

Prepare for Impact !



W. Alan Coulter, Ph.D.
Human Development Center, LSUHSC
New Orleans, LA

3 Key
Questions about
RDA for Every
Special Education
Administrator

A blue 3D-rendered character with a large, round head and a smaller body, standing behind a grey horizontal bar. The character's head is partially obscured by a white rectangular box containing text.

Thanks So Much

What a Privilege to be Have a Conversation
with You

Why ?



ORGAN DAMAGE

Heart disease

Muscles burn less fat and blood flows more sluggishly during a long sit, allowing fatty acids to more easily clog the heart. Prolonged sitting has been linked to high blood pressure and elevated cholesterol, and people with the most sedentary time are more than twice as likely to have cardiovascular disease than those with the least.

Overproductive pancreas

The pancreas produces insulin, a hormone that carries glucose to cells for energy. But cells in idle muscles don't respond as readily to insulin, so the pancreas produces more and more, which can lead to diabetes and other diseases. A 2011 study found a decline in insulin response after just one day of prolonged sitting.

Colon cancer

Studies have linked sitting to a greater risk for colon, breast and endometrial cancers. The reason is unclear, but one theory is that excess insulin encourages cell growth. Another is that regular movement boosts natural antioxidants that kill cell-damaging — and potentially cancer-causing — free radicals.

MUSCLE DEGENERATION

Mushy abs

When you stand, move or even sit up straight, abdominal muscles keep you upright. But when you slump in a chair, they go unused. Tight back muscles and wiry abs form a posture-wrecking alliance that can exaggerate the spine's natural arch, a condition called hyperlordosis, or swayback.

Tight hips

Flexible hips help keep you balanced, but chronic sitters so rarely extend the hip flexor muscles in front that they become short and tight, limiting range of motion and stride length. Studies have found that decreased hip mobility is a main reason elderly people tend to fall.

Limp glutes

Sitting requires your glutes to do absolutely nothing, and they get used to it. Soft glutes hurt your stability, your ability to push off and your ability to maintain a powerful stride.

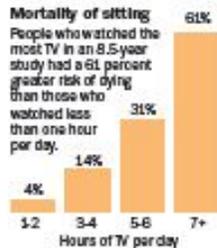
LEG DISORDERS

Poor circulation in legs

Sitting for long periods of time slows blood circulation, which causes fluid to pool in the legs. Problems range from swollen ankles and varicose veins to dangerous blood clots called deep vein thrombosis (DVT).

Soft bones

Weight-bearing activities such as walking and running stimulate hip and lower-body bones to grow thicker, denser and stronger. Scientists partially attribute the recent surge in cases of osteoporosis to lack of activity.



TROUBLE AT THE TOP

Foggy brain

Moving muscles pump fresh blood and oxygen through the brain and trigger the release of all sorts of brain- and mood-enhancing chemicals. When we are sedentary for a long time, everything slows, including brain function.

Strained neck

If most of your sitting occurs at a desk at work, craning your neck forward toward a keyboard or tilting your head to cradle a phone while typing can strain the cervical vertebrae and lead to permanent imbalances.



Proper alignment of cervical vertebrae

Sore shoulders and back

The neck doesn't slouch alone. Slumping forward overextends the shoulder and back muscles as well, particularly the trapezius, which connects the neck and shoulders.

BAD BACK

Inflexible spine

Spines that don't move become inflexible and susceptible to damage in mundane activities, such as when you reach for a coffee cup or bend to tie a shoe. When we move around, soft disks between vertebrae expand and contract like sponges, soaking up fresh blood and nutrients. When we sit for a long time, disks are squashed unevenly and lose sponginess. Collagen hardens around supporting tendons and ligaments.



Lumbar region bowed by shortened psoas

Disk damage

People who sit more are at greater risk for herniated lumbar disks. A muscle called the psoas travels through the abdominal cavity and, when it tightens, pulls the upper lumbar spine forward. Upper-body weight rests entirely on the sacral tuberosity (sitting bones) instead of being distributed along the arch of the spine.

THE RIGHT WAY TO SIT

If you have to sit often, try to do it correctly. As Mom always said, "Sit up straight."



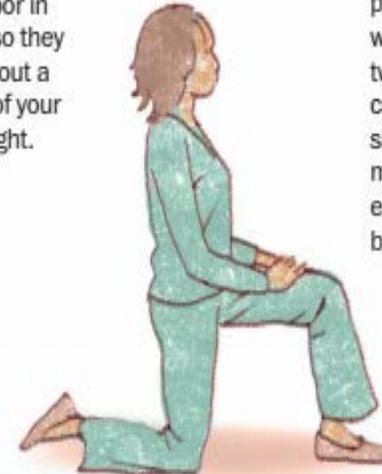
Don't Just Sit There

So what can we do? The experts recommend . . .

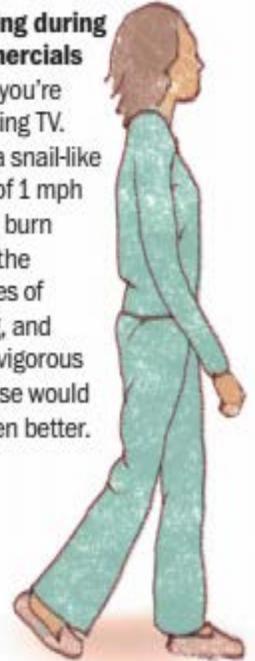
Sitting on something wobbly such as an exercise ball or even a backless stool to force your core muscles to work. Sit up straight and keep your feet flat on the floor in front of you so they support about a quarter of your weight.



Stretching the hip flexors for three minutes per side once a day, like this:



Walking during commercials when you're watching TV. Even a snail-like pace of 1 mph would burn twice the calories of sitting, and more vigorous exercise would be even better.



OUR PURPOSE TODAY

What You Need to Know about
Changes w/RDA & the

Potential Impact on You !



Disclaimer

Alan is

Not

OSEP !

Adaptations were made from OSEP & other materials...

**How Did We
Get Here ?**

**Context
for
RDA**



39 Years of Special Education Law

Four Original Purposes of the Law

1. FAPE
2. Protect Rights
3. Provide Technical Assistance, and



39 Years of Special Education Law

Four Original Purposes of the Law



4. to assess and assure the effectiveness of efforts to educate all children with disabilities”

a.k.a. – Accountability !

Monitoring Compliance



1978 - “The Office of Education will be looking at 6,000 to 7,000 IEPs in the next few months to see whether any problems are developing”

IEP = Compliance

Ernest Boyer, 1979, p. 300.



Never Forget
There are More than

755+ Process

Requirements in IDEA

'04 Regulations.

A Checklist Mentality

The Checkmark is
NOT the Result !



Going to NonCompliance Jail?

Corrective Actions ?

Settlement Agreements ?

Independent Monitors ?



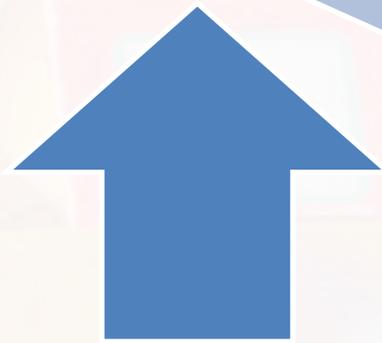


I Should
Have
Checked that
IEP More
Carefully

*In Holiday
Charlie*

Historic Focus

Procedural
Compliance



Student
Learning
Outcomes



**How Do We
Know
Special
Education is
Effective ?**



Part B: SPP **Compliance** Indicators

Indicator

9: Disproportionate Representation

10: Disproportionate Representation

11: Child Find

12: Early Childhood Transition

13: Secondary Transition

15: Compliance Findings

20: Timely and Accurate Data

These are the Basis of State Status
Determinations (up to 2014)

