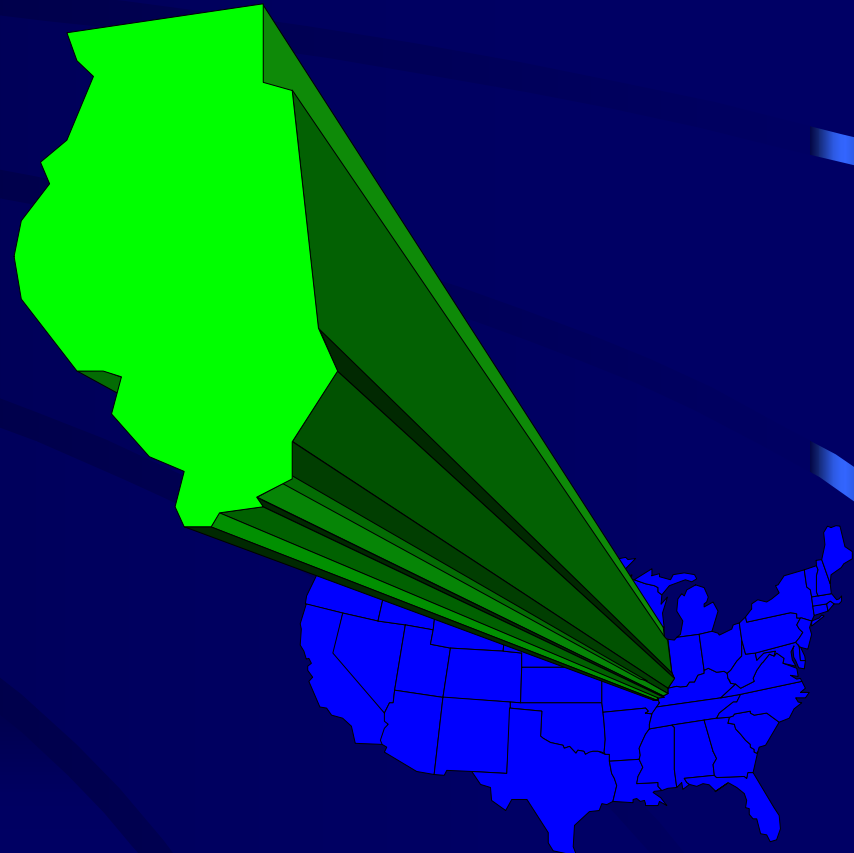


The Challenge in Illinois: Implementing I.D.E.A.

(Individuals With Disabilities Education Act P.L. 105-17)

Achieving Results
through Goal-setting,
Comprehensive Efforts,
and Monitoring Data
in Our State



Federal Review of Compliance

1. Self-Assessment by I SBE & Steering Committee sent to Office of Special Education Programs (OSEP)
2. Development of Improvement Plan
3. Refinement of Plan at OSEP's request by I SBE Workgroup
4. Submission of Improvement Plan to OSEP
5. Review & On-site Verification by OSEP
6. Issuance of Written Report of Findings
7. OSEP Periodic Review & Monitoring of Progress

OSEP's Comments on Initial Draft

- Three or four areas should be determined
CRITICAL (measurable) GOALS
- Student/Family Outcomes/Results should be the result of activities.
- Data has to substantiate any observed change.
- Activities should be based on regulations and preferred practices.
- Corey H. & public comments should be integrated within the Implementation Plan.
- Non-compliance noted in the Self-Assessment must be addressed in the Improvement Plan.

Workgroup's Commitment

- Commit to attending all six days of meetings
- Work within deadline of 12/14 to ISBE (12/21 to OSEP)
- Represent diverse nature of Steering Committee and Illinois' families
- Consider the requirements of Cory H. where applicable
- Incorporate comments from Public Forums
- Develop measurable goals and activities with evidence of change for Part B
- ISBE staff will develop resources and timelines section

Workgroup's Values

Do Not Throw Anything Away but develop a plan based on the Steering Committee 'Vision Document' that:

- Recommends things that are "Doable"
- Develops measurable, incremental steps or activities
- Plan should be "doable" in a max of 5 years, (2007), but progress measurable in less time (smaller increments of time - quarterly)
- Always first use Steering Committee input
- Plan must be Results-Oriented: Impact on students' lives
- Live with the data Illinois currently has

Workgroup Premises

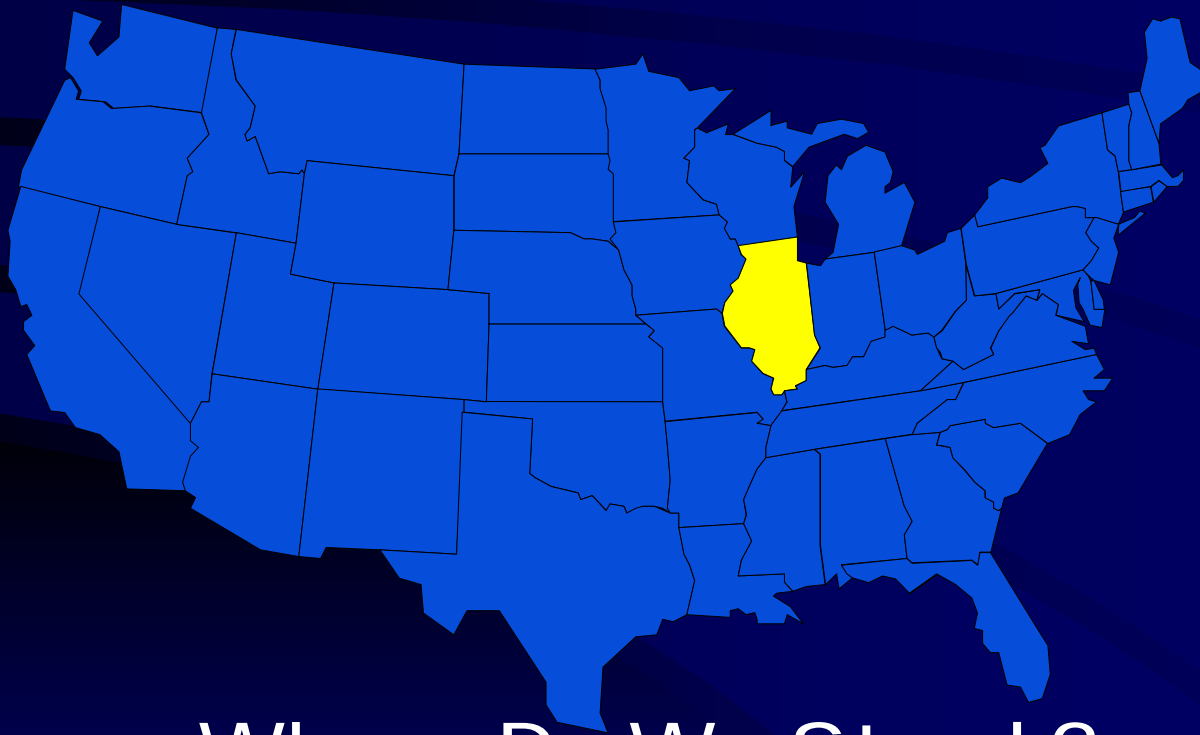
- ✓ What gets counted gets done.
- ✓ Attention paid indicates relative importance.
- ✓ Current federal legislation broadened the emphasis.
- ✓ We know more than we know.
- ✓ A Goal that can't be measured is just a Slogan.



