



Seminar on Special Education and the Reauthorization of the Individuals with Disabilities Education Act of 2004



CALIFORNIA DEPARTMENT OF EDUCATION
Jack O'Connell, State Superintendent of Public Instruction



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History of IDEA

- Education for All Handicapped Children Act 1975
- Individuals with Disabilities Education Act 1997
- Individuals with Disabilities Education Improvement Act 2004

- Related Legislative efforts:
 - GI Bill of Rights 1944
 - Brown vs. the Board of Education 1954
 - Teacher Training for Students with Mental Retardation 1958
 - Training of Professional Personnel Act 1959
 - Elementary & Secondary Education Act 1965
 - Economic Opportunities Amendments 1972



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What is different

1974-75

- A set of classroom placements
- With a separate curriculum based on differential Standards
- With little relationship to general education programs and activities

1997

- A set of individually designed services
- To meet the student's special needs
- To enable the student to participate in and progress in the general education curriculum
- Provided first in the context of the regular education classroom

IDEA 04

- A focus on improving educational results and functional outcomes with reports on each LEA's progress
- An emphasis on reading, math, and science
- Heightened responsibility for general and special education collaboration
- Scientifically researched strategies required

Disabilities Then and Now



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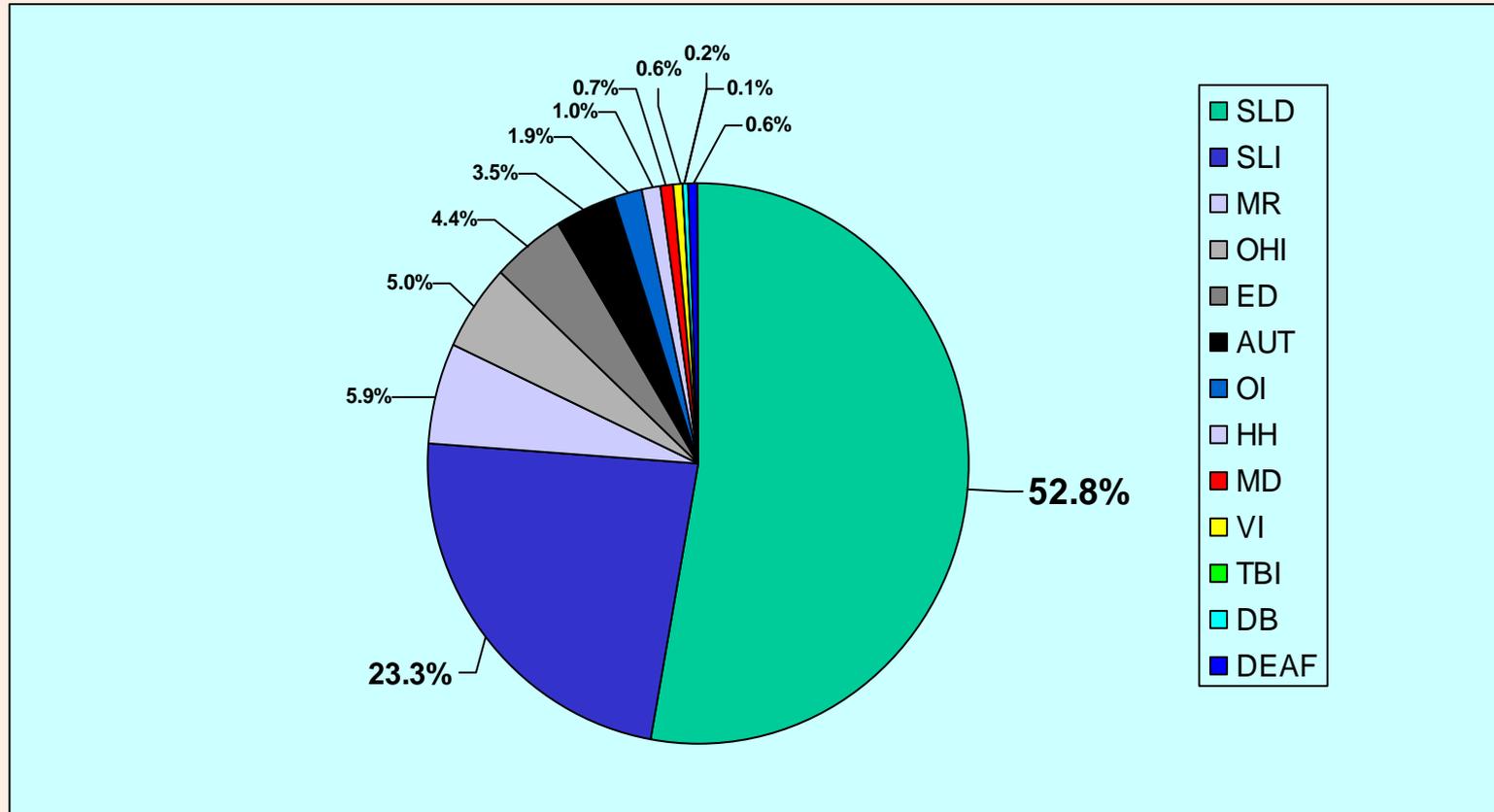


