Redefining Inclusive Practice: Implications for SEAs, LEAs, and IHEs

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My Perspective (Background)

- Inequities in the 60s!
- Deinstitutionalization, instruction, post-school follow-up studies
- Assessment for identification of students – LD Institute, Early Childhood Project
- Academic engaged time studies
- Dropout prevention efforts (Check and Connect)
- Assessment of outcomes
Topics

• Definition “inclusive”
• Mini version of “lessons learned” from my background
• Historical context, federal policies, and where we are now (and what we still need to do)
**Inclusive** (English Oxford Living Dictionaries)

**ADJECTIVE**

1. Including all the services or items normally expected or required.
   ‘menus stating fully inclusive prices’
   1.1.1 inclusive of Containing (a specified element) as part of a whole.
   ‘all prices are inclusive of VAT’
   2.1.2 postpositive Including the limits specified.
   ‘between the ages of 55 and 59 inclusive’
   3.1.3 Not excluding any section of society or any party involved in something.
   ‘only an inclusive peace process will end the conflict’
   4.1.4 (of language) deliberately avoiding usages that could be seen as excluding a particular social group, for example avoiding the use of masculine pronouns to cover both men and women.
Inclusive (Google Dictionary)

in·clu·sive
inˈkloʊsiv/

adjective
1. including or covering all the services, facilities, or items normally expected or required.
"the price is inclusive, with few incidentals"
• containing (a specified element) as part of a whole.
"all prices are inclusive of taxes"
• with the inclusion of the extreme limits stated.
"between the ages of 55 and 59 inclusive"
Simple Concept?

No!
The devil is in the details!
Mini Lesson #1

1. It is important to get beyond labels

60s = Hippies!
Institutions
2. All students can learn
   • Paired-associate learning
   • Money, measurement, time
   • Learning strategies
3. Outcomes of education were very poor for some students
   • Not always related to ability level
   • Often related to engagement in school
Many Groups Affected

**Free-Reduced Lunch Status**

- Eligible for National School Lunch Program (NSLP): 229
- Not eligible for National School Lunch Program (NSLP): 253

**English Learner Status**

- English language learners: 218
- Not English language learners: 243
Mini Lesson #4

4. Identification of disability is poor and often does not improve outcomes
   • “Identical Twins with Different Mothers”
   • Academic engaged time – different within same classrooms; very different across settings
5. Schools need to engage students for successful outcomes

• Dropping out of school is a slow cumulative effect in almost all cases

• Supporting engagement is complex, but involves meeting students’ academic needs
Your Turn!

Talk at your table about your perspective on “inclusion” and one of the major lessons you have learned during your career.
A Bit of Policy History

A Winding Road to Today’s ESSA
A Trip Through Time

1960s
1965 – ESEA

1970s
1975 – EHA

1990s
1994 – IASA
1997 – IDEA

2000s
2001 – NCLB
2004 – IDEA

2010s
2010 – RTTA

Flexibility!!!!!

2014 – RDA

2015 – ESSA

Regulations!!!!!

2008 – ADAAA

Accountability

State Assessments

NAEP

Regulations!!!!!
Historical Context

• Long history in U.S. of inequity in educational opportunities
  - Race/ethnicity
  - Children with disabilities
  - ELs

• American schools failing compared to international counterparts

• Concerns about achievement gaps between subgroups
### ESEA and IDEA in Agreement

<table>
<thead>
<tr>
<th>Federal Law/Regulations</th>
<th>Major Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESEA 1994 – Improving America’s Schools Act</td>
<td>State standards, assessments, reporting</td>
</tr>
<tr>
<td>IDEA 1997</td>
<td>Participation in state assessments, alternate assessments, reporting</td>
</tr>
<tr>
<td>ESEA 2001 – No Child Left Behind Act</td>
<td>Testing grades 3-8 &amp; hs, AYP to 100% proficient, improvement reqs</td>
</tr>
<tr>
<td>IDEA 2004</td>
<td>Confirm participation in ESEA accountability, accommodations reporting</td>
</tr>
</tbody>
</table>
Huge Changes Since 1990

