

Overview of Results Driven Accountability

*Assuring Compliance and
Improving Results*

August 2014



From the very beginning in 1975 with the passage of the Education for All Handicapped Children Act (also known as Public Law 94-142), the Federal Office of Special Education Programs (OSEP) has required states to focus our resources on **procedural compliance through rigorous monitoring efforts and extensive reporting procedures.**





State Monitoring and General Supervision under IDEA

★ Core Concepts

- ★ Improving educational results and functional outcomes for all children with disabilities
- ★ Ensuring that LEAs are meeting the procedural requirements under IDEA

★ Monitoring LEAs

- ★ quantifiable indicators in priority areas - compliance indicators and coordinated program reviews
- ★ qualitative indicators to measure performance



Reflecting on Outcomes

- ★ In 2012, the U.S. Department of Education recognized that the educational outcomes of children and youth with disabilities have not improved as much as expected even with intensive Federal regulatory oversight and significant funding provided to address closing achievement gaps through programs such as *No Child Left Behind* and *IDEA*.



USED Is Shifting the Balance

- ★ OSEP announced movement toward prioritizing improvement of outcomes for students with disabilities
 - ★ Movement from a one-size-fits-all, compliance-focused approach to general supervision to a more balanced system that looks at results and outcomes.
- ★ OSEP's vision of Results Driven Accountability (RDA) – all components of accountability will be aligned in a manner that best supports States in improving results for infants, toddlers, children, and youth with disabilities, and their families.



Core Principles of RDA

- ★ OSEP is developing the RDA system **in partnership** with stakeholders.
- ★ The RDA system is **transparent and understandable** to States and the general public, especially individuals with disabilities and their families.
- ★ The RDA system **drives improved outcomes** for all children and youth with disabilities regardless of their age, disability, race/ethnicity, language, gender, socioeconomic status, or location.
- ★ The RDA system **ensures the protection of the individual rights** of each child or youth with a disability and their families, regardless of his/her age, disability, race/ethnicity, language, gender, socioeconomic status, or location.
- ★ The RDA system provides **differentiated incentives, supports, and interventions** based on each State's unique strengths, progress, challenges, and needs.
- ★ The RDA system **encourages States to direct their resources to where they can have the greatest positive impact** on outcomes and the protection of individual rights for all children and youth with disabilities, and minimizes State burden and duplication of effort.
- ★ The RDA system is **responsive to the needs and expectations of the ultimate consumers** (i.e., children and youth with disabilities and their families) as they identify them.



Priorities of RDA

- ★ To help close the achievement gap for students with disabilities
- ★ To move away from a one-size-fits-all, compliance-focused approach
- ★ To craft a more balanced system that looks at how well students are being educated in addition to continued efforts to protect their rights



★ Children with disabilities are part of, not separate from, the general education population. Thus, special education accountability should strengthen and compliment other ED reform initiatives, including ESEA flexibility.

★ An emphasis on compliance over results in special education fails to acknowledge those states where children with disabilities are achieving and being prepared for a range of college and career options appropriate to their individual needs and preferences.

★ The accountability system under the *IDEA* should provide meaningful information to the public regarding the effectiveness of states and local educational agencies in educating children with disabilities.



Two RDA Initiatives

- ★ Annual review of all **indicator data for both compliance and performance results** from the State Performance Plan (SPP) and Annual Performance Report (APR).
 - ★ New State Determinations
- ★ State Systemic Improvement Plan
 - ★ New SPP/APR Indicator
 - ★ Specific focus on how State and LEAs are accountable jointly to **improve results and demonstrate growth over time.**
 - ★ Requires States and LEAs to **establish collaborative models using evidence-based practices** that will address **improving educational results and student learning outcomes.**



New Annual State Determinations

★ Compliance Matrix

- ★ Data validity and reliability
- ★ Rates of compliance
- ★ Timeliness of correction of noncompliance
- ★ Special conditions, if any

