

Results-Driven Accountability



OFFICE OF SPECIAL EDUCATION PROGRAMS

Individuals with Disabilities Education Act

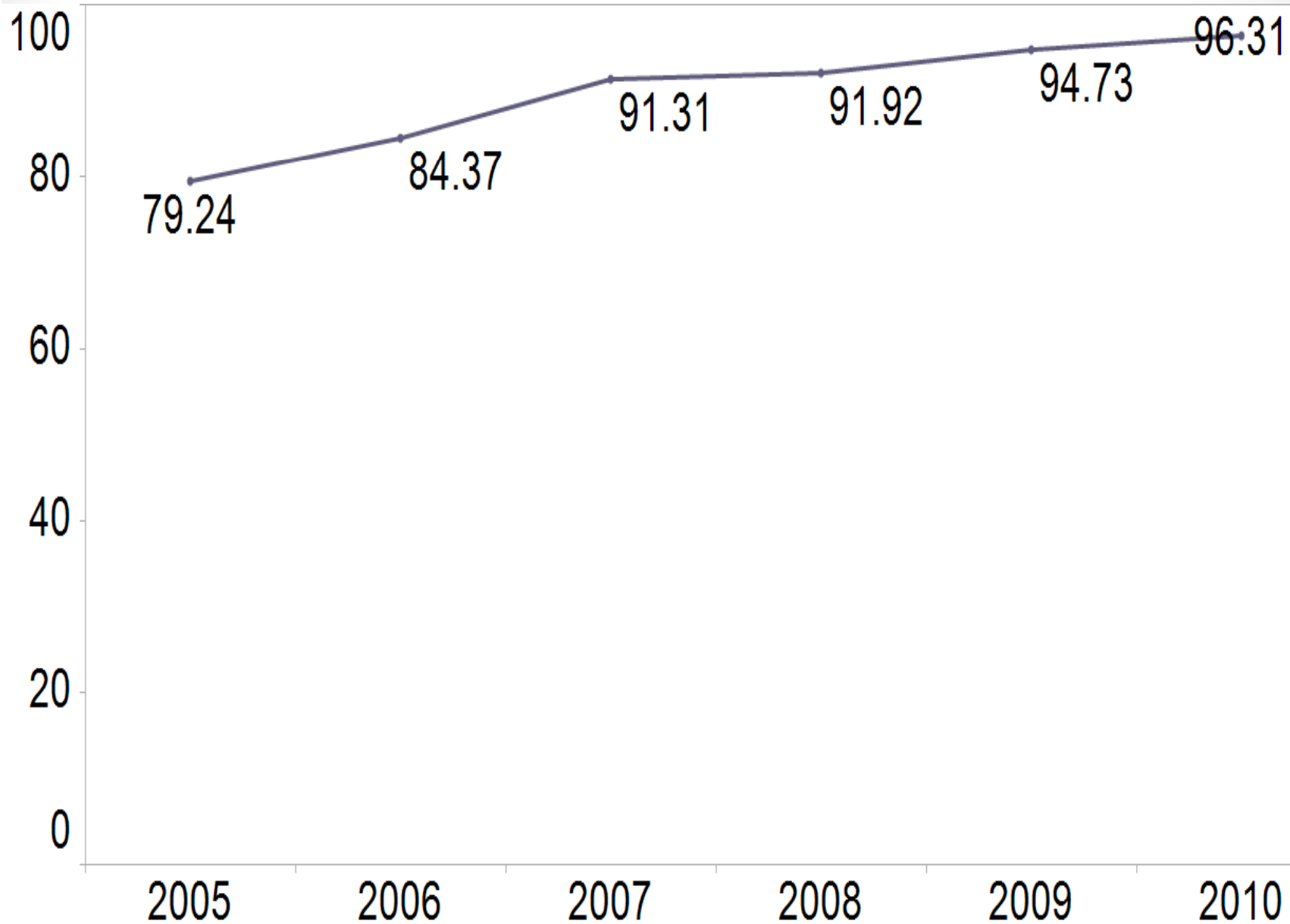
Purposes

- Ensure that children with disabilities have a free appropriate public education and their rights are protected
- Assist States and localities
- Ensure educators and parents have the necessary tools
- To assess and ensure effectiveness

