



Results Driven Accountability Guidebook

November 26, 2019

**HOW THE INDIANA OFFICE OF SPECIAL EDUCATION
MAKES DETERMINATIONS UNDER THE
RESULTS DRIVEN ACCOUNTABILITY AND DIFFERENTIATED SUPPORT SYSTEM**

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HOW THE INDIANA OFFICE OF SPECIAL EDUCATION MAKES DETERMINATIONS UNDER THE RESULTS DRIVEN ACCOUNTABILITY AND DIFFERENTIATED SUPPORT SYSTEM

INTRODUCTION

IDEA 2004 requires states to make annual “Determinations” on the performance of each local education agency (LEA) in implementing the requirements and purposes of the IDEA 2004, with regard to the provision of special education and related services. Determinations are a way of designating the status of local districts into one of four categories, as outlined in 34 CFR§ 300.600.

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

Prior to November, 2018, ‘Determination Designations’ were based solely upon six (6) Federal Compliance Indicators.

The Indiana IDOE/Office of Special Education, from November 2018 going forward, following the lead of the U.S. Department of Education, Office of Special Education Programs (OSEP), has initiated a “Results Driven Accountability and Differentiated Support” (RDA) system. The RDA system includes Compliance and Results elements, and Data Timeliness, resulting in a differentiated technical assistance and professional development system to support the individual districts based upon their determination designation.



This document details the various steps and calculations the OSE completes in order to make an LEA determination. The DOE/OSE uses a subset of the Federal Indicators as well as other data collected as part of this work.

The IDOE/OSE would like to thank the many district and school personnel who volunteered to be RDA stakeholders and the Indiana Resource Network entities who were part of the core RDA team for their input and hard work that guided the RDA implementation.

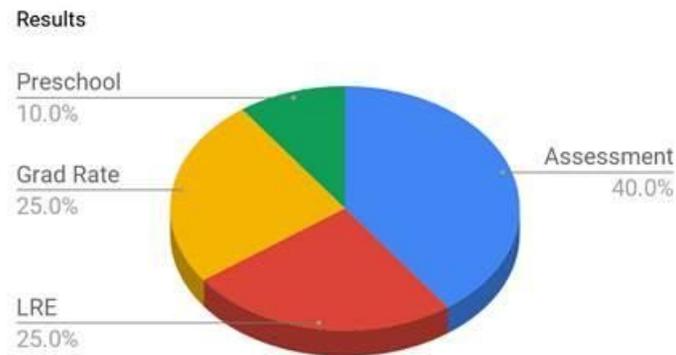
DATA/EVIDENCE COLLECTION

This section contains information on the data/evidence collected for the three elements of RDA, including results, compliance, and timely data.

There are 17 total Federal Indicators. (See Attachment A)

Results Elements

Four broad areas make up the 'results' portion of Results Driven Accountability. Each results area makes up a certain percentage of the total results portion of RDA:



- There are 11 federal 'results' indicators. A subset of these four (4) indicators are used as part of Results Driven Accountability:

Indicator 1: Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Adequate Yearly Progress (AYP) objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Indicator 5: Percent of children with IEPs aged through 22¹:

- A. Removed from general education class less than 21% of the day (Code 50)

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social/emotional skills (including social relationships);

¹ NOTE: Though Indicator 5 has three subparts, for purposes of RDA, only one subpart is used.

- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

- Additional Assessment Data used for RDA:
 - IREAD-3
 - Alternate Assessment participation (Less than or equal to 1% of all students assessed)
 - Growth and Proficiency (student growth points as calculated by the DOE Office of Accountability)
- Additional Data NOT used for Scoring:
 - ISTEP+ 10
 - I AM 3-8 and 10
 - Preschool LRE
 - ISTAR-KR (Exiting Program **within** age expectations)

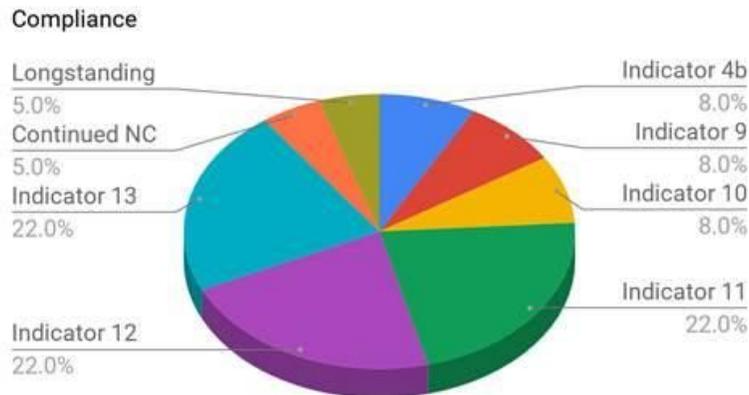
Results Data Source(s)

