



RESULTS DRIVEN ACCOUNTABILITY

RUTH RYDER

OFFICE OF SPECIAL EDUCATION PROGRAMS

2015 PROJECT DIRECTORS MEETING

U.S. DEPARTMENT OF EDUCATION, CHARTER SCHOOL PROGRAM

RDA – Shifting the Balance

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.



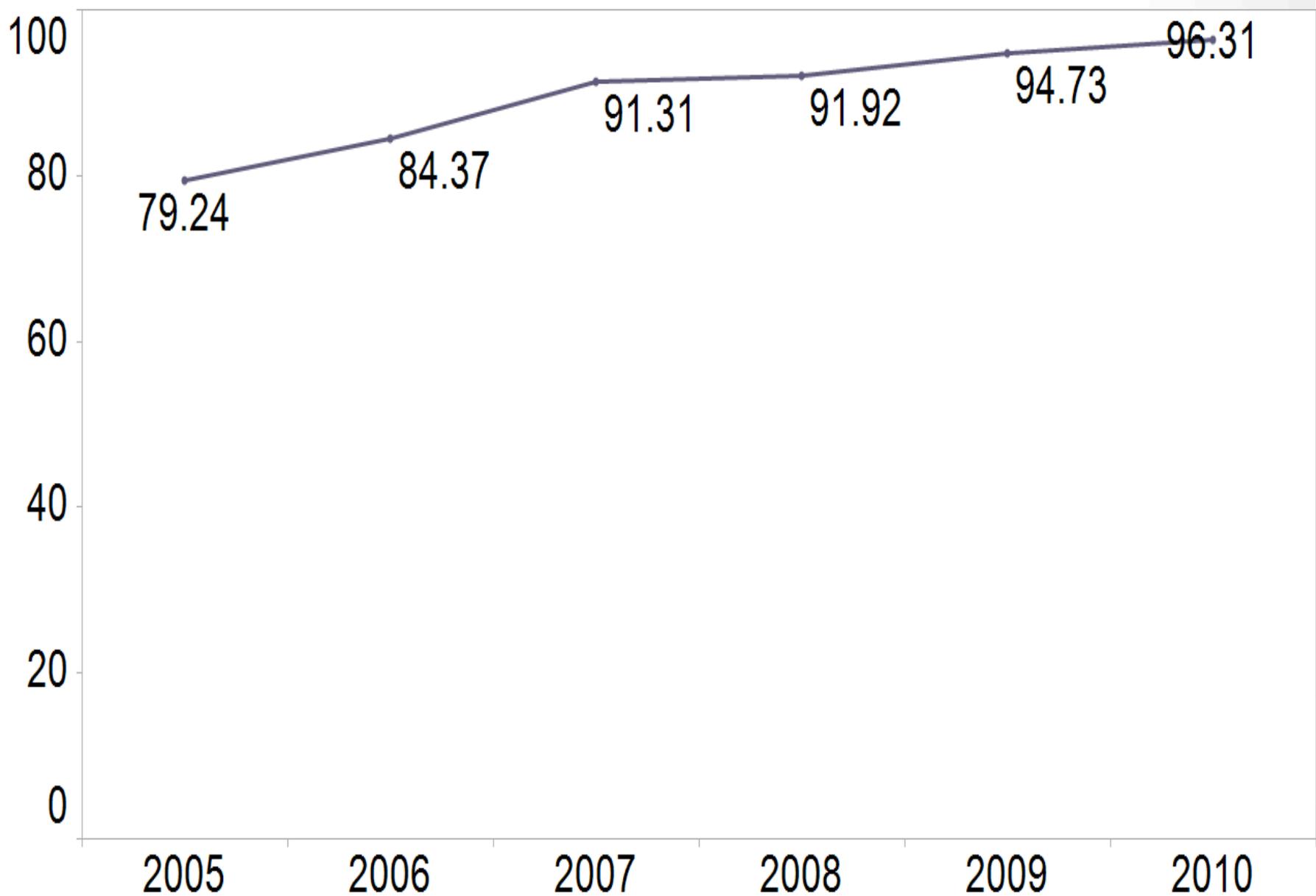
Statutory Monitoring Focus

- 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

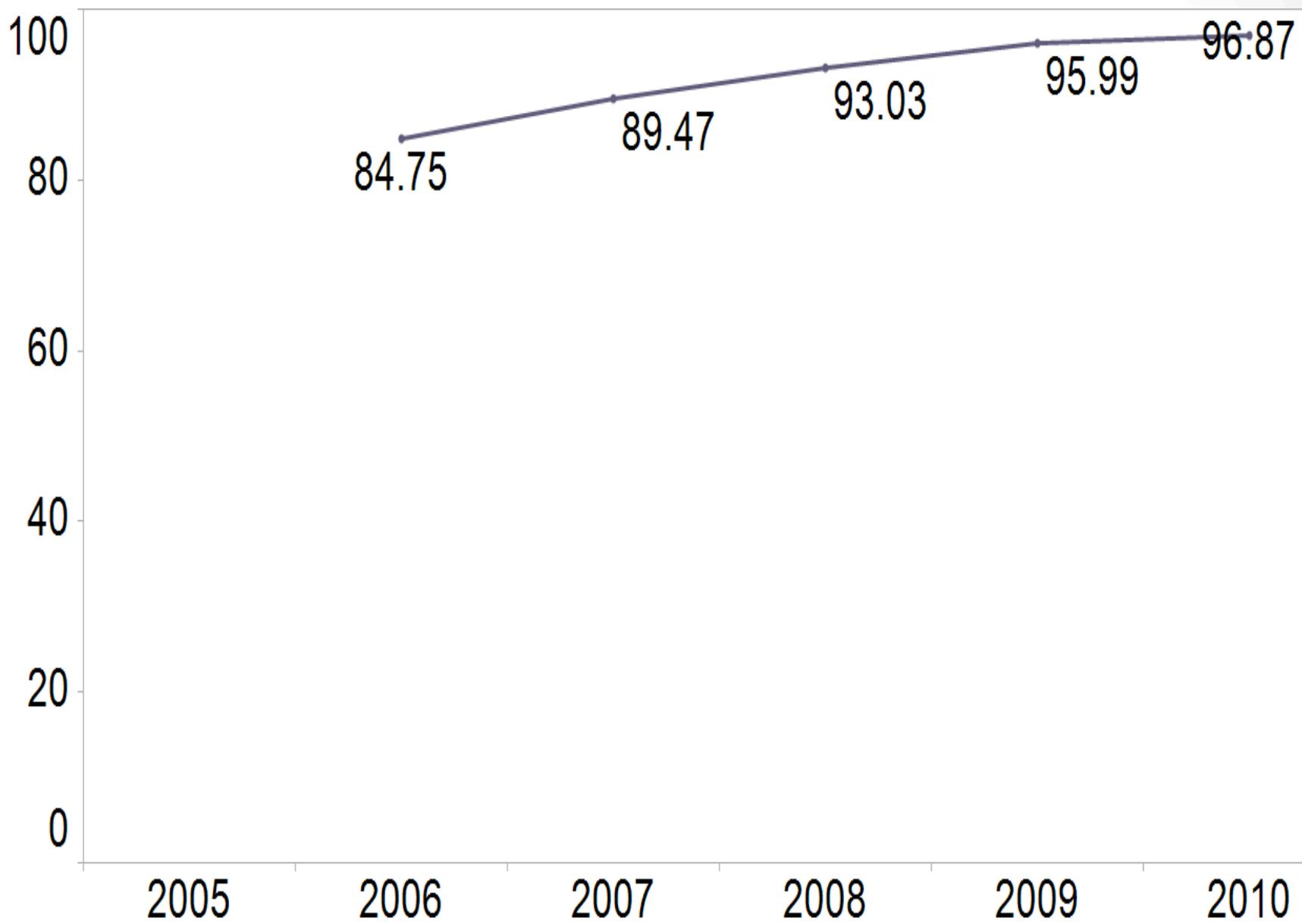
Why now?

