

South Dakota's Results Driven Accountability System:

Monitoring for Results and Compliance Pilot Project Manual

Manual created in partnership with the following organizations



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I. Overview and Purpose of South Dakota's Results Driven Accountability System

The South Dakota Department of Education (SD DOE), Special Education Programs is responsible for the design and implementation of a system of general supervision that monitors the implementation of the Individuals with Disabilities Education Act (IDEA) of 2004. Section 616 of the 2004 amendments to IDEA identifies that the primary focus of Federal and State monitoring activities is to improve the educational results and functional outcomes for students with disabilities. One of the activities under this system of general supervision is monitoring local school districts for compliance with the requirements of IDEA. SD DOE is redesigning the monitoring framework to include a results-driven component focused on providing supports to districts and improving the educational results and functional outcomes for students with disabilities.

To facilitate the shift to the Results Driven Accountability System (RDA System), SD DOE convened a group of stakeholders who developed the following objectives for the revised system:

Establish a meaningful and continuous process focused on improving academic results and functional outcomes for students with disabilities by connecting local data to improvement efforts;

Maintain a high level of compliance with IDEA federal regulations and South Dakota Administrative Rules for special education;

Support local districts in the process of self-assessment, root cause analysis, evaluation, and improvement of compliance and results-focused efforts;

Link program improvement activities with multi-year planning and supports.

In addition, the RDA stakeholder group identified a set of **guiding principles** for the design and implementation of the SD RDA System. (See Appendix A.)

The current practice of cycling districts through a compliance monitoring process has proven effective in supporting district efforts to achieve and maintain a high level of compliance with State and Federal requirements. Based on input from the RDA stakeholder group, the revised framework will maintain aspects of that process while incorporating a performance review process for each district, measured against targets established for select indicators. The South Dakota Risk Analysis Rubric will be used to conduct an annual review of each district's performance. The review on these indicators and priorities will lead to the assignment of a *risk score* for each district. Based on this risk score, districts will be assigned to a three-tiered differentiated support structure, which will include activities and supports for all districts to promote improvements in educational results and functional outcomes for students with disabilities. Districts identified with the greatest needs via the risk rubric will be provided with more direct supports to identify and implement improvement activities based on an analysis of their local data.

This revised system allows SD DOE to systemically evaluate the impact of special education services on student achievement and outcomes, while continuing to support IDEA compliance efforts across the state. To assess the effectiveness of the redesigned system, SD DOE is piloting the processes in selected districts. This manual describes the RDA Pilot Process including chronology of activities, as well as roles/responsibilities of those involved in the pilot.

II. RDA System Pilot Project Overview

Beginning in January 2017, SD DOE undertook a series of activities designed to pilot the new RDA System. The purpose of the pilot project is to examine the feasibility and evaluate the effectiveness of the approaches designed for the RDA system. If needed, necessary adjustments to the RDA system will occur prior to the 2020 statewide launch. SD DOE has enlisted the support of Technology and Innovation in Education (TIE) to carry out the pilot. TIE is a statewide and regional organization that provides training, consultation, technical assistance, and program development related to educational technology, telecommunications, and school improvement. TIE has been working closely with local school districts, the South Dakota Department of Education, the Governor's Office, and the Board of Regents for three full decades with the purpose of improving student outcomes (See Appendix B for an outline of roles/responsibilities for participants in the RDA System Pilot Project.)

Table 1 provides an overview of the annual activities occurring during the pilot period, January 2017 to July 2020. The project's initial year encompasses work with three districts of small, medium, and large size. During the first year of the pilot, consultants from TIE will introduce the RDA system to pilot district teams in order that they may put the system and processes in place by the second year of the pilot activities. During this timeframe, SD DOE RDA Coaches will shadow TIE consultants in order to build SD DOE capacity to implement the system.

During the second year of the pilot project, an additional five districts will be added. SD DOE, and TIE consultants will continue to work with the districts identified in Year 1 of the pilot. Work with the initial set of districts will include continued implementation and technical assistance support. In addition, DOE RDA Coaches will begin to shadow and practice processes of the RDA system with the support of TIE and consultants. Districts added in Year 2 of the pilot project will follow the same set of activities as outlined above for the Year 1. Note that beginning July 2018, SD DOE will offer RDA System regional trainings for all districts to voluntarily attend.