Data for each element of the results portion of RDA is collected via various means. Following is a chart specifying data source(s) for each element:

RDA Element	Data Source(s)
Indicator 1 – Graduation Rate	DOE Accountability Calculation
Indicator 3 - Assessment	Statewide Testing Reports
Indicator 5 – Least Restrictive Environment	DOE-Special Education
Indicator 7 – Preschool Outcomes	ISTAR-KR
IREAD-3	Statewide Testing Reports
Alternate Assessment participation	Statewide Testing Reports
Growth and Proficiency	DOE Office of Accountability
Indicator 6- Preschool Least Restrictive Environment	DOE-Special Education

Compliance Elements

Eight (8) areas make up the 'compliance' portion of Results Driven Accountability. Each compliance area makes up a certain percentage of the total compliance portion of RDA:



NOTE: Initial assignment of weights for the compliance indicators was an equal split of 15%. However, when the RDA calculations were tested, it was found that since Indicators 4b, 9 and 10 are in the 'disproportionality' family, 45% of the total compliance score was based upon disproportionality, and the overall LEA compliance score was skewed. Therefore, the weights differ to ensure proportionality of the elements within the overall compliance score.

- There are six federal compliance indicators. All are used as part of Results Driven Accountability:

Indicator 4B: Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than ten (10) days in a school year of children with disabilities by race and ethnicity.

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 50 days.

Indicator 12: Percent of children referred by Part C prior to age three (3), who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Indicator 13: Percent of youth aged 14 and above or entering grade nine (9), whichever occurs first (per Article 7) with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

- Additional Compliance Data used for RDA

Continued Noncompliance: District who had a finding of noncompliance but did not fix the noncompliance within one year of the finding.

Long Standing Noncompliance: District who had a finding of noncompliance but did not fix the noncompliance in two or more years.

Compliance Data Source(s)

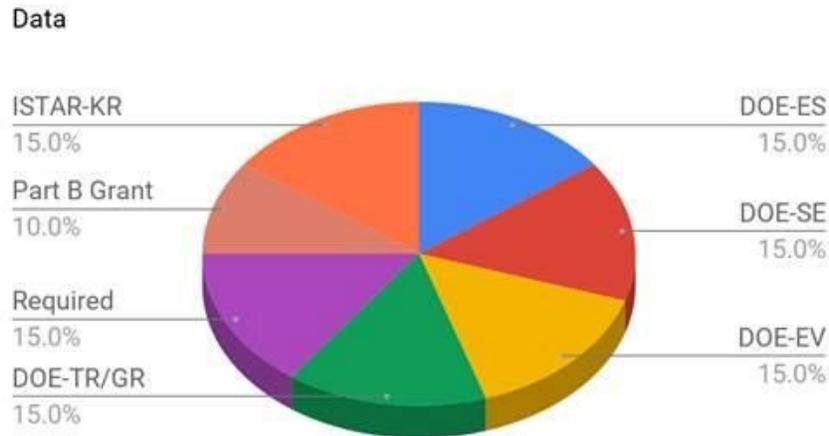
Data for each element of the compliance portion of RDA is collected via various means. Following is a chart specifying data source(s) for each element:

RDA Element	Data Source(s)
Indicator 4: Disproportionality -- Discipline	DOE-ES, DOE-SE
Indicator 9: Disproportionality – Racial/Ethnic	DOE-SE
Indicator 10: Disproportionality – Racial/Ethnic/ Special Education Category	DOE-SE
Indicator 11: Evaluation completed in a timely fashion (50 or 20 days)	DOE-EV, DOE-CL/CID
Indicator 12: IEP Implemented by 3 rd BD (Part C to Part B)	DOE-EV, DOE-CL/CID
Indicator 13: Transition IEP Elements	Indiana IEP System
Uncorrected Noncompliance/Longstanding Noncompliance	All of the above

NOTE: Prior to November, 2018, Indicators 11, 12 and 13 were monitored over a three year rotation. Starting with the RDA initiative Indicators 11 and 12 will be monitored for all LEAs annually. LEAs will be monitored on Indicator 13 over a three year rotation.

