# Results-Driven Accountability (RDA)

Frequently Asked Questions (FAQ) for Administrative Units (AUs)

## Purpose

### Results Driven Accountability

The new process for Results Driven Accountability being initiated by the Exceptional Student Services Unit (ESSU) is in response to the shift in focus by the Office of Special Education Programs (OSEP) to improve student outcomes. The ESSU wishes to accomplish this change through a process that will also build and/or strengthen our relationships with the Administrative Units (AUs) so we can work together to accelerate student growth in the state. To improve communication, we will also publish FAQ documents whenever we have the opportunity to gather questions from the field regarding these changes. This document is the first of this type. The questions noted below were organized by themes and were drawn from the purple cards that were placed at each table at the Spring 2014 Directors' meeting.

## Process

### Was this reviewed at SDLT or EDAC? Is it in IDEA or ECEA requirements?

The Continuous Improvement Process has been an agenda item for the SDLT meetings since the fall of 2013. In February, 2014, ESSU presented a general overview of the Continuous Improvement Process being developed to the Educational Data Advisory Committee (EDAC). In March, 2014, EDAC provided their stamp of approval. ESSU will continue to keep the EDAC informed as the development of the state level application (i.e., the ESSU Data Management System) continues.

Hyperlinks to documents created by the Office of Special Education Programs (OSEP) are provided at the end of this document to demonstrate that the shift to RDA is OSEP-driven and required.

### Why am I uploading data that has been uploaded in December report when CDE already has the data?

This question refers to the process of uploading the signed reports that are generated from the data collections. The ESSU Data Management System will provide the ability to archive all of the documents that are shared from AUs to the ESSU. Included in this archive will be the signed reports that are generated from the December count. There are a variety of reports that are generated from data collections, based on the data submitted. Each AU Director is required to verify the data submitted by reviewing these reports and putting his or her signature on the report as an assurance to the ESSU that the data are valid and accurate. The ESSU will use the ESSU Data Management System to store or archive those signed assurances.

## Timelines

- July 2014 – receive the SASIDs for the samples drawn for the record reviews and the parent survey

- August 2014 – Analyze state and local performance data; develop Improvement goals and strategies

- August-October 2014 – Gather baseline data on performance indicators

- August 2014 – May 2015 – Conduct record reviews based on the student sample

- December 1, 2014 – Complete record reviews of any Transition IEPs in the student sample

- January 2015 – Complete Fiscal Self-Audit

- January 2015 – Complete AU Improvement Planning report

- May 2015 – Receive the SASIDs of students 16+ years of age who exited in June 2014 for post-school interviews

- June 2015 - Submit the signed verification of Indicator 7 data

- September 15 2015 – All data entered into the ESSU Data Management System from the post-school interviews (Indicator 14 data collection).

## Will the new CIMP process data collection replace the data collection needed for individual district evaluation plans?

The AU's Comprehensive Plan includes a requirement for an evaluation by the AU of its programs and services. The data documented in the ESSU Data Management System would support that evaluation process.

# AU Partners

## Is there a process if I would like a different AU partner from CDE?

At this point, we have not yet put in place a process for requesting a different AU partner. We will discuss this with the SDLT to determine what process, if any, should be put in place (e.g., using the ESSU Organization Chart and making a request through the individual's supervisor).

## Will the AU Partner replace the work of the CDE ESSU consultant who has previously been working with the AU on various initiatives?

The AU Partner will not assume responsibility of all the activities that are occurring in an AU with other ESSU consultants. Rather, the AU Partner will become familiar with those activities and may join the work of those activities but not assume the primary responsibility.

# Integration with General Education

## Outcomes are very much more of a general education element – like graduation. How can we really impact outcomes without general education?

The ESSU is hopeful that the process of reviewing data and analyzing root causes would provide an incentive for conducting these analyses in partnership with general education leadership. If not the actual data and root cause analyses, the determination of whether the AU Improvement Plan converges with or diverges from the district's (districts') Unified Improvement Plan may also serve to initiate conversations with the district leadership.

# Sampling

## For districts with fewer than 100 students, what census data do you need?

When the language of the sampling plan refers to "census" data, this means that all students would be in the sample. For example, with the Post-School Outcomes interviews, if there were fewer than 100 students ages 16+ years who exited in the prior year, all of those students would be contacted for the interviews (i.e., a "census" would be taken).

## What was CDE's percent of return on calls and Indicator 14 data collection attempts? What will the percent return be for districts? Will this influence status of AUs?