What Should Be Addressed

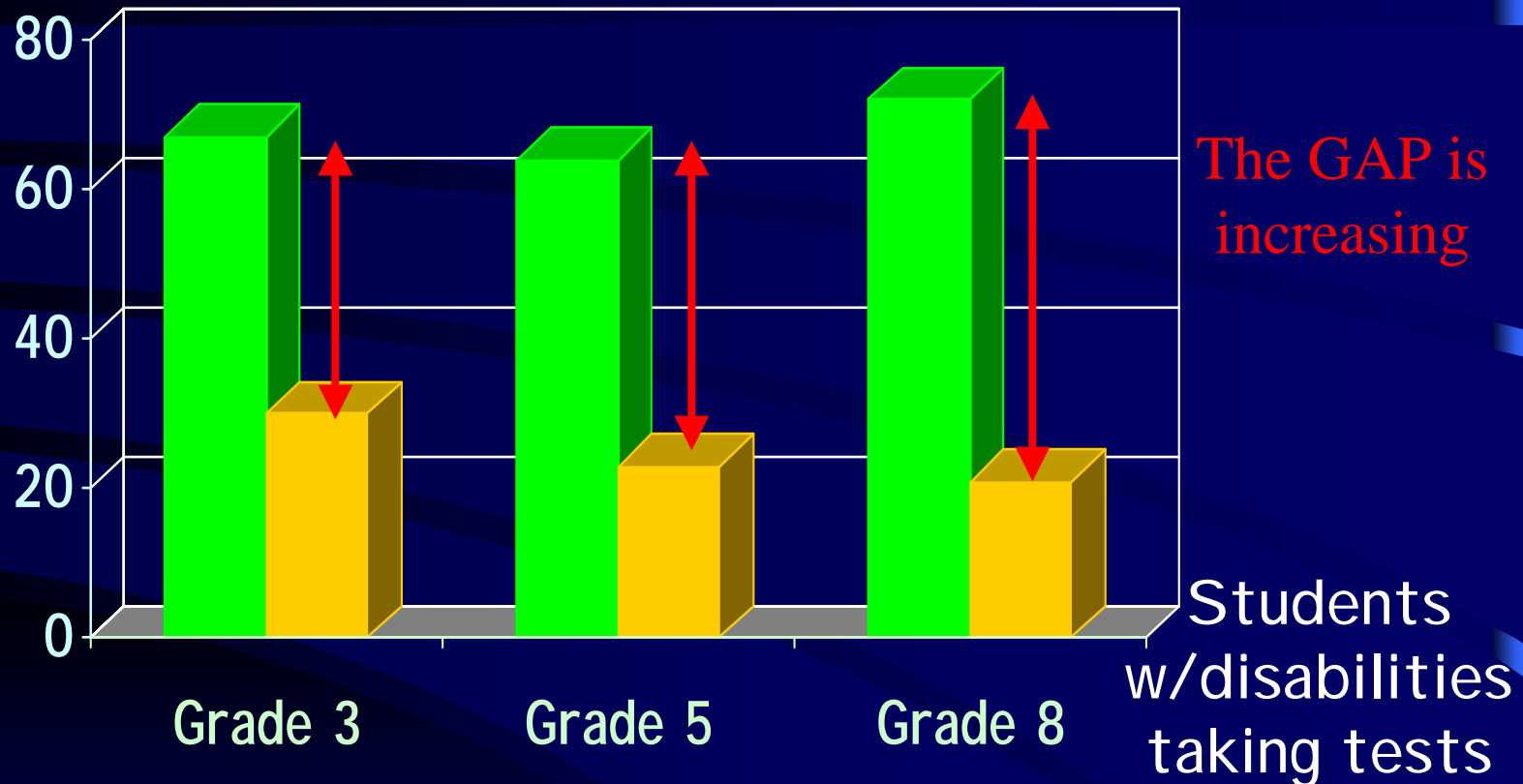
- Students with disabilities:
 - are successful recipients of public education
 - receive a free, appropriate public education in the least restrictive environment
 - are served by fully-qualified personnel
- Families of children with disabilities are meaningfully involved in their children's education
- I SBE provides effective administrative supervision for the implementation of federal law.

Illinois Challenge: students with disabilities Achieve Results in public education.



Where Do We Stand ?

How well do Students Read?



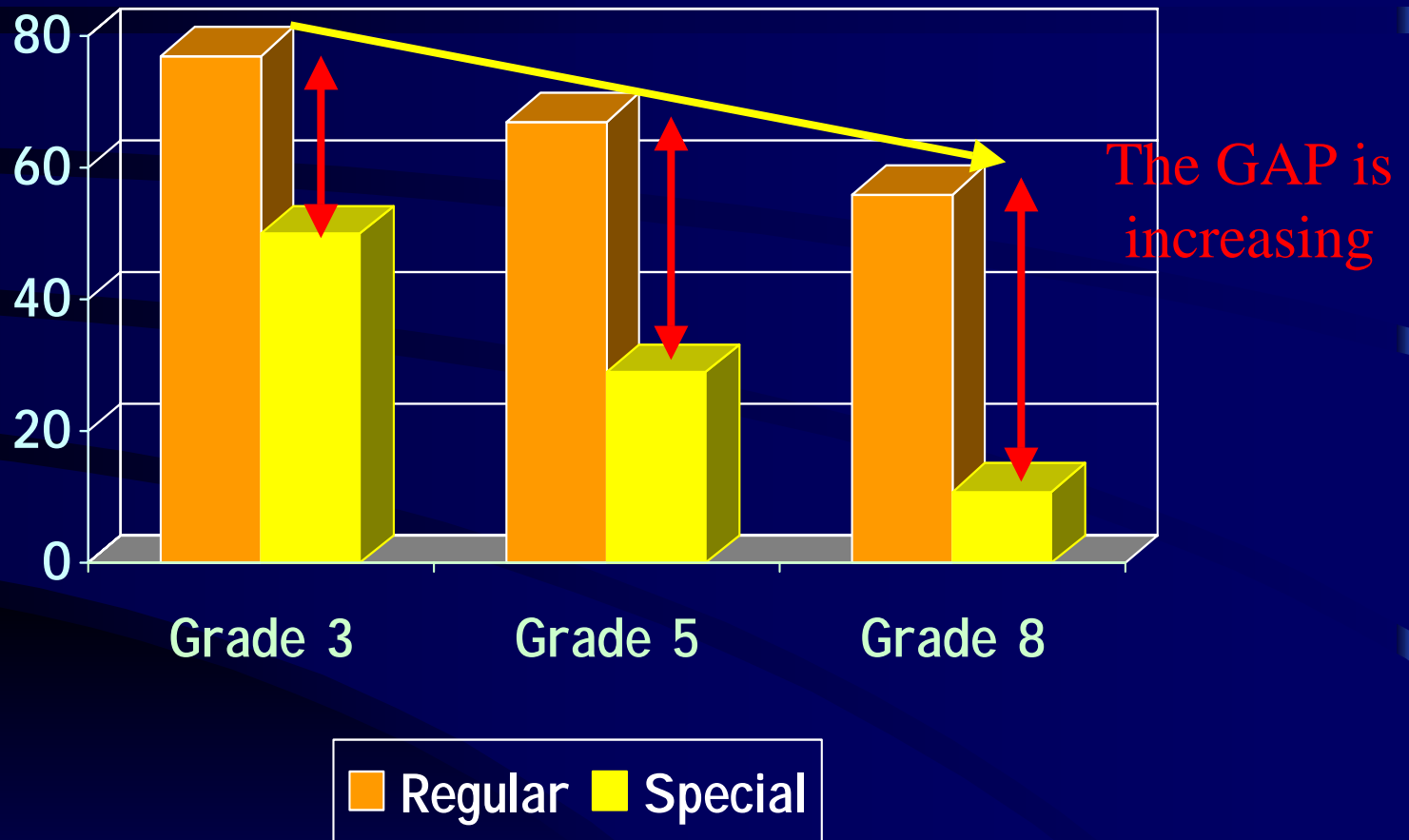
2001 ISAT

Regular Special

84.7%

Percent of students who meet/exceed the standard.