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In California, over half the students in grades K-12 receiving special education services in 2003-04 were children with Specific Learning Disability (SLD)



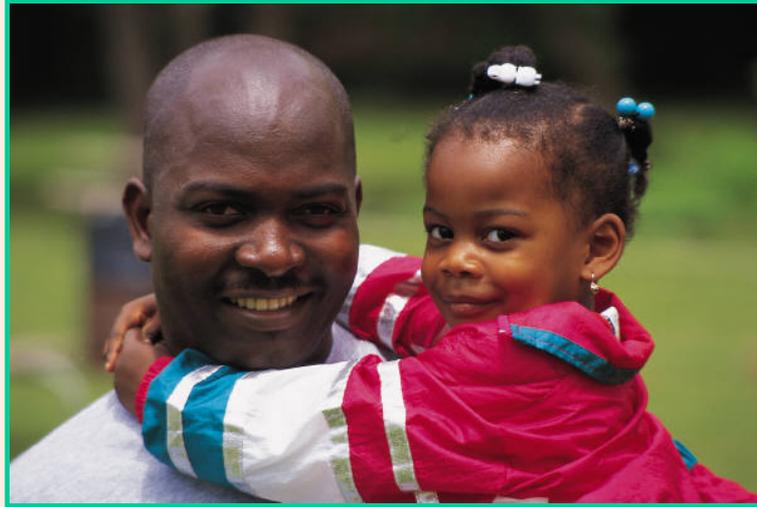
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Source: CASEMIS June 04



