

# Oklahoma Joint Federal Programs Summit 2015



## Results Driven Accountability and the State Systemic Improvement Plan

*Jocelyn Logan-Friend*

*Education Program Specialist*

*Monitoring and State Improvement Planning*

*Office of Special Education Programs*

# March 1, 2012 Press Release

“For too long we’ve been a compliance driven bureaucracy when it comes to educating students with disabilities,” said U.S. Secretary of Education Arne Duncan. “We have to expect the very best from our students—and tell the truth about student performance—so that we can give all students the supports and services they need.

The best way to do that is by focusing on results,”  
Duncan said.



**DEPARTMENT ANNOUNCES NEW EFFORT TO STRENGTHEN  
ACCOUNTABILITY FOR STUDENTS WITH DISABILITIES**  
*Moving from Compliance-Focused Approach to One Driven by Results*

Today, the Department of Education announced new steps to help close the achievement gap for students with disabilities by moving away from a one-size-fits-all, compliance-focused approach to a more balanced system, informed by student learning outcomes while continuing to protect the rights of children with disabilities and their families.

The educational outcomes of America’s students with disabilities have not improved as much as expected in past years. At the same time, Federal policy has been heavily focused on procedural requirements over meaningful outcomes like successfully increasing academic performance or graduation rates for students with disabilities.

# The Preamble to *IDEA 2004*

*Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. **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.*



# Focus of Federal and State Monitoring Activities

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)

# Accountability: Ensuring Compliance

- Although OSEP is shifting the balance between compliance and results, it will continue to carry out important activities to ensure compliance:
  - SPP/APR Review (compliance and results indicators)
  - Fiscal Monitoring
  - Audits
  - Guidance on key compliance issues such as dispute resolution and fiscal requirements



# Office of Special Education Programs



## RESULTS-DRIVEN ACCOUNTABILITY

# IDEA: Results-Driven Accountability

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.

- Annual determinations reflect State performance on results, as well as compliance.
- State Performance Plan/Annual Performance Report (SPP/APR) measures results and compliance.
- Differentiated monitoring and support for all States, but especially low performing States.

# Core Principles

---

- Principle 1: Partnership with stakeholders.
- Principle 2: Transparent and understandable to educators and families.
- Principle 3: Drives improved results
- Principle 4: Protects children and families
- Principle 5: Differentiated incentives and supports to States
- Principle 6: Encourages States to target resources and reduces burden
- Principle 7: Responsive to needs

# OVERVIEW OF THE STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)



# SSIP Purpose

Multi-year, ambitious yet achievable plan that:

- Increases capacity of EIS programs/LEAs to implement, scale up, and sustain evidence-based practices
- Improves results for children with disabilities (and their families)



# Fast Facts About Our Students: One State

- 63% of students with disabilities are also Title I eligible
- 31% of students with disabilities are also English learners
- 27% are in all three categories
- 90% are in at least one of these categories



# SSIP Activities by Phase

<b>Year 1— FFY 2013 Delivered by Feb 2015</b>	<b>Year 2— FFY 2014 Delivered by Feb 2016</b>	<b>Years 3-6— FFY 2015-18 Feb 2017- Feb 2020</b>
<b>Phase I Analysis</b>	<b>Phase II Plan</b>	<b>Phase III Evaluation</b>
<ul style="list-style-type: none"> <li>• Data Analysis;</li> <li>• Infrastructure Analysis;</li> <li>• State-identified measureable result;</li> <li>• Coherent Improvement Strategies;</li> <li>• Theory of Action.</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-year plan addressing:               <ul style="list-style-type: none"> <li>• Infrastructure Development;</li> <li>• Support EIS Program/LEA in Implementing Evidence-Based Practices;</li> <li>• Evaluation Plan.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reporting on Progress including:               <ul style="list-style-type: none"> <li>• Results of Ongoing Evaluation;</li> <li>• Extent of Progress.</li> </ul> </li> <li>• Revisions to the SPP .</li> </ul>

- Evaluation of progress annually
- Adjust plan as needed

**SSIP  
Phase III**

**How well is  
the solution  
working?**

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

**SSIP  
Phase I**

**What is the  
problem?**

**SSIP  
Phase I**

**SSIP  
Phase I and II**

- Search/evaluate evidence-based solutions (Exploration Phase)
- Develop action steps (address barriers/use leverage points)
- Develop *Theory of Action*
- Develop *Plan for Improvement* (Implementation Framework)

**What shall  
we do  
about it?**

**Why is it  
happening?**

- Conduct root cause analysis (including infrastructure) to identify contributing factors
- For each contributing factor, identify both barriers and leverage points for improvement

**SSIP**

# State-identified Measureable Result for Children with Disabilities

- How did the data analysis lead to the identification of on the area on which the State will focus?
- How will addressing the focus area build local capacity to improve the identified result for children with disabilities?

