Improving Outcomes for Students with Disabilities through Inclusive Practices
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EDUCATION
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From Preschool to Post-School Outcomes
Preparing Florida's Students to Become College and Career Ready

Equity, Access and Attainment

The Emphasis of IDEA 04

"Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living and economic self-sufficiency for individuals with disabilities" (sec. 1400(c)(1))

Definition of Least Restrictive Environment (LRE)

- Children with disabilities are educated with their non-disabled peers to the maximum extent possible

- Removal of children from the regular education environment occurs only when the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily

(IDEA 2004)

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Moving from Access to Attainment: Statewide Equity and Excellence

Increase Number of Students Graduating College and Career Ready

- Improve Graduation Rate
- Decrease Dropout Rate
- Improve Post-School Outcomes Results
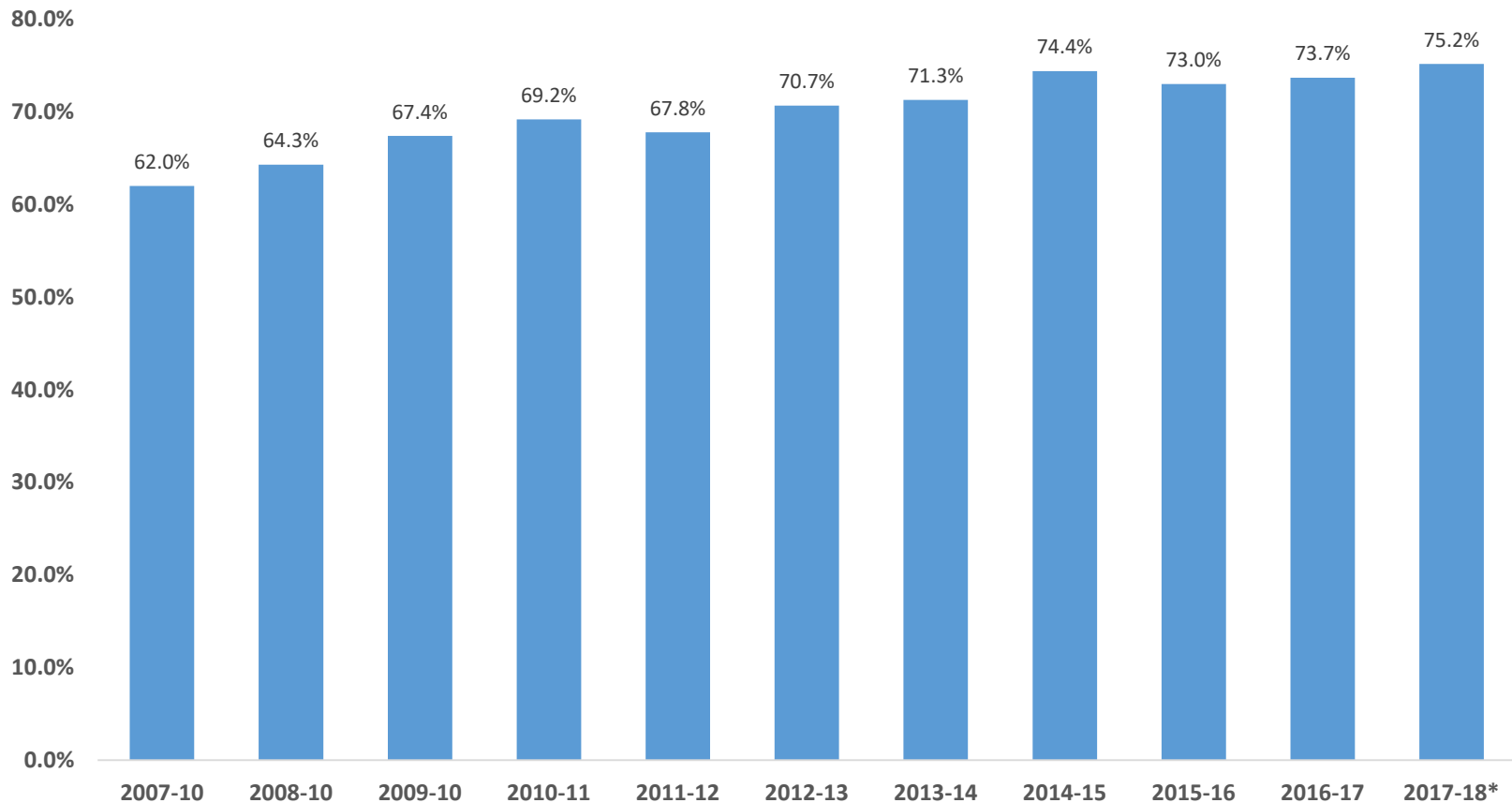
Best Practices for Inclusive Education