Timely Data Elements

Five (5) DOE reports, the timely submission of the Part B grants, ISTAR-KR submissions and other ‘Required’ reports make up the data portion of Results Driven Accountability. Each report area makes up a certain percentage of the total data portion of RDA:



- There are a number of DOE reports that districts are required to submit. The following are used as part of Results Driven Accountability:

REPORT	REPORT NAME	PURPOSE
DOE-TR	DOE Special Education Termination	Termination-graduation, dropout
DOE-GR	DOE-Graduates	Termination-graduation, dropout
DOE-ES	DOE Expulsions and Suspensions	Expulsion and Suspension
DOE-SE	DOE Special Education	Dec 1 and April 1 Child Count
DOE-EV	DOE Special Education Evaluation	Evaluations and First Steps transitions
'REQUIRED SPED REPORTING'		
DOE-PE	DOE Pupil Enrollment	Census and poverty counts for Part B Grants
DOE-HB	DOE Homebound/Hospitalized	Compensation for required homebound services
DOE-NE	DOE Non-Certified Employees	Federal reporting and state monitoring
DOE-CL/CID	DOE Calendar & Certification of Instructional Days	Compliance with state attendance; determining timeline compliance
DOE-CP	DOE Certified Positions	Federal reporting and state monitoring
DOE-CC	DOE Course Completion	State monitoring; graduation requirements

*RDA Matrices will designate which, if any, reports were missed.

- Additional Data used for RDA:
 - Timely submission of the Part B grants
 - ISTAR-KR submissions

LEA 'RDA' CALCULATION

This section contains information on the calculation portion of Results Driven Accountability.

The LEA data are inputted into the *Results Driven Accountability (RDA) Support and Determination Matrix*. See Attachment C. The document has a matrix for LEA specific data for each of the RDA elements:

- Results
- Compliance
- Timely Data

The LEA data is then either placed into a quintile (results), compared to a compliance target (compliance), or deemed 'on time' (timely data element). The LEA is awarded points dependent upon targets reached successfully.

The various data points that make up each of the three RDA elements are 'weighted' within the category, based on stakeholder input.

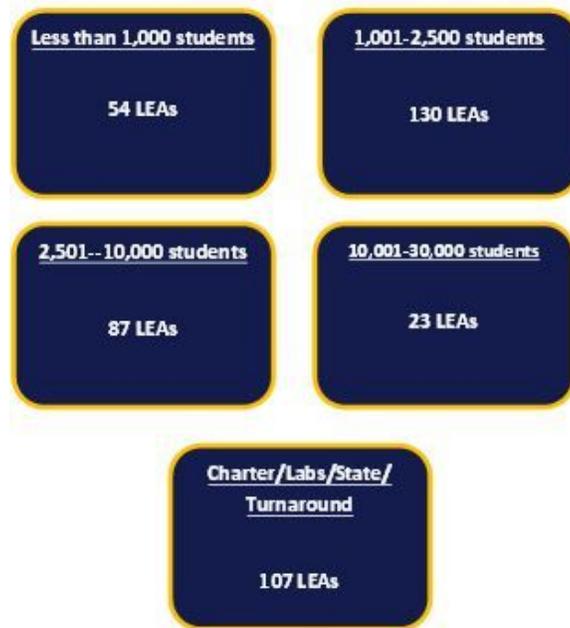
The RDA calculation is then run, resulting in two different scores. The first score is calculated based on the Results Matrix and will determine the level of Differentiated Support that the LEA will receive in regards to improving outcomes for students. The second score is calculated with the Compliance and Data Matrices (80% and 20%) that will place each LEA into a Determination Category required by IDEA. This score will help to determine what level of need there may be to support systems work at a district level.

Configuration of Data

Once the data for the various components of the calculation are received by the OSE, the LEA information is further configured:

- Results Elements: Each LEA with 10 or more students for that element is given one (1) to five (5) points dependent upon the quintile in which that element falls. Quintiles are classifications based on the overall number of scored LEAs divided into five equal groups (excluding the alternate assessment participation element). We have also grouped LEAs by overall enrollment size (See Image on page 10). LEAs will receive quintile scores within their size groups to get a better picture of overall performance on student outcomes in comparison to districts of similar size to them.

Quintile	Points
Top 20% of LEAs	5
Next 20%	4
Next 20%	3
Next 20%	2
Bottom 20%	1



*****Items to Consider for Results Matrix:**

- An LEA meeting the state target for LRE Code 50 (Adjusted for Service Plans) will receive no lower than a score of three. The Adjusted State Target is 74.97% for Code 50 (80% or more of a students’ time spent in the general education setting)
- For Enrollment grouping, students educated by interlocals are assigned to their corporation of legal settlement.
- In regards to the Alternate Assessment, if an LEA is at or below the 1% threshold they will receive a score of five. If they are between 1.01%-1.14% (state rate) the LEA will receive a score of three. If the LEA is at 1.15% or higher they will receive a score of one.

