

# Blueprint for Improved Results for Students with Disabilities

New York State Board of Regents  
October 2015



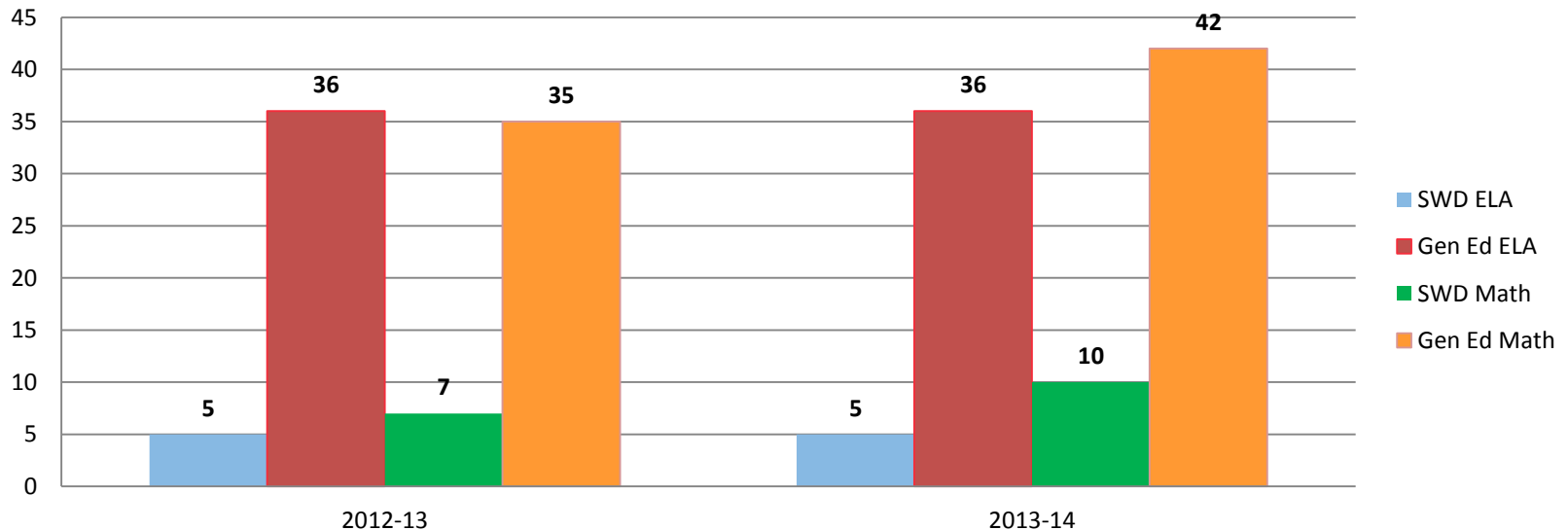
# Critical Areas for Action

- ➡ Improve outcomes for preschool children with disabilities
- ➡ Increase the percentage of students in high quality inclusive programs
- ➡ Improve quality of instruction through training and support to teachers
- ➡ Increase percentage of students achieving at levels 2 and above on State assessments
- ➡ Ensure appropriate graduation options
- ➡ Enhance transition activities to improve post-secondary outcomes