★ Results Driven Accountability Matrix

- ★ Statewide assessment – 4th and 8th grade
 - ★ participation rates and proficiency gaps
 - ★ 4th and 8th graders
- ★ NAEP participation and scoring – 4th and 8th grade
- ★ Future measures: growth of proficiency rates on statewide assessments, graduation rates



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Massachusetts Part B Compliance Matrix: 2014

Part B Compliance Indicator ¹	Performance	Full Correction of Findings of Noncompliance Identified in FFY 2011	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0.30%	Y	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.00%	N/A	2
Indicator 11: Timely initial evaluation	97.30%	Y	2
Indicator 12: IEP developed and implemented by third birthday	100.00%	Y	2
Indicator 13: Secondary transition	100.00%	Y	2
Indicator 15: Timely correction	99.20%		2
Indicator 20: Timely and accurate State-reported data	100.00%		2
Timely State Complaint Decisions	100.00%		2
Timely Due Process Hearing Decisions	94.40%		1
Longstanding Noncompliance			2
Special Conditions	NONE		
Uncorrected identified noncompliance	NONE		
	Total Compliance Score		21
Points Earned	Total Possible Points	Compliance Performance	
21	22	95.45%	

1. The complete language for each indicator is located on page one of the State's Part B FFY 2012 SPP/APR Response Table.



Massachusetts

Part B Results Driven Accountability Matrix: 2014

Reading Component Elements	Performance	Score
Percentage of 4th and 8th Grade Children with Disabilities Participating in Regular State Assessment	89%	1
4th and 8th Grade Proficiency Gap on State Assessment	40.00%	0
National Assessment of Educational Progress - Percentage 4th Grade Children with Disabilities Scoring at Basic or Above	41.00%	2
National Assessment of Educational Progress - Percentage 4th Grade Children with Disabilities Excluded from Testing	11.00%	1
National Assessment of Educational Progress - Percentage 8th Grade Children with Disabilities Scoring at Basic or Above	51.00%	2
National Assessment of Educational Progress - Percentage 8th Grade Children with Disabilities Excluded from Testing	8.00%	1
Math Component Elements	Performance	Score
Percentage of 4th and 8th Grade Children with Disabilities Participating in Regular State Assessment	90.00%	2
4th and 8th Grade Proficiency Gap on State Assessment	37.00%	0
National Assessment of Educational Progress - Percentage 4th Grade Children with Disabilities Scoring at Basic or Above	69.00%	2
National Assessment of Educational Progress - Percentage 4th Grade Children with Disabilities Excluded from Testing	9.00%	1
National Assessment of Educational Progress - Percentage 8th Grade Children with Disabilities Scoring at Basic or Above	55.00%	2
National Assessment of Educational Progress - Percentage 8th Grade Children with Disabilities Excluded from Testing	8.00%	1



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Graduation Component Elements ¹	Performance	Score
(Placeholder for FFY 2013)	(Placeholder for FFY 2013)	(Placeholder for FFY 2013)
Results Total Points Available	Results Points Earned	Results Performance
20	15	75.00%
Compliance Total Points Available	Compliance Points Earned ²	Compliance Performance
22	21	95.45%

Results Driven Accountability Percentage and Determination³

85.23%

MEETS REQUIREMENTS (green)

1. The Department is committed to using graduation data in determinations but identified potential discrepancies between States with respect to what is included as a regular high school diploma for children with disabilities, as reported to the Department. To ensure that States are treated equitably, we will work with States to address these discrepancies and plan to use graduation data in the 2015 Part B determinations.

