

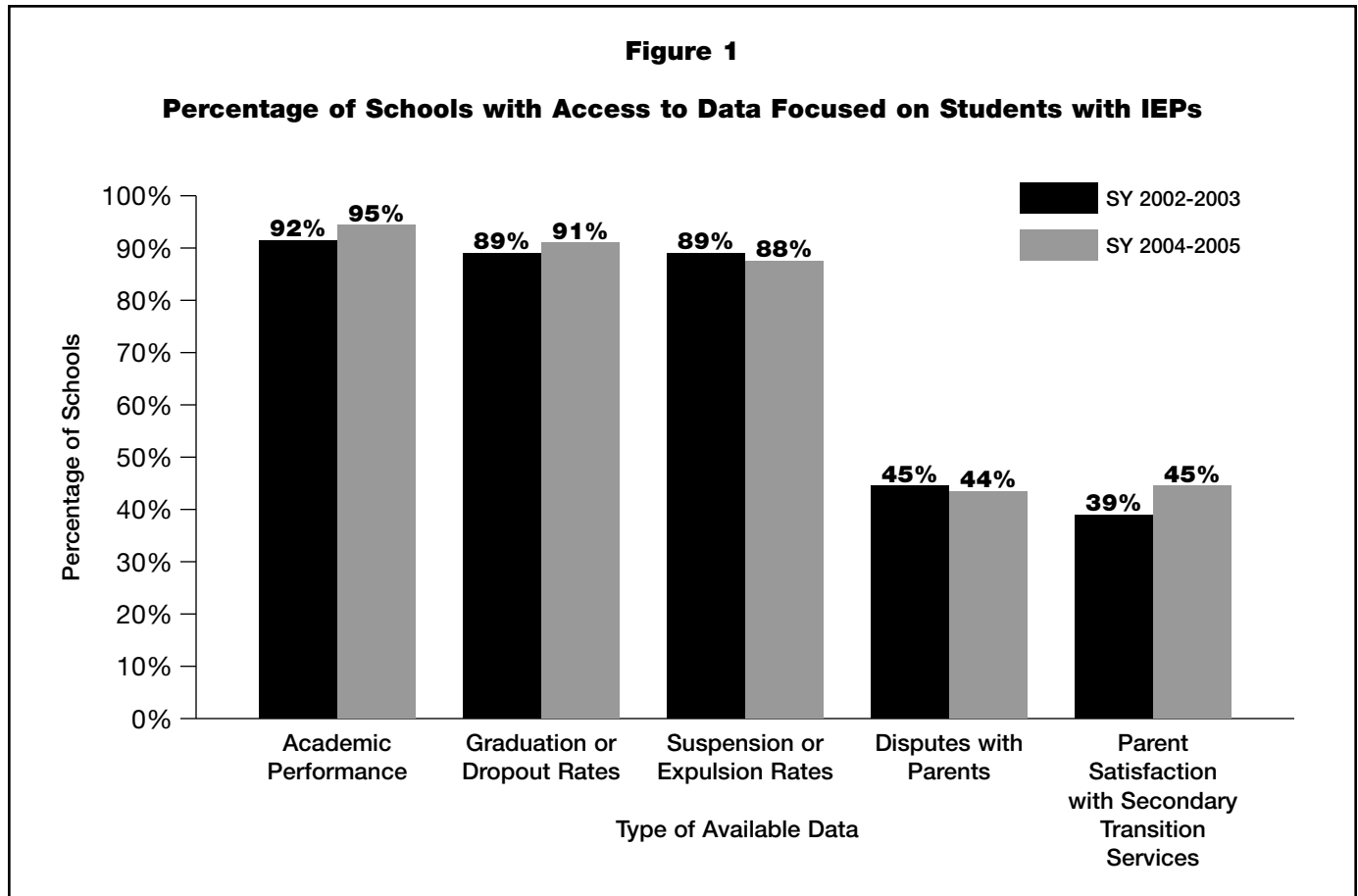
## Access to and Use of Data

There has been substantial progress at the state, district, and school levels to respond to increased calls for accountability as a mechanism for improving student outcomes. Only by accessing data on accountability indicators will districts and schools have the necessary information to improve the performance of students in their school system. Below we report our findings from the 2002-2003 and 2004-2005 school years on school access to and use of data; unless otherwise noted, no significant changes were found from the 2002-2003 school year.

**Almost all schools had access to data on critical accountability indicators.** (See Figure 1)

For instance, our study found that in the 2004-2005 school year:

