IDC Interactive Institutes on High-Quality Part B Data

In collaboration with **CIFR, CIID, & NTACT**

Using Compliance Data for Program Improvement

Topical Burst

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Background and Overview

- Shift from compliance-driven data to emphasis on results-driven accountability (RDA)

- Compliance data are hard and fast; results-driven data can be harder to pin down.

- This topical burst provides an overview of how to use compliance data for program improvement.

Results-Driven Accountability

Three Components:

1. **State Performance Plan/Annual Performance Reports** (SPP/APR), which measure results and compliance. States are currently developing State Systematic Improvement Plans (SSIPs) designed to improve outcomes in targeted areas.

2. **Determinations**, which reflect state performance on results, as well as compliance

3. **Differentiated monitoring and support** for all states, but especially low-performing states

Core Principles of RDA

Principle 1: *Involves partnership with stakeholders*

Principle 2: *Is transparent and understandable to educators and families*

Principle 3: *Drives improved results*

Principle 4: *Protects children and families*

Principle 5: *Includes differentiated incentives and supports to states*

Principle 6: *Encourages states to target resources and reduces burden*

Principle 7: *Is responsive to needs*

Compliance Indicators

- Compliance indicators include Indicators 4b, 9-13.
- OSEP sets the targets.
- Target for Indicators 9 and 10 is 0%.
- Remaining compliance indicators are 100%.

Results Indicators

- Results indicators include Indicators 1-3, 4a, 5-8, 14, 15-16, and 17 (SSIP).
- The state sets targets for results indicators.

Part B Compliance Indicators

- I-4b: Suspension & Expulsion. % of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy

- I-9: Disproportionate Representation in Special Education. % of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification

- I-10: Disproportionate Representation in Specific Disability Categories. % of districts with disproportionate representation of racial/ethnic groups in specific disability categories due to inappropriate identification

- I-11: Child Find. % of children evaluated within 60 days or state timeframe

- I-12: Part C to B Transition. % of children found Part B eligible with IEP implemented by 3rd birthday

- I-13: Secondary Transition with IEP Goals. % of youth ages 16+ with measurable, annual IEP goals & appropriate transition assessment, services, and courses

Results Indicators

- I-1: Graduation Rate. Percent of youth with IEPs graduating from high school with a regular diploma

- I-2: Dropout Rate. % of youth with IEPs dropping out of high school

- I-3: Assessment Data. (a) % of districts meeting AYP targets, (b) Participation rate, (c) Proficiency rate

- I-4 a: Suspension & Expulsion. % of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

- I-5: LRE Placement. % of children ages 6-21with IEPs served (a) inside regular class 80% or more of day, (b) inside regular class less than 40% of day, (c) In separate schools, residential facilities, or homebound/hospital placements
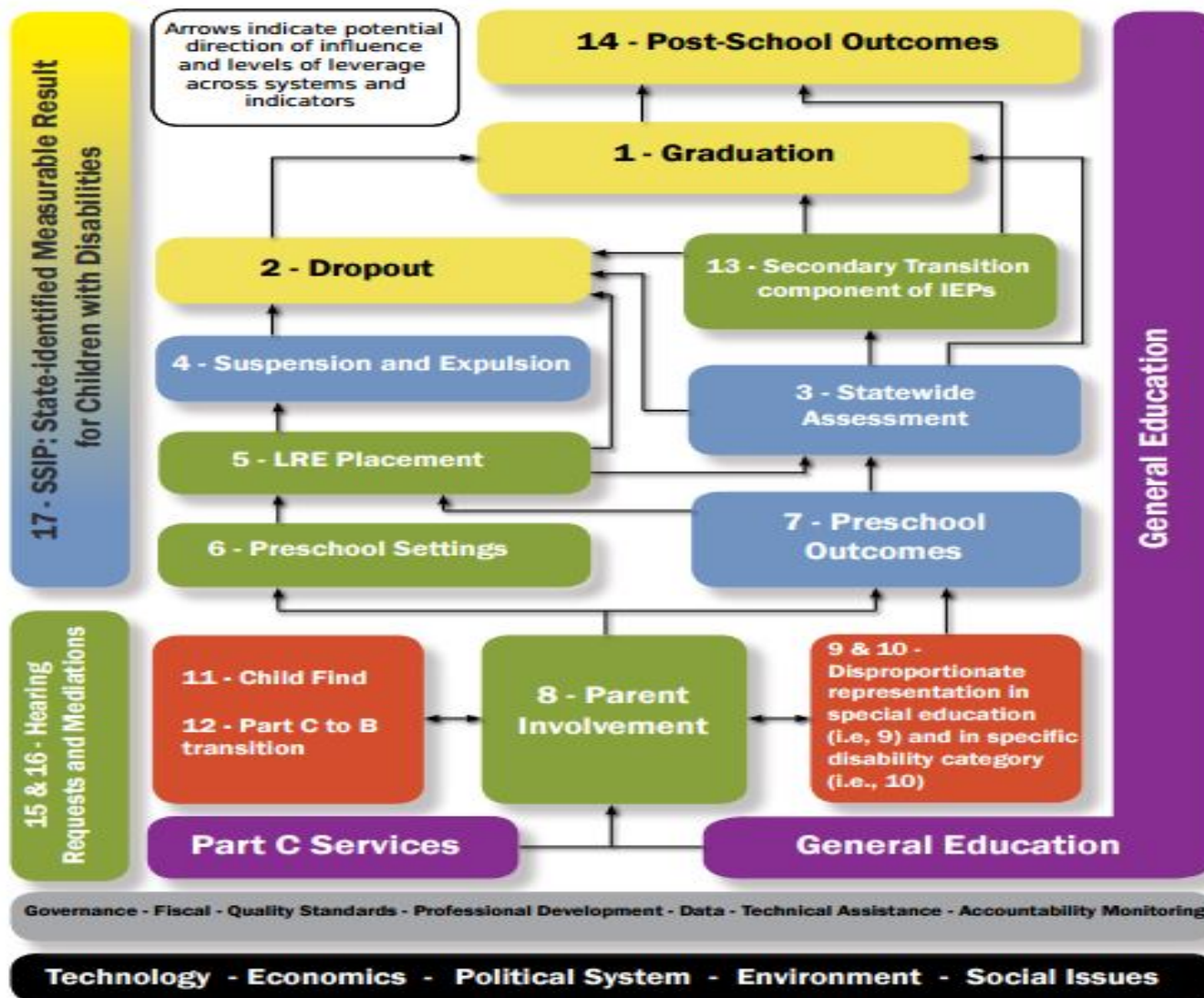
Results Indicators (cont.)