[2. Review the Part B Compliance Matrix for a breakdown of compliance points earned.](#)

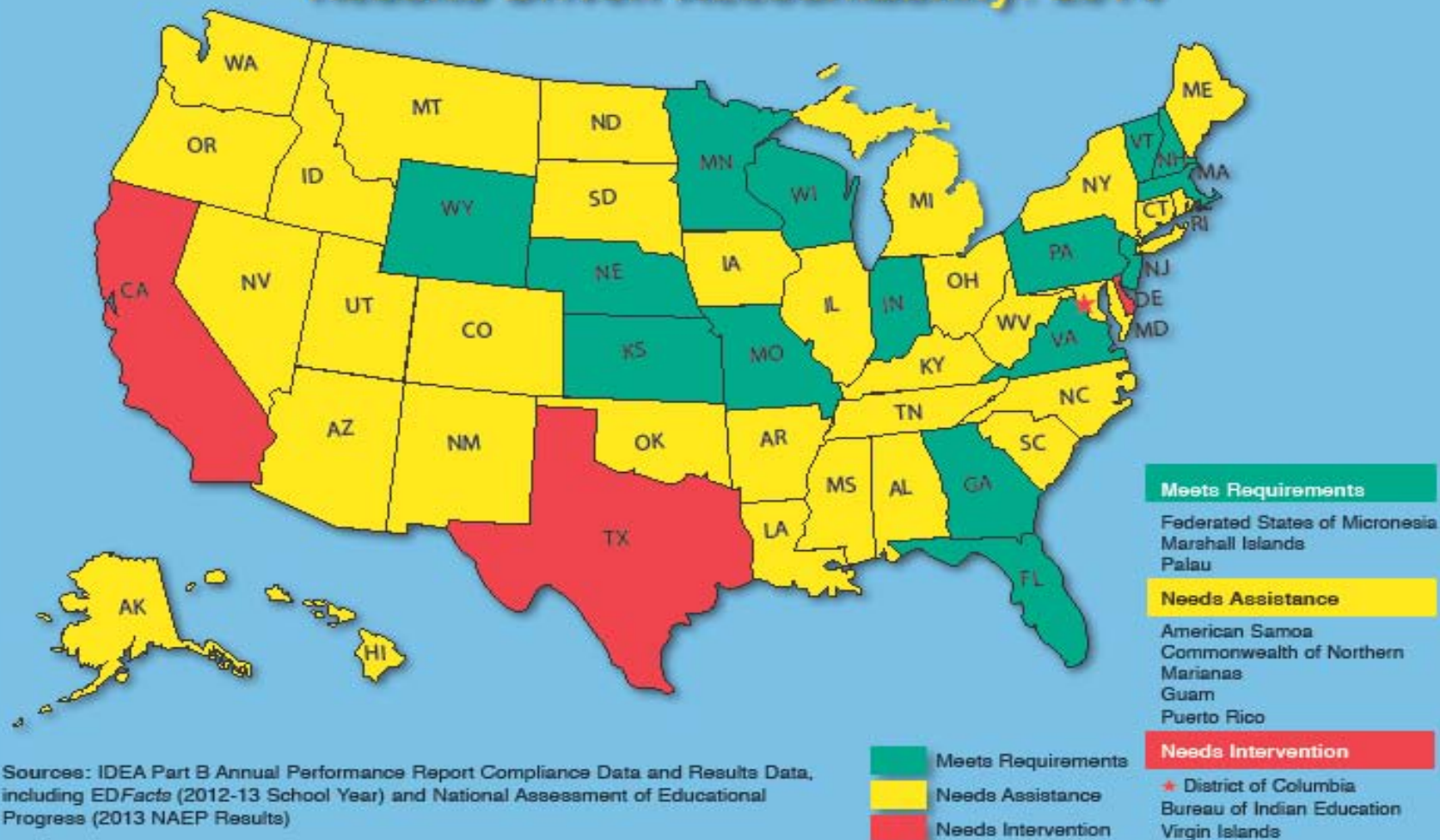
3. Review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2014: Part B" for a detailed description of how the Compliance Performance Percentage, Results Performance Percentage and the Results Driven Accountability Percentage and Determination were calculated.



