IDC IDEA DATA CENTER | IDC Webinar Series

ncsi national center for systemic improvement — Transforming State Systems to Improve Outcomes for Students with Disabilities

Including Results Data in General Supervision Systems

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Susan Hayes, IDEA Data Center and National Center for Systemic Improvement

Heather Reynolds, IDEA Data Center

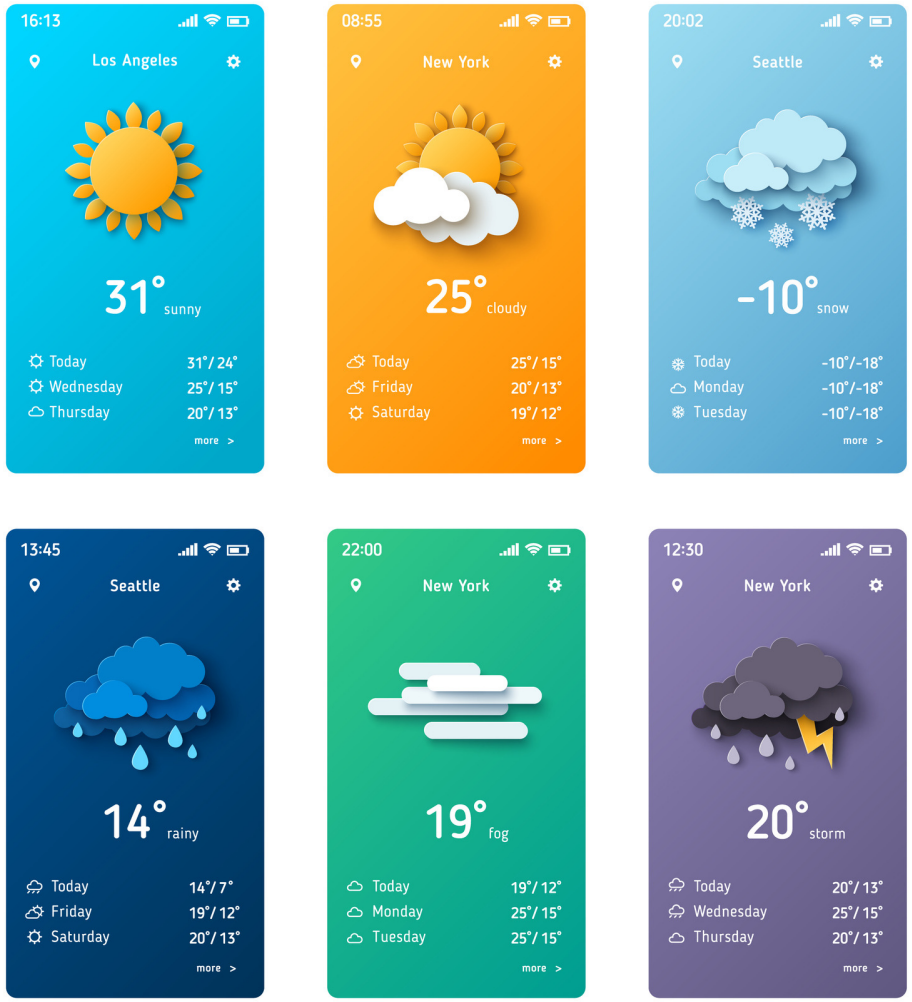
Presenters

Susan Hayes
IDEA Data Center (IDC) and
National Center for Systemic Improvement (NCSI)

Heather Reynolds
IDEA Data Center (IDC)

Welcome and Warm-Up!

