



fast five



Five questions answered about including results in LEA determinations

1. Why do some states include results data in calculating LEA determinations?

States are required to annually determine the extent to which local educational agencies (LEAs) are implementing the requirements of the Individuals with Disabilities Education Act (IDEA), based on specific compliance indicators. Some states have expanded their LEA determinations process to incorporate results or outcomes data, such as assessment and placement indicators.

(NCSI) that they hope doing so will increase local accountability for improving outcomes for students with disabilities. States are also interested in better triaging support to districts that are most in need, and in focusing on efforts designed to improve student outcomes, not only compliance. Most states that have added results data to LEA determinations described the desire to improve those results by creating LEA awareness and building collective urgency to make improvements. Many states are also following the U.S. Department of Education's Office of Special



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and drop-out rates for students with disabilities; and states' National Assessment of Educational Progress (NAEP) participation and scores for students with disabilities. One state staff member reported being inspired by OSEP's example to add results to the determination, and knowing that “compliance does not move the needle for kids.”

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Several states have chosen to incorporate results or outcomes data in their LEA determinations, and these states shared with the National Center for Systemic Improvement

Education Programs' (OSEP) lead. OSEP began incorporating results into states' determinations in 2014, by examining participation rates of students with disabilities on statewide assessments; graduation

2. What specific results data are states using in calculating LEA determinations?

There is no comprehensive resource documenting what data states include in their LEA determinations. NCSI gathered data from 17 states about their LEA determinations processes, through an online survey conducted in the spring of 2019.



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Of the 17 states that responded to the survey, nine (53%) reported that they currently use data beyond what is currently required (e.g., the SPP/APR compliance indicators) for LEA determinations. One or more of the nine states include results data from at least one of the following APR results indicators in the table below:

SPP/APR results indicators

APR Indicators	Indicator Description
Indicator 1	Graduation rates for students with disabilities
Indicator 2	Dropout rates for students with disabilities
Indicators 3b and 3c	Participation and performance of students with disabilities on statewide assessments
Indicator 5	School-age education environments
Indicator 6	Pre-school environments
Indicator 7	Early childhood outcomes
Indicator 8	Parent involvement
Indicator 14	Post-school outcomes

Some states include results data in addition to the APR indicators, such as growth on state assessments, alternate assessment participation rates, and career readiness data. Also, some states include additional compliance factors, such as timely correction of noncompliance and IDEA fiscal compliance indicators.

3. How do states score LEA determinations, particularly when including results data?

To determine whether each LEA meets requirements, needs assistance, needs intervention, or

needs substantial intervention, a state must have a score for each LEA. States use a score based on the calculations of each factor included in the determinations process. Most states that include results data in calculating determinations calculate a compliance score, a results score, and a combined or total score.

4. How do states use LEA determinations?

States use LEA determinations to inform their work, including the support they provide to LEAs to improve results for students with disabilities. Some states use LEA determinations as a risk assessment for selection of LEAs for monitoring. Monitoring procedures of a state may require an LEA to be monitored after a specific amount of time in the same determinations level, and/or may require monitoring when the LEA fails to move out of a certain level. States may also use levels of LEA determinations to provide differentiated support and technical assistance to LEAs.

Some states are also exploring ways to include LEA determinations in state accountability systems beyond special education. For example, some states are developing unified accountability systems that include both special and general education (IDEA and the Every Student Succeeds Act or ESSA) measures. Such an integrated approach allows state education agencies to make holistic decisions about how best to triage needs and provide coordinated support to local school systems.

5. What do states that currently include results data in their LEA determinations calculations recommend for other states?

NCSI conducted interviews with several states that have incorporated results data into their LEA determinations and they shared the following recommendations:

- Allow time to develop a meaningful system
- Involve stakeholders from the beginning and at every step along the way
- Understand that the work is never finished, and it will constantly need to be reviewed and tweaked to respond to feedback from the field and maintain alignment with state priorities
- Be flexible and allow for evolution over time
- Use data at every step of the way, and help LEA and state staff learn to dig into the data in a meaningful manner to address results.



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