

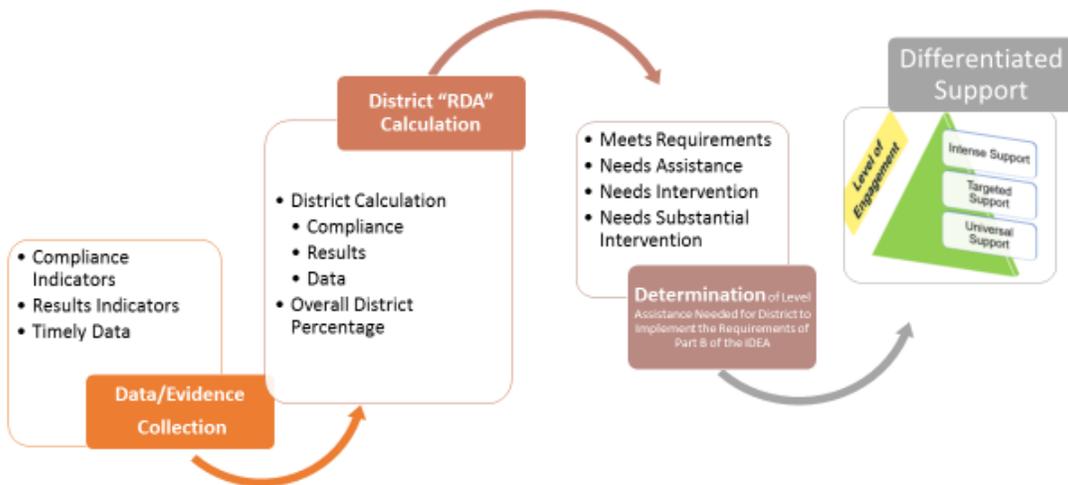
**HOW THE INDIANA OFFICE OF  
SPECIAL EDUCATION  
MAKES DETERMINATIONS UNDER THE  
RESULTS DRIVEN ACCOUNTABILITY  
AND  
DIFFERENTIATED SUPPORT SYSTEM**

November 27, 2018

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

## TABLE OF CONTENTS

<b>INTRODUCTION</b>	-----	<b>Page 1</b>
<b>DATA/EVIDENCE COLLECTION</b>		
<ul style="list-style-type: none"> <li>• Results Elements</li> <li>• Compliance Elements</li> <li>• Timely Data Elements</li> </ul>	-----	<b>Page 2</b>
<b>DISTRICT “RDA” CALCULATION</b>		
<ul style="list-style-type: none"> <li>• Configuration of Data</li> <li>• RDA Final Calculation</li> </ul>	-----	<b>Page 7</b>
<b>DETERMINATION CATEGORY DESIGNATION</b>	-----	<b>Page 13</b>
<b>DIFFERENTIATED SUPPORT</b>	-----	<b>Page 14</b>
<b>FINDING(S) OF NONCOMPLIANCE</b>	-----	<b>Page 15</b>
<b>ATTACHMENT</b>		
<ul style="list-style-type: none"> <li>• Federal Indicators</li> <li>• Sample determination letter</li> <li>• RDA Data Matrix</li> <li>• Indicator tree of influence</li> </ul>	-----	<b>Page 17</b>