Part B: SPP Results Indicators

Indicator

1: Graduation

2: Drop out

3: Statewide Assessment

4: Suspension and Expulsion

5: Educational Funding

6: Preschool

7: Pre-K

8: Parent

14: Postsecondary Outcomes

18: Resolution of Dispute Agreements

19: Mediated Agreements

**Not Counted Towards
Determination of
Compliance**



2007 U.S. Dept of Education Determinations on State Implementation of IDEA Part B Determinations

American Samoa

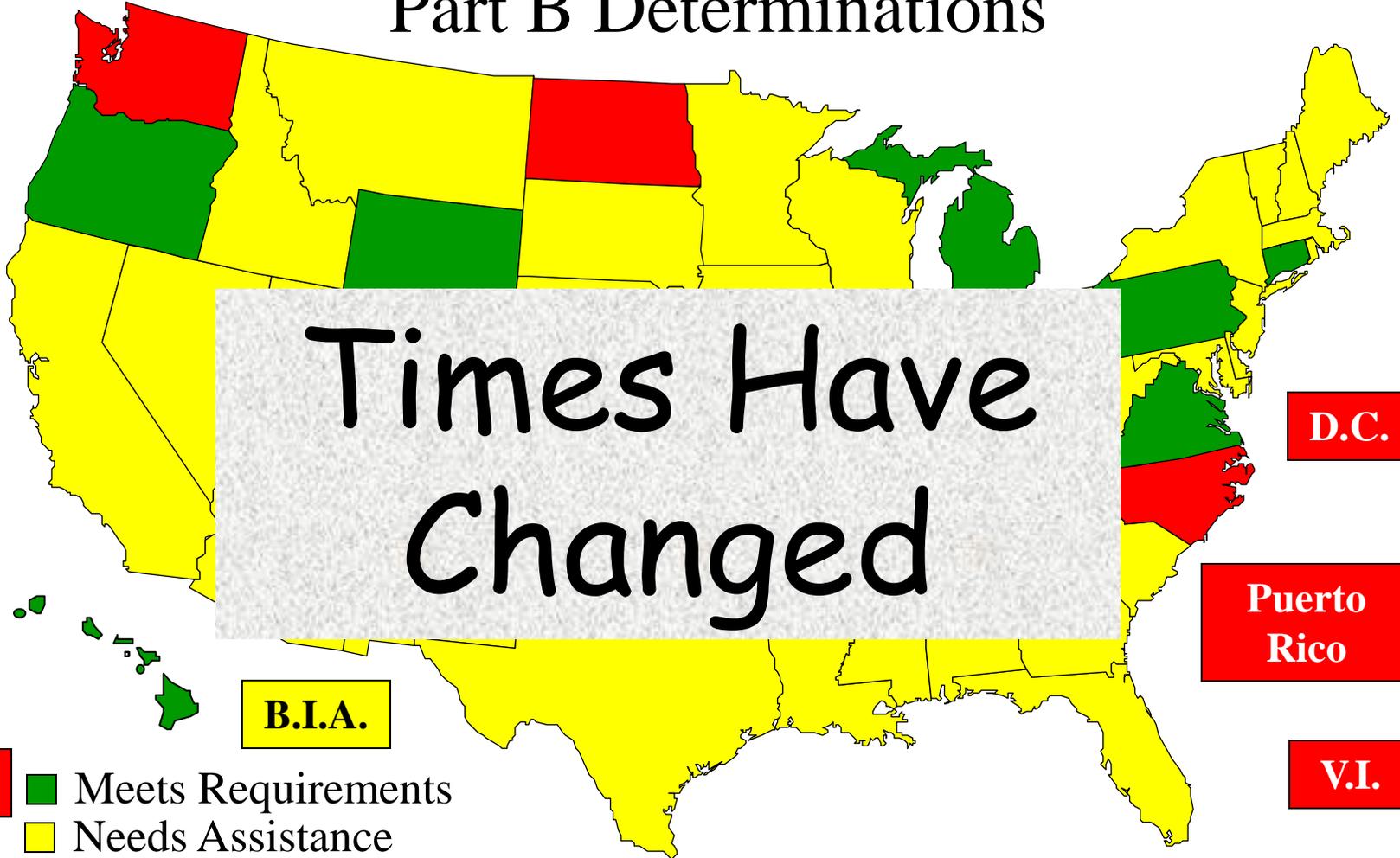
Guam

Northern Marianas

Palau

Marshall Islands

Micronesia



B.I.A.

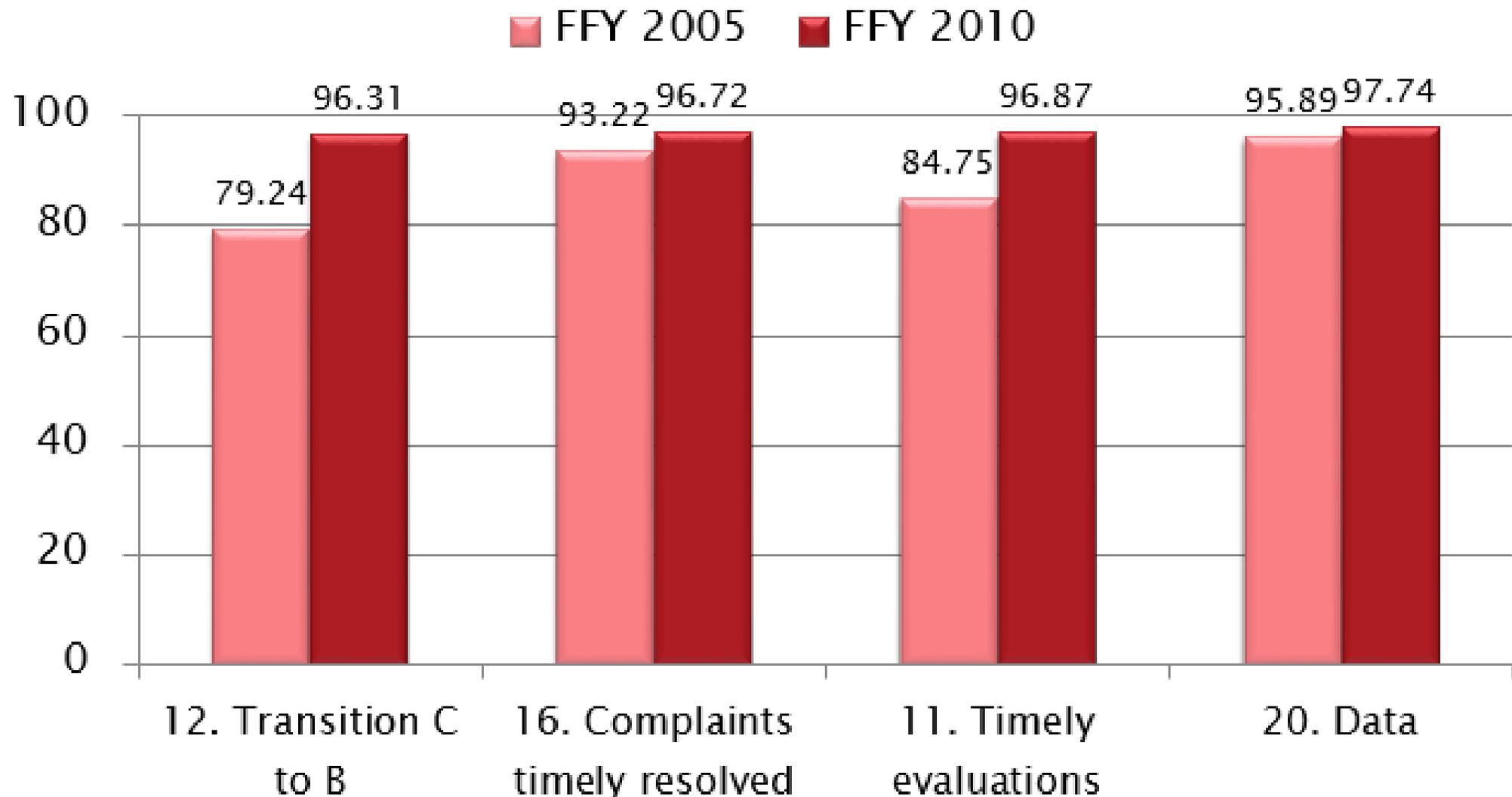
- Meets Requirements
- Needs Assistance
- Needs Intervention

D.C.

Puerto Rico

V.I.