- Compliance Elements: LEAs substantially compliant (compliance is 95% -100%) with the federal indicators in this element are awarded five (5) points; LEAs out of compliance are awarded one (1) point

- Timely Data: Data Reports are submitted to DOE by or on the due date. Timely submissions are awarded five (5) points; untimely or missing submissions are awarded one (1) point:
 - Comparison of district DOE report submission date compared to due date;
 - Comparison of receipt of completed Part B application compared to due date; and
 - ISTAR-KR information on individual students reported to DOE (student entrance/exit)

Explanatory notes on elements of the RDA Matrix:

Results Elements

The RDA Stakeholder group recommended the elements felt to be most important in the results category of RDA. The Core RDA Steering group further refined the list. Every LEA for which the elements are applicable are assigned a quintile score.

Some schools will not have one or more of the results indicators. In this case the points assigned will be “N/A.” This might happen because:

- The school does not have the students to generate this indicator. Examples include high school charter schools for ISTEP and IREAD and elementary charter schools for graduation rate.
- If the number of students included in the calculation is fewer than 10. In this case the value generated will be published, but the points included will be “N/A.”

When a results indicator is missing, the calculation will be done with the remaining indicators in proportion to the original weighting scheme. The missing indicator is not included in the calculation.

The overall percentage of results is 100% of the overall RDA Differentiated Monitoring and Support score.

Compliance Elements

The DOE/OSE State Performance Plan defines the target for each of the compliance indicators. Compliance indicator targets are mandated by IDEA. If an LEA meets or exceeds the target for the compliance indicator they are considered “compliant” and are assigned a score of 5. If the district has a “finding of noncompliance” the district is assigned a score of 1.²

Compliance Area	Target
Indicator 4: Disproportionality -- Discipline	0%
Indicator 9: Disproportionality – Racial/Ethnic	0%
Indicator 10: Disproportionality – Racial/Ethnic/ Special Education Category	0%
Indicator 11: Evaluation completed in 50 days	100% 95%-100%
Indicator 12: IEP Implemented by 3 rd BD (Part C to Part B)	100% 95%-100%
Indicator 13: Transition IEP Elements	100% 95%-100%

² If the compliance target (100% or 0%) is not met for the compliance indicators, the LEA is out of compliance and must fix the noncompliance within a year. More detail is provided in the letter sent to superintendents regarding the RDA determinations. For purposes of district determinations, a district is ‘substantially compliant’ for the indicator and will receive a score of 5 if their compliance falls within a range of 95% - 100%.

- Additional Compliance Data used for RDA: If district has “Continuing Noncompliance” or “Longstanding Noncompliance” a score of 1 is assigned. If there is a lack of either of these, a score of 5 is assigned.

Continuing Noncompliance		None	5
Longstanding Noncompliance		None	5

Compliance Portion of Calculation

Each compliance indicator is assigned a status of compliant, finding of noncompliance or N/A³. A score is then assigned to each of the indicators, based upon the status. The scores are then added for the total compliance score for the district.

For each LEA a total points possible (all targets are met and there is no continued or longstanding noncompliance) is determined. This total may vary depending upon the LEA make-up. For example, the majority of charters do not have preschools, so Indicator 12, IEP by third birthday is not relevant. Or, an LEA does not meet the n-size required by an indicator, so Indicator 10 is not relevant.

When compliance indicator data is missing, the calculation will be done with the remaining indicators in proportion to the original weighting scheme. The missing indicator is not included in the calculation.

The overall percentage of compliance is 80% of the overall RDA Determination score.

Timely Data Elements

If the required DOE reports and the Part B application are submitted on time a score of five (5) will be recorded for each timely data element. If the required DOE reports and the Part B application are not submitted on time, a score of one (1) will be recorded for each timely data element.

- DOE Reports: Comparison of all components of district DOE report submission date compared to due date.
- Part B Application: comparison of receipt of completed Part B application compared to due date.
- ISTAR-KR information on individual students reported to DOE (yes/no).

Timely Data Portion of Calculation

Each data element is assigned a status of timely data (timely/untimely). A score is then assigned to each of the data elements, based upon the status. The scores are then added for the total timely score for the district. If a school need not submit that report (i.e. most charters do not submit ISTAR-KR data, then they are assigned a score of “N/A”). A designation of “Untimely” indicates either that the data was submitted late or that there is data missing from the required submission. This includes any school within an LEA that is missing data and

³ A district may receive a ‘non-applicable’ status if the district does not have a high school or preschool, does not meet the n-size of students or does not have multiple years of data

there was no selection of “No Records” in the STN Application Center for that school. When report data is missing, the calculation will be done with the remaining indicators in proportion to the original weighting scheme. The missing indicator is not included in the calculation.

