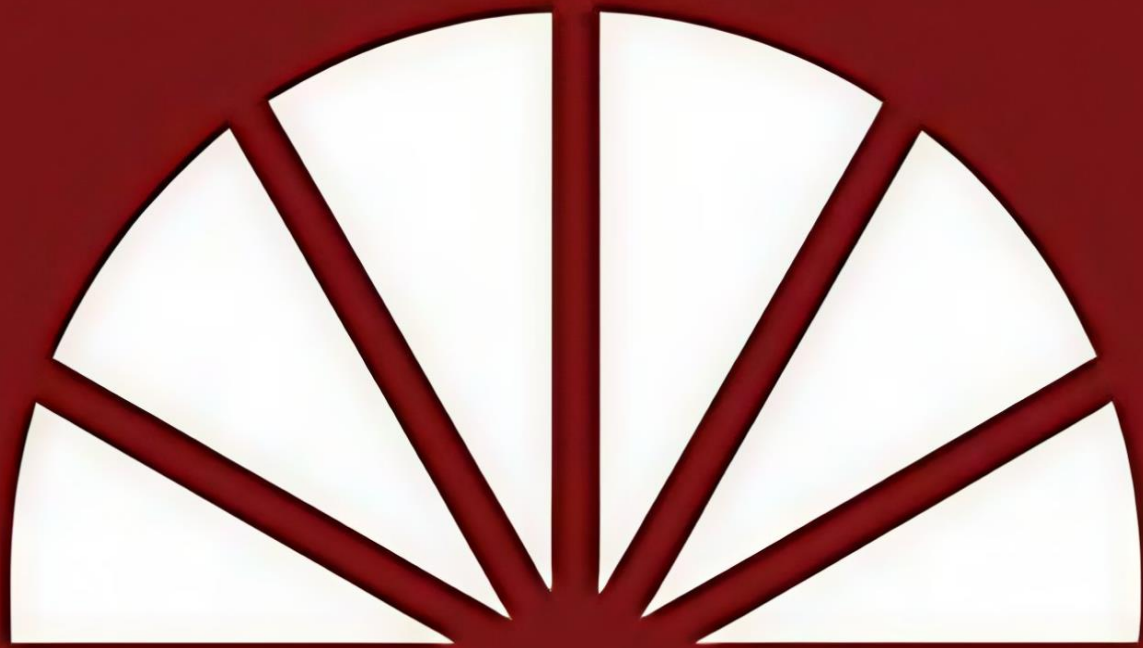




**West Linn-Wilsonville
School District**

2026 SPECIAL EDUCATION REVIEW

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I. INTRODUCTION

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Who Are We?

The Urban Collaborative is a national network of more than 100 school districts functioning as a professional learning community. Our mission is to improve educational outcomes and life opportunities for children and youth with disabilities in urban schools through leadership development. We believe that improving education for children with disabilities improves education for all students.

We are committed to sharing and influencing knowledge, research, and policy to increase inclusive special education services in schools and decrease the disproportionate representation of culturally and linguistically diverse students as it relates to classification rates, separate educational environments and disciplinary actions.





Lauren Katzman
Urban Collaborative
Co-Executive Director



Jennifer Apodaca
Sun Prairie Area School District
Director of Student Services



Carrie Parker
Research Director
University of Wisconsin -Madison



Ruchika Chopra
Urban Collaborative
Co-Executive Director



Our Goal

A large group of diverse school children, mostly of elementary school age, are gathered in a hallway. Many of the children have their hands raised high in the air, suggesting they are participating in an activity or cheering. The children are of various ethnicities and are dressed in casual clothing. The hallway has yellow walls and a tiled floor.

Our goal is to provide West Linn-Wilsonville School District with our observations and recommendations to support them in continuing to provide a standard of service that will move the district further towards their goal of protecting the civil rights of students with disabilities and to use special education as a tool to minimize the negative impact of disability and maximize the opportunities for children with disabilities to participate in general education in their local community (Hehir, 2005).





Why Now?

West Linn-Wilsonville has created one of the most inclusive school systems known across the country. Students with disabilities are part of the entire fabric of the district. This complex change is powerful and should be celebrated.

At this time, the district is ready to take this work to another level, embark upon even deeper and complex systems change to more fully operationalize inclusive practices that will benefit students with and those without disabilities, as well as the adults doing this work.

Our work with the Urban Collaborative gives us a national view of effective inclusive practices, and combined with research, law, and data, allows us to be an unbiased third party supporting the district in this work.



Phases of the Review



01

**District
Kickoff &
Framing
Session**

02

**Student/District-
Level Data &
Document
Collection and
Analysis**

03

**Interview/Focus
Group &
Observation
Data Collection
and Analysis**

04

**Data
Synthesis &
Initial Report**

05

**Final
Reporting &
Formal
Presentation**



DATA COLLECTION & ANALYSIS



Student and district-level data collection and analyses



Stakeholder interviews/focus group data collection and analyses

Approximately 200 employees, families, and students



Survey & emails analysis

WLWV Public School Staff (379)



Observational data collection and analyses

4 Elementary Schools, 3 Middle Schools, 2 High Schools & 1 Adult Transition Program

Review Process

- Themes and common messages culled from each data source
- Clusters of themes and common messages inform recommendations
- Each recommendation includes supporting data, suggested actions and resources





THE “WHY” BEHIND OUR RECOMMENDATIONS

Equity/Social Justice

Special education was created to protect the civil rights of students with disabilities. Our work addresses the systemic barriers (technical and adaptive) blocking the success of students with disabilities with the awareness that barriers are intensified when disability intersects with race/ethnicity.

Special education supports and services, when implemented effectively, raise the bar for all students, not just those with disabilities. Special education must be conceptualized as a service, not a place to realize these benefits. To this end, this report will not just speak to special education but also to the instructional context within which special education services and supports exist.



II. DISTRICT AT-A-GLANCE

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WLWV School District Goals

- Grow student achievement through the use of high leverage instructional and engagement strategies to raise rigor, disrupt systems of racism and generate equitable outcomes for all students while eliminating opportunity and achievement gaps.
- Effectively use systems of professional growth, assessment for learning, social-emotional learning, equitable and inclusive practices to build competence, confidence and self-efficacy for every student.
- Operate in an accessible and transparent manner to encourage and generate community involvement as our parents, students and community partners are an integral and valued voice in our District.
- Be responsive to community growth and student learning needs of the future by conducting long-range capital improvements and financial planning through processes and practices for long-term financial stability and sustainability.



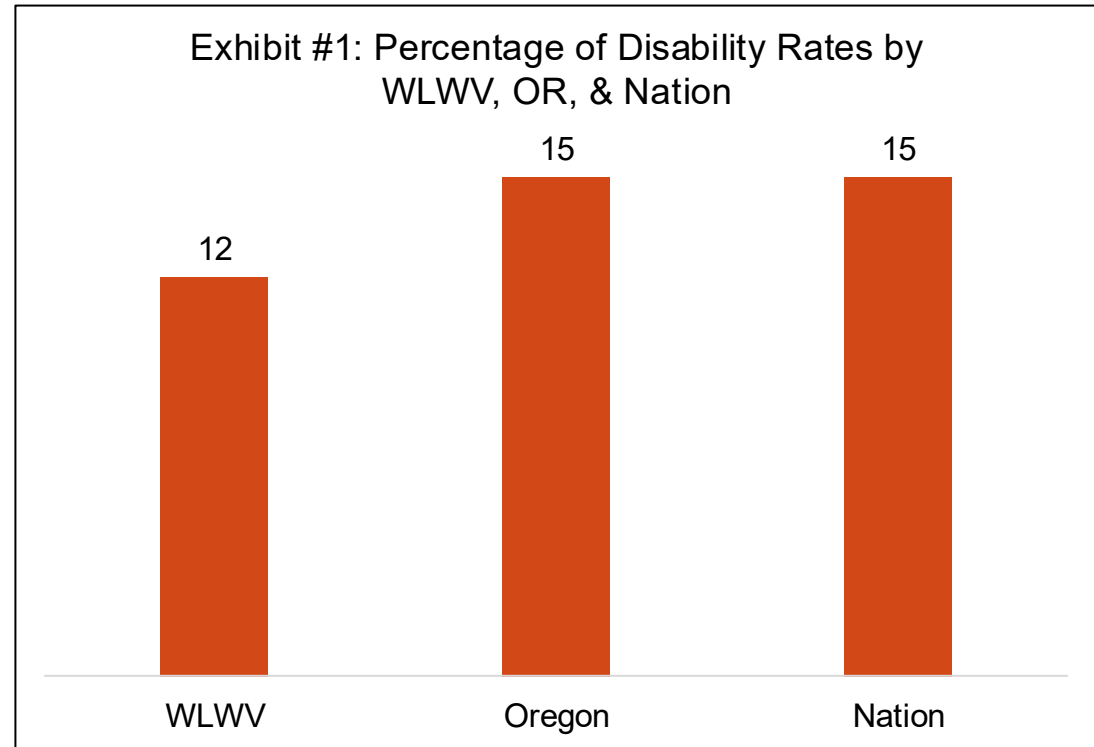
Disability Rates by District, State, & Nation

Exhibit #1 shows WLWV's disability rates as compared to the state and nation. As shown, the overall disability rate for the district is 12%, which is lower than the state and nation, both at 15%.

Why is this noteworthy?

Classifying students with a disability is a fairly subjective process, with no data point more definitively accurate than another. Still, when a district's percentage of students with disabilities is notably higher or lower than their state or the national averages, the district should examine root causes to understand the difference.

Again, there is no definitive percentage point that is accurate and scientifically correct. Classifying a student with a disability can be a subjective process. Still, there are those that suggest the actual percentage is closer to 10%. With this line of thinking, WLWV is closer than the state and nation. Without a definitive answer to what is the appropriate percent of students with disabilities a district should have, the best way to use this data point is as one aspect to be added to the more complex district picture.



Time In General Education – All Students with Disabilities

Exhibit #32 examines educational environment, or time with non-disabled peers for the district as compared to the state and nation. By regulations, time with non-disabled peers is organized into three categories from most restrictive (40% or less time in general education), to more inclusive (40-79% time in general education), to the most inclusive (80-100% time in general education).

As shown in the national data, 67% of all students with disabilities spend 80-100% of their time in general education, 16% spend 40-79% of their time in general education, and 13% spend 40% or less of their time in the general education environment. At the state, 78% spend 80-100% of their time in general education, 11% spend 40-79% of their time in general education, and 9% spend 40% or less of their time in the general education environment.

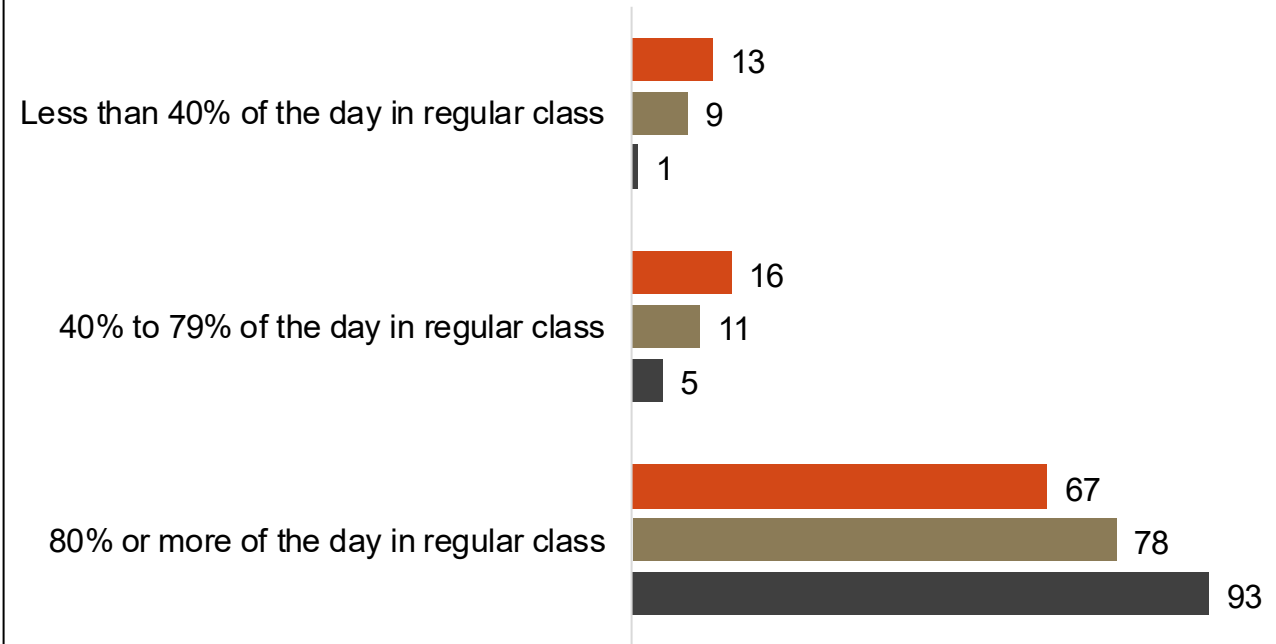
In WLWV, SWDs are in general education more than the national and state percentages, with 93% of all students with disabilities spending 80-100% of their time in general education, 5% spending 40-79% of their time in general education, and 1% spending 40% or less of their time in the general education environment.

Why is this noteworthy?

The more time a student with a disability spends in general education, the higher their academic achievement, the fewer absences, fewer disciplinary referrals, and better post-school outcomes. These benefits are found for all students with disabilities, regardless of their disability label or the severity of their disability. There is no research supporting students' full-time placement in segregated special education classes. The higher percentages of students spending 80% or more of their day in general education the better. The reason that this is noteworthy for WLWV is that the data surpasses national norms!

Exhibit #32: Percentage of Time Students with Disabilities in General Education (LRE) by District, State & Nation

■ National ■ Oregon ■ WLWV



Time In General Education – Students with Intellectual Disabilities

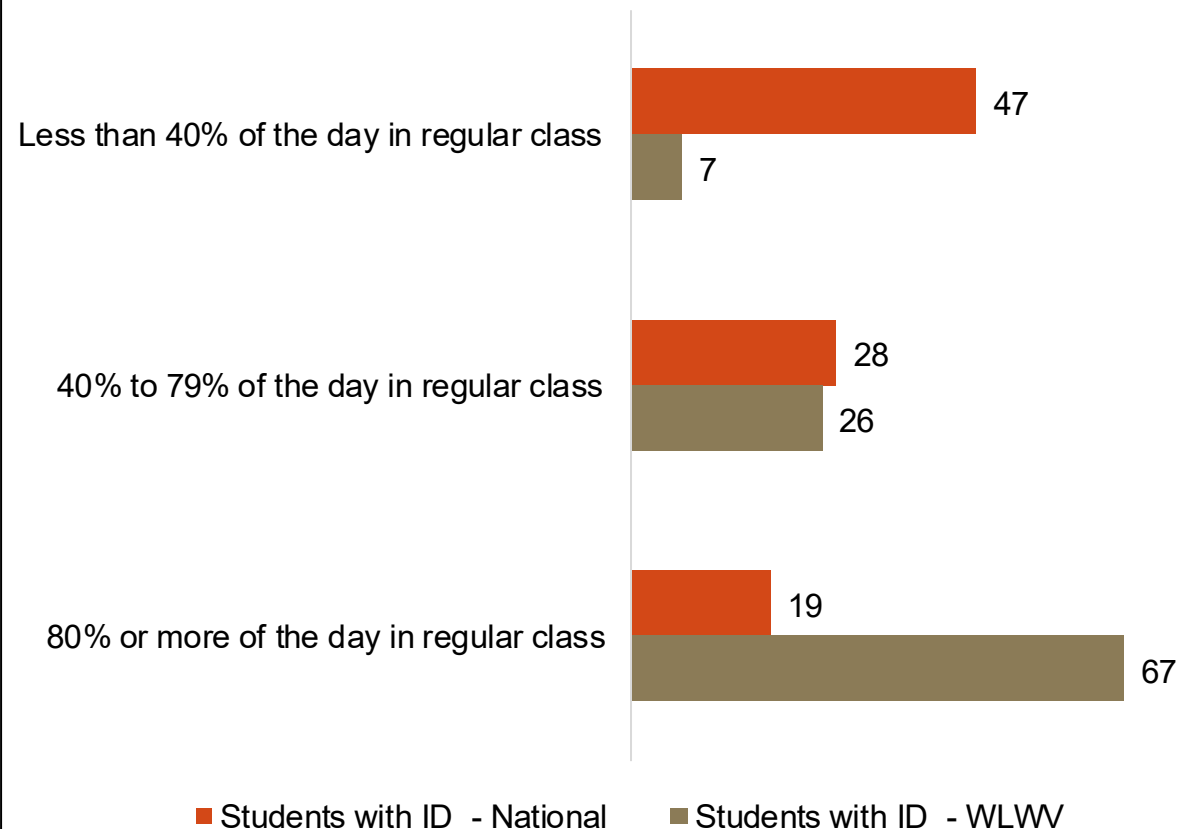
Exhibit #33 examines educational environment, or time with non-disabled peers for students classified as having an Intellectual Disability (ID). In most school districts, students with ID have very low rates of spending 80% or more of their time in general education. As the chart shows, nationally, only 19% of students with ID are in general education 80% or more of their time, 28% are in general education 40-79% of their times, and 47% of these students spend little time in general education, less than 40%.

In WLWV, the story is opposite, with 67% of students with ID spending 80% or more of their time in general education, 26% in general education 40-79% of their times, and only 7% spend less than 40% of their time in general education.

Why is this noteworthy?

In WLWV, there is a completely different story for students with ID than across the country. This data supports the research that finds the more time a student with any disability spends in general education, the better their outcomes. It is our hope that more schools, districts, and states would follow WLWV's lead as it relates to students with intellectual disabilities.

Exhibit #33: Percentage of Time Students with Intellectual Disabilities in General Education (LRE) by Nation & WLWV



Time In General Education (80% of more) by Race/Ethnicity

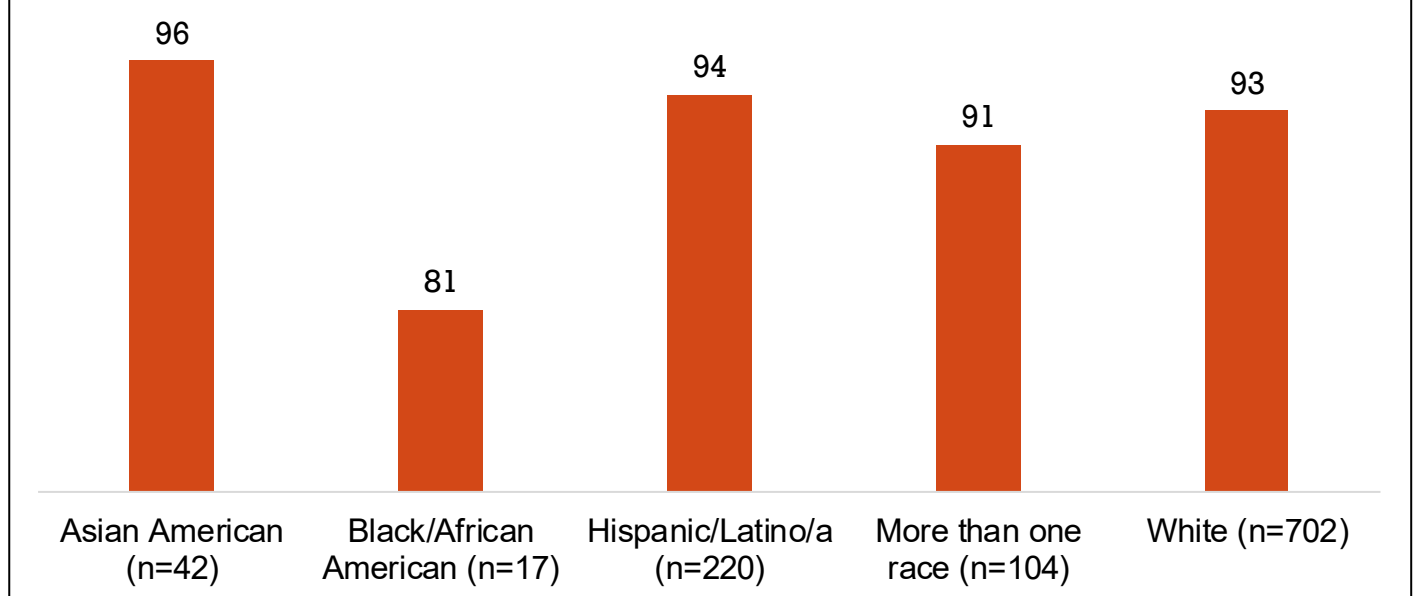
Exhibit #37 examines WLWV's students with disabilities spending 80% or more time in general education by race/ethnicity. Here we see that Asian Americans, Hispanic/Latino, students with more than one race, and White students are all at or above the district percentage of 93% (respectively 94%, 94%, 91%, 93%). The only group below are Black/African American students.

As it relates to Black/African American student included at lower percentages than their peers, again, the district must do a root cause analysis to understand why, keeping in mind that there is no reason that a Black African American students would benefit any less than all other racial/ethnic groups from being educated alongside their peers.

Why is this noteworthy?

It is important for the district to do a root cause analysis on why Black/African American students are included in general education 80% or more of their day at lower percentages that other students.

Exhibit #37: Percentage of Students Spending 80% or More of the Day in General Education by Race/Ethnicity



English Language Arts (ELA) Proficiency by District, State, & Disability Status

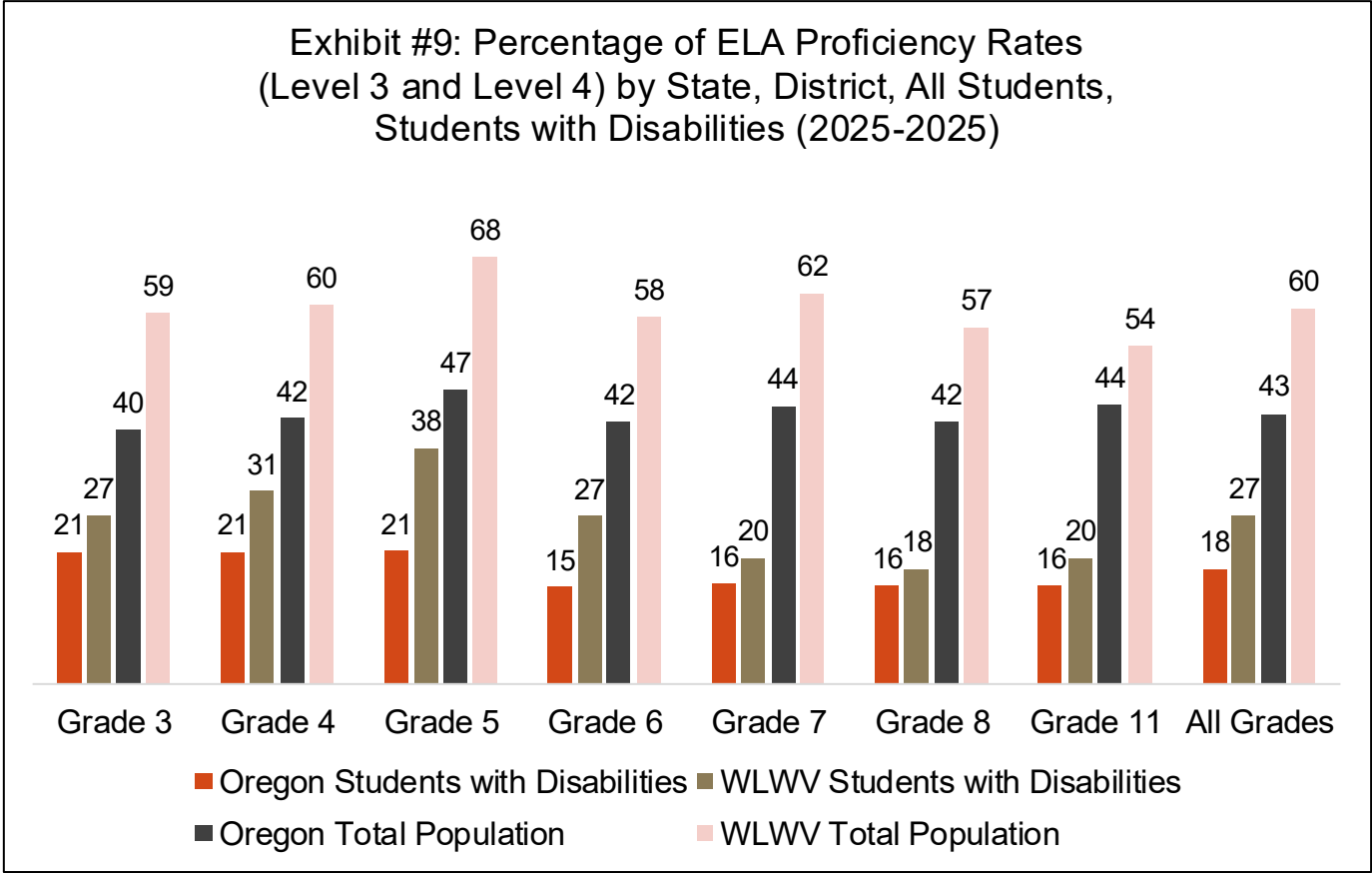
Exhibits #9 shows ELA proficiency rates (as defined by combining Level 3 and Level 4) for grades 3-11 in the state of Oregon and WLWV and for students with and without disabilities. Looking at the total picture, WLWV exceeds the state rates or all student and for students with disabilities.

As shown in the darkest bar to the right, WLWV's proficiency rates for all students (ranging from 54% in grade 11 to 68% in grade 5) exceeds the state (ranging from 40% in grade 3 to 47% in grade 5)

For students with disabilities, starting with the 3rd bar from the right, WLWV's proficiency rates (ranging from 18% in grade 8 to 38% in grade 5) exceeds the state (ranging from 15% in grade 6 to 21% in grades 3, 4, and 5)

Why is this noteworthy?

WLWV's rates of proficiency in ELA exceeds that of the states for all students and students with disabilities. Still, there are gaps between those with and those without disabilities in both the district and the state.



Math Proficiency by District, State, & Disability Status

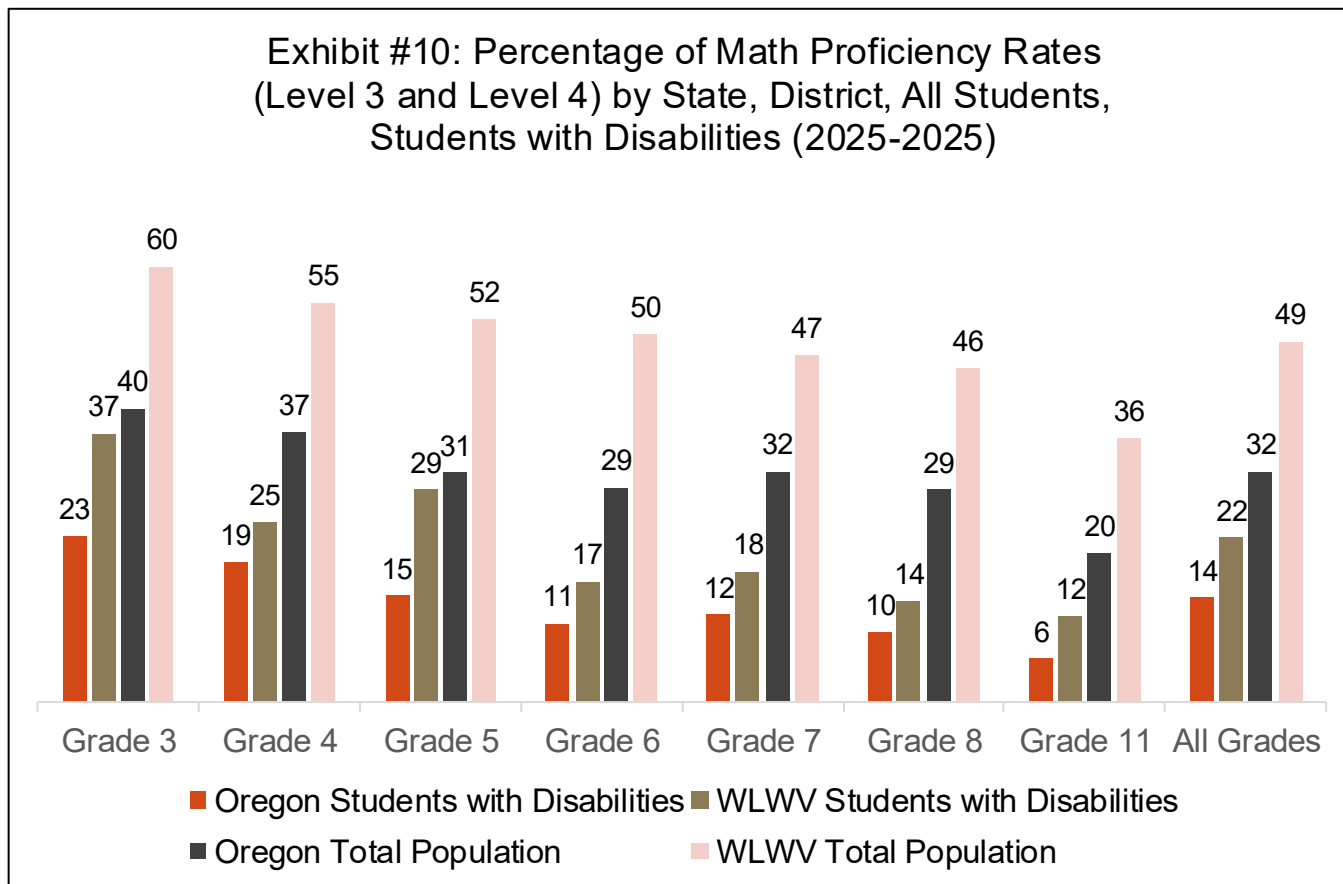
Exhibits #10 shows math proficiency rates (as defined by combining Level 3 and Level 4) for grades 3-11 in the state of Oregon and WLWV and for students with and without disabilities. Looking at the total picture, WLWV exceeds the state rates or all student and for students with disabilities.