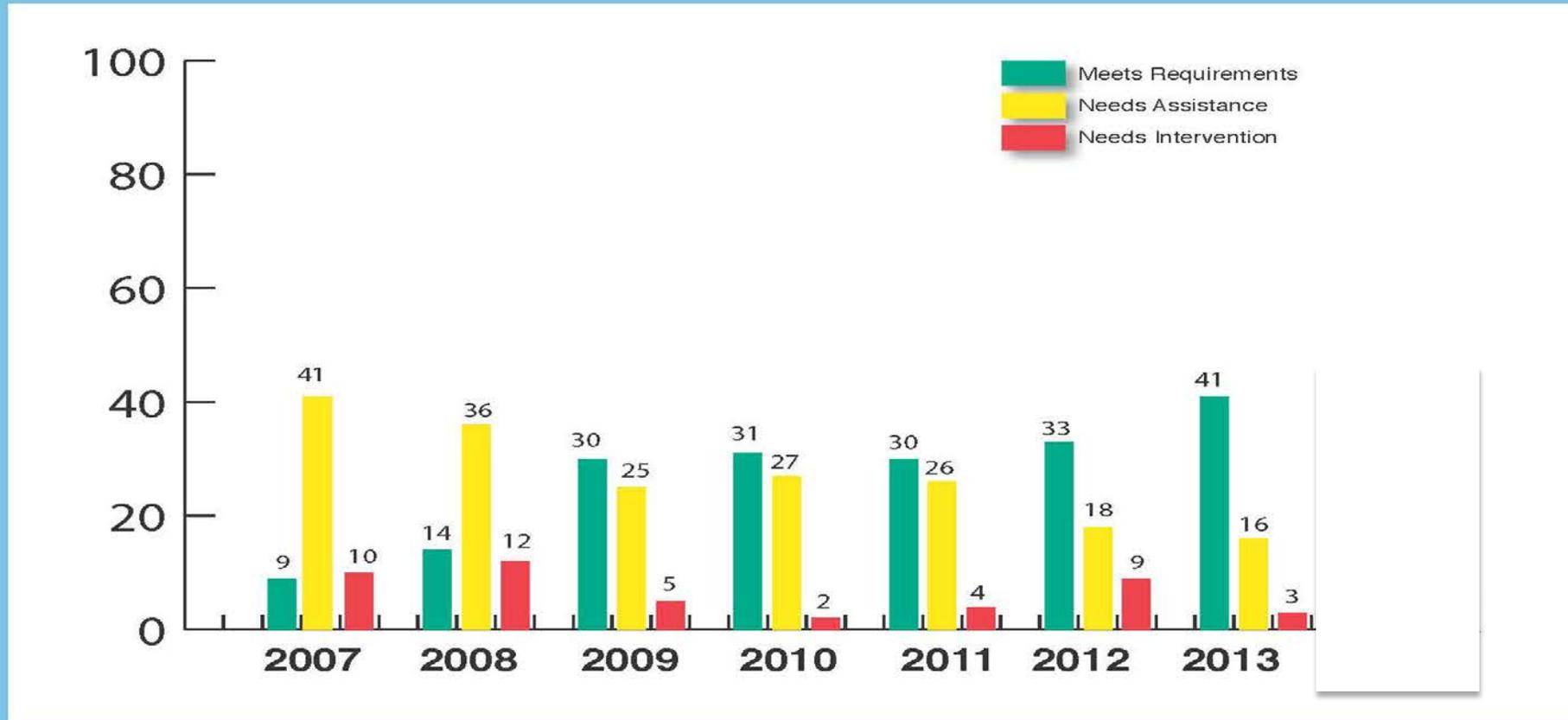
States Aggregate Performance on Selected Compliance Indicators



Adapted from OSEP presentation

Data Source: OSEP

IDEA Part B State Determinations: 2007-14



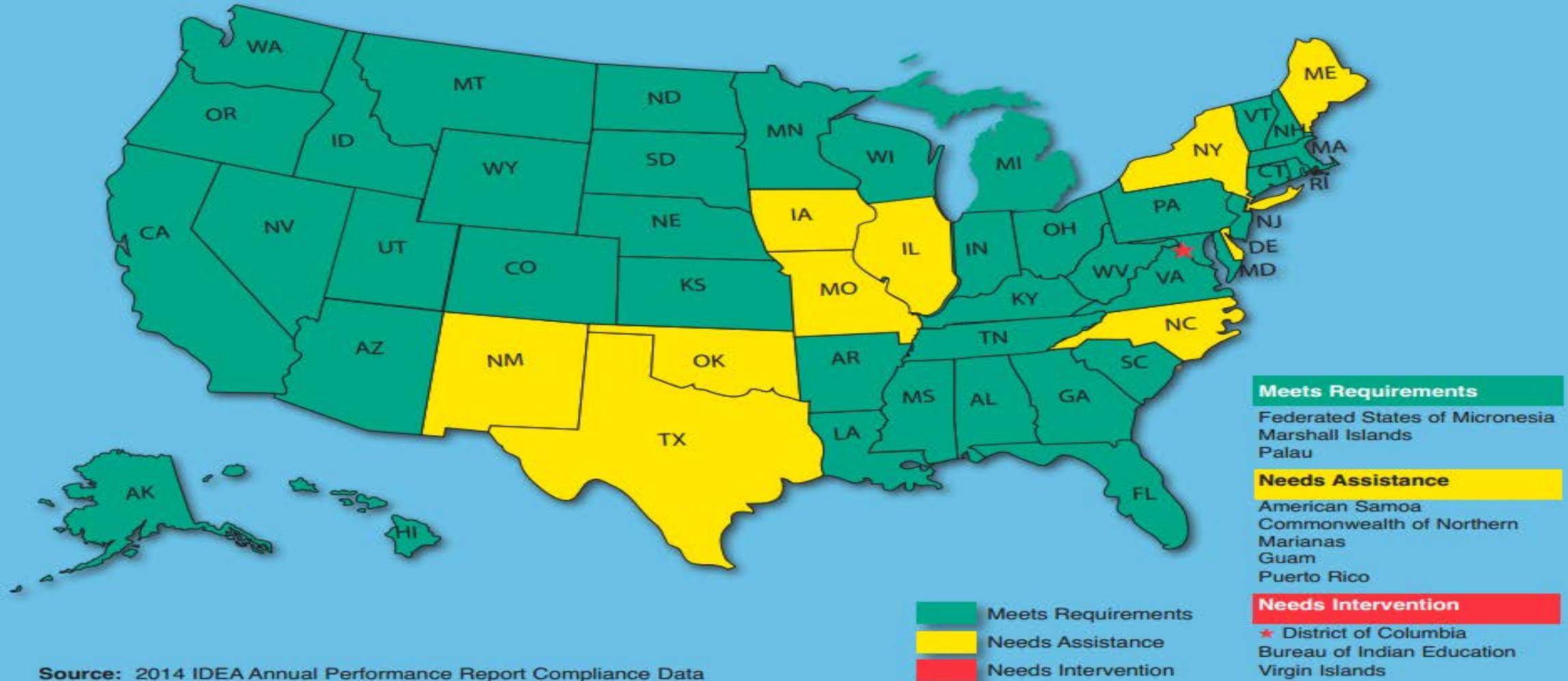
Sources: 2007-13—IDEA Part B Annual Performance Report Compliance Data; 2014—IDEA Part B Annual Performance Report Compliance Data and Results Data, which includes *EDFacts* (2012-13 School Year) and National Assessment of Educational Progress (2013 NAEP Results)

Success Was Being Realized



What Could Have Been in 2014 Before RDA

IDEA State Compliance Only: 2014



Source: 2014 IDEA Annual Performance Report Compliance Data

Data Source: OSEP

Never Forget

There are more than **755** Process Requirements
in IDEA '04 Regulations.

And even if You could be in
Compliance with All **755**,
You would have No Assurance of
Results



*On Holiday
Charlie*

**What's
Missing**

Time for a
Shift



The Shift in Accountability

“For too long we’ve been a compliance-driven bureaucracy when it come to educating students with disabilities,”

said U.S. Secretary of Education, Arne Duncan.

Adapted from OSEP presentation



The Emphasis of I.D.E.A.

“...Our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities”



The Primary Focus of Federal and State Monitoring activities shall be on -

- Improving Educational RESULTS and Functional OUTCOMES for all children with disabilities
- +
- Ensuring that States meet... the program requirements, with... emphasis on those most related to Improving Results