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

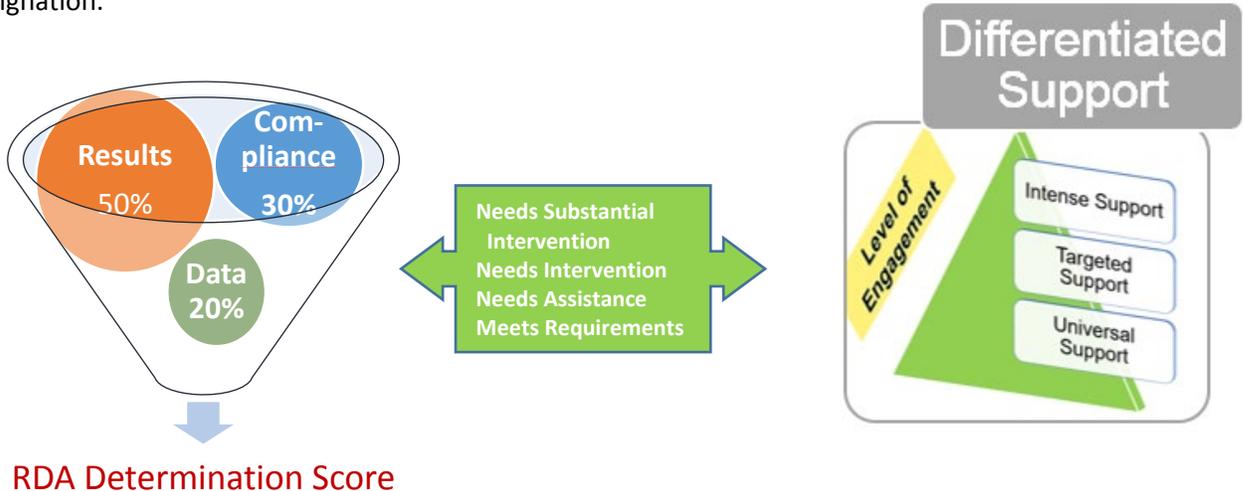
## INTRODUCTION

IDEA 2004 requires states to make annual “Determinations” on the performance of each Local Education Agency 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 DOE/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 DOE/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.

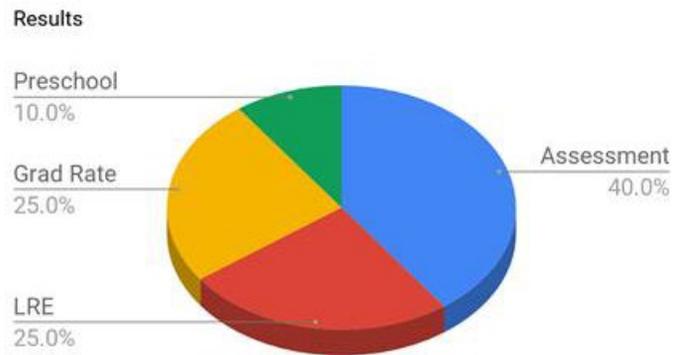
## DATA/EVIDENCE COLLECTION

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 22<sup>1</sup>:

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);
- 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 (as calculated by the DOE Office of Accountability)

### **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:

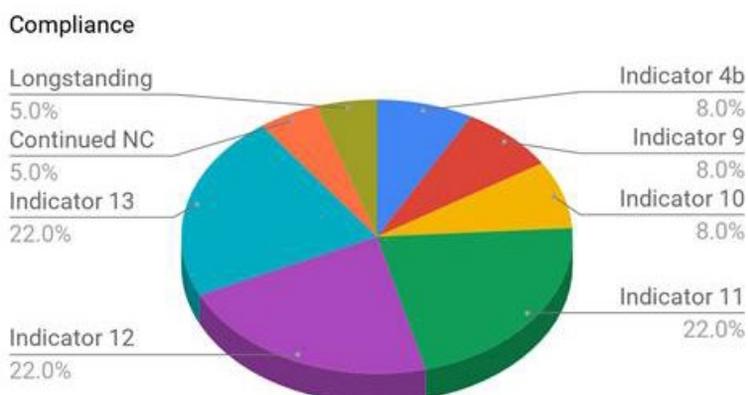
<b>RDA Element</b>	<b>Data Source(s)</b>
Indicator 1 – Graduation Rate	DOE Accountability Calculation
Indicator 3 - Assessment	Statewide Testing Reports
Indicator 5 – Least Restrictive Environment	DOE-Special Education
Indicator 7 – Preschool Outcomes	ISTAR-KR
IREAD-3	Statewide Testing Reports
Alternate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

---

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

## 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)

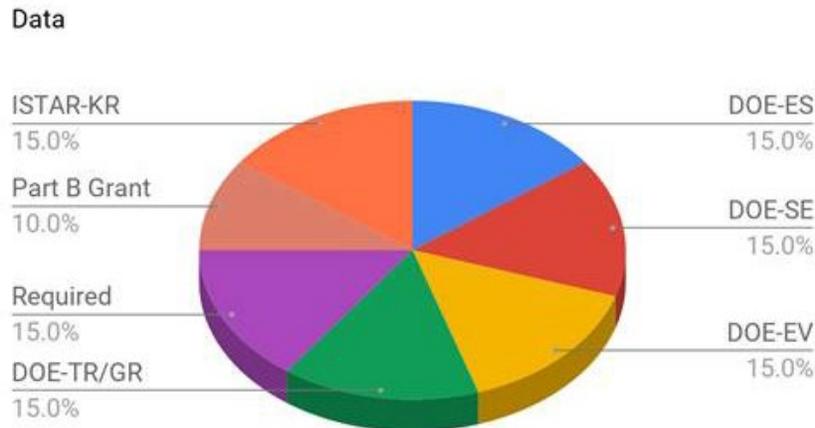
Data for each element of the compliance portion of RDA is collected via various means. Following is a chart specifying data source(s) for each element:

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 <sup>rd</sup> 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
<b>'REQUIRED SPED REPORTING'</b>		
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

- Additional Data used for RDA:
  - Timely submissions 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 the stakeholder input.