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Ethnicity Then and Now

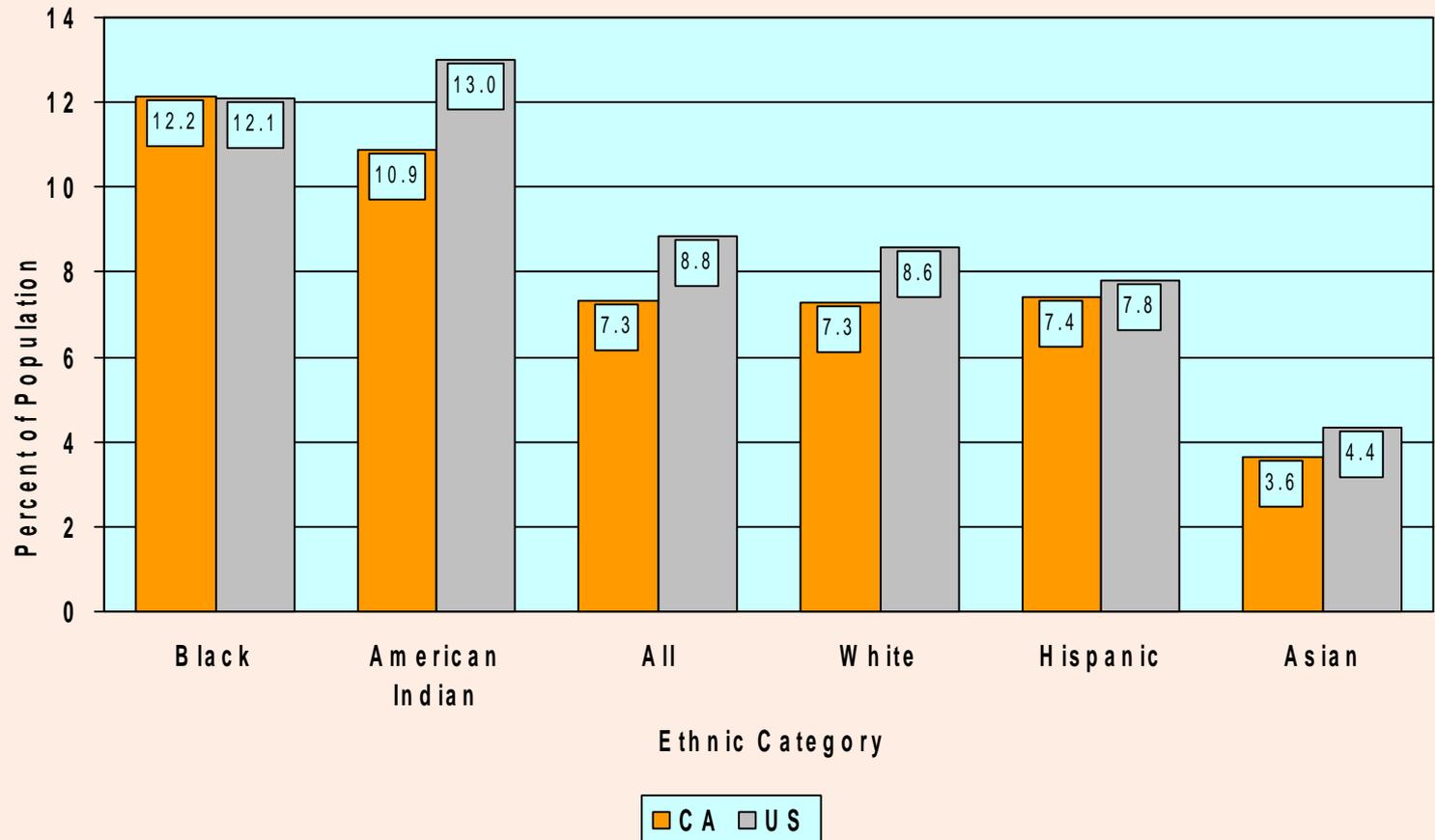


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Among ethnic categories, African American and American Indian students are more likely to be identified Special Education.



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Least Restrictive Environment % out of General Education then and now



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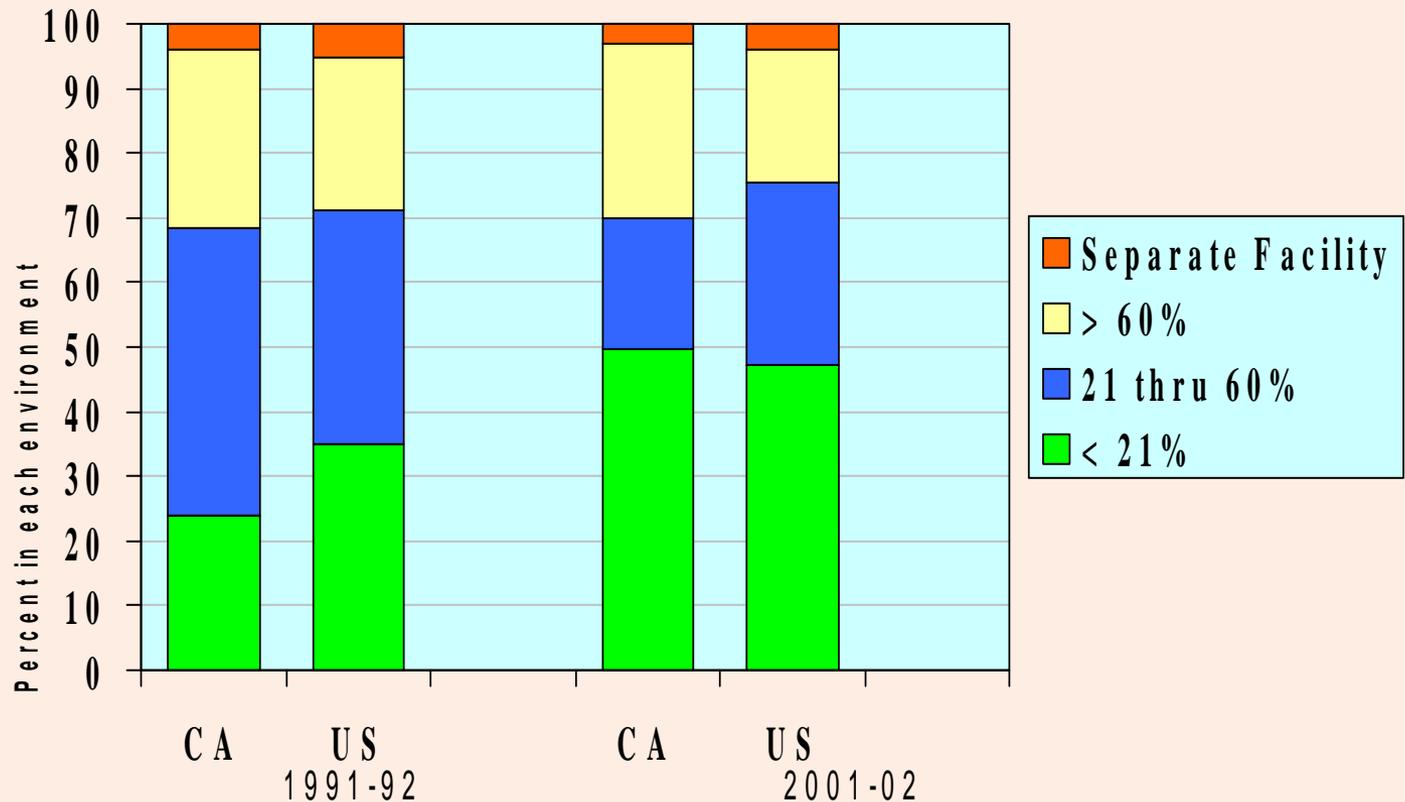