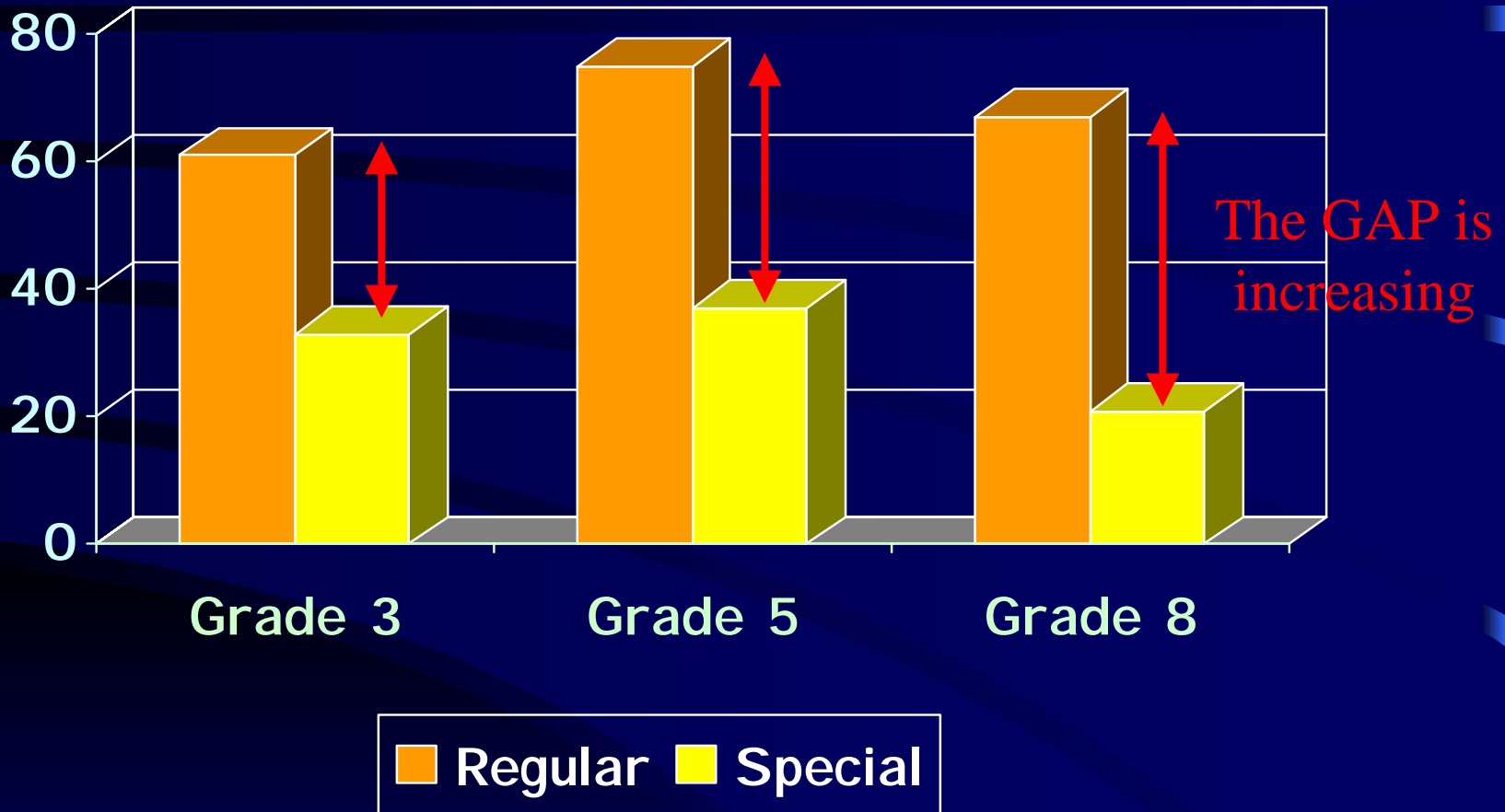
How well do Students Calculate?



Percent of students who meet

2001 ISAT

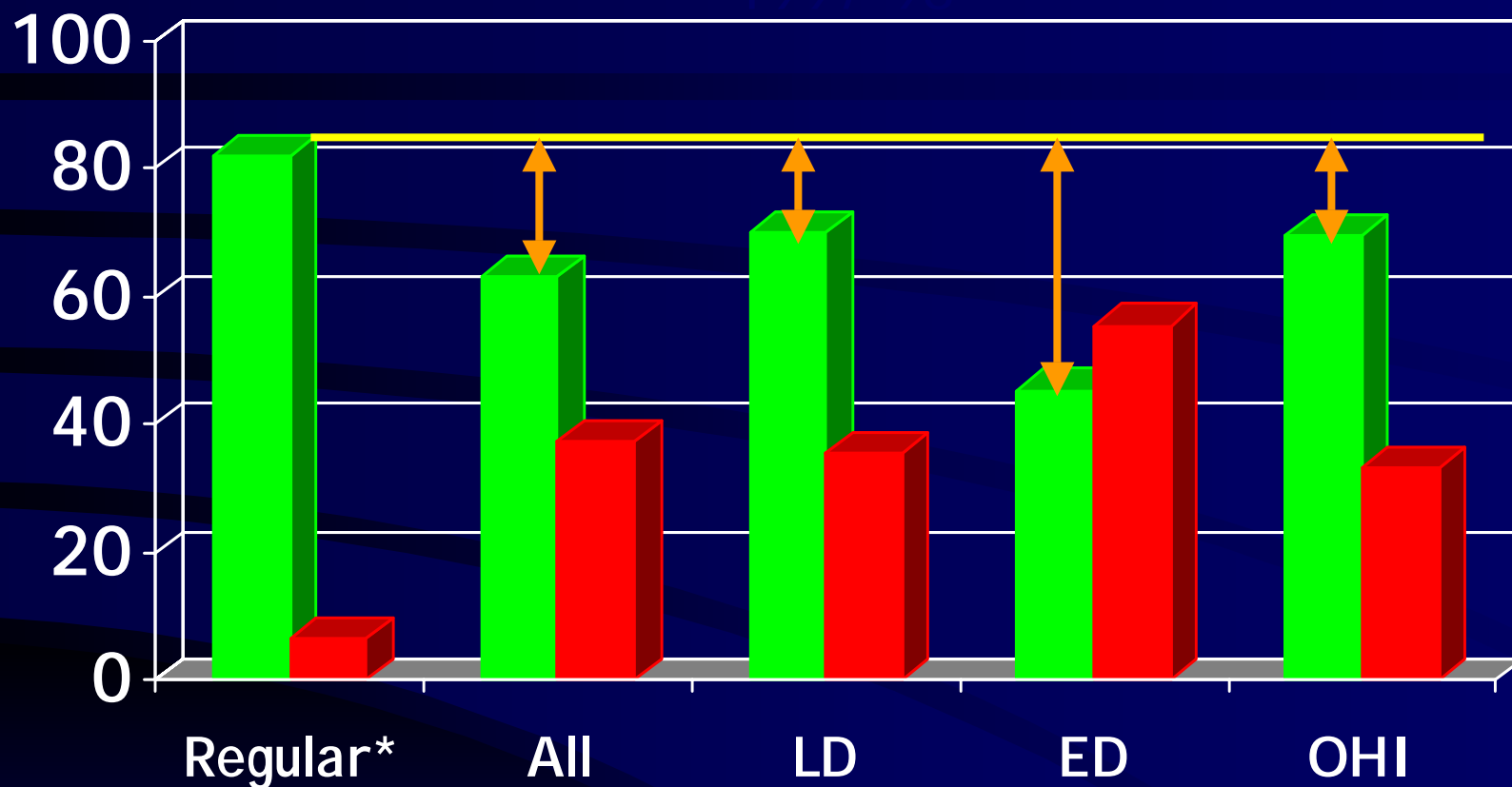
How well do Students Write?



Percent of students who meet

2001 ISAT

Exit with a Diploma



Most Recent
Data

Disabilities

22nd Annual
Report to
Congress



* Greene, 2001

Students Achieve Results Goal

1. Illinois will increase **by 4.5 percent per year** the number of youth with disabilities who exit school with a standard diploma and employment and/or post-secondary education, as measured by:
 - a) the percentage of students ages 17 to 21 with disabilities who exit with a standard diploma;
 - b) the percentage of students with disabilities who **participate** in state-wide assessment;
 - c) the percentage of students with disabilities who **perform** at the acceptable level or above on state-wide assessment

Illinois' Challenge:

Students with Disabilities receive
a free appropriate public
education in the least restrictive
environment

What are “Class Settings”?