“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.

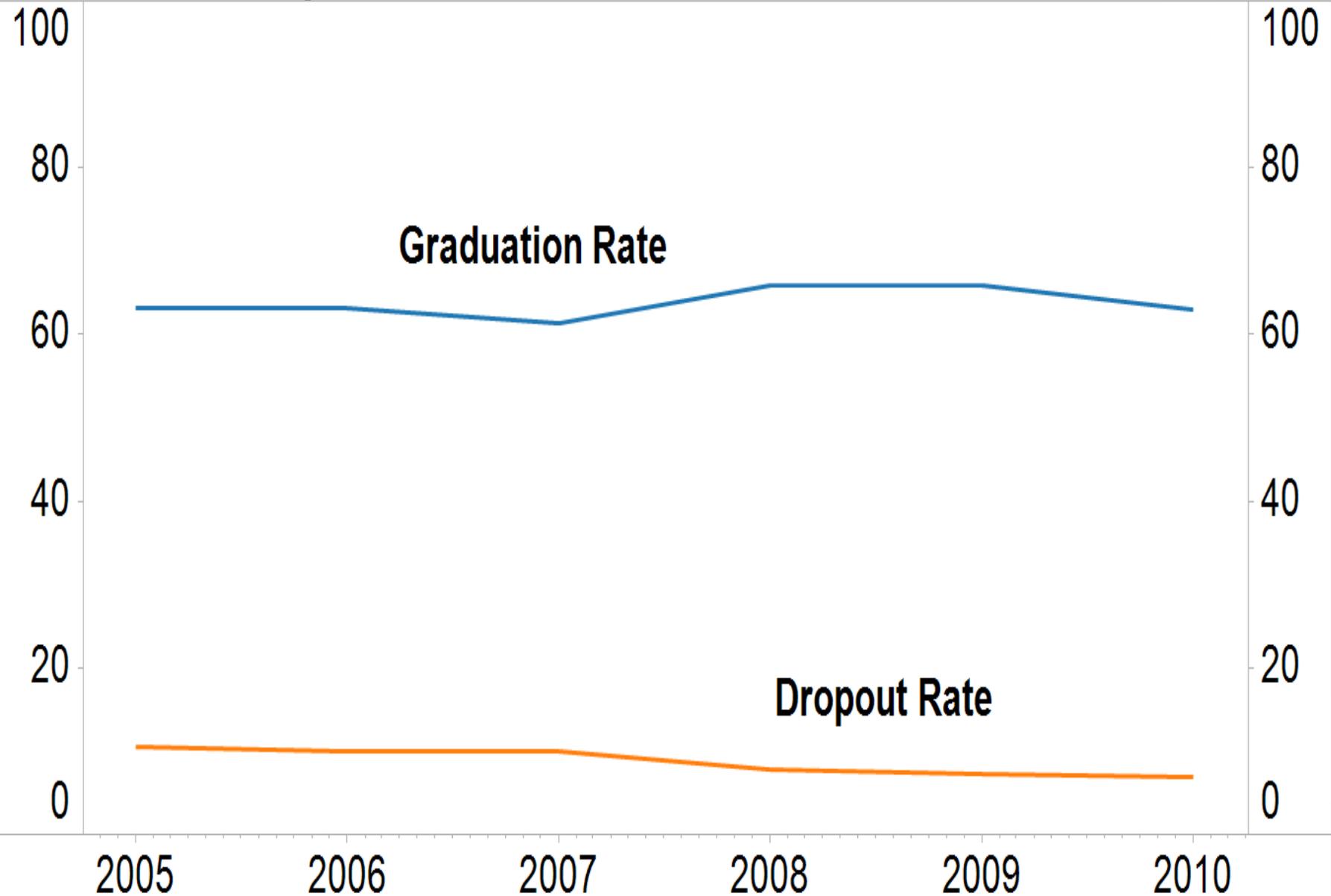
Trend in National Average Percent of Timely Transition of Students with Disabilities