As depicted in Table 1, in July 2019 – July 2020 an additional five pilot districts will be added to the RDA System. These five districts will again initiate the same activities and receive the same levels of support during Year 1 of implementation as received by the previous pilot districts. The districts that started the RDA Pilot Process in 2017 will begin to take on partial responsibility for implementation of the RDA system. SD DOE RDA Coaches will begin to assume responsibility from the TIE consultants for more direct district support. The same pattern will continue with all pilot districts based on their year of implementation. Ultimately, in 2020, SD DOE will begin full implementation of the RDA System for all districts in South Dakota.

Table 1. Results Driven Accountability Pilot Project Implementation

Proposed District #s	January-June 2017	July 2017 – June 2018	July 2018 – June 2019	July 2019 – July 2020
Begin process with three pilot districts: Small, Medium, Large (Select from Level 1, 2, or 3)	<ul style="list-style-type: none"> • Full support from TIE • District team begins learning system and putting systems and processes into place • RDA Coaches shadow TIE • Formative Evaluation 	<ul style="list-style-type: none"> • Full support from TIE • District team continues implementing systems and processes • RDA Coaches shadow and practice some processes with TIE as co-presenters • Formative Evaluation 	<ul style="list-style-type: none"> • Continued support from TIE • Partial release of responsibility to district • Continued support from TIE with partial release of responsibility to RDA Coaches • Formative Evaluation 	<ul style="list-style-type: none"> • Full release of responsibility to district • Full release of responsibility to RDA Coaches • Requested support from TIE as needed • Formative Evaluation
Add Five Districts (Level 3 only)		<ul style="list-style-type: none"> • Full support from TIE • District team begins learning system and putting systems and processes into place • RDA Coaches shadow TIE • Formative Evaluation 	<ul style="list-style-type: none"> • Full support from TIE • District team continues implementing systems and processes • RDA Coaches shadow and practice some processes with TIE as co-presenters • Formative Evaluation 	<ul style="list-style-type: none"> • Continued support from TIE • Partial release of responsibility to district • Continued support from TIE with partial release of responsibility to RDA Coaches • Formative Evaluation
Options offered to all districts		Beginning Summer/Fall, offer multiple regional RDA System trainings open to all districts—not a requirement but a jumpstart		
Add Five Districts (Level 2 or 3)			<ul style="list-style-type: none"> • Full support from TIE • District team begins learning system and putting systems and processes into place • RDA Coaches shadow TIE • Formative Evaluation 	<ul style="list-style-type: none"> • Full support from TIE • District team continues implementing systems and processes • RDA Coaches shadow and practice some processes with TIE as co-presenters • Formative Evaluation
				Full implementation of RDA process for all districts in SD – July 2020

A formative evaluation will be conducted during the course of the entire pilot project period. The formative evaluation will provide the SD DOE with continuous improvement feedback regarding the merit and worth of the RDA system. The evaluation team will use both quantitative and qualitative data collection to provide formative and performance feedback for monitoring and assessing the effectiveness of implementation and pilot project outcomes.

RDA Pilot Project Process: Risk Analysis Rubric

As described in the RDA Pilot Project Overview section, SD DOE will use the SD Risk Analysis Rubric (See Appendix D) to assess need areas for districts. The rubric includes data from select State Performance Plan (SPP) results indicators, IDEA Section 618 reporting, fiscal management, and other key areas. With input from the RDA stakeholder group, the SD DOE Risk Analysis Rubric includes the following elements:

- SPP Indicator 2- Dropout Rate
- SPP Indicator 3c-Reading Proficiency
- SPP Indicator 3c- Math Proficiency
- SPP Indicator 6- Preschool LRE
- SPP Indicator 7- Preschool Outcomes
- SPP Indicator 14- Post-School Outcomes
- Child Count
- Dispute Resolution
- Fiscal Issues with Maintenance of Effort (MOE)
- Data Timeliness and Accuracy
- Internal Review and Professional Development Plan