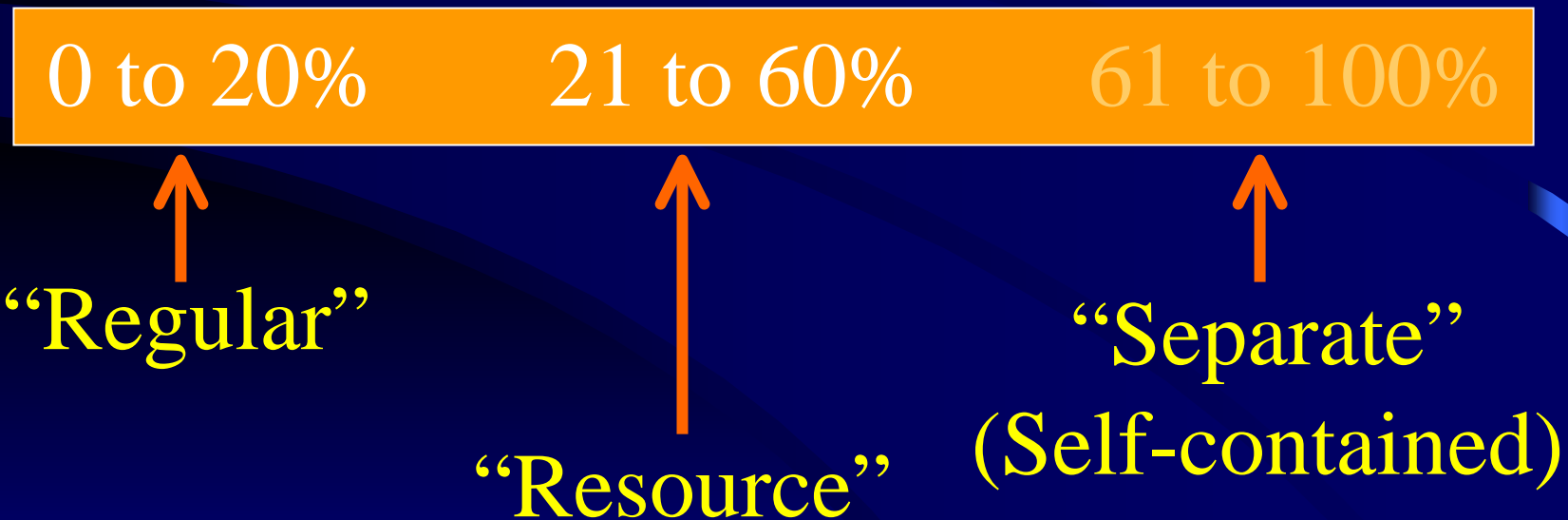
- **“Regular”** = 20% or less of school day Outside of the regular class. At least 80% of day in the regular class.
- **“Separate”** = 61% or more of the school day Outside of the regular class.
- **“Resource”** = 21% to 60% of school day Outside the regular class.

Now, just use the numbers.

80%+ v. - 40%

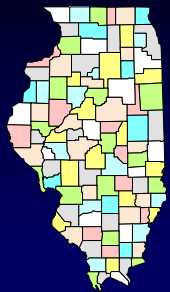
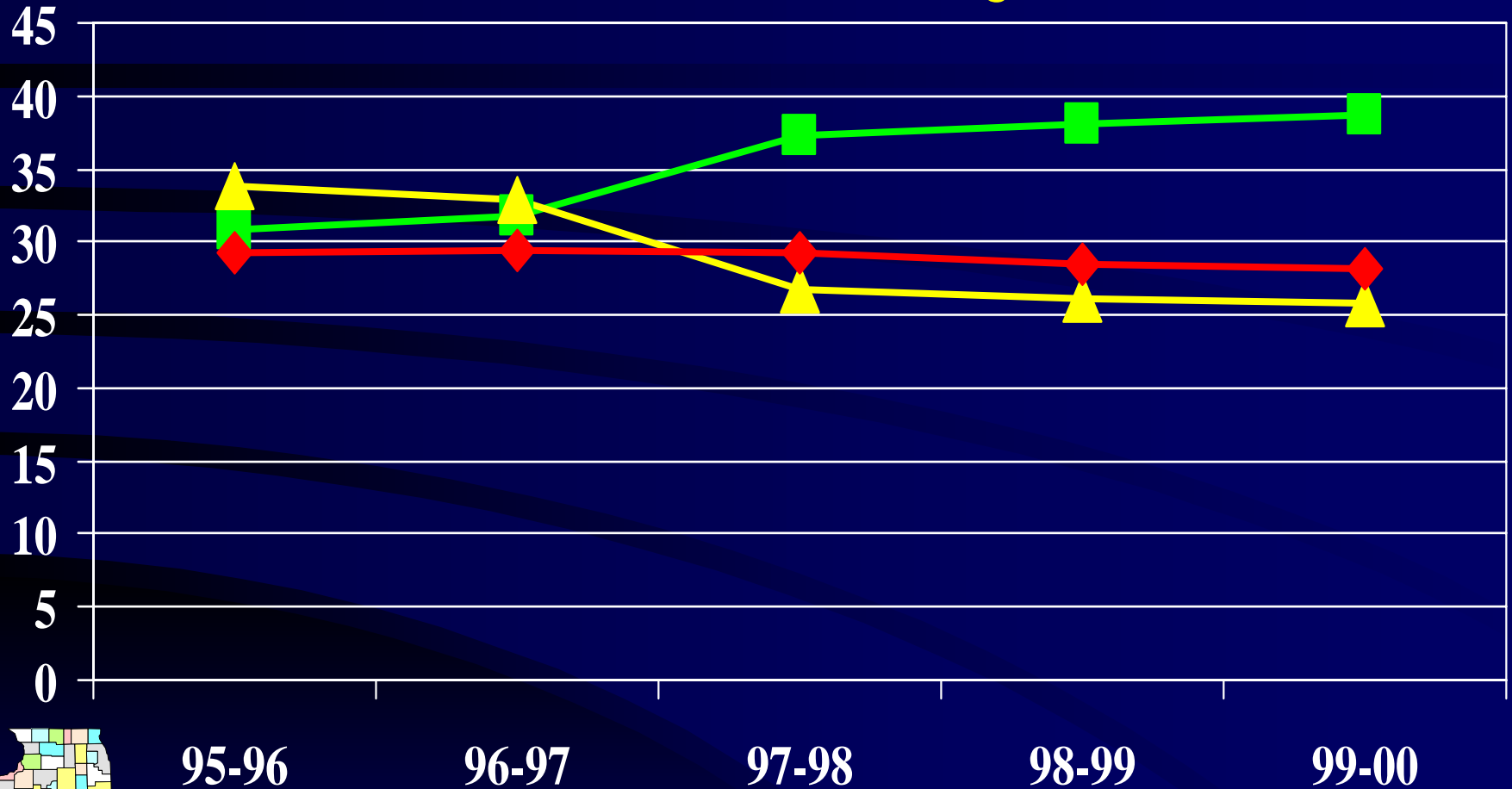
Settings - Where time is spent