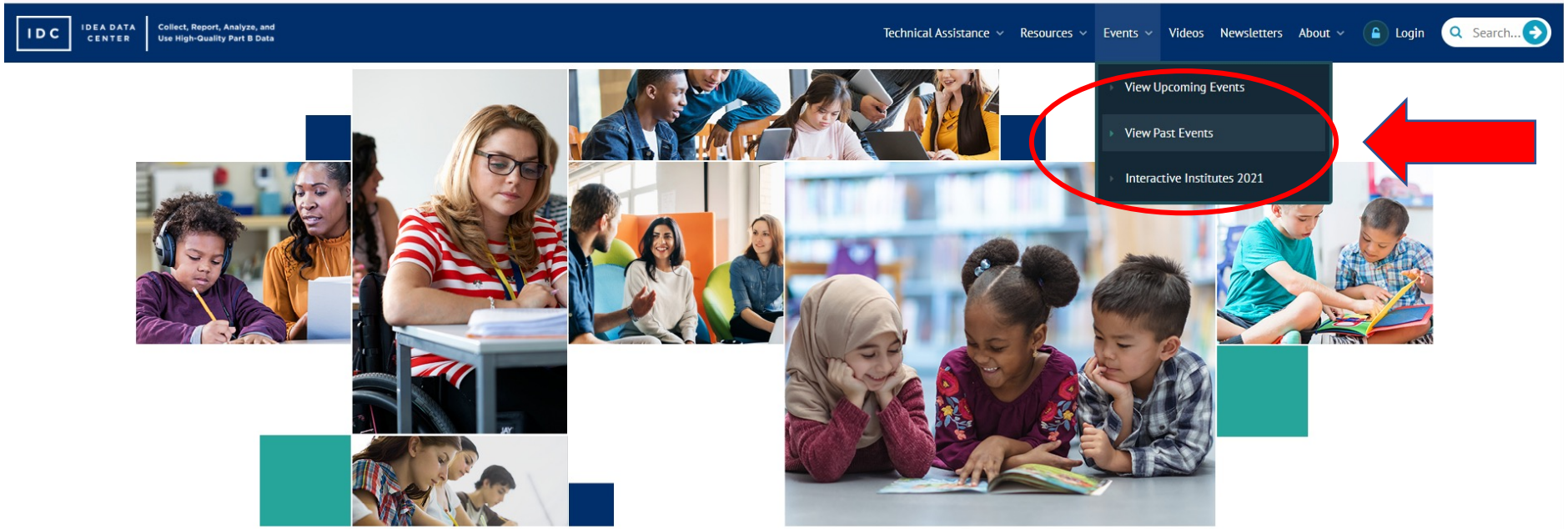
- Thank you for joining us for our discussion today!
- Please say hello in the Q&A box and share
  - Your state
  - What the weather is like where you are calling in from today!