As shown in the darkest bar to the right, WLWV's proficiency rates for all students (ranging from 36% in grade 11 to 60% in grade 3) exceeds the state (ranging from 20% in grade 8 to 40% in grade 3)

For students with disabilities, starting with the 3rd bar from the right, WLWV's proficiency rates (ranging from 12% in grade 11 to 37% in grade 3) exceeds the state (ranging from 6% in grade 11 to 23% in grade 3)

Why is this noteworthy?

WLWV's rates of proficiency in Math exceeds that of the states for all students and students with disabilities. Still, there are gaps between those with and those without disabilities in both the district and the state.

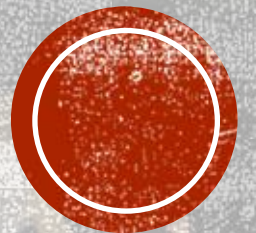


III. ANALYSIS OF INCLUSIVE PRACTICES

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DISTRICT STRENGTHS



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Deeply Established Culture of Inclusivity

The district has accomplished what many systems struggle to achieve: a strong cultural foundation for inclusion.

Across virtually all groups, stakeholders described inclusion as a core district value. The main messages we heard from participants were:

- Inclusion is connected to civil rights, dignity, and opportunity.
- Students with disabilities belong in neighborhood schools.
- Students' atypical behaviors are accepted.
- Participation in school life should be open to all students, and where it is not, we will fix it.
- Families move to the district because of its inclusive reputation.
- While there is an understanding that there is room for improvement, participants generally advocated for improving inclusion rather than abandoning it.



Positive Student Belonging and Peer Culture

Students' sense of belonging should be preserved as a core asset.

Multiple participants (including students) described students with disabilities as socially included and valued members of their schools with strong peer relationships. Some examples of where this happens included:

- Unified sports
- Peer mentoring
- Inclusive electives
- School Clubs
- After-school activities and events



Strong Internal Talent and Professional Commitment

Human capital is a strength with evidence of expertise and staff dedication (going beyond formal roles).

Across families, schools and departments, stakeholders praised the work of staff, including:

- Learning specialists
- Related service providers
- Regulation skills coordinators
- Teachers
- Principals



Existing Models of Effective Practice

The district does not need to invent inclusive practice from scratch. There are exemplars that can be scaled.

Several successful structures already exist within the system, including:

- Intervention blocks (ex: Life Class in HS & WIN in elementary)
- Peer support models
- Unified programming
- Effective building-based teams
- Consultation and coaching with Regulation Skills Coordinators



All District Stakeholders Show a Willingness to Improve

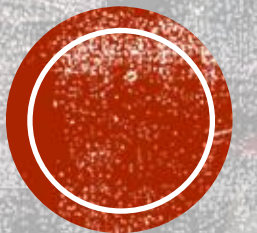
There appears to be readiness for recalibration and system redesign.

- All stakeholders expressed a belief in inclusion and the want to improve.
- District leaders explicitly requested honest findings, actionable recommendations, and continuous improvement.





AREAS OF GROWTH



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Inclusive Practices Are Widely Endorsed in Principle, Yet Require Operational Clarity

While inclusion is philosophically clear, there is a need to operationalize inclusive practices to assure access to the highest academic standards and specially designed instruction.

Schools and individuals shared that they are often left to interpret inclusive practices independently. Having cohesive systems across the district can support implementation and growth. Stakeholders raised some of the following questions:

- Can we develop shared understanding across and within buildings on team members' roles (general education teacher, learning specialists, district leadership, paraprofessionals)?
- What distinguishes access from effective instruction?
- What is the role of collaboration (co-planning, co-teaching)?
- What does it mean to have a continuum of services?
- Can we develop shared understanding in definitions of SDI practices and implementation?
- How do we identify when, where, and with whom instruction should be provided?
- What does inclusion look like by grade span?
- What are best practices for transitioning between grade spans?
- What are effective transition services for 18-21 yr olds?



Growing Instructional Coherence Across the District

The district has strong examples of effective instruction that meets student needs. The work moving forward is to make these strengths consistent across all schools so every student experiences high-quality, needs-based instruction every day.

Issues that were shared with us include:

- Unclear or inconsistent SDI delivery
- Inconsistent use of reading interventions
- Limited math differentiation
- Students in classrooms but some not actively participating in learning



Aligning Staffing Practices to Evolving Student Need

There is a need to strengthen clarity, coherence, and shared responsibility across roles, moving from reactive responses to a more intentional model that supports both student access and staff sustainability.

Staff are working to meet a wide range of student needs. Concerns shared with us include:

- Clarifying how intensive needs are supported so behavioral responses do not unintentionally pull instructional staff away from their core responsibilities.
- Strengthening building-level systems for responding to behaviors of concern, allowing learning specialists to maintain their instructional commitments.
- Ensuring predictable access to SDI by protecting learning specialists' schedules and instructional blocks.
- Strengthening general education support structures so teachers are not absorbing unmet needs without coordinated help
- Balancing in-class support models so paraeducators and general education teams have the structures they need to respond in the moment.
- Expanding flexible paraeducator deployment so support is fluid, responsive, and aligned to instructional goals rather than fixed direct support of assignments.

Current staffing patterns reflect a district working hard to meet complex and evolving student needs. The data show that paraeducators play a significant role in supporting inclusive practices, with approximately 98 paraeducators and 56 learning specialists districtwide. This creates a ratio of about 1 paraeducator for every 12 students and 1 learning specialist for every 21 students.



Inconsistent Collaborative Structures

The district supports collaborative structures, yet in practice the time to collaborate is often redirected to other tasks.

Stakeholders across roles expressed a strong desire for more intentional time to collaborate, citing a want to focus on:

- Co-planning
- Joint problem solving
- Data review
- Paraeducator training
- Related service coordination
- Transition planning between grade spans



Behavior Systems Have Not Fully Scaled To Current Levels Of Need

Staff across the district described increasing student regulation and behavioral needs. Their feedback reflects a shared commitment to creating safe, supportive learning environments. The opportunity ahead is to strengthen the systems, structures, and spaces that help students regulate and help staff respond with confidence and consistency.

Participants highlighted the need for more predictable systems to support:

- Crisis response that protects instructional time.
- Support for students experiencing elopement, or dysregulation.
- Calming and regulation spaces that are available across all schools.
- Clear discipline processes and timely access to behavior support.
- Staff safety and support structures that help adults feel prepared and protected.



Inconsistent Communication Between Stakeholders

Communication routines supporting a shared understanding and trust across all levels of the system was inconsistent.

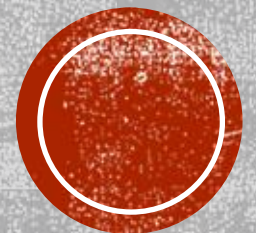
Stakeholders expressed the following:

- Feeling unheard
- Limited transparency
- Unclear staffing decisions
- Fear of raising concerns
- Data not widely shared
- Perceived disconnect between district messaging and classroom reality





RECOMMENDATIONS



[Go to Data Analysis](#)
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RECOMMENDATIONS AT-A-GLANCE

- Recommendation #1 - Further Operationalize the Inclusive Schools Guiding Principles
- Recommendation #2 - Build Systemic Instructional Capacity by Continuing to Develop and Strengthen MTSS
- Recommendation #3 - Develop Concrete Systems To Build Staffing Around Student Need
- Recommendation #4 - Develop Systems To Prioritize Collaboration Time
- Recommendation #5 - Develop Systems of Professional Learning That Supports the Inclusive Schools Guiding Principles
- Recommendation #6 - Develop Systems That Build Community Across All Stakeholders





Recommendation 1:

**Further Operationalize
the Inclusive Schools
Guiding Principles**



Context



1977, Judith Heumann at the 504 Sit-in protest

Disability Rights Are Civil Rights!

"Whether there was a Section 504, [or] there was a Brown versus Board of Education, the harassment, the lack of equity... is so intolerable that I can't quite put into words. I can tell you that every time you raise issues of separate but equal, the outrage of disabled individuals across this country is going to continue, it is going to be ignited. There will be more takeovers of buildings until finally, maybe you begin to understand our position. We will no longer allow the government to oppress disabled individuals. We want the law enforced. We want no more segregation. We will accept no more discussion of segregation."
(Heumann, 1977, 504 Sit-ins)



“I hope the review helps continue the work towards a district-wide framework that’s easier to navigate, more consistent across schools, and stronger at supporting students’ belonging, access, and growth while also making the work more doable and sustainable for staff.”

-WLWV STAFF MEMBER



Time In General Education – All Students With Disabilities (SWDs)

Exhibit #32 examines educational environment, or time with non-disabled peers for the district as compared to the state and nation. By regulations, time with non-disabled peers is organized into three categories from most restrictive (40% or less time in general education), to more inclusive (40-79% time in general education), to the most inclusive (80-100% time in general education).

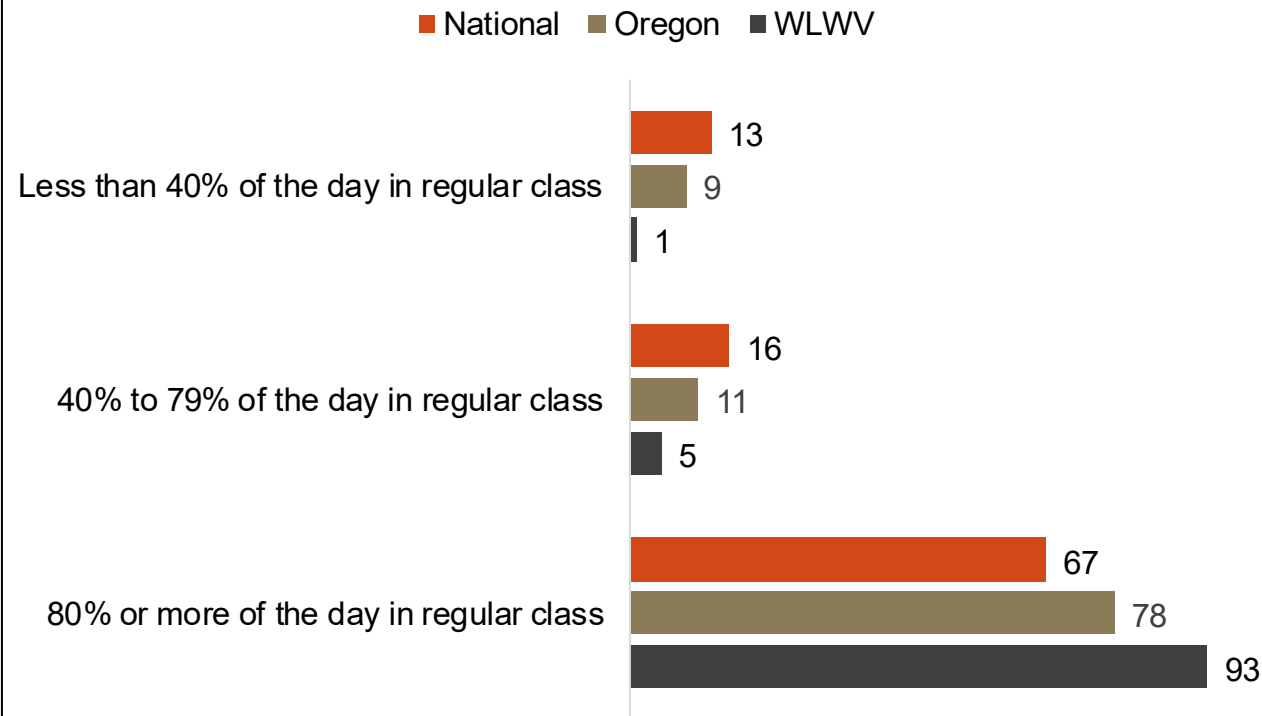
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Why is this noteworthy?

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Exhibit #32: Percentage of Time Students with Disabilities in General Education (LRE) by District, State & Nation



Time In General Education – Students with Intellectual Disabilities

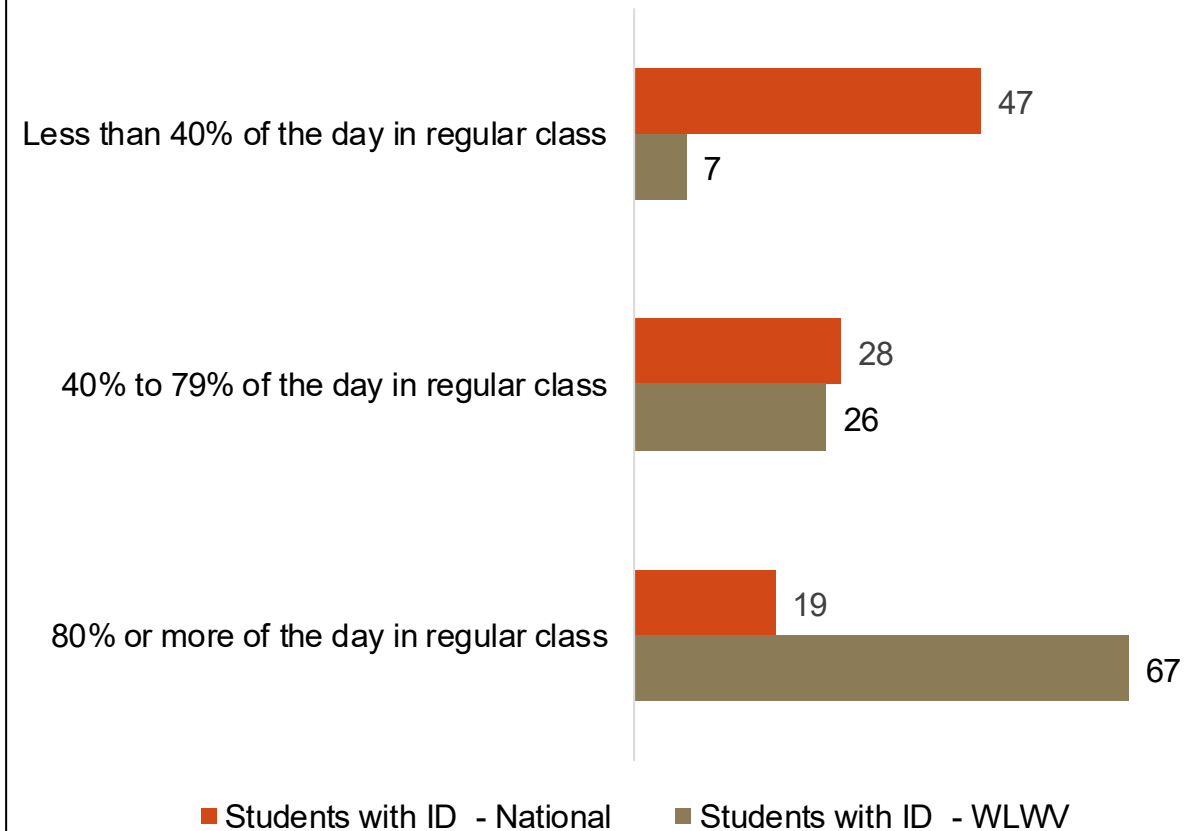
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Exhibit #33: Percentage of Time Students with Intellectual Disabilities in General Education (LRE) by Nation & WLWV



Further Operationalize the Inclusive Schools Guiding Principles

- Develop guidance focused on the Inclusive Schools Framework that protects the district's strong inclusive culture, recommits to the vision of disability rights as civil rights, and builds:
 - A recommitment for all stakeholders to the vision of inclusivity in the framework of disability rights as civil rights.
 - Instructional capacity to access the general education curriculum.
 - Specially designed instructional practices, with priority of implementation in the general education class, while allowing for flexibility to use other spaces when appropriate (consider using COACH).
 - Effective staffing and role clarity to support an instructional focus.
 - Collaborative structures supporting purposeful inclusion.

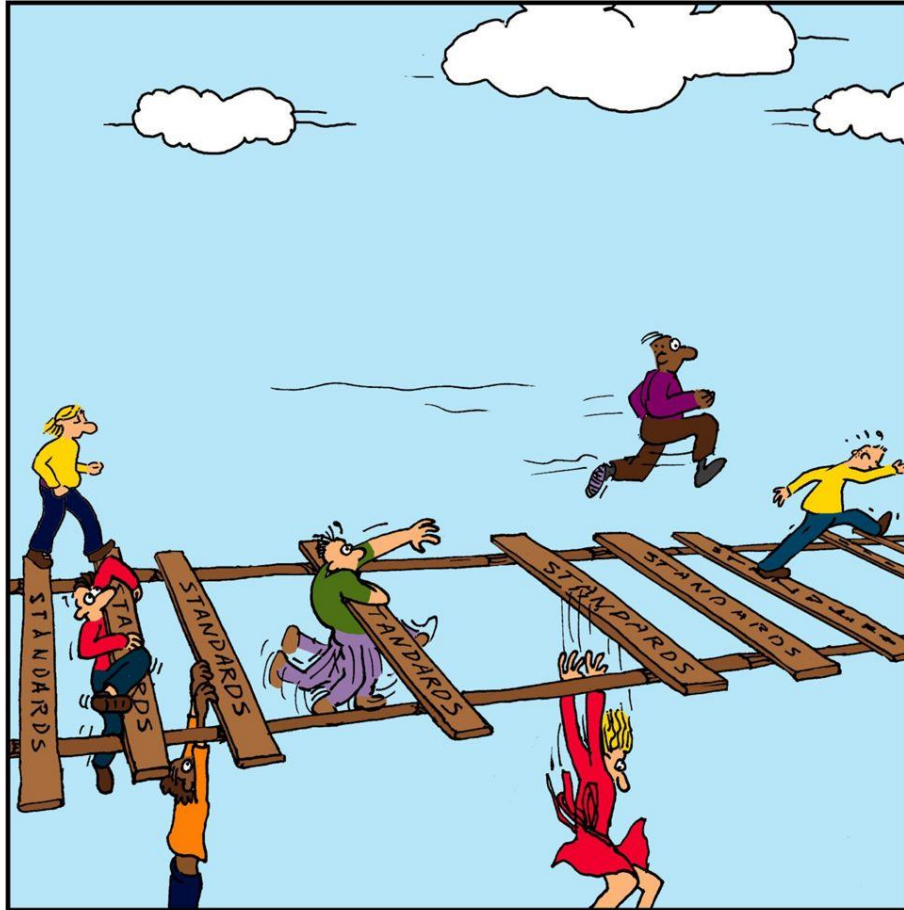




**Recommendation 2:
Build Systemic
Instructional Capacity
by Continuing to
Develop and
Strengthen MTSS**



Context



© 2002 MICHAEL F. GIANGRECO, ILLUSTRATION BY KEVIN RUELLE

HOW MANY STUDENTS ARE FALLING
THROUGH THE CRACKS?

"When a group of students with disabilities is not included in an MTSS framework, the foundational concept of all students being general education students first, with special education services supplementary, is eroded."
National Center on Educational Outcomes & TIES Center



“Find the holes for students who are not having their needs met.”

-WLWV STAFF MEMBER



English Language Arts Proficiency by District, State, & Disability Status

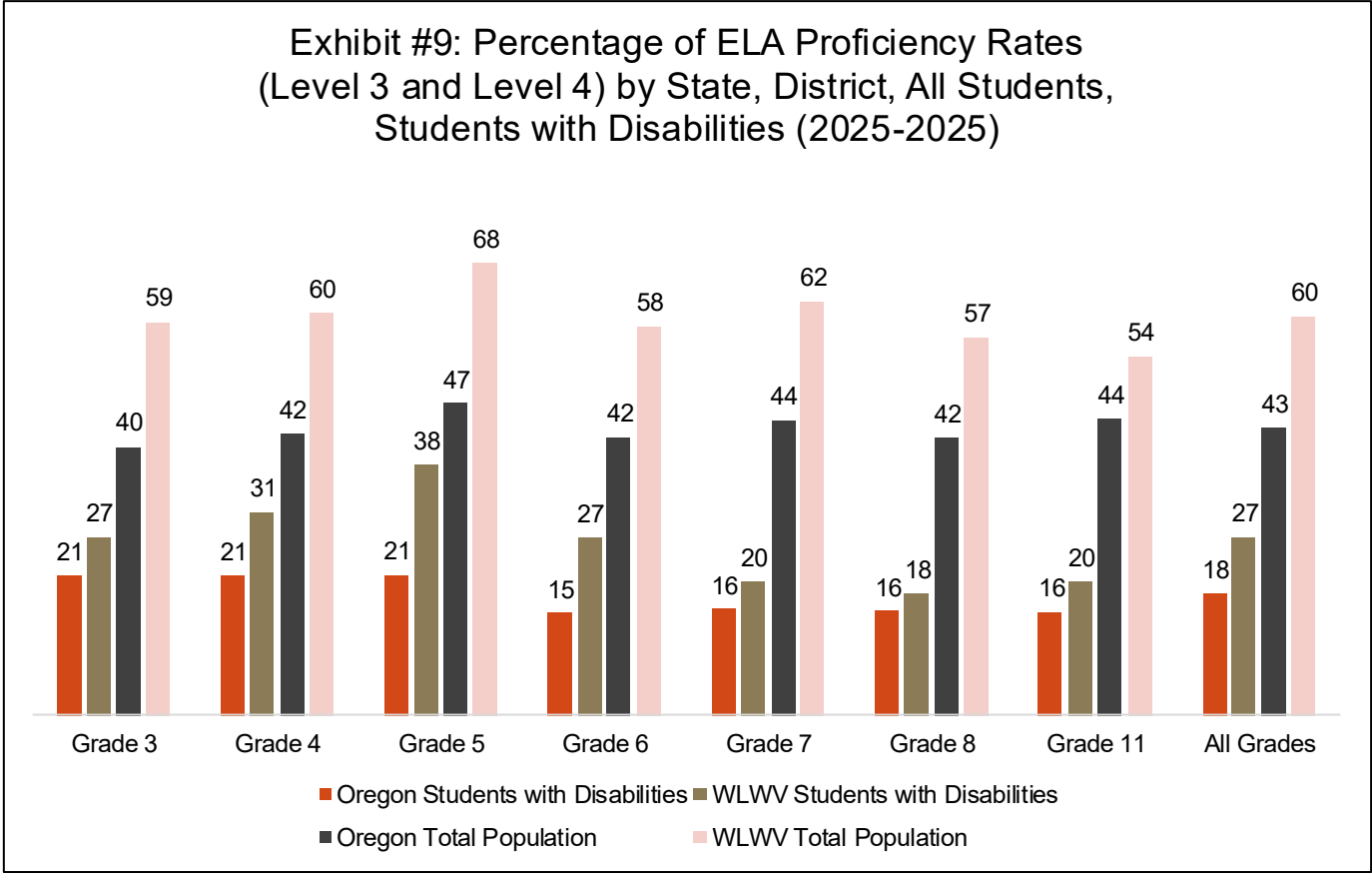
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As shown in the darkest bar to the right, WLWV's proficiency rates for all students (ranging from 54% in grade 11 to 68% in grade 5) exceeds the state (ranging from 40% in grade 3 to 47% in grade 5)

For students with disabilities, starting with the 3rd bar from the right, WLWV's proficiency rates (ranging from 18% in grade 8 to 38% in grade 5) exceeds the state (ranging from 15% in grade 6 to 21% in grades 3, 4, and 5)

Why is this noteworthy?

WLWV's rates of proficiency in ELA exceeds that of the states for all students and students with disabilities. Still, there are gaps between those with and those without disabilities in both the district and the state.



Math Proficiency by District, State, & Disability Status

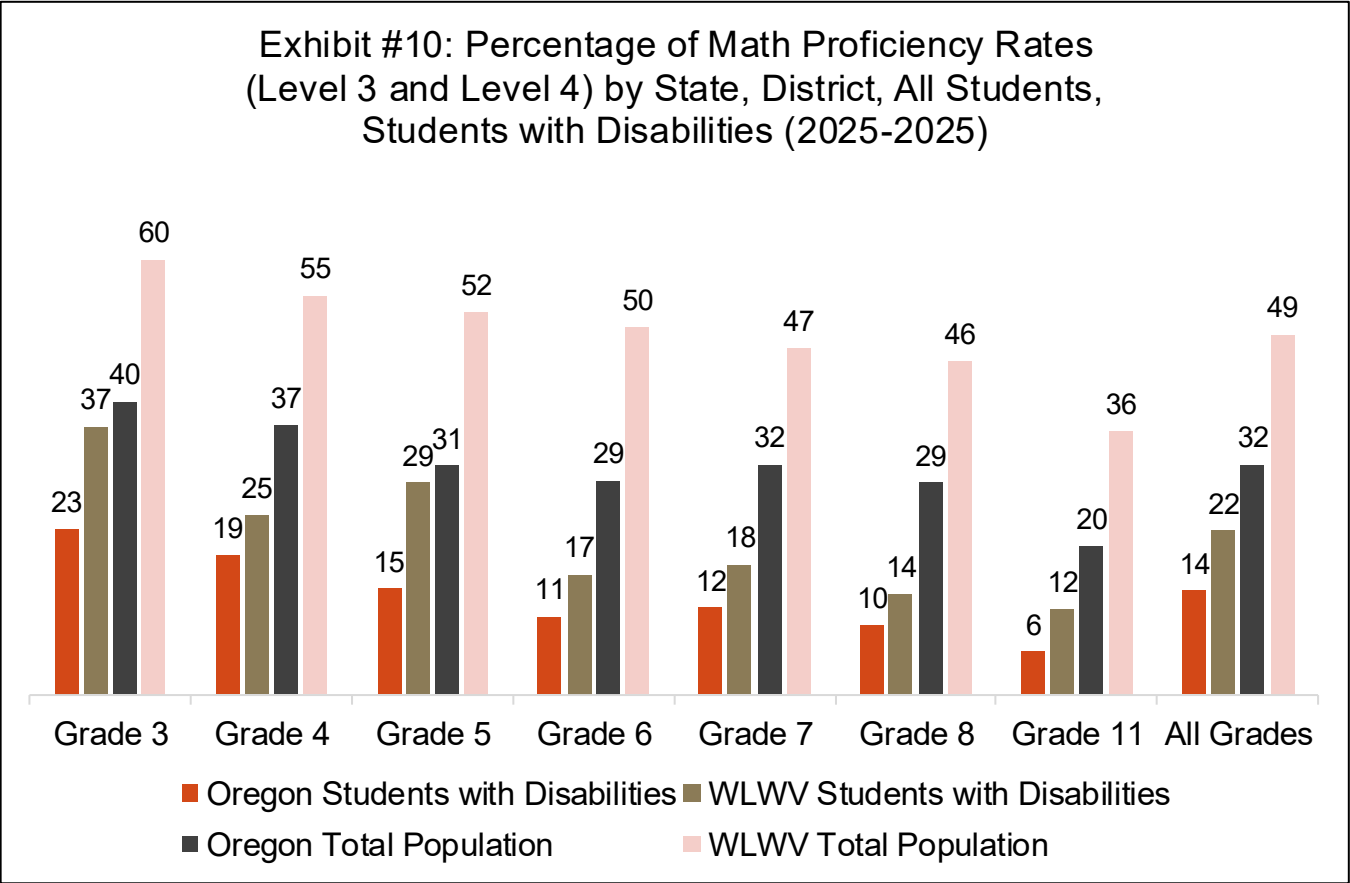
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Why is this noteworthy?