Outside the Regular Classroom



Settings for Five Years

< All Disabilities - Time in Regular Class >



■ 80%+ ▲ 41-80% ◆ <40%

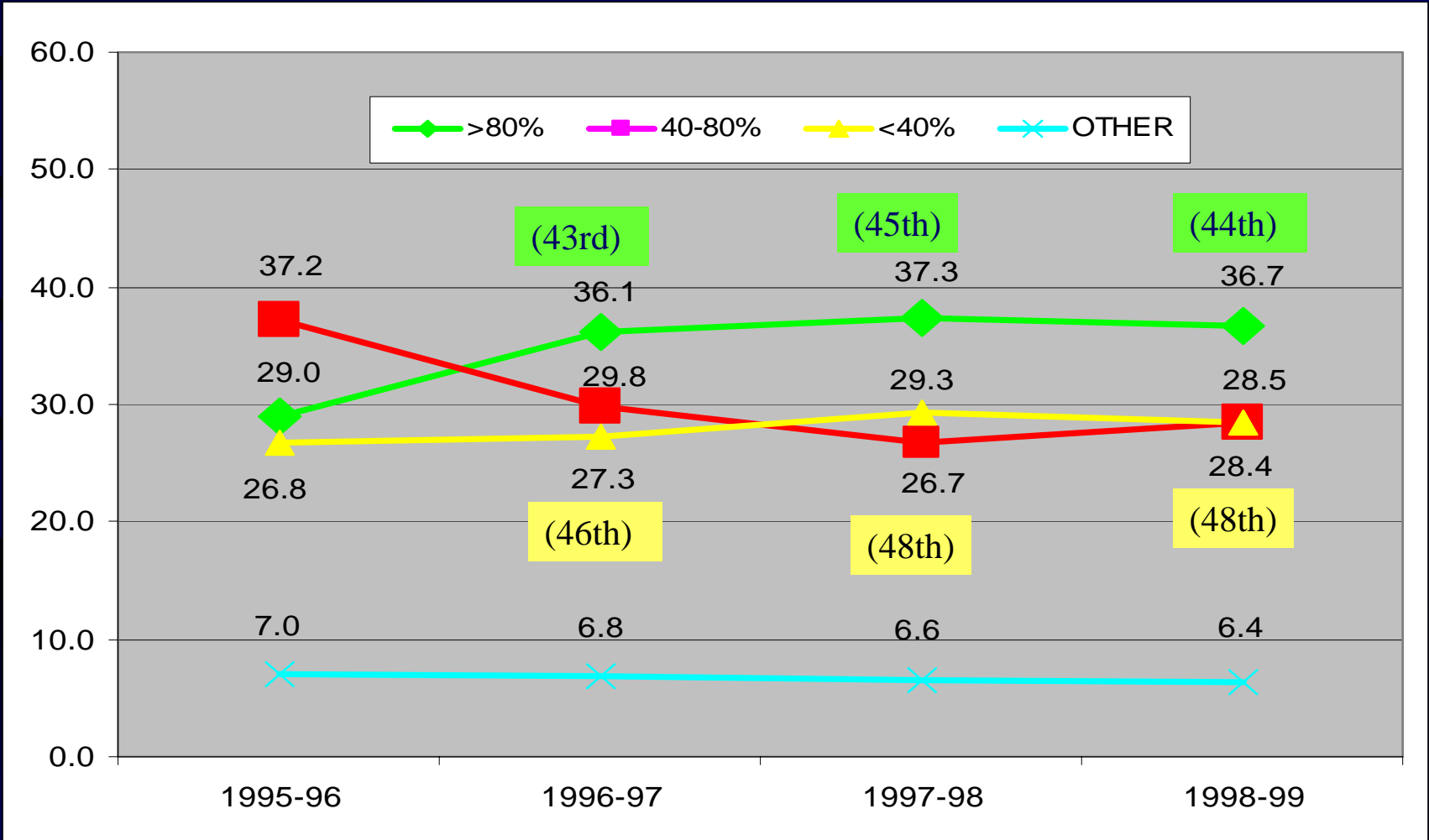
Comparing Percent of Children Ages 6-21 Served in Different Educational Environments
 Under IDEA, Part B, During the 1996-97 School Year
ALL DISABILITIES, Sorted by % in **Regular Class** (lowest to highest)

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	OTHER
TEXAS	25.6%	50.8%	21.5%	2.1%
ILLINOIS	36.1%	29.8%	27.3%	6.8%
PENNSYLVANIA	37.8%	31.0%	26.6%	4.6%
FLORIDA	38.6%	25.1%	32.8%	3.5%
NEW YORK	42.3%	13.1%	33.6%	11.0%
50 STATES, D.C. & P.R.	45.8%	28.5%	21.4%	4.3%
CALIFORNIA	52.6%	21.0%	22.7%	3.7%
OHIO	61.5%	24.9%	8.4%	5.3%

Table AB2-7

Trends in Percent of Children Ages 6-21 Served in Different Educational Environments
in Illinois Under IDEA, Part B, During the 95-96 to 98-99 School Years
ALL DISABILITIES (20-23rd Reports to Congress)

% with respect to all students with disabilities

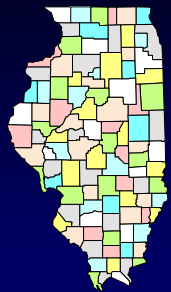
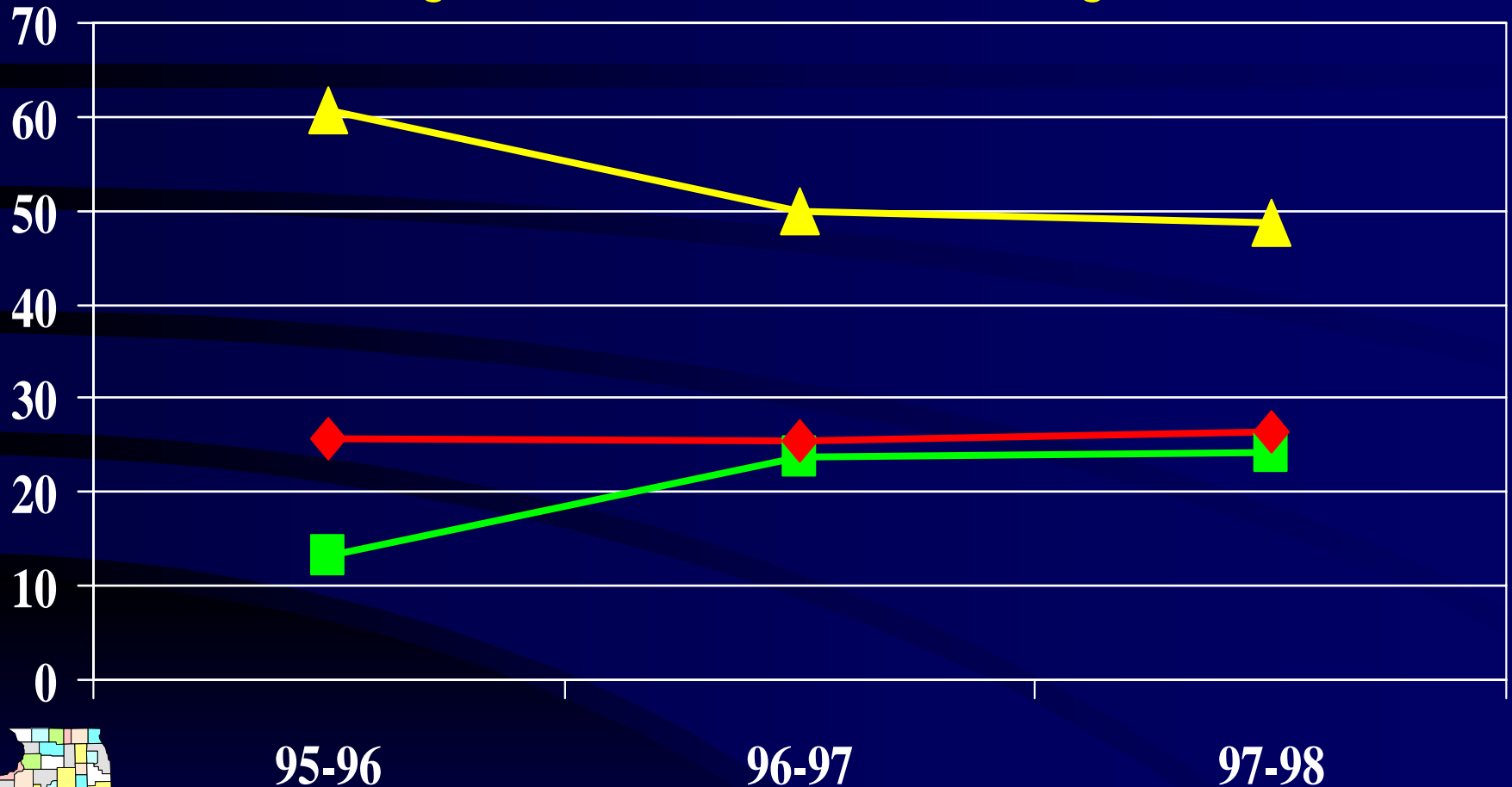


Other = PUBLIC SEPAR FACIL + PRIVATE SEPAR FACIL + PUBLIC RESID FACIL + PRIVATE RESID FACIL + HOME HOSP ENVIR

Numbers in parenthesis indicate IL ranking with respect to all 50 states + DC and Puerto Rico. Higher numbers, lowest performing states

Settings for Three Years

< Learning Disabilities - Time in Regular Class >



■ 80%+ ▲ 41-80% ◆ <40%

Annual Reports to Congress

Table AB2-7

Percent of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1996-97 School Year

