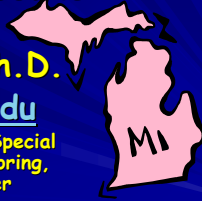


## Leadership for Focused Accountability: Monitoring for Improving Results

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LSU Health Sciences Center  
New Orleans



8:30 to 10:00 am

This presentation was developed for John Mills, 8/9/05

## Thanks for the Invitation

- ✓ This is an honor for me because **Michigan** has a proud tradition of serving children with disabilities and their families.
- ✓ It's an honor to be part of your **Warm-Up for the coming school year.**

90 minutes,  
Alan

## Working Principles

- What gets Counted gets Done.
- Attention Paid Indicates Relative Importance.
- We Know More than We Know.
- Brainstorming Good Ideas is Easy; But it's the Work and Results that Matter.
- Our Work is more than Business – It says Something About You.
- A Goal that Can't be Measured is Just a Slogan.

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## 3 Leadership Factors in Focused Accountability

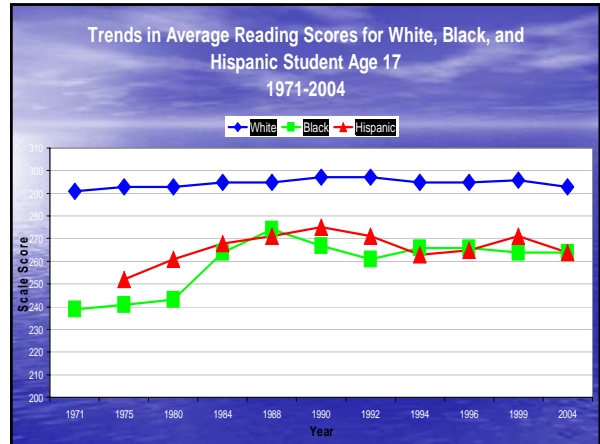
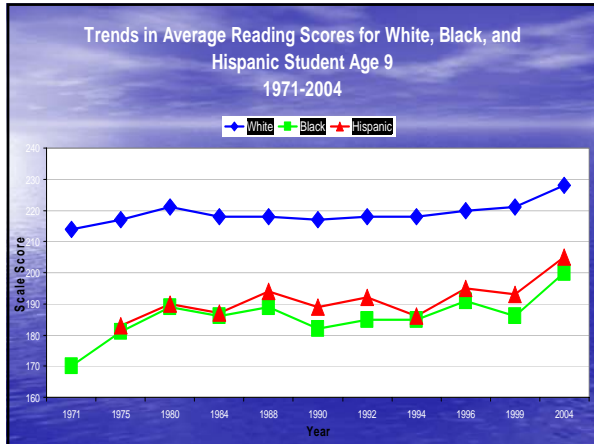
1. Emphasize what Must Count - Results (and what is Most Important)
2. Use Key Data to drive Continuous Improvement
3. Support Scientifically-Valid Practices

## Current Context - 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)

## Just a Review - Specific NCLB Requirements?

- **Inclusive 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



- ### What Accountability Does I.D.E.A. Require?
- **Individuals**
    - Child Find
    - FAPE in the LRE
    - Data on Progress
  - **Systems**
    - State Performance Plans
    - Annual Reporting on each LEA
    - Focused Monitoring

### 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.'

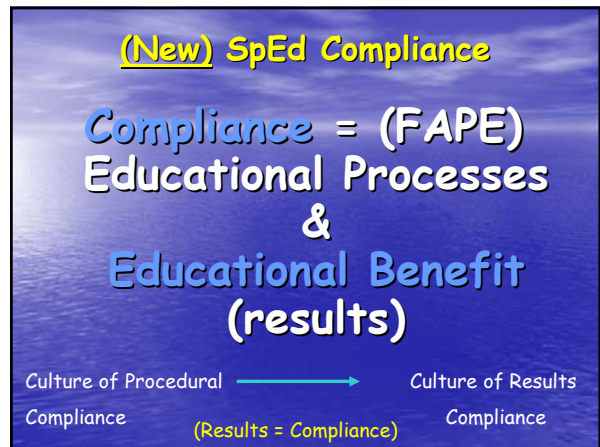
Ex: 755+ items x 6,750,000+ students with disabilities x 180+ days = compliance with federal law.

### 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 show for all our advocacy and best intentions ?

Too many requirements **Trivialize Special Education by making compliance Impossible.**



## 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))

1400 (c) (1)

## Focused Monitoring

"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."

