



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



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ALABAMA WORKS WITH NATIONAL CENTERS TO IMPROVE OUTCOMES FOR CHILDREN WITH DISABILITIES

Montgomery, AL - The *Individuals with Disabilities Education Act* (IDEA) requires that the U.S. Secretary of Education make an annual determination as to whether each state meets the requirements of the statute based on the data submitted in the Annual Performance Report (APR) and other available information. The U.S. Department of Education (U.S. DOE), Office of Special Education Programs (OSEP) makes annual determinations in implementing Part B of the IDEA according to the following categories: “Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.” This status determination is based on the totality of the state’s data and information, revised State Performance Plan, state-reported data, and other publicly available information, including the National Assessment on Educational Progress (NAEP) reading and math assessments and the number of children with disabilities who exited an educational program with a regular high school diploma. Each APR submission is based on the most current available data, which includes lag year data (i.e., data from the previous school year). According to the 2022 state determination, based on the FFY 2020 APR submission, the U. S. DOE, OSEP, has determined that under the IDEA, Section 616(d)(2)(A)(i), the Alabama State Department of Education (ALSDE) needs assistance in meeting the requirements of Part B of the IDEA. Part of the actions a state must take is to report on the technical assistance received and the steps the state took as a result of the technical assistance.

The ALSDE continuously works to improve outcomes for children with disabilities by receiving technical assistance from several national centers: the Region Seven Comprehensive Center (R7CC), the National Center on Systemic Improvement (NCSI), and the IDEA Data Center (IDC). Additionally, the ALSDE is engaging in technical support with WestEd to achieve the priorities and goals set by ALSDE, Special Education Services (SES) Section.

The technical assistance the ALSDE is receiving from these national centers, and many of the actions taken are geared toward improving results and outcomes for children with disabilities in Alabama.

According to the latest NAEP results shared by the U.S. Department of Education’s National Center for Education Statistics (NCES), Alabama’s standing either moved upwards or held its own against a backdrop of national decline. The NAEP is the largest nationally representative assessment of what students across the United States know and can do. It assesses fourth-, eighth-, and twelfth-grade students in various subjects.

The current NAEP data indicate that Alabama’s children with disabilities significantly improved on the last administration of the assessment. The 4th-grade reading scores of Alabama students in special education increased by 14 points, from 164 in 2019 to 178 in 2022, and the 4th-grade math scores rose 15 points, from 196 in 2019 to 211 in 2022. Fourth-grade children with disabilities also scored the same scale score in math as the Nation.

Alabama remains committed to effective instruction and strong academic standards for all students.

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