According to Florida Statute 1003.57(1)

"Once every 3 years, each school district and school shall complete a Best Practices for Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures."

Regular Class Placement

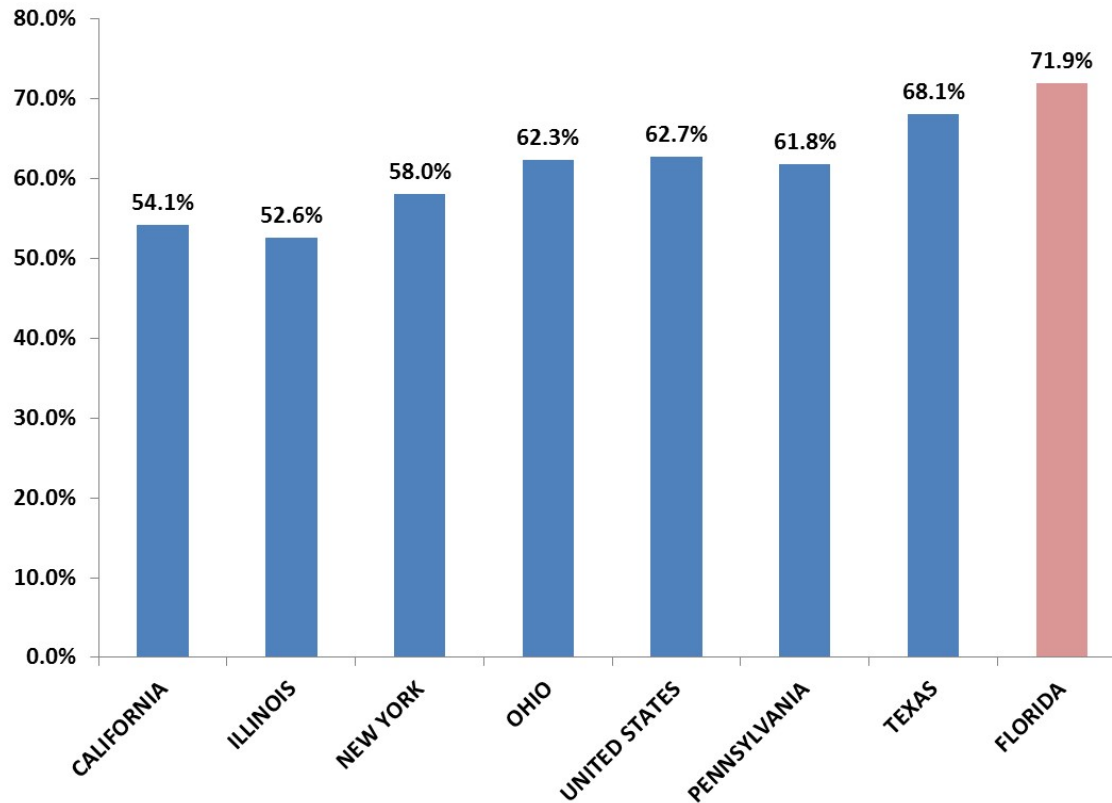**Percent of SWD in regular classes has risen 13.2% over the past ten years.**

Year	Percent
2007-10	62.0%
2008-10	64.3%
2009-10	67.4%
2010-11	69.2%
2011-12	67.8%
2012-13	70.7%
2013-14	71.3%
2014-15	74.4%
2015-16	73.0%
2016-17	73.7%
2017-18*	75.2%

*Preliminary Survey 2

Seven Largest States

Percent of SWD in Regular Class Placement 2015-16

Bar chart: Percent of SWD in Regular Class Placement 2015-16
- CALIFORNIA: 54.1%
- ILLINOIS: 52.6%
- NEW YORK: 58.0%
- OHIO: 62.3%
- UNITED STATES: 62.7%
- PENNSYLVANIA: 61.8%
- TEXAS: 68.1%
- FLORIDA: 71.9%

Exiters with a Standard Diploma

Percent of SWD Exiting with a Standard Diploma continues to increase.

