



# AESD Network Inclusionary Practices Project

Summary 2021-22, Year 3 (of 4)

Washington State is one of the least inclusive states in the nation, according to the amount of time students with disabilities spend in the general education classroom. To support [more inclusive schools in Washington](#), the State Legislature provided \$37M over 4 years, 2019-2023 for professional development support of inclusionary practices. Washington's nine Educational Service Districts (ESDs), unified through the Association of Educational Service Districts (AESD) Network partnered with OSPI to provide building level inclusionary practices support at no cost. The goal of the [AESD Network Inclusionary Practices Project \(IPP\)](#) is to increase the capacity of school leadership to understand, prioritize, and implement systemic and instructional inclusionary practices for each and every student, and especially students with disabilities.

***UDL may aim to help students with disabilities access the general curriculum, but it works for all learners too.***

[Inclusionary Practices](#) give all students the opportunity to learn, be supported, and be challenged. The term refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students with and without disabilities. Inclusionary Practices also refers to the systems, environments, culture, and mindsets necessary for inclusion.

## INCLUSIONARY PRACTICES:



Applying the concepts of inclusionary practices and Universal Design for Learning, the nine IPP Coordinators, one in each ESD region, coach, model, mentor, facilitate professional learning, and share durable resources based on the strengths and needs of each of the [140 school leaders team engaged in the project](#). The IPP coordinators are rooted in responsiveness and relationship. They provide highly personalized supports based on the unique strengths and assets of each school team. This asset based approach is highly valued by school teams.

In 2021-22 IPP Coordinators provided professional development to 140 school leadership teams in 61+ districts, and had a statewide reach, including the school leadership teams of over 10,100 educators and 93,180 hours of PD.



**140**  
school leadership  
teams



**10,100**  
participants served  
in Washington State



**93,180**  
hours of PD given

The table shows the AESD Network IPP participants are becoming more inclusive. The AESD Network IPP has double the rate of change, as compared to leadership teams not engaged in the project. In 2019 on average 56% of students with disabilities were spending 80-100% of their day in core curriculum alongside their typically developing peers. In 2021 67% of students with disabilities were spending 80-100% of their day in the general education setting. This is an almost 11% increase as compared to a 4.7% increase for non-IPP participants.

Least Restrictive Environment	Data Group	2019 Baseline	2021 Data	% Change from 2019
LRE 1 (80-100% in general education)	All Students with Disabilities	57.70%	62.40%	4.70%
AESD IPP Cohort School Participants		56.18	67.17	10.99%
LRE 2 (40-79% in general education)	All Students with Disabilities	38.40%	24.30%	-14.10%
AESD IPP Cohort School Participants		31.2	20.9	-10.30%
LRE 3 (0-39% in general education)	All Students with Disabilities	12.40%	11.70%	-0.70%
AESD IPP Cohort School Participants		11.72	10.86	-0.86%

Source: OSPI Least Restrictive Environment Requirement - IDEA-B (2021-22) November 2021

School leadership teams report this work to be challenging, yet highly rewarding. Schools celebrated shifts in staff mindset and professional capacity to better serve diverse learners. They also reported improved outcomes in the areas of:

- Attendance
- Engagement
- Assessment Scores
- Social Emotional standards

[Read additional stories of success!](#)

The AESD Network works across the state with other IPP cohort partners including WASA, UW Haring Center, and AWSP to provide more coherent and aligned service to schools and districts.

[Read the complete AESD Year 3 Evaluation Report](#)

For more information, resources, and updates check our [website](#) and connect with the Inclusionary Practices Coordinator in your region!