WLWV's rates of proficiency in Math exceeds that of the states for all students and students with disabilities. Still, there are gaps between those with and those without disabilities in both the district and the state.



Time Out of Class – Suspension by Disability Status & Race/Ethnicity

Suspension rates in WLWV are very low, as compared to many districts across the nation. Exhibit #43 examines suspension rates for students with and students without disabilities. As shown, students with disabilities had higher rates of suspensions (7%) than their peers without disabilities (2%).

Exhibit #44 examines suspension of students with disabilities by disability type. As shown, 30% of students classified with EBD are suspended, as compared to 10% of those with OHI and 5% of those with a SLD.

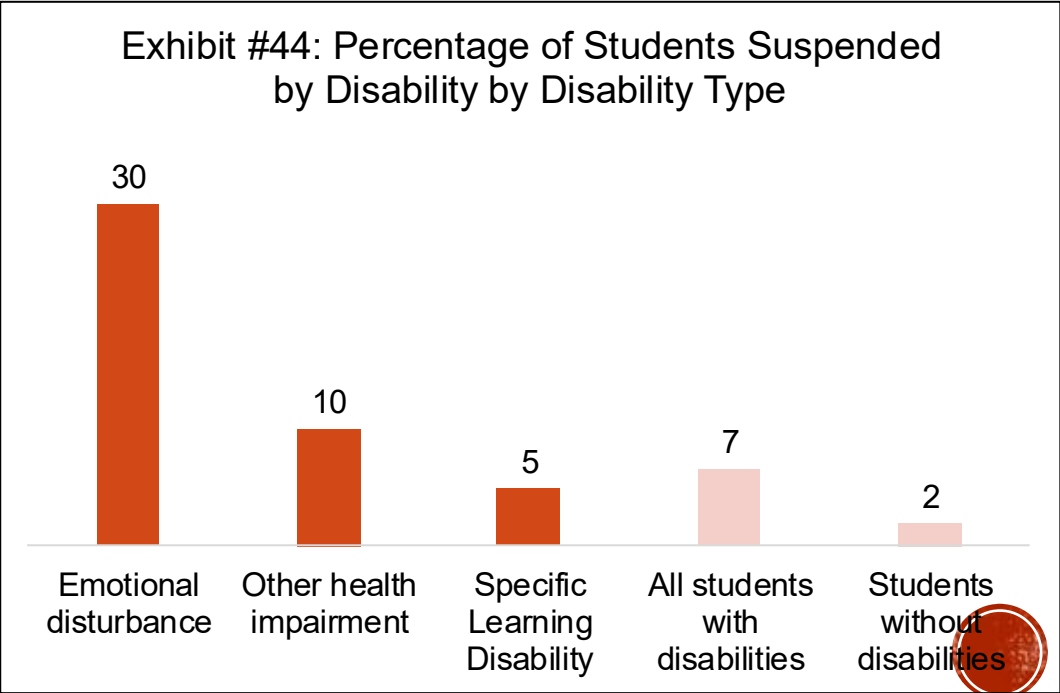
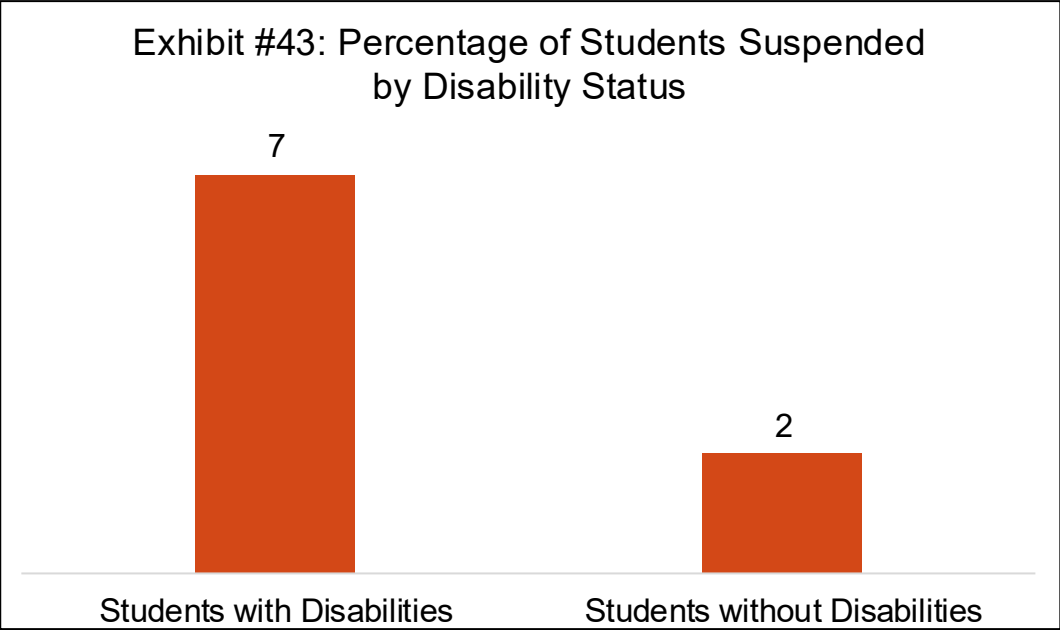
We also conducted a risk ratio and found that:

- Students with emotional disturbance are 5.56 times more likely to be suspended compared to all other students with disabilities.

Why is this noteworthy?

While WLWV’s suspension rates are relatively low, there are differences between those with and without disabilities in the district and nationally, students with disabilities receive disciplinary actions at higher rates than their peers without disabilities. As a practice, suspension increases a student’s probability of both dropping out of school and becoming involved with the criminal justice system, and it does not improve school climate.

These data raise the need to better understand why there are higher suspension rate for SWDs in WLWV and within that, what are students with EBD classified at the highest rate? If a student has behavioral issues as part of their disability (as would be the case in EBD), then the IEP process should account for and address that to reduce or eliminate suspensions.



Build Systemic Instructional Capacity by Continuing to Develop and Strengthen Multi-Tiered System of Supports (MTSS)

Continue to develop the district's MTSS structure, assuring that it includes:

- Universal screening
- Tiered systems of supports within inclusive systems with a focus on:
 - Universal Design for Learning (UDL)
 - Accessing the general education curriculum
 - Specially designed instruction
 - Classroom culture
- Intensify developing for areas of significant need:
 - Literacy supports for students with reading disabilities
 - Classroom management
- Effective progress monitoring, collecting and using relevant data including:
 - All buildings track student data consistently and enter it into shared systems
 - Data, including staff injury data is reviewed monthly and shared transparently





Recommendation 3:

**Develop Concrete
Systems to Build
Staffing Around
Student Need**



Context



SCHOOL STAFF FIND IT CHALLENGING TO DEVELOP A COHERENT BEHAVIOR PLAN WHEN THEIR PRACTICES ARE REFLECTIVE OF DIFFERENT VALUES AND ERAS.

"In co-serving classrooms, special and general education teachers are equally responsible for delivering specially designed instruction. Both educators use their expertise to support all students, blending their skills to create a more dynamic and inclusive environment. Students see both teachers as valuable resources, which helps dissolve the line between "general education" and "special education services." In a co-serving collaborative relationship, educators design lessons together to embed specialized instruction into classroom activities." [*Shifting from Co-Teaching to Co-Serving: Transforming Special Education in Inclusive Classrooms*](#)



“To ensure that students with all needs get the support they need.”

-WLWV Staff Member



Develop Concrete Systems to Build Staffing Around Student Need

- Develop guidelines for caseload distribution at the building level that takes into account intensity of student services, as well as what is needed to co-plan, further develop accessible instruction in the general education class, and provide specially designed instruction.
- Assure that staff expertise is aligned with supporting students with complex needs requiring more intensive specially designed instruction, as well as supporting students with less intensive, yet essential specially designed instruction such as teaching reading and more of a focus on accessing the general education curriculum is addressed.
- Develop clear guidelines for educator roles within buildings (e.g. learning specialist, paraeducators, teacher, general education instructional coordinator, counselor, etc.).
- Make sure that learning specialists have a schedule they can follow so they can provide consistent specially designed instruction.
- Consider shifting the balance of paraeducators and learning specialists in order to have the most qualified staff working with the most complex students.
- Consider data systems for tracking independence for students who receive additional adult support, including goal setting and progress monitoring.





Recommendation 4:

Develop Systems to Prioritize Collaboration Time



CONTEXT



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SEVERELY DYSFUNCTIONAL TEAM

"You can't have the type of environment for teachers, for students or for parents, where it's one way, right? It's just not. You really need to think about what is the challenge, you know? What's the problem of practice, and how are we going to work together around this to try something to we did, we would determine, well, how much time are we going to try it for? How are we going to determine if this is effective? And then, you know, and I mean, I'm kind of talking like in the ethereal here, but there's lots of examples I could give for that as well, and that's how you get better, right? And that's how you build. It's one of the ways that you really build a true culture of a collaboration, because nobody is an expert. We're all trying to learn together, and we're all committed to the same mission and vision." (*Merdin, D. Importance of Collaborative Planning Podcast*)



“I hope for more connection between the special educators and teachers. The systems and structures in place should be known to all educators in the district.”

-WLWV Staff Member



Develop Systems to Prioritize Collaboration Time

- Schedule across the district and hold tight in schools collaborative planning time.
- Prioritize learning specialists' planning with general education teachers, paraprofessionals, and related service providers.
- Develop a system of feedback and accountability that supports effective collaborative practices.





Recommendation 5:

Develop Systems of Professional Learning That Supports the Inclusive Schools Guiding Principles



CONTEXT



MATCHING SUPPORTS TO NEEDS
CONTINUES TO BE AN ELUSIVE
EXPERIENCE FOR HARRY.

"Managing change requires that you and your team attend to power and make thinking visible, asking yourselves: Have we created conditions where individual team members believe they have decision-making power? Have we established relational trust and psychological safety for members to take risks?" (*Parrott-Sheffer, A. Williams C., Rease, D., Boudett, K.P., System Wise Continuous Improvement at Scale*)



“Having a plan for students that need extra support and being able to get trained or show how is being done. Explaining the materials and how we are able to meet each students need.”

-WLWV Staff Member



Develop Systems of Professional Learning That Supports the Inclusive Schools Guiding Principles

- Create professional learning opportunities using a continuous improvement model, and within that, collaborative problem-solving (adhocracy) and coaching. Priority should go to:
 - Building instructional capacity to access the general education curriculum
 - Building specially designed instructional practices, with priority of implementation in the general education class, and allowing for flexibility to use other spaces (Consider using Choosing Outcomes and Accommodations for Children - COACH)
 - Teaching social-emotional skills and building restorative practices
 - Increase awareness of how to register for Crisis Prevention Intervention (CPI) trainings or request student specific safety training
 - Clarifying and supporting staff roles and responsibilities as they relate to inclusive practices for:
 - Learning specialists
 - General education teachers
 - Related services providers
 - Paraeducators (with a focus on student independence guided by teacher-developed instructional plans)
 - Building collaborative structures that support purposeful inclusion
 - Structure staff feedback loops as a part of instructional coaching and supports
- Create districtwide collaborative groupings that support growing districtwide capacity for:
 - Instructional priorities for students with complex needs (COACH)
 - Instructional priorities for students with reading difficulties
 - Addressing students' social emotional needs



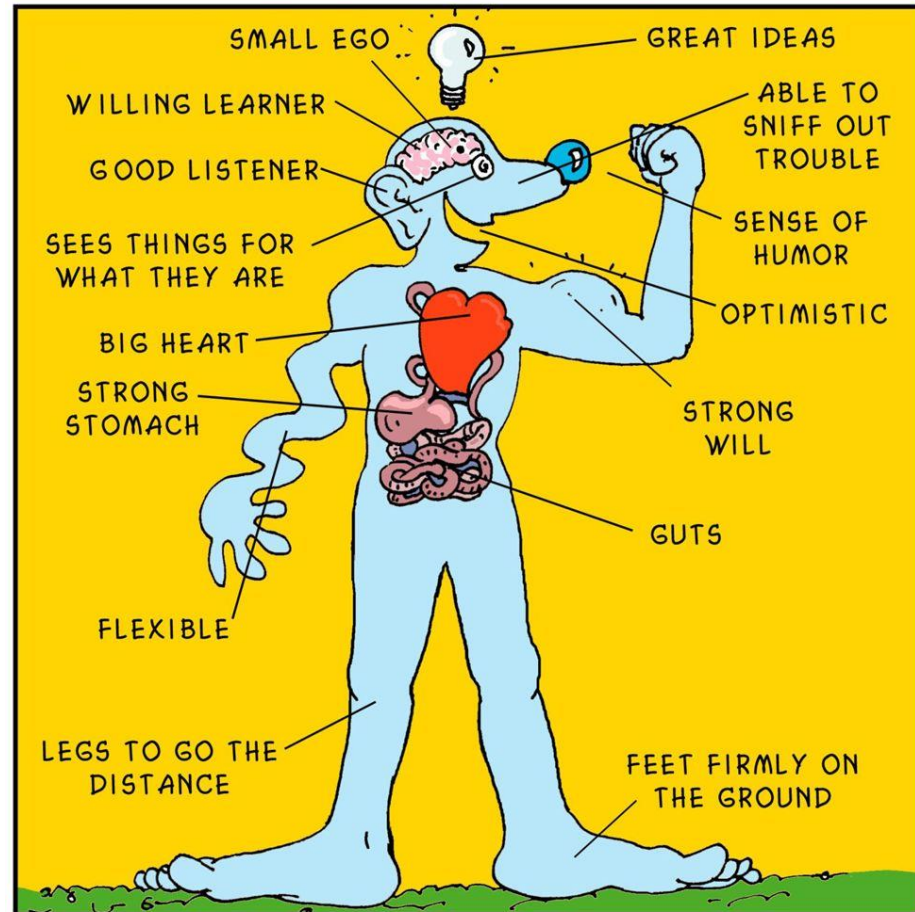


Recommendation 6:

**Develop Systems That
Build Community
Across All
Stakeholders**



CONTEXT



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ANATOMY OF AN
EFFECTIVE TEAM MEMBER

"When trust levels are high and communications are optimal, organizational rules and role structures are more supportive of professional autonomy and discretion." *Lawson, H.A., et. al, The Role of District and School Leaders' Trust and Communications in the Simultaneous Implementation of Innovative Policies*



“I hope we can collectively find the places where we can improve within our system(s) and not get caught up in the elements beyond our control (state funding, etc.) And not lose sight of the imperative of our collective work.”

-WLWV Staff Member



Develop Systems That Build Community Across All Stakeholders

- Share widely and regularly action steps and progress on metrics related to Inclusive Schools Guiding Principles.
- Continue to create opportunities for feedback from students, families and staff.
- Create, share, and celebrate stories (written, audio, video) of the strengths of the inclusive practices in the district.



IV. APPENDIX

[Return to TOC](#)

RECOMMENDATIONS AT-A-GLANCE



[Return to TOC](#)

RECOMMENDATIONS AT-A-GLANCE

- Recommendation#1 - Further Operationalize the Inclusive Schools Guiding Principles
- Recommendation#2 - Build Systemic Instructional Capacity by Continuing to Develop and Strengthen MTSS
- Recommendation#3 - Develop Concrete Systems to Build Staffing Around Student Need
- Recommendation#4 - Develop Systems to Prioritize Collaboration Time
- Recommendation#5 - Develop Systems of Professional Learning That Supports the Inclusive Schools Guiding Principles
- Recommendation#6 - Develop Systems That Build Community Across All Stakeholders



RESOURCES



[Return to TOC](#)



Recommendation 1: Further Operationalize the Inclusive Schools Guiding Principles



Disability History

[Disability History Museum](#)

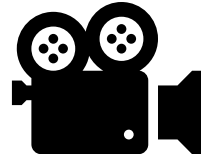
[EveryBody | National Museum of American History](#)

[Parallels In Time | A History of Developmental Disabilities](#)



Crip Camp: A Disability Revolution

[Crip Camp: A Disability Revolution | Full Feature | Netflix](#)

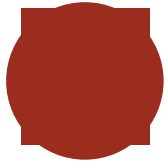


No Pity People with Disabilities Forging a New Civil Rights Movement

[No Pity by Joseph P. Shapiro](#)

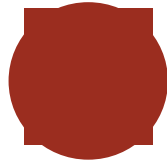


Recommendation 1: Further Operationalize the Inclusive Schools Guiding Principles



The Blind Advantage

[The Blind Advantage: How Going Blind Made Me a Stronger Principal and How Including Children with Disabilities Made Our School Better for Everyone](#)



Effective Inclusive Schools

[Designing Successful Schoolwide Programs](#)

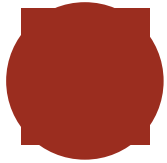


Building And Sustaining Inclusive Educational Practices

[Aligned With The Elementary And Secondary Education Act Of 1965 \(Esea\) And Part B Of The Individuals With Disabilities Education Act \(Idea\)](#)

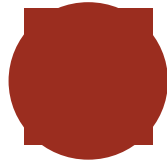


Recommendation 2: Build Systemic Instructional Capacity by Continuing to Develop and Strengthen MTSS



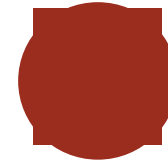
MTSS Implementation Rubric

[Multi-Tiered System of Supports \(MTSS\) Fidelity of Implementation Rubric](#)



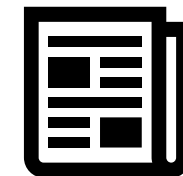
MTSS for ALL

[MTSS for All: Including Students with the Most Significant Cognitive Disabilities](#)

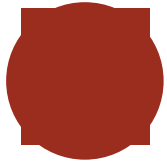


Reimagining MTSS through UDL

[Practice Profile](#)

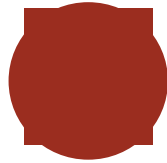


Recommendation 2: Build Systemic Instructional Capacity by Continuing to Develop and Strengthen MTSS



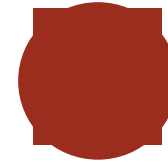
**High-Leverage Practices
for Students with
Disabilities**

(2nd Edition) | Council for
Exceptional Children



**Pre-Referral
Intervention Manual**

Fourth Edition

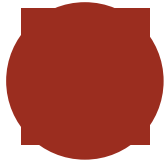


**Choosing Outcomes &
Accommodations for
Children**

(COACH)

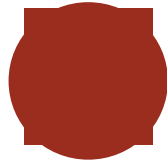
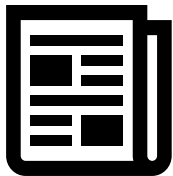


Recommendation 3: Develop Concrete Systems To Build Staffing Around Student Need



Inclusionary Practices and Systems

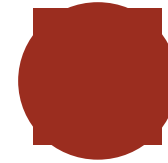
[Flexible Service Delivery](#)



Designing Better Supports

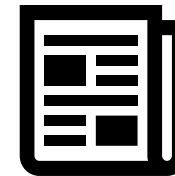
[How To Design a Better Support System for Classrooms](#)

[Bringing Support TO the Students Just Let them Eat Cake!](#)

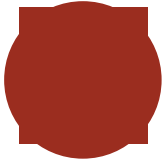


Precarious or Purposeful?

[Proactively Building Inclusive Special Education Service Delivery on Solid Ground](#)

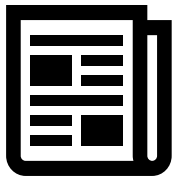


Recommendation 3: Develop Concrete Systems To Build Staffing Around Student Need



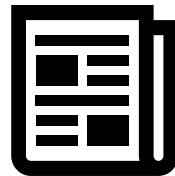
**The Golden Rule of
Providing Support in
Inclusive Classrooms**

[Support Others as You Would
Wish to Be Supported](#)



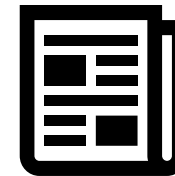
**A Review of Special
Education Caseload
Policies State by State**

[What Impact Do They
Have?](#)

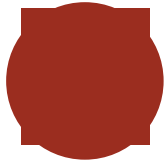


**Faculty Perceptions of
Expertise for Inclusive
Education**

[for Students With Significant
Disabilities](#)

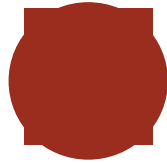
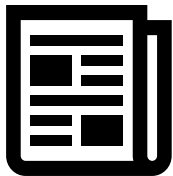


Recommendation 4: Develop Systems To Prioritize Collaboration Time



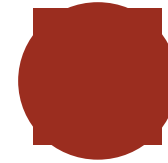
What Works Best In Education

[The Politics of Collaborative Expertise](#)



Importance of Collaborative Planning

[Podcast](#)



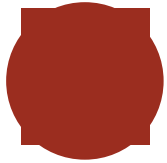
Tools for Co Planning

[Center for Leadership and Educational Equity \(CLEE\) Resources and Protocol Library](#)

[The 5-15-45 Tool & Other Tools](#)



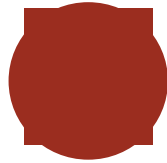
Recommendation 5: Develop System of Professional Learning that Supports the Inclusive Practice Framework



System Wise

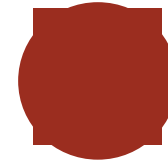
[System Wise Continuous Instructional Improvement at Scale](#)

[Adam Parrott-Sheffer Discusses Effective Evidence-Based Education](#)



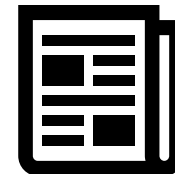
Implementation Science and The Strategic Plan

[Podcast](#)

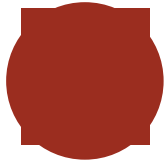


Every Minute Counts

[Calculating IEP Services to Improve Student Outcomes in Washington State Technical Assistance Guide 2024](#)



Recommendation 5: Develop System of Professional Learning that Supports the Inclusive Practice Framework

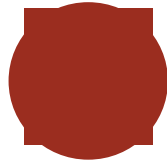


Coaching

[The Definitive Guide to Instructional Coaching](#)

[The IC Toolkit](#)

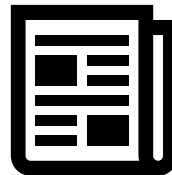
[Coaching Conversations with Jim Knight](#)



Coaching

[How to Plan Effective Professional Development for Instructional Coaches](#)

[The Coaching Cycle: How Coaches Can Support Teachers and Improve Student Outcomes](#)

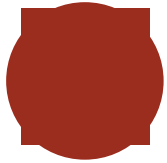


Transformational Coaching

[Arise: The Art of Transformational Coaching](#)



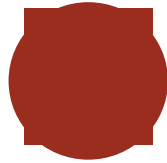
Recommendation 6: Develop Systems That Build Community Across All Stakeholders



Leading in a Culture of Change

[2nd Edition](#)

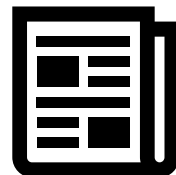
[Podcast](#)



Trust

[The Role of District and School Leaders' Trust and Communications in the Simultaneous Implementation of Innovative Policies](#)

[What's \(Relational\) Trust Have to Do with It?](#)



School Leaders

[The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice, and School Reform](#)



DATA ANALYSIS



Disability Rates



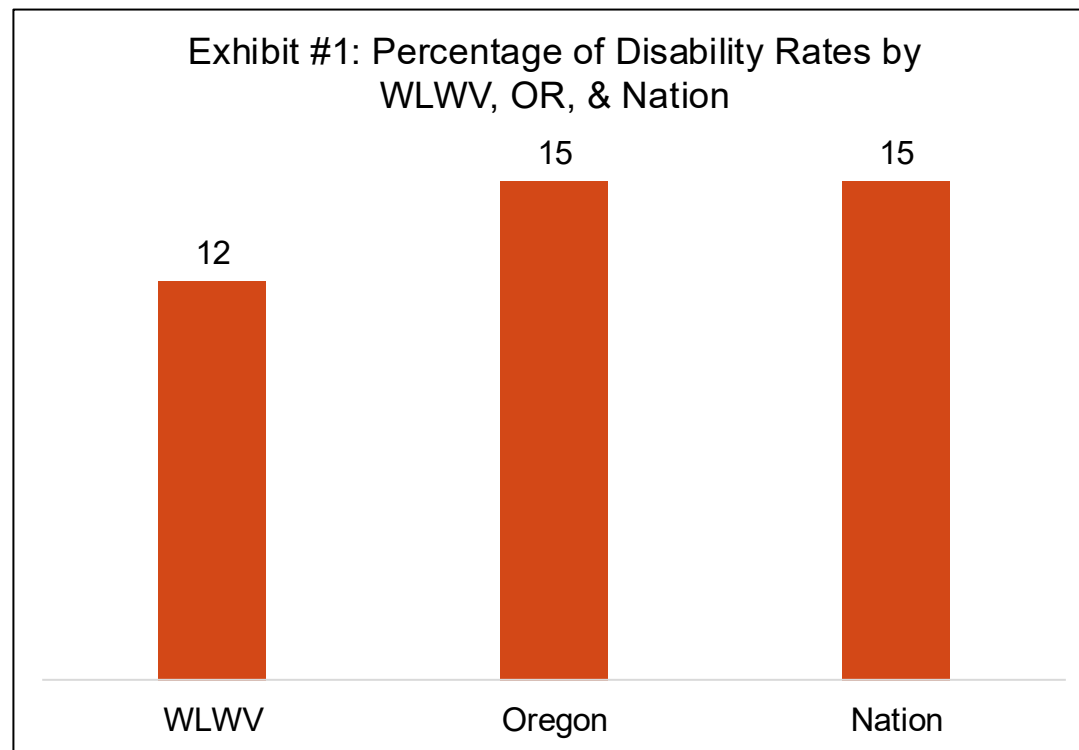
Disability Rates by District, State, & Nation

Exhibit #1 shows WLWV's disability rates as compared to the state and nation. As shown, the overall disability rate for the district is 12%, which is lower than the state and nation, both at 15%.

Why is this noteworthy?

Classifying students with a disability is a fairly subjective process, with no data point more definitively accurate than another. Still, when a district's percentage of students with disabilities is notably higher or lower than their state or the national averages, the district should examine root causes to understand the difference.

Again, there is no definitive percentage point that is accurate and scientifically correct. Classifying a student with a disability can be a subjective process. Still, there are those that suggest the actual percentage is closer to 10%. With this line of thinking, WLWV is closer than the state and nation. Without a definitive answer to what is the appropriate percent of students with disabilities a district should have, the best way to use this data point is as one aspect to be added to the more complex district picture.



