

Results Driven Accountability (RDA) Guiding Document

November 2020

Indiana Department of Education
Office of Special Education



The Office of Special Education (OSE) thanks the many corporations and school personnel, as well as the Indiana Resource Network entities, who volunteered to be RDA stakeholders. Their input and hard work guided the RDA implementation.

How to Use this Guide

This tool is meant to be used alongside the RDA Planning Tool (RDA-PT). The information provided is intended to be used while accessing the tool.

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RDA-PT Memo

This tab provides an introduction to Results Driven Accountability, or RDA, and the RDA Planning Tool. The tool is designed to help each school corporation identify gaps in performance between groups or subgroups of students by addressing key areas, namely RDA component areas, and effective system practices.

Please notice at the top of the tab there is a red banner that may be marked 'This tab should be read by all LEAs.', 'This tab MUST be completed.' or 'This tab need not be completed.'. This should help make it clear if your LEA needs to read or complete something on each tab. If it is marked 'This tab need not be completed.', then you may use this tab as a resource. If the tab is marked 'This tab MUST be completed.' then a video and guiding document may be accessed at the top of EACH tab to help explain what must be done on that specific tab.

One note to mention: there are numerous tabs or sheets within the Planning Tool. **It is beneficial to complete the tabs in the order in which they are presented.**

The 1st tab is the Memo. This serves as official notification of each LEA's RDA Compliance/Data Determination and their Level of Differentiated Support and Technical Assistance. An RDA Guidebook is hyperlinked at the bottom of the page. It is a collection of all of the guiding documents listed at the top of each tab in the RDA planning tool.

RDA Planning Tool (RDA-PT) Introduction

The Planning Tool Introduction should be read by all. This tab provides deadlines and contact information if questions arise. Please note that if an LEA has 100% Compliance **and** is at a Level 1 for Differentiated Support and Technical Assistance, there is nothing that must be completed in the RDA planning tool although the tool may be used for proactive planning. If an LEA does not have 100% compliance or is a Level 2 or 3 for Differentiated Support and Technical Assistance, then some tabs on the tool must be completed and returned to the Office of Special Education.

The RDA Planning tool is due by Friday January 8, 2021. Many special education directors prefer to turn theirs in before the winter holidays and the Office of Special Education welcomes any early submissions.

As you continue down the page you will see a special notation about the 1% Cap due date, which is different from the RDA planning tool due date. If a district had more than 1% of its students participate in the alternate assessment, then that district will need to review this tab. There is a link that goes directly to that tab to see if this deadline applies to the LEA. **The due date for the survey for this 1% Cap tab is due BEFORE the RDA Planning tool on Friday, December 18, 2020, thus the special notation.**

Finally, on this page a link to each LEA's RDA folder is provided. Some compliance indicator information is housed in these folders, for example, the results of the disproportionality file reviews.

Data Retreat

The Office of Special Education and the Indiana Resource Network resource centers will be hosting an RDA Virtual Data Retreat in December. The Data Retreat is an opportunity for LEAs to examine results data included in the calculation for Level of Differentiated Support and Technical Assistance. The session will include an explanation of data indicators and will provide tools for analyzing, applying, and evaluating local data for strategic planning of the LEA's special education program.

This year the Data Retreats will be generally organized based on LEA size groups used in calculating results indicators in order to provide more relevant discussions on the intricacies of data that are often due to the size of an LEA. The facilitated discussion will last from 9am to 1pm EST. A brief introduction and overview of RDA and the RDA planning tool will begin the day. For the remainder of the day presentations and LEA specific breakouts will be provided for the following topics: Proficiency on State Assessments, Student Growth on State Assessments, Preschool Performance, Graduation Rate, and Least Restrictive Environment.

In order to ensure sustainable and systemic change, it is important to include representation of key stakeholders across the district including executive leadership. Potential attendees for the data retreat include: Superintendent/Assistant Superintendent, Director of Special Education, Curriculum Directors, Equity and Inclusion Director, Data Coordinators/Specialists, Building Principals, School Psychologists, SEL Coordinators, General Education and Special Education Teachers, and Family Members. If multiple team members will participate in the retreat from the

same physical location, ONLY ONE person at that physical location should register. The registration link requests the full school corporation name.

Please inform all who are registering to use the same corporation description. For example, educators from MSD Lawrence Twp would include the full name of the corporation instead of simply registering as Lawrence in order to make sure the correct participants are assigned to the appropriate breakout room. In addition, it would be beneficial for all that are participating from your corporation to have reviewed the multiple results tabs in the LEA specific RDA Planning Tool beforehand.

Matrix

At the top of the RDA Matrix tab, the corporation name AND size group is listed. The size group is based on the corporation's student population. Most of the results indicators are calculated based on this size group.

Corporation Enrollment Size	
Population	Category
10,001-30,000	Large (L)
2,501-10,000	Medium (M)
1,001-2,500	Small (S)
Less than 1,000	Xtra-Small (XS)
Charters under 1,000/Lab/State/Turnaround	C/T/S/L (XSC)

Compliance and Data Index

Compliance Matrix

On the left side of the RDA Matrix tab, you will see the overall Compliance and Data Index. Eighty percent of this calculation is based on six compliance indicators, and 20 percent is based on data timeliness. Right below the Compliance and Data Index, in rows 23 and 24, is the corporation Determination.

States must make annual determinations on the performance of each corporation in implementing the requirements and purposes of the Individuals with Disabilities Education Act (IDEA) 2004, with regard to the provision of special education and related services. Determinations are a way of designating the status of local corporations into one of four categories, as outlined in 34 C.F.R. § 300.600. The Office of Special Education must review corporation performance and determine if each corporation:

Meets Requirements;

Needs Assistance;
Needs Intervention; or
Needs Substantial Intervention.

for more information please refer to the guiding document.

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

Determination Category	Score Range
Meets Requirements	84.70% through 100%
Needs Assistance	65.91% up to 84.70%
Needs Intervention	less than 65.91%
Needs Substantial Intervention	N/A
RDA Determination Score	69.4%

Based on the sample RDA Determination Score above (69.4%), the Department would rank the example corporation as “Needs Assistance” (highlighted in red).