Prior to running districts data through the Risk Analysis Rubric. South Dakota school districts are separated into three different student population categories. 1,000 plus total student population is the large category, 300-999 total student population is the medium category, and 0-299 total student population is the small category. Once separated by total student population size the districts data will be ran through the risk analysis rubric. Separating them by total student population allows districts to be evaluated against similar districts. The SD Risk Analysis Rubric awards each district a select number of points per data element. In the case of SPP indicators, districts are assigned a score based on their performance against the State Target for the particular indicator. Indicator 3c – Reading and Math Proficiency are weighed x2 to better differentiated districts scores. Each of the five data elements not linked to a specific SPP indicator each has unique criteria for assigning points to the district. For example, the Maintenance of Effort (MOE) fiscal data element provides a continuum of criteria with regard to how a district may have performed on MOE, ranging from whether the district *met* MOE or whether the district *did not meet* MOE. If a district's data falls below established State Targets or issues are identified on important data elements, the degree of discrepancy from those targets will assign a higher risk score to the district and dictate their ranking in the three-tiered system. Once a district has been assigned a score for each element of the risk analysis, the numbers will be summed to receive an overall risk rubric score. Based on the results of the SD Risk Analysis Rubric, districts will be ranked and designated to one of the following levels:

- Level 1: Low Needs
- Level 2: Medium Needs
- Level 3: High Needs

RDA Pilot Project Process: Differentiated Levels of Support

Table 2 provides descriptions of the differentiated support structure available to districts in each tier and provides three specific pieces of information regarding each level:

1. A description that defines the status indicators of each level;
2. The specific activities required for the districts at each level;

3. A statement of the supports provided by SD DOE at each level.

Districts identified as needing *Level 1: Low Needs*, will be offered numerous and varied options for support, most of which will be voluntary. When the RDA System is fully implemented, approximately 80% of districts will be assigned to Level 1.

As a district's placement in the tiered level of supports increases, the district will be required to engage in more direct activities designed to address a particular area of need that has been identified in the risk analysis. The districts in *Level 2: Medium Needs* will receive more direct technical assistance and consultation from the SD DOE in implementing a strategic action plan to address the area(s) of need. Districts in Level 2 will constitute approximately 15% of the districts statewide once the RDA System is fully implemented.

Finally, *Level 3: High Needs* represents the category with the most intensive level of supports, interventions, and required activities. Level 3 districts will constitute approximately 5% of the districts statewide at the time of full implementation. A three-year process for districts in Level 3 will provide the time needed to impact systemic issues, instructional practices and other variables that influence outcomes for students with disabilities.

Once RDA is fully implemented, each population category, Small, Medium, and Large will have districts placed into Level 1 (80%), Level 2 (15%), Level 3 (5%) based of the Risk Analysis Rubrics results.