The RDA calculation is then run, resulting in an overall category score. The three overall category scores are weighted across the categories (50%, 30%, 20%) then added together, resulting in the RDA score.

Weighted Percentage	Multiplied by	% Overall RDA Score	Equals	Overall Category Score
	x	.50	=	
	x	.30	=	
	x	.20	=	

<b>Results</b>	<b>Plus</b>	<b>Compliance</b>	<b>Plus</b>	<b>Data</b>	<b>Equals</b>	<b>RDA SCORE</b>
	+		+		=	

### 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).

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

**NOTE:** The results element ‘alternate assessment participation’ is scored: LEAs less than or equal to 1% participation are awarded (5) points, LEAs over 1% participation are awarded one (1) point.

- **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 due date. Timely submissions are awarded five (5) points; untimely 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

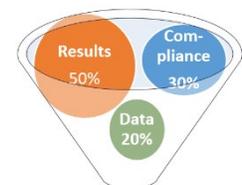
The RDA Stakeholder group recommended the elements felt to be most important in the results category of RDA. The Core RDA Steering group further refined the list. Every LEA for which the elements are applicable are assigned a quintile score.

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 50% of the overall RDA 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.<sup>2</sup>

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 <sup>rd</sup> BD (Part C to Part B)	100% 95%-100%
Indicator 13: Transition IEP Elements	100% 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.
- NOTE: The matrix says ‘LACK’ of continuing noncompliance or ‘LACK’ of longstanding noncompliance. If the status column says yes, a score of five (5) is awarded because no continuing or longstanding noncompliance exists.

Lack of Continuing Noncompliance		Yes	5
Lack of Longstanding Noncompliance		Yes	5

## Compliance Portion of Calculation

Each compliance indicator is assigned a status of compliant, finding of noncompliance or N/A<sup>3</sup>. 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.

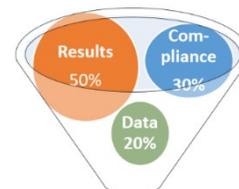
<sup>2</sup> If the compliance target (100% or 0%) is not met for the compliance indicators, the LEA is out of compliance and must fix the noncompliance within a year. More detail is provided in the letter sent to superintendents regarding the RDA determinations. For purposes of district determinations, 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%.

<sup>3</sup> 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

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 30% of the overall RDA 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 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 (yes/no). 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”).

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 score.**



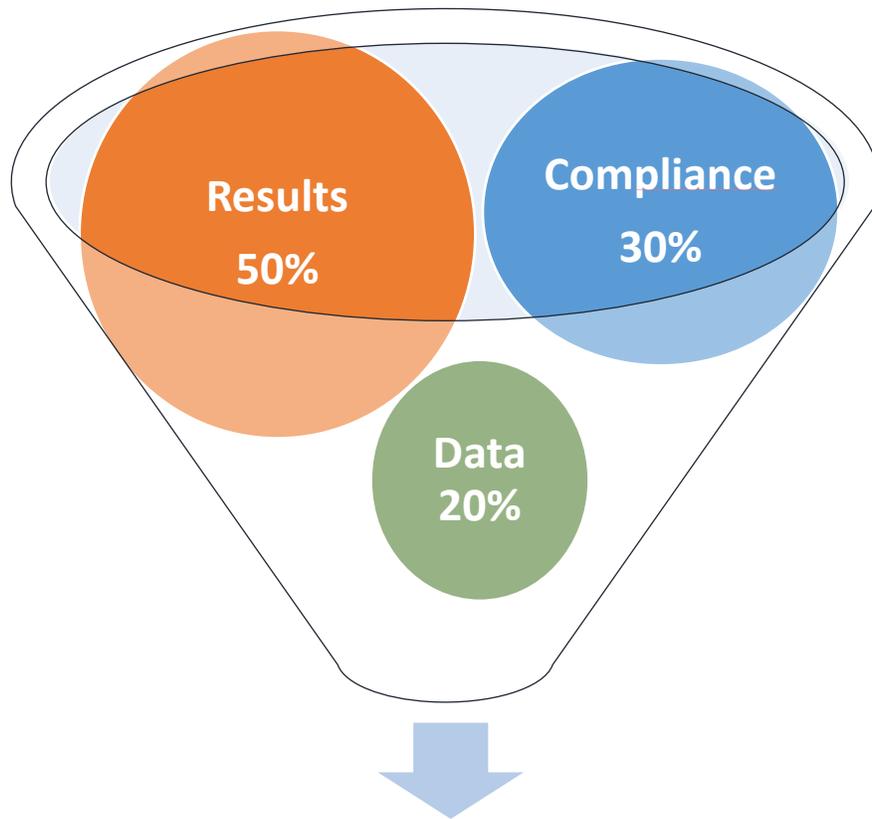
## Results Driven Accountability Final Calculation