Additionally, in order to receive a “Meets Requirements” determination, corporations must meet a minimum threshold of 41.56 for 2019 or 45.05 for 2020 **on the Results Index.**

These ranges were determined based on the technical assistance model adopted by stakeholders and technical assistance providers. The bottom five percent of all local education agency (LEA) scores are assigned to the “Needs Intervention” category. The next 20 percent of LEAs are assigned to the “Needs Assistance” category. The remaining LEAs are designated as “Meets Requirements,” provided that the 2019 results index meets the minimum threshold of 41.56, or the 2020 results index meets the minimum threshold of 45.05. The designation of “Needs Substantial Intervention” is determined using factors in addition to the indicators in the RDA Matrix.

As you scroll down to row 85 on the RDA Matrix tab, you will see more details related to the six compliance indicators. There is a description, status, category or percentage, and score listed for each indicator. Pursuant to federal requirements, each state department of special education must annually define a corporation’s status with federal compliance indicators. If it is determined that a corporation is not compliant, it must issue a formal notice of findings of noncompliance. The compliance matrix reflects any findings of noncompliance. In addition, if a previous finding of noncompliance was not corrected within one year the designation becomes “Continued Noncompliance.” If the finding is not corrected for two or more years, the designation becomes “Longstanding Noncompliance.” Continued Noncompliance and/or Longstanding Noncompliance for Indicators 11 and 12 solely due to COVID-19 is for federal purposes only and does not

require corrective action or affect the RDA score. Each compliance area makes up a percentage of the total compliance portion of RDA. The percentages were determined by the Department and a group of stakeholders.

Category Weights for Compliance Index	
Category	Percentage Weight
Indicator 4B	8%
Indicator 9	8%
Indicator 10	8%
Indicator 11	22%
Indicator 12	22%
Indicator 13	22%
Continued Noncompliance	5%
Longstanding Noncompliance	5%
Total	100%

Indiana’s State Performance Plan defines the target for each of the compliance indicators. Compliance indicator targets are mandated by IDEA. When a corporation meets the target for a particular compliance indicator, they are considered “compliant” and are assigned a score of 5. If the corporation has a “finding of noncompliance” for an indicator, the corporation is assigned a score of 1.¹

NOTE: Due to COVID-19 two scores are provided for Indicators 11 and 12. Under the Status column on the Matrix, the first number is the percentage of children for FEDERAL compliance. The second number is the percentage of children for RDA purposes. The RDA number reflects adjustments based on the inability to complete evaluations on time due to COVID-19.

Compliance Area	Target for Compliance	Target for Substantial Compliance
Indicator 4: Disproportionality – Discipline	0%	N/A
Indicator 9: Disproportionality – Racial/Ethnic	0%	N/A

¹ If the compliance target (100% or 0%) is not met for the compliance indicators, the corporation is out of compliance and must correct the noncompliance within one year. For Indicators 11, 12, and 13, a corporation is designated as “substantially compliant” for the indicator and will receive a score of 5 if their compliance falls within a range of 95% - 100%. “Substantial compliance” is still considered a finding and must be corrected.

Indicator 10: Disproportionality – Racial/Ethnic/Special Education Category	0%	N/A
Indicator 11: Evaluation Completed in 50 or 20 Days	100%	95%
Indicator 12: IEP Implemented by 3 rd Birthday (Part C to Part B)	100%	95%
Indicator 13: Transition IEP Elements	100%	95%

- **Additional Compliance Data** used for RDA: If a corporation 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.

Compliance Portion of Calculation

Each compliance indicator is assigned a status of “compliant,” “finding of noncompliance,” or “N/A”². A score is assigned to each of the indicators, based upon the status. The scores are then added and weighted to determine the total compliance score for the corporation.

For each corporation, a total points possible is determined. This total may vary depending upon the number of eligible indicators. For example, Indicator 12 does not apply to charter schools without preschools. Additionally, a corporation might not meet the n-size required by indicators 4, 9, and 10.

When compliance indicator data is missing, the calculation is performed with the remaining indicators in proportion to the original weights. The missing indicator is not included in the calculation.

The following chart specifies data source(s) for each compliance indicator:

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 Birthday (Part C to Part B)	DOE-EV, DOE-CL/CID
Indicator 13: Transition IEP Elements	Indiana IEP System
Continued Noncompliance/Longstanding Noncompliance	All of the above

NOTE: Each indicator is monitored annually, except for Indicator 13, which is monitored on a three-year rotation.

² A corporation may receive a ‘non-applicable (N/A)’ status if the corporation does not have a high school or preschool, does not meet the n-size of students, or does not have sufficient years of data.

Noncompliance must be corrected as soon as possible, but no later than one year from the date of the 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 IEPs. For more information on next steps for each indicator, please refer to that indicator's specific tab.

Timely Data

The data portion of RDA includes 11 reports and the timely submission of the Part B grant application. The Timely Data Submissions Matrix is located at row 102 of the RDA Matrix tab. Each report area makes up a certain percentage of the total data portion of RDA:

Category Weights for Data Index	
Category	Percentage Weight
DOE-TR/GR	18%
DOE-ES	18%
DOE-SE	18%
DOE-EV	18%
Required SE Related Reports	18%
Part B Grant	10%
Total	100%

There are a number of DOE reports that corporations are required to submit. The following reports are used as part of RDA:

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	December 1 and April 1 child count
DOE-EV	DOE Special Education Evaluation	Evaluations and First Steps transitions
Required SPED Related 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

- Additional Data used for RDA:
 - o Timely submissions of Part B grants

Timely Data Elements

Each data element is assigned a status of timely data. A score is then assigned to each of the data elements, based upon the status. If the required reports and the Part B application are submitted on time, a score of 5 will be recorded for each timely data element. If the required reports and the Part B application are not submitted on time, a score of 1 will be recorded for each timely data element.

- Reports: Comparison of corporation report submission date compared to due date
- Part B Application: Comparison of receipt of completed Part B application compared to due date

After points are assigned, the scores are added together to determine the total timely score for the corporation. When report data is missing, the calculation will be completed with the remaining indicators in proportion to the original weighting scheme. *The missing indicator is not included in the calculation.*

Results Matrix

On the right side of the top of the RDA Matrix tab (starting at row 21), you will see the Results Index. Seven data points from Indicators 1, 3, 5, and 7 are used in this calculation, in addition to IREAD-3 and the 1% alternate assessment cap. Each area makes up a certain percentage of the total results portion of RDA. The percentages were determined by the Department and a group of stakeholders and can be found in the guiding document.