# State-Identified Measureable Result – Part B

What are States working on?

- **Graduation: 13** AK, DC, FL, GA, MN, MT, NC, ND, NJ, PA, RMI, VA, WV
- **Reading/ELA: 34** 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: 7** KY, MD, ME, PR, RI, UT, VT
- **Reading and Math: 2** CA, MO
- **Early Childhood Outcomes: 2** MA, NH
- **Post-school Outcomes: 2** AL, BIE

# Phase II

(submitted in 2016 with SPP/APR for 2014-15)

Infrastructure Development; and

- A plan to implement needed State system improvements to enable the State to build the capacity of LEAs to implement and scale up evidence-based practices

# Support for LEA Program Implementation of Evidence-Based Practices

A plan to support LEAs/EIS programs in identifying and implementing the evidence-based practices that will result in changes in school/local program and provider practices to advance the State-identified, measurable improvement in results for children with disabilities.

# Evaluation Plan

- A description of how the State will evaluate the implementation of its SSIP:
  - ✓ Methods for collecting and analyzing data related to SSIP activities and outcomes.
  - ✓ How the State will use evaluation results to:
    - ✓ Examine effectiveness of implementation plan.
    - ✓ Progress toward achieving intended outcomes.

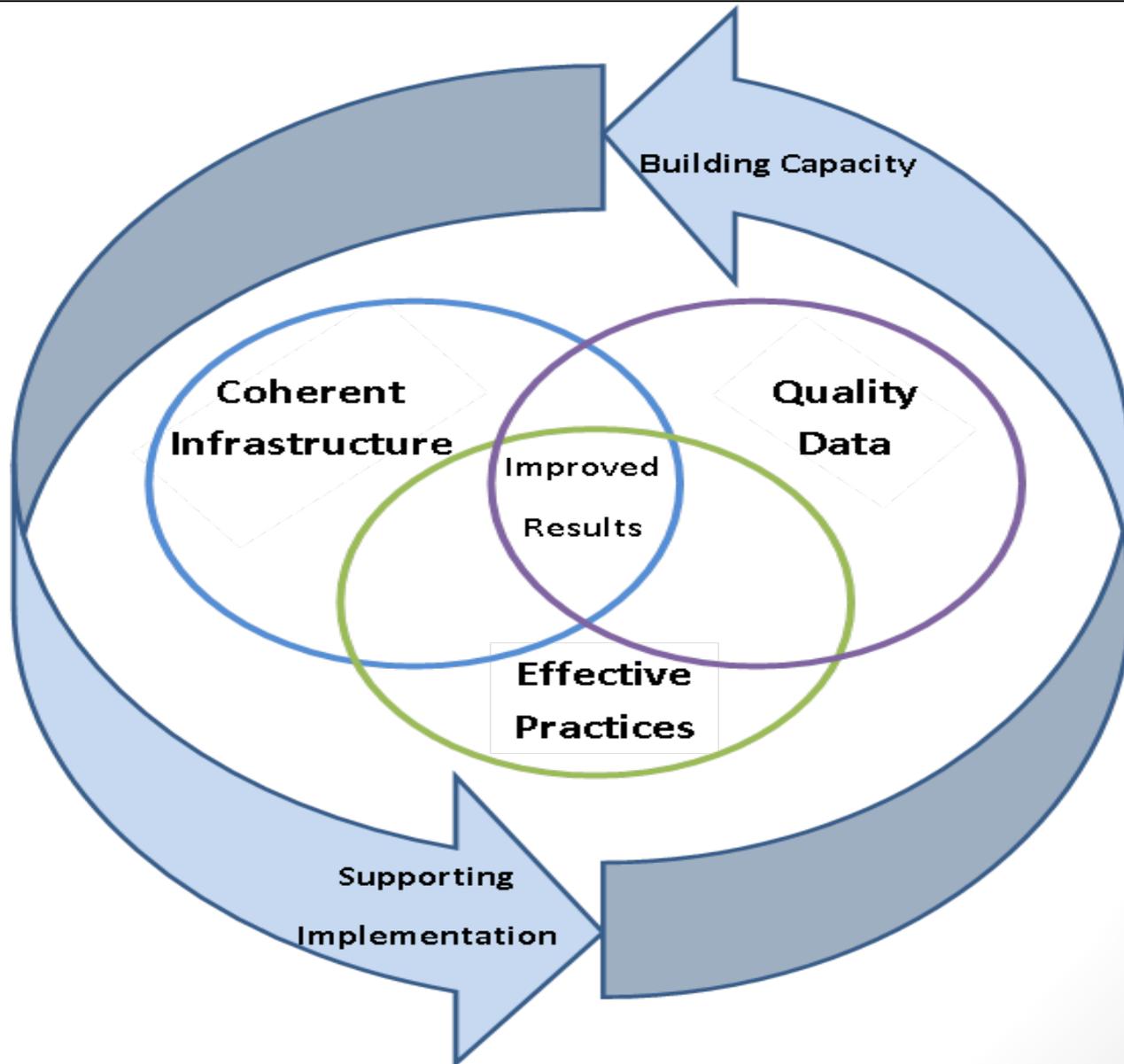
# Phase III

(submitted in 2017 with SPP/APR for 2015-16)

- Results of ongoing evaluation of strategies in the SSIP



# OSEP State Systemic Improvement Plan: A Conceptual Framework for Improving Results for Children with Disabilities



# Data-based decision making

Drives the SSIP throughout each of the proposed Phases—from development through implementation and evaluation



# Implementation Science

Implementation science can support the selection, development and scale-up of improvement strategies included in the SSIP