Disability Rates by Disability Type

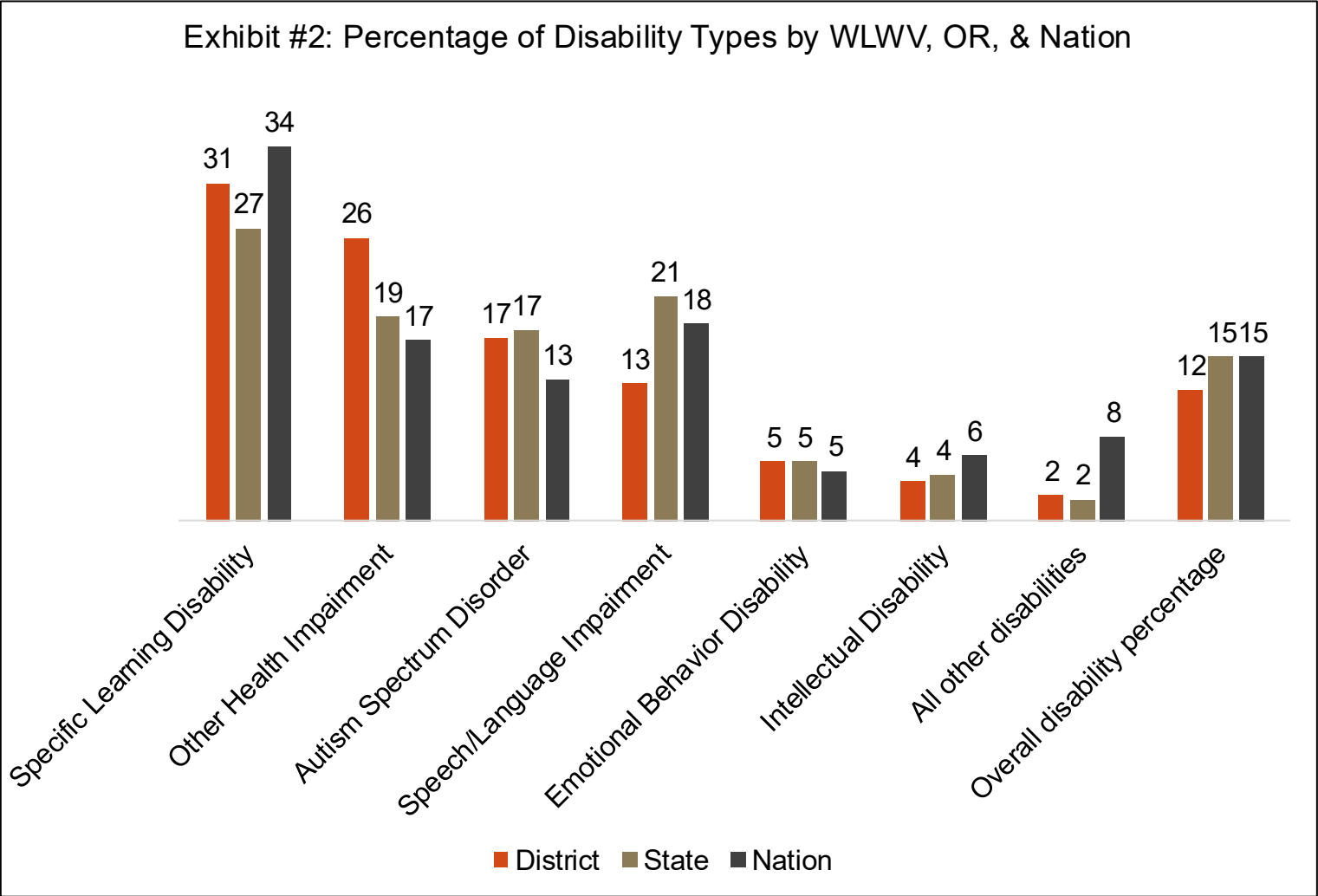
Exhibit #2 shows overall disability rates disaggregated by disability type for the district, state, and nation. Comparisons are as follows:

- SLD - District (31%), State (27%), Nation (34%)
- OHI - District (26%), State (19%), Nation (17%)
- ASD - District (17%), State 17%), Nation (13%)
- SpL - District (13%), State (21%), Nation (18%)
- EBD - District (5%), State (5%), Nation (5%)
- ID - District (4%), State (4%), Nation (6%)

Why is this noteworthy?

Classifying students with a disability is a fairly subjective process, with no data point more definitively accurate than another. Still, when a district's percentage of students with disabilities is notably higher or lower than their state or the national averages, the district should examine root causes to understand the difference. These WLWV data suggest paying attention to the following data points:

- OHI – WLWV's rates of OHI are higher than the state and nation. This disability classification encompasses a range of disabilities that are often subjective, including ADHD and medical issues. The district might want to ensure a better understanding of what are the disabilities in this category to see if the larger percentage is appropriate.
- SpL – WLWV has a smaller SpL percentage (13%) than the state (21%) and nation (18%). The district might want to ensure a better understanding of what are the disabilities in this category to see if the smaller percentage is appropriate.



*All other disabilities includes Deaf or Hard of Hearing, Visual Impairment, Deaf Blindness, Orthopedic impairment, Traumatic Brain Injury



Disability Rates by Grade

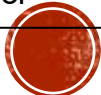
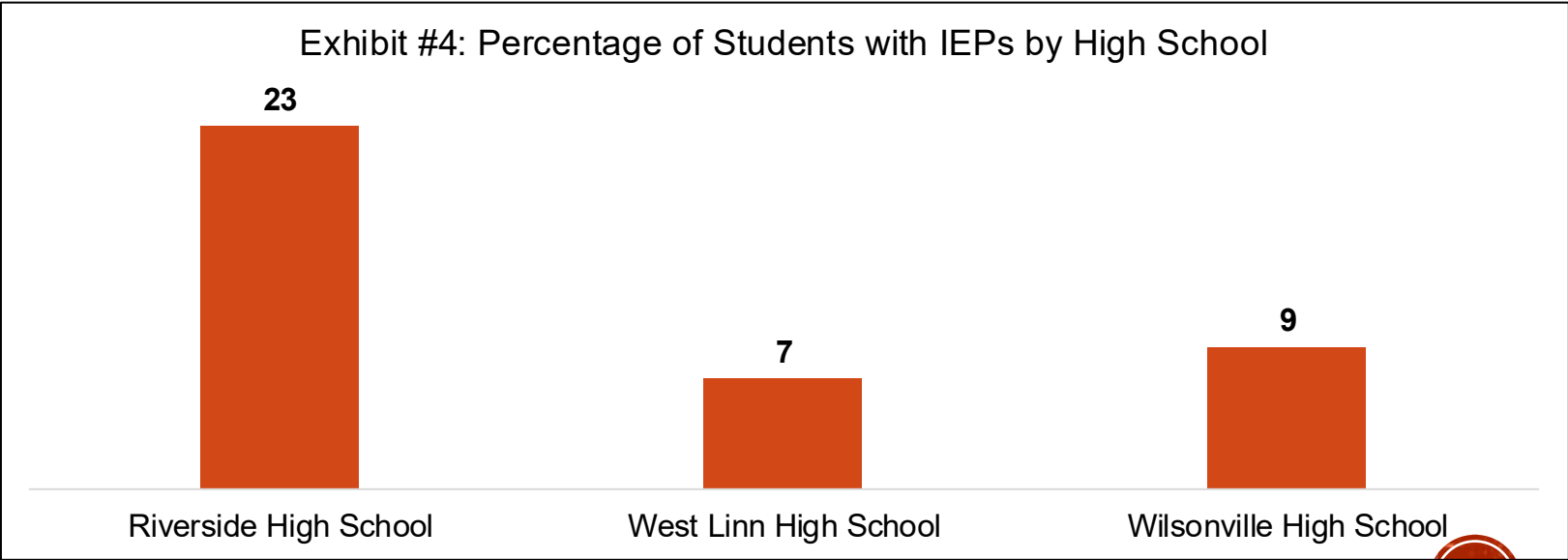
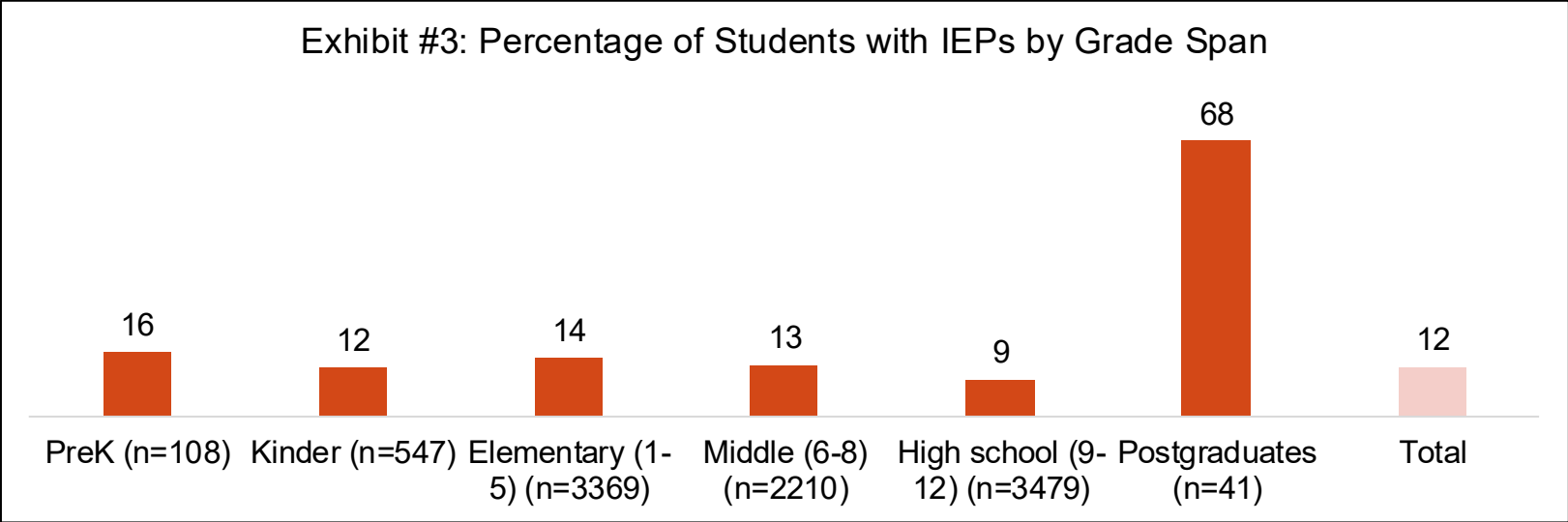
Exhibit #3 examines percentages of students by grade span. Here we can see that there are comparable percentages of students with disabilities across all grade spans (PK-16%, K-12%, elem-14%, middle-13%, high-9%) aside from postgraduates (68%), that encompasses mostly students who are receiving transitions services.

Exhibit #4 examines percentages of students in each of the three high schools. As shown, Riverside has a larger population of students with disabilities (23%) than both West Linn (7%) and Wilsonville (9%).

Why is this noteworthy?

In terms of grade span, while some disabilities are more visible at different ages and some specially designed instructional practices are more beneficial at different ages, as a district, we want to see comparable percentages across grade spans, with a drop off in later grades as students transition out of high school.. This is what we see in WLWV.

As it relates to the three high schools, consider the impact of having a higher percentage of students with disabilities in one high school over the others.



Disability Rates by Race/Ethnicity

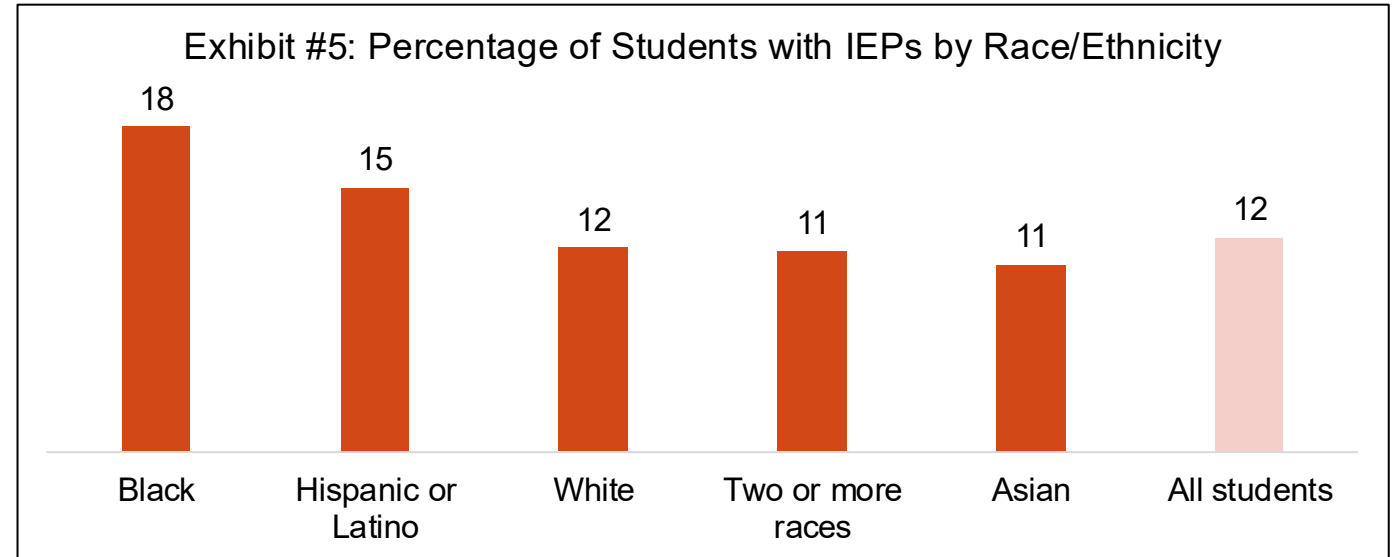
Exhibit #5 compares the percentage of SWDs by race/ethnicity. As shown, while 12% of the WLWV student population are classified with a disability. Black and Hispanic/Latino students are classified at higher percentages (18% and 15% respectively). White students are at 12% and students with two or more races and Asian students have an 11% classification percentage.

We also conducted a risk ratio and found that:

- Black students are 1.52 times more likely to be identified with a disability compared to children in all other racial and ethnic groups.
- Latinx students are 1.29 times more likely to be identified with a disability compared to children in all other racial and ethnic groups.

Why is this noteworthy?

Race/ethnicity do not have an influence on who has a disability, yet across the nation there are disproportionately higher percentage of students of color classified with a disability. It is important for the district to attend to differences in percentages and address risk ratios of students classified with a disability who are from various race/ethnicities.



Disability Rates by English Language Learner (EL) Status

Exhibit #6 shows the percent of students with disabilities who are also classified as English Language learners (ELs). As shown, 21% of students classified as ELs are classified with a disability, as compared to 12% of student who are not ELs.

We also conducted a risk ratio and found that:

- EL students are 1.81 times more likely to be identified with a disability compared to children who are not ELs.

Exhibit #7 examines percentages of students with disabilities who are ELs by grade span. Here we can see that percentages rise from elementary (18%) to middle (22%) to high school (30%).

Why is this noteworthy?

Like race/ethnicity, students home language does not have an influence on who has a disability, Still, English learners are a particularly complex group when it comes to distinguishing what is language acquisition from what is a disability. Across the nation there is variation on their under- and over-representation in special education. It may be useful for the district to understand the evaluation practice for English Learners suspected of having a disability, especially since EL students are 1.81 times more likely to be identified with a disability compared to children who are not ELs.

As to the increases of ELs with disabilities in high school, we should look at the language and special education services that ELs are receiving throughout the grades to make sure that they are getting sufficient access to both services and rigorous academic content to be able to exit EL status.

Exhibit #6: Percentage of Students with IEPs by EL Status

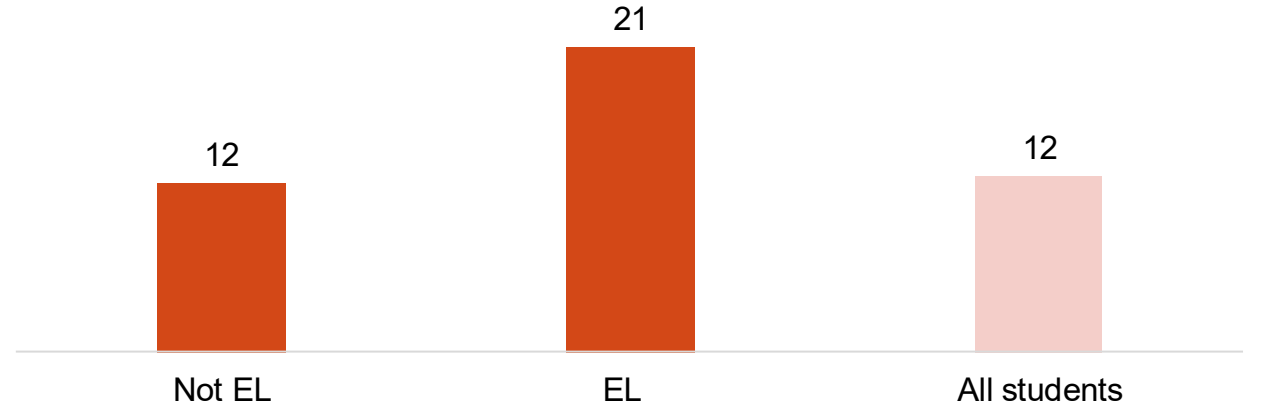
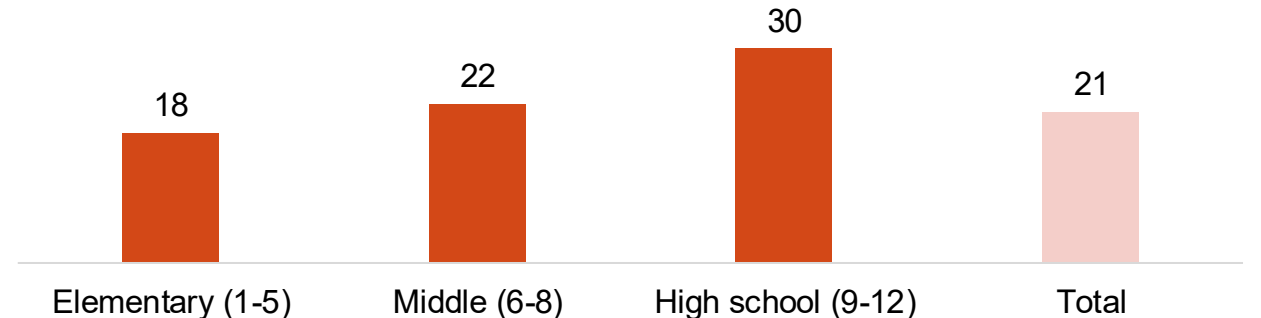


Exhibit #7: Percentage of Students with IEPs by EL Status & Grade Span



Academic Outcomes



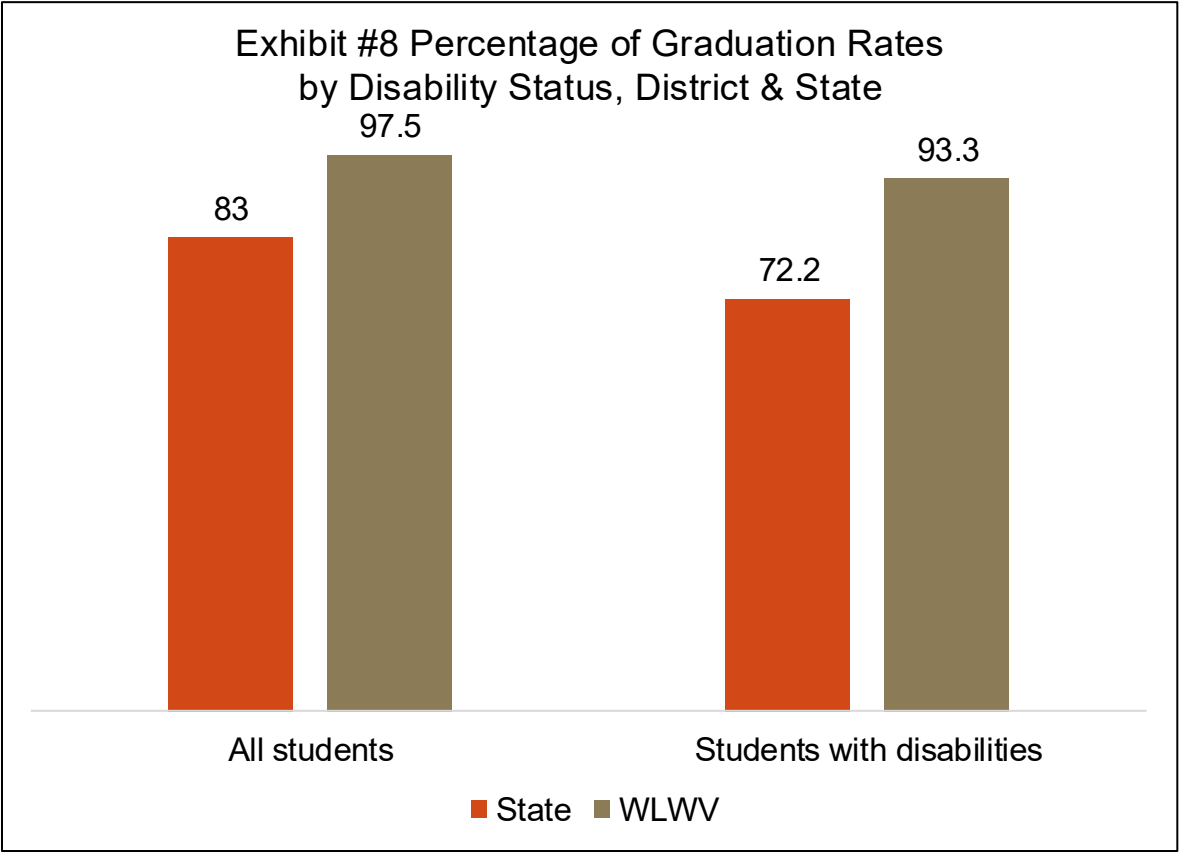
Graduation by Disability Status & District/State

Exhibit #8 shows WLWV graduation rates for all students and students with disabilities in both WLWV and Oregon. As shown students in WLWV outperform the state's rates for all students (97.5% vs. 83%), as well as for students with disabilities (93.3% vs. 97.5%)

Why is this noteworthy?

Special education is meant to provide supports and services that level the playing field between students with and those without disabilities by, for example, providing access through accommodations or specially designed instruction. It is important to note that the majority of students with disabilities do not have a disability that affects their cognitive functioning. As such, students with and without disabilities should be achieving at similar percentages as their peers without disabilities.

These graduation rates are impressive and should be celebrated.



Smarter Balanced Assessment Consortium (SBAC)



The state of Oregon uses SBAC to measure academic outcomes. SBAC places students in one of four levels, each measuring the whether students met academic standards (as defined by the SBAC).

- **Level 1** (Standard Not Met): Students do not consistently demonstrate grade-level knowledge and skills.
- **Level 2** (Standard Nearly Met): Students demonstrate foundational grade-level knowledge and skills with a limited range of complexity.
- **Level 3** (Standard Met): Students consistently demonstrate proficient grade-level knowledge and skills and are considered on track for college and career readiness.
- **Level 4** (Standard Exceeded): Students perform above the standard and demonstrate a superior level of grade-level knowledge.



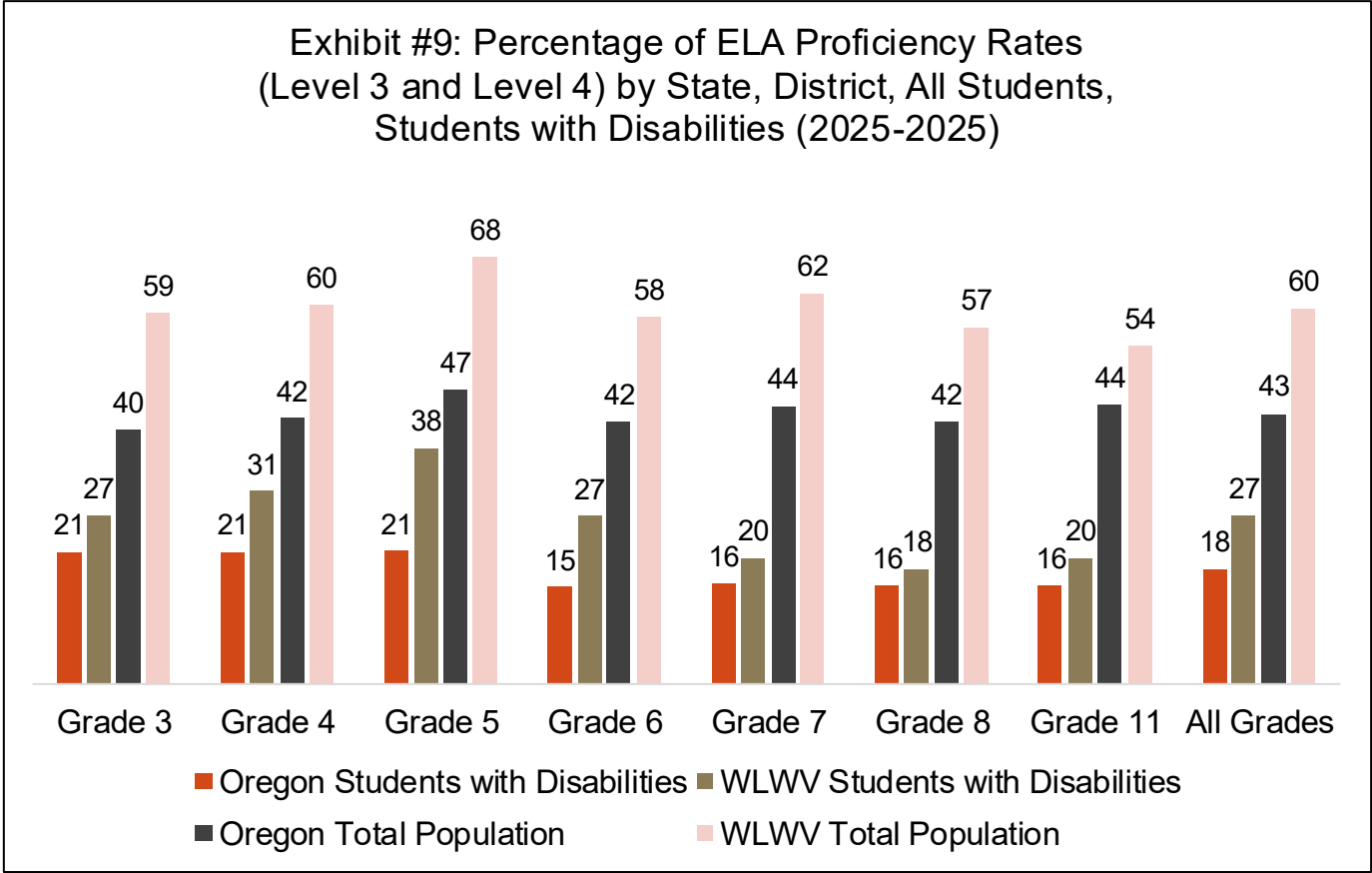
English Language Arts (ELA) Proficiency by District, State, & Disability Status

Exhibits #9 shows ELA proficiency rates (as defined by combining Level 3 and Level 4) for grades 3-11 in the state of Oregon and WLWV and for students with and without disabilities. Looking at the total picture, WLWV exceeds the state rates or all student and for students with disabilities.

As shown in the darkest bar to the right, WLWV's proficiency rates for all students (ranging from 54% in grade 11 to 68% in grade 5) exceeds the state (ranging from 40% in grade 3 to 47% in grade 5)

For students with disabilities, starting with the 3rd bar from the right, WLWV's proficiency rates (ranging from 18% in grade 8 to 38% in grade 5) exceeds the state (ranging from 15% in grade 6 to 21% in grades 3, 4, and 5)

Why is this noteworthy?
WLWV's rates of proficiency in ELA exceeds that of the states for all students and students with disabilities. Still, there are gaps between those with and those without disabilities in both the district and the state.