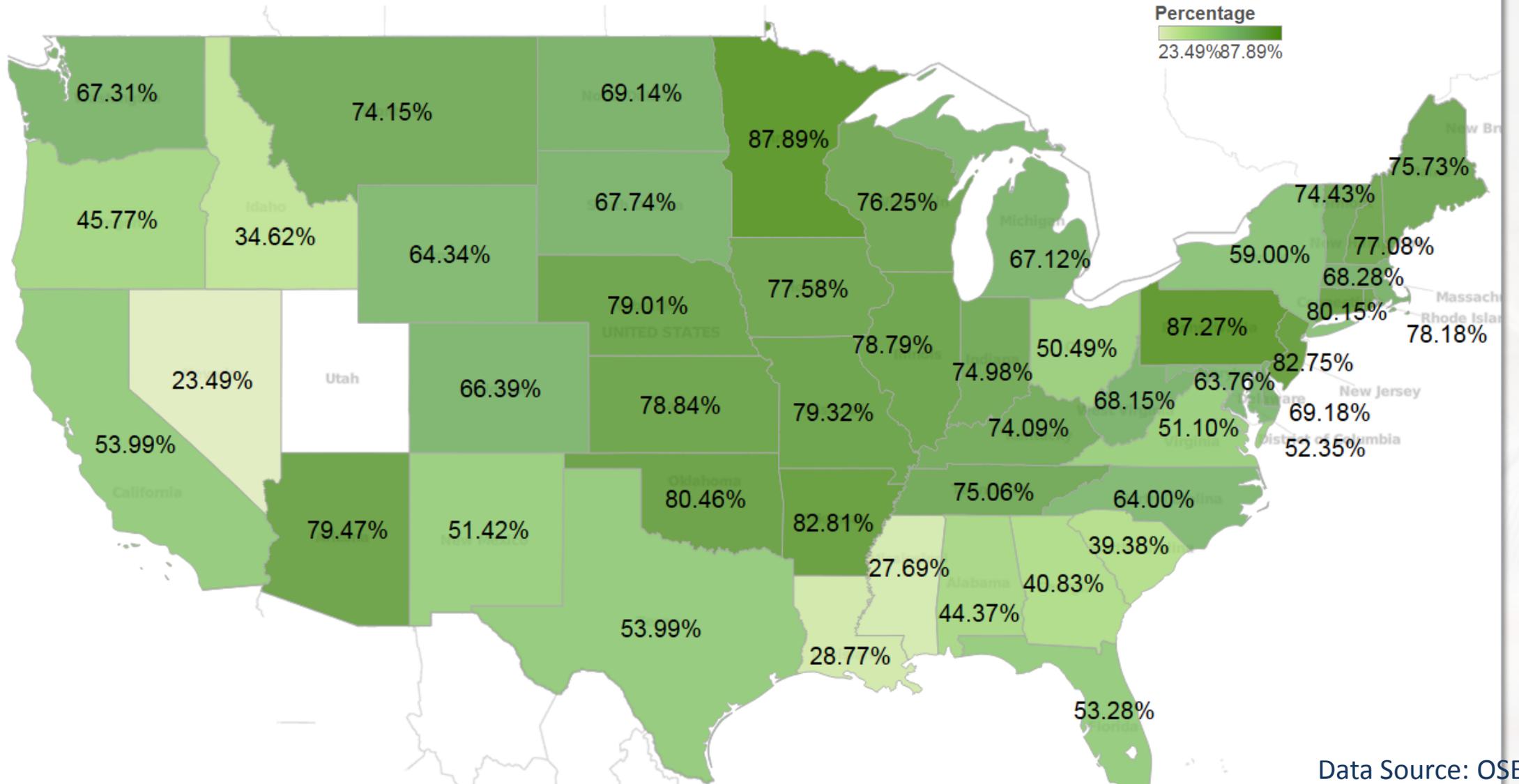
20 U.S.C. 1416(a)(2)

Percentage of public school students
with a 'proficient' score,
National Assessment of Educational Progress, 2013

	Students <u>w/IEPs</u>		<u>Other</u> students	
	reading	math	reading	math
4 th grade	9	16	37	45
8 th grade	6	7	37	38
12 th grade	8	4	39	26

Range 87.9% to 23.5%

U.S. Total Graduation Rate for all Students with Disabilities = 63.55%



Data Source: OSEP

High School Graduation with a Regular Diploma.

The average state target was **72.8%**. In 2011,

80% of states did not make their target.

States with Graduation Rates as low as **25%**

(Nevada) Earn a "**Meets Requirements**" status determination Rating.



The image features two stylized green 3D human figures. The figure on the left is holding a large white rolled-up document. The figure on the right is holding a large white rectangular sign with a red border. A magnifying glass is positioned over the sign, focusing on the text 'Student Results'. The background is a dark green gradient with a subtle grid pattern.

Student Results

**Where IDEA (all
Federal Programs)
is Going**

*In Holiday
Charl...*

Shift the Balance



Student
Learning
Outcomes

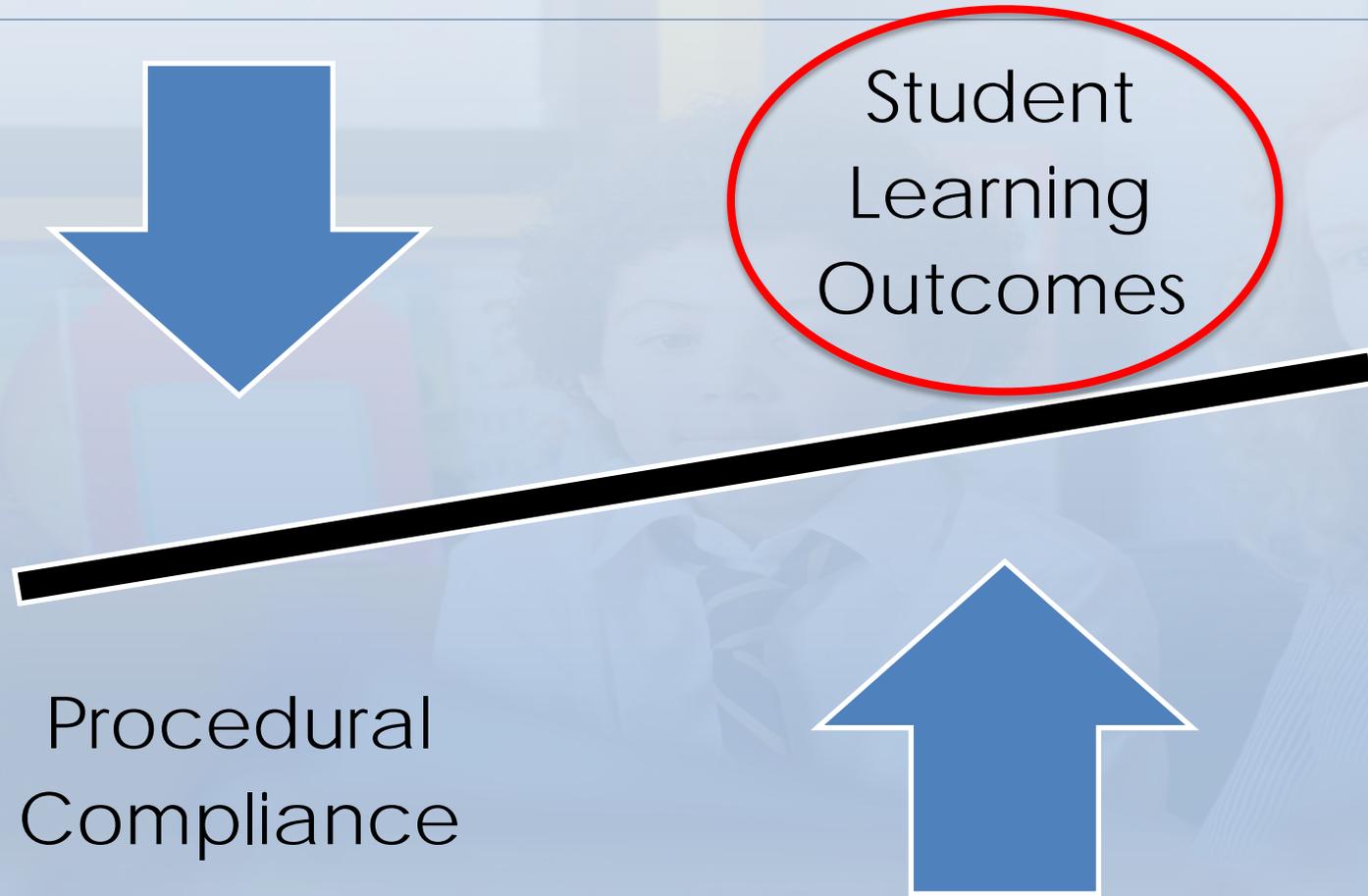


Procedural
Compliance



*In Holiday
Charlie*

Shift the Balance



Student
Learning
Outcomes

Procedural
Compliance

OSEP's Purpose with Results Driven Accountability

Increasing Emphasis of Monitoring & Reporting Requirements toward:

- ✓ Determining whether Services to Children w/Disabilities are Effective in Improving the Educational & Functional Outcomes for Students,
- +
- ✓ While still Maintaining most of the Compliance Requirements

Remember This? Procedural Compliance Only

IDEA State Compliance Only: 2014



Source: 2014 IDEA Annual Performance Report Compliance Data

Data Source: OSEP

Vision for RDA

All components of an accountability system will be **aligned** in a manner that **best support States** in **improving results** for infants, toddlers, children and youth with disabilities, and their families.