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IDEA State Determinations Under Results Driven Accountability: 2014



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

Results Focused Accountability in MA

- ★ MA is an outcome-oriented state
- ★ The system for making special education determinations is aligned with the State's accountability system
- ★ Outcome data informs state special education determinations
- ★ Improving positive outcomes for students with disabilities is critical



MASSACHUSETTS

- States report 17 SPP/APR indicators – delete three reporting data submitted to USED in other reports (compliance, hearing timelines, data reporting compliance)

- Phase I of SSIP process begins with stakeholder discussions, data review, and infrastructure analysis
- July: RDA Leadership Series

- First district determinations of need for special education technical assistance or intervention
- Includes focus on performance
- Compliance considerations also incorporated

First full alignment of districts' accountability status (performance focussed) and special education determinations

- First MA SPP/APR report - 20 compliance and performance indicators
- District-level public reporting

2005 2006 2007 2008 2009 2010 2011 2012 2013 2014

- OSEP suspends state visits
- Announces RDA concept

- Spring: SSIP phase timeline released (single SPP/APR Indicator)
- June: RDA announcement to Chief State School Officers
- June: State determinations weighted 50% compliance / 50% performance

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FEDERAL

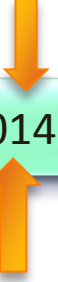
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- 2003: MA launches its accountability system based on performance



- First SPP/APR
- State determinations based 100% on compliance rates and monitoring



The New Indicator: State Systemic Improvement Plan

SPP/APR Indicator 17

Comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

Phase I: Analysis

- Data analysis
- Infrastructure analysis
- State-identified measurable result(s) for children with disabilities (SIMR) – using one or more performance indicators
- Selection of coherent improvement strategies
- Theory of action

Baseline data and analysis report
due April 1, 2015

Phase II: Plan

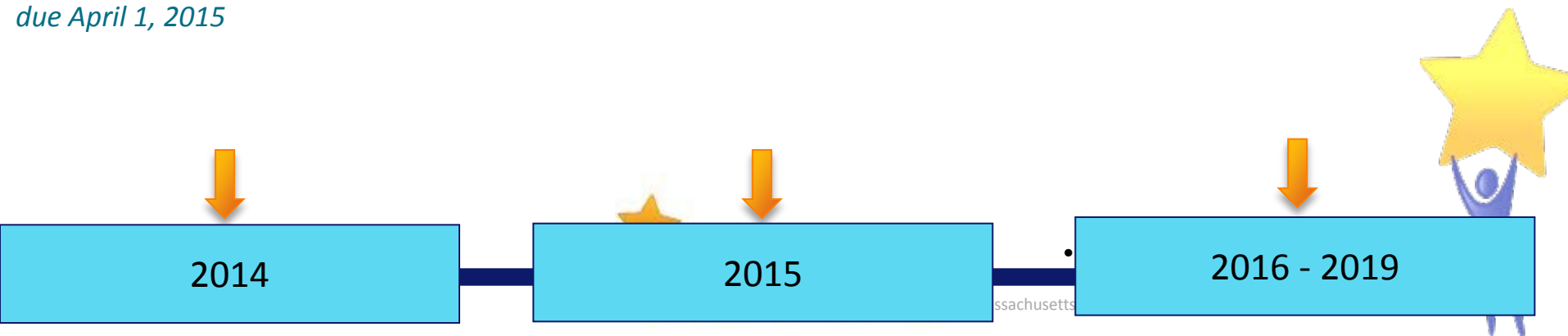
- Infrastructure development
- Support LEA implementation of evidence-based practices to improve student outcomes
- Evaluation

