

School Practices Associated with High Academic Performance for Students with Disabilities

	Education Infrastructure	Instructional Capacity	Culture and Leadership	Family Community Partnerships
University of Massachusetts Donahue Study (2004)				
A well-disciplined academic and social environment				
Pervasive emphasis on curriculum alignment with state standards				
Emphasis on inclusion and access to the curriculum				
Effective system to support curriculum alignment				
Culture and practices that support high standards and student achievement				
Use of student assessment data to inform decision making				
Unified practice supported by targeted professional development				
Access to resources to support key initiatives				
Effective staff recruitment, retention, and deployment				
Flexible leaders and staff that work effectively in a dynamic environment				
Effective leadership is essential				

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California Comprehensive Center – AIR Study (2011)				
Inclusion and access to the core curriculum				
Collaboration between special education and general education teachers				
Continuous assessment and use of RtI				
Targeted professional development				
The use of explicit direct instruction				

Huberman, M. & Parrish, T. (January 2011) *Lessons from California Districts Showing Unusually Strong Academic Performance for Students in Special Education*.

University of Massachusetts Donahue Institute. (October 2004). *A Study of MCAS Achievement and Promising Practices in Urban Special Education*.