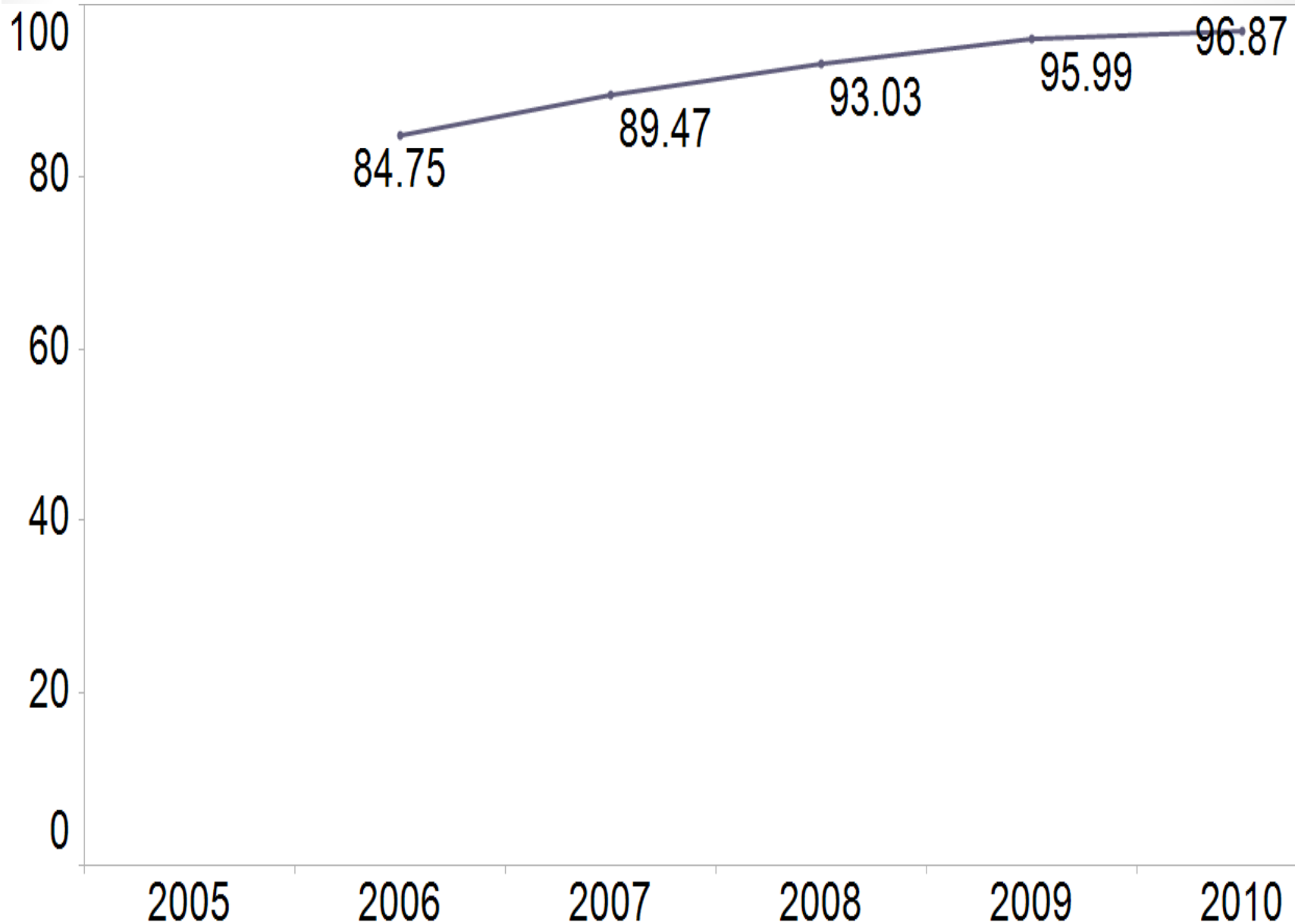
Statutory Monitoring Focus

- 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