Table 2: Level Descriptions of Differentiated Supports and Intervention

Level 1: Low Needs	
Level Description	Districts in the state who are demonstrating acceptable rates of outcomes for students with disabilities.
Activities	<ul style="list-style-type: none"> • District assembles an RDA committee that: <ul style="list-style-type: none"> ◦ Reviews data, conducts a root cause analysis, develops an action plan to address local areas of concern (optional); • Completes an annual internal review of compliance practices and submits a statement of assurance of completion of the review; and • Submits a <i>Professional Development Plan</i> to the SD DOE.
Supports Available	State level supports will be available to review data on results with the district RDA committee and assist with drilldown, if necessary.
Level 2: Medium Needs	
Level Description	Districts in the state whose outcomes for students with disabilities may benefit from formal action planning to improve outcomes for students with disabilities.
Activities	<ul style="list-style-type: none"> • District assembles an RDA committee that: <ul style="list-style-type: none"> ◦ Participates in a data retreat; ◦ Reviews data, conducts a root cause analysis, and develops an action plan to address local areas of concern (mandatory); • Completes an annual internal review of compliance practices and submits a statement of assurance of review completion; and • Submits a <i>Professional Development Plan</i> to the SD DOE to address identified needs; may be in conjunction with other districts in this cohort with similar needs.
Supports Available	<ul style="list-style-type: none"> • Training through the data retreat and additional supports for data analysis and action plan development by designated RDA coaches. • On-going consultation with RDA coaches on action plan implementation. • Professional development/technical assistance activities based on the district's areas of concern.
Level 3: High Needs	
Level Description	Districts in the state whose outcomes for students with disabilities will require state direction with formal action planning to improve outcomes for students with disabilities.
Activities	<ul style="list-style-type: none"> • District assembles an RDA committee that: <ul style="list-style-type: none"> ◦ Participate in a data retreat; ◦ Review data, conduct a root cause analysis, and develop an improvement plan to address local areas of concern. (mandatory) • Receives on-site support from RDA coach in conducting their annual internal review; • District RDA committee participates in a state level data retreat each year of Level 3 involvement. On-site visit will be customized to the needs identified through root cause and data analysis activities completed during the data retreat. • District RDA committee receives direct, on-site support for conducting root cause analysis and developing an improvement plan to address areas of concern for compliance and results indicators by designated RDA coaches. • The district will submit an improvement plan to the SD DOE. • Technical assistance is provided to support the district's improvement strategies as identified in the improvement plan. • District RDA committee reports to local school board on activities of the improvement plan and implementation efforts.
Supports Available	<ul style="list-style-type: none"> • Three-year process at the Directing Level to build capacity for improvement planning and demonstrate improvement. • On-site RDA coach from state level staff to assist with conducting internal review. • On-site review of data and root cause analysis with district steering committee by designated state level staff, leading to the development of an action plan. • On-going support of RDA coach to monitor implementation of improvement plan. • Professional development/technical assistance provided to the district to support implementation of the action plan.

RDA Pilot Process: Compliance Component

The RDA System includes both a results component and a compliance component. The compliance component of the system focuses primarily on the completion of an *internal review process*. The goal of the internal review process is to assist districts in maintaining a high level of proficiency with compliance and in determining areas of need for local professional development. The state office will provide districts with protocols to complete this process, including an online Internal Review that auto completes a master data spreadsheet for the district. This allows district administrators to immediately identify areas of strengths and areas of potential improvement.