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In the US and California, the proportion of students served most of the day in regular classrooms has increased.

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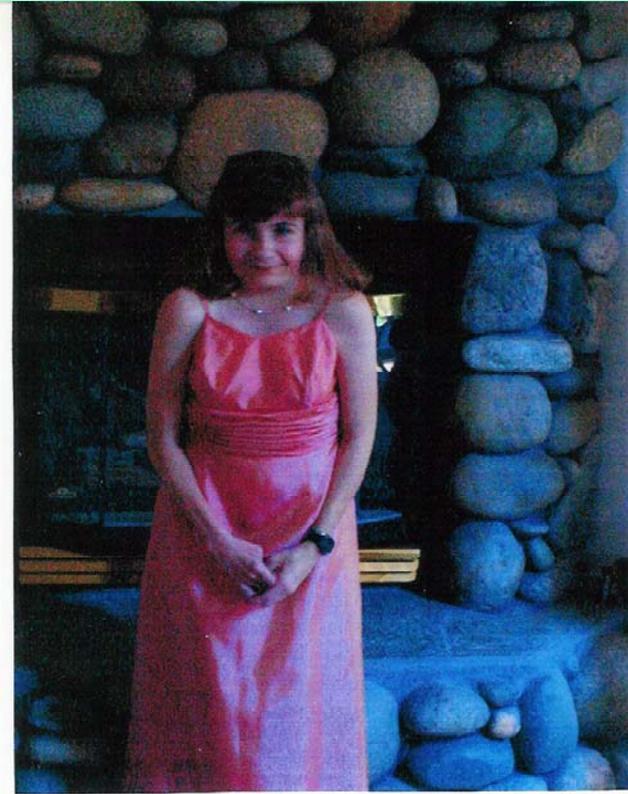


Source: US Dept. of Education Report to Congress
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Graduation Rates – Then and Now



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The percent of students receiving special education who earn a regular diploma has increased each year across the US and for all states except one, Texas.