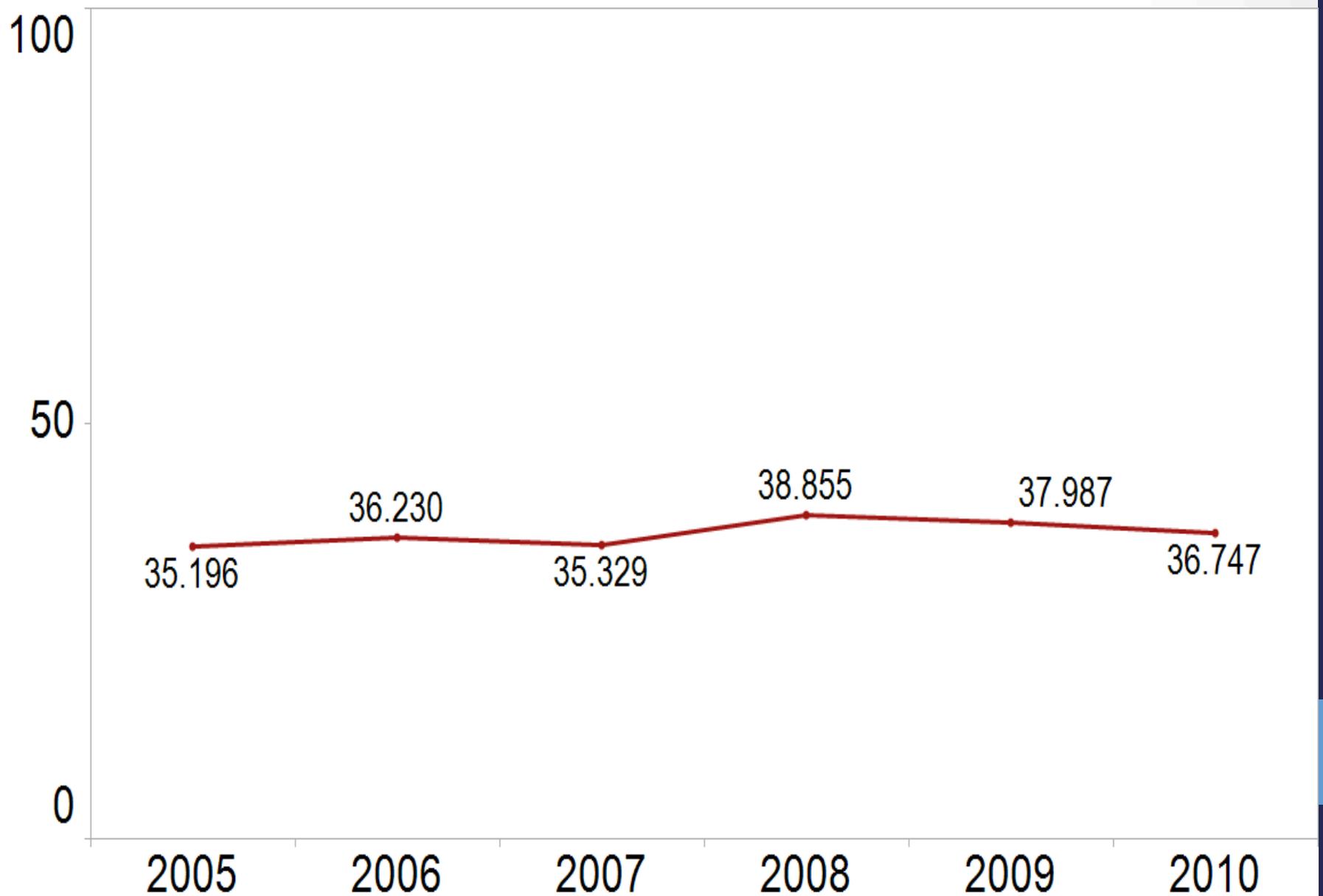
Trend in National Average Percent of Timely Evaluations of Students with Disabilities