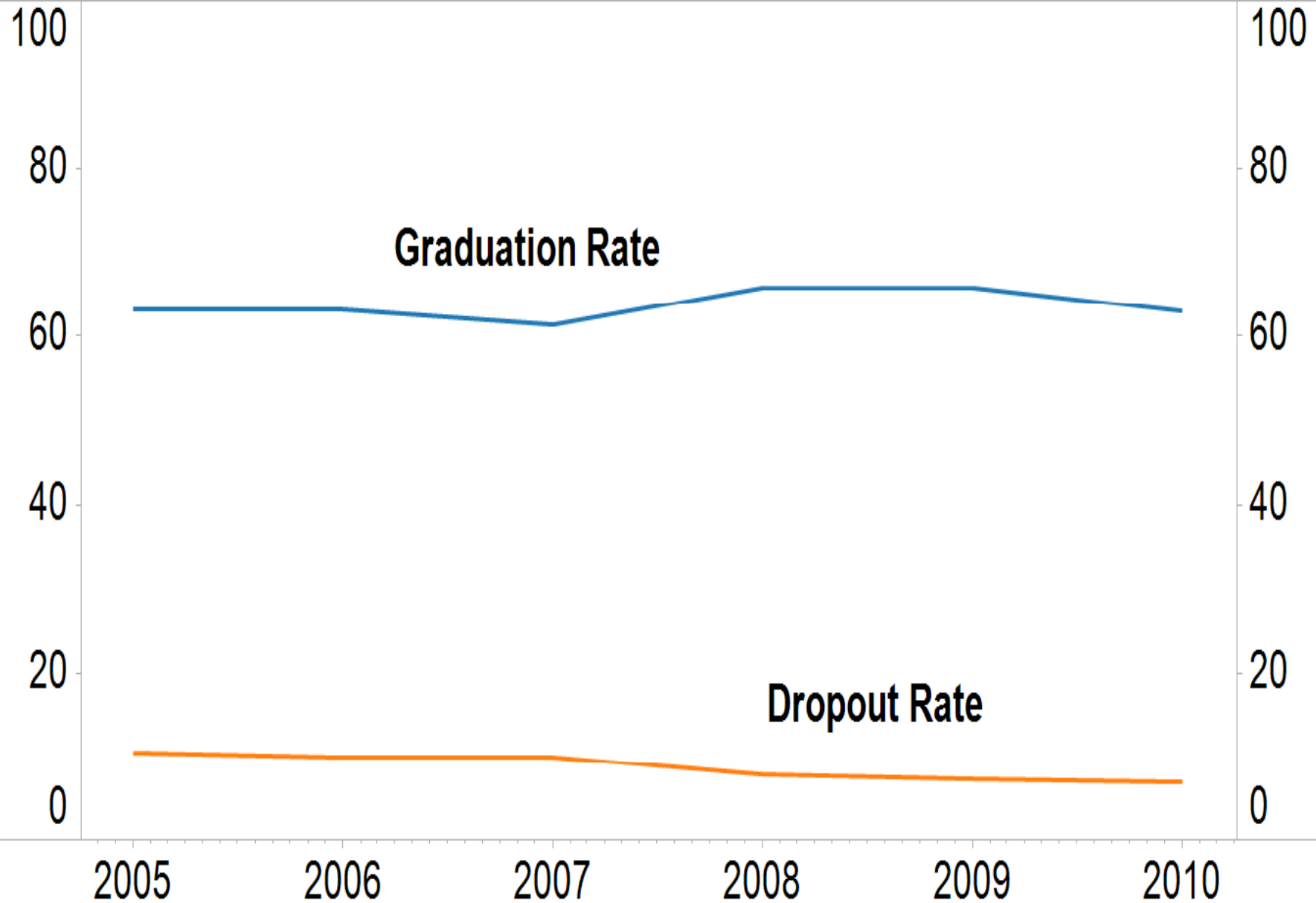
Trend in National Average Percent of Timely Transition of Students with Disabilities