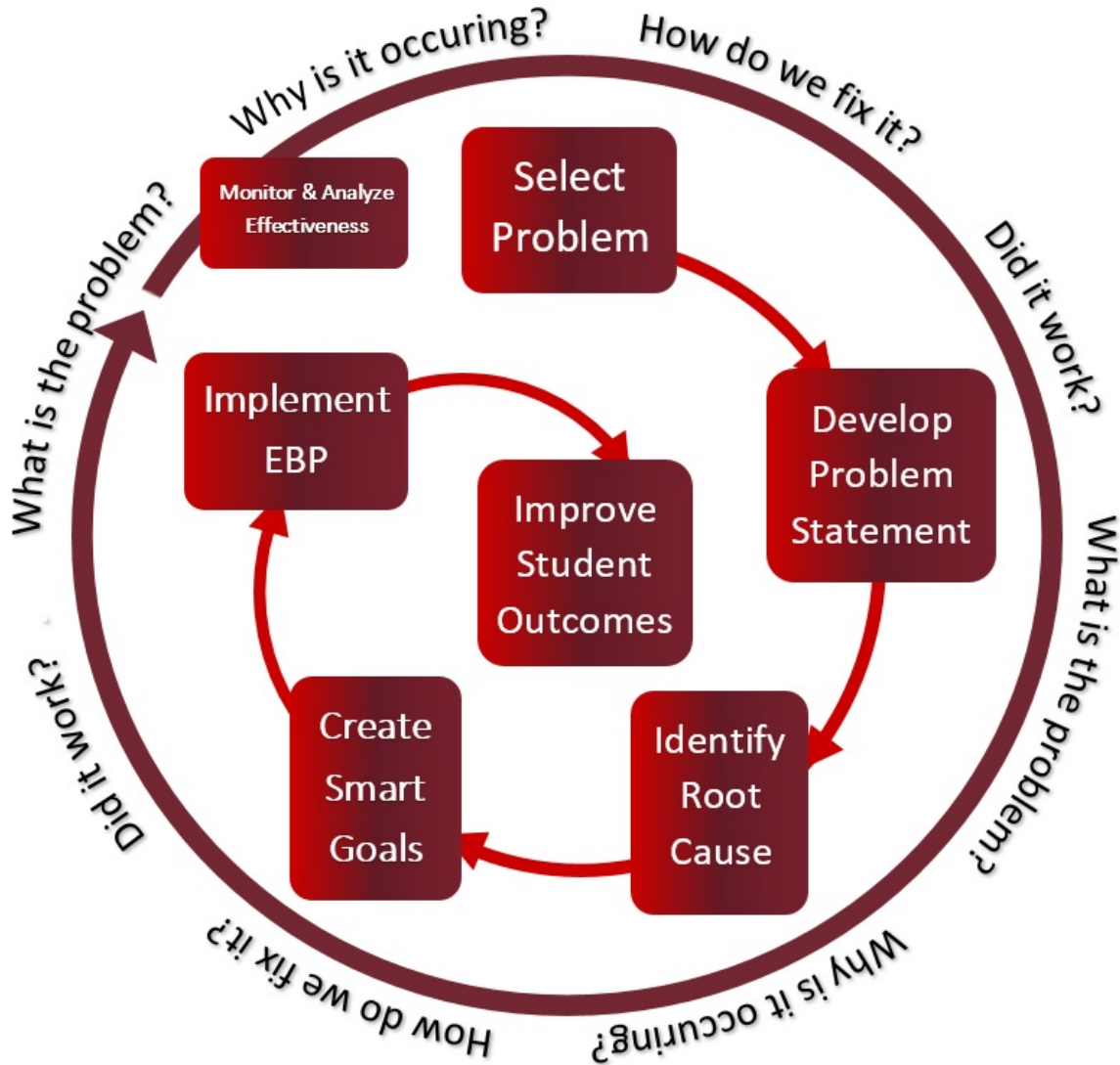
Pilot Districts will be required to complete an annual internal review for compliance and provide a statement of assurance to the department that it has completed this process. Each special education provider within a pilot district will complete at least one file review. The district special education director or administrator in charge of special education may identify specific files for review by providers to investigate issues related to category of disability and/or service provision. Once the special education provider has completed the file review, he/she will be required to submit the **Internal Review Form**, used during the file review, to the local special education director or administrator in charge of special education. After review of the submitted form, the district special education director or administrator will submit the statement of assurance to the SD DOE to indicate completion of the internal review process. Prior to submission, the district will convene an RDA team to review and analyze data from the internal review process in order to identify areas of concern.

Once the district has reviewed its risk analysis results and completed its internal review process, the district RDA team will meet to review the data with support from the TIE consultants and RDA Coaches. The following section describes the *digital data template* and training, and *root cause analysis* process comprising the bulk of that support. The districts will be encouraged, and required in cases of those placed in Level 3 of the differentiated supports, to address identified areas of concern in the development of an action plan.

III. RDA System Collaborative Data Process

To support pilot districts in the review and further analysis of their data related to the Risk Rubric and Internal Review Form, TIE consultants and SD RDA Coaches will provide resources and training. These supports will include on-site and off-site technical assistance to make meaning of the data analysis and develop plans to address the areas of need based on the results of further exploration. Figure 1 displays the overall approach, guiding questions and process for the trainings, and technical assistance.

Figure 1. Overview of the Collaborative Data Process



The graphic above defines the cyclical process of data analysis that districts will engage in throughout the RDA pilot project. As the graphic depicts, districts will select a problem and work through the data processes to measure the success of student outcomes. Utilizing student achievement data, districts will monitor and analyze the effectiveness of their strategies, processes, and interventions.

Collaborative Data Process: Digital Template and Related Trainings

The purposes of the Digital Template and related trainings are to:

- Provide a platform for districts or schools to capture conversations and decisions occurring in daily/weekly/monthly meetings around data analysis;
- Support the alignment of goals and objectives identified through the process to improvement practices as defined by SD DOE.

The template affords schools and district the opportunity to explicitly track, monitor, and evaluate progress toward specific special education goals. As part of the RDA Pilot Project, TIE will conduct a two-day data retreat around district level, school level, and special education data included in the RDA System. During the data retreats, TIE will provide instruction on use and interaction with the

Digital Template including guidance on potential strategies for the integration of the Digital Template into school and district routines.

