IDEA DATA CENTER

Building Capacity for High-Quality *IDEA* Data

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IDC Interactive Institutes on High-Quality Part B Data

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

Why Should We Care About 616 and 618 Compliance Data in the Era of RDA?

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Agenda

- Introduction

  - The push-pull of compliance and results

- An RDA Refresher

- Compliance and Compliance Data in RDA

- Data Quality in the Compliance and Results World

- Final Thoughts

- Questions

Compliance <u>and</u> Improved Results

Although compliance with the programmatic requirements of IDEA continues to be critically important, we realized that a focus on compliance alone was not going to improve results for students with disabilities.

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 a greater emphasis on results.

What we focus on is what improves.

Statutory Monitoring Focus

- Primary Monitoring Focus
  - ***Improving educational results and functional outcomes for all children with disabilities*** and
  - Ensuring that States meet the IDEA requirements, especially those most closely related to improving results

Guiding Principles

OSEP's Accountability Framework will:

- Support States in improving educational results and functional outcomes for children with disabilities;

- Ensure that States implement IDEA consistent with requirements, with a particular emphasis on those requirements most closely related to improving results for children with disabilities.

- Ensure that the rights of children with disabilities and their families are protected.

- Ensure that IDEA grant funds are utilized consistent with requirements and purposes of the law.

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What are the Components of RDA?

- Determinations that reflect State performance on results, as well as compliance

- State Performance Plan/Annual Performance Report (SPP/APR) measures results and compliance and includes a State Systemic Improvement Plan

- Differentiated monitoring and support focuses on improvement in all States, but especially low performing States

Accountability:
Balancing Compliance and Results

Although OSEP has shifted the balance between compliance and results, it continues to carry out important activities to ensure compliance:

- Differentiated Monitoring and Support
- SPP/APR compliance indicators and other compliance-related data
- Fiscal Monitoring/Audit Resolution
- Guidance and focused monitoring on key compliance issues such as dispute resolution and fiscal requirements

The 616 Compliance Indicators

- Indicator 4B – Percent of districts that have a significant discrepancy, by race and ethnicity, in the rate of suspensions and expulsions <u>and</u> policies, procedures and practices that contribute to the discrepancy and do not comply with specified IDEA requirements.

- Indicator 9 – Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.

- Indicator 10 -- Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

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The 616 Compliance Indicators (cont'd)

- Indicator 11 -- Percent of children evaluated within 60 days of receiving parental consent for initial evaluation, or State established timeframe.

- Indicator 12 -- Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

- Indicator 13 – Percent of youth with disabilities with IEPs that include required secondary transition content, where there is evidence that the student and, where appropriate, a representative of a participating agency, were invited to attend.

What are the Results Indicators?

- Indicator 1 – Graduation

- Indicator 2 – Drop outs

- Indicator 3 – Participation and performance on assessment

- Indicator 4a – Percent of districts with significant discrepancy, by race and ethnicity, in suspensions and expulsions

- Indicator 5 – LRE

- Indicator 6 – Preschool LRE

- Indicator 7 – Preschool EC Outcomes

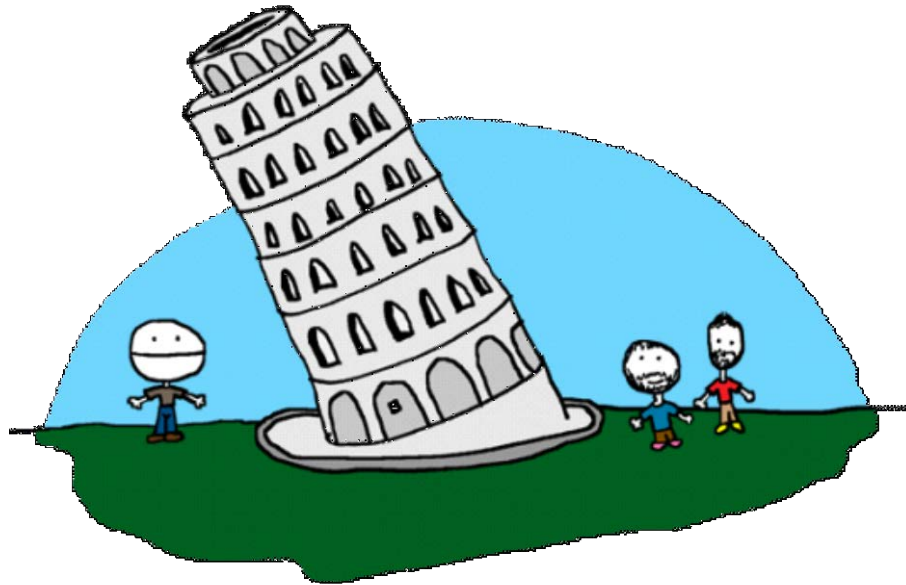- Indicator 8 – Parent Involvement

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What are the Results Indicators?

- Indicator 14 – Post School Outcomes

- Indicator 15 – Resolution Sessions

- Indicator 16 – Mediation

- Indicator 17 – State Systemic Improvement Plan (SSIP)

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Compliance: A Foundation for Improvement

Without a strong foundation …

Compliance and Results:
Two Sides of the Same Coin

- Compliance data is the foundation upon which Results are built

    - Weak foundations can lead to crumbling castles

- Must maintain the focus on compliance while still striving for results

    - Cracks in the foundation can weaken the structure over time

- Keep the eye on both prizes

Using Compliance in Developing the SSIP

- Phase I of the SSIP requires that States describe how they identified and analyzed key data (SPP/APR, 618, and other available data) to

    - Select their SIMR and

    - Identify root causes contributing to low performance.

    - As part of its analysis, the State should consider compliance data and whether those data present potential barriers to improvement.

Continuing Importance of 616 and 618 Compliance Data

- Compliance data provide important information about the capacity of a school or district to deliver high quality, effective services to students with disabilities.

- Compliance issues are often indicative of more serious problems.

- Drilling down can help the State target its technical assistance and support.

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Connecting the Dots

- It's important to look across compliance and results data points, rather than considering data in isolation.

  - Data can tell a story.

  - What story does your data tell?

Using 616 and 618 Data to Tell a Story

- While there might not be many pieces of 618 compliance data, they can still play a leading role in the compliance data story

    - Especially when disaggregating to schools and LEAs

    - Child count and educational environments data can provide a great deal of context to your compliance data story

- Look across LEAs with similar data points

    - Do LEAs with similar compliance data share other similarities related to 618?

- Also important to look across time for trends in either compliance or results data

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A bit about data quality…

Role of Data Quality in Compliance and Results

- "Bad" data distorts the picture you are viewing

  - Need to know when and when not to course correct

- 616 and 618 Compliance Data and Results Data are interconnected

  - Unexpected changes in one area can be an "early warning sign" of problems in another

- Technology can help to improve both types of data

  - Business rules and edit checks

  - Follow trends and year to year changes

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Getting to Quality Compliance and Results Data

- Create a culture of data quality
  - Generate buy-in from all parties possible
  - Push the data out
    - No data hoarders here
  - Consider providing time for people to interact with the data in a non-threatening way
- Look for the connections between your collections
  - How does your discipline data impact your assessment data?
  - Are there any commonalities between districts struggling with dispute resolution?
- Use that data

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A Compliance and Results Success Story

- Created a culture change

- Generated buy-in from everyone

- Focused on the positive rather than the punitive

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Final Thoughts…

For More Information

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