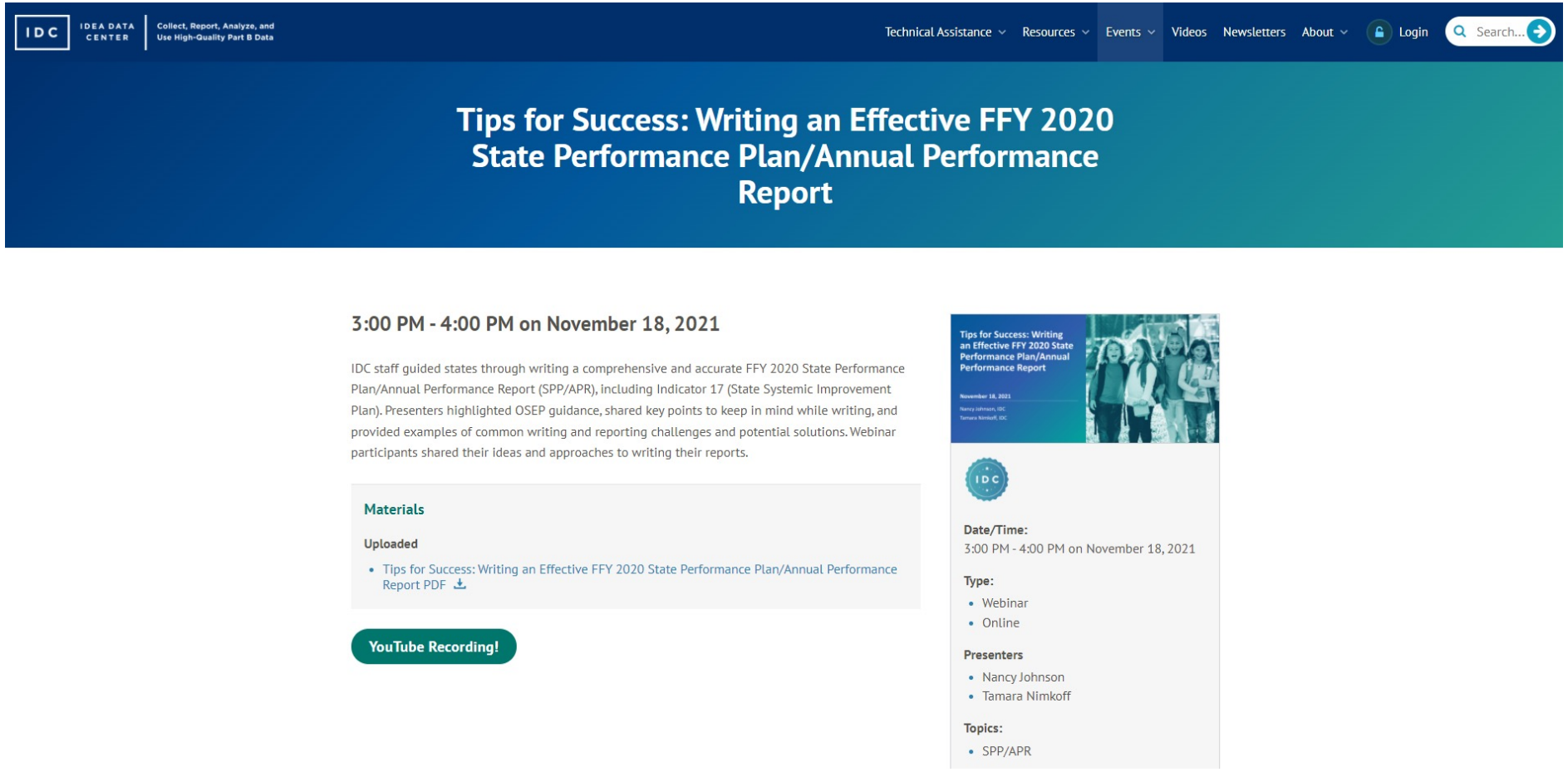
Webinar Logistics

- We are recording this webinar
- Slides and recording from this presentation will be available on the IDC website
- We will be muting all participants
- Please type your questions in the Q&A box
- Please complete the online evaluation at the end of the webinar

Where to Find Webinar Slides and Recording



Where to Find Webinar Slides and Recording (cont.)



Agenda

- Setting the stage
- Introduction to general supervision systems
- NCSI and IDC support to states
  - "Fast Fives" on including results data in general supervision systems
- Pause, reflect, and discuss

Participant Outcomes

- Learn about ways states have chosen to center student results or outcomes data in their general supervision systems
- Identify ways to use student results or outcomes data in state general supervision systems

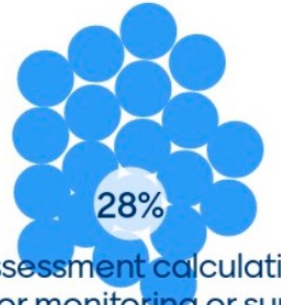
Setting the Stage

Framing for Today's Discussion

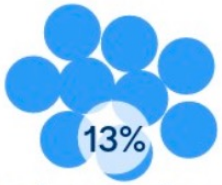
- We know it is a busy time of year
  - SPP/APR submission looms large!
  - COVID challenges, school closures, and staffing challenges are real
- We encourage you to think of everything we discuss today as "food for thought"—i.e., ideas you may want to revisit, post-APR submission, to consider possible application to your state system
- Thank you for making time for this conversation during such a hectic moment

In what ways is your state using student results or outcomes data (e.g., academic achievement, grad rate) in your general supervision system?

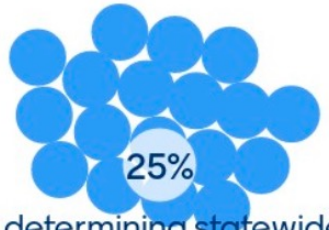
Part of your LEA determinations calculation



Part of your risk assessment calculation for identifying LEAs for monitoring or support



A focus of your virtual or on-site monitoring activities



Basis for determining statewide TA/PD

Other (please describe in the Q&A box!)

What do you see as the value or benefit of including student results or outcomes data in your general supervision system?

It is ultimately what matters.

Isn't that the point of what we are doing?...

It's more valuable than compliance if you think about the reason we teach.

Helps us to measure results, not just compliance.

It keeps us focused on the student

Focus on improvement.

You are not compliant if you are not improving student outcomes.

One of many measures to help us support LEAs in compliance and effective practice.

It sends the message to LEAs that student results are important, not just compliance

the point of education is outcomes, right?

provides baseline and progress monitoring for improvements

informing direction for focusing instruction and interventions needed

Opportunity to focus on improving opportunities for people with disabilities

It allows us to better understand where the state can provide support to help LEAs improve outcomes

Outcomes align with compliance...compliance is the whole enchilada!!

More wholistic

It helps the state shift from compliance to results-based accountability. Cause student's results are important!

It is important to guide support to districts who are in need. It can help narrow the focus so that supports are individualized to help support districts meet the needs of all learners.

If we can get things right for studentsthat need us the most the needs for others will be met (hopefully).

It's refreshing and brings us back to the meaning and intent of IDEA!