- States include nearly all of their students in their assessment systems now (compared to most students with disabilities and English learners being excluded in the early ‘90s)
- Students are held to the same expectations (compared to making students feel good but not attending to their academic needs in the past)
- Accessibility and universal design have become the expectation rather than the exception
Current Assessment Status

• Most students (including those with disabilities and ELs) participate in the general assessment, with or without accommodations

• A few students with the “most significant cognitive disabilities” participate in Alternate Assessments based on Alternate Achievement Standards (AA-AAS)

• ELs with disabilities now an increased focus of attention
Every Student Succeeds Act (ESSA)

- Passed in December, 2015
- Assessment provisions effective immediately, with assessment regulations effective January 9, 2016
- Accountability provisions in effect 2017-18 school year (proposed accountability regulations rescinded)
To ensure all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Many specific provisions added to meet this purpose.
Participation of Students with Disabilities

Grade 8 – ELA, 2014-15
Other Subgroup Gaps?

Black-White Gap (NAEP Data)

Average Black: 266.72
Average White: 294.21

From: Stanford Center for Education Policy Analysis
Other Subgroup Gaps?

EL – Non-EL Math Gap
% Above Basic Level
(NAEP Data)

EL: 38%
Non-EL: 80%

From: Childtrends.org
Your Turn!

Talk at your tables about:

1. What K-12 schools should do to address performance gaps

2. What the implications of needed changes in K-12 schools are for higher education preparation programs
NCEO’s Mission

To support the development of inclusive assessment systems in a rapidly changing State (and consortia) assessment system environment in order to promote improved educational results for students with disabilities, ELs with disabilities, and ELs.
NCEO Topic Areas

- Accessibility and Accommodations
- Alternate Assessments
- Educator Evaluation
- Graduation Requirements
- Participation
- Reporting
- Standards and Accountability
- Test Security
- Universally Designed Assessments
Moving Your Numbers

Children benefit when adults work together to:
- Rethink Roles
- Redefine Leadership
- Reverse the “Blame Game”

Our Purpose
To help school districts nationwide, better learn how to identify and help struggling learners

Feature Stories
Learn from the success of various districts across the country – large and small

Key Practices
Six essential practices to help generate and sustain academic gains

What Matters Most
To close gaps between student groups and support higher levels of learning for every child

http://www.movingyournumbers.org/
What Can States Do?

• Move from isolated to integrated system

• Redesign work at all levels to be about improving capacity at other levels to create a cohesive system

• Design state-developed products and tools for universal access and applicability

• Have regional providers use state-developed tools
What Can Regional Services Do?

• Provide tools, products, services that facilitate coherent district plans focused on student learning

• Design all professional development and technical assistance to meet district identified needs and involve everyone

• Take steps to continually reduce fragmentation across regional offices or departments
What Can Districts Do?

• Use data well
• Focus your goals
• Select and implement shared instructional practices
• Implement deeply
• Monitor and provide feedback and support
• Inquire and learn
What Can Higher Education Do?

Be aware of the many new demands on administrators and educators

- Need relevant standards-based and accessibility knowledge when head into school or classroom
- Need to be able to collaborate to achieve desired outcomes
- Need to communicate across departments and areas of expertise

... and address them!
As states shifted to technology-based assessments new tiered approaches to accessibility and accommodations emerged:

- **Universal features** – accessibility supports available to all students as part of the technology platform (may need to be turned off for some)
- **Designated features** – accessibility supports available to students for whom the need has been indicated by an adult or team of adults
- **Accommodations** – accessibility supports that are available only to students with disabilities and/or English learners

For additional details, see the following webinar: *Thurlow, M.L. Assessment Today: How We Got Here and Where We Are Going* at https://www.youtube.com/watch?v=YTJ0PZ5MV-c
Skills Need Instruction and Practice

Students in administrator preparation and teacher preparation programs do not gain these skills without instruction and practice.
Communication Across “Silos”
Communication with Parents
Inclusive Practices

inˈkloʊəsiv/

• Inclusive practices do not happen by just sticking a student in a classroom

• Inclusive practices require a shift in thinking about responsibility for all children

• Inclusive practices take effort throughout all levels of the system
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