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SPECIAL EDUCATION – WHAT BOARD OF EDUCATION MEMBERS SHOULD KNOW

WHO IS RECEIVING SPECIAL EDUCATION AND/OR RELATED SERVICES?

- ✘ October 2012 NJSMART
- ✘ 202,850 students, ages 6 through 21
- ✘ 17,692 students, ages 3 through 5

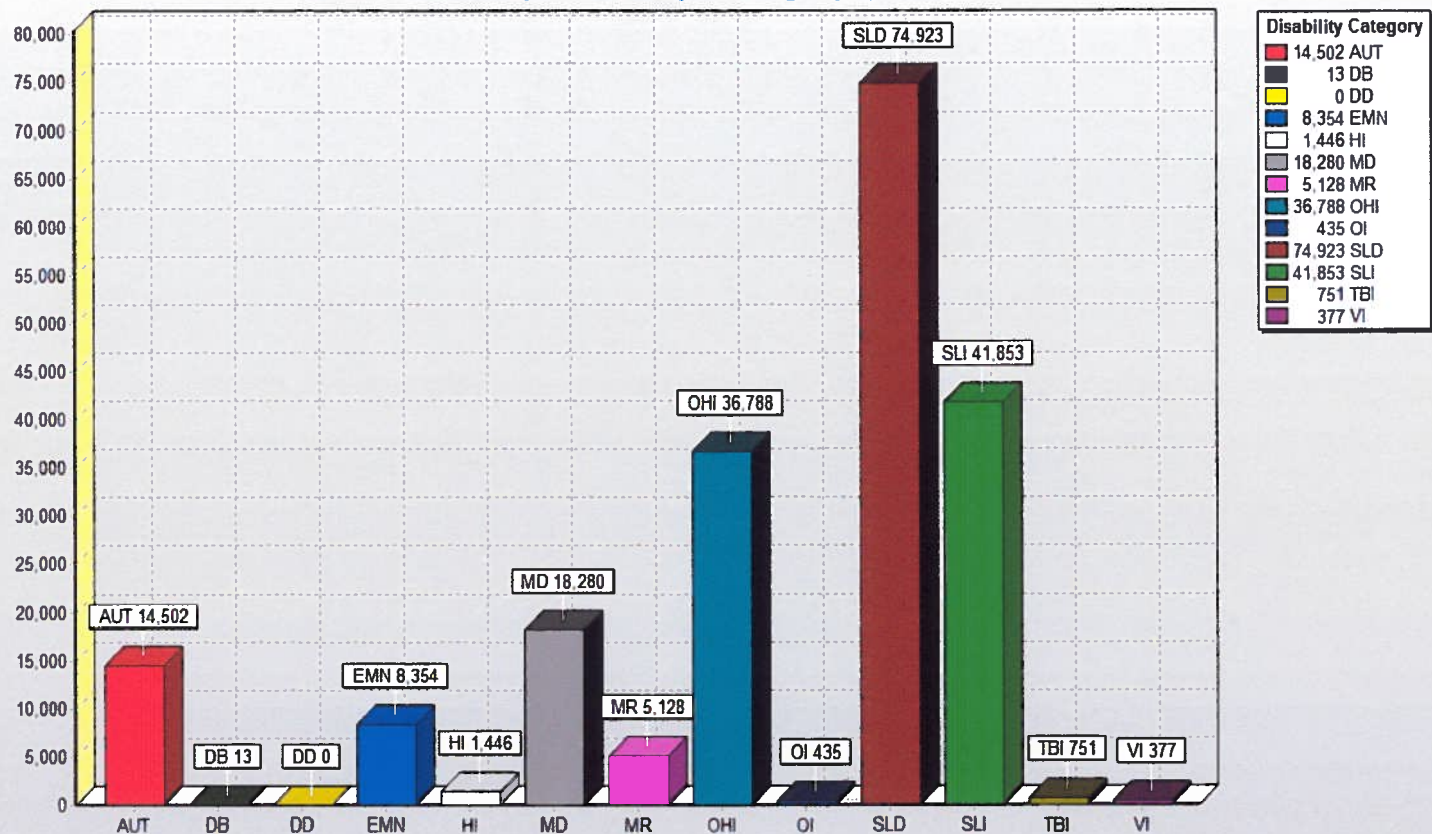


WHO IS RECEIVING SPECIAL EDUCATION AND RELATED SERVICES?