Year	Percent
2006-07	39.9%
2007-08	45.2%
2008-09	49.8%
2009-10	52.7%
2010-11	54.3%
2011-12	52.5%
2012-13	57.9%
2013-14	59.9%
2014-15	61.8%
2015-16	63.7%
2016-17	66.1%
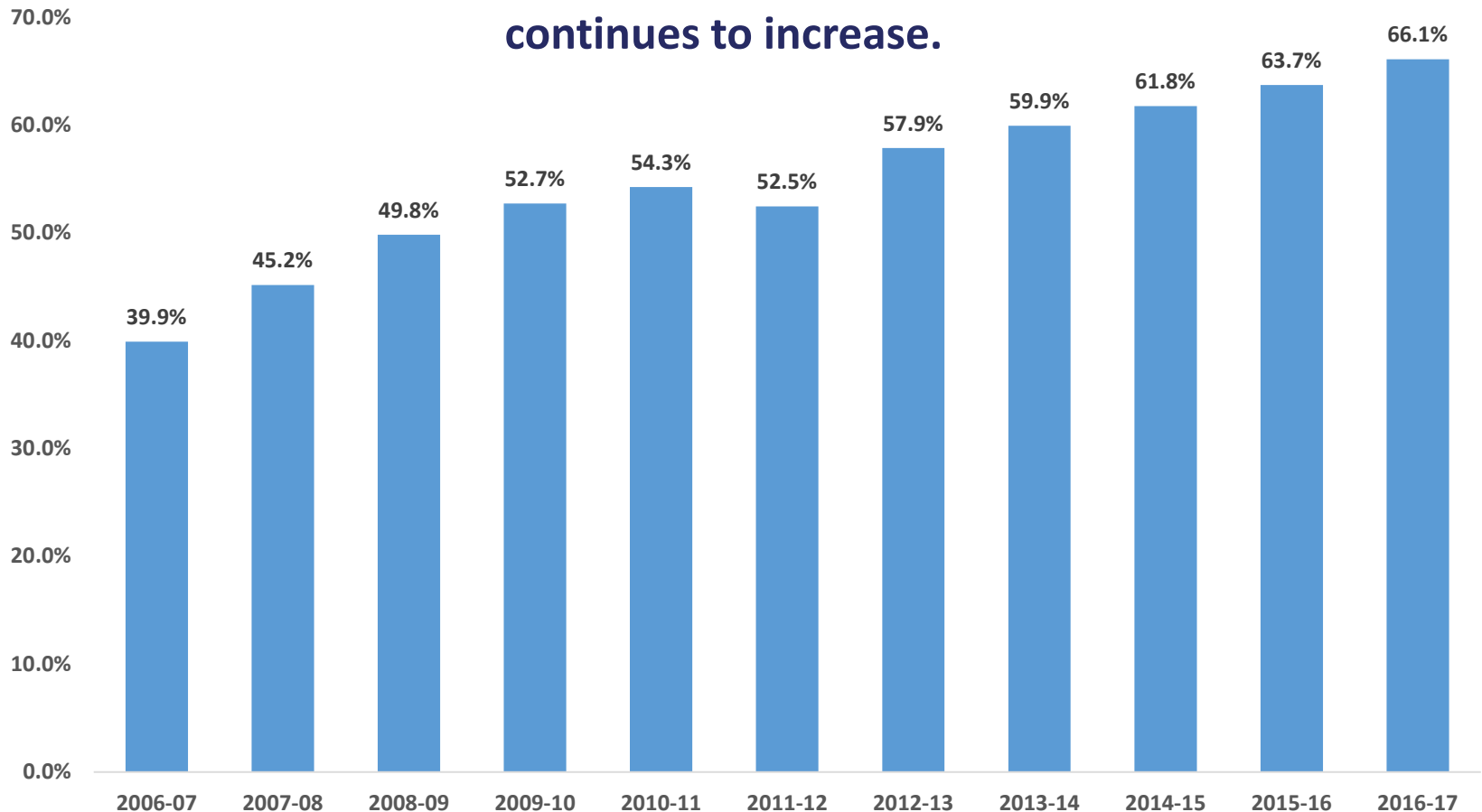
Federal Dropout Rate