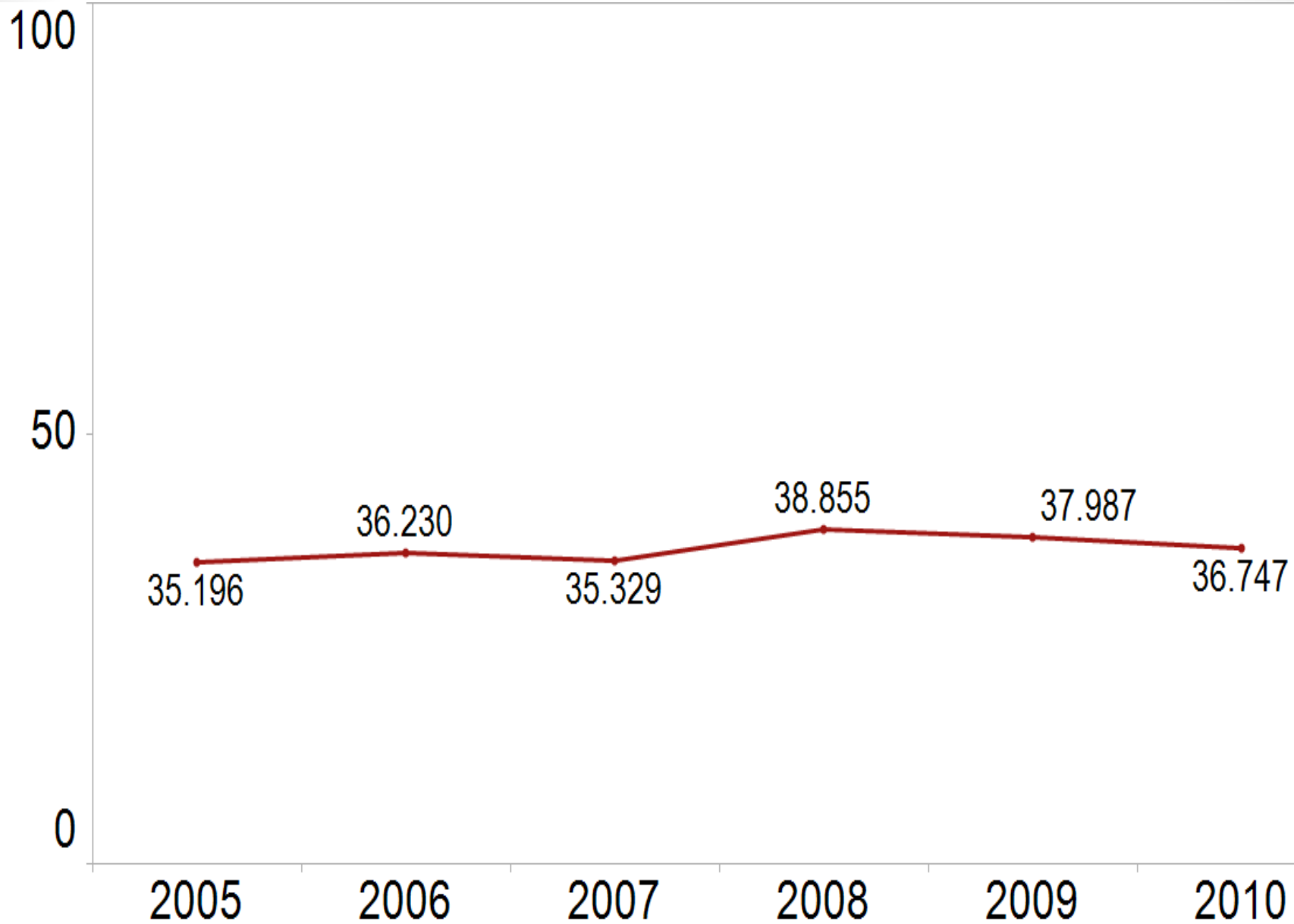
Trend in National Average Percent of Timely Evaluations of Students with Disabilities



Comparison of Outcomes for Students with Disabilities



Trend in National Average Reading Proficiency for Students with Disabilities



A magnifying glass is positioned over an open dictionary. The lens is focused on the word 'focus', which is defined as 'The point to which light rays converge after passing through an optical arrangement'. The text is slightly blurred outside the lens. A semi-transparent grey box is overlaid on the center of the image, containing the text 'What we focus on is what improves.' in a bold, dark font. The background is a warm, golden-brown color, likely from the paper of the dictionary.

**What we focus on
is what improves.**

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.

ALIGNMENT

to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

ED Mission

to provide leadership to achieve full integration and participation in society of people with disabilities by ensuring equal opportunity and access to, and excellence in, education, employment and community living.

OSERS Mission

to improve results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts...[and by] ensuring that the rights of infants, toddlers, children, and youth with disabilities and their parents are protected.

OSEP Mission

for OSEP to target its work and investments to best support States in improving results for infants, toddlers, children and youth with disabilities.