The overall percentage of timely data is 20% of the overall RDA Determination score.

Results Driven Accountability Final Calculation

The final calculation uses the information detailed above for each of the results, compliance and timely data elements. The following table reflects a SAMPLE final calculation (sample weighted percentages have been added for illustration purposes):

Determination (Compliance and Data Index)	Differentiated Level of Support (Results Index)
Needs Assistance 56.35	Level 1 71.43

LEA Size Group
Small

Differentiated Level of Support

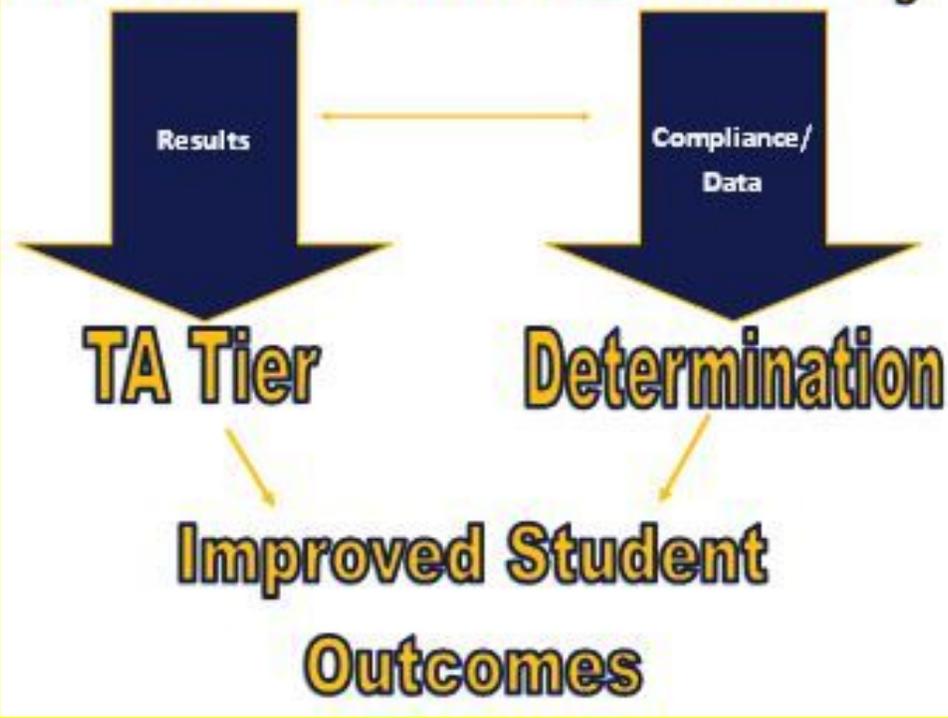
Scoring Area	Section Index	Weight
Results Matrix	71.43	100%

Determination

Scoring Area	Section Index	Weight	Adjusted Index
Compliance Matrix	50.43	80%	40.34
Data Collection Matrix	80.00	20%	16.00

NOTE: RDA score may differ very slightly from the sum of the category scores listed here because of rounding.

Results Driven Accountability



Determination Category Designation

This section contains information regarding the level of assistance needed for the district to implement the Requirements of Part B of the IDEA.

Purpose

IDEA 2004 requires states to make annual “Determinations” on the performance of each LEA in implementing the requirements and purposes of the IDEA 2004, with regard to the provision of special education and related services. Determinations are a way of designating the status of local districts into one of four categories, as outlined in 34 CFR§ 300.600. The Indiana Office of Special Education must review district performance then determine if each district:

Meets Requirements;
Needs Assistance;
Needs Intervention; or
Needs substantial intervention

The chart below details the score range for each determination category.

Determination Category	Score Range
Meets Requirements	82.30 - 100
Needs Assistance	56.00-82.29
Needs Intervention	0.00-55.99
Needs Substantial Intervention	N/A
RDA Determination Score	69.4

Based on the example RDA Determination Score, the Department would rank the LEA as:

Needs Assistance

The ranges were determined based on the technical assistance model adopted by stakeholders and technical assistance providers. The bottom 5% of all LEA scores were assigned to the “needs intervention” category. The next 20% of LEAs are assigned to the needs assistance category. The remaining LEAs are assigned as “meets requirements.”

“Needs Substantial intervention” is determined using factors in addition to the indicators in the RDA Matrix.

FINDINGS OF NONCOMPLIANCE

REMINDER: For purposes of district determinations, a district is 'substantially compliant' for the indicator and will receive a score of 5 if their compliance falls within a range of 95% - 100%.

