



INDIANA
DEPARTMENT *of*
EDUCATION

Office of Special Education



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Section 1: Introduction and Overview

The Indiana Department of Education's (IDOE's) [Office of Special Education](#) serves and supports Indiana's students with disabilities by prioritizing and ensuring equal access to educational opportunities for all.

Vision

IDOE's Office of Special Education directly aligns with [IDOE's three pillars](#) to improve the educational outcomes for students, increase support to educators, and align available data to increase system alignment and capacity statewide.

Goals

- To shape innovative, differentiated, and proactive solutions for students, educators, and systems.
- Continue to promote and drive high-quality student learning and learning environments, which will be measured through improvements in the state performance plan (SPP) and annual performance report (APR).
- Achieve measurable growth in ILEARN, I AM, and other statewide assessment data for students with disabilities.
- Increase the number of students with disabilities who are graduating with at least a Core 40 or General Diploma.
- Increase the number of students with disabilities entering into some form of postsecondary education (certification through vocational training or a two- or four-year degree) or competitive, integrated employment.

Overview of Integrated Monitoring

The Individuals with Disabilities Education Act (IDEA- § 300.600) requires the state to make annual determinations about the performance of each local education agency (LEA) related to meeting the requirements of IDEA. The primary focus of monitoring is to improve results and functional outcomes for students with disabilities.

The state's monitoring must utilize quantifiable and qualitative indicators to adequately measure the LEAs performance in the areas prioritized through IDEA and by the state (511 IAC 7-35-1).

Section 2: Results Driven Accountability

Indiana's RDA System is utilized to ensure LEAs are implementing the requirements of IDEA. This includes the analysis of data related to the 17 Indicators defined by Office of Special Education Programs (OSEP) and reported in the State Performance Plan/Annual Performance Report. Each LEA receives an annual determination indicating the level of compliance and the level of support necessary to address performance.

Indicators

The indicators included in RDA are required by IDEA or have been determined to be priority indicators by the State in consultation with stakeholder input.

Results Indicators

Table 1:

Category Weights for Results Index			
Category	Category %	Subcomponent	% Weight
Indicator 1: Graduation Rate	25%	Graduation Rate	25%
Indicator 5: Least Restrictive Environment (LRE)	20%	LRE School Age	20%
Indicator 3: Assessment	55%	ILEARN Proficiency (ELA)	5%
		ILEARN Proficiency (Math)	5%
		ILEARN Growth (ELA)	12.5%
		ILEARN Growth (Math)	12.5%
		IREAD-3 Proficiency	15%
		I AM Participation (1% cap)	5%
		Total	100%

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 (see Table 4).

Compliance Indicators

Each compliance indicator is assigned a status of “compliant,” “finding of noncompliance,” or “N/A”¹. 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.

¹ 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.

Table 2:

Category Weights for Compliance Index	
Category	Percentage Weight
Indicator 4B: Suspension/Expulsion	12.5%
Indicator 9: Disproportionate Representation	12.5%
Indicator 10: Disproportionate Representation in Specific Disability Categories	12.5%
Indicator 11: Initial Evaluation	12.5%
Indicator 12: Transition from Part C to Part B	12.5%
Indicator 13: Secondary Transition	12.5%
Continued Noncompliance	10%
Longstanding Noncompliance	15%
Total	100%

RDA Determinations

The determination categories are required by OSEP and are the same used to make the state educational agency (SEA) determinations. Determinations are assigned as one of four categories:

- Meets Requirements,
- Needs Assistance, or
- Needs Intervention

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

Table 3:

Determination Category	Score Range
Meets Requirements	84.70% through 100%
Needs Assistance	65.91% to 84.69%
Needs Intervention	Less than 65.91%

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

As part of the determination, LEAs are placed into enrollment size groups for comparison.

Table 4:

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	C/S/L (XSC)

Differentiated Level of Support

A differentiated level of support and technical assistance is assigned based on the final Results Index. The top 75% are placed into Level 1, the next 20% into Level 2, and the remaining five percent of LEAs are placed into Level 3.

Section 3: References

See the specific [Indicator Monitoring and Compliance Guides](#) for additional information.

National Center for Systemic Improvement (NCSI) (2020). Results-Based Accountability and Support: Five things to know about state and LEA Determinations. (pg. 1-2).