Math Proficiency by District, State, & Disability Status

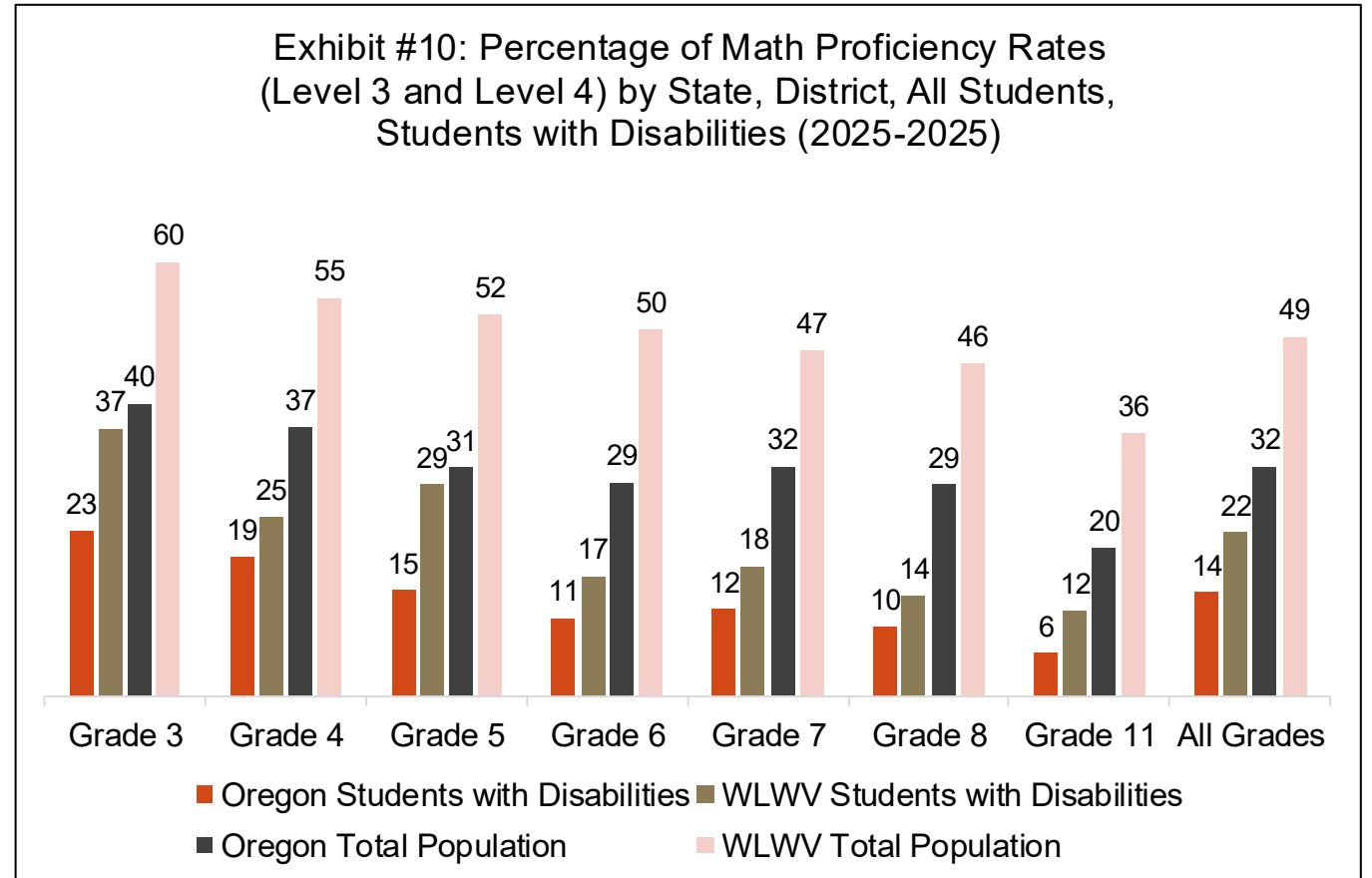
Exhibits #10 shows math proficiency rates (as defined by combining Level 3 and Level 4) for grades 3-11 in the state of Oregon and WLWV and for students with and without disabilities. Looking at the total picture, WLWV exceeds the state rates or all student and for students with disabilities.

As shown in the darkest bar to the right, WLWV's proficiency rates for all students (ranging from 36% in grade 11 to 60% in grade 3) exceeds the state (ranging from 20% in grade 8 to 40% in grade 3)

For students with disabilities, starting with the 3rd bar from the right, WLWV's proficiency rates (ranging from 12% in grade 11 to 37% in grade 3) exceeds the state (ranging from 6% in grade 11 to 23% in grade 3)

Why is this noteworthy?

WLWV's rates of proficiency in Math exceeds that of the states for all students and students with disabilities. Still, there are gaps between those with and those without disabilities in both the district and the state.



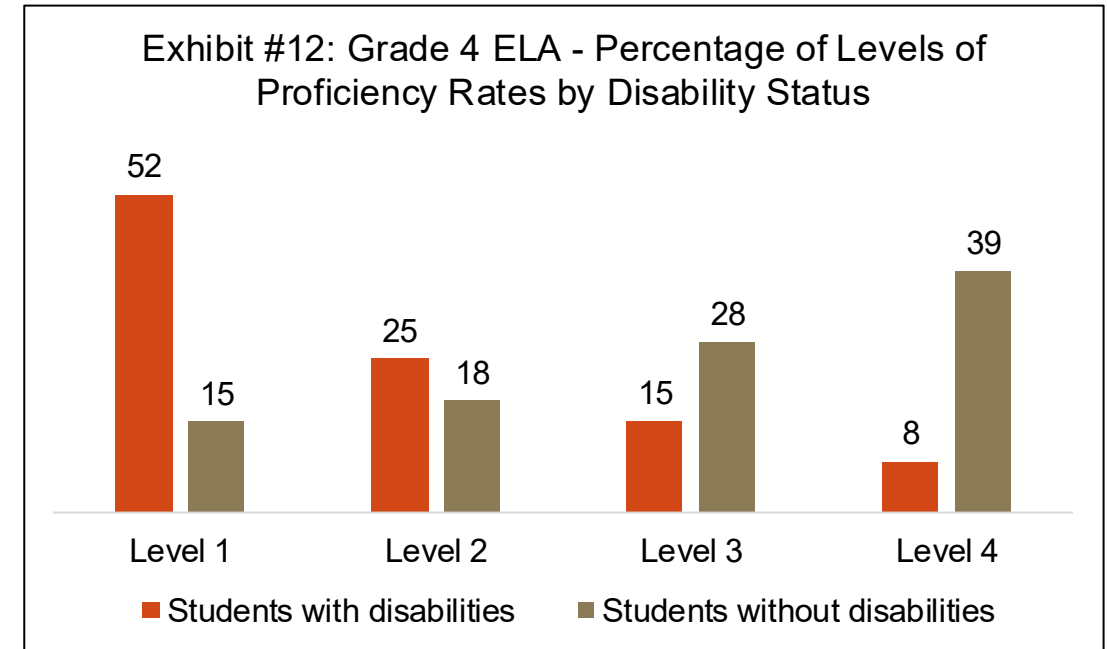
ELA Proficiency by Disability Status

Exhibits #11-#17 disaggregate ELA assessment data by levels of proficiency and compares students with and those without disabilities. For the purpose of this review, we'll describe Exhibit #10 which show Grade 4 results and for the others, describe trends.

Exhibit #12 shows ELA assessment data by level. As shown, the majority of 4th grade students with disabilities were at a Level 1 (52%), which is the level where standards are not met. Moving towards proficiency, percentages decreased in Level 2 (25%), Level 3 (15%), and Level 4 (8%). For students without disabilities, the majority of 4th graders were at a Level 4 (39%), where standards are exceeded. Moving away from proficiency, percentages decreased in Level 2 (28%), Level 3 (18%), and Level 1 (15%).

Why is this noteworthy?

Special education is meant to provide supports and services that level the playing field between students with and those without disabilities by, for example, providing access through accommodations or specially designed instruction. It is important to note that the majority of students with disabilities do not have a disability that affects their cognitive functioning. As such, students with and without disabilities should be achieving at similar percentages as their peers without disabilities.



ELA Proficiency by Disability Status & Grade

Exhibits #11-#17 disaggregates ELA assessment data by levels of proficiency and compares students with and those without disabilities.

As was for Grade 4 in Exhibit #12, the pattern of the majority of students with disabilities scoring at Level 1 and the majority of students without disabilities scoring at Level 4 (aside from several times where the majority is at a Level 3). Exhibits #9-#15 show the same patterns for ELA in grades 3, 5, 6, 7, 8, and 11.

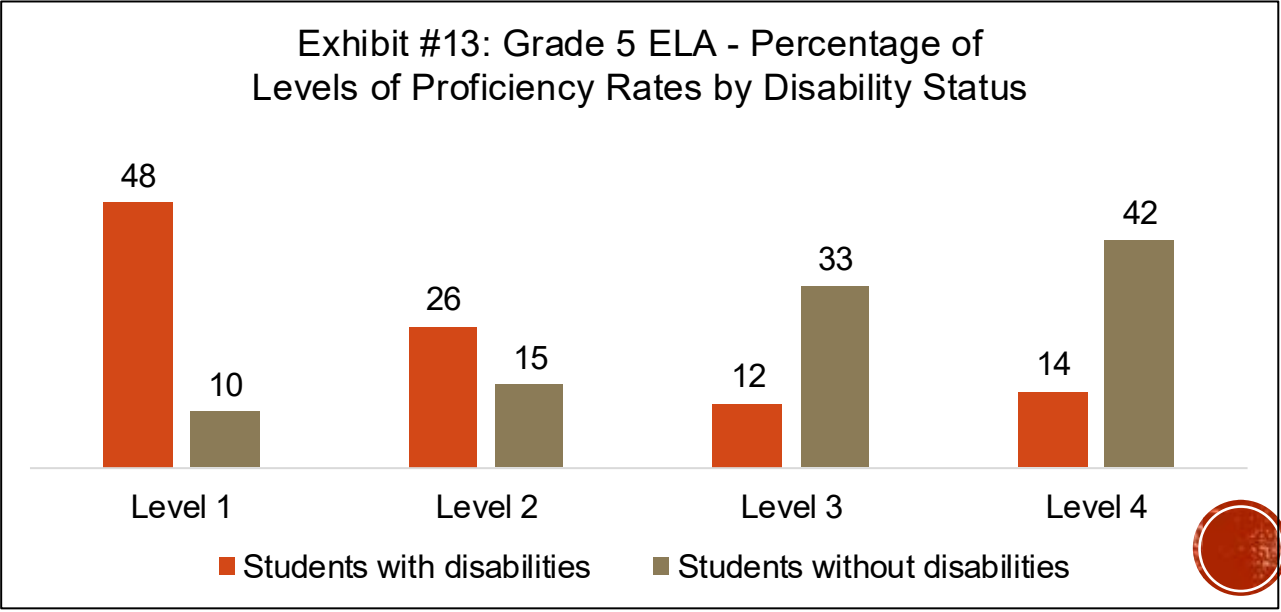
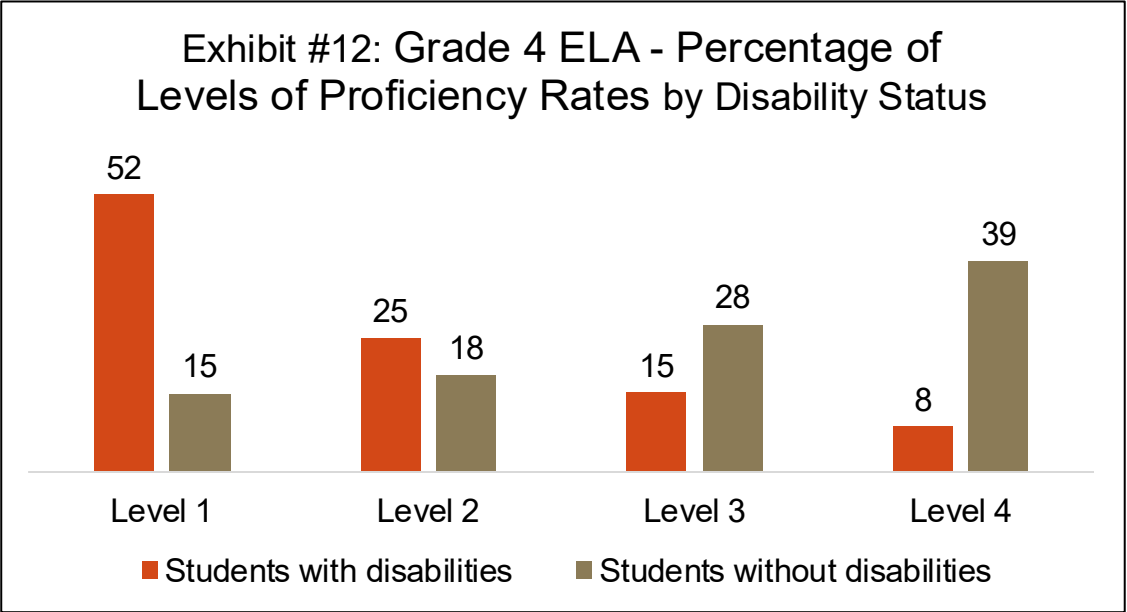
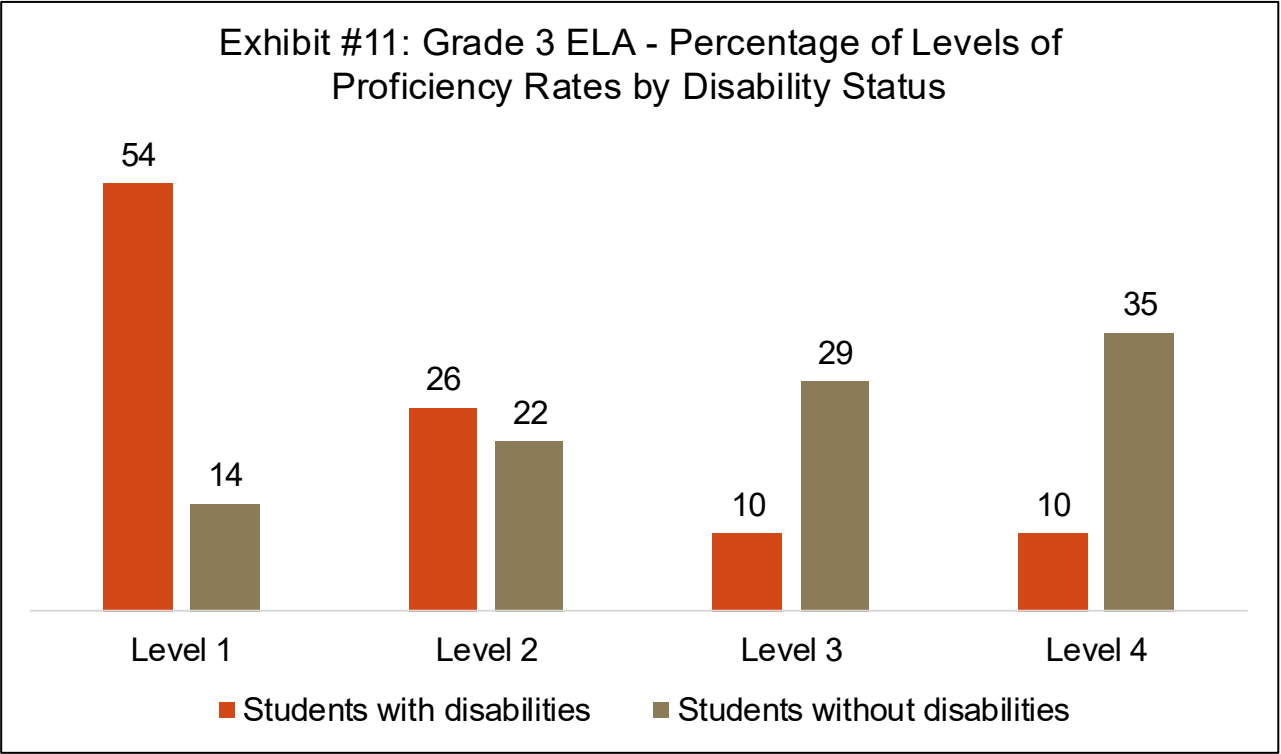


Exhibit #14: Grade 6 ELA - Percentage of Levels of Proficiency Rates by Disability Status

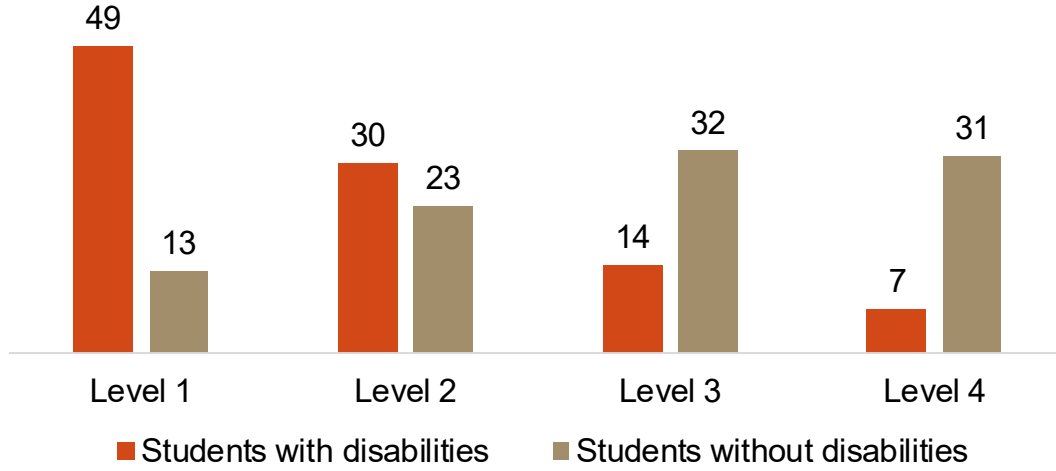


Exhibit #15: Grade 7 ELA - Percentage of Levels of Proficiency Rates by Disability Status

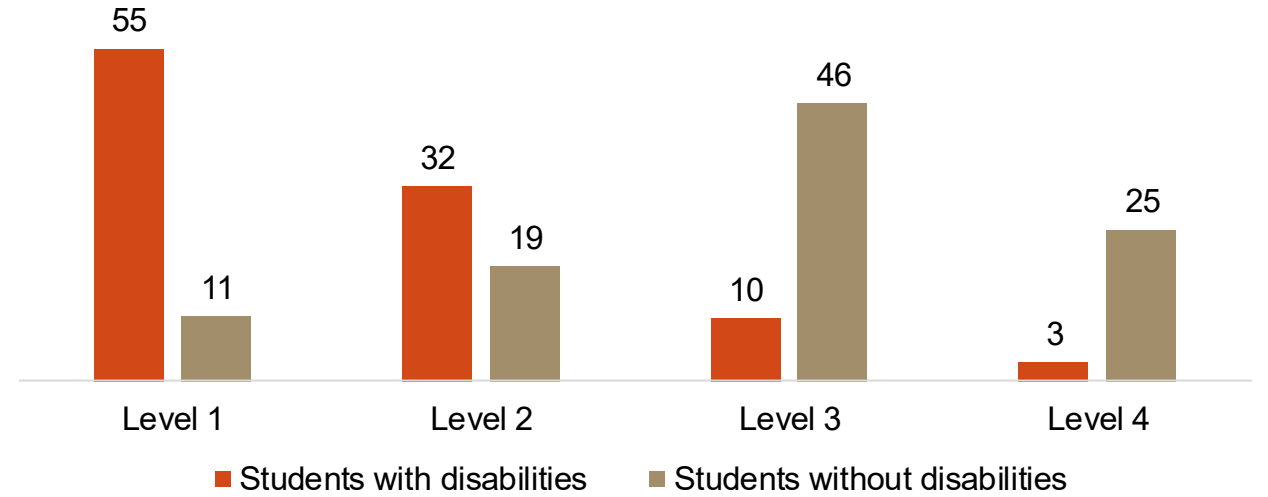


Exhibit #16: Grade 8 ELA - Percentage of Levels of Proficiency Rates by Disability Status

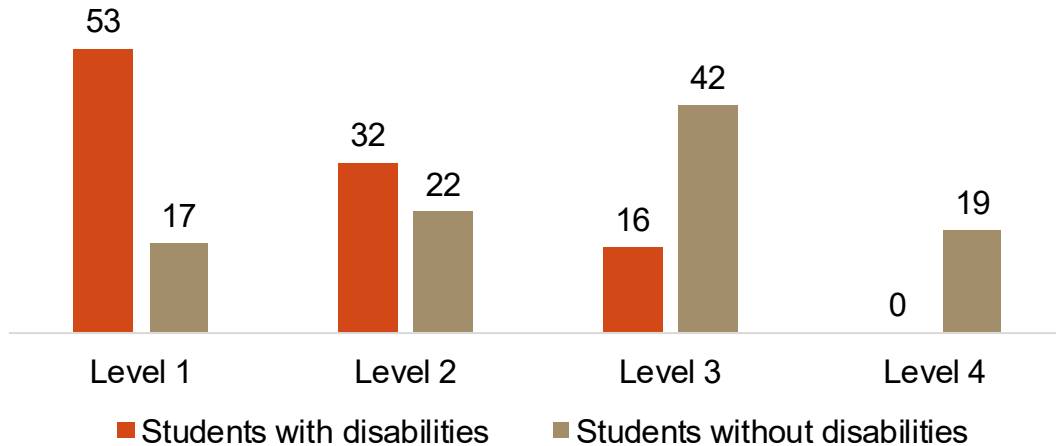
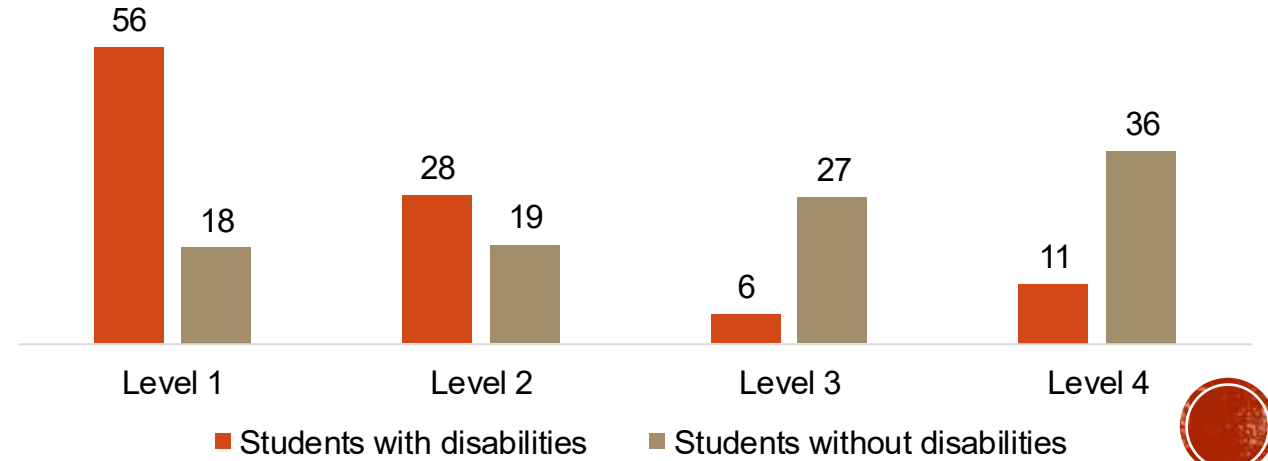


Exhibit #17: Grade 11 ELA - Percentage of Levels of Proficiency Rates by Disability Status



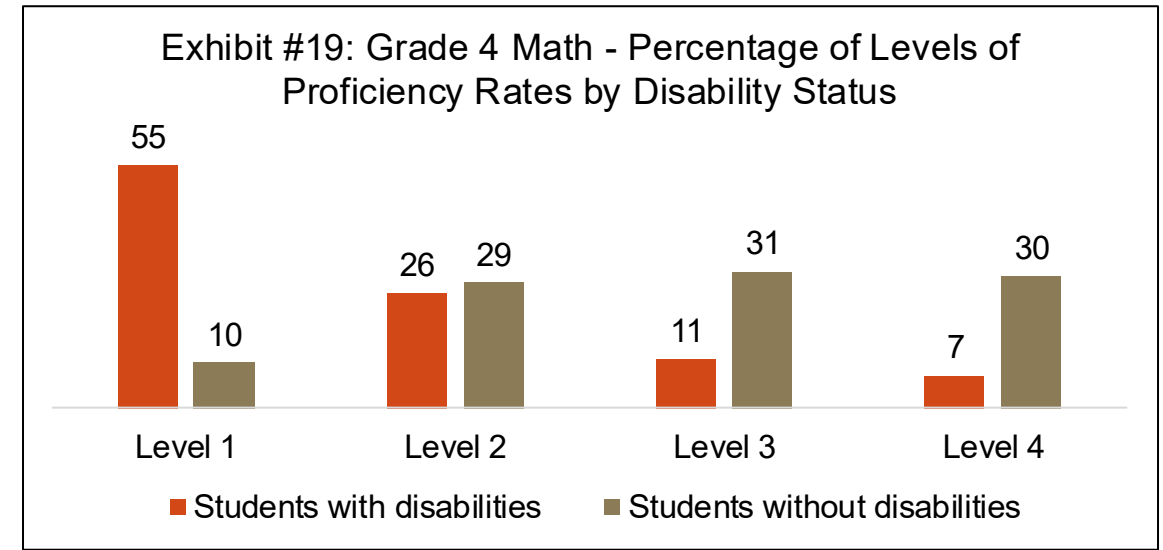
Math Proficiency by Disability Status & Grade

Exhibits #18-#24 disaggregate math assessment data by levels of proficiency and compares students with and those without disabilities. For the purpose of this review, we'll describe Exhibit #17 which show Grade 4 results and for the others, describe trends.

Exhibit #19 shows math assessment data by level. As shown, the majority of 4th grade students with disabilities were at a Level 1 (55%), which is the level where standards are not met. Moving towards proficiency, percentages decreased in Level 2 (26%), Level 3 (11%), and Level 4 (7%). For students without disabilities, the majority of 4th graders were at a Level 4 (30%), where standards are exceeded. Moving away from proficiency, percentages decreased in Level 2 (31%), Level 3 (29%), and Level 1 (10%).

Why is this noteworthy?

Special education is meant to provide supports and services that level the playing field between students with and those without disabilities by, for example, providing access through accommodations or specially designed instruction. It is important to note that the majority of students with disabilities do not have a disability that affects their cognitive functioning. As such, students with and without disabilities should be achieving at similar percentages as their peers without disabilities.



Math Proficiency by Disability Status

Exhibits #18-#24 disaggregate math assessment data by levels of proficiency and compares students with and those without disabilities.

As was for Grade 4 in Exhibit #17, the pattern of the majority of students with disabilities scoring at Level 1 and the majority of students without disabilities scoring at Level 4 (aside from several times where the majority is at a Level 3. Exhibits #16-#22 show the same patterns for Math in grades 3, 4, 5, 6, 7, 8, and 11.