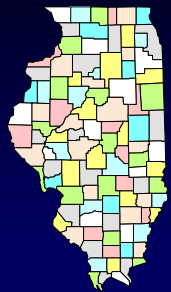
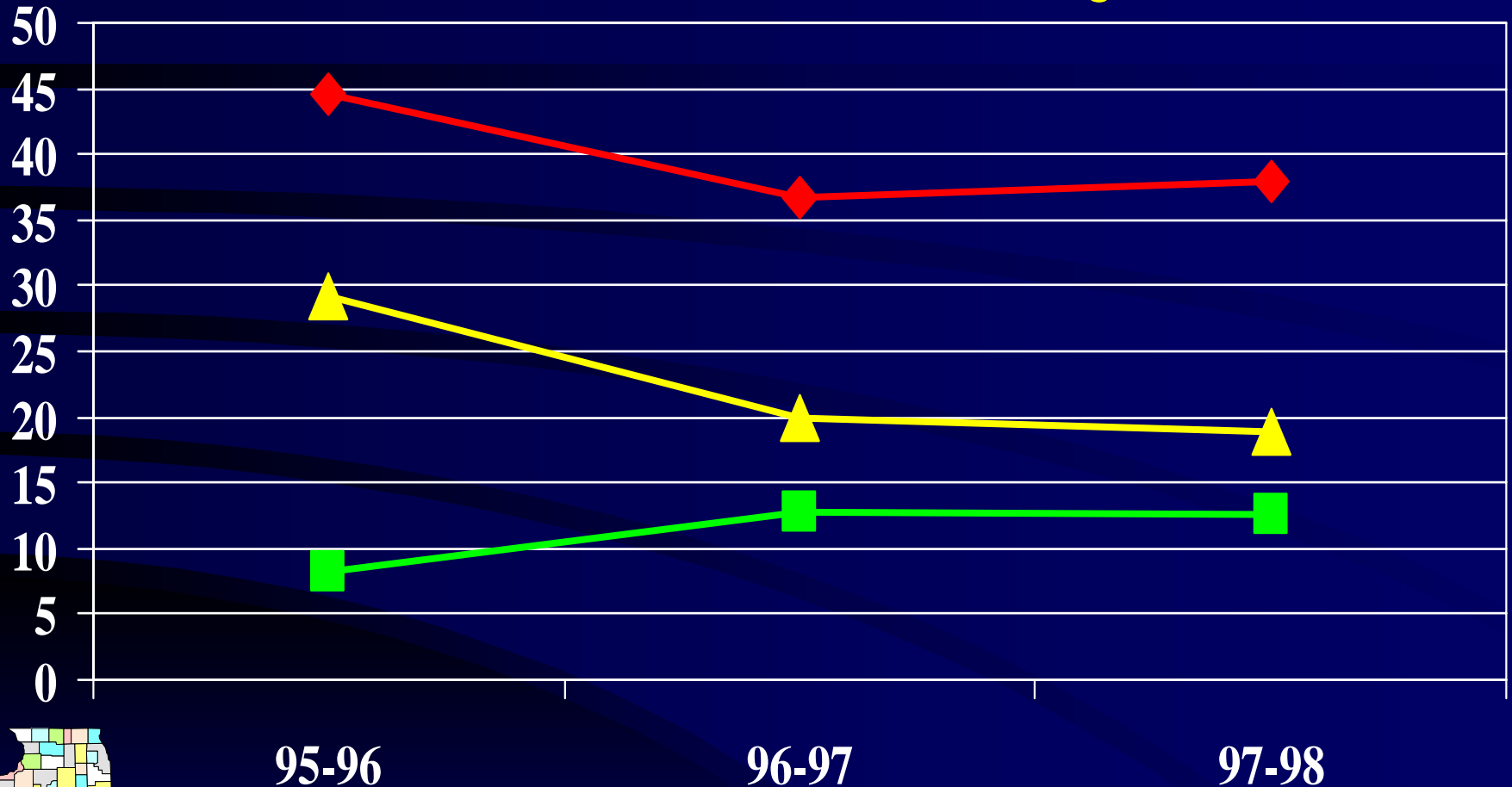
SPECIFIC LEARNING DISAB, Sorted by % in **Regular Class** (lowest to highest)

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	OTHER
TEXAS	15.5%	68.4%	15.7%	0.3%
ILLINOIS	23.8%	50.0%	25.4%	0.8%
FLORIDA	27.6%	43.3%	28.6%	0.5%
PENNSYLVANIA	30.3%	44.7%	24.5%	0.5%
50 STATES, D.C. & P.R.	43.1%	38.9%	17.1%	1.0%
CALIFORNIA	49.0%	29.2%	20.8%	1.0%
NEW YORK	49.3%	15.8%	32.8%	2.1%
OHIO	81.5%	15.8%	2.2%	0.5%

Other = PUBLIC SEPAR FACIL + PRIVATE SEPAR FACIL + PUBLIC RESID FACIL + PRIVATE RESID FACIL + HOME HOSP ENVIR

Settings for Three Years

< Emotional Disturbance - Time in Regular Class >



■ 80%+ ▲ 41-80% ◆ <40%

Annual Reports to Congress

Table AB2-7

Percent of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1996-97 School Year

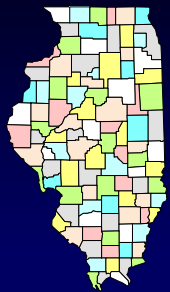
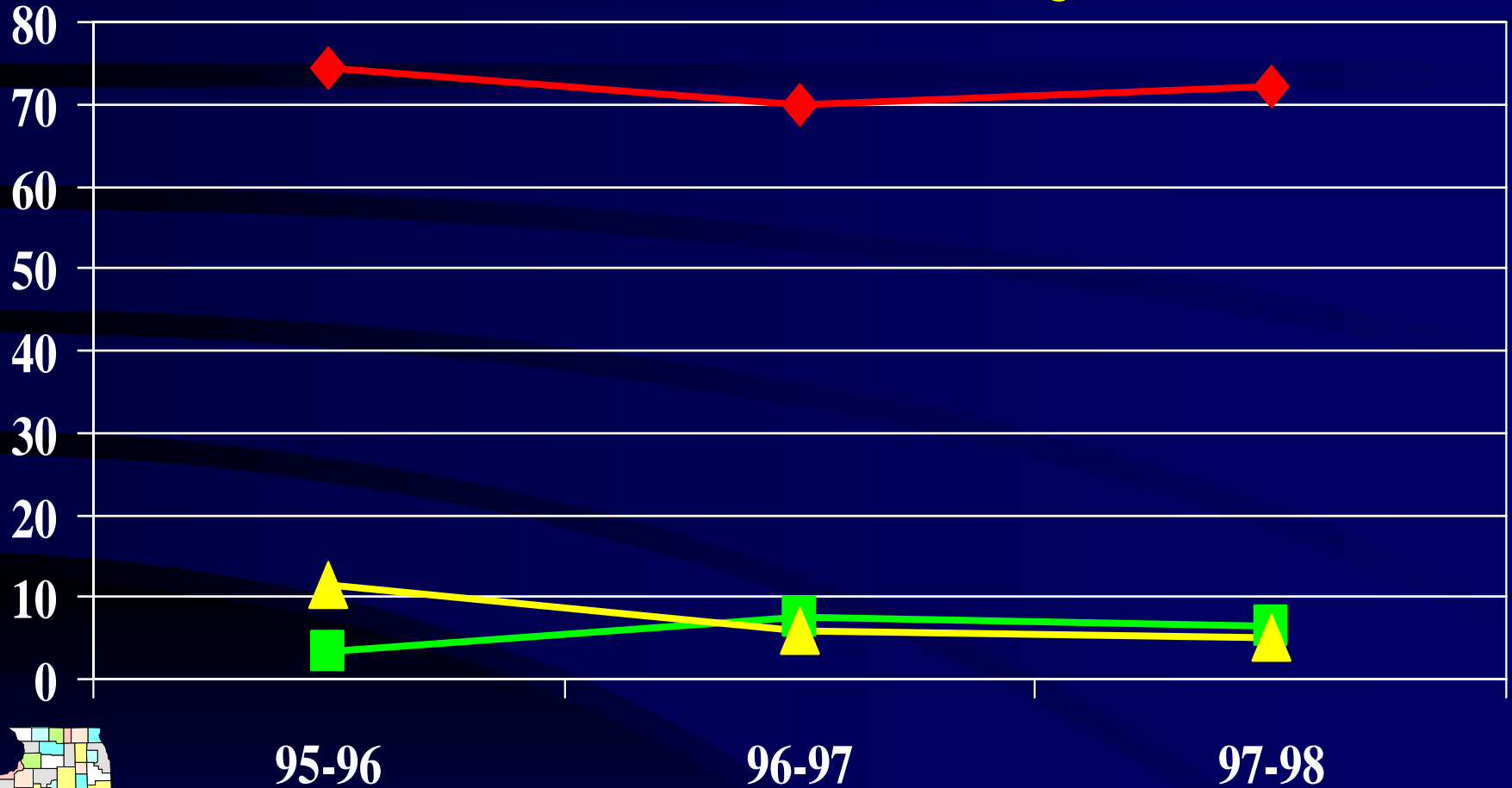
EMOTIONAL DISTURBANCE, Sorted by % in **Regular Class** (lowest to highest)