Results Driven Accountability

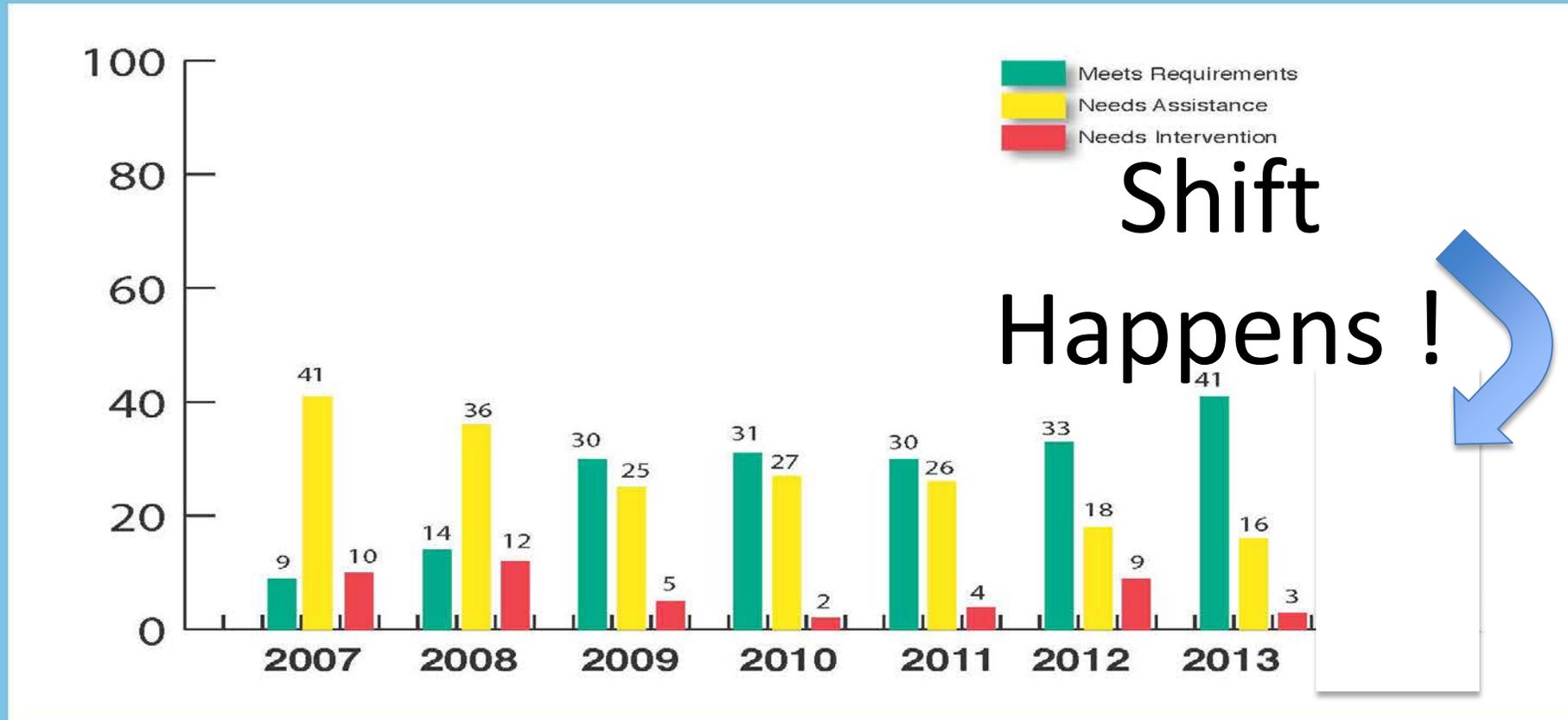
State Status
Determinations are
Different Now

2014 Rubric Scores

Virginia	95.0%	Pennsylvania	85.23%
Wyoming	92.73%	Wisconsin	85.0%
Kansas	92.5%	Minnesota	82.95%
Indiana	90.45%	Missouri	80.68%
New Jersey	90.23%	Vermont	80.45%
New Hampshire	90.0%	Georgia	80.00%
Florida	87.95%	Nebraska	80.0%
Massachusetts	85.23%		

Adapted from VA DoE presentation

IDEA Part B State Determinations: 2007-14



Sources: 2007-13—IDEA Part B Annual Performance Report Compliance Data; 2014—IDEA Part B Annual Performance Report Compliance Data and Results Data, which includes *EDFacts* (2012-13 School Year) and National Assessment of Educational Progress (2013 NAEP Results)



Any
Questions
So Far ?

How does RDA Affect YOU ?

What Impact ?



Preparing for What You Can Do

In Thinking about Your District

1. What
Challenges
do You See
in Addressing
RDA?



Critical Points

- Performance on Procedural Compliance in the past Several Years
- Performance on Results Measures in the past Several Years
- State's SIMR & Your Performance
- Capacity to Support Staff in Improving Results
- Sustaining Procedural Compliance while Improving Results



Changes That Have Happened

State Level Applications



Revisions to Your State's SPP & APR

The Revisions Guided by 3
Principles -

1. Aligned with the Principles of RDA, i.e., focus on what will most likely to impact improved educational results & functional outcomes



Unspoken Premise is...

Revisions to SPR & APR

2. Reduced Reporting Burden

Only require Information Prescribed by Statute & Regulation, or Directly linked to Improved Educational Results & Functional Outcomes

Unspoken Premise is...

3. Maintaining Data Sources & Measures

Only Absolutely Needed for Reporting

Revisions by OSEP for RDA include

Focus on 3 Results Indicators:

- ✓ Indicator #B1: Graduation Rates
- ✓ #B3: Assessment
- ✓ #B14: Post Secondary Outcomes

Attend to New Indicator:

- ✓ #17: State Systemic

Improvement Plan (SSIP)





State Systemic Improvement Plan (SSIP)

Comprehensive, Multi-Year Plan for Improving Results

for Students, includes 3 Phases:

Phase 1: FFY 2013-14

(Reported in April, 2015)

- ✓ Data Analysis
- ✓ Identify **SIMR**
- ✓ Analyze Infrastructure
to Support Improvement
& Build Capacity
- ✓ Theory of Action (If-Then)



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

**SSIP
Phase 1**

What is the Problem ?

- Root Cause Analysis (inc. infrastructure)
ID factors
- For each factor, ID barriers & leverage points for improvement

Why is this Happening ?

**SSIP
Phases 1 & 2**

**SSIP
Phase 3**

How Well is the Solution Working?

How do we know it's working? How do we know it's not it?

SSIP Phases 1 & 2

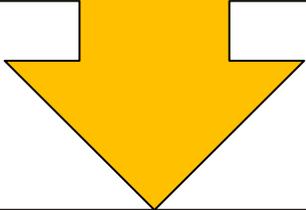
- *Evaluation of progress annually*
- Adjust plan as needed

- Search/evaluate evidence-based solutions
- Develop Action Steps
- Develop *Theory of Action*
- Develop *Plan for Improvement*

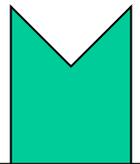
Implement Over Time



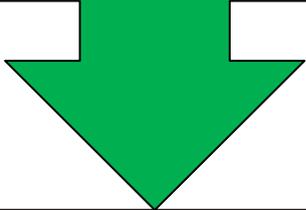
Data Analysis
Broad,
Quantitative, &
Qualitative



**What are the
Problems
(Opportunities)?**

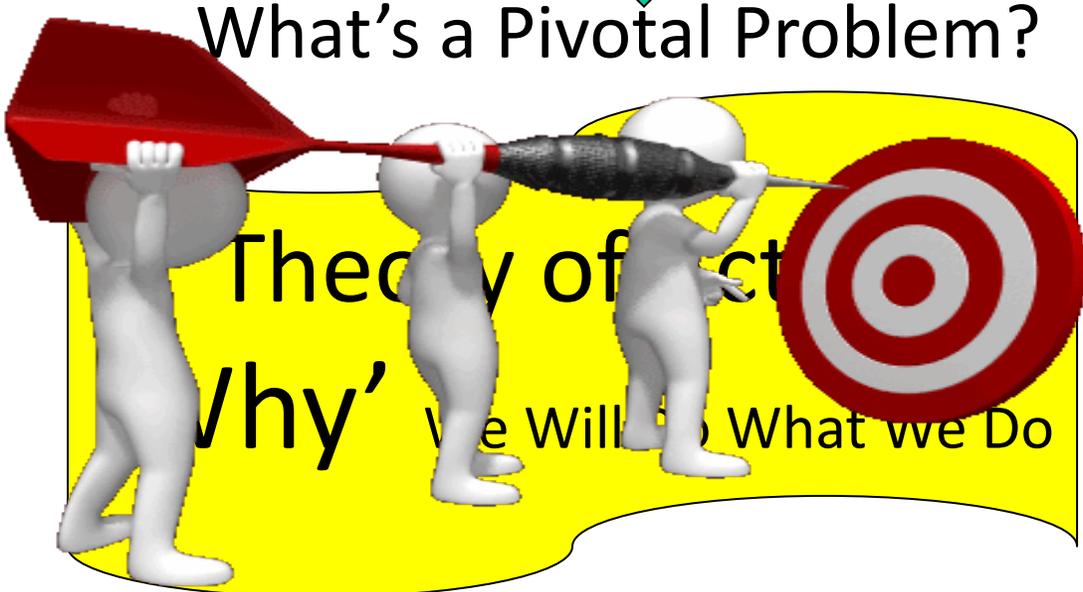


**Infrastructure
Analysis**
Broad, Quantitative, &
Qualitative



SIMR - A Focus for Improvement

**In-Depth
Data
Analysis**



What's a Pivotal Problem?