# Results Data – School Age

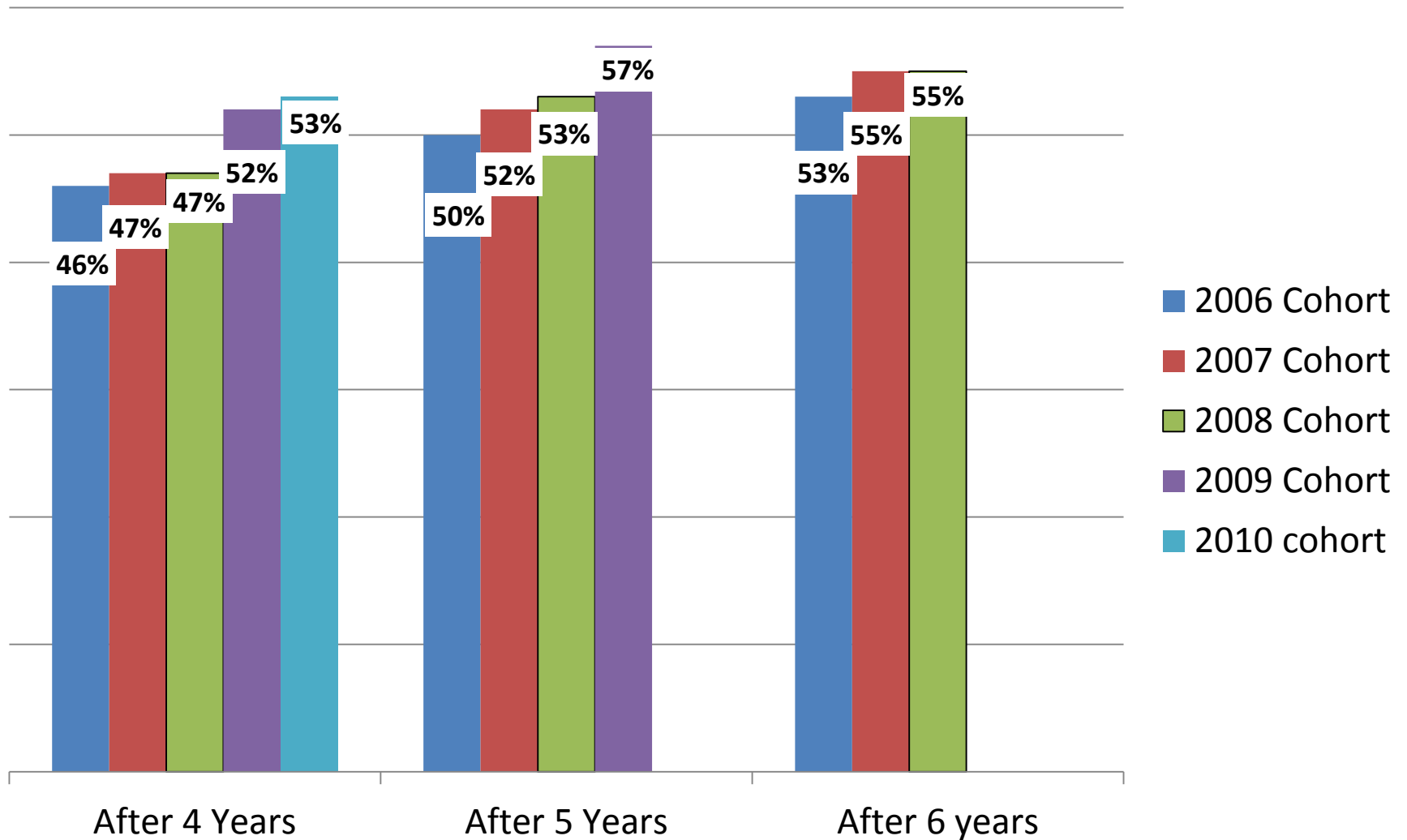
**Performance on grades 3-8 assessments for all students is low in these first years of transition to Common Core Learning Standards; however, performance is improving in some areas.**