Is very important because leads us to the success

Introduction to General Supervision Systems

Requirement for General Supervision Systems

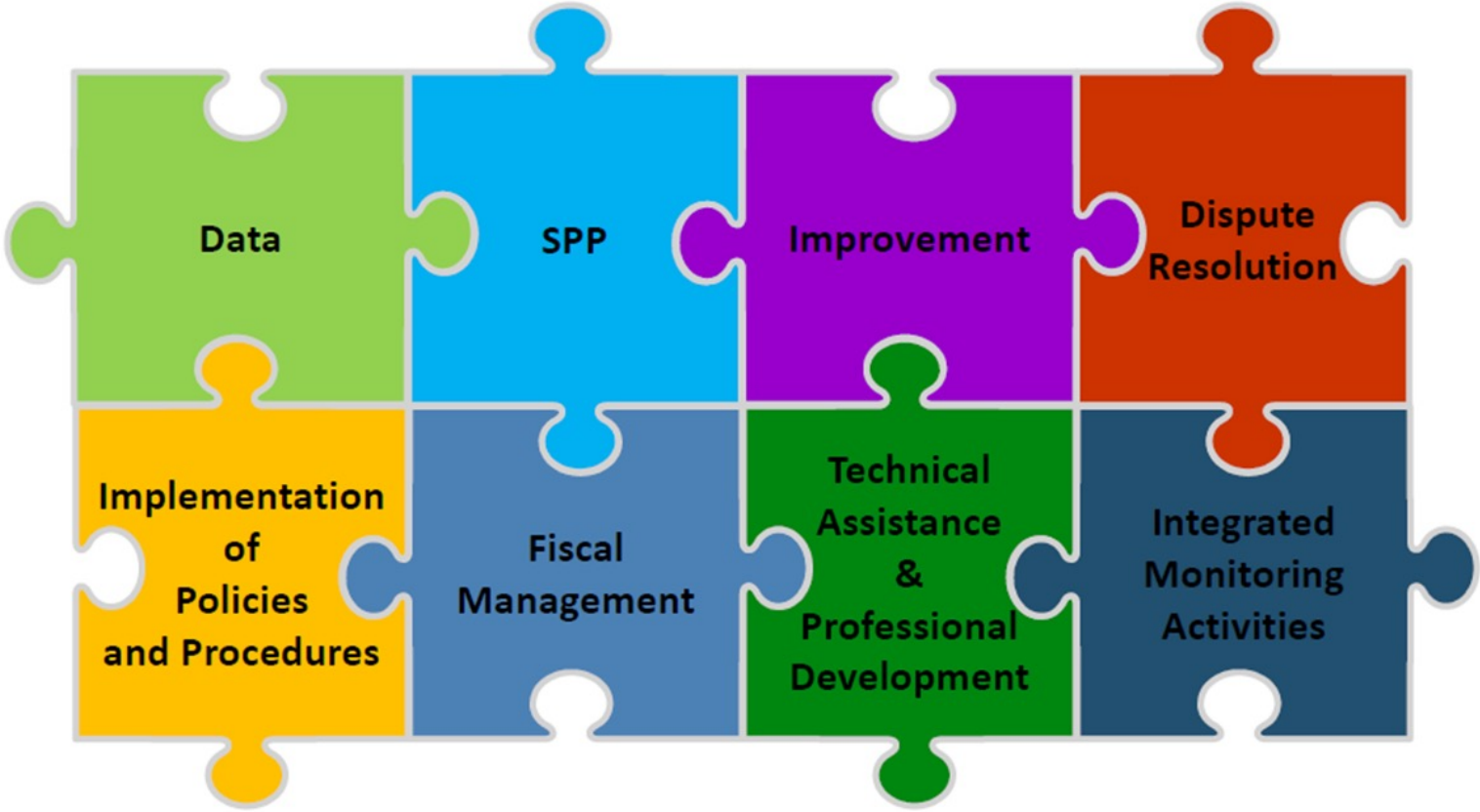
States must have a system of general supervision—an accountability and support system—that monitors local education agencies (LEAs) and assists LEAs to implement the Individuals with Disabilities Education Act (IDEA)

National Center for Special Education Accountability Monitoring, 2007. Retrieved from https://www.hdc.lsuhsc.edu/docs/TIERS/resources/Effective%20General%20Supervision%20Paper_Part%20B.pdf.
National Center for Systemic Improvement, 2018. Retrieved from https://ncsi-library.wested.org/resources/238.

Components of General Supervision Systems

Improving Educational Results and Functional Outcomes for All Children With Disabilities

A general supervision system consists of the many mechanisms by which states ensure LEA adherence to IDEA and improved outcomes for children with disabilities.



Role of Accountability and Support Systems in Improving Student Outcomes

In simplistic terms, education accountability and support systems:

Direct attention toward achieving specific aims

Provide support and assistance to build the capacity of the system to achieve those aims

Hold systems responsible for achieving those aims

Spirit of IDEA = Improving Results

And, as a reminder, IDEA is all about improving outcomes for students with disabilities!