Section 616 (a) (2)

## (Hush) 20 OSEP Priorities\*

- |                              |                             |
|------------------------------|-----------------------------|
| 1. Diploma                   | 10. Disproportionality+6    |
| 2. Drop-out                  | 11. Timely Evaluations      |
| 3. Participation/Performance | 12. Part C to B             |
| 4. Suspension                | 13. Transition Prep         |
| 5. LRE (6-21)                | 14. Transition (1 year)     |
| 6. LRE preschool             | 15. Corrected Noncompliance |
| 7. Preschool Outcomes        | 16. Resolved Complaints     |
| 8. Parent Involvement        | 17. Due Process             |
| 9. Disproportionality        | 18. Resolutions             |
| <b>Rigorous Targets</b>      | 19. Mediations              |
|                              | 20. Timely, Accurate Data   |

## Big Ideas in Focused Accountability?

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

## So, Emphasize RESULTS for Students with Disabilities

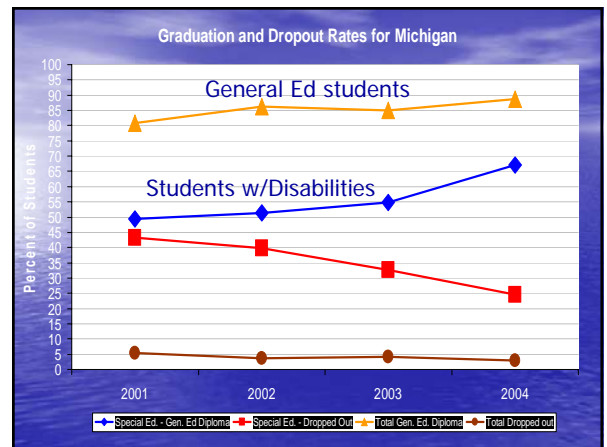
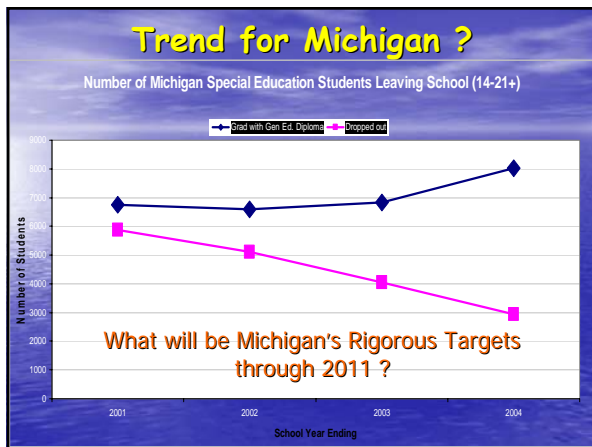
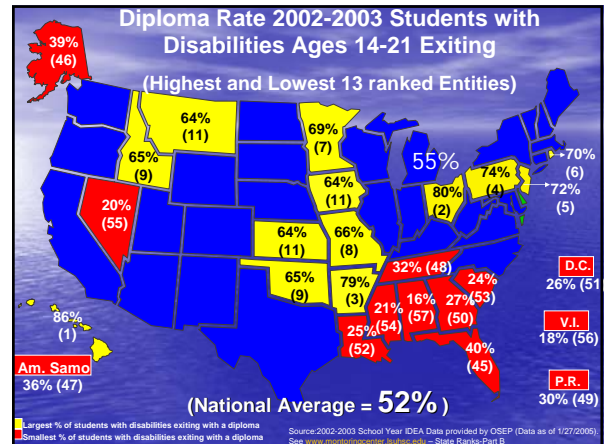
- ✓ Including Students with Disabilities in accountability systems (GAO Report !)
- ✓ Tracking Progress and 'gap' over time
  - Achievement
  - Diplomas
  - Drop-out
- ✓ Including with Typical Peers as much as appropriate

## 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

What's the Graduation Rate ?  
A Community's Ruler for How Schools are Doing (including students w/Disabilities)

