



Results-Driven Accountability

To improve the educational outcomes of America's 6.5 million children and youth with disabilities, the U.S. Department of Education announced, in June 2014, a major shift in the way it oversees the effectiveness of states' special education programs.

Until now, the Department's primary focus was to determine whether states were meeting procedural requirements such as timelines for evaluations, due process hearings and transitioning children into preschool services. While these compliance indicators remain important to children and families, under the new framework known as Results-Driven Accountability (RDA), the Department will also include educational results and outcomes for students with disabilities in making each state's annual determination under the Individuals with Disabilities Education Act (IDEA).

The following core principles underlie and will guide OSEP's RDA work:

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1. OSEP is developing the RDA system in partnership with our stakeholders.

 2. The RDA system is **transparent and understandable** to States and the general public, especially individuals with disabilities and their families.

 3. The RDA system **drives improved outcomes** for all children and youth with disabilities regardless of their age, disability, race/ethnicity, language, gender, socioeconomic status, or location.

 4. The RDA system **ensures the protection of the individual rights** of each child or youth with a disability and their families, regardless of his/her age, disability, race/ethnicity, language, gender, socioeconomic status, or location.

 5. The RDA system provides **differentiated incentives, supports, and interventions** based on each State's unique strengths, progress, challenges, and needs.

 6. The RDA system **encourages States to direct their resources to where they can have the greatest positive impact** on outcomes and the protection of individual rights for all children and youth with disabilities, and minimizes State burden and duplication of effort.

 7. The RDA system is **responsive to the needs and expectations of the ultimate consumers** (i.e., children and youth with disabilities and their families) as they identify them.
