

## Summary Notes of NGO-CCSO Work Group Session January 30, 2002

### Our intended outcomes:

- We will draft statements of principle, belief, position that can inform the reauthorization of IDEA
- The draft statements will be broad, but will contain enough specificity to reflect the recommendations of this group clearly (not be misconstrued)

### Our process:

- We will develop statements that reflect our common ground on each of the topic areas.
- In formulating the statements, members of the work group will draw upon what they have been hearing from constituencies as well as information provided by guest presenters.
- Following the three full-day sessions, we will review/refine the draft statements via conference call
- Then a session with stakeholders will be scheduled to present and seek input/response to the refined draft statements.

### Session 1: Assessment and Accountability

#### Draft Statements:

1. We believe all children must be held to high standards. All children must be included in one state accountability system, the framework for which is provided in ESEA, and in all state measures of school performance. To the greatest extent possible the implementation of the new ESEA and changes to IDEA should respect existing state accountability systems.
2. Reporting should inform the public and parents about educational performance, based on outcome indicators, rather than on steps in a process. Reporting should reflect the performance of individual students and groups of students.
3. The area of accommodations (including use, application, selection, etc.) should be one of continued research.
4. Compliance processes should be streamlined to permit greater opportunity to focus on teaching and learning, while also providing essential protections for children.

#### Parking lot items to be considered at other sessions

- Efforts must be taken to decrease the litigious environment within which teachers teach and student learn. (quality services)

- Communications from the federal government to the states should be communicated in a timely fashion and crafted in language that is clear. (general)
- Need a statement on misidentification/over identification – we anticipate that good schools and good teaching will contribute to a decrease in students identified as learning disabled. (quality services)
- Resources – especially funds and teachers – are critical to quality instruction and strong student outcomes. (funding; quality services)
- Need a statement on purposes of IDEA (general intro)
- At end of this process we need to review the inputs and processes element to make sure we haven't overlooked anything.

## **BACKUP MATERIAL**

### **Initial brainstorm list from which statements were developed**

1. All children must be included in accountability systems. Participation in assessment is not necessarily participation in accountability.
2. Reporting requirements (measuring educational performance – both system results and learner outcomes) will drive accountability.
3. Accountability should be to children and parents for educational results, with valid indicators, not a paper record.
4. One accountability system, not two separate systems.
5. Selection process for students entering special education
6. Integrate the one system with ESEA and provide tolerance for different state accountability systems.
7. Federal funding should be provided to support accountability. The simplification of paperwork can be a way to decrease costs.
8. A balanced approach to accommodation is needed – accommodations must be appropriate, must not affect reliability and validity of tests.
9. Achieve the goals of IDEA by emphasizing outcomes for students over process.
10. In order to do this the process must be simplified – we cannot add new things on. We must guard against dual systems.
11. More emphasis on academics is needed in special education.
12. Legal liability of schools and individual teachers should not be part of a rigorous accountability system.
13. Federal accountability component is necessary.
14. Good schools and good instruction should contribute to a decrease in students identified with learning disabilities.
15. IDEA as an education law, not a civil rights law; or accountability is a civil right (group not in agreement on this item).

## **Alternate wording for all or part of the statements**

### **For statement #2:**

- Whatever the states use the tests for, the performance of students with disabilities should also be included.
- The system should be a single, unified system that is aligned with the principles and implementation of ESEA.

### **For statement #3:**

- Whatever happens with reauthorization of IDEA, the differences in state accountability systems should be respected.
- There should be respect/tolerance for different state accountability systems as long as they meet required outcomes.

### **For statement #7:**

- Simplify/refocus/reform the special education “process” in order to focus on teaching and learning.
- We recognize compliance to process requirements are critical but.....