

OSEP's Results Driven Accountability System

National trend data indicate certain areas are improving or staying flat but are generally high (near 100%): % of timely transition for SWD, % of accurate data, % of written complaints timely resolved, timely evaluations of SWD, % of due process hearings adjudicated within timelines, dispute resolution resolved/adjudicated within timelines.

National trend data indicate other areas are flat and low: graduation rate, dropout rate, reading and math proficiency, etc.

NCEO lead a national group to develop Framing Considerations for the new RDA:

- Public transparency and understandability are critical features of a results-driven accountability system and must be reflected in measures used to review states on student performance.
- Multiple measures must be included. No single measure should be used in making decisions about student performance results.
- The use of measures of student performance should provide appropriate incentives to states, particularly in relation to identified values (e.g., inclusion in the general assessment).
- The measures should provide a flag to look deeper into areas that need improvement.
- A plan should be developed and steps taken to monitor, validate, and improve the use of measures by OSEP and others; additional variables may be appropriate to enhance the measures in the future.
- Variables that may be related student performance but that have inconsistent interpretations and reliability should not be included in measures that are used for reviewing states on the performance of the students with disabilities.
- No increased burden on states to collect additional data should result from the shift to reviewing student performance results. The developed measures need to fit within what states are doing as they review districts, and should be compatible with and reflective of the state's overall accountability system used for school improvement.

Core team suggestions:

- Use a reporting format that ensures that multiple measures are considered for students with disabilities receiving special education services.
- Provide data for reading and mathematics separately.
- Include participation of students with disabilities in state assessments.
- Include participation of students with disabilities in the general state assessment.
- Include performance of students with disabilities on the general state assessment.
- Include the relative difficulty of state assessments.
- Include the gap in general assessment performance between students with disabilities and students without disabilities.
- Include improvement in performance over time.