Category Weights for Results Index		
Category	Subcomponent	Percentage Weight
Assessment (40%)	ILEARN Proficiency (E/LA)	7.5%
	ILEARN Proficiency (Math)	7.5%
	ILEARN Growth (E/LA)	5%
	ILEARN Growth (Math)	5%
	IREAD-3 Proficiency	5%

	Participation on Alternate Assessment (1% cap)	10%
Preschool (10%)	Preschool Performance (Improvement)	10%
Graduation Rate (25%)	Graduation Rate	25%
LRE (25%)	LRE School Age	25%
Total		100%

A differentiated level of support and technical assistance is assigned based on the final Results Index.

As you scroll down to row 35 on the RDA Matrix tab, you will see more details related to the nine results categories. There is a description, percentage, and score listed for each data point.

Graduation Rate, Statewide Assessments (ILEARN, IREAD), and Preschool Outcomes Scoring

Each corporation with 10 or more students in a category is awarded 1 to 5 points depending on the quintile in which that element falls. Quintiles are classifications that are based on the overall number of scored corporations for a particular enrollment size group, divided into five equal groups.

An example is provided in the guiding document as follows:

Enrollment Size Group: 2,501 to 10,000	
Quintile	Score
Top 20% of LEAs	5
Next 20%	4
Next 20%	3
Next 20%	2
Bottom 20%	1

If your corporation had less than 10 students, a percentage will be provided on your matrix, but a score will not.

Alternate Assessment Participation Rate (1% cap)

The 2019-2020 school year was unique in that Indiana did not have alternate assessment participation data. This is due to the cancellation of the testing window in

response to COVID-19. For the 2020-2021 school year, USED has asked states to use identification data for their submissions. This information was pulled from Test Information Distribution Engine, or TIDE, on April 29, 2020. Remember, TIDE data is populated via the nightly files from Indiana IEP. In the RDA Matrix the lower of the 2018-2019 (participation) and 2019-2020 (identification) data was used in the calculation. For example, if 2018-2019 participation data (ex: 0.90%) was lower than the 2019-2020 identification data (ex: 1.16%), the lower score is used on the matrix but additional steps may need to be taken on this tab for 2019-2020 federal data reporting purposes. If noted in red, please complete this tab.

Alternate assessment participation is scored with a 1, 3, or 5. LEAs with less than or equal to 1% participation in the alternate assessment are awarded five points; LEAs with participation above 1% up to 1.15% (the statewide rate in 2019) are awarded three points; and LEAs with participation above 1.15% are awarded one point.

Alternate Assessment Participation Rate (1% cap)	
Participation Rate	Points
Less than or equal to 1% participation	5
1.01% up to 1.15% participation	3
More than 1.15% participation	1

Least Restrictive Environment (LRE)

First stage: Each corporation with 10 or more students in a category is awarded 1 to 5 points depending on the quintile in which that element falls. Quintiles are classifications that are based on the overall number of scored corporations for a particular enrollment size group, divided into five equal groups. For an example is provided in the guiding document:

Enrollment Size Group: 2,501 to 10,000	
Quintile	Points
Top 20% of LEAs	5
Next 20%	4
Next 20%	3
Next 20%	2
Bottom 20%	1

Second stage (for corporations meeting state target only): Based on feedback from stakeholder groups, corporations meeting the state target for LRE will receive a score of 4 or 5. Corporations in the lower half of each size group meeting the state target will receive a 4, while those in the upper half of each size group will receive a 5.

Some schools will not have data for 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. (For example, high school charter schools will not have data for ILEARN and IREAD, and elementary charter schools will not have data for graduation rate.)
- 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 completed with the remaining indicators in proportion to the original weighting scheme. *The missing indicator is not included in the calculation.*

In addition, data on six non-scored results categories has also been provided: Proficiency on ISTEP+ (grade 10 E/LA and Math), Preschool LRE, Proficiency on I AM (E/LA and Math), and Preschool Performance (meeting age level).

NOTE: RDA scores may differ very slightly from the sum of the category scores listed here due to the effects of rounding.

Planning Team

The Planning Team tab offers guidance on establishing a multidisciplinary team to complete the tool. This tab **MUST** be completed by LEAs that are noncompliant for one of the compliance indicators or LEAs that have been placed in a Level 2 or 3 for Level of Differentiated Support and Technical Assistance.

If an LEA has 100% Compliance and is a Level 1 for Level of Differentiated Support and Technical Assistance then completion of any part of this tool is optional.

If noted as a tab that must be completed, please identify the members of your team, their roles, and email addresses. If you need to add additional team members, you can insert more rows.

Indicators 4, 9, and 10

Notice the red box at the top of this tab.

If noted that the Indicator 4-9-10 tab need **NOT** be completed, consider doing a voluntary proactive file review and action plan using these rubrics:

4a/b-discipline:

<https://www.doe.in.gov/sites/default/files/specialed/file-review-rubric-indicator-4.pdf>

9/10-identification:

<https://www.doe.in.gov/sites/default/files/specialed/file-review-tool-2020.xlsx>

If this tab is noted as MUST be completed then please examine your file reviews located in your RDA folder to find any patterns of noncompliance that your district needs to address. The link to your RDA folder can be found on the Planning Tool Intro tab. Once the file review information has been reviewed by your team, you can create a plan. Click on the drop down menu under column A, File Review Component and choose as many areas as necessary to address noncompliance (one area per row). Once a File Review Component is chosen for Indicator 4, 9 or 10, a dropdown of choices will prepopulate under the Trends to Address section (column B). Please choose the appropriate trend (one per row). After the trend is selected describe the Targeted Actions that will take place over the next year. It is beneficial to be as specific as possible in your actions in order to track outcomes. An example has been provided that contains two steps.

A corporation received feedback on their Indicator 4 files. After reviewing the file review feedback they noticed one of their trends is that they are missing a Functional Behavior Assessment (FBA) or review of an existing Behavior Intervention Plan (BIP). This team decided it needed to do two things to address this issue. One is to create a new and specific FBA/BIP section in their evaluation report template, and the second step was to train their staff on how to complete this new section. It was also decided that their goal was to have 100% of the evaluations address behavior by using the new section added to the evaluation. They then worked on a timeline and decided that by February they would create the FBA/BIP section in the evaluation template and by March they would train their school psychologists and behavior coaches on the tool so that they could include this new data piece in their evaluations as soon as possible.