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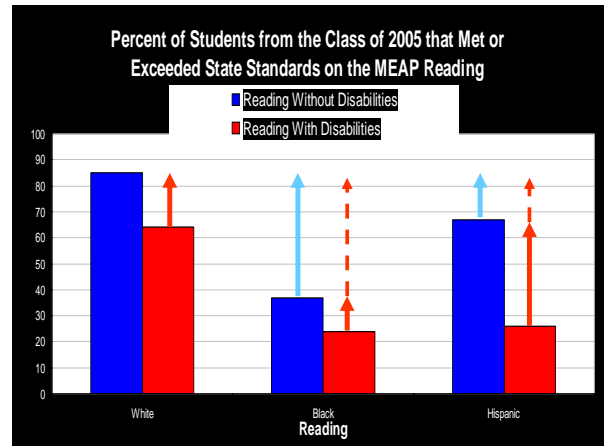
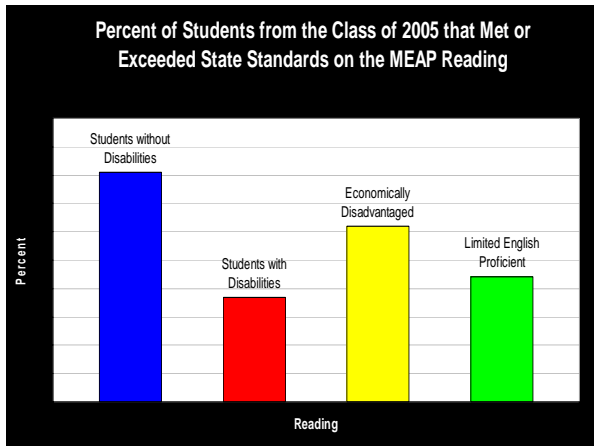
**Accountability Implication #1**  
(a.k.a. Your Homework)

What is your Basis for Comparison?

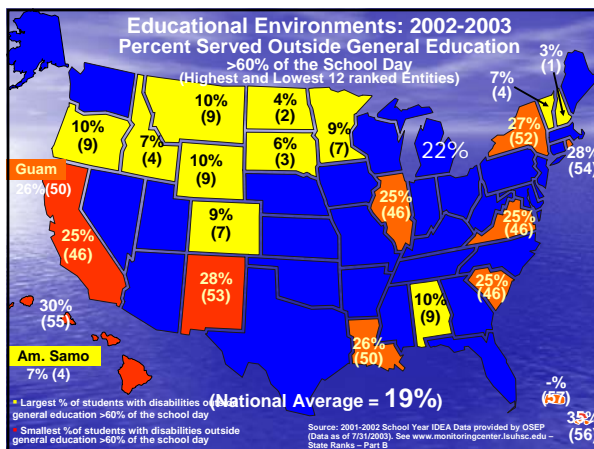
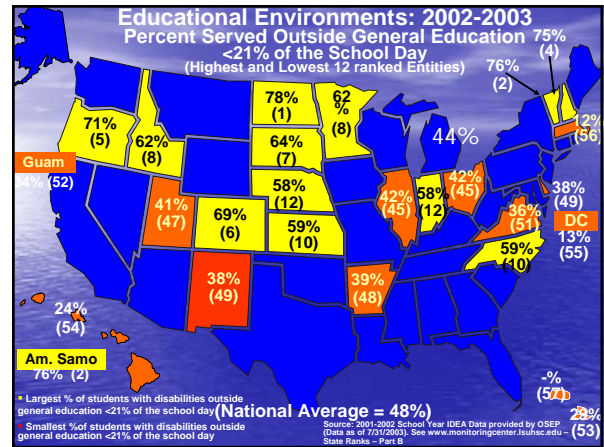
- ✓ What is the "Diploma GAP" for your school (system) for last 3 years for disaggregated groups? Disaggregate Responsibility. How do you compare to state averages?
- ✓ How do these data disaggregate by groups (disabilities, ethnicities, gender)?
- ✓ and by each high school?
- ✓ What happens to your 'consumers' after exit? [more on this later]

**Achievement**  
(AYP) as an indicator of **Results** from Education (i.e. Compliance)

Examples coming...



- ### Accountability Implication #2
- ✓ What is the performance for students with disabilities (& other sub-groups) by grade in your district?
  - ✓ What is the 'Gap' by grade level for "regular" versus "special," other sub-groups?
  - ✓ How do these data disaggregate by other important variables? By school site?
  - ✓ What is working (to achieve results)? What is not? ([www.whatworks.ed.gov](http://www.whatworks.ed.gov))
  - ✓ What is needed to support continuous improvement (close the gap)?
  - ✓ Are the goals ambitious/sufficient to meet NCLB requirements?



- ### Accountability Implication #3
- ☐ How Much Time do Students with Disabilities\* in Your Schools Spend with Typical Peers?
  - ☐ Are General Education Teachers Supported to include students with disabilities?
  - ☐ Do you Publicly Report your Overall Performance and Progress?