A data calendar will be utilized to schedule data conversations throughout the RDA Pilot Process. Data will be collected on the following four different factors related to the specific needs of the RDA pilot districts based on their Risk Analysis Score:

1. **Student Achievement Data**: Data that reveals how students are learning, who they are, and what they do.
 - a. Student achievement data: Evidence of student learning
 - b. Student perceptions data: Evidence of student behaviors, attitudes, and values
 - c. Student demographic data: Evidence about who your students are
 - d. Student enrollment data: Evidence of student enrollment in programs
2. **Family, Culture and Community Engagement Data**: Data that describes family and community involvement with and perceptions about the school.
 - a. Family data: Evidence about parent involvement and perceptions
 - b. Community data: Evidence about community involvement and perceptions
 - c. Community data: Evidence about community involvement and perceptions
3. **Professional Practices Data**: Data that reveals how teachers are teaching, who they are, and how they are continuing to learn.
 - a. Teacher qualifications data: Evidence of teacher qualifications
 - b. Teacher practices data: Evidence of teacher practice in the classroom
(to exclude teacher evaluation data on individual teachers)
 - c. Teacher professional development data: Evidence of teacher growth and learning
 - d. Teacher perceptions data: Evidence of teacher attitude, behavior and values
4. **Programs and Structures Data**: Data that describes the parameters and facts about the programs and structures in a school's organization.
 - a. Programs data: Evidence about the programs provided
 - b. Structures data: Evidence about organizational and facility structures

Collaborative Data Process: Root Cause Analysis

Another aspect of the Collaborative Data Process will include support from TIE consultants and SD RDA Coaches to districts to conduct root cause analysis in order to identify targeted strategies for improvement and to prevent issues from recurring. As the data analysis reveals needs within and across the four factors included in the Digital Template, root cause analysis will help district teams to dig deeper and review additional and/or different data in order to develop a specific problem statement or statements from which improvement strategies can be generated.

IV. Conclusion

During the RDA Pilot Project, SD DOE looks forward to working with all involved to implement processes, gather feedback, and make decisions as to how full implementation can be made effective. As the process moves to full implementation, the goal is to establish a monitoring framework that includes continuous review and revision to improve educational and functional outcomes for all children and youth with disabilities in South Dakota

APPENDICES

Appendix A:

Objectives and Guiding Principles of the South Dakota Results Driven Accountability System

The South Dakota Department of Education, Special Education Programs has identified objectives and guiding principles which provide the foundation for the RDA Pilot Project. The objectives and guiding principles were developed in collaboration with the RDA stakeholder group. The four primary objectives of the RDA System are:

- Establish a meaningful and continuous process focused on improving academic results and functional outcomes for students with disabilities by connecting local data to improvement efforts.
- Maintain a high level of compliance with IDEA federal regulations and South Dakota Administrative Rules for special education.
- Support local districts in the process of self-assessment, root cause analysis, evaluation, and improvement of compliance and results-focused efforts.
- Link program improvement activities with multi-year planning and supports.

The guiding principles were designed to assist the State in meeting its RDA objectives. These principles will guide the SD DOE in implementing its RDA System to ensure that the State and districts are: (1) improving educational results and functional outcomes for all children with disabilities, and (2) ensuring that the State meets the program requirements under in Section 616 of the 2004 amendments to IDEA, with a particular emphasis on those requirements that are most closely related to improving education results for children with disabilities. The guiding principles for each include:

Why we do our work:

- The RDA system leads to improvements in educational and functional outcomes for children with disabilities and their families.
- The RDA system is responsive to the needs of children and youth with disabilities and their families.
- The RDA system ensures the protection of the individual rights of children and youth with disabilities and their families, regardless of individual differences.
- The RDA system maintains compliance with procedural requirements for the implementation of IDEA that support improvements in education and functional outcomes for children and youth with disabilities and their families.

