

Dr. Bob Pasternack

- ✓ Consultant, Maximus
- ✓ Former, Assistant Secretary of Education, Office of Special Education and Rehabilitative Services
- ✓ Former, State Director of Special Education, New Mexico

Critical Terms

- ✓ **Accountability** = the quality or state of being accountable (explainable); *especially* : an obligation or willingness to accept responsibility or to account (countable record) for one's actions
- ✓ **Monitoring** = to watch, keep track of, or check usually for a special purpose
- ✓ **Compliance** = conformity in fulfilling official requirements
- ✓ **Improvement** = 1 : the act or process of improving 2a : the state of being improved

Big Ideas in Focused Accountability?

- ✓ Focusing on priorities or critical indicators concentrates limited resources for Continuous Improvement
- ✓ Compliance for what is important becomes Achievable
- ✓ Monitoring becomes the accountability and management system that supports Continuous Improvement



6 Critical Elements in Accountability

- ✓ Consensual, Measurable Priorities/**Goals** (everything flows from ...)
- ✓ Effective Policies and Procedures
- ✓ Data on Program Processes and Results
- ✓ Targeted Training and Technical Assistance
- ✓ Effective, Responsive Dispute Resolution for Public Input
- ✓ Meaningful Actions and Sanctions

You'll see this again
the Big 6



3 Leadership Factors in Accountability

1. Emphasize what Must Count - Results (and what is Most Important)
2. Use Key Data to drive Continuous Improvement
3. Support Scientifically-Valid Practices

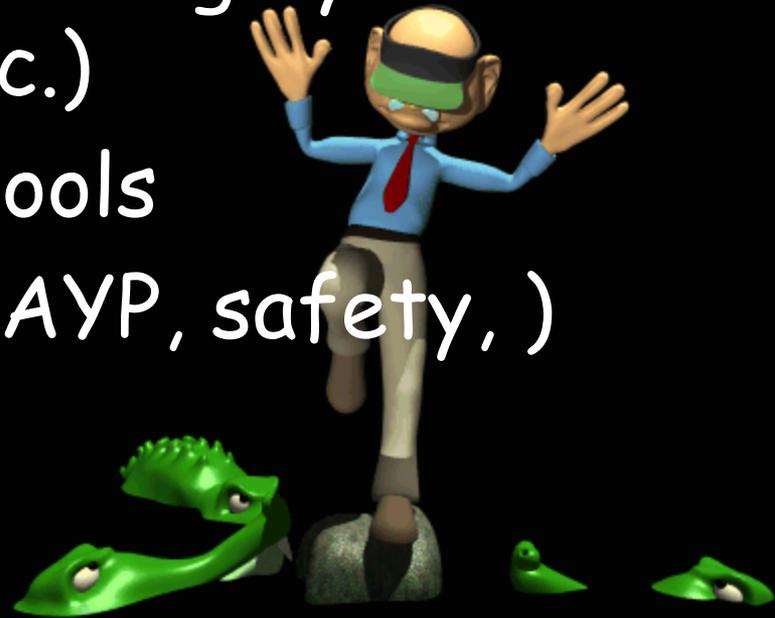


Two Laws - Overlapping Accountability

- **No Child Left Behind (NCLB)** - 2002 (emphasizes results w/scientifically-valid practices)
- **Individuals With Disabilities Education Act (IDEA)** - 2004 (processes leading to results)

Specifically, What Does NCLB Require? - Results!

- Adequate Yearly Progress (AYP) by grade/group until 2012-13
- Public dissemination of accountability data (AYP, Diploma, Not highly qualified teachers, etc.)
- Support to failing schools
- Support to students (AYP, safety,)
- Sanctions for schools who do not improve



To Achieve AYP

Professional Development on Instructional Delivery

Test for Results

State Tests aligned with Standards & Curriculum

Curriculum Aligned with state standards

State Standards for Learning

Report to Public*

* cell sizes, etc.