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	OTHER
CALIFORNIA	10.7%	10.0%	36.0%	43.2%
TEXAS	11.8%	41.0%	40.4%	6.8%
ILLINOIS	12.7%	19.9%	36.8%	30.6%
PENNSYLVANIA	14.0%	23.1%	39.4%	23.4%
FLORIDA	15.6%	17.7%	57.3%	9.5%
NEW YORK	16.4%	7.1%	39.7%	36.7%
OHIO	17.0%	31.8%	23.3%	27.9%
50 STATES, D.C. & P.R.	22.5%	23.3%	35.3%	18.9%

Other = PUBLIC SEPAR FACIL + PRIVATE SEPAR FACIL + PUBLIC RESID FACIL + PRIVATE RESID FACIL + HOME HOSP ENVIR

Settings for Three Years

< Mental Retardation - Time in Regular Class >

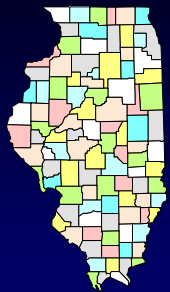


■ 80%+ ▲ 41-80% ◆ <40%

Annual Reports to Congress

Settings for Three Years

< Speech-Impaired - Time in Regular Class >



■ 80%+ ▲ 41-80% ◆ <40%

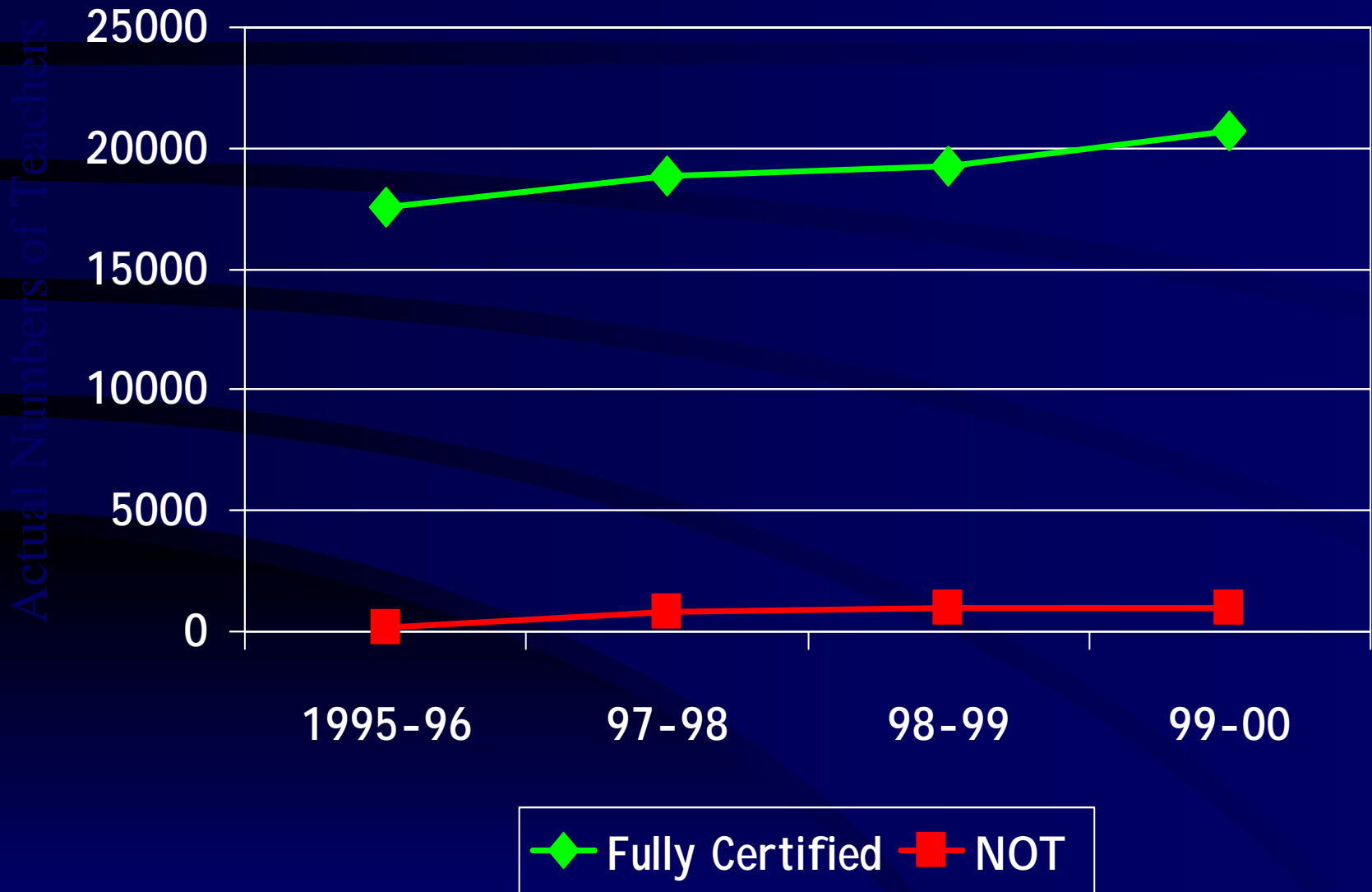
Annual Reports to Congress

Children in Regular Settings

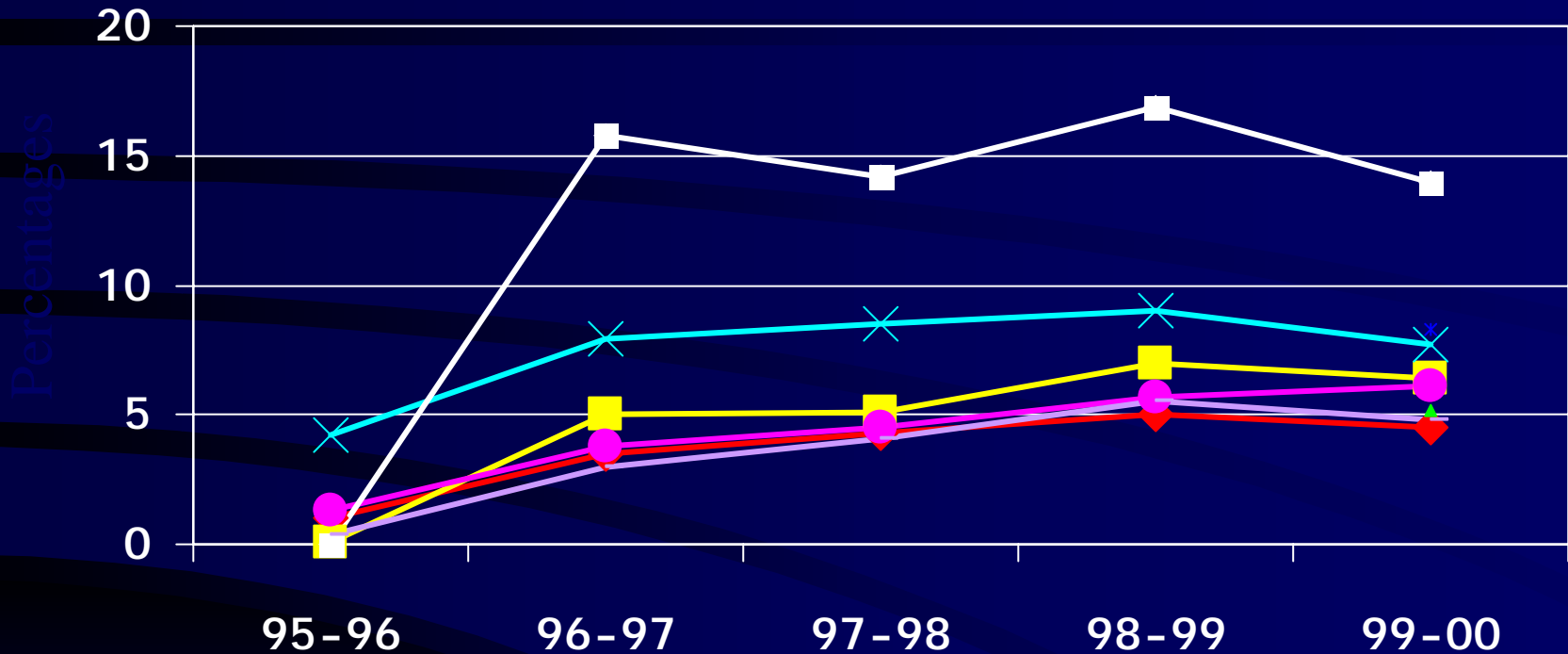
2. Illinois will increase **by five percentage points** each year the percentage of students with disabilities who are educated in general education classrooms (80%+ time) in the school they would attend if not disabled, as measured by:
 - a. the percentage of students with disabilities (6-21) who are in regular education settings 80%+ time;
 - b. a decreasing percentage of students with disabilities who are in general education 40% or less time

Illinois' Challenge: Personnel serving students with disabilities should be fully qualified .