- ✘ 171,844 (84.7%) were represented by 4 categories of disability
 - + Learning disabilities (74,923 or 36.9%)
 - + Speech-Language Impairment (formerly language impairment plus speech (41,853 or 20.6%)
 - + Other Health Impairments (36,788 or 18.1%)
 - + Multiple disabilities (18,280 or 9.0%)

WHO IS RECEIVING SPECIAL EDUCATION AND/OR RELATED SERVICES?

Student count by Disability Category (6-21)



WHO IS ELIGIBLE?

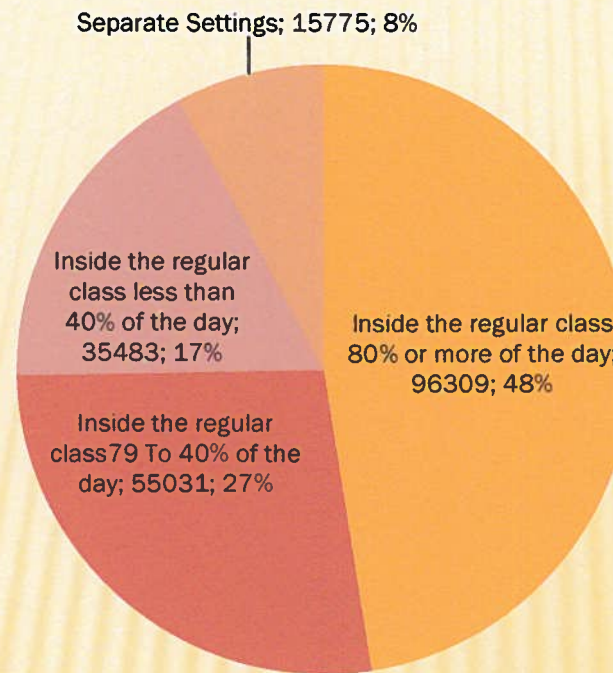
- ✘ Meets Eligibility Criteria for one or more categories of disability
- ✘ The disability adversely affects educational performance
- ✘ The student needs special education and related services
- ✘ Not eligible due to lack of instruction in reading or math or if student is ELL

Percent of All Students Eligible for Special Education and Related Services, Ages 3 through 21

Year	Eligibility Rate
2005	16.80
2006	16.91
2007	17.07
2008	15.42
2009	15.87
2010	15.47
2011	15.58
2012	15.50

WHERE ARE SERVICES DELIVERED?

STUDENT COUNT



■ Inside the regular class 80% or more of the day ■ Inside the regular class 79 To 40% of the day
■ Inside the regular class less than 40% of the day ■ Separate Settings

OUTCOMES: WHAT DO THE DATA SAY?

✘ Graduation Rate

- + 2011 Target: 75%
- + 2011 - 4 year cohort: 73%
- + 2012 - 5 year rate: 78%

✘ Dropout Rate

- + 2011 - Baseline
- + 2011 - 15.36%

OUTCOMES: WHAT DO THE DATA SAY?

✘ Achievement

+ Met District AMOs: 53.88% (264/490)

+ Participation Rates: 99% Math and LAL

+ Proficiency:

✘ Math: 47.28% proficient or advanced proficient

✘ Target: 53.3% (3-8 + 11)

✘ LAL: 38.56% proficient or advanced proficient

✘ Target: 45.7% (3-8 + 11)

OUTCOMES: WHAT DO THE DATA SAY?