**In Depth
Infrastructure
Analysis**

State-Identified Measureable Result – Part B

What are States working on?

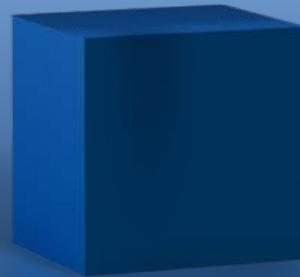
- **Graduation:** AK, DC, FL, GA, MN, MT, NC, ND, NJ, PA, RMI, VA, WV
- **Reading/ELA:** AR, AS, AZ, CNMI, CO, CT, DE, FSM, GU, HI, IA, ID, IL, IN, KS, LA, MI, MS, NE, NV, NM, NY, OH, OK, OR, Palau, SC, SD, TN, TX, VI, WA, WI, WY
- **Math:** KY, MD, ME, PR, RI, UT, VT
- **Reading and Math:** CA, MO
- **Early Childhood Outcomes:** MA, NH
- **Post-school Outcomes:** AL, BIE

Limited = 31 states
Broad = 25 states
??? = 3 states

Variations within SIMRs

- Child level variations
 - Disability category
 - Race/ethnicity
 - Gender
 - English learner
 - Poverty status
 - Grades/ages
- Variations in scope
 - Statewide versus focusing on a subset of districts or programs within the State

**Any
Questions
So Far**



To Address Your Success Gap, Find the Root Causes

- Two tools from the *IDEA* Data Center



Further Resources

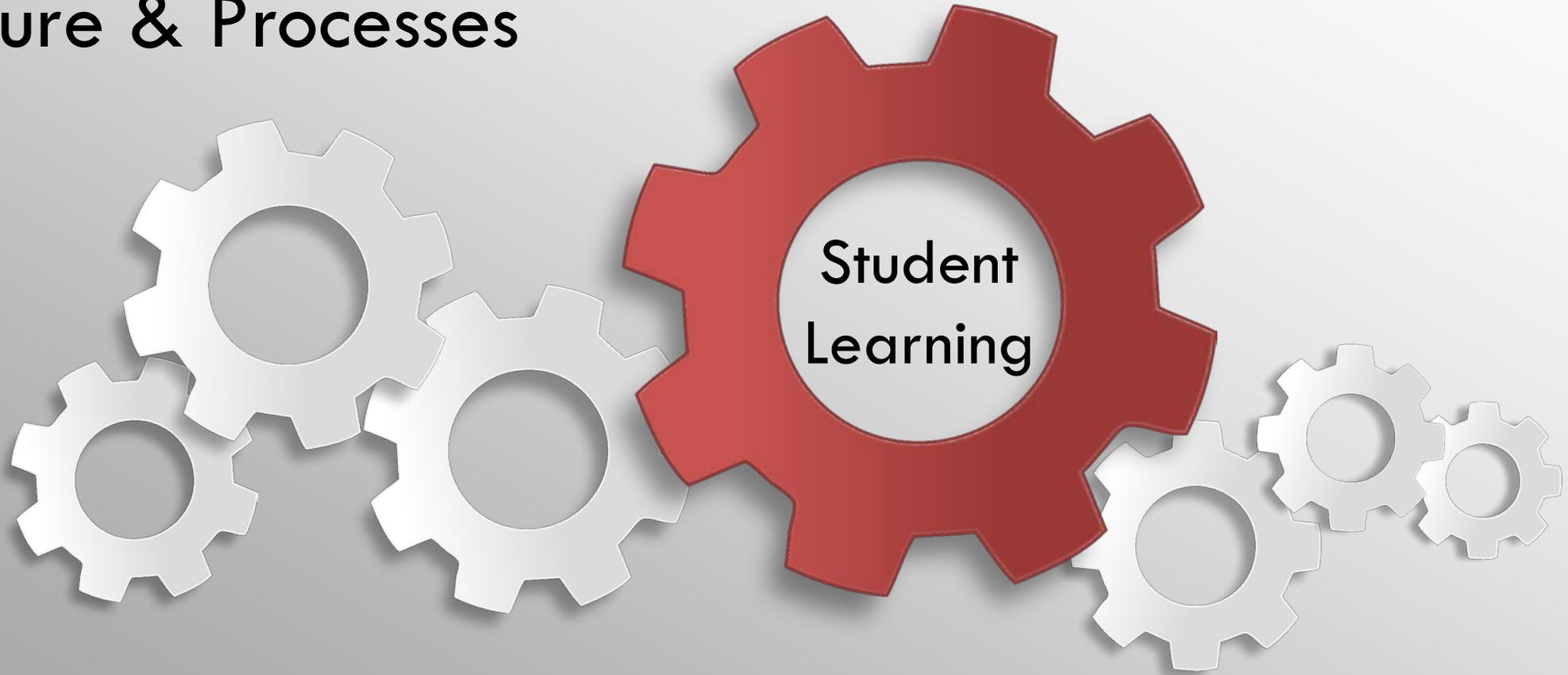
- Tools are found at:
 - <https://ideadata.org/resource-library/54611b49140ba0d8358b4569/>
 - <https://ideadata.org/resource-library/54611dfc140ba0cb398b4573/>
- Are you interested in piloting these tools?
- Please provide feedback about the tools if you use them

Contacts:

- Tom Munk (TomMunk@westat.com),
- Nancy O'Hara (nancy.ohara@uky.edu),
- Cesar D'Agord (cdagord@wested.org) or
- Kristin Reedy (kreedy@wested.org)

Infrastructure – What Does it Look Like ?

Structure & Processes



How do you assess/evaluate?



Sustainability Rubric

A Tool to Help State Education Agencies Assess Their Current Efforts to Sustain Reform Strategies to Meet Student Achievement Goals

October 2013

A. SEA Capacity

1. System Capacity > A. SEA Capacity

i. Align human capital decisions with priority goals and reforms

Questions to Consider	Inadequate	Emerging	Strong	Exemplary	Look-Fors
<ul style="list-style-type: none"> Do all SEA staff members understand how their work supports the SEA's priority reforms and goals? Does the SEA have well-designed recruitment and accountability 	Individual staff and team goals are not aligned to the SEA's priority goals or reforms.	All staff in the SEA know how their individual goals align to the goals of their team but may not know how their goals align to the SEA's priority goals or reforms.	All staff in the SEA know how their individual and team goals align to priority goals; they also know how their work supports the SEA's priority reforms.	All staff members in the SEA demonstrate a thorough understanding of how their individual work and goals contribute to the agency's priority reforms and goals.	<p>Staff can articulate how their work contributes to priority reforms and goals.</p> <p>Decisions to recruit, retain, promote and dismiss staff are grounded in the priority goals.</p>

Systemic Improvement in the State Education Agency

A Rubric-Based Tool to

Develop and Implement the State Systemic Improvement Plan (SSIP)

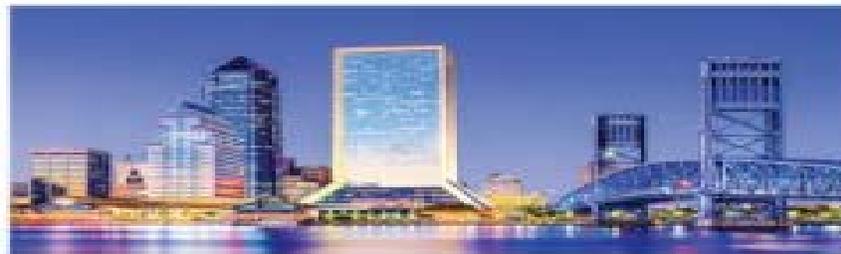
Achieve an Integrated Approach to Serving All Students