- Implementation science can bridge the “science to service” and “implementation gaps”

“Implementation science is the systematic study of variables and conditions that lead to full and effective use of evidence-based programs and other effective innovations in typical human service settings.

—Blase and Fixsen, 2010

National Implementation Research Network

For more information:

<http://sisep.fpg.unc.edu/>

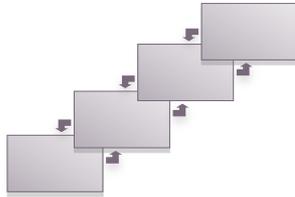
<http://nirn.fpg.unc.edu>



# Implementation Science

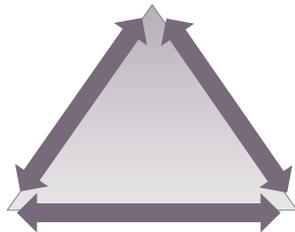
## Active Implementation Frameworks

WHO



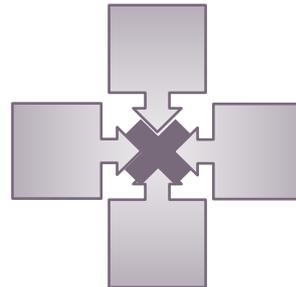
Teams

HOW



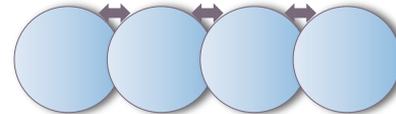
Drivers

WHAT



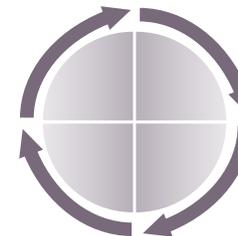
Usable  
Interventions

WHEN



Stages

HOW



Cycles

# Where Are We Going?

- *Improved outcomes for our children with disabilities:*
  - Closing the gap
  - Improved graduation rates
  - Improved assessment proficiency
  - **Better futures**—employment, postsecondary education and training, independent living

# Oklahoma's State Systemic Improvement Plan (SSIP)

<https://osep.grads360.org/#communities/pdc/documents/8163>

# Our Shared Work – Questions for thought

- How many priority and focus schools are identified as a result of students with disabilities' results on assessments?
- How can we use the equity plans to improve access to high quality reading instruction for students with disabilities?
- Which current initiatives can we use to leverage the work of the SSIP?
- How can we use the SSIP to leverage the work of Oklahoma's districts?

# Explore Oklahoma's State Profile

[https://osep.grads360.org/#communities/  
pdc/documents/8163](https://osep.grads360.org/#communities/pdc/documents/8163)