File Review Component	Trends to Address	Targeted Actions We Will Take	Measurable Outcome Goal	Timeline for Action (December 2020 - May 2022)	How Progress will be Measured (Approach/Tool and Frequency)
Indicator 4 Manifest Decision Making and Services	NO FBA or Review of existing BIP	Step 1: Create specific FBA/BIP section in evaluation report template	100% of evaluations explicitly address behavior in the new section	February 2021	Monthly fidelity checks of evaluation reports to make sure the new section is completed as directed
Indicator 4 Manifest Decision Making and Services	NO FBA or Review of existing BIP	Step 2: Train psychs and behavior coaches	100% of evaluations explicitly address behavior in the new section	March 2021	Monthly fidelity checks of evaluation reports to make sure the new section is completed as directed
Indicator 9 10 Eligibility Decision Making	Questionable decision	Use of eligibility checklists with added evidence of factors that do and do not align with suspected area of disability for all evaluations (decrease confirmatory bias in current checklists)	100% of evaluations include the use of the eligibility checklist with added evidence of factors that do and do not align with suspected area of disability	January 2021	Documented evidence of preparation meeting for CCC where eligibility checklist is reviewed

Another example is provided. This one is for Indicators 9 and 10. In this instance the file review feedback showed that questionable decisions were made with respect to eligibility. The corporation decided that they should use updated eligibility checklists with an added section that provides evidence of factors that do AND do not align with the

suspected area of disability. Currently this corporation only lists data that supports the suspected eligibility category. They realized they need to review data that does and does not support the eligibility category so that there is no confirmatory bias in their decision making. This new objective data piece will enhance their case conference committee conversations. This corporation decided to measure progress by making sure that 100% of evaluations would include this new documentation as well as there would be an internal staffing meeting prior to each case conference committee meeting. Their timeline for implementation is January so that they can use this new method of documentation as soon as possible.

File Review Component	Trends to Address	Targeted Actions We Will Take	Measureable Outcome Goal	Timeline for Action (December 2020 - May 2022)	How Progress will be Measured (Approach/Tool and Frequency)
Indicator 4 Manifest Decision Making and Services	NO FBA or Review of existing BIP	Step 1: Create specific FBA/BIP section in evaluation report template	100% of evaluations explicitly address behavior in the new section	February 2021	Monthly fidelity checks of evaluation reports to make sure the new section is completed as directed
Indicator 4 Manifest Decision Making and Services	NO FBA or Review of existing BIP	Step 2: Train psychs and behavior coaches	100% of evaluations explicitly address behavior in the new section	March 2021	Monthly fidelity checks of evaluation reports to make sure the new section is completed as directed
Indicator 9 10 Eligibility Decision Making	Questionable decision	Use of eligibility checklists with added evidence of factors that do and do not align with suspected area of disability for all evaluations (decrease confirmatory bias in current checklists)	100% of evaluations include the use of the eligibility checklist with added evidence of factors that do and do not align with suspected area of disability	January 2021	Documented evidence of preparation meeting for CCC where eligibility checklist is reviewed

Once you have filled in as many rows as you deem necessary for the file review, it is required that your team also complete the five Student Success tabs: Data, Cultural Responsiveness, Core Instructional Program, Assessment–Universal Screening and Progress Monitoring, and Interventions and Supports. More detailed instructions about those topics are included at the top of each of those tabs.



Indicators 11 and 12

You will only need to complete this tab if you have been issued a finding for Indicator 11 or Indicator 12. At the top of this tab, you will find either the statement, “This tab MUST be completed” or “This tab need not be completed.” This statement will be highlighted in red to make it easy for you to locate.

If you have been instructed to fill out the tab, here are some pointers to help you out along the way. First, please note the yellow highlighted portion of the chart that instructs the LEA to indicate why the deadline was missed. You may make your choice by placing an X in the appropriate box. The STN and days beyond the timeline will be provided for you by IDOE. A graph to the right of the chart will automatically prepopulate based on the information you have entered. There is also a visual guide

below the chart that will display how many deadlines were missed, and how many days they were late.

Now we will walk you through the different levels of non-compliance.

First, let's look at the process for an LEA who has their first finding for Indicator 11 or 12. Your screen will look like this- the red ribbon at the top indicates that this tab and the Targeted Action Plan tab must be filled out.

As noted previously, the IDOE will provide the STN associated with the finding and the number of days beyond the timeline.

Additional information was added this year for race/ethnicity and socioeconomic status (free/reduced lunch).

Racial/Ethnic Codes (RT/PE)	
1	American Indian/Alaskan Native
2	Black/African American
3	Asian
4	Hispanic Ethnicity of any race
5	White
6	Multiracial (two or more races)
7	Native Hawaiian/Other Pacific Islander

SOCIOECONOMIC STATUS (RT/PE)	
1	Student approved for free meals/milk
2	Student approved for reduced price meals
3	Student not approved for free or reduced meals/milk - paid meals or not applicable

You will then investigate the cause for the missed timeline and indicate it by marking an X in the appropriate column for each STN that has been identified.

Once you have completed this step, you will move onto the Targeted Action Plan tab. Here you will find the actions items that you identified in the previous step. Next, you

will check at least 2 sources of data, and/or practices to review to better understand what factors contributed to the missed timelines. We have chosen staff training and contingency plans as an example. You will then fill out columns D-G using the data and/or practices you reviewed to identify the root cause and begin to outline your plan. Your responses will be recorded directly into the boxes on the Targeted Action Plan tab. Remember, this is specifically for Indicator 11 and 12. After you have finished these tasks, the Indicator 11 and/or 12 portion of your 2020-2021 RDA planning tool is complete.

Next, let's look at the process for an LEA who is in continued non-compliance, or who is in their 2nd consecutive year of being issued a finding. Please note the steps that we just reviewed on the Indicator 11/12 tab are the same, but you will notice that there is an additional gray ribbon that indicates continued non-compliance. Once you open the Targeted Action Plan tab, you will notice the previously available rows have been shaded in , and you now have access to a form that you will be prompted to copy once it has been opened. This form will be used to answer a list of 10 questions, and to help develop your plan of actions to address the continued or longstanding noncompliance. The expectation is that if a policy exists, or training has taken place the links and/or content will be provided. Doing so will help you determine what data and practices to review form the checklist on the Targeted Action Plan tab. Once you have completed this task, you will be finished with this portion of the 2020-2021 RDA planning tool.

Finally, we will review the process for an LEA who is in longstanding noncompliance. As you can see, there will be an additional ribbon on your Indicator tab letting you know that you are in longstanding noncompliance. From this point forward all expectations will be the same as those of an LEA in continued noncompliance with one addition, which is working with a specialist to review your Targeted Action plan and completed forms. You will find the contact information for the specialist you will be working in the 3rd box on the form. If you have any additional questions, please reach out to the contact indicated on your planning tool. If you have any further questions, or need assistance, please do not hesitate to ask.