With the parent surveys, the response rates have been 6-12% over the years. With Indicator 14, the reported response rate is not reflective of the # of students interviewed / # of exited students ages 16+ years of age so it is difficult to provide an exact percentage. For our last reporting, 470 students were interviewed as "representative" of the state's exited students' post-school outcomes.

When sampling response rates are low, it is difficult if not impossible to rely on the data to inform practice. As we place a greater emphasis on improved student outcomes, it will be critical to be able to reference these results. Research has demonstrated that student outcomes improve when families are engaged in their students' achievement efforts. The parent survey was designed to include items that operationalize a definition for "parent participation" that was developed a few years ago as a result of a specific focus group. Post-school outcomes reflect the ultimate outcome of

our students and also comprise the data required for submission to OSEP for Indicator 14. Therefore, response rates need to have a greater degree of representativeness than has previously been obtained from current practice.

## Timelines

### Why choose this year when there is more than enough to immerse ourselves in on a daily basis?

There is an urgency to improve student outcomes for students with disabilities. In the last year, statewide data analyses found that improvements in achievement and growth occurred in all subgroups across the state except for students on IEPs. Performance of students on IEPs reportedly declined.

### There was a request from the field that CDE produce a master calendar for all the many "due" dates involved in the Continuous Improvement Process.

We will be creating a "Year at a Glance" document and these dates will be included in that document.

### What are the timelines for CDE to share data with AUs? More regular feedback or given to us prior to January 2015 for our AU Improvement Plan?

CDE ESSU is anticipating being provided with state assessment performance data in mid-late August. CDE is implementing a new process for data security and sharing and the development of information reflecting performance data results will be subject to these new guidelines. Districts receive state performance data in July.

## Limited Resources

### As our district experiences declining enrollments and significant budget cuts, how do you expect districts with no staff (other than the Special Ed Director) on staff during summer to complete this?

None of the activities is required to be completed in the summer. The interviews of exited students occur one year following the student's date of exit and are reported to CDE between July and September. Record reviews are to be completed by May of the school year. The AU Improvement Plans and Fiscal Self-Audits are due in January. It is suggested that parent surveys be distributed at the IEP meetings.

### AUs are being asked to pick up more – we use more FTE to manage. Will there be more flow-through dollars to help AUs manage this system?

The ESSU is considering a variety of options to support AUs in completing these activities.

### Are there costs to the progress monitoring?

The AUs will have flexibility in designing their processes for determining how progress is being made for their students on IEPs. Some strategies might have costs associated with them; other strategies may be utilizing tools already developed or purchased for the district.

## CDE Work

### How does CDE check that the AU is reviewing IEPs correctly? Will CDE check every IEP as well?

Before the AUs will conduct their record reviews, the CDE ESSU will provide training in the process of conducting a record review. After the initial training, when the AU begins their record reviews and enters the data in the ESSU Data

Management System, they may request that CDE ESSU work with them to establish inter-rater reliability between their analysis and ESSU regarding the required elements of the review.

### Will CDE continue to work with the University of Oregon and Post-School Outcomes for data analysis? Timeframe is too narrow for staff who come back to work August 15th to get calls done by September 15th. How and when will we get our data? Concerned about how long it will take to get results back from CDE.

The CDE ESSU is currently participating in a project with the National Post-School Outcomes Center (NPSO) and is in the final year of this project, in which the NPSO Center is providing technical assistance to the CDE. The ESSU plans to incorporate the technical assistance from the NPSO Center in providing training and support this fall to the AUs in conducting the post-school outcomes interviews using Indicator 14 required procedures.

## Resources

### Will the documents be available online?

The CDE ESSU has posted the documents that form the bases of the data being collected through the ESSU Data Management System. They are located in the Directors' Corner on the ESSU website.

## Future Development of the ESSU Data Management System

### Will the family survey be added to Enrich?

At this point in time, there are no plans to incorporate the family survey in the ESSU Data Management System for completion by families. It will include the capability of entering the data, either through a file import from the CDE's online survey tool or from data entry of paper-based surveys mailed to the CDE. CDE ESSU staff will enter the data from any paper-based surveys received.

### Where can I learn more?

**Resource information**

- OSERS OSEP RDA Core Principles:

   http://www2.ed.gov/about/offices/list/osers/osep/rda/core-principles.html

- OSEP Results Driven Accountability:

   https://tacc-epic.s3.amazonaws.com/uploads/event/439/RDA%20Leadership%202013%20-%207-29.pdf?AWSAccessKeyId=AKIAIMS3GHWZEDKKDRDQ&Expires=1400007072&Signature=kjTR%2FElmXYkkkorryzNuBaaBDms%3D

- The National Post School Outcomes Center: http://psocenter.org/