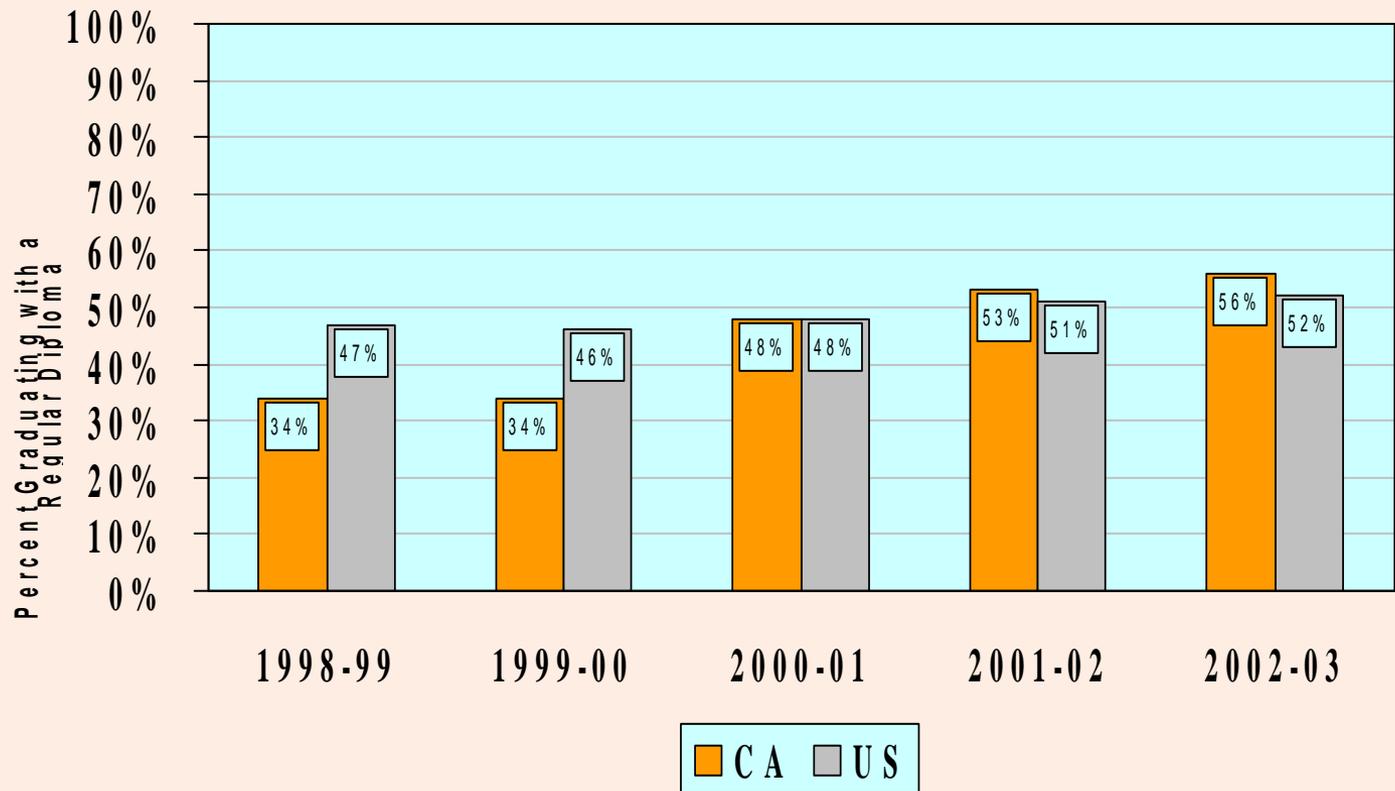
State	2000-2001			2001-2002			2002-2003		
	#	%	DIF	#	%	DIF	#	%	DIF
OHIO	10,225	69	21	11,053	80	29	12,343	80	28
PENNSYLVANIA	5,533	59	11	9,671	70	19	11,828	74	22
ILLINOIS	9,383	55	7	9,595	51	0	8,660	62	10
CALIFORNIA	13,870	48	0	18,185	53	2	17,650	56	4
NATIONAL BASELINE	174,360	48		190,951	51		195,108	52	0
TEXAS	21,166	69	21	21,199	70	19	13,243	48	-4
NEW YORK	10,301	37	-11	10,734	40	-11	11,681	43	-9
MICHIGAN	5,256	37	-11	5,420	39	-12	5,741	42	-10
FLORIDA	5,558	33	-15	6,234	34	-17	8,014	40	-12

Source: <http://www.ideadata.org/PartBDataMeeting2003.asp>, 021005



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In the US and in California, the percent of students receiving special education who earn a regular diploma has increased each year.