Improving Outcomes and Results

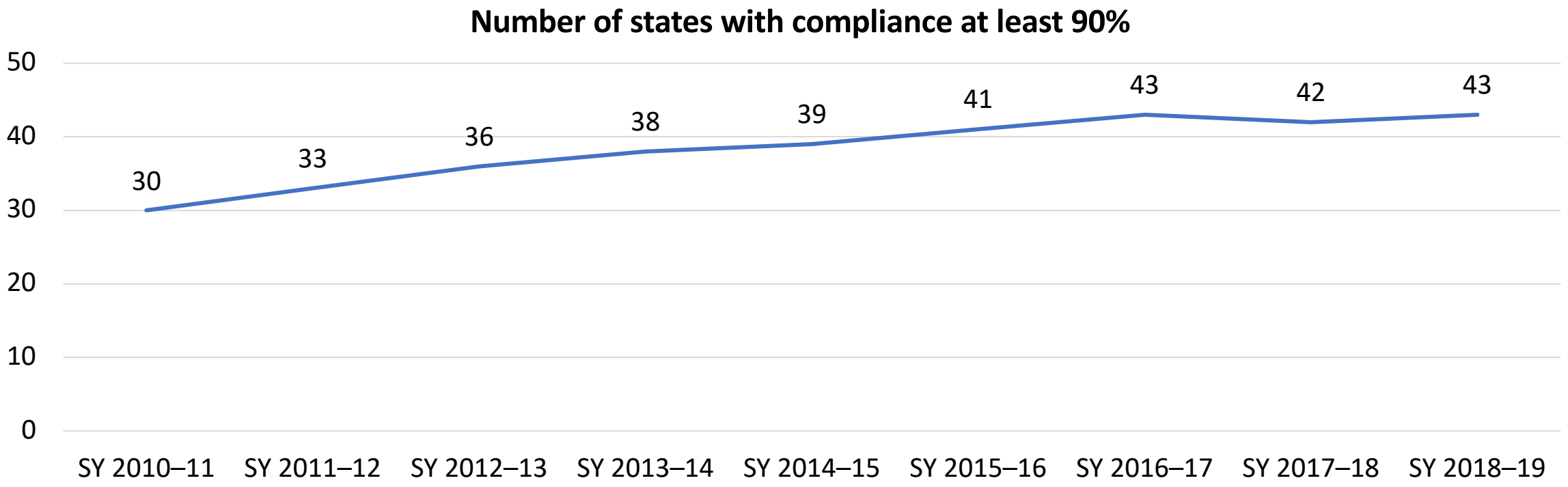
Section 616 of the 2004 amendments to the IDEA

"The primary focus of Federal and State monitoring activities described in paragraph (1) shall be on –

(A) improving educational results and functional **outcomes** for all children with disabilities; and

(B) ensuring that States meet the program requirements under this part, with a particular emphasis on those requirements that are most closely related to improving educational **results** for children with disabilities."

Compliance With IDEA—Positive Trend of Part B Indicator 13 (Secondary Transition) Data



See Part B State Performance Plan/Annual Performance Report 2011 through 2019 Indicator Analyses. For 2019, see https://osep.communities.ed.gov/#communities/pdc/documents/18278.

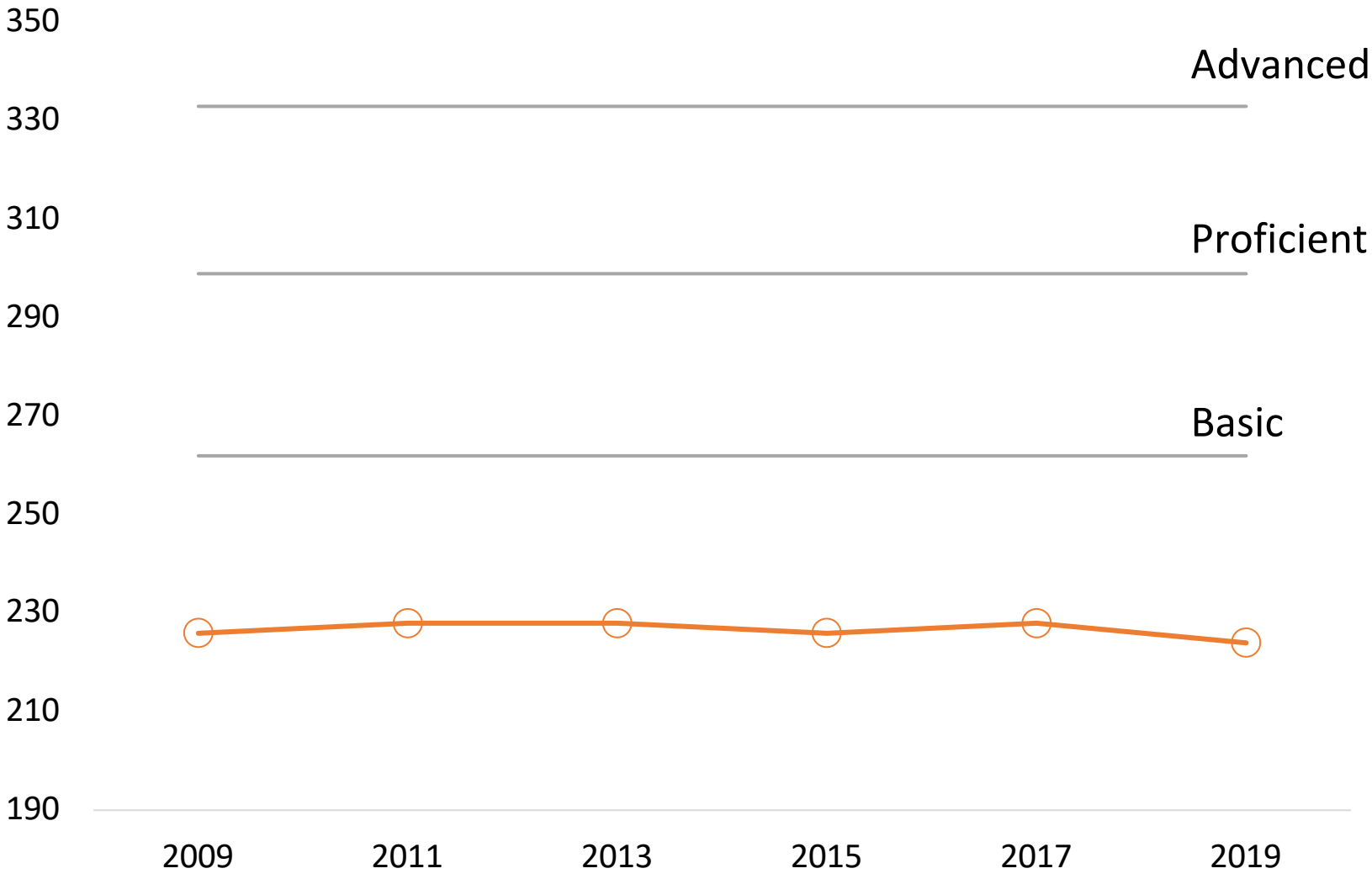
Improved Student Results?