Trend in National Average Graduation and Dropout for Students with Disabilities



Trend in National Average Reading Proficiency for Students with Disabilities



Vision for RDA

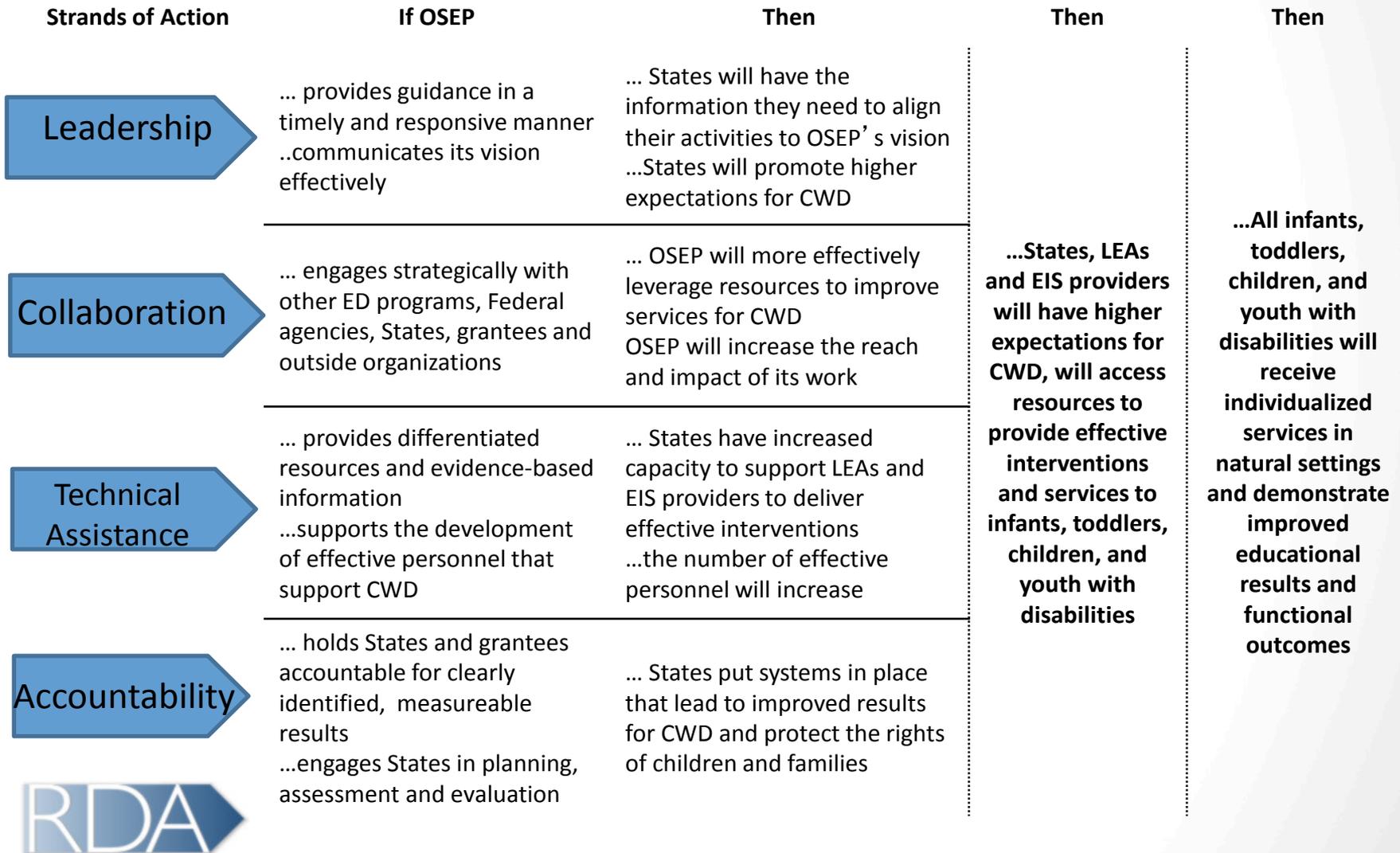
All components of an accountability system will be aligned in a manner that best support States in improving results for infants, toddlers, children and youth with disabilities, and their families.