Exhibit #18: Grade 3 Math - Percentage of Levels of Proficiency Rates by Disability Status

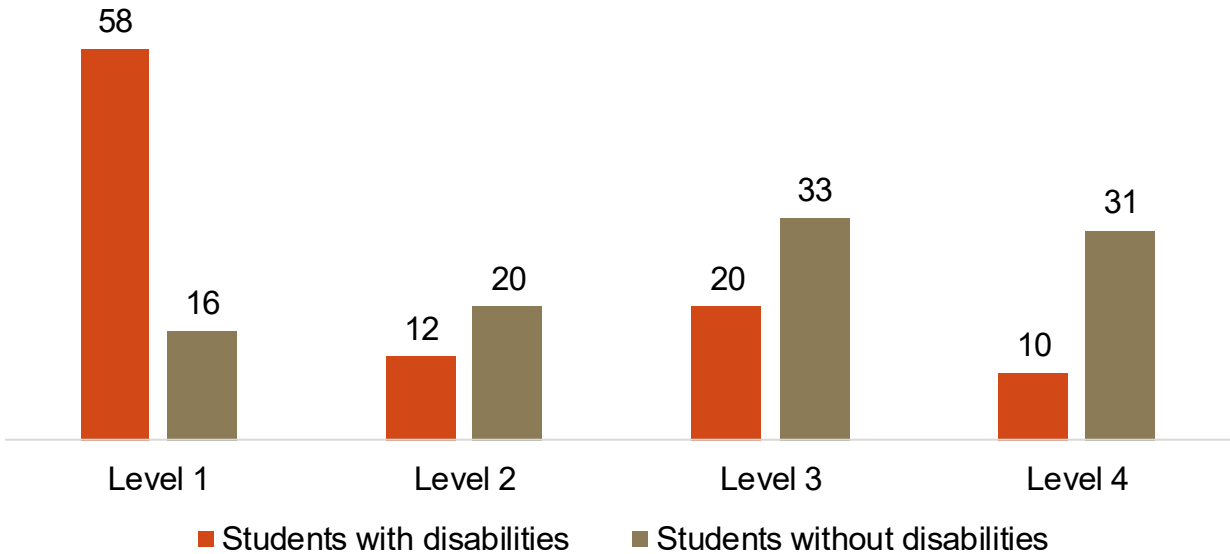


Exhibit #19: Grade 4 Math - Percentage of Levels of Proficiency Rates by Disability Status

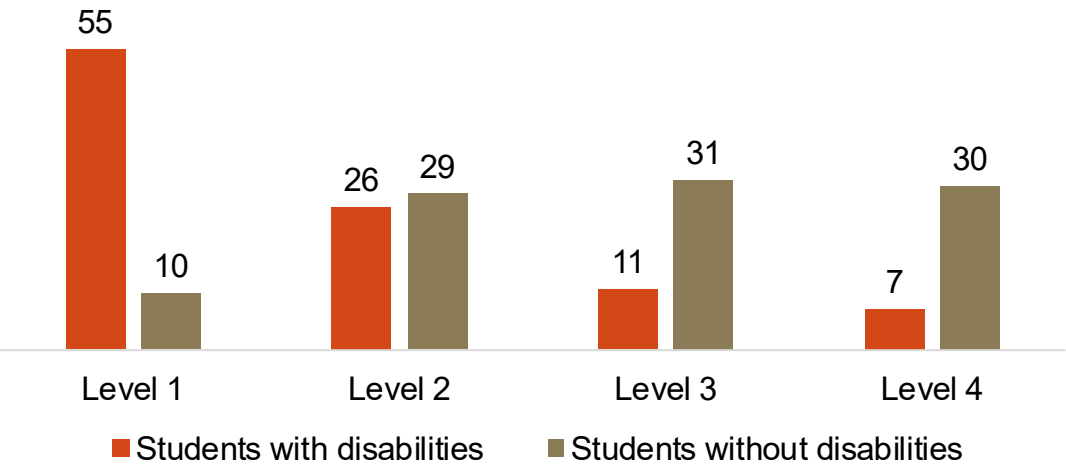


Exhibit #20: Grade 5 Math - Percentage of Levels of Proficiency Rates by Disability Status

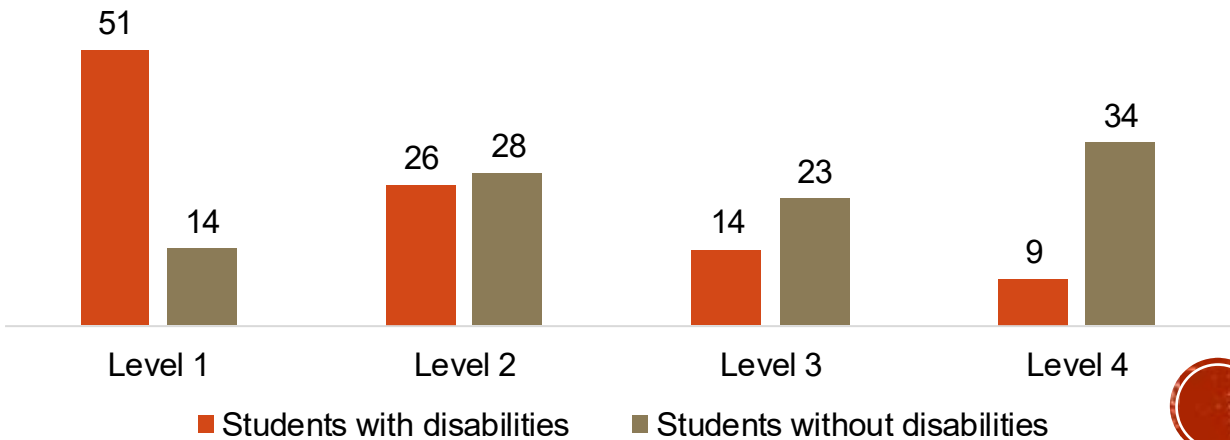


Exhibit #21: Grade 6 Math - Percentage of Levels of Proficiency Rates by Disability Status

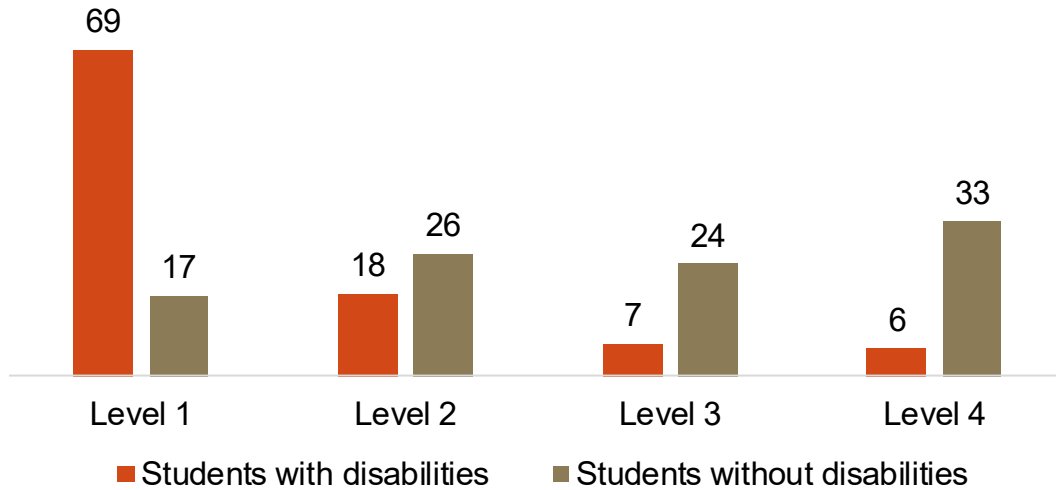


Exhibit #22: Grade 7 Math - Percentage of Levels of Proficiency Rates by Disability Status

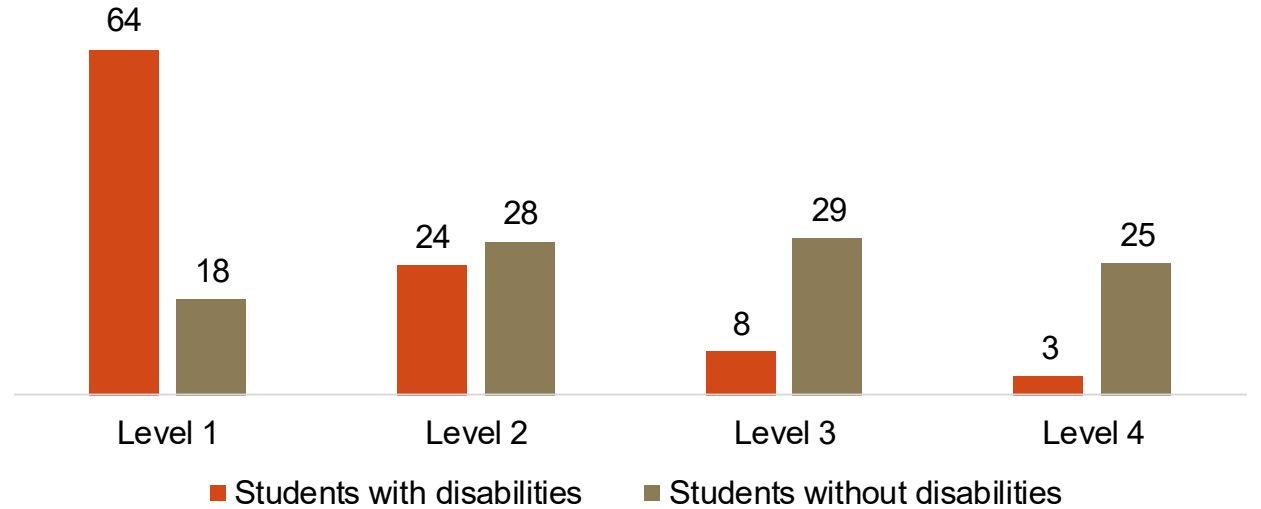


Exhibit #23: Grade 8 Math - Percentage of Levels of Proficiency Rates by Disability Status

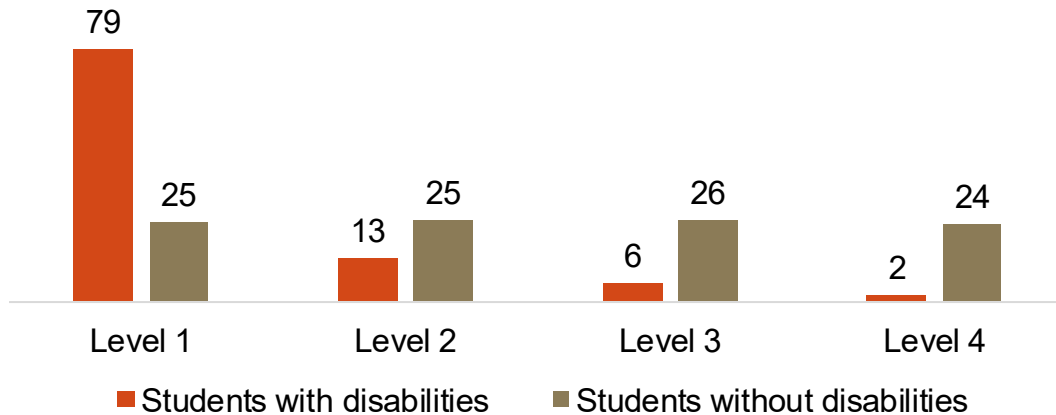
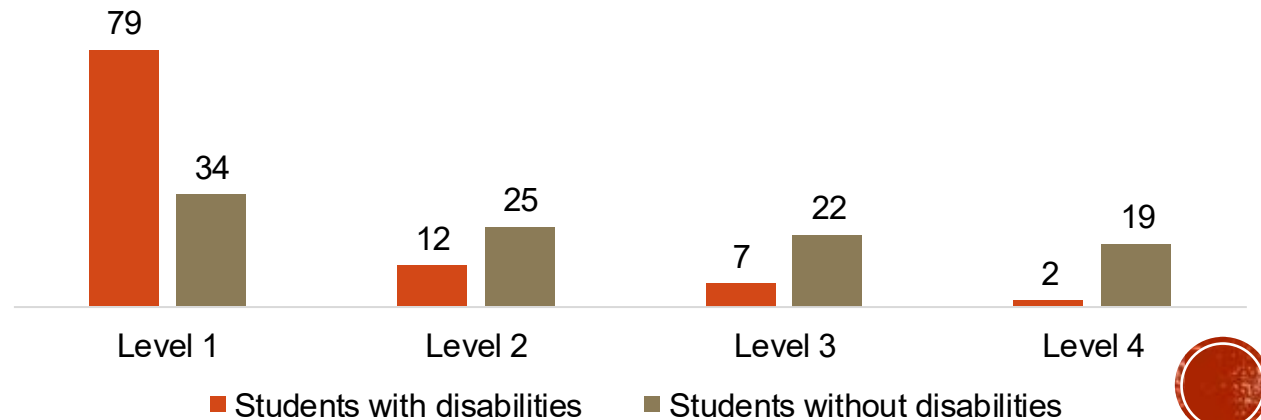


Exhibit #24: Grade 11 Math - Percentage of Levels of Proficiency Rates by Disability Status



ELA & Math Proficiency by Disability Type

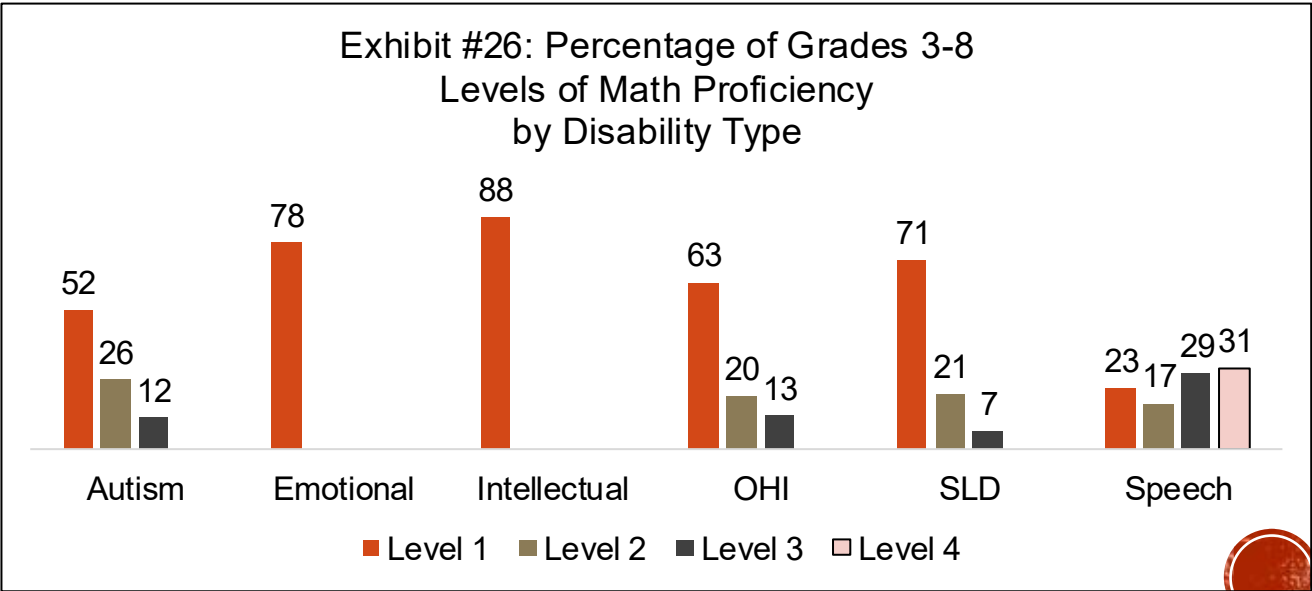
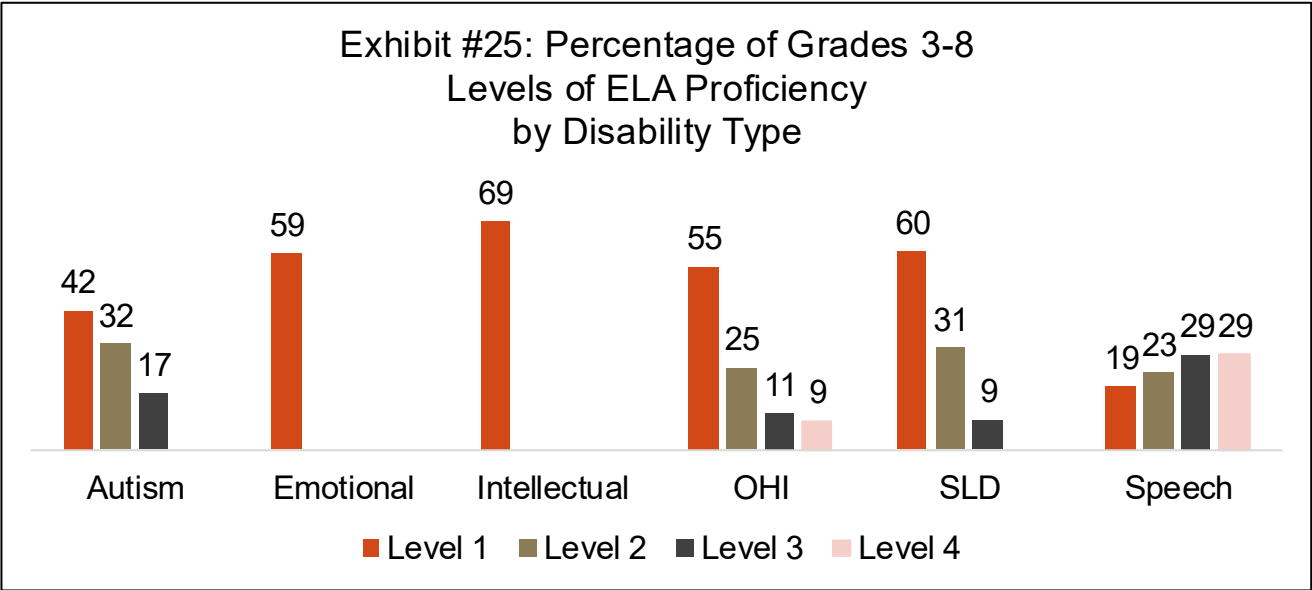
Exhibits #25-#26 disaggregate assessment data by disability type.

As shown in Exhibit #25, for all student groups with a sufficient number of students to be able to share, only students classified with OHI and Speech/Language Impairment scored at a Level 4 (respectively 9% and 29%). With the exception of Speech/Language Impairment (19%), the majority of students' scores were Level 1 (ID-69%, SLD-60%, ED-59%, ASD-42%).

Exhibit #26 portrays the same information for math. Here, only students classified with Speech/Language Impairment scored at a Level 4 (31%). And again, with the exception of Speech/Language Impairment (23%), the majority of students' scores were Level 1 (ID-88%, ED-78%, SLD-71%, OHI-63%, ASD-52%).

Why is this noteworthy?

Special education is meant to provide supports and services that level the playing field between students with and those without disabilities by, for example, providing access through accommodations or specially designed instruction. It is important to note that the majority of students with disabilities do not have a disability that affects their cognitive functioning. As such, students with and without disabilities should be achieving at similar percentages as their peers without disabilities.



ELA & Math Proficiency by Disability Status & Community

Exhibits #27-#28 disaggregate assessment data by levels of proficiency, community (Wilsonville and West Linn), and those with and without disabilities.

As shown, in Exhibit #27, for ELA the majority of students with disabilities are in Level 1 in both Wilsonville (56%) and West Linn (48%), a difference of 8 percentage points. The smallest percentages are in Level 4, with Wilsonville at (6%) and West Linn (9%), a difference of only 3 percentage points.

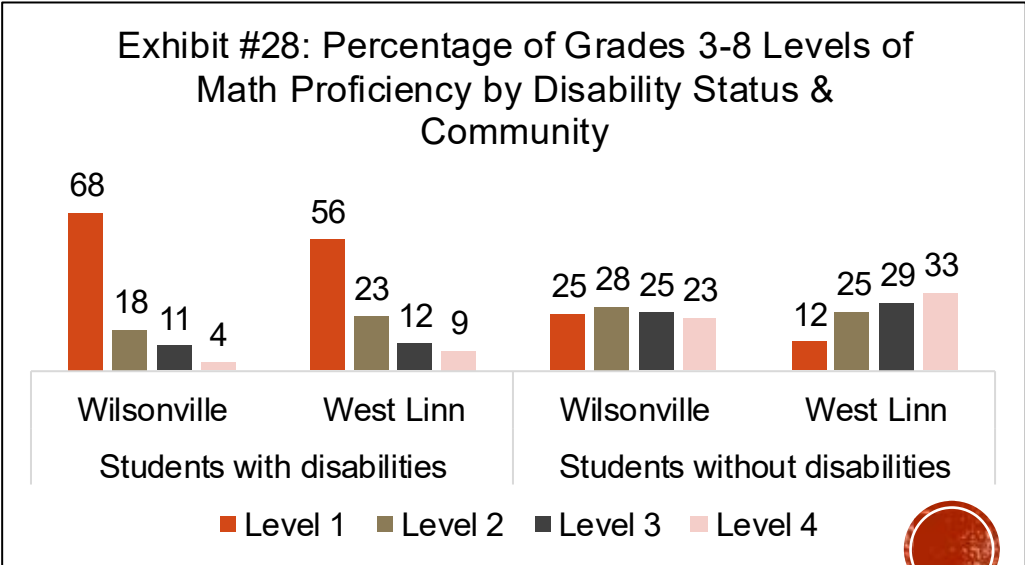
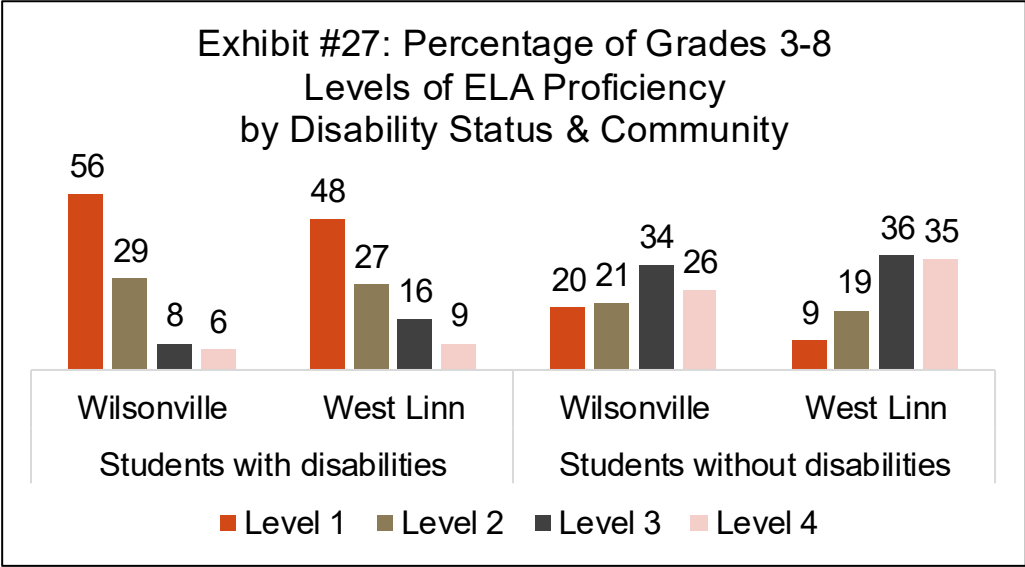
For students without disabilities, for math, 20% in Wilsonville are at Level 1, as compared to 9% in West Linn, a difference of 11 percentage points. In level 4 are 26% of students in Wilsonville and 35% of students in West Linn, a difference of 9 percentage points.

As shown, in Exhibit #28, for math the majority of students with disabilities are in Level 1 in both Wilsonville (68%) and West Linn (56%), a difference of 12 percentage points. The smallest percentages are in Level 4, with Wilsonville at (4%) and West Linn (9%), a difference of only 5 percentage points.

For students without disabilities, for math, 25% in Wilsonville are at Level 1, as compared to 12% in West Linn, a difference of 13 percentage points. In level 4 are 23% of students in Wilsonville and 33% of students in West Linn, a difference of 10 percentage points.

Why is this noteworthy?

While there are small differences in academic functioning in Wilsonville and West Linn, the academic assessment scores are relatively similar.



ELA & Math Participation by Disability Status & District

One hypothesis raised challenging why the WLWV academic scores was high was that families opted out of participating in the SBAC. To test this hypothesis, we examined participation rates in WLWV and other districts and we disaggregated participation rates in West Linn and Wilsonville. In neither was evidence that participation rates were an issue.

Exhibit #29 shows SBAC participation rates across 5 districts (Ashland, Centennial, David Douglas, North Clackamas, and WLWV) disaggregated by grade span, disability status, and ELA/math. As shown visually, the red dotted lines are for WLWV (long dashes for all students and short dashes for SWDS) and the remaining are the other 4 districts. From this visual, it is clear that WLWV does not stand out as having noteworthy differing participation rates as these other 4 districts.

Exhibit #30 shows this information as a table. We have highlighted where participation rates are below 90% and it appears that this only occurs in the 11th grade for ELA in Centennial and WLWV in ELA and for math in Centennial, North Clackamas, and WLWV for students with and without disabilities.

Why is this noteworthy?

In grades K-8. there are no districts with a less than 80% participation rate. In three districts (Centennial, North Clackamas, and WLWV), in only 11th grade, there are several places where the participation rates drop below 80%. While this data does not answer definitively the question of whether WLWV's academic scores were high because families opted out of participating in the SBAC, it seems unlikely.

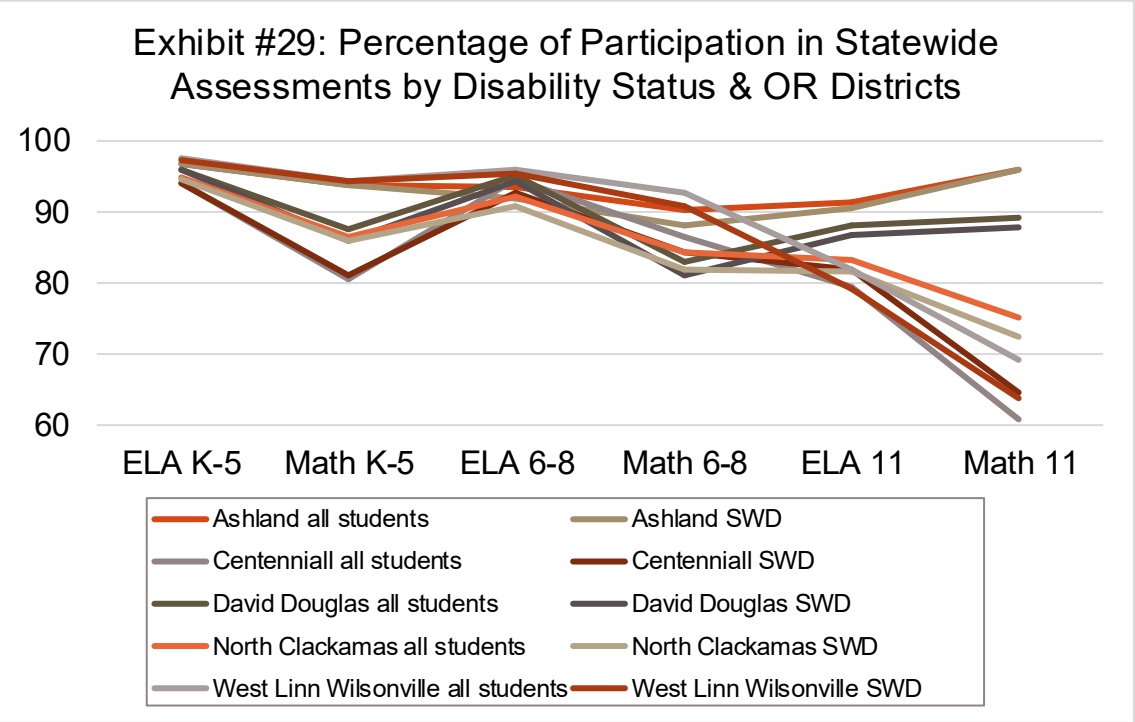


Exhibit #30: Percentage of Participation in Statewide Assessments-Table

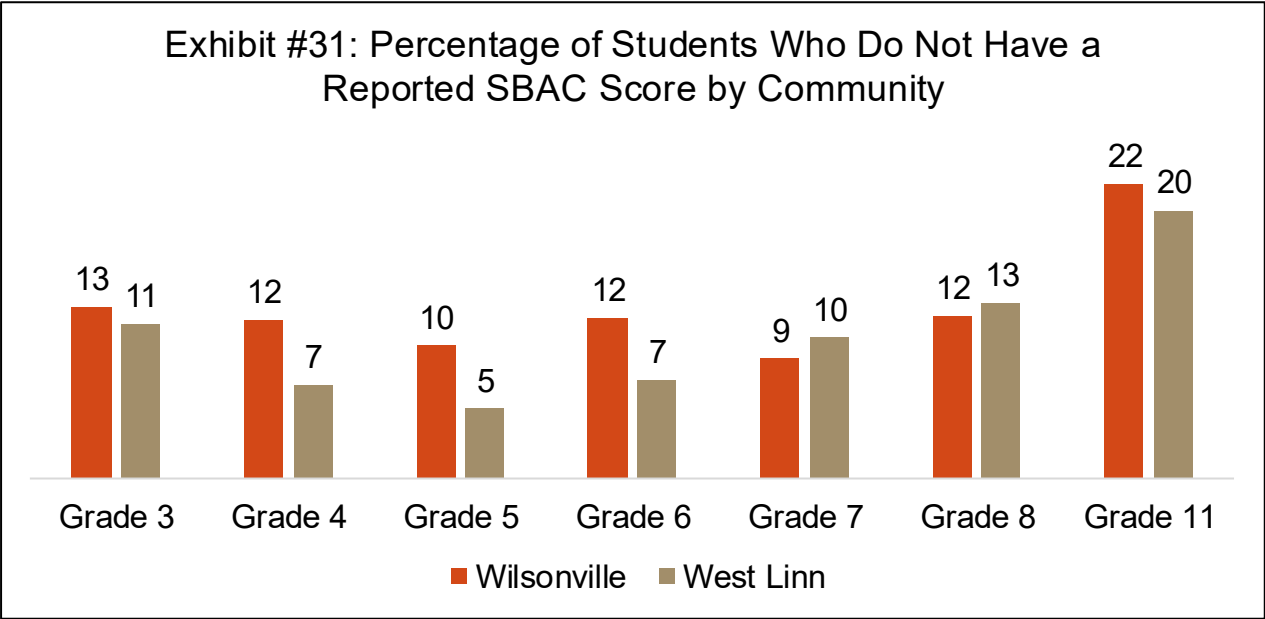
	ELA K-5	Math K-5	ELA 6-8	Math 6-8	ELA 11	Math 11
Ashland all students	96.9	93.9	93.5	90.3	91.5	96.0
Ashland SWD	96.7	93.9	91.9	88.2	90.6	96.0
Centennial all students	94.1	80.5	94.5	86.4	79.5	60.8
Centennial SWD	94.1	81.0	92.7	84.4	81.8	64.7
David Douglas all students	96.1	87.5	95.2	82.9	88.1	89.3
David Douglas SWD	95.9	86.0	94.4	81.1	86.7	88.0
North Clackamas all students	94.9	86.5	92.3	84.4	83.4	75.2
North Clackamas SWD	94.7	86.0	90.8	81.9	81.7	72.5
West Linn Wilsonville all students	97.6	94.3	95.9	92.8	81.9	69.1
West Linn Wilsonville SWD	97.4	94.3	95.4	90.8	79.2	63.8



ELA & Math Participation Rates by School Community

We disaggregated participation rates by examining the percent of non-reported SBAC scores in West Linn and Wilsonville. Exhibit #31 shows SBAC participation rates across disaggregated by grade and by West Linn and Wilsonville. As shown, the percentages of those without SBAC scores are similar across the communities, with Wilsonville having slightly higher percentages. (Gr3-13 in Wilsonville vs. 11 in West Linn, Gr4-12 vs. 7, Gr5-10 vs. 5, Gr6-12 vs. 7, Gr7-9 vs. 11, Gr8-12 vs. 13, Gr11 22 vs. 20)

Why is this noteworthy?
Participation rates in WLWV are not substantially different as compared with other districts, so WLWV assessment data is not the cause for its high academic success.