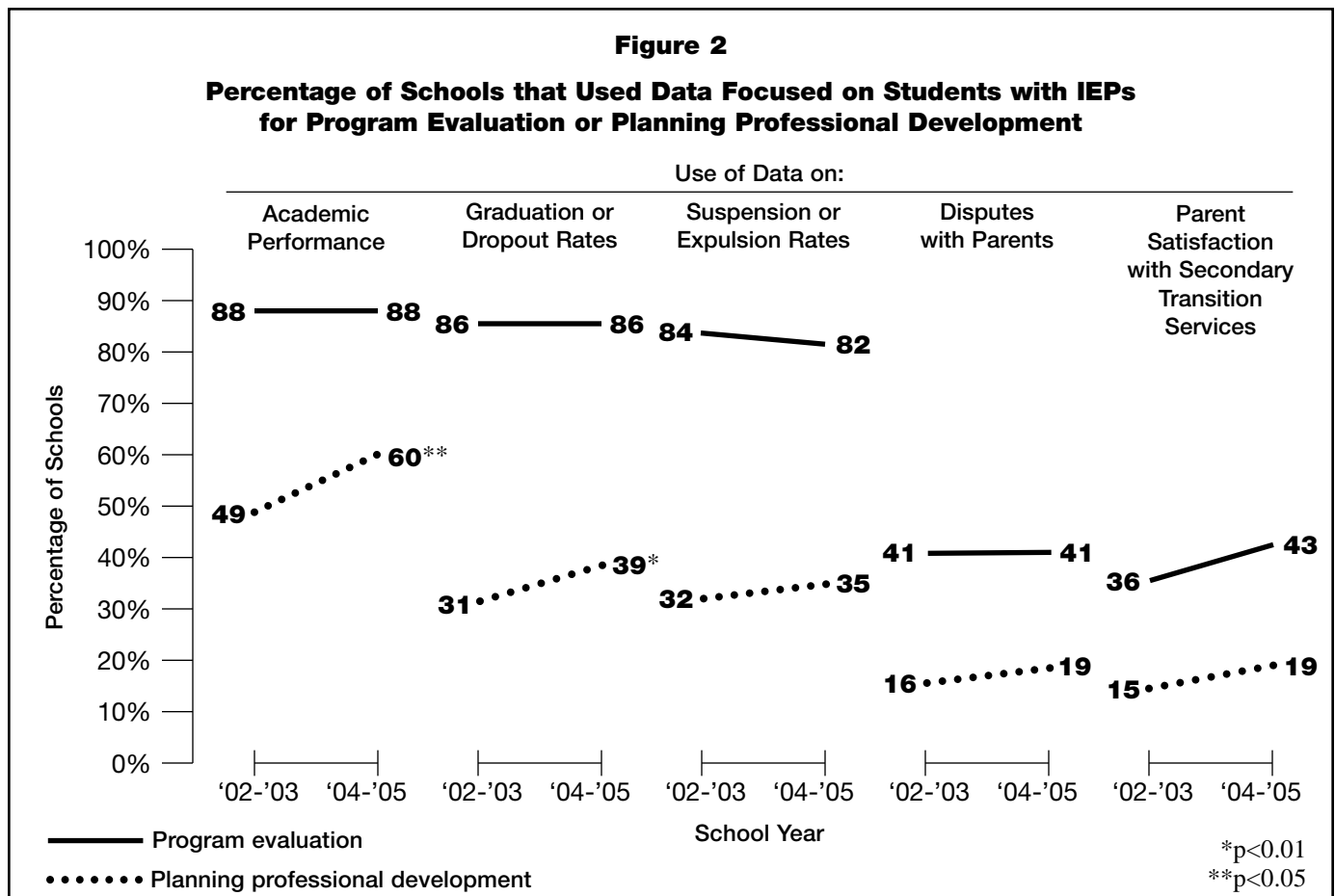
- The vast majority of schools reported having access to data on student academic performance (95 percent), graduation or dropout rates (91 percent) and suspension or expulsion rates for students with IEPs (88 percent).
- In contrast, fewer than half of schools reported having access to data on disputes with parents (44 percent) and parent satisfaction with secondary transition services (45 percent).



**A dramatically higher percentage of schools reported that they used available data for evaluating programs than for planning professional development.** (See Figure 2)

For instance, our study found that:

- Eighty-eight percent of schools reported using data on academic performance of students with IEPs to evaluate programs in the 2004-2005 school year, but only 60 percent of schools indicated that they used it to plan professional development. Similarly, 86 percent of schools reported using graduation or dropout rate data to evaluate programs, but only 39 percent indicated they used it to plan professional development.
- Though still low, the percentage of schools that used data on academic performance and graduation or dropout rates of students with disabilities to plan professional development increased significantly between the 2002-2003 and 2004-2005 school years (from 49 percent to 60 percent and from 31 percent to 39 percent, respectively).
- Although increasing somewhat since the 2002-2003 school year, only about one-third of schools reported using other types of data to plan professional development. For example, slightly more than one-third of schools used data on suspension and expulsion rates (35 percent) of students with IEPs to plan professional development. Fewer than one-fifth reported using data on disputes with parents (19 percent) and parent satisfaction with secondary transition services (19 percent) to plan professional development.



The results summarized in this fact sheet are based on the six year *Study of State and Local Implementation and Impact of IDEA (SLIIDEA)* supported by the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education, as part of Contract ED-00-C0-0026, conducted by Abt Associates Inc. Any points of view expressed in this fact sheet are those of the authors and do not necessarily reflect the position or policy of the U.S. Department of Education.

Surveys were mailed to key personnel responsible for or familiar with special education issues in all 50 states and the District of Columbia - a total of 959 districts and 4,434 schools. For state, district, and school surveys, response rates were 100 percent, 89 percent, and 80 percent, respectively in the 2004-2005 school year. Similar response rates were obtained for the 2002-2003 school year.

From Abt Associates Inc (2006 April). *Marking the Progress of IDEA Implementation and Volume I: The SLIIDEA Sourcebook Report (1999-2000, 2002-2003, 2003-2004, and 2004-2005 School Years)*. Study reports, data tables and technical documentation are available at <http://abt.sliidea.org>.