Continuously Improve Practice in the SEA

	I	II	III	IV
Essential Indicators	No Development or Implementation	Limited Development or Partial Implementation	Mostly Functional Level of Development and Implementation	Full Level of Implementation and Evidence of Impact
<p>4.1 SEA provides technical assistance aligned to SIMRs to improve outcomes for SWD</p> <p>Rubric Score _____</p> <p>Priority _____</p> <p>Opportunity _____</p> <p>Index _____</p>	<p>There are no formal SEA policies and procedures for providing technical assistance aligned to SIMRs to improve outcomes for SWD.</p>	<p>The SEA has developed written policies and procedures for providing technical assistance aligned to SIMRs to improve outcomes for SWD.</p>	<p>The SEA has implemented its written policies and procedures for providing technical assistance aligned to SIMRs to improve outcomes for SWD.</p>	<p>The SEA has an ongoing process for evaluating and improving the efficiency and effectiveness of policies and procedures for providing technical assistance aligned to SIMRs to improve outcomes for SWD.</p>

State Systemic Improvement Plan

*What We Learned From Phase I and
Expectations for Phase II*



What We Learned

- States analyzed data from a variety of sources, including data collected outside of Parts C and B
- States identified concerns with data quality and additional data that they would like to collect

Source: Kavulic, 2015 – Albuquerque Institute

What We Learned

- States provided a lot of descriptive information on their infrastructure
- It was not always clear how States analyzed their infrastructure in relation to the SIMR
- Changes that States would need to make within their own infrastructure to support LEAs/EIS programs in implementing evidence-based practices were not always included

Source: Kavulic, 2015 – Albuquerque Institute

What We Learned

- Stakeholders were identified, but their involvement was not adequately described
- In Phase II, we want to see how States will be intentionally and meaningfully including stakeholders in the development, implementation and evaluation of their plan

Source: Kavulic, 2015 – Albuquerque Institute

What We Learned

- Development of the SSIP is an iterative process
- As you are developing the Phase II SSIP, you may realize that you need to analyze more data or components of your infrastructure or modify some of your coherent improvement strategies
- There is no end date nor start date to the different phases

Source: Kavulic, 2015 – Albuquerque Institute

Indicator 17: SSIP

Phase **2**: FFY 2014-15

(Reported in February, 2016)

- ✓ Infrastructure Development
- ✓ Support Local Agency Implementation of Evidenced-Based Practices
- ✓ Evaluation Plan

Phase **3**: FFY 2015-16, 16-17, 17-18, 18-19

- ✓ Results of Ongoing Evaluation & Revisions to SPP/APR

Note: This is a **State** Plan
- Not an LEA Plan



Adapted from OSEP presentation



Focus of Phase X 2

Building State capacity to support LEAs/EIS programs in implementing evidence-based practices that will lead to measurable improvement in the SIMR

- Builds on
 - Data and infrastructure analyses
 - Coherent improvement strategies
 - Theory of Action

Support for Local Implementation of Evidence-Based Practices

How the State will support local implementation of evidence based practices to improve results

- Steps and activities to implement coherent improvement strategies
- How identified barriers will be addressed
- Responsibility for implementation
- Implementation with fidelity
- Resources needed
- Measuring expected outcomes
- Timelines

What We Learned

- States did not report data specific to their infrastructure.
- In developing your Phase II SSIP, think about the changes that will need to be made within the State infrastructure and the type of data that is needed to enhance the infrastructure to support, improve, and sustain effective practice at the local level

Source: Kavulic, 2015 – Albuquerque Institute

What We Learned

- While States described other initiatives within the State, it was not always clear how the State would build off of these to meet the SIMR
- In developing Phase II, consider how aligning with other initiatives can maximize impact, maintain momentum, and support sustainability

Source: Kavulic, 2015 – Albuquerque Institute

But - Deadline Passed



Phase 1 Submitted on Time

UCCCESS

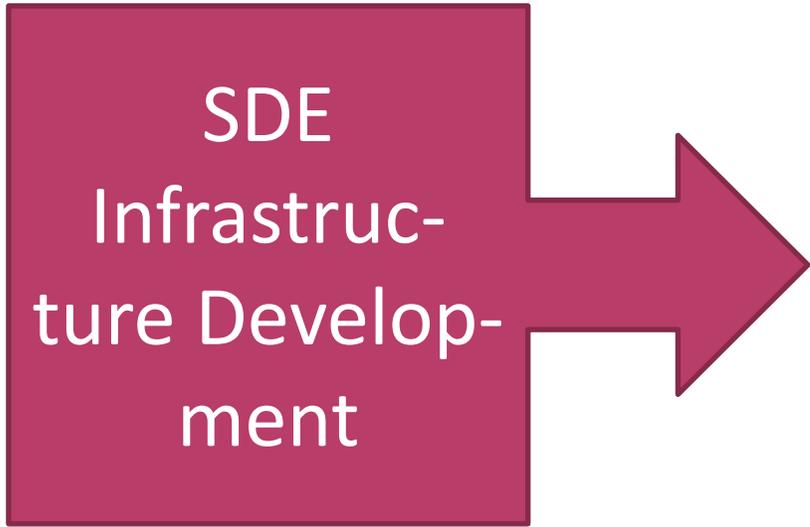
2014-15

2015-16

2016-17

2017-18

2018-19



?

?

?

?

SIMR - A Focus for Improvement



?

?

?

?

Evaluation Plan ?

	I	II	III	IV
Essential Indicators	No Development or Implementation	Limited Development or Partial Implementation	Mostly Functional Level of Development and Implementation	Full Level of Implementation and Evidence of Impact
<p>5.1 The SSIP has an evaluation plan that includes data collection and analysis strategies</p> <p>Rubric Score _____</p> <p>Priority _____</p> <p>Opportunity _____</p> <p>Index _____</p>	<p>There is no formal SSIP evaluation plan that includes data collection and analysis strategies.</p>	<p>The SEA has developed a formal SSIP evaluation plan that includes data collection and analysis strategies.</p>	<p>The SEA has implemented a formal SSIP evaluation plan that includes data collection and analysis strategies.</p>	<p>The SEA has an ongoing process for evaluating and improving the formal SSIP evaluation plan that includes data collection and analysis strategies.</p>

**How is My
State
Education
Agency
Internally
Aligned to
Implement
RDA?**



How does RDA Affect YOU ?

What Impact ?



Preparing for What You Can Do

In Thinking about Your District

1. What
Challenges
do You See
in Addressing
RDA?



Critical Points

- Performance on Procedural Compliance in the past Several Years
- Performance on Results Measures in the past Several Years
- State's SIMR & Your Performance
- Capacity to Support Staff in Improving Results
- Sustaining Procedural Compliance while Improving Results



In Thinking about Your District

2. What
Resources do
You Need in
Addressing
RDA?



Critical Points

- Resources You have Now to Emphasize Improving Results
- Identified Needs of Staff
- Data Sources to Measure and Visualize performance
- State's Commitment to Continuing Professional Learning
- Costs to Sustain Gains Realized in Next few Years



In Thinking about Your District

3. What are the
Public/Political
Implications in
Your
Community for
RDA?



Critical Points

- State's Process to Determine LEA Status Determinations?
- State's Process for Disseminating this Information to the Public, if at all?
- Current Local Stakeholder Involvement in Efforts to Improve Results
- Current Attitudes Towards Special Education



In Thinking about Your District

What are
Opportunities &
Accomplishments in
your District on which
You Can Build for
Students w/
Disabilities?

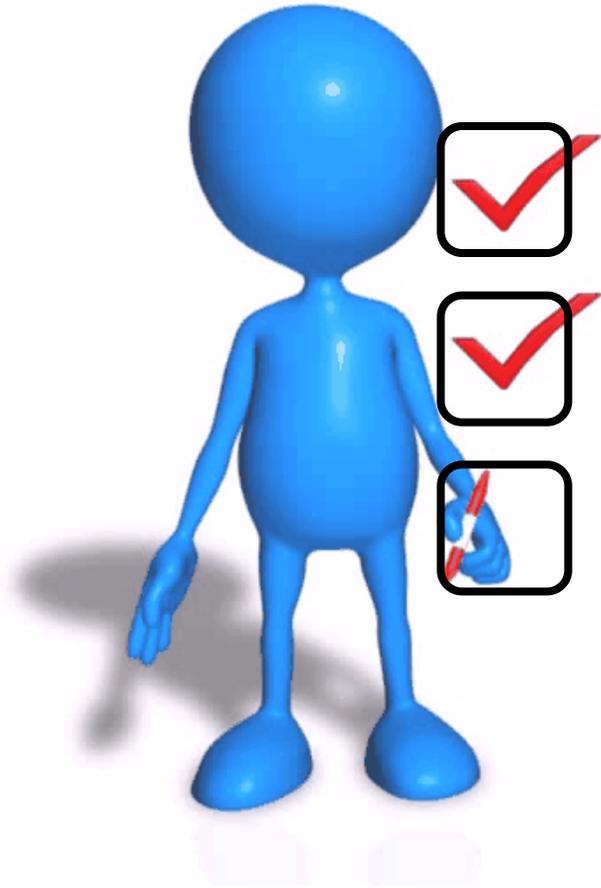


Did We Cover What Was Promised ?