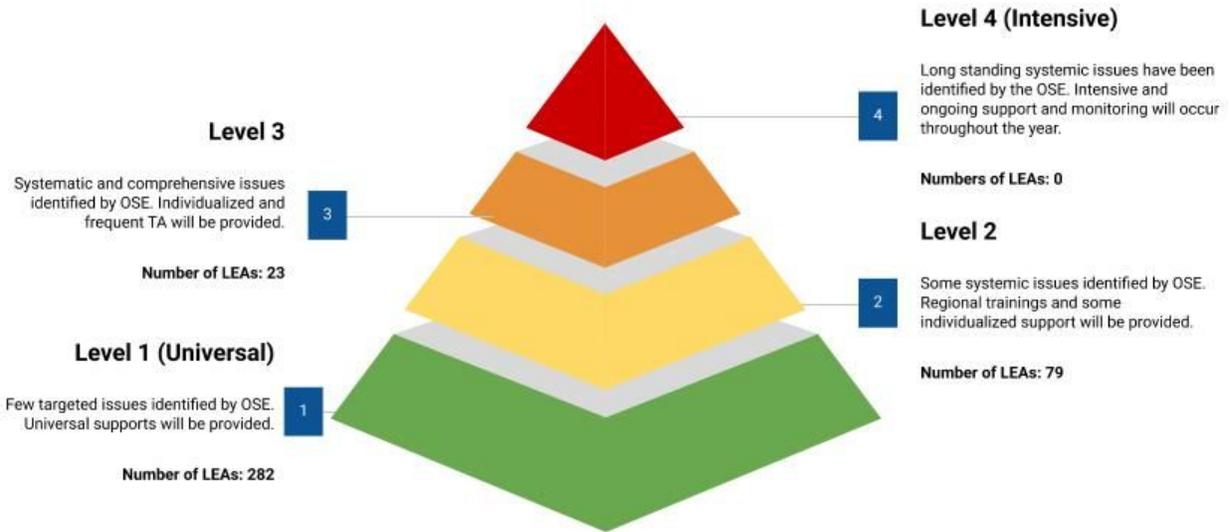
Pursuant to federal requirements, IDOE/OSE must annually define a Local Education Agency's (LEA) compliance with federal compliance indicators. If IDOE/OSE determines that an LEA is not compliant, it must issue a formal notice of findings of noncompliance to the LEA. The compliance matrix reflects any LEA findings of noncompliance.

Noncompliance must be corrected as soon as possible but in no case later than one year from finding. Correction may include changing policies, procedures and/or practices that contributed to or resulted in finding(s) of noncompliance, and correcting any identified noncompliance in specific Individualized Education Plans.

DIFFERENTIATED SUPPORT

This section contains information regarding the relationship of the RDA Determination Score and the level of support OSE offers to the districts.

Differentiated Supports and Technical Assistance



Overview

The district RDA Results Matrix score will define the intensity of differentiated support that will be offered.

Level of Engagement	Score Range
Level 1 (Universal)	52.50 - 100
Level 2	36.80 - 52.49
Level 3	0.00-36.79
Level 4	N/A
RDA Determination Score	

Level 1: This tier is designed to support LEAs in self-identification of the goals they have for their LEA through a data informed decision-making process. This tier includes virtual trainings, tools and resources, and universal screenings.

Level 2: This tier is grounded in assisting LEAs to identify what practices and approaches a school or LEA may need to fine tune in order to improve student outcomes. Some of the activities that will be provided or encouraged in this tier are: evaluations tools, ongoing collaboration, develop strategies for internal follow-up, analysis and development of policies and procedures, specific technical assistance and regional trainings provided by the Indiana Resource Network entities and the DOE/OSE staff.

Level 3: This tier is focused on systems change. LEAs in this tier will be challenged to look at their system, how they are providing services and differentiated instruction for all students, and identify the area(s) that will be addressed first. In this tier, LEAs may see support provided by various IRN entities around strategic planning, policy analysis, follow-up and ongoing support, and support in the form of coaching and trainings tailored to each LEA need.