- I-6: Early Childhood Settings. % of children ages 3-5 with IEPS (a) receiving majority of special education and related services in regular early childhood program, (b) attending separate special education class, separate school, or residential facility

- I-7: Preschool Skills. % of preschool children ages 3-5 with IEPS with improved (a) positive social-emotional skills (including social relationships); (b) acquisition and use of knowledge and skills (including early language/ communication and early literacy); and (c) use of appropriate behaviors to meet their needs

- I-8: Parental Involvement. % of parents who report that the school facilitated parent involvement

Results Indicators (cont.)

- I-14: Secondary Transition. % of youth with IEPs, no longer in school, (a) enrolled in higher education, (b) competitively employed, (c) enrolled in some other postsecondary education, training program, or other employment, within 1 year of leaving school

- I-15: Hearing Requests Resolved. % of hearing requests resolved through resolution session settlement agreements

- I-16: Mediation Agreements. % of mediations held resulting in mediation agreements

- I-17: State Systemic Improvement Plan. SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with Phase I analysis, Phase II plan, Phase III implementation and evaluation, with stakeholder involvement in all phases, for improving results for children with disabilities.

Interrelationships Between Compliance and Results Indicators

Part B Tree of Influence (Rev. May, 2014)
Using the System of SPP Indicators as a Blueprint for State Improvement

How to Move From Accountability to Program Improvement

- Leadership for Educational Improvement and Use of Data

- Tools for Generating Actionable Data

- Social Structures and Time Set Aside for Analyzing and Interpreting Data

- Professional Development and Technical Support for Data Interpretation

- Tools for Acting on Data

- Data-driven Decisionmaking as a Systemic Endeavor

- *Evaluation* of progress annually
- Adjust plan as needed

SSIP Phase III

- Initiate *Data Analysis*
- Conduct broad *Infrastructure Analysis*
- Identify problem area

SSIP Phase I

How well is the solution working?

What is the problem?

SSIP

SSIP Phase I

SSIP Phase I and II

- Search/evaluate evidence-based solutions (Exploration Phase)
- Develop action steps (address barriers/use leverage points)
- Develop *Theory of Action*
- Develop *Plan for Improvement* (Implementation Framework)

What shall we do about it?

Why is it happening?

- Conduct root cause analysis (including infrastructure) to identify contributing factors
- For each contributing factor, identify both barriers and leverage points for improvement

Graphic from US DOE

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Implementation

A specified set of activities designed to put into practice an activity or program of known dimensions.

Implementation Science

- Usable Interventions
  - What is the evidence-based practice?

- Implementation Stages
  - Exploration
  - Installation
  - Initial implementation
  - Full implementation

- Implementation Drivers
  - Competency Drivers
  - Organization Drivers
  - Leadership Drivers

Implementation Science (cont.)

- Improvement Cycles
  - Plan
  - Do
  - Study
  - Act

- Implementation Teams
  - State
  - Regional
  - Local
  - Building

Connecting Compliance Data to Strategies to Improve Results

- Collect the Compliance Data
  - Make sure we are confident that data are:
    - Complete
    - Timely
    - Accurate

- Analyze the Data

- Interpret the Data
  - Areas of strength
  - Areas of need
  - Areas that need more investigation

# Connecting Compliance Data to Strategies to Improve Results (cont.)

- Based on data, determine how to meet identified need(s) (State Identified Measurable Result—SIMR)
  - What evidence-based practice(s) could be used?
- Determine implementation plan
- Provide ongoing evaluation

What we focus on is what improves.

References

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Questions/Ideas
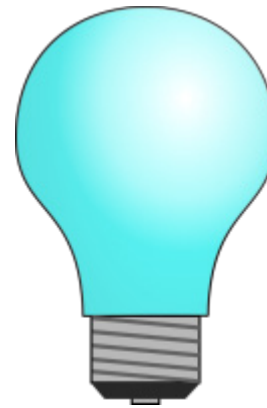
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