Percent of SWD dropping out in a single year continues to decrease

Year	Rate
2011-12	21.6%
2012-13	20.3%
2013-14	19.2%
2014-15	18.7%
2015-16	17.3%
2016-17	15.9%
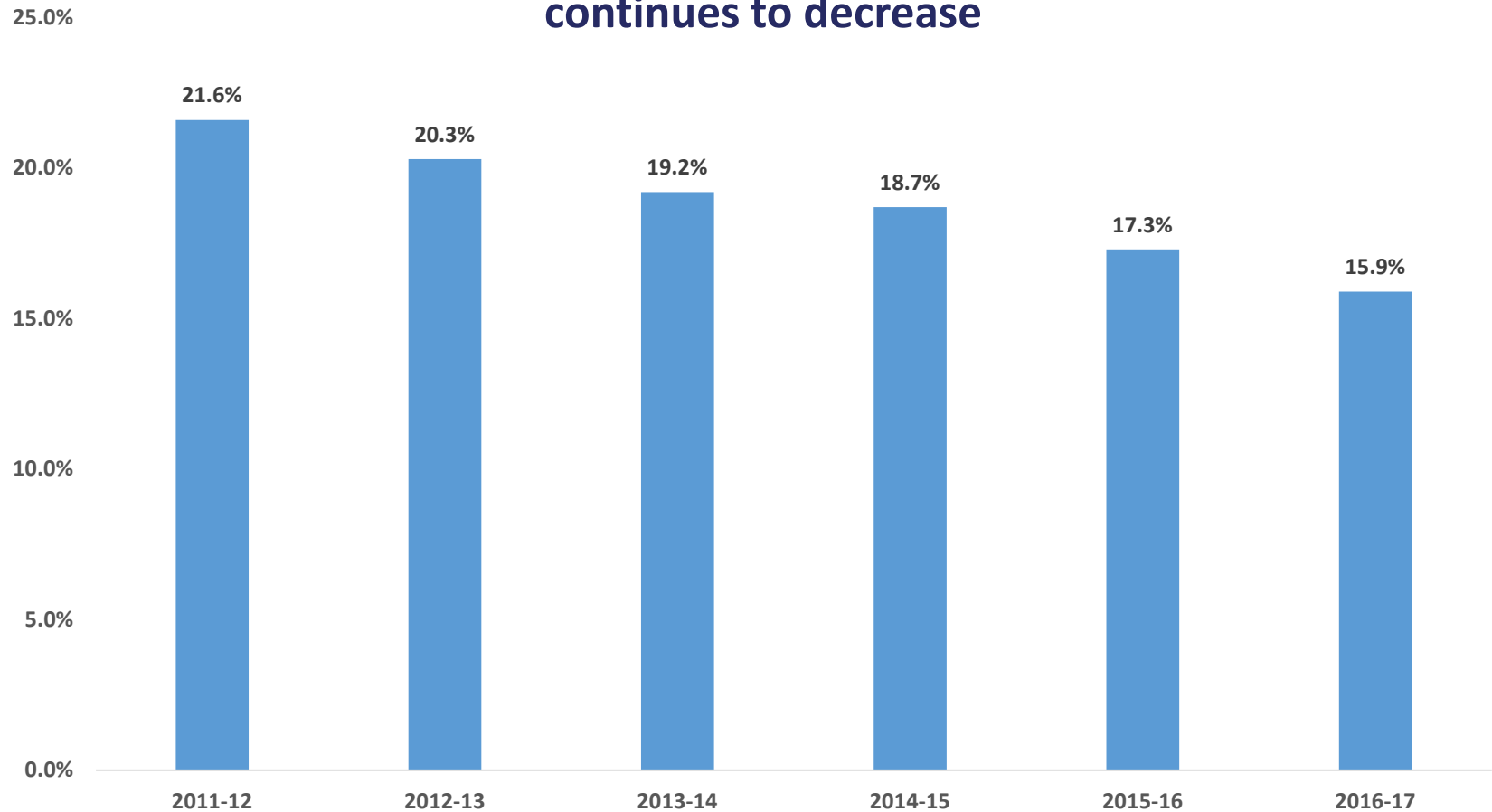
Best Practices for Inclusive Education

According to Florida Statute 1003.57(1)(a):

"The school district shall use the term "inclusion" to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a teacher is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research."