Time In General Education



Time In General Education – All Students with Disabilities (SWDs)

Exhibit #32 examines educational environment, or time with non-disabled peers for the district as compared to the state and nation. By regulations, time with non-disabled peers is organized into three categories from most restrictive (40% or less time in general education), to more inclusive (40-79% time in general education), to the most inclusive (80-100% time in general education).

As shown in the national data, 67% of all students with disabilities spend 80-100% of their time in general education, 16% spend 40-79% of their time in general education, and 13% spend 40% or less of their time in the general education environment. At the state, 78% spend 80-100% of their time in general education, 11% spend 40-79% of their time in general education, and 9% spend 40% or less of their time in the general education environment.

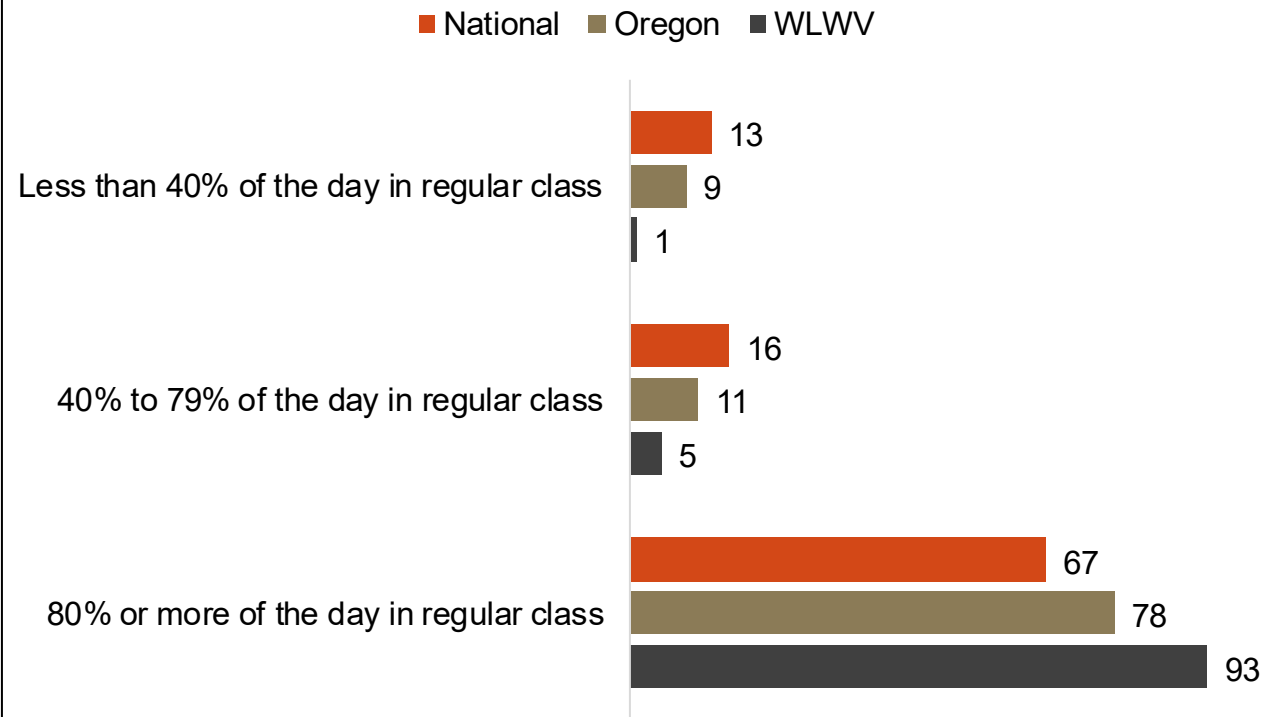
In WLWV, SWDs are in general education more than the national and state percentages, with 93% of all students with disabilities spending 80-100% of their time in general education, 5% spending 40-79% of their time in general education, and 1% spending 40% or less of their time in the general education environment.

Why is this noteworthy?

The more time a student with a disability spends in general education, the higher their academic achievement, the fewer absences, fewer disciplinary referrals, and better post-school outcomes. These benefits are found for all students with disabilities, regardless of their disability label or the severity of their disability. There is no research supporting students' full-time placement in segregated special education classes. The higher percentages of students spending 80% or more of their day in general education the better.

The reason that this is noteworthy for WLWV is that the data surpasses national norms!

Exhibit #32: Percentage of Time Students with Disabilities in General Education (LRE) by District, State & Nation



Time In General Education – Students with Intellectual Disabilities

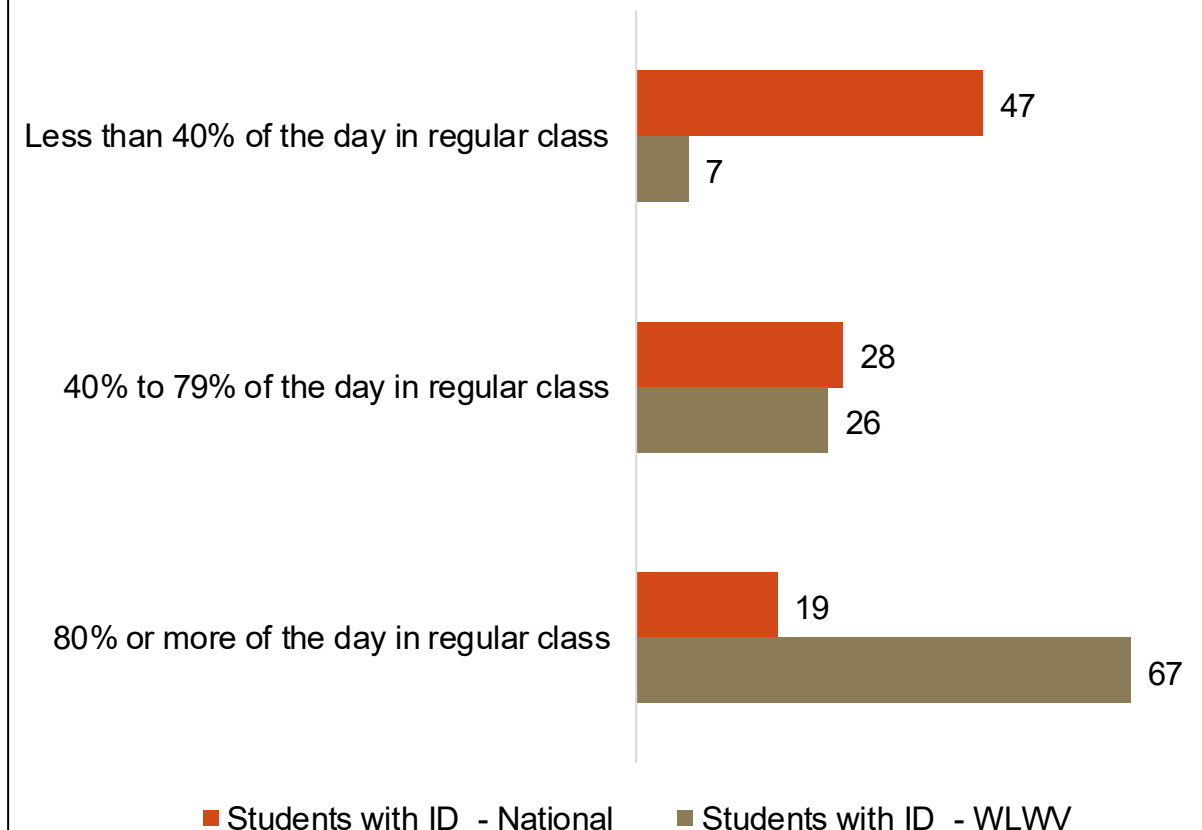
Exhibit #33 examines educational environment, or time with non-disabled peers for students classified as having an Intellectual Disability (ID). In most school districts, students with ID have very low rates of spending 80% or more of their time in general education. As the chart shows, nationally, only 19% of students with ID are in general education 80% or more of their time, 28% are in general education 40-79% of their times, and 47% of these students spend little time in general education, less than 40%.

In WLWV, the story is opposite, with 67% of students with ID spending 80% or more of their time in general education, 26% in general education 40-79% of their times, and only 7% spend less than 40% of their time in general education.

Why is this noteworthy?

In WLWV, there is a completely different story for students with ID than across the country. This data supports the research that finds the more time a student with any disability spends in general education, the better their outcomes. It is our hope that more schools, districts, and states would follow WLWV's lead as it relates to students with intellectual disabilities.

Exhibit #33: Percentage of Time Students with Intellectual Disabilities in General Education (LRE) by Nation & WLWV

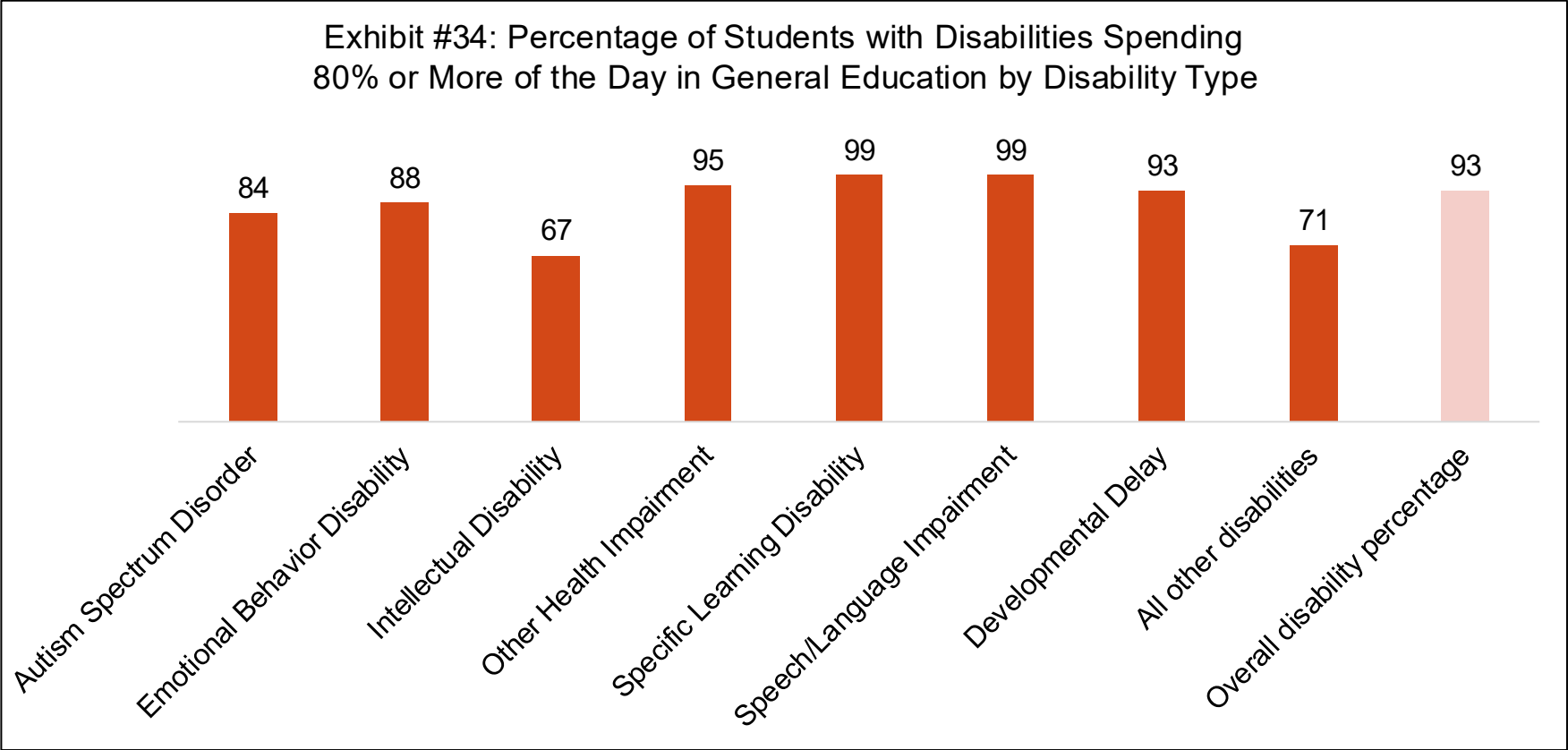


Time In General Education (80% or more)

By Disability Type

Exhibit #34 examines WLWV's students with disabilities spending 80-100% of time in general education by disability type. As shown, students with OHI, SLD, SpL, and DD are all included 80% or more of their day at rates higher than the overall districts 93% percentage. Student populations with lower rates include EBD (88%), ASD (84%), and the group with all other disabilities (71%). Students with ID are notable with the lowest percentage (67%).

Why is this noteworthy?
The district should assure that they understand and find appropriate why students with EBD, ASD, ID are included at rates lower than the district's overall 93%.



Time In General Education (80% or more) by Grade Span & EL Status

Exhibit #35 examines WLWV's students with disabilities as it relates to spending 80% or more of the time in general education and by grade span. We see here that PreK, K, elementary, and middle school are all above the district percentage of students spending 80% or more of the time in general education of 93% (respectively 100%, 94%, 95%, 95%). The only area where this is lower is in high school at 88%.

Exhibit #36 examines WLWV's students with disabilities spending 80% or more time in general education by EL status. Here we see that both ELs and non-ELs are included at the same rates of 93%.

Why is this noteworthy?

As to grade spans, the district should assure that they understand why students in high schools have lower inclusion percentages than on other grade spans. This may be appropriate, as students are working on transitioning out of K-12, but still, it is important to know.

As to EL status, it is appropriate that student who are and who are not English learners are included at the same rates.

Exhibit #35: Percentage of Students with Disabilities Spending 80% or More of the Day in General Education by Grade Span

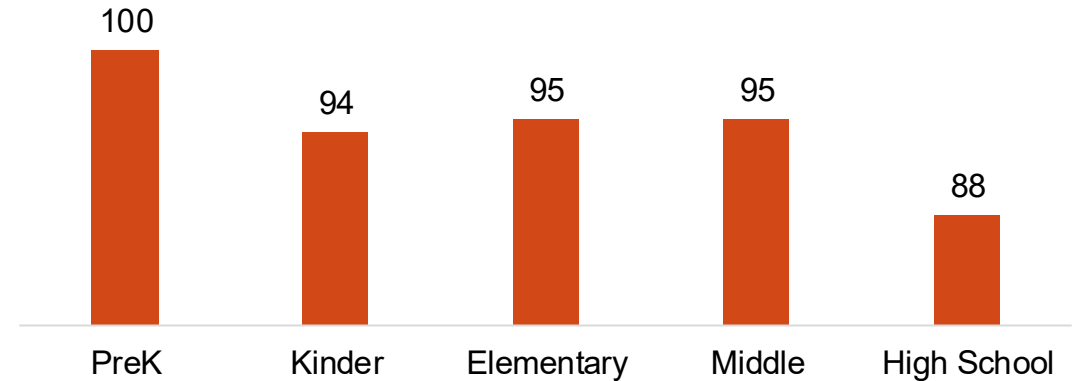
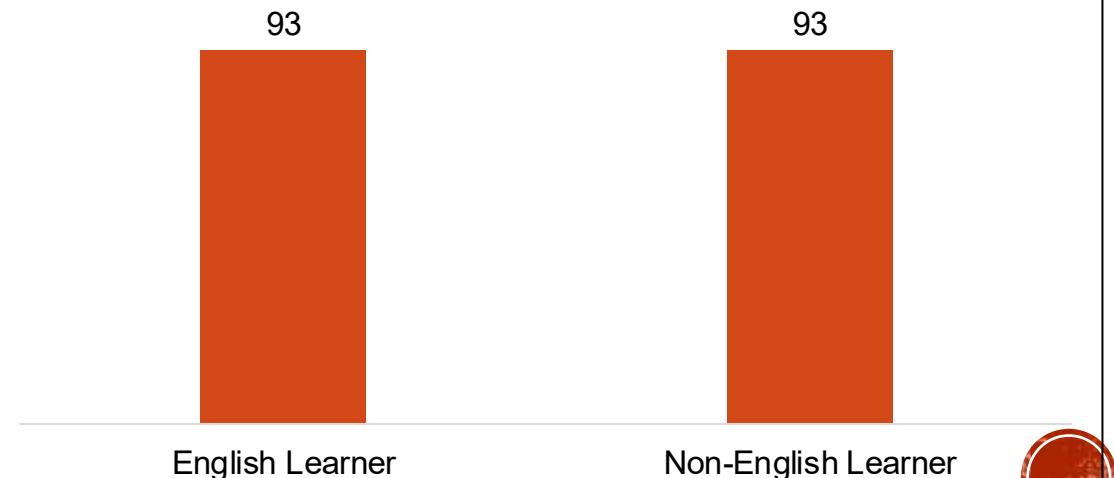


Exhibit #36: Percentage of Students with Disabilities Spending 80% or More of the Day in General Education by EL status



Time In General Education (80% of more) by Race/Ethnicity

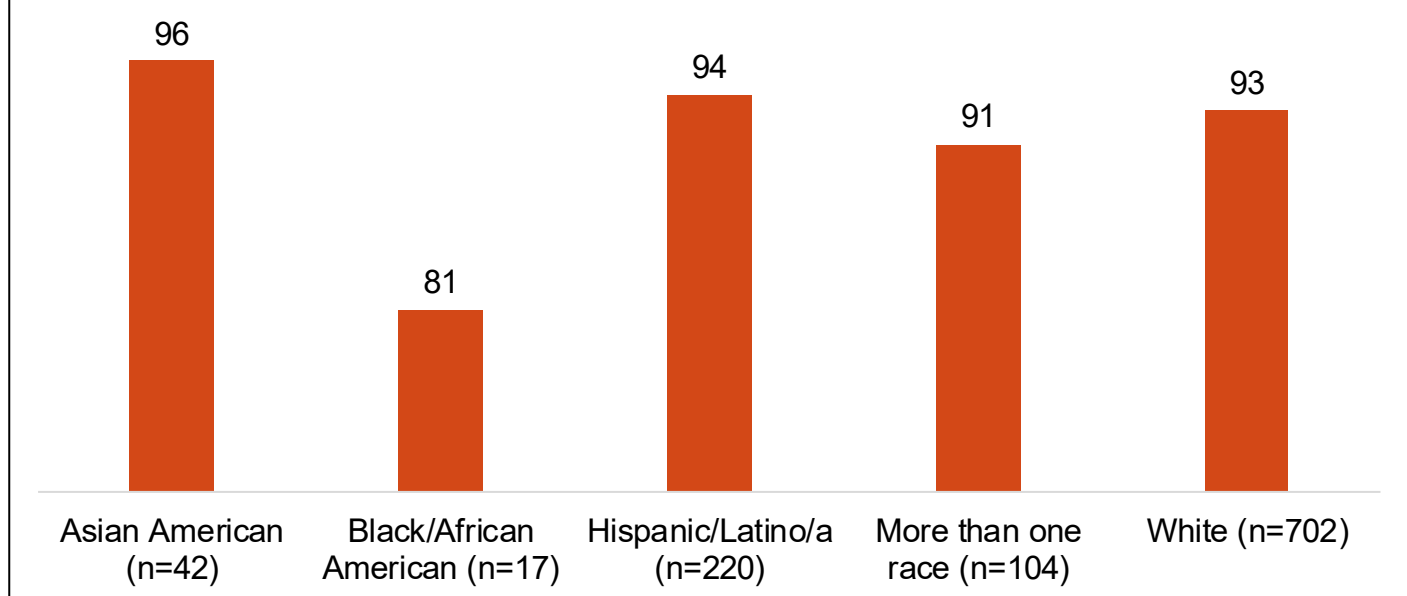
Exhibit #37 examines WLWV's students with disabilities spending 80% or more time in general education by race/ethnicity. Here we see that Asian Americans, Hispanic/Latino, students with more than one race, and White students are all at or above the district percentage of 93% (respectively 94%, 94%, 91%, 93%). The only group below are Black/African American students.

As it relates to Black/African American student included at lower percentages than their peers, again, the district must do a root cause analysis to understand why, keeping in mind that there is no reason that a Black African American students would benefit any less than all other racial/ethnic groups from being educated alongside their peers.

Why is this noteworthy?

It is important for the district to do a root cause analysis on why Black/African American students are included in general education 80% or more of their day at lower percentages that other students.

Exhibit #37: Percentage of Students Spending 80% or More of the Day in General Education by Race/Ethnicity



For Context...

Time Out of Class – Chronic Absenteeism

According to the U.S. Department of Education's report, [Chronic Absenteeism in the Nation's Schools: A Hidden Educational Crisis](#), "chronic absenteeism may prevent children from reaching early learning milestones; irregular attendance can be a better predictor of whether students will drop out before graduation than test scores, [and] frequent absences from school can shape adulthood."

As shown below, <https://www.ed.gov/teaching-and-administration/supporting-students/chronic-absenteeism>

National Data

Students with disabilities are about 36% more likely to experience chronic absenteeism than students without disabilities.

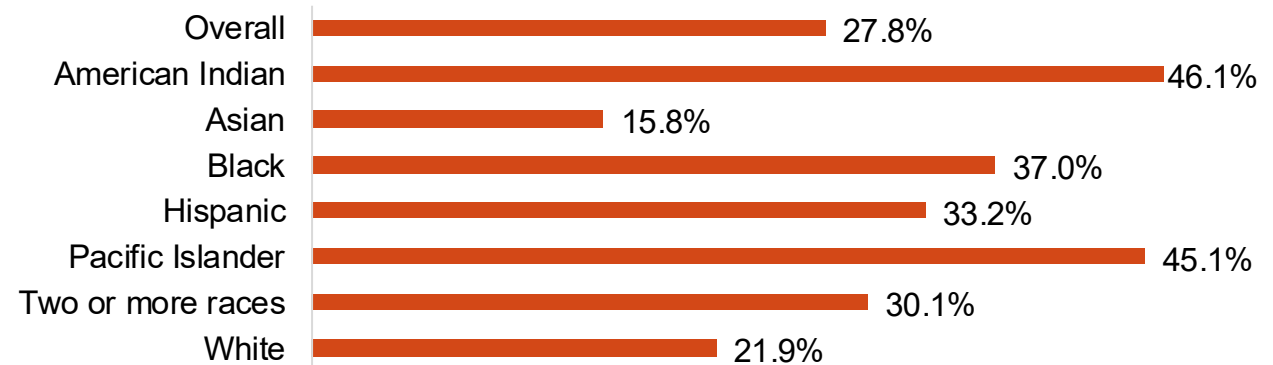
% Chronically Absent SY 2022



National Data

While prevalent across the country, students of different races and ethnicities experience chronic absenteeism at different rates.

% Chronically Absent SY 2022



Time Out of Class – Chronic Absenteeism by Disability Status & Disability Type

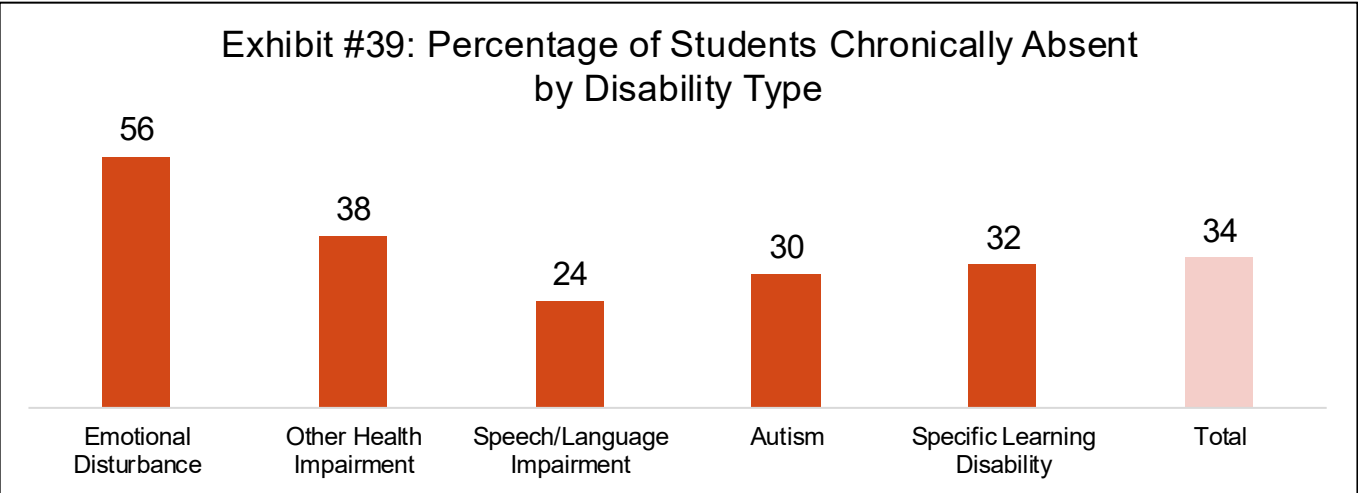
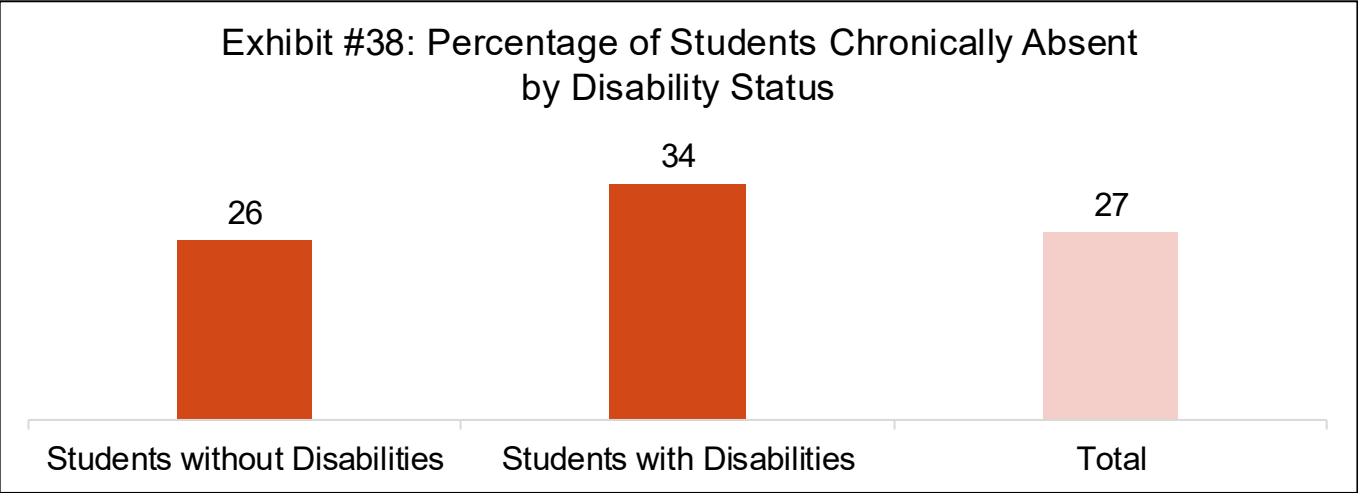
Exhibit #38 examines chronic absenteeism, as defined by more than 10% absences in the year. As shown, students with disabilities have a higher percentage of chronic absenteeism (34%) than those without disabilities (26%).