How we do our work:

- In partnership with our stakeholders, the RDA system is designed in a transparent and understandable format for collaborative engagement among State and local education agencies.
- The RDA system utilizes data from a variety of sources for improving educational and functional outcomes for all children and youth with disabilities and ensures compliance with program requirements.
- In order to make productive use of resources, the RDA system differentiates technical assistance, professional development, supports, and interventions based on unique strengths, needs, challenges, and progress of each local education agency.
- The RDA system is an ongoing process that is continuously reviewed and revised to improve educational and functional outcomes for all children and youth with disabilities.

Appendix B:

South Dakota Results Driven Accountability System Pilot Project: Roles & Responsibilities

Objectives for the RDA System Pilot Project

- To create and implement the South Dakota Results Driven Accountability System for collecting, analyzing, monitoring, and evaluating Special Education Program Data
- To train district personnel on the use of the RDA digital template and the Results Driven Accountability Pilot Project processes
- To evaluate the effectiveness of the implementation and assess the achievement of the objectives of the RDA System Pilot Project

Responsibilities of TIE Consultants

- To communicate with pilot district personnel and DOE to keep all parties up-to-date as the pilot project evolves
- To establish a year-long calendar of dates, with pilot district personnel, for TIE consultant(s) to attend on-site visits, provide trainings, and/or attend meetings for pilot project
- To work with the pilot districts to determine best method(s) and timeframe(s) of training on the Results Driven Accountability Pilot Project
- To assist pilot district in creating a year-long data analysis calendar
- To develop and lead the South Dakota Results Driven Accountability Pilot Project for collecting, analyzing, monitoring, and evaluating data
- To attend RDA Coach/district on-site meetings with each pilot district to ensure a deep understanding of the components required to make the Results Driven Accountability Pilot Project process user-friendly
- To integrate valuable Pilot District Participant and RDA coach feedback throughout the progression of the RDA Project
- To make revisions related to the Results Driven Accountability Pilot Project based on participant feedback to insure the continual evolution of a user-friendly product for statewide implementation in the fall of 2020
- To evaluate the overall effectiveness of the first year Results Driven Accountability Pilot Project

Responsibilities of Pilot Program School Districts

- To communicate with TIE as RDA pilot project evolves
- To provide TIE a list of dates where consultants can be on-site to work on components of the pilot project (When possible, dates should align with current meetings and/or professional development days)
- To actively participate in the Results Driven Accountability Pilot Project, which includes the process of collection, analysis, and evaluation of data
- To utilize the Results Driven Accountability Pilot Project process findings for the development and implementation of effective district-wide improvement practices
- To offer suggestions to TIE consultants on necessary revisions to the digital template in order to develop a user-friendly product for use during the Pilot Project
- To ensure district support personnel (e.g. RDA coach, reading coach, math coach, MTSS, SST, Technical Advisor Coordinators, professional development providers, etc.) actively participate and incorporate the Results Driven Accountability Pilot Project process within the context of their work

Responsibilities of RDA Coaches

- To work with district Special Education staff in effective ways that further develop and evolve the effectiveness of the Results Driven Accountability Pilot Project
- To provide district with monthly onsite support in the development and implementation of an Action Plan and Professional Learning Plan
- To provide onsite support for Pilot Districts in the completion of the Internal Review Process

Responsibilities of SD DOE Staff

- To provide support and resources to the participating RDA System pilot districts
- To provide information to all districts in the State regarding progress and outcomes of the RDA System Pilot Project.
- To commit to the continuous improvement of the implementation of the RDA Pilot Project
- To provide timely decision making as needs for adjustments to the RDA System implementation are considered.

Appendix C:

OSEP State Performance Plan/Annual Performance Report Indicators for Part B

FAPE in the Least Restrictive Environment

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.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
- 4.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.

Disproportionate Representation

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.

Effective General Supervision Part B /Child Find

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.

Effective General Supervision Part B / Effective Transition

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 within that timeframe.

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 or 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.
- 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.