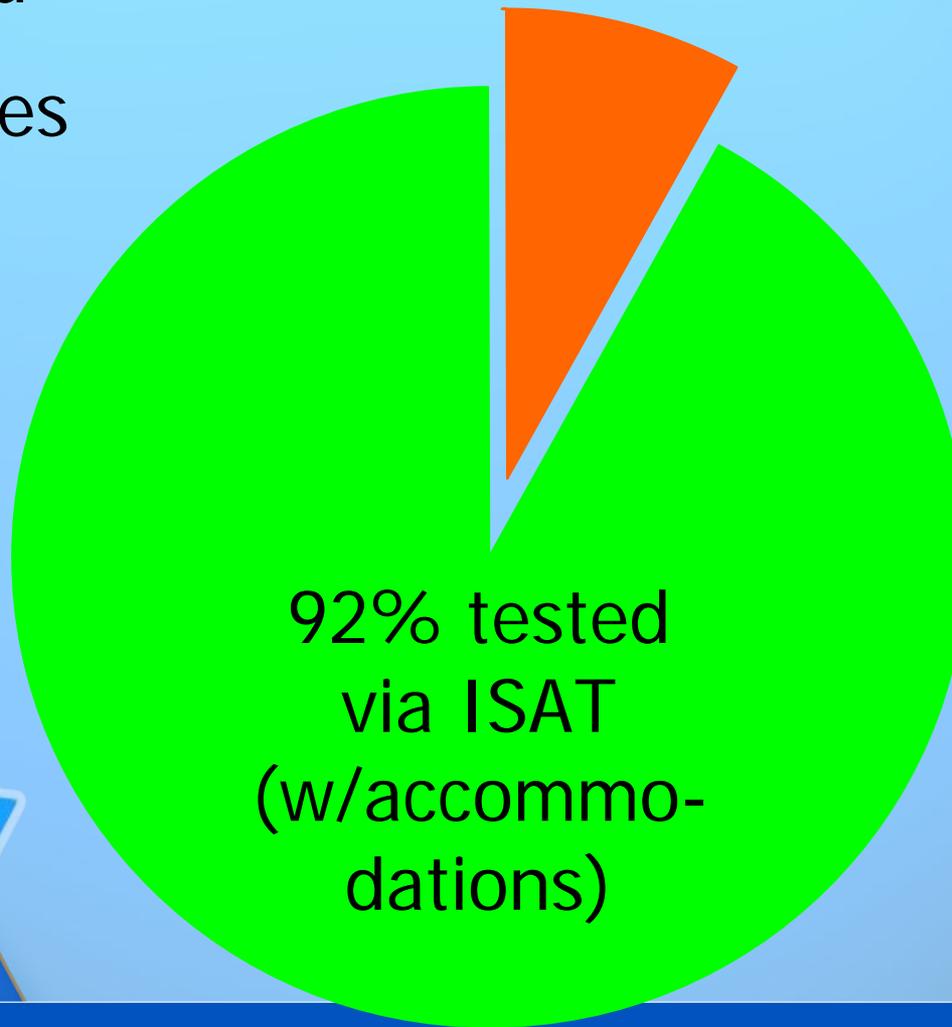
RESULT: NCLB Modifies the Accountability Equation

- Emphasizes annual results
- Ties general ed accountability to all (sub)groups (including LEP & SpEd) (**ALWAYS** disaggregate)
- Provides for public dissemination of data results
- Encourages a "**National** Approach"