But “educational outcomes for students with disabilities in reading and math, as well as graduation rates, for students with disabilities continue to lag”

U.S. Department of Education. (2014a, June 24). *New Accountability Framework Raises the Bar for State Special Education Programs* [Press release]. Retrieved from https://www.ed.gov/news/press-releases/new-accountability-framework-raises-bar-state-special-education-programs.

Improved Student Reading Results?

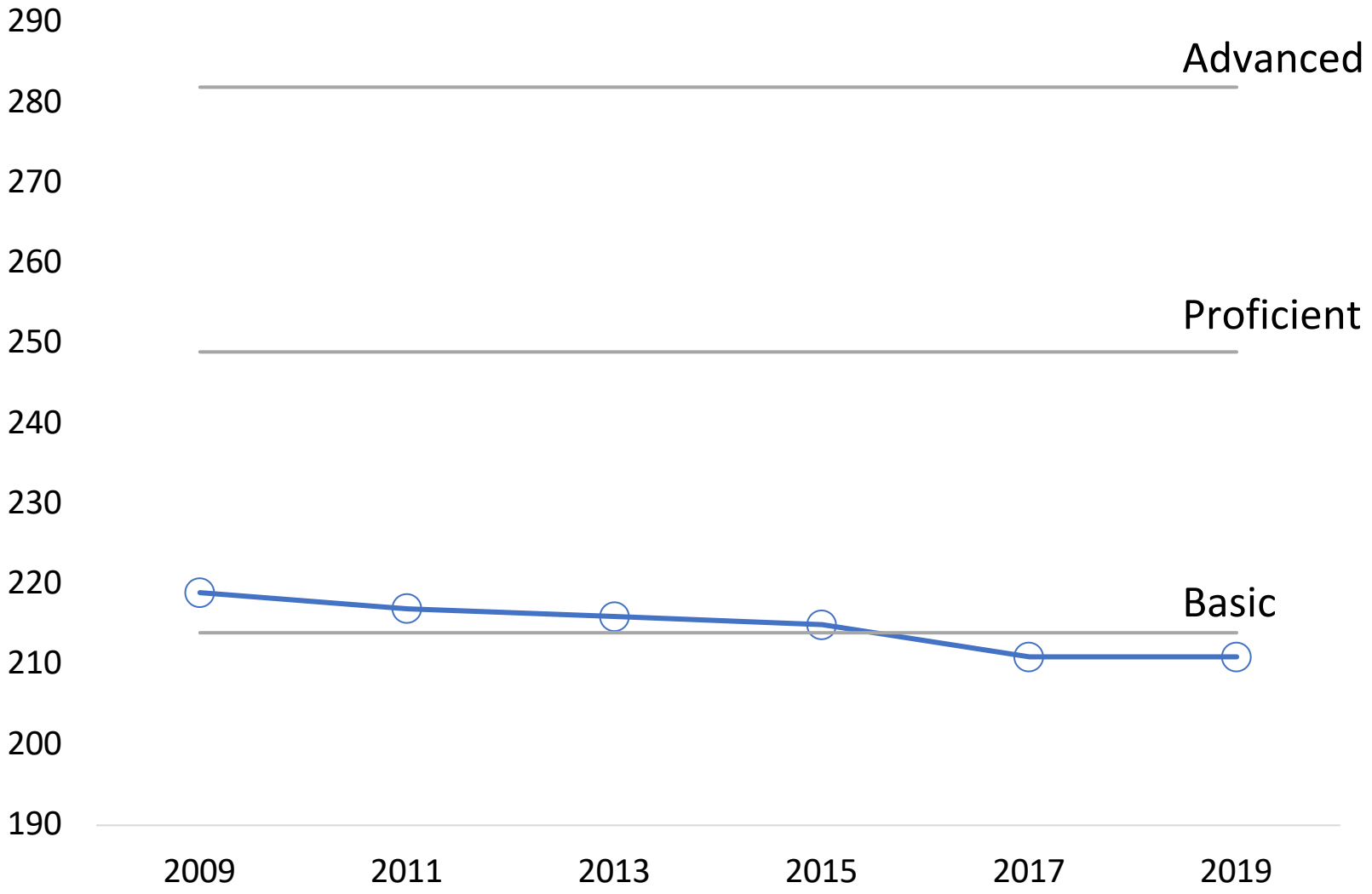
NAEP Achievement for Students with Disabilities: Grade 8 Reading