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.



Components of RDA

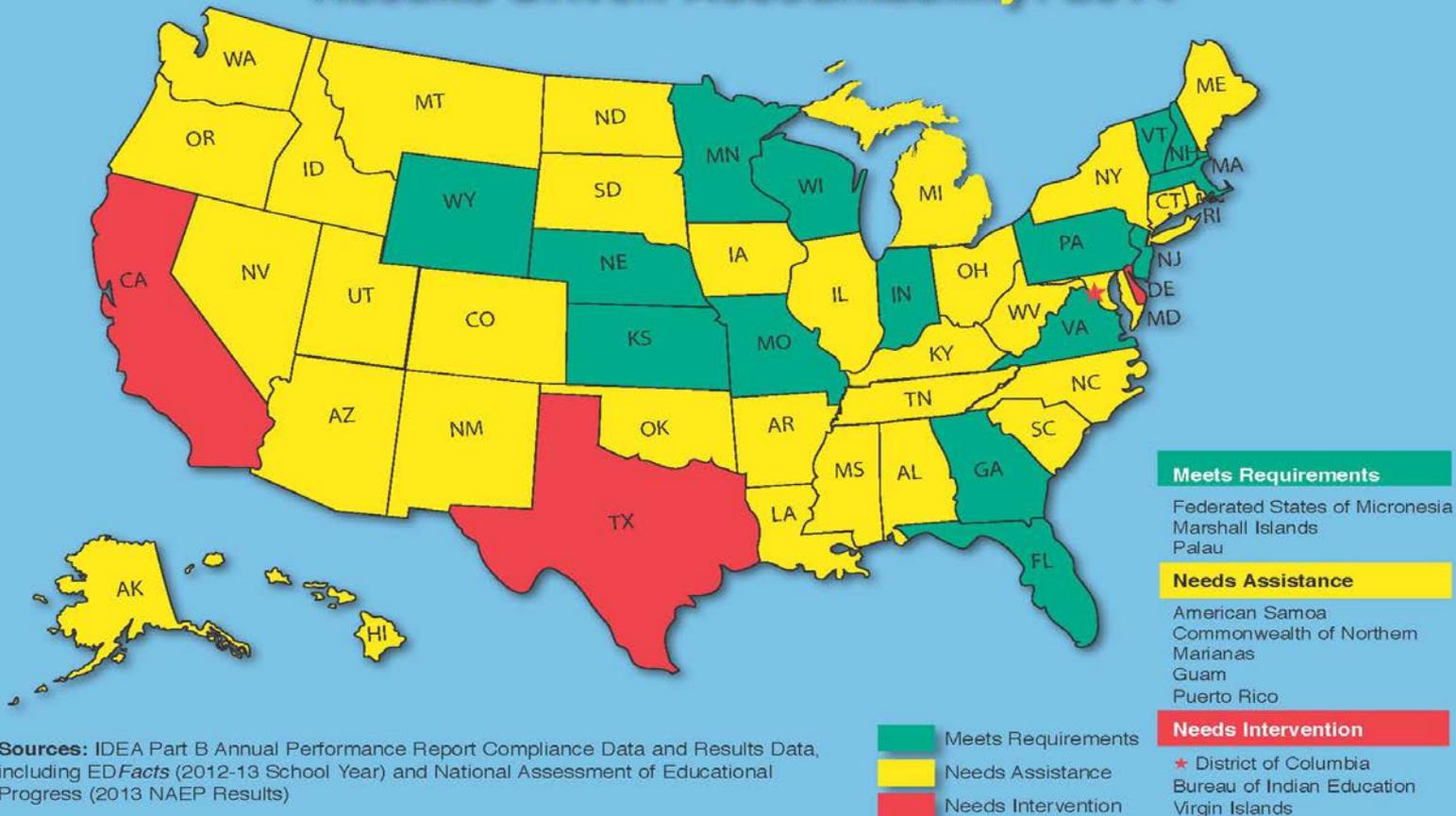
- State Performance Plan/Annual Performance Report (SPP/APR) measures results and compliance and includes a State Systemic Improvement Plan
- Determinations reflect State performance on results, as well as compliance
- Differentiated monitoring and support focuses on improvement in all States, but especially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