Exhibit #39 disaggregates these data by disability type and shows that student classified with ED have the rate of suspension (56%) followed by OHI (38%), SpL (32%), ASD (30%), and SLD (24%).

Why is this noteworthy?

Chronic absenteeism for all students in WLWV is 26%, meaning one-fourth of all students are chronically absent and for SWDs, 34% are chronically absent. This is an overarching area that needs to be addressed.

When looking specifically at SWDs, we can see that the groups with the highest percentages are those with EBD. The district must ask what are the reasons student are not attending school and the repercussions of chronic absenteeism? What is happening specifically with students classified with EBD?



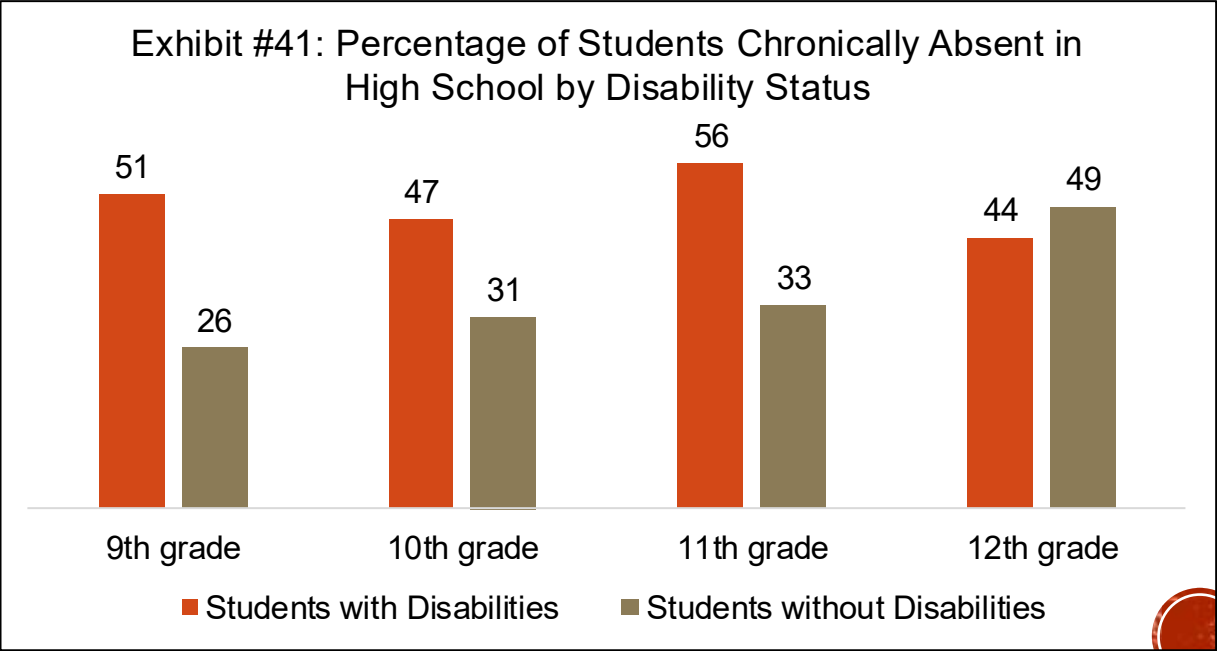
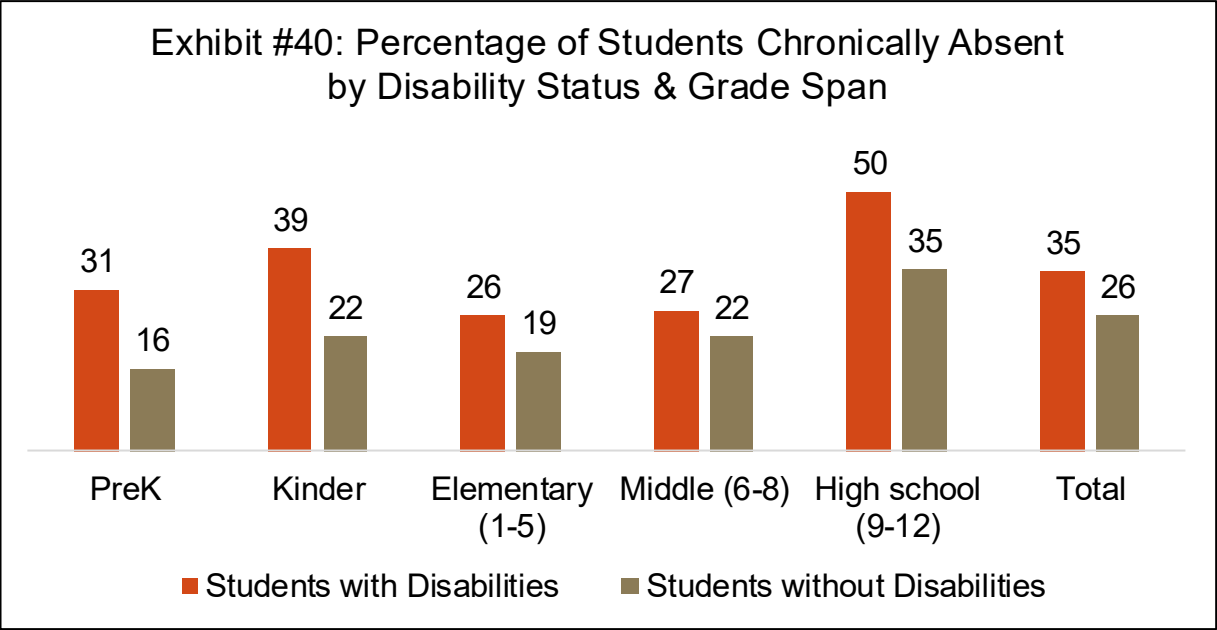
Time Out of Class – Chronic Absenteeism by Disability Status & Grade Span

Exhibit #40 disaggregates chronic absenteeism by grade span. As shown, the percentage of students with disabilities' chronic absenteeism is higher in all grade spans than for those without disabilities. While the range of chronic absenteeism for students without disabilities is 16%-35%, the range for students with disabilities is higher, ranging from 26%-50%. In order of least to greatest, chronic absenteeism for students with disabilities went from 26% (elementary), 27% (middle), 31% (PreK), 39% (kindergarten), and 50% (high school).

Exhibit #41 further disaggregates the high school chronic absenteeism rates by disability status and grade level. As shown, students with disabilities have higher absenteeism rates than students without disabilities in the 9th (51% vs. 26%), 10th (47% vs. 31%), and 11th (56% vs. 33%) grades, and these students with disabilities have lower chronic absenteeism rate in the 12th grade (44% vs. 49%).

Why is this noteworthy?

Again, chronic absenteeism appears to be an issue for WLWV. That 50% of students with disabilities in high school, and within that, 56% in the 11th grade are chronically absent is clearly an issue the district must address.

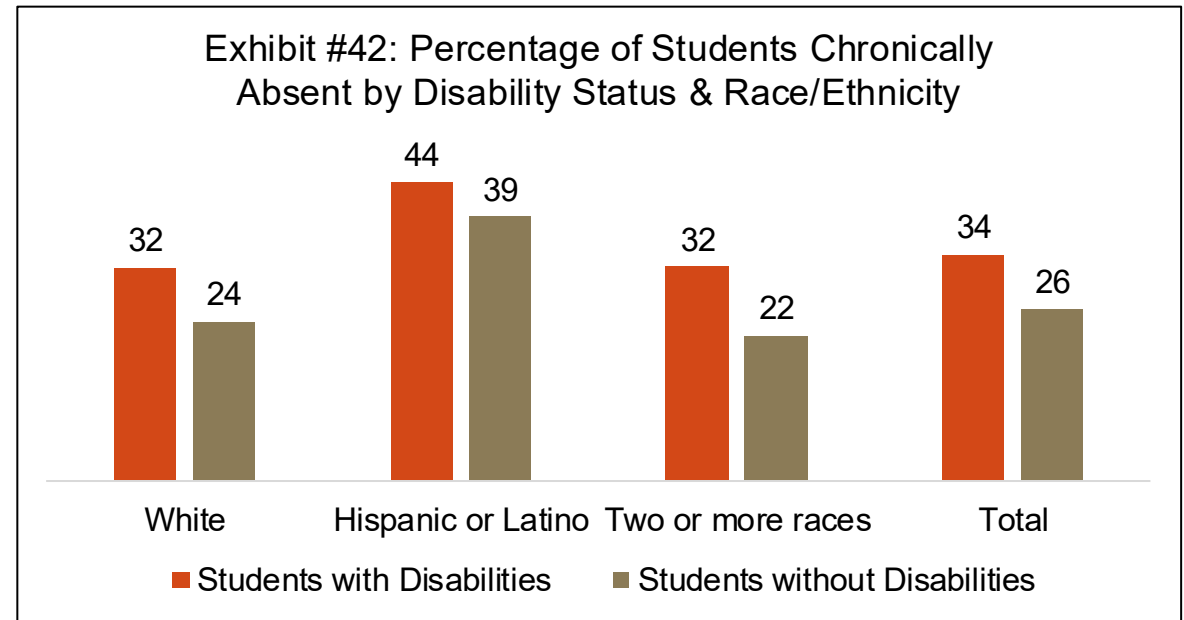


Time Out of Class – Chronic Absenteeism by Disability Status & Race/Ethnicity

Exhibit #42 examines chronic absenteeism by race/ethnicity. As shown, while for all racial/ethnic groups students with disabilities have higher percentages of chronic absenteeism, Hispanic/Latino students, with and without disabilities have the highest percentages (44% vs 39%), higher than both White (32% vs. 24%) and students with two or more races (32% v. 22%).

Why is this noteworthy?

As the district works to address chronic absenteeism, it is important to be able to target solutions. These data will help target Hispanic/Latinos with and without disabilities as a group with high chronic absenteeism



Time Out of Class – Suspension by Disability Status & Disability Type

Suspension rates in WLWV are very low, as compared to many districts across the nation. Exhibit #43 examines suspension rates for students with and students without disabilities. As shown, students with disabilities had higher rates of suspensions (7%) than their peers without disabilities (2%).

Exhibit #44 examines suspension of students with disabilities by disability type. As shown, 30% of students classified with EBD are suspended, as compared to 10% of those with OHI and 5% of those with a SLD.

We also conducted a risk ratio and found that:

- Students with emotional disturbance are 5.56 times more likely to be suspended compared to all other students with disabilities.

Why is this noteworthy?

While WLWV's suspension rates are relatively low, there are differences between those with and without disabilities in the district and nationally, students with disabilities receive disciplinary actions at higher rates than their peers without disabilities. As a practice, suspension increases a student's probability of both dropping out of school and becoming involved with the criminal justice system, and it does not improve school climate.

These data raise the need to better understand why there are higher suspension rate for SWDs in WLWV and within that, what are students with EBD classified at the highest rate? If a student has behavioral issues as part of their disability (as would be the case in EBD), then the IEP process should account for and address that to reduce or eliminate suspensions.

Exhibit #43: Percentage of Students Suspended by Disability Status

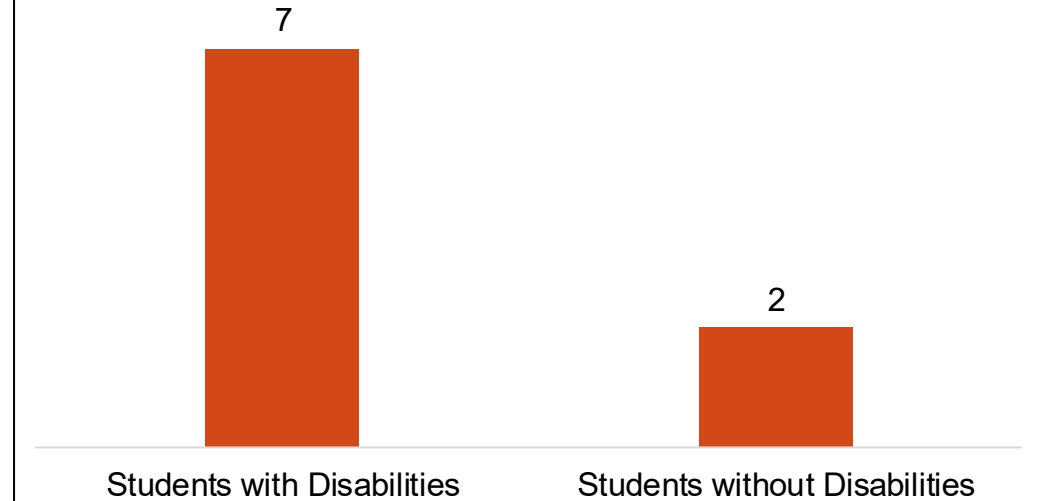
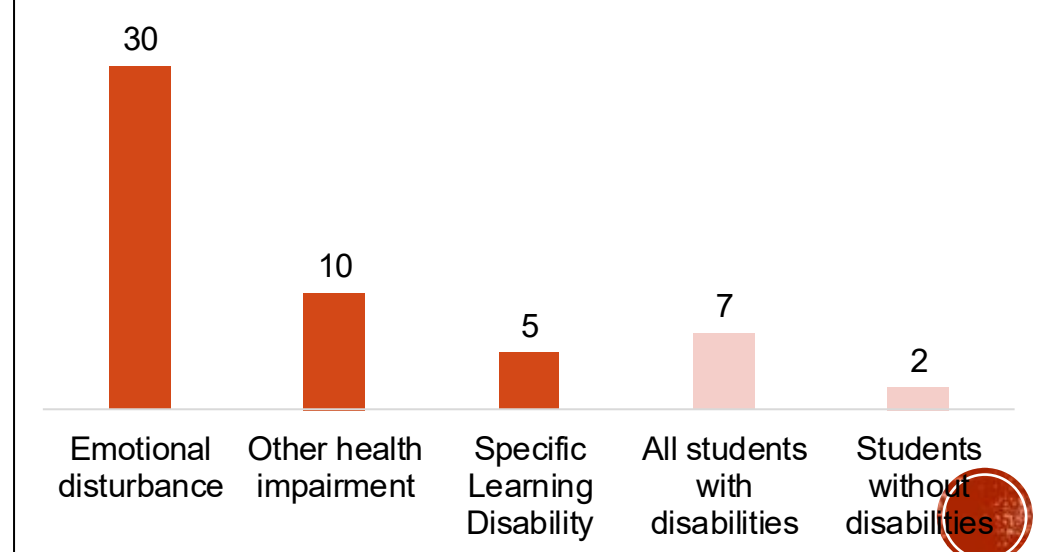


Exhibit #44: Percentage of Students Suspended by Disability Status & Disability Type



Time Out of Class – Suspension by Disability Status, Grade Span & Gender

Exhibit #45 examines suspension rates for students with disabilities by grade span. As shown, students with disabilities are suspended at higher rates in all grade spans. For those without disabilities, the percent of SWDs suspended is 1% in all but middle school, which is 4%. For SWDs, 6% of students in K, 5% of elementary students, 13% of middle school students, and 5% of high school students are suspended.

Exhibit #46 examines suspension rates for students with disabilities by gender. As shown, student without disabilities are suspended at lower rates than those with disabilities, whether they are boys (3% vs 9%) or girls (1% vs 3%)

Why is this noteworthy?

Nationally, students with disabilities receive disciplinary actions at higher rates than their peers without disabilities. As a practice, suspension increases a student's probability of both dropping out of school and becoming involved with the criminal justice system, and it does not improve school climate.

While the suspension rates in the district are low, these data raise the question of why 13% of SWDs are suspended in middle school. These data also raise the question of why SWDs who are boys are suspended at higher rates than girls.

Exhibit #45: Percentage Students Suspended 2024-2025 by Disability Status & Grade Span

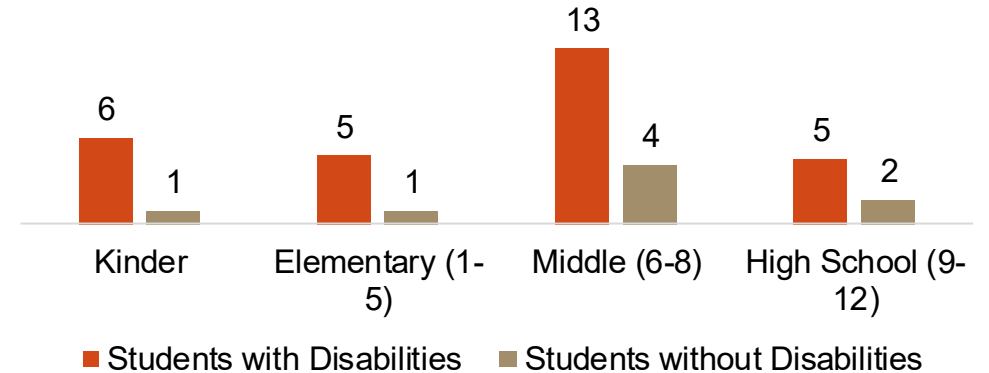
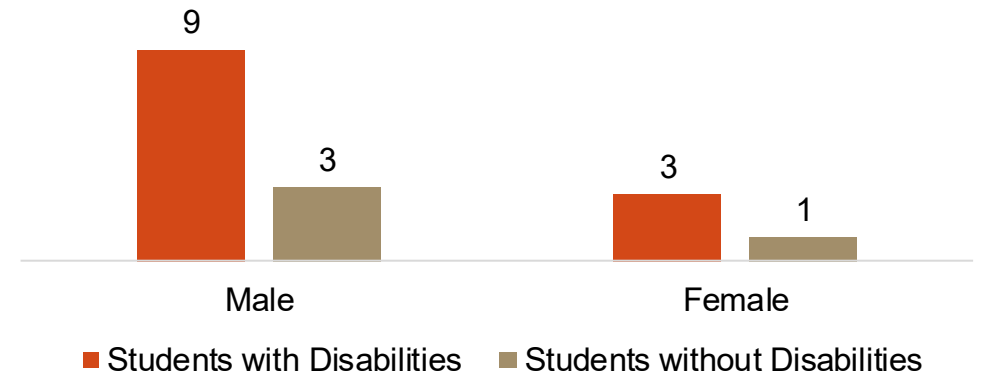


Exhibit #46: Percentage Students Suspended 2024-2025 by Disability Status & Gender

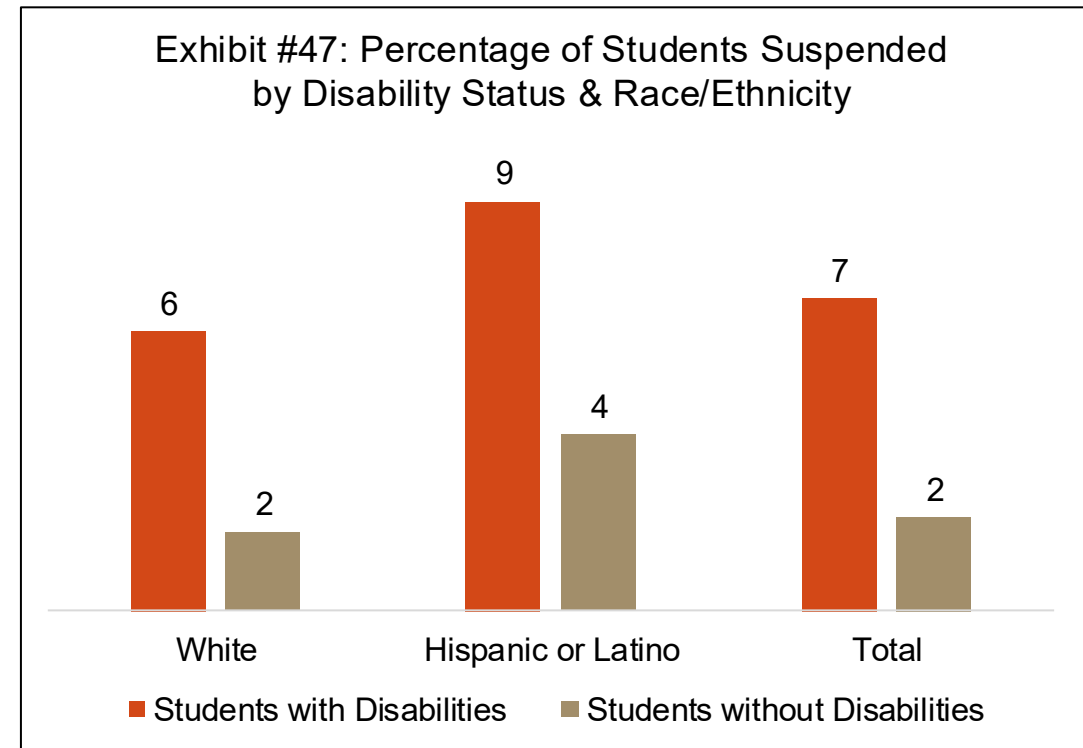


Time Out of Class – Suspension by Disability Status & Race/Ethnicity

Exhibit #47 examines suspension rates for students with disabilities by race/ethnicity. We are able to show suspension by race/ethnicities for only White and Hispanic/Latino students, as there is not a large enough data set to report on other races/ethnicities. Within these categories, students with disabilities are suspended at higher rates. For those without disabilities, the percent of White students suspended is 2% and for Hispanic/Latino students, 4%. For SWDs, 6% of White students and 9% of Hispanic/Latino students are suspended.

Why is this noteworthy?

Nationally, students with disabilities receive disciplinary actions at higher rates than their peers without disabilities. In WLWV, White and Hispanic/Latino SWDs are suspended at higher rates.



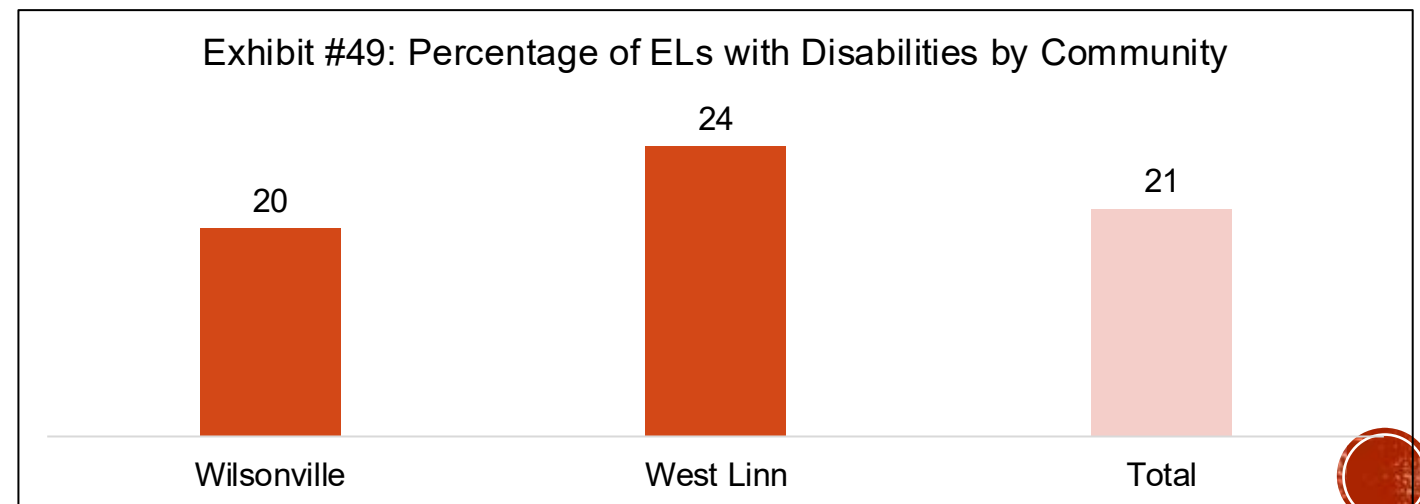
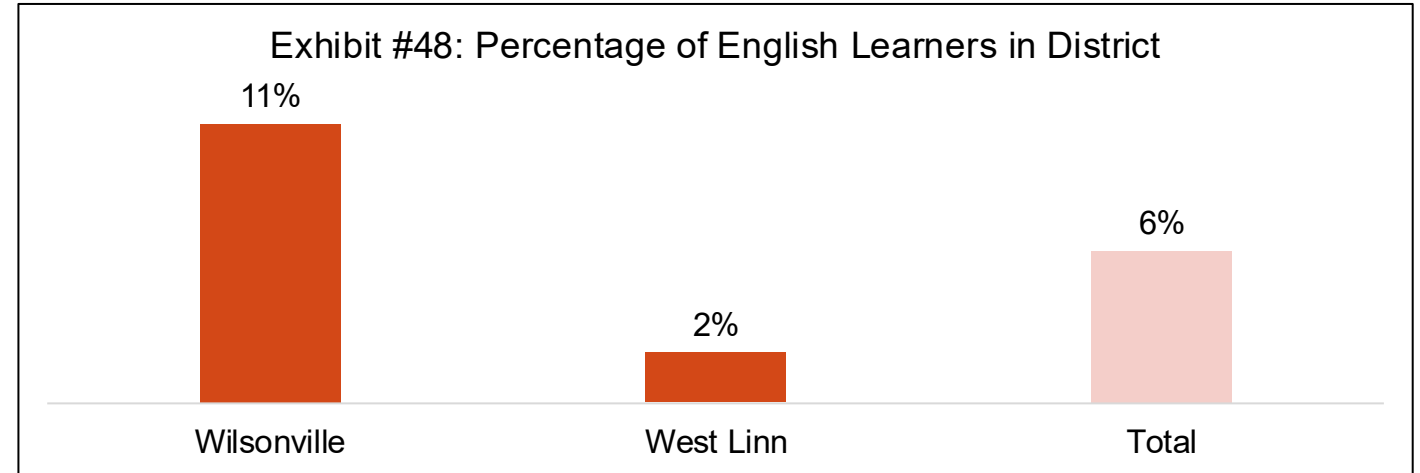
English Language Learners, Disability Status & School Community

One interesting data point was found in examining and comparing the population of English Learners in Wilsonville and West Linn. As shown in Exhibit #48, Wilsonville enrolls a higher percentage of ELs than West Linn (11% vs 2%).

Exhibit #49 shows the percentage of ELs with disabilities in Wilsonville and West Linn, and interestingly, West Linn has a slightly higher percentage than Wilsonville (24% vs. 20%).

Why is this noteworthy?

While there is no reason to question its appropriateness, it may be useful for the district to understand the evaluation practice for English Learners suspected of having a disability, especially since EL students are 1.81 times more likely to be identified with a disability compared to children who are not ELs.





THANK YOU!

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