Indicator 13

If your district is in the federal rotation group for Indicator 13 and is found to be noncompliant you will need to complete information on this tab. The tab will indicate this by saying "This tab and the 'Targeted Action Plan' tab MUST be completed for this indicator in a red banner in the upper left hand corner of the tab screen.

In the upper right hand corner of the tab screen is the Noncompliance Tier. Districts who are out for the first time will have a tier designation of one, two, or three. Districts in

Longstanding or Continued Noncompliance will have a black banner below the information indicating the tab must be completed.

Indicator 13 measures the percent of youth aged 14 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that reasonably enable the student to meet the post-secondary goals.

In the table, there are STNs for the student's whose IEPs were found to be noncompliant. There is a column indicating whether the IEP will need correction. A reason will be given if no correction is needed. Social Economic Status/Free & Reduced Lunch as well as Race/Ethnicity will be included in the following columns for your reference. Using the federal monitoring report located in the Google folder whose link is located on the Planning Tool Intro tab, you will mark which categories the IEP was found to be noncompliant in. As you enter information into the chart on the left, the graph on the right will be generated.

Once you have completed the chart, you are able to complete the information found on the Targeted Action Plan tab.

On the Targeted Action Plan tab, you will need to scroll down to the Indicator 13 section. Once there you should see the Action Items tab has been pre populated based on the chart you completed on the Indicator 13 tab. Moving from left to right, you will need to select at least two different data and practices to review from the available options. The Targeted Actions We Will Take column has been pre populated based on the tier you're in for noncompliance. Those in Tier 1 will not have any items listed in the Targeted Actions We Will Take column. They only need to mark the Data and Practices to Review column and correct any non compliant IEPs. Those in Longstanding or Continued Noncompliance will complete a Google Form which is linked at the bottom of the chart.

Those in Tiers 2 and 3 will need to complete the columns for Measurable Outcome Goal, Timeline for Action, and How Our Progress will be Measured (Approach/Tool and Frequency).

Indicator 14

Indicator 14 is measuring the percent of students one year after exiting secondary school. This information provided is for reference purposes and there is no action needed to be taken. Please use this information to inform any professional development or technical assistance your LEA receives in the coming months. There are professional

development training options related to post school outcomes, graduation rates, drop-out rates, and transition portfolios located on the Results Technical Assistance tab of this tool. For additional information including your Indicator 14 report, please go to the Planning Tool Intro Tab to find the Google folder link.

Data - Based Decision Making

If your district is out of compliance for indicators 4, 9, and/or 10 or are designated Level 3 for Results, your team must complete the five Student Success Tabs which are Data, Cultural Responsiveness, Core, Assessment and Interventions. These tabs will help you identify systemic strengths and areas of need in your district. As you complete each of these sections, you should focus specifically on the EVIDENCE that supports the rating that you and your team are considering.

If noted that this tab need NOT be completed, consider having your team review and discuss proactively. The discussion will help your team review your system, and resulting conversations could impact items on your targeted action plan.

NOTE: The information below is a brief description of steps to take to complete this tab. A more in-depth training was provided to some districts in June and that recording is located at the top of the tab if you would like to share with your team.

As you begin to complete this tab we strongly encourage each member of the team to assign their OWN ratings before meeting as a group to complete the tool. You may be thinking, "Now that's just an extra step," but we strongly encourage you to follow this advice. This approach helps reduce groupthink. While unintentional and often unconscious, we have found that when team members complete their own ratings first, a more rich discussion can be had when meeting as a team. This allows your team to more accurately and comprehensively identify the 'just right' rating for your district which will support later action planning. Over-ratings and under-ratings are not helpful for targeted action planning. For these reasons, again, please take time to complete ratings on your own before meeting as a team.

Once you are ready to assign ratings as a team, read the subcomponent in column A and then select your level by clicking the appropriate radio button. When you choose a rating it will automatically highlight.

After selecting your rating, scroll down and list the evidence that supports the rating you have selected, and how you have quantified that data in the 'As Measured By' column.

Finally, you and your team should consider the Opportunities for Improvement related to the specific subcomponent. Be sure that you remain focused on the specific

subcomponent being assessed. Ask the questions, what would be needed to improve our rating in this area? How might we ensure that all students benefit equally from this practice? **This section is crucial in creating an action plan.**Cultural Responsiveness

If your district is out of compliance for indicators 4, 9, and/or 10 or are designated Level 3 for Results, your team must complete the five Student Success Tabs which are Data, Cultural Responsiveness, Core, Assessment and Interventions. These tabs will help you identify systemic strengths and areas of need in your district. As you complete each of these sections, you should focus specifically on the EVIDENCE that supports the rating that you and your team are considering.

If noted that this tab need NOT be completed, consider having your team review and discuss proactively. The discussion will help your team review your system, and resulting conversations could impact items on your targeted action plan.

NOTE: The information below is a brief description of steps to take to complete this tab. A more in-depth training was provided to some districts in June and that recording is located at the top of the tab if you would like to share with your team.

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Once you are ready to assign ratings as a team, read the subcomponent in column A and then select your level by clicking the appropriate radio button. When you choose a rating it will automatically highlight.

After selecting your rating, scroll down and list the evidence that supports the rating you have selected, and how you have quantified that data in the ‘As Measured By’ column.

Finally, you and your team should consider the Opportunities for Improvement related to the specific subcomponent. Be sure that you remain focused on the specific subcomponent being assessed. Ask the questions, what would be needed to improve our rating in this area? How might we ensure that all students benefit equally from this practice? **This section is crucial in creating an action plan.**

There are 3 subcomponents that your team will need to assess. They are labeled 2a, 2b, and 2c. Think about each question separately and complete the Evidence and Opportunity sections uniquely for each question.

Cultural Responsiveness

If your district is out of compliance for indicators 4, 9, and/or 10 or are designated Level 3 for Results, your team must complete the five Student Success Tabs which are Data, Cultural Responsiveness, Core, Assessment and Interventions. These tabs will help you identify systemic strengths and areas of need in your district. As you complete each of these sections, you should focus specifically on the EVIDENCE that supports the rating that you and your team are considering.

If noted that this tab need NOT be completed, consider having your team review and discuss proactively. The discussion will help your team review your system, and resulting conversations could impact items on your targeted action plan.

NOTE: The information below is a brief description of steps to take to complete this tab. A more in-depth training was provided to some districts in June and that recording is located at the top of the tab if you would like to share with your team.

As you begin to complete this tab we strongly encourage each member of the team to assign their OWN ratings before meeting as a group to complete the tool. You may be thinking, “Now that’s just an extra step,” but we strongly encourage you to follow this advice. This approach helps reduce groupthink. While unintentional and often unconscious, we have found that when team members complete their own ratings first, a more rich discussion can be had when meeting as a team. This allows your team to more accurately and comprehensively identify the ‘just right’ rating for your district which will support later action planning. Over-ratings and under-ratings are not helpful for targeted action planning. For these reasons, again, please take time to complete ratings on your own before meeting as a team.

Once you are ready to assign ratings as a team, read the subcomponent in column A and then select your level by clicking the appropriate radio button. When you choose a rating it will automatically highlight.

After selecting your rating, scroll down and list the evidence that supports the rating you have selected, and how you have quantified that data in the ‘As Measured By’ column.

Finally, you and your team should consider the Opportunities for Improvement related to the specific subcomponent. Be sure that you remain focused on the specific

subcomponent being assessed. Ask the questions, what would be needed to improve our rating in this area? How might we ensure that all students benefit equally from this practice? **This section is crucial in creating an action plan.**

There are 3 subcomponents that your team will need to assess. They are labeled 2a, 2b, and 2c. Think about each question separately and complete the Evidence and Opportunity sections uniquely for each question.

Core Instructional Program

If your district is out of compliance for indicators 4, 9, and/or 10 or are designated Level 3 for Results, your team must complete the five Student Success Tabs which are Data, Cultural Responsiveness, Core, Assessment and Interventions. These tabs will help you identify systemic strengths and areas of need in your district. As you complete each of these sections, you should focus specifically on the EVIDENCE that supports the rating that you and your team are considering.

If noted that this tab need NOT be completed, consider having your team review and discuss proactively. The discussion will help your team review your system, and resulting conversations could impact items on your targeted action plan.

NOTE: The information below is a brief description of steps to take to complete this tab. A more in-depth training was provided to some districts in June and that recording is located at the top of the tab if you would like to share with your team.

As you begin to complete this tab we strongly encourage each member of the team to assign their OWN ratings before meeting as a group to complete the tool. You may be thinking, “Now that’s just an extra step,” but we strongly encourage you to follow this advice. This approach helps reduce groupthink. While unintentional and often unconscious, we have found that when team members complete their own ratings first, a more rich discussion can be had when meeting as a team. This allows your team to more accurately and comprehensively identify the ‘just right’ rating for your district which will support later action planning. Over-ratings and under-ratings are not helpful for targeted action planning. For these reasons, again, please take time to complete ratings on your own before meeting as a team.

Once you are ready to assign ratings as a team, read the subcomponent in column A and then select your level by clicking the appropriate radio button. When you choose a rating it will automatically highlight.

After selecting your rating, scroll down and list the evidence that supports the rating you have selected, and how you have quantified that data in the 'As Measured By' column.

Finally, you and your team should consider the Opportunities for Improvement related to the specific subcomponent. Be sure that you remain focused on the specific subcomponent being assessed. Ask the questions, what would be needed to improve our rating in this area? How might we ensure that all students benefit equally from this practice? **This section is crucial in creating an action plan.**

There are four subcomponents that your team will need to assess. They are labeled 3a, 3b, 3c and 3d. Think about each question separately and complete the Evidence and Opportunity sections uniquely for each question.

Assessment - Universal Screening Progress Monitoring

If your district is out of compliance for indicators 4, 9, and/or 10 or are designated Level 3 for Results, your team must complete the five Student Success Tabs which are Data, Cultural Responsiveness, Core, Assessment and Interventions. These tabs will help you identify systemic strengths and areas of need in your district. As you complete each of these sections, you should focus specifically on the EVIDENCE that supports the rating that you and your team are considering.

If noted that this tab need NOT be completed, consider having your team review and discuss proactively. The discussion will help your team review your system, and resulting conversations could impact items on your targeted action plan.

NOTE: The information below is a brief description of steps to take to complete this tab. A more in-depth training was provided to some districts in June and that recording is located at the top of the tab if you would like to share with your team.

As you begin to complete this tab we strongly encourage each member of the team to assign their OWN ratings before meeting as a group to complete the tool. You may be thinking, "Now that's just an extra step," but we strongly encourage you to follow this advice. This approach helps reduce groupthink. While unintentional and often unconscious, we have found that when team members complete their own ratings first, a more rich discussion can be had when meeting as a team. This allows your team to more accurately and comprehensively identify the 'just right' rating for your district which will support later action planning. Over-ratings and under-ratings are not helpful for

targeted action planning. For these reasons, again, please take time to complete ratings on your own before meeting as a team.

Once you are ready to assign ratings as a team, read the subcomponent in column A and then select your level by clicking the appropriate radio button. When you choose a rating it will automatically highlight.

After selecting your rating, scroll down and list the evidence that supports the rating you have selected, and how you have quantified that data in the 'As Measured By' column.

Finally, you and your team should consider the Opportunities for Improvement related to the specific subcomponent. Be sure that you remain focused on the specific subcomponent being assessed. Ask the questions, what would be needed to improve our rating in this area? How might we ensure that all students benefit equally from this practice? **This section is crucial in creating an action plan.**

There are 3 subcomponents that your team will need to assess. They are labeled 4a, 4b, and 4c. Think about each question separately and complete the Evidence and Opportunity sections uniquely for each question. Interventions and Supports

If your district is out of compliance for indicators 4, 9, and/or 10 or are designated Level 3 for Results, your team must complete the five Student Success Tabs which are Data, Cultural Responsiveness, Core, Assessment and Interventions. These tabs will help you identify systemic strengths and areas of need in your district. As you complete each of these sections, you should focus specifically on the EVIDENCE that supports the rating that you and your team are considering.

If noted that this tab need NOT be completed, consider having your team review and discuss proactively. The discussion will help your team review your system, and resulting conversations could impact items on your targeted action plan.

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will support later action planning. Over-ratings and under-ratings are not helpful for targeted action planning. For these reasons, again, please take time to complete ratings on your own before meeting as a team.

Once you are ready to assign ratings as a team, read the subcomponent in column A and then select your level by clicking the appropriate radio button. When you choose a rating it will automatically highlight.

