OSEP has revised its accountability system to shift the balance from a system focused primarily on compliance to one that puts more emphasis on results.
Statutory Monitoring Focus

• Primary Monitoring Focus
  ▪ *Improving education results and functional outcomes for all children with disabilities* and
  ▪ Ensuring that States meet the IDEA requirements

• In the past, our focus was on ensuring that States meet IDEA program procedural requirements
Why now?

“For too long we’ve been a compliance-driven bureaucracy when it comes to educating students with disabilities,” said U.S. Secretary of Education Arne Duncan. “We have to expect the very best from our students – and tell the truth about student performance – so that we can give all students the supports and services they need. The best way to do that is by focusing on results,” Duncan said.
Trend in National Average Percent of Timely Transition of Students with Disabilities

- 79.24% in 2005
- 84.37% in 2006
- 91.31% in 2007
- 91.92% in 2008
- 94.73% in 2009
- 96.31% in 2010

Trend in National Average Percent of Timely Evaluations of Students with Disabilities

- 2005: 84.75%
- 2006: 89.47%
- 2007: 93.03%
- 2008: 95.99%
- 2009: 96.87%
Trend in National Average Graduation and Dropout for Students with Disabilities

Graduation Rate

 Dropout Rate
Vision for RDA

All components of an accountability system will be aligned in a manner that best support States in improving results for infants, toddlers, children and youth with disabilities, and their families.
Core Principles

• Principle 1: Partnership with stakeholders.
• Principle 2: Transparent and understandable to educators and families.
• Principle 3: Drives improved results
• Principle 4: Protects children and families
• Principle 5: Differentiated incentives and supports to States
• Principle 6: Encourages States to target resources and reduces burden
• Principle 7: Responsive to needs
## OSEP Theory of Action

**Vision:** All infants, toddlers, children, and youth with disabilities will achieve improved educational results and functional outcomes. All infants, toddlers, children, and youth with disabilities will receive individualized services in natural settings.

<table>
<thead>
<tr>
<th>Strands of Action</th>
<th>If OSEP</th>
<th>Then</th>
<th>Then</th>
<th>Then</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>... provides guidance in a timely and responsive manner</td>
<td>... States will have the information they need to align their activities to OSEP’s vision</td>
<td>... States will promote higher expectations for CWD</td>
<td>... States, LEAs and EIS providers will have higher expectations for CWD, will access resources to provide effective interventions and services to infants, toddlers, children, and youth with disabilities</td>
<td>...All infants, toddlers, children, and youth with disabilities will receive individualized services in natural settings and demonstrate improved educational results and functional outcomes</td>
</tr>
<tr>
<td></td>
<td>..communicates its vision effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>... engages strategically with other ED programs, Federal agencies, States, grantees and outside organizations</td>
<td>... OSEP will more effectively leverage resources to improve services for CWD</td>
<td>OSEP will increase the reach and impact of its work</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technical</strong></td>
<td>... provides differentiated resources and evidence-based information</td>
<td>... States have increased capacity to support LEAs and EIS providers to deliver effective interventions</td>
<td>...the number of effective personnel will increase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistance</td>
<td>... supports the development of effective personnel that support CWD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accountability</strong></td>
<td>... holds States and grantees accountable for clearly identified, measureable results</td>
<td>... States put systems in place that lead to improved results for CWD and protect the rights of children and families</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Components of RDA

- State Performance Plan/Annual Performance Report (SPP/APR) measures results and compliance and includes a State Systemic Improvement Plan
- Determinations reflect State performance on results, as well as compliance
- Differentiated monitoring and support focuses on improvement in all States, but especially low performing States
Determinations

- OSEP must annually determine if a State “Meets Requirements,” “Needs Assistance,” or “Needs Intervention.” States must also make determinations of their LEAs.
- Previously, OSEP only considered compliance in making State determinations.
- Beginning with its 2014 determinations, OSEP considered results and compliance as factors in making State Determinations under Section 616(d).
Determinations 2014: Compliance Only

IDEA State Compliance Only: 2014

Meets Requirements
- Federated States of Micronesia
- Marshall Islands
- Palau

Needs Assistance
- American Samoa
- Commonwealth of Northern Mariana Islands
- Guam
- Puerto Rico

Needs Intervention
- District of Columbia
- Bureau of Indian Education
- Virgin Islands

Source: 2014 IDEA Annual Performance Report Compliance Data
Determinations 2014: Results and Compliance

IDEA State Determinations Under Results Driven Accountability: 2014

Sources: IDEA Part B Annual Performance Report Compliance Data and Results Data, including ED Facts (2012-13 School Year) and National Assessment of Educational Progress (2013 NAEP Results)

Meets Requirements
Federated States of Micronesia
Marshall Islands
Palau

Needs Assistance
American Samoa
Commonwealth of Northern Mariana Islands
Guam
Puerto Rico

Needs Intervention
District of Columbia
Bureau of Indian Education
Virgin Islands
Determinations 2007 to 2014

IDEA Part B State Determinations: 2007-14

Sources: 2007-13—IDEA Part B Annual Performance Report Compliance Data; 2014—IDEA Part B Annual Performance Report Compliance Data and Results Data, which includes EDFacts (2012-13 School Year) and National Assessment of Educational Progress (2013 NAEP Results)
State Performance Plan/ Annual Performance Report

• New 6 year SPPs were due on February 1st
• OSEP staff are reviewing Indicators 1-16 in the SPPs now and will provide initial input to States in March
• A new indicator in the SPPs (Indicator 17) is the State Systemic Improvement Plan (SSIP), a comprehensive, multi-year plan focused on improving results for student with disabilities which is due April 1st
# SSIP Activities by Phase

<table>
<thead>
<tr>
<th>Year 1—FFY 2013 Delivered by Apr 2015</th>
<th>Year 2—FFY 2014 Delivered by Feb 2016</th>
<th>Years 3-6—FFY 2015-18 Feb 2017- Feb 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I</strong></td>
<td><strong>Phase II</strong></td>
<td><strong>Phase III</strong></td>
</tr>
<tr>
<td>Analysis</td>
<td>Plan</td>
<td>Evaluation</td>
</tr>
<tr>
<td>• Data Analysis;</td>
<td>• Multi-year plan addressing:</td>
<td>• Reporting on Progress including:</td>
</tr>
<tr>
<td>• Infrastructure Analysis;</td>
<td>• Infrastructure Development;</td>
<td>• Results of Ongoing Evaluation;</td>
</tr>
<tr>
<td>• State-identified measureable result;</td>
<td>• Support EIS Program/LEA in</td>
<td>• Extent of Progress.</td>
</tr>
<tr>
<td>• Coherent Improvement Strategies;</td>
<td>Implementing Evidence-Based Practices;</td>
<td></td>
</tr>
<tr>
<td>• Theory of Action.</td>
<td>• Evaluation Plan.</td>
<td>• Revisions to the SPP.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Differentiated Monitoring and Support Based on Implementation and Capacity to Support Improved Results

High Implementation X High Capacity = Improved Results for Children with Disabilities
Differentiated Monitoring and Support

• SSIP Implementation Support Activities, including on site visits and desk support
• All States will get TA on SSIP development and general TA from OSEP-funded TA Centers
• Targeted and intensive TA based on determinations and SSIP
• Connecting our work with other programs that support work in the education reform areas including implementing college and career ready standards, and turning around the lowest performing schools