

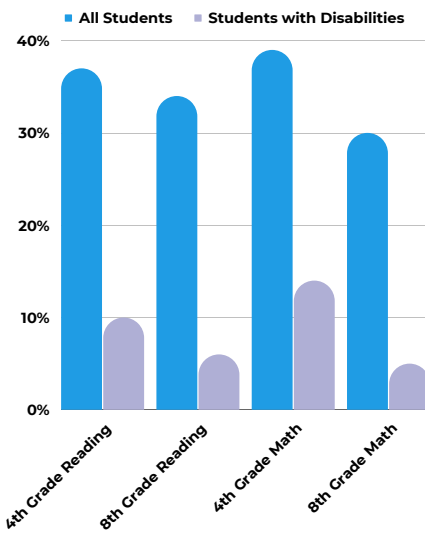


# Why Inclusive Education?

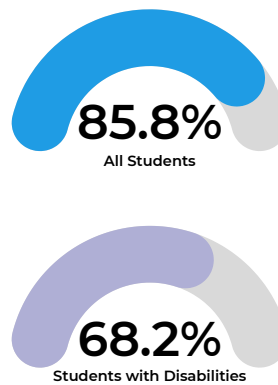
## THE CHALLENGE

In recent decades, great progress has been made to ensure students with disabilities are included into school communities across the country. Additionally, recent data highlights that students with disabilities are increasingly included into general education classroom settings. However, schools continue to grapple with ensuring students with disabilities not only learn within physical proximity to their peers, but also with ensuring students with disabilities have access to the full rigor of grade-level learning in general. Students with disabilities continue to be removed during critical aspects of core instruction; only to receive parallel instruction that is reduced in rigor and frequently below grade level. When students with disabilities remain in general education settings for core instruction, they often are not receiving the scaffolds and supports required to successfully access the instruction being provided. Data demonstrates that these approaches are negatively impacting students with disabilities across life domains, including: academic achievement in core academic content areas, graduation rates, post-secondary education enrollment, and workforce participation.

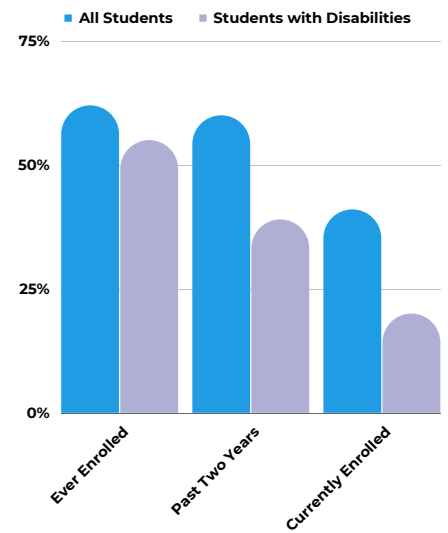
### NAEP PROFICIENCY RATES<sup>1</sup>



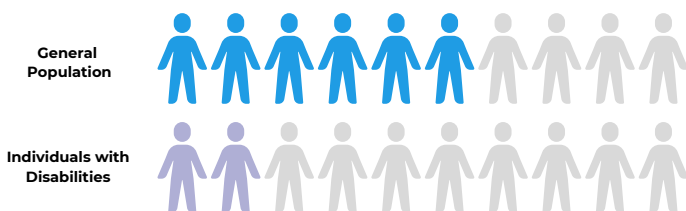
### GRADUATION RATES<sup>2</sup>



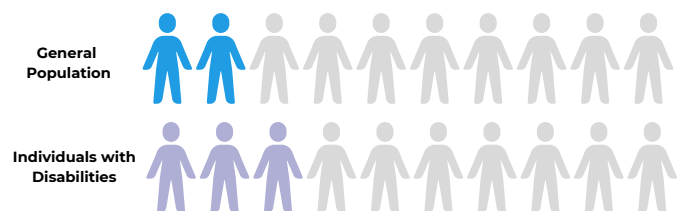
### POSTSECONDARY ENROLLMENT<sup>3</sup>



### OVERALL EMPLOYMENT RATES<sup>4</sup>



### PART TIME EMPLOYMENT RATES<sup>4</sup>



## THE SOLUTION: INCLUSIVE EDUCATION

These negative outcomes for students with disabilities are not irreversible and can be remedied. There is clear evidence that an [Inclusive Education](#) leads to better outcomes for all students, especially those with disabilities. Specifically, [Inclusive Education](#) has demonstrated positive results in academic performance, graduation rates, post-secondary enrollment rates teacher effectiveness and overall collaboration.

### — Improved Academic Performance

“[S]tudents with disabilities who spent a larger proportion of their school day with their non-disabled peers performed significantly better on measures of language and mathematics than students with similar disabilities who spent a smaller proportion of their school day with their non-disabled peers.”<sup>5</sup>

### — Improved Graduation Rates

“[S]tudents with disabilities in fully inclusive placements were almost 5x more likely to graduate on time than students in segregated settings.”<sup>5</sup>

### — Improved Post-Secondary Enrollment

“A study of students with an intellectual disability or multiple disabilities found that included students were nearly 2x as likely as their non-included peers to enroll in post-secondary education.”<sup>5</sup>

### — Improved Teacher Effectiveness

“Teachers with positive attitudes towards inclusion are more likely to adapt the way they work to benefit all of their students (Sharma et al., 2008).”<sup>5</sup>

### — Improved Collaboration

“Positive effects were most common in studies where support for students with disabilities in the inclusive classrooms was well-managed through adaptive instruction and the collaborative consultation and cooperative teaching of special and general education teachers.”<sup>5</sup>

## REFERENCES

<sup>1</sup> <https://ies.ed.gov/ncser/pubs/20113004/pdf/20113004.pdf>

<sup>2</sup> <https://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html#partb-ex>

<sup>3</sup> <https://ies.ed.gov/ncser/pubs/20113004/pdf/20113004.pdf>

<sup>4</sup> <https://www.bls.gov/news.release/pdf/disabl.pdf>

<sup>5</sup> [https://alana.org.br/wp-content/uploads/2016/12/A\\_Summary\\_of\\_the\\_evidence\\_on\\_inclusive\\_education.pdf](https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf)