Results Driven Accountability (RDA) is the new system in which results, compliance, and data timelines are monitored. OSE compiled surveys and information from internal and external stakeholders from the first year of determinations. This document will outline specific changes made to the second year of RDA determinations.

Change One: Overall System Calculations

Assigning a determination for each LEA is required by the Individuals with Disabilities Education Act (IDEA) and the federal Office of Special Education Programs. In year one of RDA, OSE took data from results, compliance, and data matrices, and generated a collective index that to assign the determination. In year two of RDA, LEAs will receive two separate indexes. One is a determination index that is comprised of compliance indicators and data timeliness. The second is an index based on the results indicators that place all LEAs within a level of differentiated support. The results index influences an LEA’s determination, in that to qualify for Meets Requirements, an LEA’s results index must be above 41.56.

Change Two: Least Restrictive Environment Scoring

An LEA meeting the state target for Least Restrictive Environment 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). This change came from feedback specifically pertaining to the concern that many LEAs met our state target but were receiving a score of one or two.

Change Three: Enrollment Grouping

The district enrollment grouping change came from the feedback around the quintile scoring system. Quintiles are classifications based on the overall number of scored LEAs divided into five equal groups (excluding the alternate assessment participation element). In year one, LEAs were placed in quintiles based on their data for each indicator in comparison to all other LEAs. In year two, LEAs received quintile scores based on their data for each indicator in comparison to districts of similar size (for enrollment grouping, students educated directly by interlocals are assigned to their corporation of legal settlement). Each LEA with 10 or more students for an indicator is given one to five points dependent upon the quintile in which that indicator’s value falls.

Change Four: Alternate Assessment Scoring

An LEA that is at or below the 1% threshold will receive a score of five. LEAs between 1.01%-1.14% (state rate) will receive a score of three. LEAs at 1.15% or higher will receive a score of one. This scoring change addressed the concern that this component was originally scored with an all or nothing approach, meaning that LEAs either received a score of one or five.