**Grades 3-8 Proficiency Rates  
2012-13 and 2013-14**

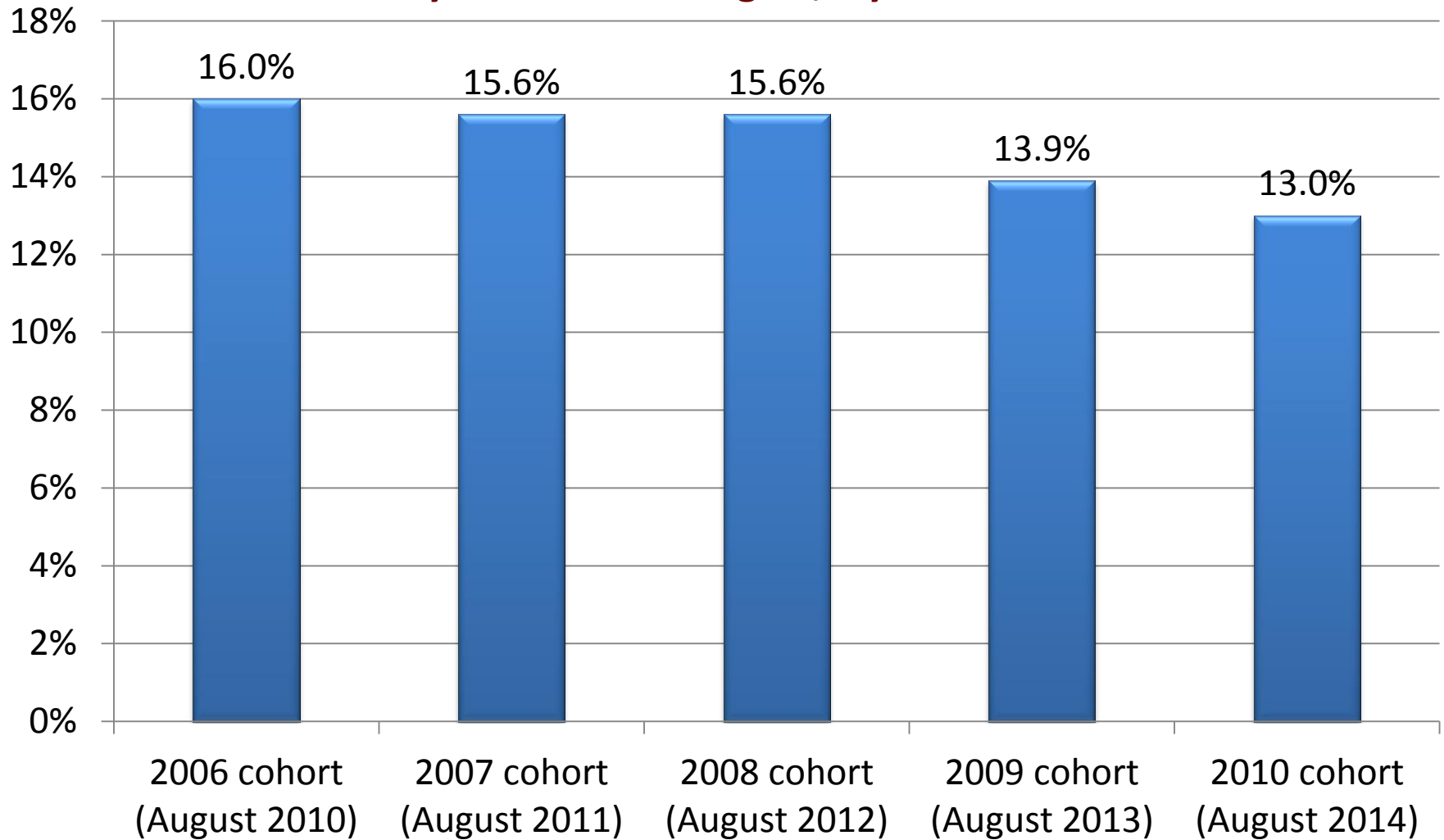


# Students with Disabilities

## Statewide Graduation Rate After 4, 5 and 6 Years



**Students with Disabilities  
Statewide Drop Out Rate  
by Cohort as of August, 4 years later**



# BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

Set expectations for State and school district administrators, policy makers and practitioners to:

- improve instruction;
- prepare students with disabilities for success beginning in the preschool years;
- ensure appropriate and early identification of students with disabilities;
- ensure students with disabilities are in high quality inclusion programs; and
- lay the foundation for post-secondary readiness and success.



## Key Principles

# BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

*Students engage in self-advocacy and are involved in determining their own educational goals and plan.*

*Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.*

*Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.*

*Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.*

*Schools provide multi-tiered systems of behavioral and academic support.*

*Schools provide high quality inclusive programs and activities.*

*Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.*

# Underlying Essential Understandings

- Communities, boards of education, district and school leaders must provide systemic supports and professional development for teachers to meet the needs of students with disabilities, including appropriate identification and ensuring classrooms have necessary supports, rigorous and relevant learning environments and classroom and school-wide approaches are created to maintain a positive climate.
- School principals and special education administrators are fundamental in their roles as instructional leaders for students with disabilities.
- All teachers are teachers of students with disabilities and every teacher needs to be skilled in how to support and provide differentiated and specially-designed instruction to students with disabilities.
- Students with disabilities must be held to high expectations and given the appropriate supports and services to meet those high expectations.
- Students and parents of students with disabilities need information and support to be meaningfully involved in the special education process.
- Students with disabilities should participate, to the maximum extent possible, in making recommendations for supports and services needed for their academic success and to meet their post-secondary transition goals.