Source: <http://www.ideadata.org/PartBDataMeeting2003.asp>, 021005

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Dropout rates then and now

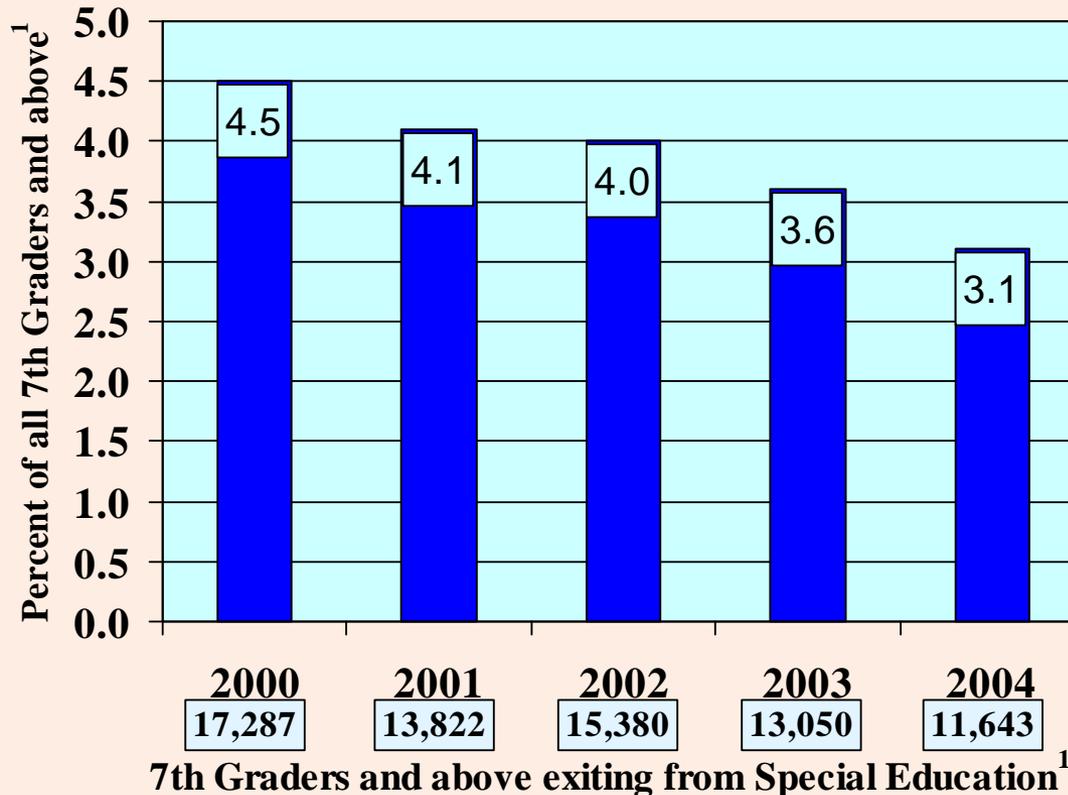


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The percent of students dropping out has decreased each year, the number is at the lowest in five years



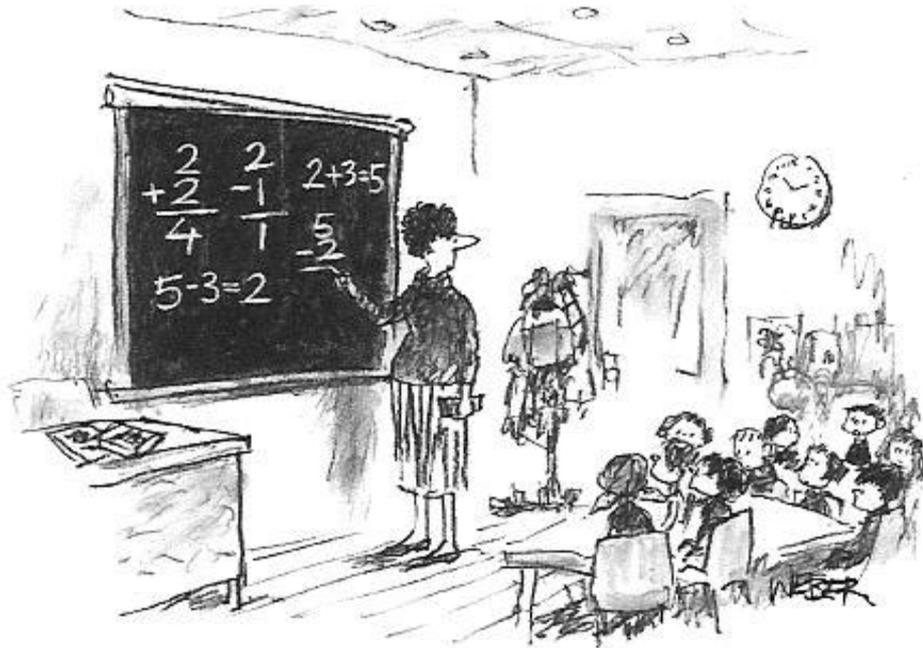
¹ Students 13 years and older are also included

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Test Score Trends – Special Ed Only