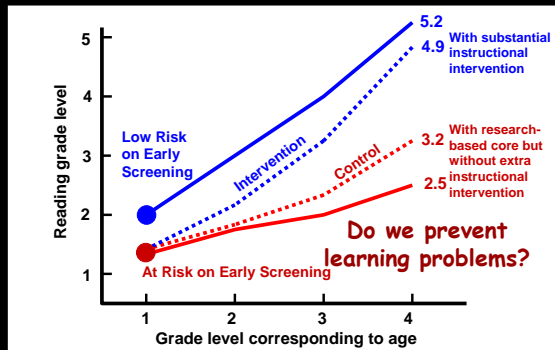
### 3 Leadership Factors in Accountability

1. Emphasize what must count - Results (and what is most important)
2. Use key data to drive continuous improvement
3. Support Scientifically-Valid Practices

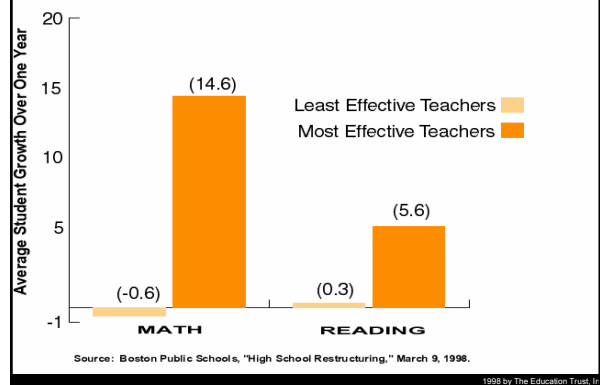
### Scientifically-Valid Practices

- ✓ Prevent Failure ('E.I.S.')
- ✓ Prevent Disabilities
- ✓ Collect Frequent, Accurate Data
- ✓ Train in Knowledge & Skills with on-site follow-up

### Early Intervention Changes Reading Outcomes

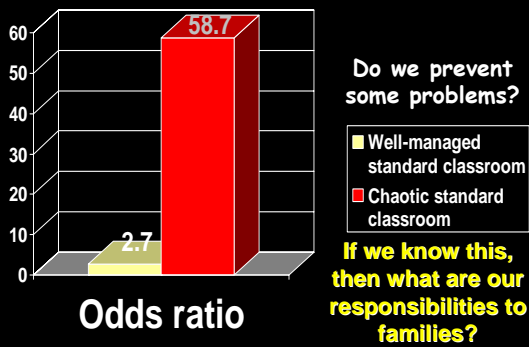


### Boston Students with Effective Teachers Showed Greater Gains in Reading and



### Impact of First Grade Teacher Capacity

Baltimore Longitudinal Data on Top 25% Aggressive First-grade Boys: Risk of Being Highly Aggressive in Middle School (Kellam, Ling, Merisca, Brown, & Jalongo, 1998)



### Accountability Implication # 4

- ✓ Qualified Personnel in Your School?
  - What's the standard for teachers? Others?
  - 2 Most Powerful Characteristics?
- ✓ Are personnel using accurate, valid data to make decisions?
- ✓ Do you prevent some disabilities?
- ✓ Does professional development meet national standards (NSDC)?
- ✓ Do you follow-up? Measure implementation integrity?

Impact of Training Components on Teacher Learning and Use			
Training Component	Concept Understanding	Skill Attainment (Mechanical Use)	Application
Presentation of Theory	85%	15%	5-10%
Modeling by Trainer	85%	18%	5-10%
Practice & Low-Risk Feedback	85%	80%	10-15%
Coaching (on-site)	85%	90%	80-90%

Let's Summarize  
(3 Things)

**The Expected Outcome?**

"only when every public school has the necessary resources and employs qualified and well-trained staff who understand and accept their roles and responsibilities, incorporates research-based practices, involves parents as equal partners, welcomes all children and their families and believes children with disabilities <all children> can be successful, can we as a nation have confidence that NCLB/IDEA is being effectively implemented."

Consortium for Citizens with Disabilities, 2002.

- (Hush) 20 OSEP Priorities\***
1. Diploma
  2. Drop-out
  3. Participation/Performance
  4. Suspension
  5. LRE (6-21)
  6. LRE preschool
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  19. Mediations
  20. Timely, Accurate Data
- Rigorous Targets**

- 3 Leadership Factors in Accountability**
- Last Review ...
1. Emphasize what Must Count - Results (and what is most important)
  2. Use Key Data to drive continuous improvement
  3. Support Scientifically-Valid Practices

Questions  
or  
Comments?

Remember:  
Fanatically\*  
Focus on  
**Results**  
Thank You

- \* Data-based
- \* Scientifically-Valid
- \* Follow-up Coaching
- \* Continuous progress measurement

Thank You Again for  
Your Courtesies

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