p.s. The Secretary's New Flexibility

Disabilities & the AYP Pie

Without
Secretary's
Flexibility



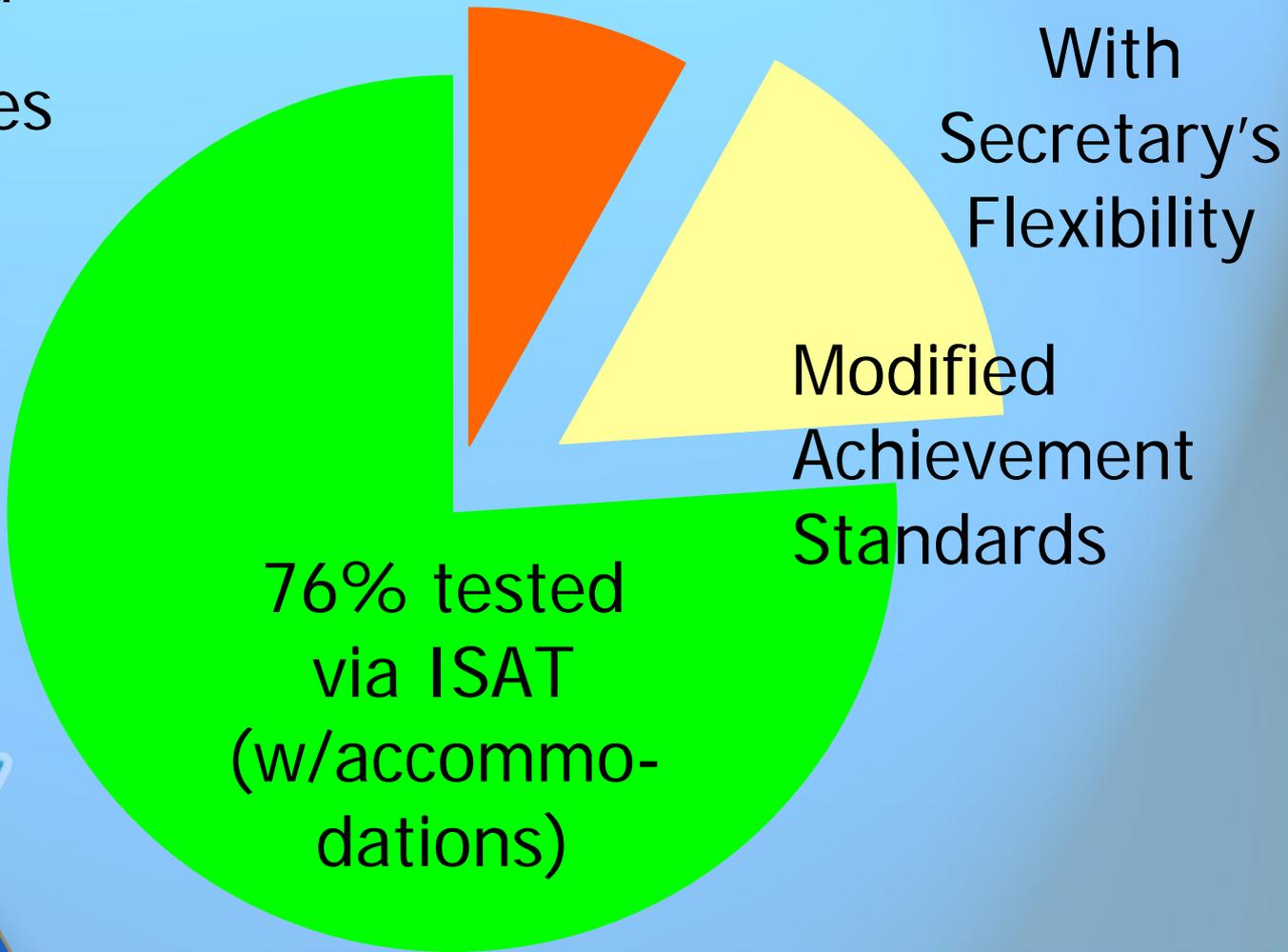
Alt Achieve Regular

100% Enrolled
11% Disabilities



Disabilities & the AYP Pie

100% Enrolled
11% Disabilities



Alt Achieve Mod. Achievement Regular

Individuals With Disabilities Education Improvement Act, '04

a.k.a. IDEA '04
(don't be ignorant)

The Balance between
Process and Results

Specifically, What Does I.D.E.A. Require?

“There are **755** specifically
required compliance items”

Chris Drouin, CDE, count of
items on the ‘OSEP Checklist.

Ex: **755+ items x 6,500,000+ students with
disabilities x 180+ days = compliance with
federal law.**



Here's the Rub ...

You can be in compliance
with all **755** required items
and not be achieving results
for students with disabilities.



What do we have to show for all our
advocacy and best intentions ?

Too many requirements **Trivialize**
Special Education by **making compliance**
Impossible. What about other
programs?

The Emphasis of I.D.E.A.

“Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities” (sec. 1400 (c) (1))

Emphasis on Balance

- ✓ "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.**"



(New) SpEd Compliance

Compliance = (FAPE)
Educational Processes
&
Educational Benefit
(results)

Culture of Procedural



Culture of Results

Compliance

July 6, 2005

(Results = Compliance)

Compliance

How Does IDEA '04 Balance Process & Results

- ✓ Focused Monitoring
- ✓ State Performance Plans
- ✓ 19 Indicators & Rigorous Targets
- ✓ Continuous Progress v. Enforcement (w/Tech Assist.)



19 OSEP Indicators*

1. Diploma

2. Drop-out

3. Performance

4. Suspension

5. LRE

6. LRE preschool

7. Preschool Outcomes

8. Parent Involvement

Rigorous Targets

9. Disproportionality

10. Part C to B

11. Transition Prep

12. Transition

13. Corrected
Noncompliance

14. Resolved Complaints

15. Due Process

16. Resolutions

17. Mediations

18. Timely Data

19. Timely Evaluations

19+ OSEP Indicators

1. Diploma*
2. Drop-out*
3. **AYP/disabilities**
4. **Participation***
5. **Performance***
6. Suspension*
7. LRE <80%*
8. LRE >60%*
9. LRE Separate*
10. LRE preschool*
11. Preschool Outcomes*
12. Parent Involvement*
13. Disproportionality*
14. Part C to B*
15. Transition Prep
16. Transition
17. Corrected Noncompliance
18. Resolved Complaints
19. Due Process
20. Resolutions
21. Mediations
22. Timely Data
23. Timely Evaluations

Which IDEA Priorities and Indicators overlap with NCLB?

- Indicator 1: Graduation w/regular diploma compared to graduation rate of all youth
- Indicator 2: Dropout rate of SWD compared to dropout rate of all students
- Indicator 3a: % districts meeting AYP for SWD subgroup
- Indicator 3b: participation rate for SWD in various assessment levels
- Indicator 3c: Proficiency of SWD against grade level and alternate achievement standards.

How do You Emphasize RESULTS for Students W/Disabilities

✓ Including students with disabilities in accountability systems

✓ Tracking progress and 'gap' over time

Achievement

Diplomas

Drop-out

✓ Including with typical peers as much as appropriate