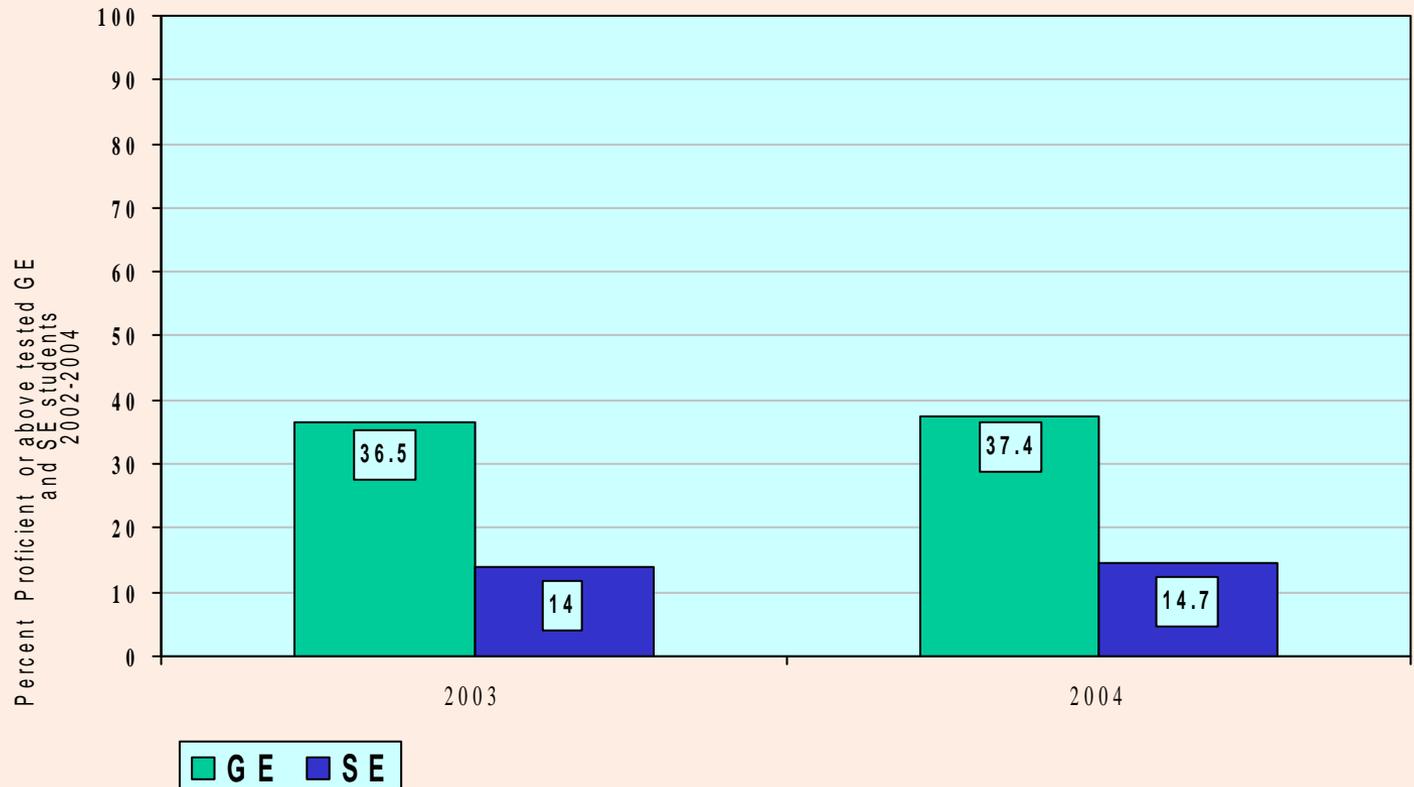


“Please, Ms. Sweeney, may I ask where you’re going with all this?”



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The gap in 2004 CST ELA scores between all students in California and those receiving special education is slightly larger than it was in 2003