**Regional training  
and technical  
assistance by  
transition  
specialists**



**Youth Advisory  
Panel**



**Research-based  
practices to  
promote student  
self-advocacy**



**Highlight quality  
practices**

***Students engage in self-advocacy and in determining their own educational goals and plans***



**IEP  
facilitation**



**State's 14  
Special  
Education  
Parent  
Centers**



**Youth  
Advisory  
Panel**



**Annual  
Parent  
Surveys**



**Regional  
Training on  
Parent  
Participation  
in IEP**

***Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child***



**State Forum  
Meeting and  
Technical  
Assistance Center  
Learning  
Disabilities**



**Policy and technical assistance on access to assistive technology**



# Scaffolds for curriculum instruction & Standards-based IEP development



**Support to districts: literacy, behavior, and specially-designed instruction**

**Specially-designed instruction to provide access for students with disabilities to participate and progress in the general education curriculum**

## Research-based instructional teaching and learning strategies and supports for students with disabilities

## Preschool

- Regional trainings to early childhood providers
- Proposed change to State regulations for preschool providers on progress monitoring and literacy instruction

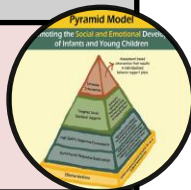
### Recognition and Response



**Schools provide multi-tiered systems of behavioral and academic support**

- Interagency State Leadership Team
- Preschool Behavior Specialists
- Proposed change to State regulations for preschool providers

### “Pyramids” Interagency team



## School Age

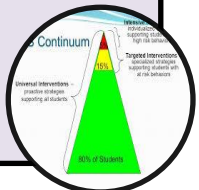
- State Technical Assistance Center – webinars and regional training
- Regional Professional Development Teams supporting 500 schools
- Grants to middle schools

### Response to Intervention (RtI)



- State Technical Assistance Center
- Regional behavior specialists
- Collaboration with Office of School Support Services on School Climate initiatives

### PBIS: School age Behavior specialists



Schools provide high quality  
inclusive programs and activities



**Inclusion is not simply  
about physical  
proximity. It is about  
intentionally planning  
for the success of all  
students.**

**thinkinclusive.us**

# Preschool Students



In 2014-15:

- **42.3%** of preschool students with disabilities received the majority of their special education services in a regular early childhood setting

**31.4%** of preschool students with disabilities were placed in a separate class or separate school

# Least Restrictive Environment Data

## Students with Disabilities - ages 6-21



- **57.5%** receive instruction in general education classrooms for 80 percent or more of the school day.
- **21.3%** receive instruction in general education classrooms for less than 40 percent of the school day.
- **6.5%** are served in public or private separate schools, residential placements, or homebound or hospital placements.



## **Schools provide high quality inclusive programs and activities**

### **Preschool**

Regional forums on preschool least restrictive environment placements

Regulations on instruction and behavioral supports in preschool programs

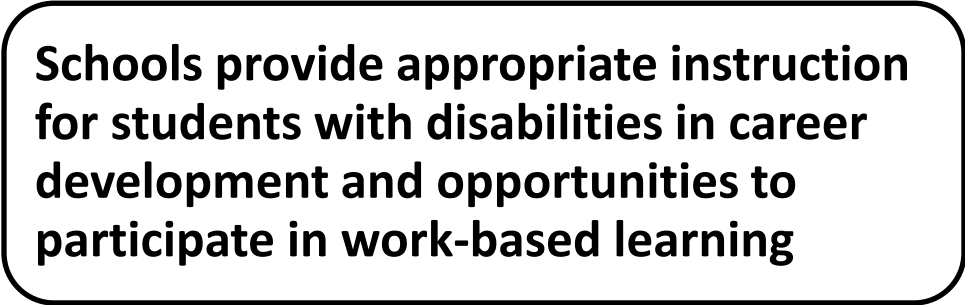
Support inclusion of students with disabilities in UPK Programs

### **School Age**

State policy and guidance to promote high quality inclusive schools

Identify and require actions in districts with high rates of separate class placements

Support high quality inclusion through professional development and guidance



# Follow up Regents Discussions

- Preschool Policy – October and January
- High quality inclusive programs – least restrictive environment policy - November
- Pathways to graduation - December

# Next Steps

1. Disseminate to schools, parents and the State's technical assistance networks.
2. Use the Blueprint to review school district effectiveness to support students with disabilities.
3. Develop and share related resources for families, youth and schools.
4. Support professional development and technical assistance for schools and families in these targeted areas.