Effective General Supervision Part B General Supervision

15. Percent of hearing requests that went to resolution sessions and that were resolved through resolution settling agreements

16. Percent of mediations held that resulted in mediation agreements.

17. State Systemic Improvement Plan (SSIP): The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

Appendix D: Risk Analysis Rubric

Area (SD % Target)		Support Available (0)	Guidance Needed (1)	Assistance Needed (2)	Coaching Required (3)	Direction Required (4)	District's Risk Result
Indicator 2- Drop Out <2.90%		The LEA meets or is below the state target.	The LEA is .01-2.99 percentage points above the state target.	The LEA is 3.00-5.99 percentage points above the state target.	The LEA is 6.00 to 9.99 percentage points above the state target.	The LEA is 10.00 or more percentage points above the state target.	_____
Differentiated Points		0	1.5	3	4.5	6	
Indicator 3c- Reading Proficiency (25.85%)		The LEA meets or exceeds the state target	The LEA is .01-4.99 percentage points below the state target.	The LEA is 5.00-9.99 percentage points below the state target.	The LEA is 10.00 to 16.99 percentage points below the state target.	The LEA is 17.00 or more percentage points below the state target.	_____
Indicator 3c- Math Proficiency (25.06%)		The LEA meets or exceeds the state target.	The LEA is .01-4.99 percentage points below the state target.	The LEA is 5.00-9.99 percentage points below the state target.	The LEA is 10.00 to 16.99 percentage points below the state target.	The LEA is 17.00 or more percentage points below the state target.	_____
Preschool Indicator	Indicator 6- Preschool LRE	The LEA meets or exceeds the state target.	The LEA is .01-4.99 percentage points below the state target.	The LEA is 5.00-10.99 percentage points below the state target.	The LEA is 11.00 to 13.99 percentage points below the state target.	The LEA is 14.00 or more percentage points below the state target.	_____
	Indicator 7B1 Preschool Outcomes	The LEA meets or exceeds the state target.	The LEA is .01-7.99 percentage points below the state target.	The LEA is 8.00-16.99 percentage points below the state target.	The LEA is 17.00 to 22.99 percentage points below the state target.	The LEA is 23.00 or more percentage points below the state target.	
	Indicator 7B2 Preschool Outcomes	The LEA meets or exceeds the state target.	The LEA is .01-9.99 percentage points below the state target.	The LEA is 10.00-19.99 percentage points below the state target.	The LEA is 20.00 to 29.99 percentage points below the state target.	The LEA is 30.00 or more percentage points below the state target.	

Indicator 14- Post-School Outcomes C. >81%		The LEA meets or exceeds the state target	The LEA is .01-12.99 percentage points below the state target.	The LEA is 13-25.99 percentage points below the state target.	The LEA is 26 to 40.99 percentage points below the state target.	The LEA is 41 or more percentage points below the state target.	_____
Child Count		The LEA submitted an accuracy check for child count.				The LEA did not submit an accuracy check for child count.	_____
		The LEA meets state average in all disability categories.		The LEA has one disability category which exceeds the state average.		The LEA has two or more disability categories which exceed the state average.	
Dispute Resolution		The LEA has no formal written complaints or due process proceedings.	The LEA has one or more formal written complaints or due process requested but dismissed.	The LEA has one or more formal written complaints or due process proceedings with no findings.	The LEA has one or more formal written complaints or due process proceedings with procedural findings that are corrected within one year.	The LEA has one or more formal written complaints or due process proceedings with findings that resulted in a denial of FAPE that are corrected within one year.	_____

Fiscal - Issues with Maintenance of Effort		The LEA had no issues with Maintenance of Effort.	The LEA was contacted by the State Department to discuss possible future issues with Maintenance of Effort.	The LEA worked with the State to meet the Maintenance of Effort.	The LEA had to send money back to the state to correct their IDEA funding.	The LEA didn't meet Maintenance of Effort.	_____
Data Timeliness and Accuracy		All SEP required reports were submitted on or before the deadline.	All SEP required reports were submitted, but one was submitted late.	All SEP required reports were submitted, but two were submitted late.	All SEP required reports were submitted, but three were submitted late.	One or more SEP required reports were not submitted.	_____
Professional Development Log and Internal Review		The Professional Development Log was completed and submitted.		The Professional Development Log was partially completed.		The Professional Development Log was not completed.	_____
		The Internal Review was completed by all staff.		The Internal Review was completed by some of the staff.		The Internal Review was not completed.	
Total							