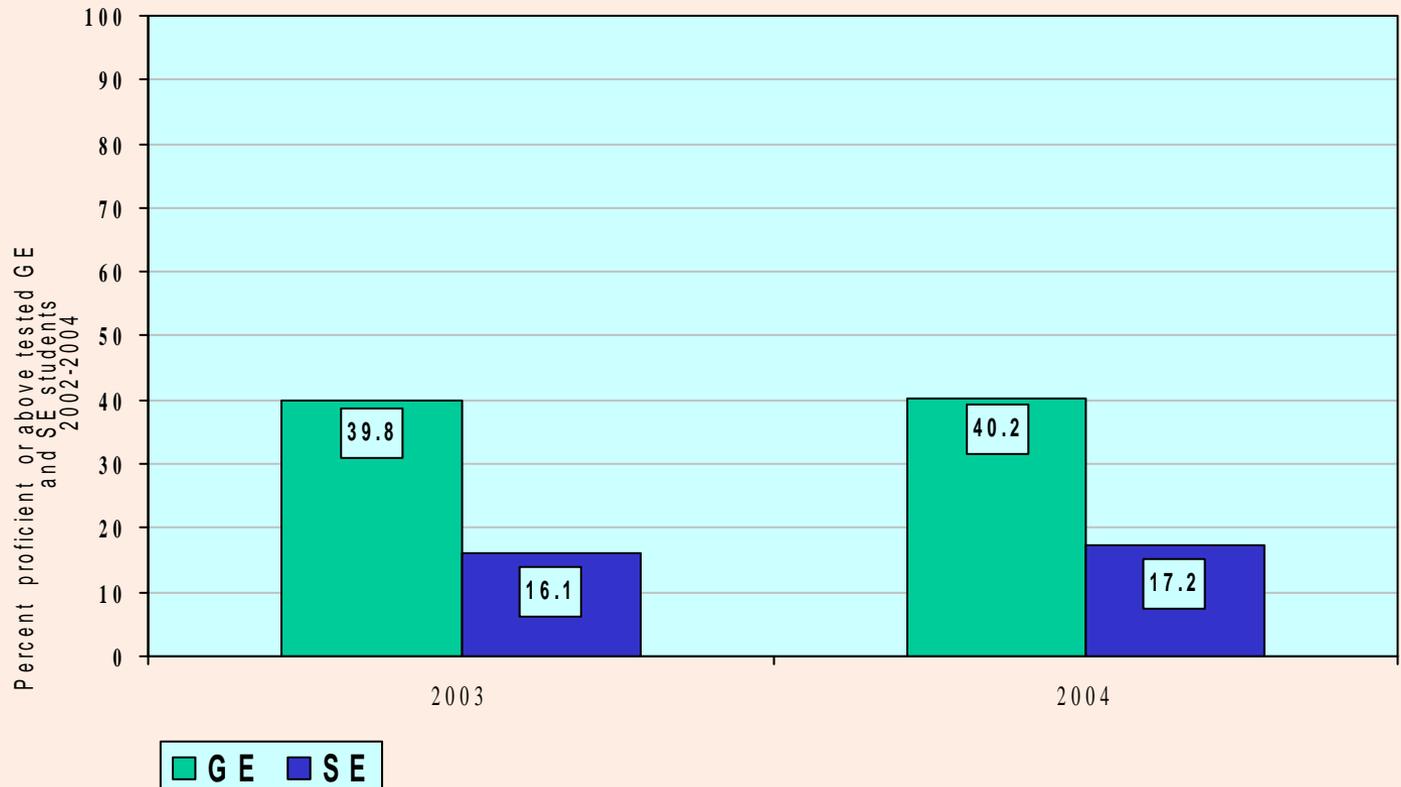
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The gap in 2004 CST Math scores between all students in California and those receiving special education is slightly smaller than it was in 2003



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Source: CA AYP Website

How our work has changed



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- **1975**
- **Conduct assessments to identify the students special education needs**
- **Identify the placement and services that would best address the students needs**
- **Expand the variety and quality of special services available in the schools and in the community**

- **1997**
- **Conduct assessments to identify the student's special needs and their ability to be involved in and progress in the general curriculum**
- **To identify the services, modifications and supports that will address the needs of the child and enable the child to progress in the general education curriculum**
- **Support and provide instruction in the general education curriculum**

IDEA 04

- **Move from access to place to access to general curricula**
- **Focus on improved outcomes in general curricula and functional areas with a balance of procedural guarantees**
- **Identification of scientifically based strategies for intervention in reading and math**
- **Response to Intervention and desire to eliminate discrepancy model for SLD**



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Why the change? Where are we headed?

- **National movement toward standards based accountability**
- **Longstanding history of poor outcomes for students with disabilities**
- **IDEA 1997 and 2004**
- **NCLB**



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Goals of IDEA Reauthorization

- Alignment with NCLB
- Shifting from procedural compliance to focus on student outcomes
- Cutting paperwork
- Simplifying discipline provisions
- Identifying the right students at the right time



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Goals of IDEA Reauthorization

- Strengthening monitoring and enforcement
- Preserving student and parent rights
- Strengthening transition process
- Money matters