✓ Well, Let's
Review



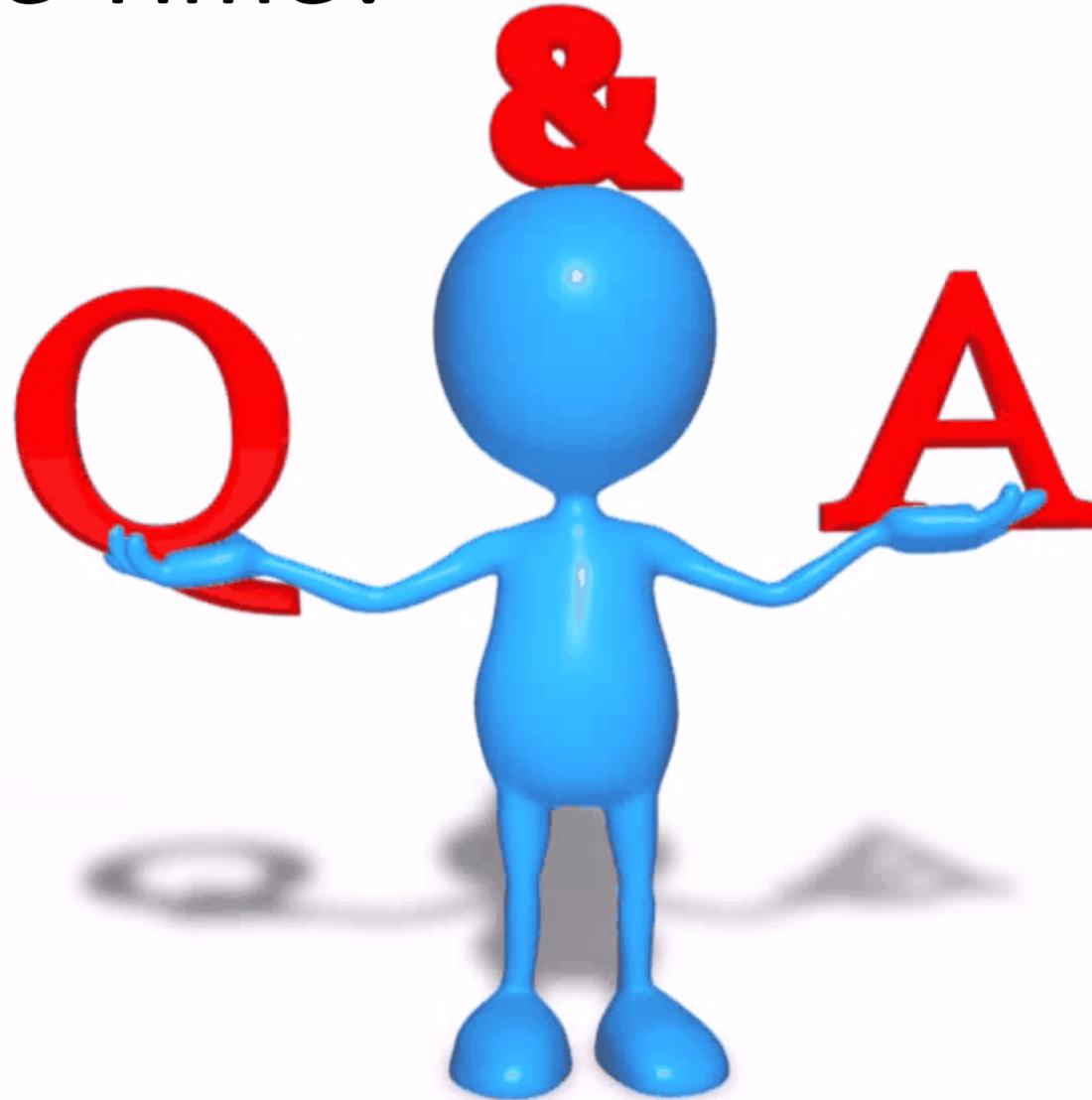
3 Sections for this Morning



1. Context – How We Got to this Point in Special Education
2. Results Driven Accountability – A Shift in Emphasis
3. Preparing for Impact - What You Can Do



Do We Have Time?



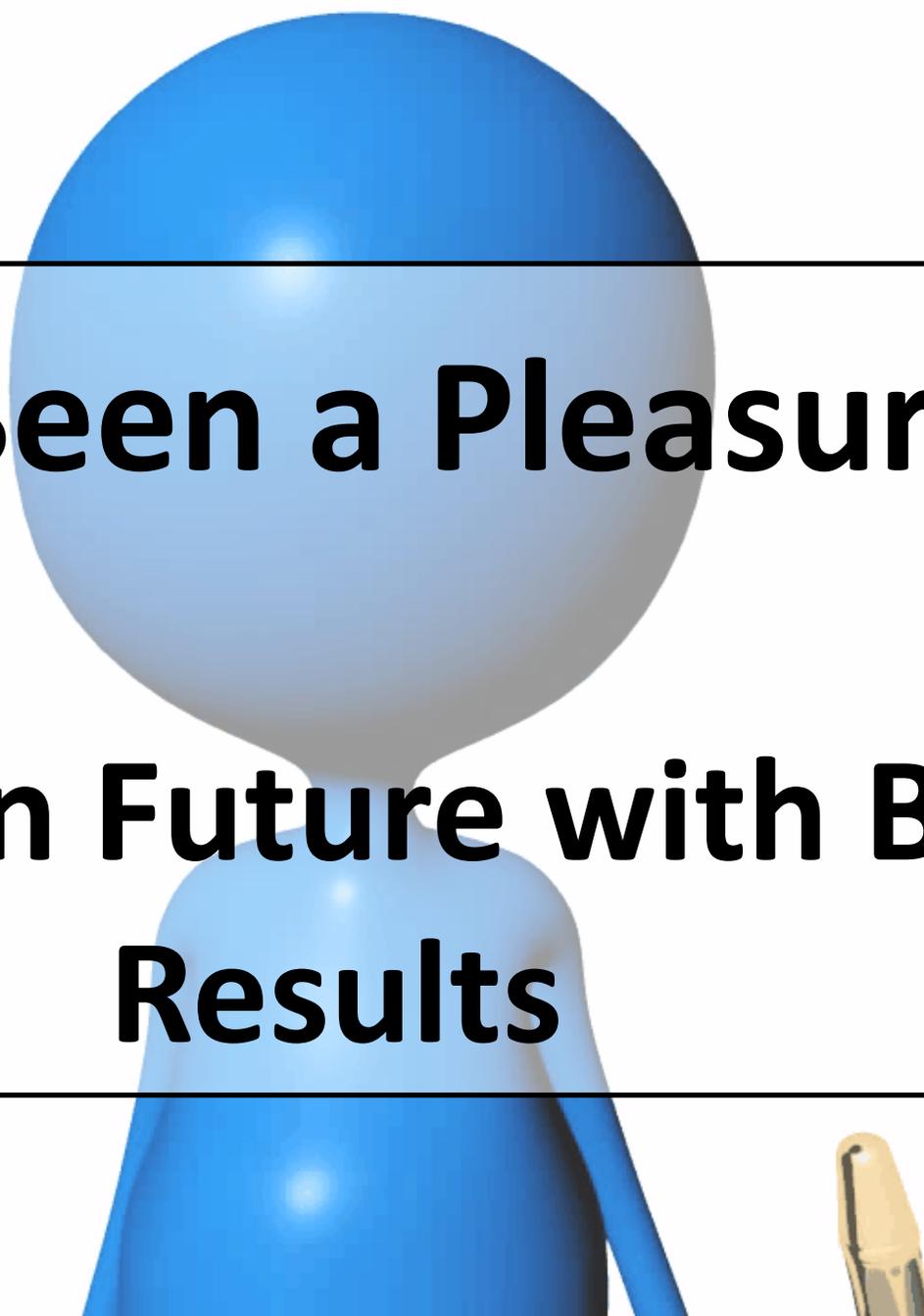


Impact is Coming !



Somewhere Over Your State



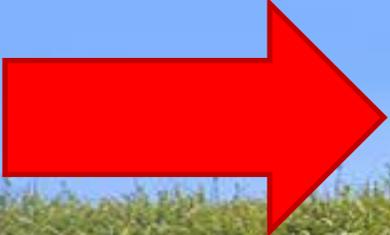


It's Been a Pleasure

**See You in Future with Better
Results**

How to Contact Alan?

W. Alan Coulter, Ph.D.

 acoulter@lsuhsc.edu