ATTACHMENTS

ATTACHMENT A: Federal Indicators



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

Part B SPP

1. **Graduation.** % of youth with IEPs graduating with regular diploma.
2. **Drop Out.** % of youth with IEPs dropping out.
3. **Assessment.** (A) Reserved, (B) Participation for children with IEPs, (C) Proficiency for children with IEPs.
4. **Suspension/Expulsion.** (A) % of districts with significant discrepancy, (B) % of districts with significant discrepancy by race/ethnicity.
5. **Education Environments (Children 6-21).** % of children ages 6-21 with IEPs served (A) Inside regular class 80% or more of day, (B) Inside regular class less than 40% of day, (C) In separate schools, residential facilities, or homebound/hospital placements.
6. **Preschool Environments.** % of children ages 3-5 with IEPs (A) Receiving majority of special education and related services in regular early childhood program, (B) Attending separate special education class, separate school, or residential facility.
7. **Preschool Outcomes.** % of preschool children ages 3-5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
8. **Parent Involvement.** % of parents who report that the school facilitated parent involvement.
9. **Disproportionate Representation.** % of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification.
10. **Disproportionate Representation in Specific Disability Categories.** % of districts with disproportionate representation of racial /ethnic groups in specific disability categories due to inappropriate identification.
11. **Child Find.** % of children evaluated within 60 days of parental consent or state timeframe.
12. **Early Childhood Transition.** % of children found Part B eligible with IEP implemented by 3rd birthday.
13. **Secondary Transition.** % of youth ages 16+ with measurable, annually updated IEP goals & appropriate transition assessment, services, and courses.
14. **Post-School Outcomes.** % of youth with IEPs, no longer in school, (A) Enrolled in higher education, (B) Enrolled in higher education or competitively employed, (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
15. **Resolution Sessions.** % of hearing requests resolved through resolution session settlement agreements.
16. **Mediation.** % of mediations held resulting in mediation agreements.
17. **State Systemic Improvement Plan.** SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with Phase I analysis, Phase II plan, Phase III implementation and evaluation, with stakeholder engagement in all phases, for improving results for children with disabilities.

ATTACHMENT B: Sample Letter

TO: {Name}, Superintendent
 {Corp number} {Corporation Name}

ECC: {Name}, Special Education Planning District Director
 {Name}, Local Special Education Administrator

FROM: Dr. Nancy Holsapple, Director
 Office of Special Education

SUBJECT: RDA LEA Findings of Noncompliance and Determination for FFY 2018 (SY 2018-2019)

DATE: November xx, 2019

The Individuals with Disabilities Education Act (IDEA) requires Indiana Department of Education, Office of Special Education (IDOE/OSE) to determine if each local education agency (LEA) meets the requirements of Part B of the IDEA. Based on a LEA’s score on a number of criteria, the LEA is ranked in one of four categories of determination: meets requirements, needs assistance, needs intervention, and needs substantial intervention.

Please note the process by which IDOE/OSE makes determinations has changed. In prior years, a letter was sent to superintendents with the subject, “Status of Compliance on Federal Indicators for FFY 20xx.” This was followed by a second letter with the subject “LEA Determination for FFY 20xx,” which detailed the LEA determination category utilizing data from the federal compliance indicator letter. Through Results Driven Accountability (RDA), the information of both letters has been combined into this single communication.

To determine if each LEA meets the requirements of Part B of IDEA, IDOE/OSE has implemented RDA. This is year two for the new Indiana RDA system. Some changes have been made to the system for year two which will be highlighted in the RDA Guidebook, set to be released on December 3.

RDA includes three elements. Results Elements, including federal results indicators and other assessment data, Timely Data Elements, and as in prior years, Compliance Elements. The compliance and data matrices will generate your RDA Determination and the results matrix will generate the level of differentiated support and technical assistance.

Determinations Calculation and Resulting RDA score:

The charts below details the score range for each determination category, the LEA score, and the results determination category.

Compliance and Data Matrices	
Determination Category	Range
Meets Requirements	82.30-100
Needs Assistance	56.00-82.29
Needs Intervention	0.00-55.99
Needs Substantial Intervention	N/A
RDA Determination Score	
Determination Category	

Results Matrix	
Level of Differentiated Support and Technical Assistance	Range
Level 1	52.50-100
Level 2	36.80-52.49
Level 3	0.00-36.79
Level 4	N/A
RDA Results Score	
Technical Assistance Level	

Based on the combined score of your RDA Compliance and Data Matrices, your LEA has been placed in: **{determination}**

Based on your RDA Results Matrix, your LEA has been placed in **{level of TA}** for Technical Assistance.

Further information about correction of noncompliance and the LEA level of support will be forthcoming in December 2019.

Important Information Regarding Findings of Noncompliance:

Pursuant to federal requirements, IDOE/OSE must annually define a LEA’s compliance with federal compliance indicators. If IDOE/OSE determines a LEA is noncompliant, it must issue a formal notice of findings of noncompliance to the LEA. The compliance matrix reflects any LEA findings of noncompliance and serves as the formal notice of findings of noncompliance to the LEA.