After selecting your rating, scroll down and list the evidence that supports the rating you have selected, and how you have quantified that data in the 'As Measured By' column.

Finally, you and your team should consider the Opportunities for Improvement related to the specific subcomponent. Be sure that you remain focused on the specific subcomponent being assessed. Ask the questions, what would be needed to improve our rating in this area? How might we ensure that all students benefit equally from this practice? **This section is crucial in creating an action plan.**

There are four subcomponents that your team will need to assess. They are labeled 5a, 5b, 5c and 5d. Think about each question separately and complete the Evidence and Opportunity sections uniquely for each question. Ratings Summary

If your district is out of compliance for indicators 4, 9, and/or 10 or are designated Level 3 for Results, your team must complete the five Student Success tabs and your team's ratings are summarized here.

NOTE: A more in-depth training was provided to some districts in June about this ratings tab and that recording is located at the top of the tab if you would like to share with your team.

At this point, you and your team should pause and reflect on those areas that you believe will make the most impact on your area of non-compliance and will lead to more equitable and inclusive outcomes in your system. A word of caution here, just because a particular subcomponent is rated in the planning stage does not mean that you and your team should automatically choose that area to add to your targeted action plan. You may determine through your discussion that another subcomponent, maybe one rated as partially implemented, is more important to address right away because of the impact it could have on outcomes in your system. Selecting 3- 5 areas to focus on will allow you to address areas comprehensively and in ways that can be funded and sustained.

Interventions and Supports

If your district is out of compliance for indicators 4, 9, and/or 10 or are designated Level 3 for Results, your team must complete the five Student Success Tabs which are Data, Cultural Responsiveness, Core, Assessment and Interventions. These tabs will help you identify systemic strengths and areas of need in your district. As you complete each of these sections, you should focus specifically on the EVIDENCE that supports the rating that you and your team are considering.

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There are four subcomponents that your team will need to assess. They are labeled 5a, 5b, 5c and 5d. Think about each question separately and complete the Evidence and Opportunity sections uniquely for each question.

Ratings Summary

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Targeted Action Plan

LEAs out of compliance for Indicators 4, 9, 10, 11, 12, 13, and/or LEAs in Level 3 for Results must complete the Targeted Action Plan tab.

Below the instructions you will see the Student Success Areas section. If your corporation was out of compliance for indicators 4, 9, and/or 10, OR in Level 3 for Results then the 5 tabs marked Data, Cultural Responsiveness, Core, Assessment, and Interventions must be completed BEFORE completing this tab.

After reviewing the 5 Student Success tabs and the Ratings Summary tab, corporations should consider 3-5 system or district-wide goals or targeted actions they want to take to improve outcomes for their students with disabilities. It is beneficial to break down your goals into smaller steps if possible and list those separately on the table. Drop downs are provided to assist in choosing the Content Area and Subcomponent

associated with that Content Area. Once chosen continue to fill in the table horizontally for each goal.

If your corporation is out of compliance for indicators 4, 9, and/or 10 continue on to the Indicators 4, 9, 10 chart. All of the components on this chart pertain to the file reviews. All of the information from this chart will pre-populate based on corporation discussion and completion of the Indicator 4, 9, 10 tab except for the Measurable Baseline. Please complete that column.

If your corporation is out of compliance for Indicators 11, 12, and/or 13 please see those tabs for instructions on how to complete these sections on the Targeted Action tab.

4, 9, 10 Action Plan Updates

If you are out of compliance for indicators 4, 9, or 10 ONLY, a few times throughout the year your team will be asked to submit an update of your Targeted Action Plan. You will complete these updates using the 4-9-10 Action Plan Updates tab. Some of the information will be pre populated for you. The Office of Special Education staff and Indiana Resource Network technical assistance partners will review your updates and provide feedback directly in this tab.

Students by Eligibility

The top table displays the total count of students with IEPs represented in each grade level and the bottom table displays the LRE placement category based on their primary exceptionality. All students represented in these tables were reported by your corporation in the Child Count Reporting Period 1 collection in December 2019. Totals displayed on the right side of the tables reflect the total number of students in each primary exceptionality category.

Indicator 3 Statewide Assessments

Each corporation's 3-year proficiency/pass rates for ILEARN (3-8), ISTEP+ Grade 10, and IREAD-3 are displayed along with the corresponding statewide proficiency/pass rate averages for each respective assessment by grade and student group or demographic category. For each assessment, the statewide averages are displayed on the left and the corporation proficiency/pass rates are displayed on the right. Colors are used to visually distinguish between corporation rates that are above the state averages

(green) from those that are below state averages (red). Small line charts are displayed next to each category to illustrate trends when two or more consecutive years of data are available. The number of students (represented as “N”) with a passing score are also displayed for all tables except for the combined ELA & Math rates labeled “Both ELA & Math.” Scores reflect students enrolled in the corporation for a minimum of 162 days. Students are included in the results for the corporation accountable for their education. Results are suppressed to protect student privacy by displaying three asterisks (***) when a group contains fewer than 10 students. Categories or years displaying no results indicate that no data were made publicly available by the IDOE Office of Accountability for that particular category or year for your corporation.

1% Cap on Alternate Assessment

Under ESSA, states are required to cap participation in the Alternate Assessment at 1% per subject area. If a state exceeds 1% of its total student population tested with the Alternate Assessment, that state must submit a request for a waiver to the US Department of Education or USED. This calculation is based on participation not proficiency.

The 2019-2020 school year was unique in that Indiana did not have alternate assessment participation data. This is due to the cancellation of the testing window in response to COVID-19. For the 2020-2021 school year, USED has asked states to use **identification** data for their calculations and submissions. This information was pulled from Test Information Distribution Engine, or TIDE, on April 29, 2020. Remember, TIDE data is populated via the nightly files from Indiana IEP. Your corporation's 1% calculation for ELA, Mathematics, and Science can be found on this page.

In the example shown here, this corporation identified 1.07% of ELA testers, 1.07% of mathematics testers, and 0.92% of science testers as alternate testers. In other words, this percentage of students would have taken I AM in lieu of ILEARN or ISTEP+ had the Spring 2020 windows not been cancelled. Because the calculations for ELA and Mathematics are both over 1%, this tab must be completed as indicated in red at the top of the page.

Remember, this data is calculated by taking the total population of students by subject who were identified as alternate testers on April 29, 2020 DIVIDED BY the total population of students by subject who were identified to test on April 29, 2020. This includes students who would have taken ISTEP+, ILEARN, and I AM. Don't forget, this calculation includes all students your corporation is accountable for, not just those who test within your corporation.