Due February 1, 2016

Phase III: Implementation and Evaluation

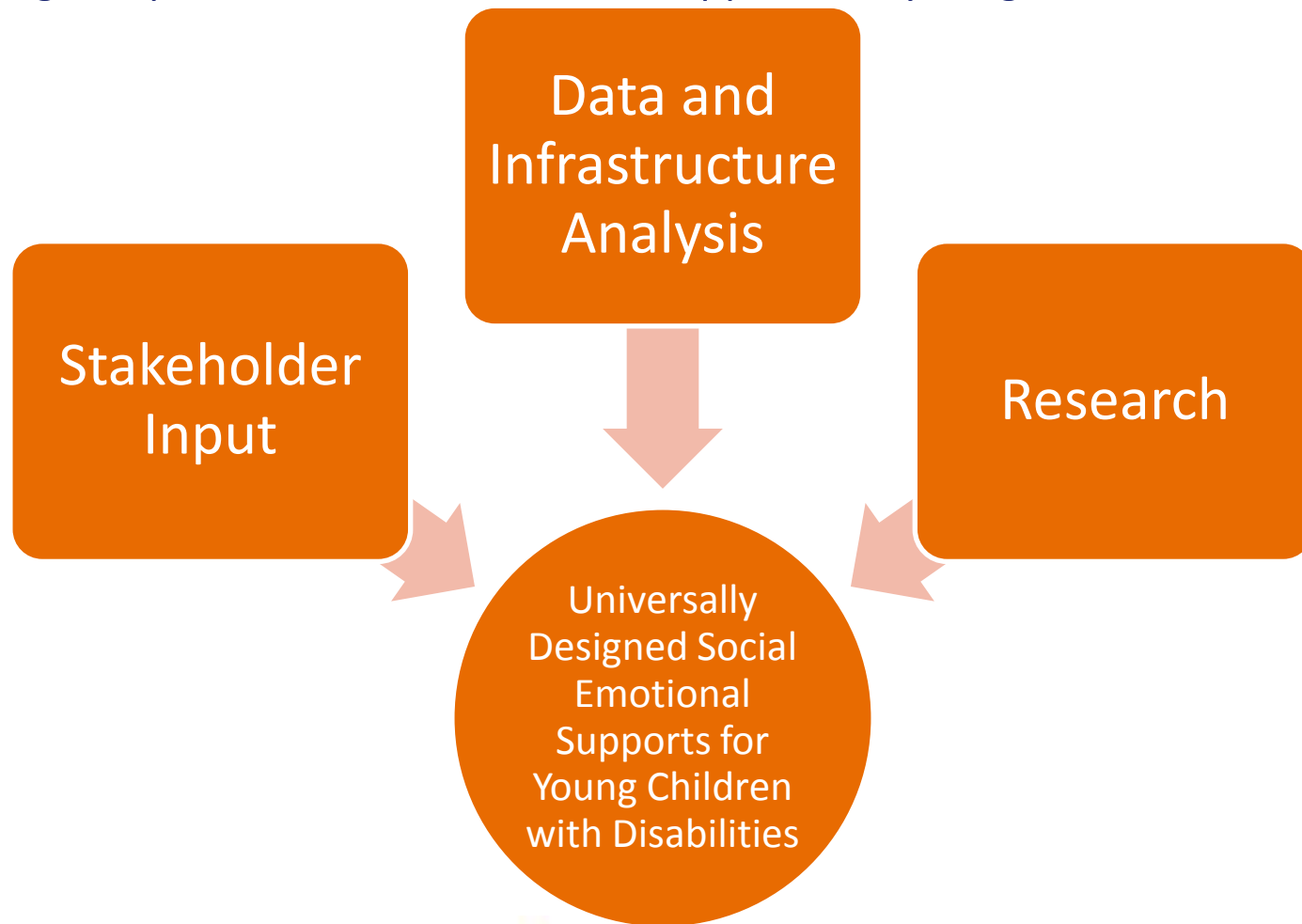
- Continue implementation
- Report results of ongoing evaluation and make revisions to the SSIP

Due February 1, 2017 - 2020



Preparing and Planning for the SSIP

We are learning from stakeholders, data analysis, and research that we need to design/implement social/emotional supports for young children with disabilities.



This will improve seven additional outcomes.



The Department of Elementary and Secondary Education and its Office of Special Education Planning and Policy Development seek to strengthen the Commonwealth's public education system so that every student, and most especially every student with disabilities, is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps.

