Special Education in Kentucky: Reflection on Access, Eligibility, Efficacy, Outcomes, and Accountability

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Let the numbers
(as graphically presented)
speak for themselves
Kentucky Labor force participation

- 67.5 to 86.1
- 63.9 to 67.4
- 56.5 to 63.8
- 46.5 to 56.4
- 29.5 to 46.4
Percentage of the Population Living in Poverty
### Percent of Persons 25 years and Older with at least a Bachelors Degree

<table>
<thead>
<tr>
<th>County</th>
<th>Percent</th>
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<tbody>
<tr>
<td>National Average: 24.4%</td>
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<tr>
<td>Kentucky Average: 17.1%</td>
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Percentage of Recent HS Graduates Entering College with Developmental Needs in One or More Subjects
Percentage of Recent HS Graduates Entering College with Developmental Needs in All Three Subjects
Percent of Kentucky Residents 25+ Completing High School

US average: 80.4%
Kentucky: 74.1%

- 49.2 - 58.0
- 58.1 - 64.4
- 64.5 - 70.9
- 71.0 - 76.9
- 77.0 - 88.5
Percentage of students in special education
Percentage of people with disability by county
Percentage of Population 5 and older with a disability

Source: U.S. Census Bureau, Census 2000 Summary File 3. American Factfinder at factfinder.census.gov provides census data and mapping tools.
In 2000, counties with very high disability rates were clustered in the coal mining areas of Kentucky, West Virginia, and Virginia. Included in this group of counties were Bell, Breathitt, Clay, Harlan, Leslie, Martin, and Owsley counties in Kentucky; Buchanan County, Virginia; and McDowell County, West Virginia...
Percentage of students in special education
What is an educational disability?

How should eligibility for special education be determined?
Students in special education by category as percentage of school age population

- Kentucky
- National

KY 2008
The traditional special education model of identify, label, “place,” tutor, & accommodate … has not been effective and needs to be replaced.

- Finn, Rotherham, & Hokanson, 2001; Scotch, 2000
The Traditional & Still Dominant Model

Deficits
Referral
Diagnosis & Label
Specialized Settings
Treatment
The Emerging Social Ecology Model

- State, Nation, Culture’s Beliefs & Values
- Formal Systems
- Community
- School
- Classroom
- Family & Friends
- Person
Application of Social Ecology Model to the Definition of Intellectual Disability
RtI is a dramatic redesign of general and special education; both need to change and the entire system needs reform if schools are going to make AYP targets and meet the needs of all students. Tweaking will not be sufficient.

The National Association of State Directors of Special Education (NASDSE), Myths About Response to Intervention (RtI) Implementation, May 2006
Academic Systems

Tier I: Schoolwide Interventions (80%-90%)
- Core instruction
- All students
- Preventative, proactive

Tier II: Targeted Group Interventions (5%-10%)
- Some students (at-risk)
- High efficiency
- Rapid response

Tier III: Intensive, Individual Interventions (1%-5%)
- Individual students
- Assessment-based
- High intensity

Behavioral Systems

Tier I: Schoolwide Interventions (80%-90%)
- Core instruction
- All students
- Preventative, proactive

Tier II: Targeted Group Interventions (5%-10%)
- Some students (at-risk)
- High efficiency
- Rapid response

Tier III: Intensive, Individual Interventions (1%-5%)
- Individual students
- Assessment-based
- Intense, durable procedures
...RTI could dramatically change—or even end—the field of learning disabilities.

-Fuchs, 2006
Accountability in Special Education

- Prior to 1975: Laissez faire
- 1975-80: Access: Child count
- 2001: NCLB: Academic progress/attaining proficiency
Achievement Gap for Students in Special Education

- Elementary
- Middle
- High school

Chart Title

Years: 1999 to 2009
Are we making progress...
Progress on Retention of Students in Special Education

EBD 05

EBD 08
The inherent tension between the underlying premises of general education and special education.

We will not successfully restructure schools to be effective until we stop seeing diversity in students as a problem.

-Grant Wiggins
One School’s Progress on Academic Index

- **Academic Index**
- **State**
- **District**
- **School**

Reducing novices while increasing incidence of students with disabilities

- % novice
- % with a disability

Year: 1999 to 2008
Overcoming the Gap for Students in Special Education

- 2194 students
- 63.5% Free & Reduced Lunch
- 19.9% students with IEPs

Chart Title:

- Elementary
- Middle
- High school
References


Kentucky Department of Education. *Interim Performance Reports & No Child Left Behind Reports* (http://applications.education.ky.gov/ktr/default.aspx) accessed May 11, 2010

Kentucky Department of Education. *Special Education Data*. http://www.education.ky.gov/KDE/Instructional+Resources/Exceptional+Children/Special+Education+Data accessed April 22, 2010