Retrieved from NDE Core Web (nationsreportcard.gov).

Improved Student Math Results?

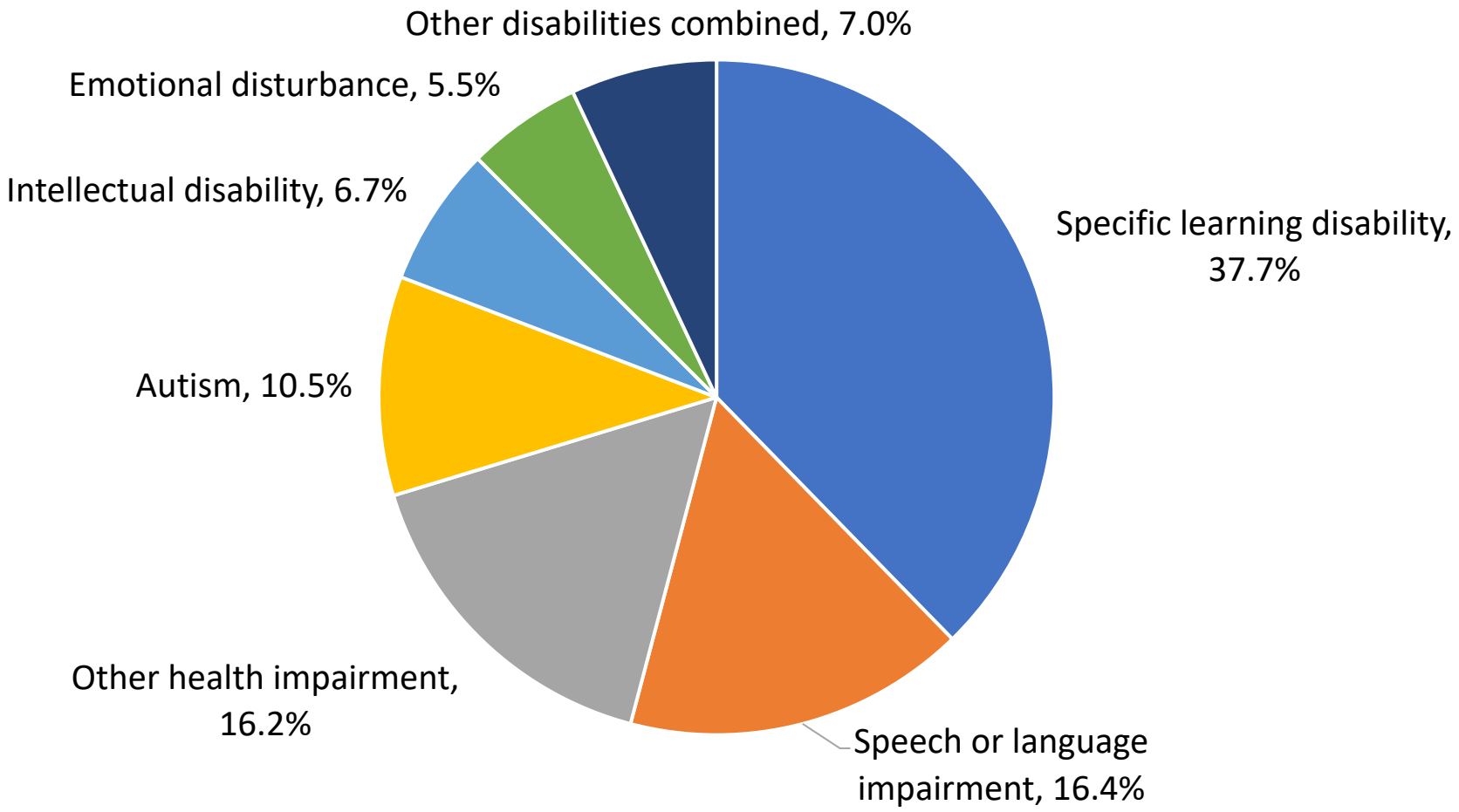
NAEP Achievement for Students with Disabilities: Grade 4 Math



Retrieved from [NDE Core Web (nationsreportcard.gov)](nationsreportcard.gov).