Please note the resource here titled: ESSA's 1% Cap on Alternate Assessment LEA Data Webinar, specifically slides 27-42, for additional clarification regarding this calculation.

Indiana's current alternate assessment calculations are 1.15% in ELA and Mathematics and 1.16% in Science based on student identification data from the 2019-2020 school year. This number is up by 0.01-0.02% when compared to 2018-2019 participation data. Your corporation's Disproportionality Data based on students identified as alternate testers in TIDE on April 29, 2020 is shown here. If the box is left empty, that indicates there is no disproportionality. We often get a lot of questions about this table so I will repeat that one more time. If the box is left empty, that indicates there is no disproportionality. You do not need to add anything here. Looking at the example, you can see that this corporation has a disproportionality with Males identified to take the I AM ELA and Mathematics assessments. No other disproportionalities were noted. You can find two additional resources for calculating disproportionality here.

There are several things you are required to do outlined on this page. The first is to complete the survey linked here. It is important to note that this survey MUST be submitted no later than December 18, 2020. This is because Indiana's 1 Percent Waiver Extension Request must be submitted to USED no later than 90 days before the upcoming window, and these assurances must be gathered before submission. The survey asks corporations to identify the reason for identifying more than 1% of students to take the alternate assessment. It also asks corporations to ensure all staff participating in Case Conference Committee Meetings who determine placement in the Alternate Assessment have reviewed IDOE's Alternate Assessment Participation Webinar which is linked from the survey and on this page. It asks corporations to ensure all stakeholders participating in CCC meetings that determine placement in the AA have reviewed the following documents: IDOE's Alternate Assessment Participation Guidance, IDOE's AA Participation FAQ, and IDOE's AA Participation Flowchart. Finally, the survey asks corporations to review the disproportionality data found in the table towards the top of this page in order to address any disproportionalities. Remember, the results of this survey will be posted to the IDOE website after December 18.

IDOE recommends corporations over the 1% also do the following in preparation for the 2021 Administration of I AM: First, review the breakdown of primary disability categories for those students identified as Alternate Testers. If any of these students have a primary disability category of Orthopedic Impairment, Emotional Disability, Specific Learning Disability, Language or Speech Impairment, or Other Health Impairment,

consider whether the administration of I AM is appropriate for these students. STNs are provided for your review. If no STNs are listed (like you see here in this example), that indicates none of your alternate testers fall under one of these primary disability categories, and therefore no action is needed.

Second, it is recommended that corporations review the Learner Characteristic Inventory and LCI Training linked on this page to ensure the correct students have been identified as alternate testers for the 2020-2021 school year.

If you have any questions while working through the information on this page, please contact Stephanie Thompson and Sarah Mohr at the link here.

Indicator 7 ISTAR-KR

Each corporation's ISTAR-KR results from the past two years are displayed along with the corresponding statewide averages for each respective Indicator 7 outcome measured: positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs. For each outcome category measured, the statewide averages are displayed on the left and the corporation rates are displayed on the right. Small line charts are displayed next to each category to illustrate trends when two years of data are available. The percentage of students who made substantial improvement are displayed along with the percentage of students functioning at age level for each outcome measured.

Indicator 1 Graduation Rate

Each corporation's three year state graduation rates (not federal) are displayed along with the corresponding statewide state graduation rate averages for each respective student group or demographic category. For each table, the statewide rates are displayed on the left and the corporation rates are displayed on the right. Colors are used to visually distinguish between corporation rates that are above the state averages (green) from those that are below state averages (red). Small line charts are displayed next to each category to illustrate trends when two or more consecutive years of data are available. The number of students included in your corporation's graduation cohort for each student demographic category are displayed alongside their respective graduation rates. Categories or years displaying no results indicate that no data were made publicly available by the IDOE Office of Accountability for that particular category or year for your corporation

Indicator 5 LRE

This stacked chart displays the proportion of school age students with IEPs (ages 6 through 22) reported by your corporation as participating in the following special education placement categories for each year since 2011:

- Indicator 5A, reported as LRE code 50, for students who are served inside the regular class 80% or more of the day
- Indicator 5B, reported as LRE code 52, for students served inside the regular class less than 40% of the day
- Indicator 5C, reported as LRE codes 53, 54, and 57, for students served in separate schools, residential facilities, or homebound/hospital placements.

Percentages are calculated based on the report submitted by your LEA for the Child Count Reporting Period 1 collection (December 1) for each year represented in the chart. Students whose placements were reported as being made for non-educational purposes (i.e., medical/behavioral health placements, court-ordered placements, or out-of-state placements) were excluded from these calculations.

Results Technical Assistance

If a corporation has 100% Compliance and a Level 1 (Results) TA designation then completion of any part of this tab is optional. If this tab must be completed by your corporation then the Level of Differentiated Support and Technical Assistance will be designated at the top. The requirements for the level two and three corporations are as follows:

Level 2: LEAs are required to choose at least ONE Technical Assistance/Professional Development (TA/PD) opportunity that will provide support in beginning to address the needs within your specific corporation around improved student outcomes. Potential, not exclusive, training options are provided by some of the Indiana Resource Network resource centers (IRNs) towards the bottom of the tab. If your corporation already provides training on any of the topics associated with the results portion of your score you may use any of those instead of or in addition to the IRN options. The IRN training is not mandated. Once you have chosen at least one PD in which to participate, you will fill in the names or a brief description of this training in the space next to the Level 2 box below the instructions. Please retain proof of completion of these training for your records. It may be used for future reference if your LEA moves into a level of more significant need.

Level 3: LEAs are required to complete the FIVE Student Success tabs (cultural responsiveness, core instruction, assessment, interventions, and data) as well as choose at least TWO PD opportunities . Potential, not exclusive, training options provided by some of the Indiana Resource Network resource centers (IRNs) towards the bottom of the tab. If your corporation already provides training on any of the topics associated with the results portion of your score you may use any of those instead of or in addition to the IRN options. The IRN training is not mandated. Once you have chosen two PD trainings in which to participate, you will fill in the names or a brief description of these trainings in the space next to the Level 3 box below the instructions. In the Targeted Action Plan tab it would be beneficial to explain how you plan to use the information from the training(s) to specifically address improved student outcomes, but this is not required. Additionally, an Office of Special Education or IRN specialist will provide one-on-one support to Level 3 LEAs.