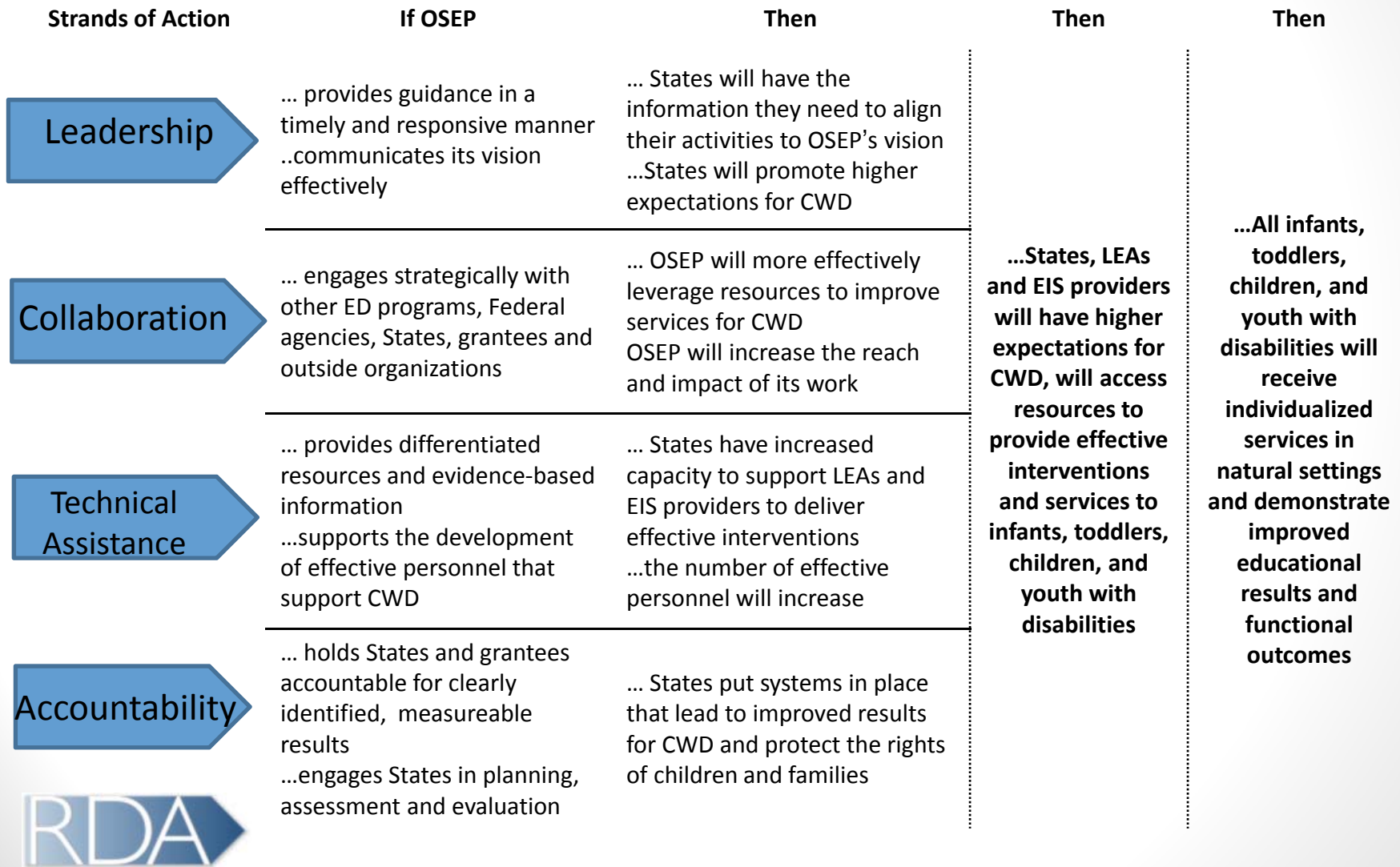
RDA Mission

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

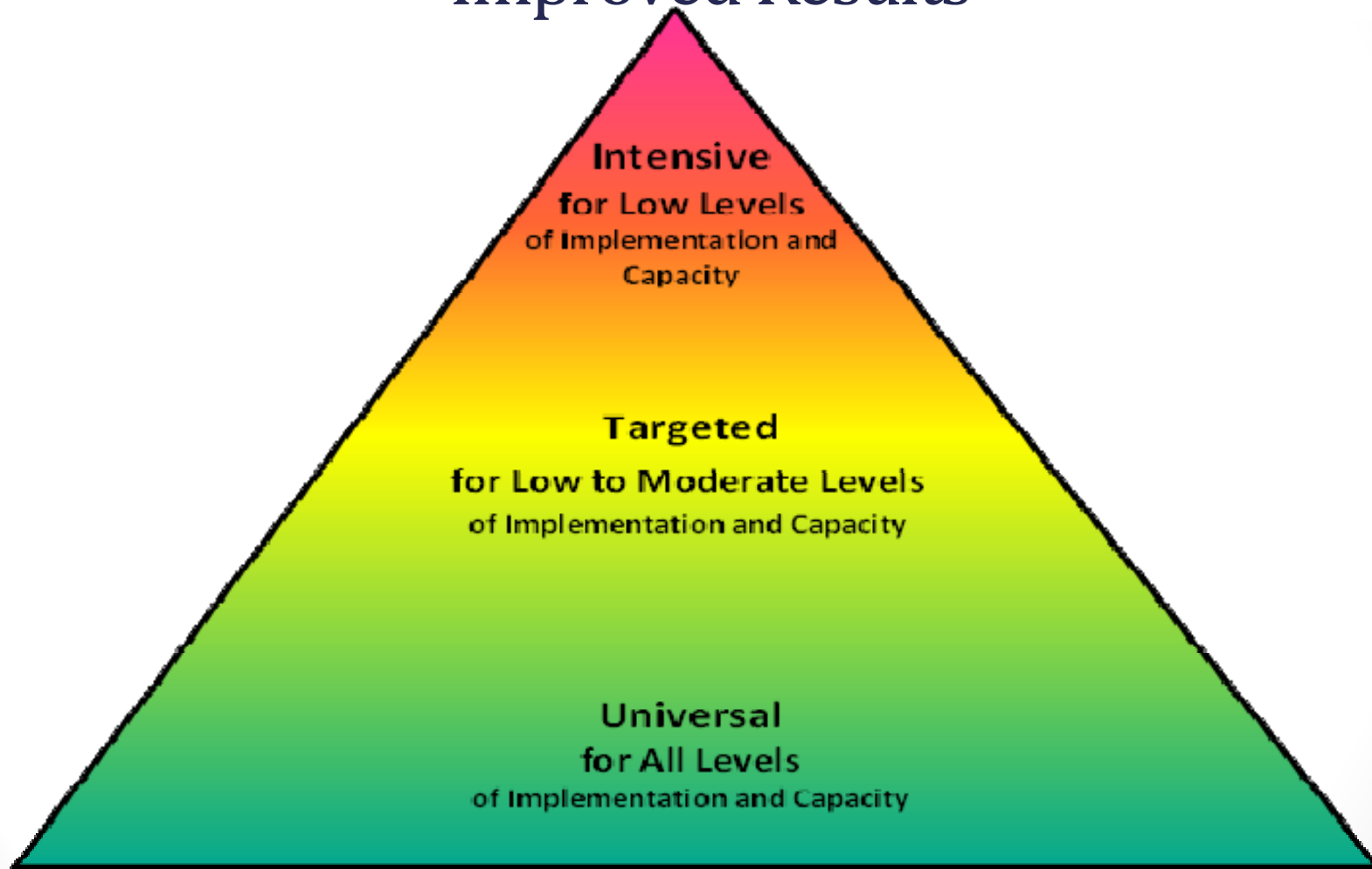
State Systemic Improvement Plan

The SPP/APR includes a comprehensive, multi-year State Systemic Improvement Plan (SSIP), focused on improving results for student with disabilities, that includes the following components...

SSIP Activities by Phase

Year 1— FFY 2013 Delivered by Feb 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 Early Learning, SIG and ESEA Flex

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 will consider results and compliance as factors in making State Determinations under Section 616(d)

SSIP Implementation Support

- The State, State partners, and OSEP work together to complete the SSIP, specifically Phase I
 - analyze State data and infrastructure
 - analyze the States' capacity to support LEAs in implementing IDEA and improving outcomes
 - identify technical assistance and resources that the State will need to increase their capacity to develop and implement the SSIP

RDA Incentive Grant

- Proposed in the 2015 budget
- \$100 million from IDEA Part B section 611
- 4 year competitive grants to States for Part B and Part C
- To support States in implementing their SSIPs
- States must agree to use results data in their LEA determinations