The final calculation uses the information detail 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):

Scoring Area	Weighted Percentage	Multiplied by	% Overall RDA Score	Equals	Overall Category Score
Results Matrix	57.5	x	.50	=	28.8%
Compliance Matrix	86.7	x	.30	=	26%
Data Collection Matrix	73.3	x	.20	=	14.7%

Results	Plus	Compliance	Plus	Data	Equals	RDA SCORE
28.8%	+	26%	+	14.7%	=	69.4%

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



RDA Determination Score (**69.4%**)

## 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	≥70.2% - 100%
Needs Assistance	70.1% - 56.6%
Needs Intervention	<56.6%
Needs Substantial Intervention	N/A
RDA Determination Score	<b>69.4%</b>

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

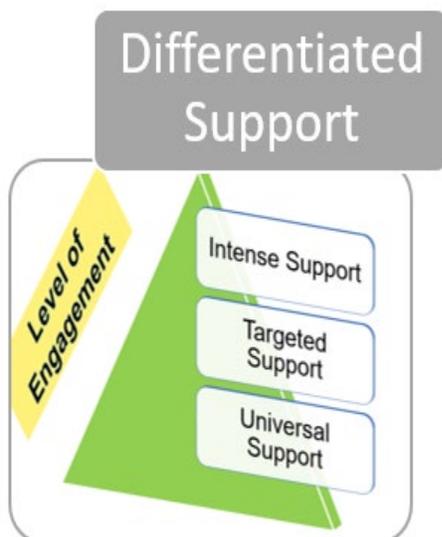
**REMINDER:** For purposes of district determinations, a district is 'substantially compliant' for the indicator and will receive a score of 5 if their compliance falls within a range of 95% - 100%.

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.



### Overview

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

Determination Category	Score Range	Level of Engagement
Meets Requirements	≥70.2% - 100%	Universal Support
Needs Assistance	70.1% - 56.6%	Targeted Support
Needs Intervention	<56.6%	Intense Support
Needs Substantial Intervention	N/A	Intense Support
RDA Determination Score	<b>69.4%</b>	

**Universal Support:** 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.

**Targeted Support:** 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.

**Intensive Support:** 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 supports 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

1. Percent of youth with IEPs graduating from high school with a regular diploma.
2. Percent of youth with IEPs dropping out of high school.
3. Participation and performance of children with IEPs on statewide assessments: (A) Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup, (B) Participation rate for children with IEPs, (C) Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
4. Rates of suspension and expulsion: (A) Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (B) Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
5. Percent of children with IEPs aged 6 through 21 served: (A) Inside the regular class 80% or more of the day; (B) Inside the regular class less than 40% of the day; and (C) In separate schools, residential facilities, or homebound/hospital placements.
6. Percent of children aged 3 through 5 with IEPs attending a: (A) Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (B) Separate special education class, separate school or residential facility.
7. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: (A) Positive social-emotional skills (including social relationships); (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.
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
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 and ethnic groups in specific disability categories that is the result of inappropriate identification.
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.
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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent of student who has reached the age of majority.
14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: (A) Enrolled in higher education within one year of leaving high school; (B) Enrolled in higher education or competitively employed within one year of leaving high school; and (C) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
15. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
16. Percent of mediations held that resulted in mediation agreements.
17. The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan

**ATTACHMENT B: Sample Letter**

TO: {Name}, Superintendent  
{District number } {district name}

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

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

SUBJECT: LEA Findings of Noncompliance and Determination for FFY 2017 (SY 17-18)

DATE: November 27, 2018

The Individuals with Disabilities Education Act (IDEA) requires the Indiana Department of Education, Office of Special Education (IDOE/OSE) to determine if each local educational agency (LEA) meets the requirements of Part B of the IDEA. Based on an 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 that the process by which the 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. This year the information is combined into this communication.

To determine if each LEA meets the requirements of Part B of the IDEA, IDOE/OSE has implemented *Results Driven Accountability (RDA)*. IDOE/OSE provided advance notice of this change on November 13. An email was sent to each superintendent and special education director with the link (<https://www.youtube.com/watch?v=B8UQ-VvipMw>) to a short video providing an overview of RDA. This information was also included in the November 16 edition of "IN the Know," Dr. McCormick's weekly update.