Noncompliance must be corrected as soon as possible but in no case later than November 26, 2020.

Correction may include changing policies, procedures, and/or practices that contributed to or resulted in finding(s) of noncompliance, and correcting any identified noncompliance in specific Individualized Education Plans (IEPs).

Conclusion:

The RDA process continues to be new for all of us, so we are learning alongside you. We value and welcome your continued feedback and support. We are excited to partner with you to create a system which supports the growth and success of each and every student in our great state.

If you have any questions about how your data was used for this process, have any other concerns, would like a copy of the LEA matrix, or have feedback on the RDA process, please send an email with the subject line, “RDA 2019” to specialeducation@doe.in.gov .

ATTACHMENT C: Data Matrix



Results Driven Accountability (RDA) Determination Matrix
Indiana State Department of Education
2019 Results Driven Accountability (RDA) Determination Matrix



Determination Compliance and Data Index	Differentiated Level of Support Results Index

LEA Size Group

Differentiated Level of Support

Scoring Area	Section Index	Weight
Results Matrix		100%

Determination

Scoring Area	Section Index	Weight	Adjusted Index
Compliance Matrix		80%	
Data Collection Matrix		20%	

NOTE: RDA score may differ very slightly from the sum of the adjusted category scores listed here because of rounding.

Results Matrix

ILEARN Proficiency Data	Percentage	Score
English/Language Arts		
Percentage of Students with Disabilities Performing at "Approaching Proficiency" or higher on Regular Statewide Assessment in English/Language Arts		
Mathematics		
Percentage of Students with Disabilities Performing at "Approaching Proficiency" or higher on Regular Statewide Assessment in Mathematics		
ILEARN Growth Data	Points	Score
English/Language Arts		
Average Growth Points for Students with Disabilities Participating in Regular Statewide Assessment in English/Language Arts		
Mathematics		
Average Growth Points for Students with Disabilities Participating in Regular Statewide Assessment in Mathematics		
IREAD Proficiency Data	Percentage	Score
Percentage of Proficiency for 3rd Grade Children with Disabilities Participating in the IREAD-3 Statewide Assessment		
Participation on Alternate Assessment	Percentage	Score
Percentage of Participation for Students with Disabilities taking the Indiana Alternate Assessment		
Preschool Performance Data	Percentage	Score
Average Percentage of Students Displaying Substantial Growth on three ISTAR-KR Domains		
Graduation Rate	Percentage	Score
Percentage of Children with Disabilities who Graduated with any Diploma Designation		
Least Restrictive Environment (School-age)	Percentage	Score
Percentage of Children with an LRE Code of 50 (80%+ time in general education classroom)		
Total Results Score		
Weighted Index for Results		

Non-scored Results Indicators

I AM Proficiency Data	Percentage
English/Language Arts	
Percentage of Students with Disabilities Performing at "Approaching Proficiency" or higher on Alternate Statewide Assessment in English/Language Arts	
Mathematics	
Percentage of Students with Disabilities Performing at "Approaching Proficiency" or Alternate on Regular Statewide Assessment in Mathematics	
ISTEP+ Proficiency Data	Percentage
English/Language Arts	
Percentage of Students with Disabilities Performing at Proficiency in Regular Statewide Assessment in English/Language Arts	
Mathematics	
Percentage of Students with Disabilities Performing at Proficiency in Regular Statewide Assessment in Mathematics	
Preschool Performance Data	Percentage
Average Percentage of Students Displaying Level of Same-Age Peers on three ISTAR-KR Domains	
Least Restrictive Environment (Preschool)	Percentage
Percentage of Children with an LRE Code of 26 and 28 (50% or more of special education services with peers without disabilities)	

Compliance Matrix

Federal Compliance Indicators	Percentage	Status	Score
4B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.			
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.			
10. Percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories due to inappropriate identification.			
11. Percent of children with parental consent to evaluate, who were evaluated within 50 days.			
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.			
13. Percent of youth aged 14 and above or entering grade 9, whichever occurs first (per Article 7) with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.			
Presence of Continuing Noncompliance			
Presence of Longstanding Noncompliance			
Total Compliance Score			
Weighted Index for Compliance			

Timely Data Submissions Matrix

Data Collection	Status	Score
DOE-ES (Disproportionality)		
DOE-SE (LRE, Disproportionality)		
DOE-EV (Timely Evaluations and First Steps Transitions)		
DOE-TR/GR (Graduation)		
DOE-PE/HB/NE/CL/CC/CP (Required SPED Reporting)		
Part B Grants Submitted		
ISTAR-KR Participation		
Total Data Score		
Weighted Index for Data		