Students With Disabilities: The Majority Do Not Have a Significant Cognitive Impairment

Percentage of students ages 6–21 served under IDEA Part B, by disability category, Fall 2018



U.S. Department of Education. (2021, January). *42nd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2020*.

State General Supervision Systems

Many states are transforming their general supervision—or accountability and support systems—to place a greater focus on assisting LEAs to improve results for students with disabilities, in addition to ensuring procedural compliance with IDEA.

Examples of Changes States Are Making to Their General Supervision Systems

- Introducing results or outcomes data points to LEA determinations
- Incorporating results or outcomes data points into district risk assessments to differentiate monitoring and/or support
- Rethinking the on-site monitoring process to be more results focused
- Collaborating with *Every Student Succeeds Act* efforts to provide support to districts focused on improving student outcomes
- Creating new professional development opportunities for districts focused on improving student outcomes and/or using data effectively

Questions and Reflections

What reflections do you have after hearing this information? Please share in the Q&A!

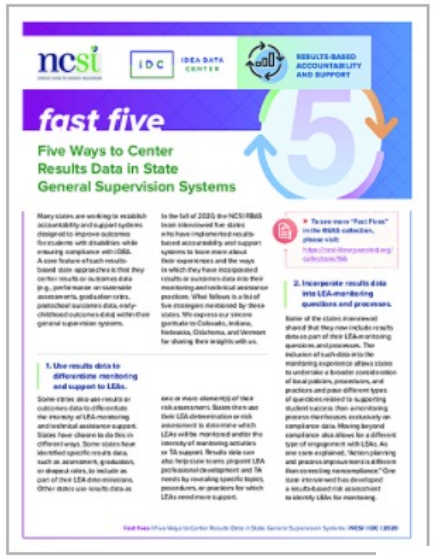
NCSI and IDC Support to States: Fast Fives on Including Results Data in General Supervision Systems

NCSI and IDC Collaboration to Support States

- NCSI and IDC are committed to supporting states to strengthen their general supervision systems
  - IDC is a member of NCSI's Results Based Accountability Cross-State Learning Collaborative
- Data is at the heart of general supervision systems
- Centers jointly developed two resources based on interviews with five states that have centered results/outcomes data in their general supervision systems

NCSI and IDC Collaboration to Support States (cont.)

- Interviews resulted in two resources
  - Fast Five: "Five Ways to Center Results Data in State General Supervision Systems"
  - Fast Five: "Five Considerations When Planning to Include Results Data in General Supervision Systems"
- Thank you to the state teams (Colorado, Indiana, Nebraska, Oklahoma, and Vermont) who shared their experiences and insights with us!



Five Ways to Center Results Data in State General Supervision Systems

1. Use results data to differentiate monitoring and support to LEAs
2. Incorporate results data into LEA-monitoring questions and processes
3. Use results data to support evaluation of SEA and LEA efforts
4. Include results data beyond special education to improve alignment
5. Initiate conversations at the state and local levels around results data

Pause, Reflect, and Discuss

Pause, Reflect, and Discuss

For states that **have implemented** one or more of the described strategies

- Which of the described strategies has your state implemented?
- What has worked well? What has been challenging?
- What lessons have you learned?
- What advice would you offer other states?

Pause, Reflect, and Discuss (cont.)

For states that have **not implemented** these strategies

- Which seems most intriguing to you? What would you like to learn more about?
- What questions would you ask of your colleagues that have pursued such strategies?

Five Considerations When Planning to Include Results Data in General Supervision Systems

1. Plan for clear and intentional stakeholder partnership and communication
2. Select data points that will inform both state- and local-level improvement efforts and decisionmaking
3. Support districts to understand and use their own data to drive improvement
4. Consider how including results might affect other aspects of your general supervision system
5. Expect to make changes to your original design

Pause, Reflect, and Discuss

- Which of these considerations ring true for you?
- What other considerations would you add to this list?

Thank you!

- Thank you for your interest in this topic and for joining us for our discussion today!
- We appreciate your dedication to improving your state's general supervision system…to ultimately benefit LEAs, schools, children, and their families

Contact Us

- Feel free to reach out with any questions!
  - Susan Hayes, shayes@wested.org
  - Heather Reynolds, heatherreynolds@westat.com
- Please contact your NCSI TA Facilitator or your IDC State Liaison if you would like support with your state's general supervision system!
  - NCSI TA Facilitators: https://ncsi-resources.wested.org/
  - IDC State Liaisons: https://ideadata.org/technical-assistance
- If you are interested in joining the NCSI Results Based Accountability and Support (RBAS) Cross-State Learning Collaborative, please contact Susan Hayes (shayes@wested.org)

Evaluation

- Your feedback is important!
- Please take a minute to complete the evaluation poll

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IDC, Richelle Davis and Rebecca Smith
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