Need for Fully-Certified Personnel



Percent NOT Fully Certified



(976) **◆ Total SpEd** **■ MR** (180) **× Speech** (251) **● ED** (156)
■ Oimp (58) **— LD** (314) **▲ Psych** (92) **★ SocWrk** (208)

(# for 99-00)

Critical Shortage Areas

Psych & SocWrk for 99-00 only

Illinois Has Qualified Personnel

3. Illinois will increase by 1 percent per year the number of fully-certified or licensed general and special education teachers, administrators, and related services personnel that are prepared to educate all students in the Least Restrictive Environment with individualized supplementary aids and services, as measured by:
 - a. the percentage of fully-certified general education teachers
 - b. the percentage of fully certified special education teachers
 - c. (decrease) the percentage of vacancies in related services positions

Illinois' Challenge:

The families of students with disabilities should be meaningfully involved throughout the educational process.

Family Involvement

- There is little consensus on what constitutes effective measures of meaningful family involvement.
- No systematic data are collected concerning family involvement.
- There is general consensus that some measure should be developed and used.

Families Are Involved

Illinois will increase the meaningful, effective involvement of families in the educational process of children with disabilities, as measured by analyses of survey data and progress from baselines to be established in 2002-03.

Illinois' Challenge:

The Illinois State Board of Education has a duty to demonstrate administrative supervision over the implementation of the Individuals with Disabilities Education Act and ensure citizens of full compliance.

Monitoring

- ✓ NCD has reported a lack of compliance in all states and territories (2000).
- ✓ OSEP often cites a state for the same violation over repeated visits.
- ✓ Public input reported dissatisfaction with monitoring and enforcement.
- ✓ OSEP is considering changes to its continuous improvement process (manual & criteria for selection).

Monitoring Supports Improvement



- Illinois will have a general supervision and monitoring system that improves student outcomes, as measured by:
- a. The percentage of LEAs monitored who are identified in the lower quartile on a goal measure;
 - b. Annual progress of monitored LEAs on the Critical Indicators.

Workgroup's Achievement

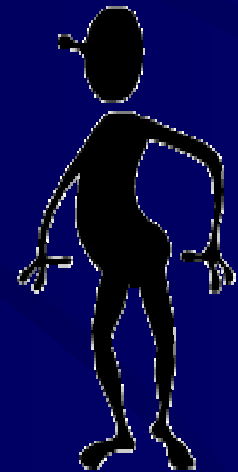
- Attended all six days of meetings
- Worked within deadline of 12/14 to I SBE
- Represented diverse nature of Steering Committee and Illinois' families
- Considered the requirements of Cory H. where applicable
- Incorporated comments from Public Forums
- Developed measurable goals and activities with evidence of change for Part B

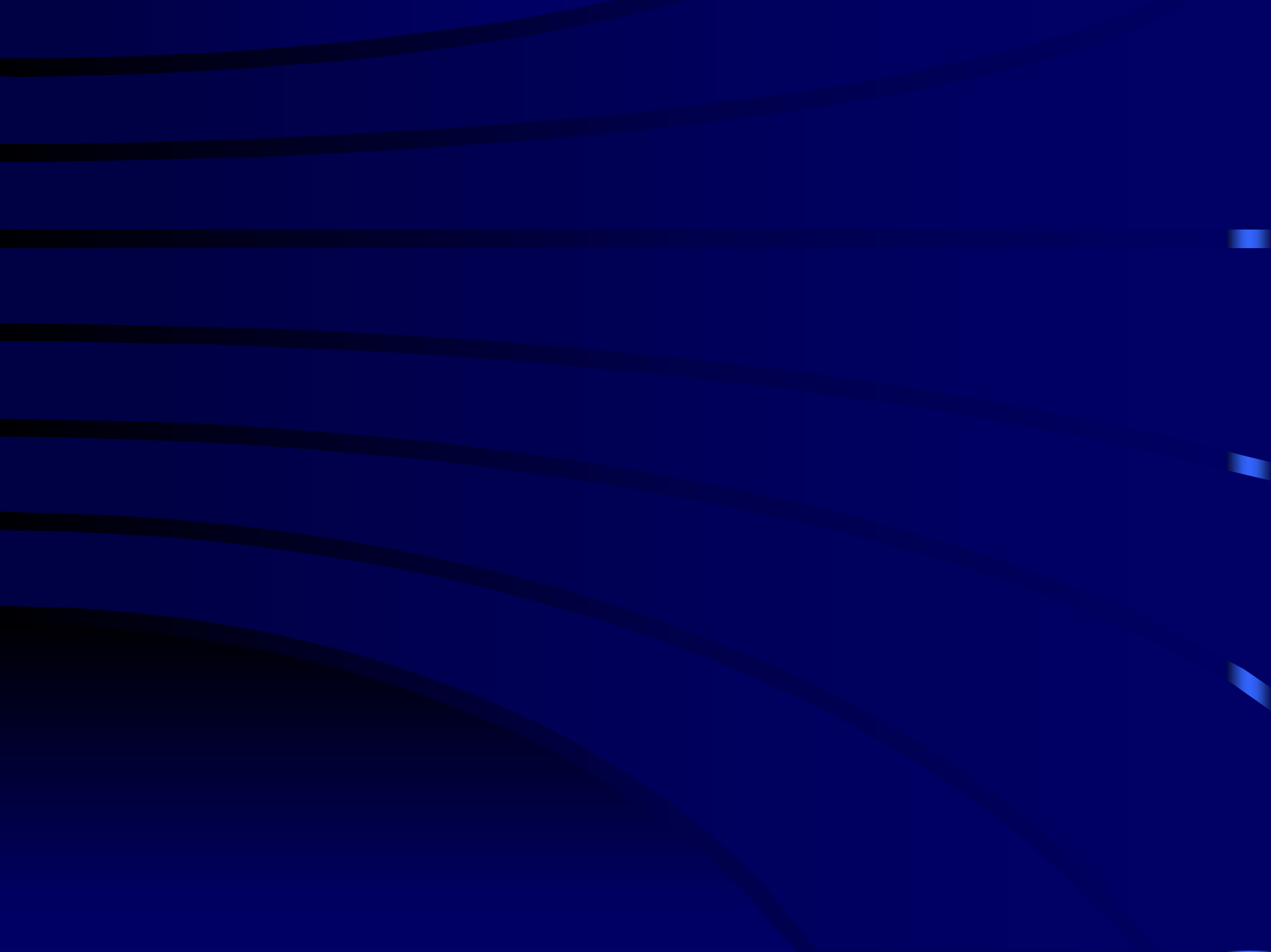
5

Most Important Priorities/goals

1. Students with disabilities achieve results
2. Students learn in the LRE
3. Personnel are fully qualified
4. Families are meaningfully involved
5. Monitoring supports continuous improvement in priorities/goals

Questions and Comments ?????





References

- Annual report to Congress on the implementation of the Individuals With Disabilities Education Act (20th, 21st, & 22nd). (1998, 1999, 2000). Washington, D.C.: Department of Education.
- Drop-out Rates in the United States: 2000. (2000). Washington, D.C.: National Center for Educational Statistics.
- Greene, Jay. (Nov. 2001). High school graduation rates in the United States. www.manhattan-institute.org/html/cr_baeo.htm.
- National Council on Disability. (2000). Back to school on civil rights. Washington, DC: National Council on Disability