Based on the overall RDA score, the IDOE/OSE ranks your LEA as: {determination}

RDA includes three elements. Results Elements, including federal results indicators and other assessment data, Timely Data Elements, and as in prior years, Compliance Elements. Data from these elements are then calculated, resulting in an RDA score, which in turn is used to make the determination. A matrix reflecting the data for each of the RDA elements has been sent to the special education director. The RDA calculation and resulting score for the LEA is found on the first page of the data matrix.

**Determinations calculation and resulting RDA score:**

NOTE: Please see, located on the Office of Special Education Homepage (<https://www.doe.in.gov/specialed>), the document entitled ‘How the Indiana Office of Special Education Makes Determinations Under the Results Driven Accountability and Differentiated Support System’ for a detailed explanation of the RDA system.

The chart below details the score range for each determination category, the LEA score, and the resulting determination category.

Determination Category	Score Range	Differentiated Support
Meets Requirements	≥70.2% - 100%	Universal Support
Needs Assistance	70.1% - 56%	Targeted Support
Needs Intervention	≤55.9%	Intense Support
Needs Substantial Intervention	N/A	Intense Support
RDA Determination Score	{69.42%}	
Determination Category	{determination}	

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

**Important information regarding findings of noncompliance:**

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 November xx, 20xx.** 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.

**Conclusion**

The RDA process is new for all of us this year so we anticipate revisions will be necessary. We are excited to partner with you to create a system that supports the growth 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 this new process, please send an email to SpEd\_Monitoring@doe.in.gov.

ATTACHMENT C: Data Matrix

**Indiana State Department of Education**  
**2018 Results Driven Accountability (RDA) Determination Matrix**

LEA Educational Agency Name

District Number

RDA Determination Percentage	RDA Determination	Differentiated Level of Support

Weighted Percentage	Multiplied by	% Overall RDA Score	Equals	Overall Category Score
	x	.50	=	
	x	.30	=	
	x	.20	=	

Results	Plus	Compliance	Plus	Data	Equals	RDA SCORE
	+		+		=	

### Results Matrix

<b>ISTEP Proficiency Data</b>	<b>Percentage</b>	<b>Score</b>
<b>Reading</b>		
Percentage of Proficiency for Students with Disabilities Participating in Regular Statewide Assessment in Reading		
<b>Mathematics</b>		
Percentage of Proficiency for Students with Disabilities Participating in Regular Statewide Assessment in Mathematics		
<b>ISTEP Growth Data</b>	<b>Points</b>	<b>Score</b>
<b>Reading</b>		
Average Growth Points for Students with Disabilities Participating in Regular Statewide Assessment in Reading		
<b>Mathematics</b>		
Average Growth Points for Students with Disabilities Participating in Regular Statewide Assessment in Mathematics		
<b>IREAD Proficiency Data</b>	<b>Percentage</b>	<b>Score</b>
Percentage of Proficiency for 3rd Grade Children with Disabilities Participating in the IREAD-3 Statewide Assessment		
<b>Participation on Alternate Assessment</b>	<b>Percentage</b>	<b>Score</b>
Percentage of Participation for Students with Disabilities taking the Indiana Alternate Assessment		
<b>Preschool Data</b>	<b>Percentage</b>	<b>Score</b>

Percentage of Students Displaying Growth on three ISTAR-KR Domains		
<b>Graduation Rate</b>	<b>Percentage</b>	<b>Score</b>
Percentage of Children with Disabilities who Graduated with any Diploma Designation		
<b>Least Restrictive Environment</b>	<b>Percentage</b>	<b>Score</b>
Percentage of Children with an LRE Code of 50 (80%+ time in general education classroom)		
<b>Total Results Score</b>		
<b>Weighted Percentage for Results</b>		

### 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.			
Lack of Continuing Noncompliance			
Lack of Longstanding Noncompliance			
<b>Total Compliance Score</b>			
<b>Weighted Percentage for Compliance</b>			

**Timely Data Submissions Matrix**

<b>Data Collection</b>	<b>Timely</b>	<b>Total Points</b>
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		
ISTAR-KR Participation		
<b>Total Data Score</b>		
<b>Weighted Percentage for Data</b>		

**Timely Data Submissions Matrix**

<b>Data Collection</b>	<b>Timely</b>	<b>Total Points</b>
DOE-ES (Disproportionality)		
DOE-SE (LRE, Disproportionality)		
DOE-EV (Timely Evaluations and First Steps Transitions)		
DOE-TR/GR (Graduation)		
DOE-HB/CP/CC/CE/CL (Required SPED Reporting)		
Part B Grants		
ISTAR-KR Participation		
<b>Subtotal</b>		
<b>Weighted Percentage for Data</b>		