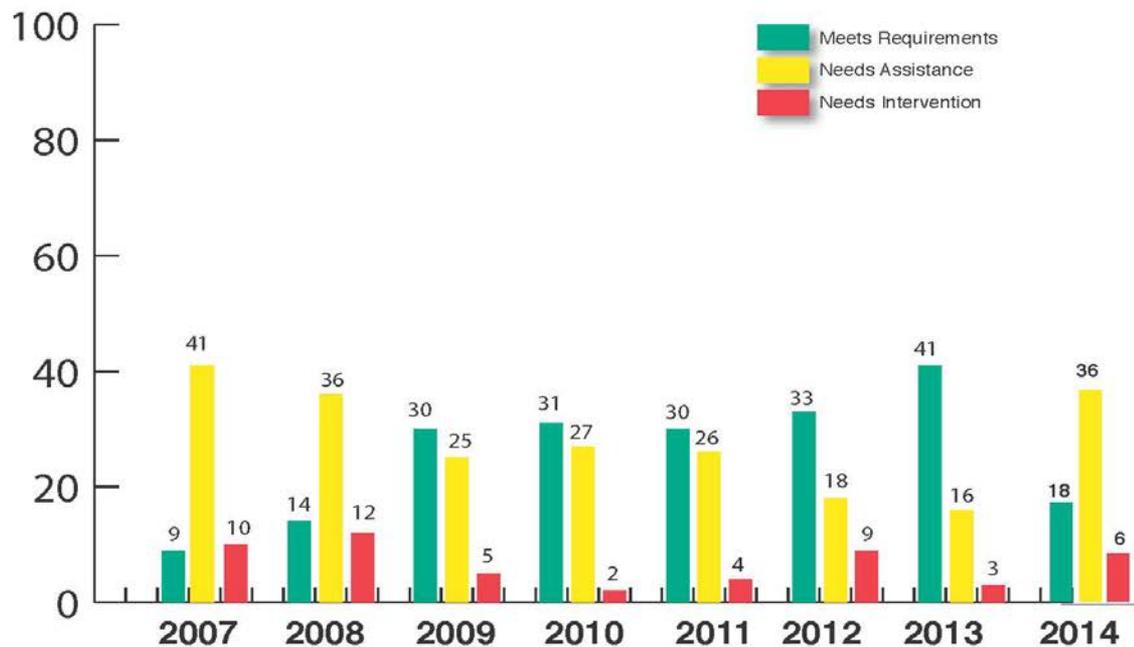
IDEA State Determinations Under Results Driven Accountability: 2014



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)

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 ED*Facts* (2012-13 School Year) and National Assessment of Educational Progress (2013 NAEP Results)