✘ Postschool Outcomes

- + Enrolled in Higher Education: 42%
- + Enrolled in Higher Ed or Competitively Employed: 69%
- + Enrolled in Higher Ed or some type of postsecondary ed or training or competitively employed or some other employment: 80%

STATE PERFORMANCE PLAN INDICATORS

- ✘ Suspension/Expulsion
- ✘ Disproportionality
 - + All disabilities
 - + Specific disabilities
 - + Placement
 - + Suspension
- ✘ Placement
- ✘ Preschool outcomes

FEDERAL FOCUS

- × Results Driven Accountability
- × State Performance Plan –
 - + Improvement Plan measuring results
- × Determinations
- × Public Reporting

OSEP GOAL

- ✘ Develop and Implement statewide coordinated system of supports to:
 - + *Improve achievement of students with disabilities and*
 - + *Reduce Special Education Achievement Gap*



College & Career Readiness

Academic Achievement
Employment
Post Secondary Education
Independent Living

Increase Placement in LRE

Increase Assessment Proficiency

Increase Graduation Rates

Reduce Suspension and Expulsion Rates

Reduce Disproportionality

Reduce Dropout Rate

Improve Transition Planning

Increase Parent Involvement

Improve preschool outcomes

TIERED INTERVENTIONS

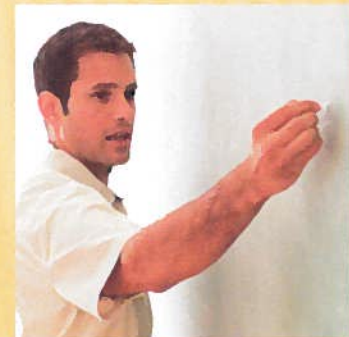
Individual School Intervention – High Intensity
Target Group: Priority and Focus Schools

Individual School Intervention – Moderate Intensity
Target Group: Priority and Focus Schools and Districts
Identified Based on Data Analysis

Topical Strategies, Technical Assistance and Web-based
Resources
Target Group: All Districts and Schools

BEST PRACTICES IN IMPROVING OUTCOMES FOR STUDENTS WITH DISABILITIES

- ✘ Interventions in General Education
- ✘ Administrative Accountability for Programs, Instruction and Student Progress
- ✘ Instruction in Common Core – Alignment for All Students with Appropriate Modification/Adaptations
- ✘ Assessments that measure the progress of all students
- ✘ Co-teaching/ Consultation
- ✘ Professional Development (PLCs)
- ✘ Universal Design for Learning
- ✘ Engagement



QUESTIONS TO ASK

- ✘ How do classification rates in our district compare to state rates?
- ✘ Are our students with disabilities placed in the least restrictive environment with appropriate supports? How do our placement rates compare to state rates?
- ✘ Do students with IEPs have access to our district curricula? Have modifications and accommodations been added to those curricula to meet the needs of our students?
- ✘ Are there appropriate interventions (e.g., supplementary reading and math programs, behavior interventions) available for kids prior to referral to special education?
- ✘ What outcomes do our students with IEPs achieve after high school? Higher Education? Postsecondary Education?

QUESTIONS TO ASK

- ✘ How are our students with IEPs doing on state and district assessments – achievement and growth from one year to the next?
- ✘ Do we have alternate district assessments to measure growth of all students?
- ✘ What outcomes do our students with IEPs achieve after high school? Higher Education? Postsecondary Education? (each district participates in a postschool outcome study once every six years)

SOLUTIONS

- ✘ Multi-Tiered System of Support
 - + Assessments: screening, diagnostic, progress monitoring
 - + Interventions tied to assessment
 - + Methods to measure effectiveness of interventions
- ✘ Placement in the Least Restrictive Environment
- ✘ Curricula based on Common Core Standards
- ✘ Instruction based on Curriculum with Appropriate Modifications/Accommodations
- ✘ Universal Design for Learning

RESOURCES

- ✘ www.state.nj.us/education
 - + Common Core
 - + Model Curriculum
 - + Data – NJSMART, Special Education Data
 - + Web Resources (special education link)