

Office of Special Education and Student Services

Accountability Ideas

John Eisenberg

Assistant Superintendent for Special Education and Student Services

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Overall Themes

- Create a holistic view of accountability
 - Whole Child and the Whole School Culture
- Create a system of rewards and incentives instead of punishments
- Reward for growth toward target
- Continue to examine subgroup performance and reward based on subgroup progress
- Consideration of students with disabilities needs to be included from the beginning and not after the fact

Social, Emotional, and Academic Standards

- Develop Social Emotional Learning Core Competencies
 - Self-Management
 - Self-Awareness
 - Responsible Decision Making
 - Relationship Skills
 - Social Awareness
- Indiana, Illinois, Iowa - Models

School Climate Survey

- School Safety Audit from UVA: Dr. Dewey Cornell.
 - Currently optional for LEAs
 - Done in Middle and High Schools
 - Currently completed by students and faculty
 - Key areas:
 - Characteristics of a positive school climate
 - Bullying
 - Strategies to prevent violence
 - Improving graduation rates

School Climate Survey

- Issues to address
 - Funding, reliability and validity, variability
 - Develop a metric to rank
 - Pre vs Post?
 - Cross-agency collaborative

Parent Engagement

- Parent Engagement Measurement
 - Metric development through a tool or survey instrument
 - Subgroup engagement that is culturally sensitive

Graduation

- Expand credit accommodations for Advanced Studies Diploma
 - Alternative Pathways to Advanced Diploma without reduced rigor
- Provide incentives for reaching higher levels of diplomas across subgroups
 - 100 Advanced Studies
 - 75 Standard
 - 50 Applied Studies
 - 25 for Certificates of Completion

Enrollment in Courses

- High Schools
 - Increase the number of students who are enrolled in courses that have course requirements to obtain the advanced studies and standard diploma

Disproportionality

- Compliance issue
- Specific subgroups are disproportionately being identified for special education
- Relative Risk Ratio
 - Compares school to itself based on its overall population
 - % likely that a student from a subgroup is identified
- Points or progress toward reducing

Discipline

Problem: Removal from instruction more than 10 cumulative days for sanctions other than those required to be reported to law enforcement

- Discipline as Instruction not punishment
- Specific subgroups are disproportionately being removed from classroom instruction at extremely higher rates
- Points or progress toward reducing