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Best Practices for Inclusive Education

- District BPIE Assessment (30 best practices)

  - Leadership and Decision-making

  - Instruction and Student Achievement

  - Communication and Collaboration

Best Practices for Inclusive Education

- The district BPIE process is intended to:
    - Facilitate a self-assessment for districts to evaluate current status of inclusive best practices
    - Initiate discussion among district leaders and stakeholders to identify priority needs for improvement
    - Develop measurable goals and action steps to increase or improve inclusive best practices across the district
    - Validate areas of strength in the implementation of best practices for inclusive education for all SWDs
    - Monitor and report progress toward the implementation of inclusive best practices at the district level
    - Provide data from districts to analyze and determine the status of inclusive practices across the state

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District and School-Level BPIEs

District BPIE Assessment

- 30 Indicators-3 Domains
- FIN Facilitators facilitate process with stakeholders
- FIN Facilitators lead team in prioritizing Indicators
- FIN Facilitators facilitate planning and problem-solving meeting to address prioritized Indicators
- District Leadership adds BPIE results to ESE Policies and Procedures (SP&P) document

School BPIE Assessment

- 34 Indicators-3 Domains
- School Leadership or designee completes the process via online tool
- School leadership or designee leads team in prioritizing Indicators
- School leadership can include prioritized Indicators in School Improvement Plan
- FIN supports the district with the School BPIE assessment process

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Indicator Rating Tally Sheet

Leadership and Decision-Making				
Indicator	**Implementation Status**			**Data Sources/ Supporting Evidence**
	Not Yet	Partially	Fully	
1. District analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities in general education and natural contexts in every school.	X			District analyzes data, but not specifically for inclusive practices for all students. E.g., there is no analysis of collaborative teaching vs. pull-out program performance for SWDs.
2. District data reflects that in each school there is alignment to the natural proportion of SWDs in the district.		B		Only a few schools have natural proportions. Difficult to reach fully on this indicator due to parental choice for separate classrooms and schools. SWDs still bused to cluster sights for specific disabilities.
3. District provides SWDs with the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.		A		Families have the same choices of neighborhood or other schools, however, often parents are limited based on the **supports available** at the school for their child.
4. District data reflect that SWDs, ages 3–5, receive special education and related services in the regular early childhood program or kindergarten, with peers without disabilities.			X	All students ages 3-5 are in regular early childhood or kindergarten classes with appropriate supports.
5. District-level administrators allocate special education units and resources to all schools and grade levels, based on student need and flexible models of service delivery, to facilitate best practices for inclusive education in every school.	X			Units are allocated equitably across all schools, but without regard to specific needs of students and collaborative service delivery models. Site-based management drives the decision-making process for how units are used at the school.

Number of districts that selected the BPIE priority indicator	BPIE Indicator text and number
33	District provides ongoing, job-embedded, collaborative PD and TA to school-based personnel to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the Florida Standards. (17)
27	District provides ongoing PD and TA to all school leaders on the implementation of a flexible scheduling process and collaborative teaching service delivery models to provide instruction and support to all SWDs in general education contexts, regardless of the type or severity of their disability. (15)
23	District has key personnel with expertise in the MTSS and positive behavior intervention plans (PBIP) who provide ongoing professional development (PD) and TA to schools to ensure that students who need them receive multi-tiered behavior supports in general education classrooms and natural contexts. (7)
21	District provides job-embedded, collaborative PD and TA to all schools to integrate IEP goals and objectives and the Florida Standards in general education classes and natural contexts. (14)
18	District provides all district and school personnel with information and resources pertaining to the use of person first language in all written and verbal communications. (24)
17	District provides PD and TA to schools in the use of a variety of tools to gather and analyze data and evaluate the effectiveness of instructional and behavioral interventions for all SWDs in general education and natural contexts. (16)

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