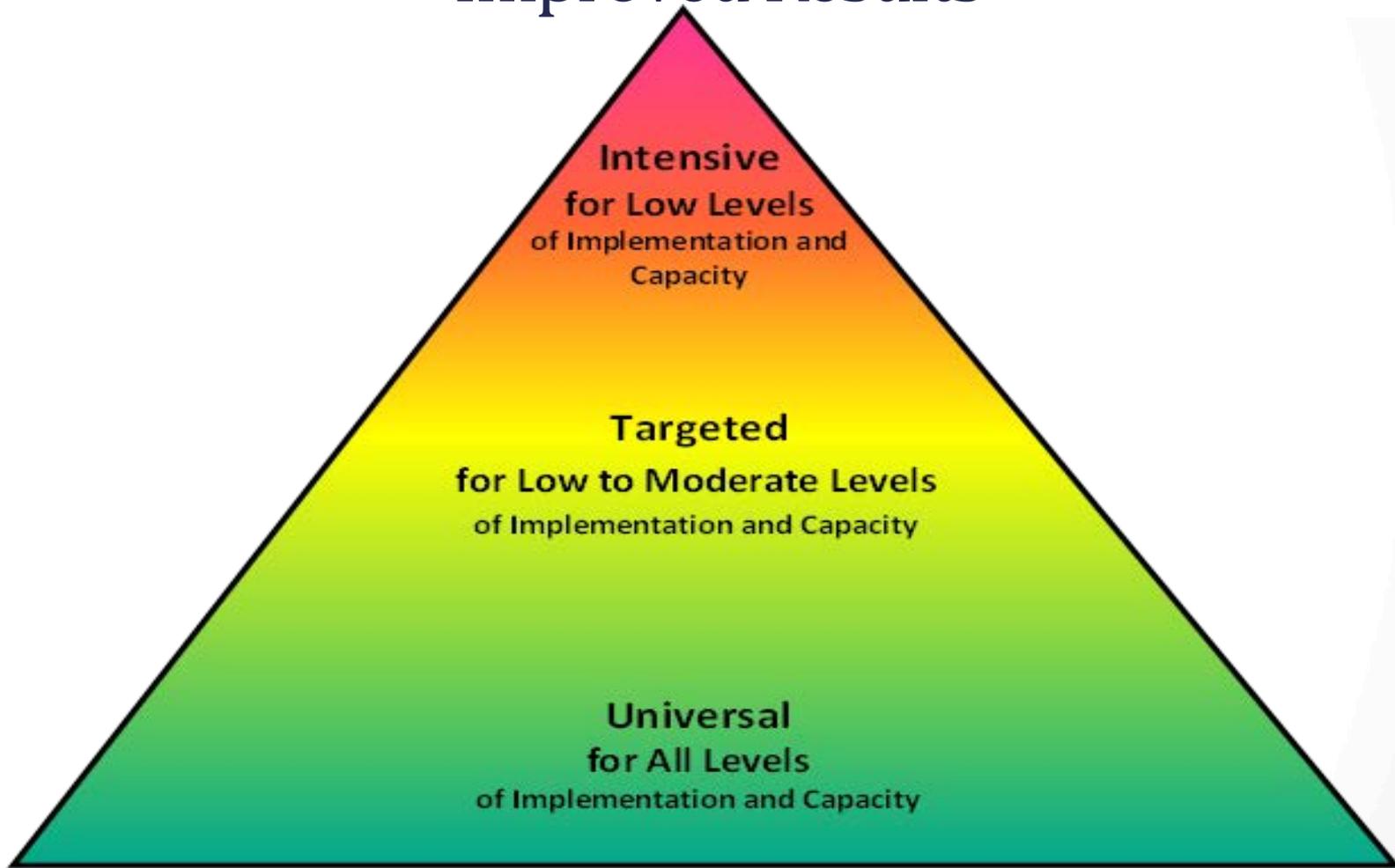
State Performance Plan/ Annual Performance Report

- 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

Year 1— FFY 2013 Delivered by Apr 2015	Year 2— FFY 2014 Delivered by Feb 2016	Years 3-6— FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	Phase II Plan	Phase III Evaluation
<ul style="list-style-type: none"> • Data Analysis; • Infrastructure Analysis; • State-identified measureable result; • Coherent Improvement Strategies; • Theory of Action. 	<ul style="list-style-type: none"> • Multi-year plan addressing: <ul style="list-style-type: none"> • Infrastructure Development; • Support EIS Program/LEA in Implementing Evidence-Based Practices; • Evaluation Plan. 	<ul style="list-style-type: none"> • Reporting on Progress including: <ul style="list-style-type: none"> • Results of Ongoing Evaluation; • Extent of Progress. • Revisions to the SPP .

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

