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# DISTRICT RESULTS DRIVEN ACCOUNTABILITY (RDA) MANUAL

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SOUTH DAKOTA DEPARTMENT OF EDUCATION

SPECIAL EDUCATION PROGRAMS

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## Purpose & Goals for RDA Districts

### Purpose:

The overall objective of Results Driven Accountability (RDA) is to identify districts in need of support. Once that has been determined, the purpose of RDA is to establish a meaningful and continuous process focused on improving district special education programs, 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.

### Goals:

The Results Driven Accountability goals are designed for state and districts to reference and utilize for guidance to ensure that all activities and steps taken will positively impact outcomes for students with disabilities. Additionally, these goals ensure that data-driven decisions are sustainability and will lead to positive changes for district's special education program and students.



## Risk Rubric

**Purpose:**

The Risk Rubric’s purpose is to determine which South Dakota School Districts would need additional supports provided by South Dakota DOE/SEP to focus on improving outcomes for students with disabilities.

The Risk Rubric will be analyzed every year to determine each district’s overall risk percentage and level designation; this data is extracted from the previous school year State Performance Plan data and other areas. Districts with the highest risks, in district size categories of small, medium and large, will be required to participate in a data-driven improvement plan process as described in the District RDA Manual.

**Risk Rubric Areas:**

South Dakota Updated 2023 Risk Rubric						
Area (SD % Target)	Support Available (0)	Guidance	Assistance	Direction	Other factors	District's Risk Result
		Needed (1)	Needed (2)	Required (3)		
<b>Indicator 1- Graduation (current year)</b> _____	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within 2%	The LEA is below target and is declining	If quantile factor applies	
<b>Indicator 3C for reading and math is based on the students who took regular state assessment and includes grades 3-8 and 11</b>						
<b>Indicator 3: Differentiated Points</b>	<b>0</b>	<b>1.5</b>	<b>3</b>	<b>4.5</b>	Use in case of a tie.	
<b>Indicator 3 Reading Proficiency</b> _____	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within 2%	The LEA is below target and is declining	If quantile factor applies	
<b>Indicator 3 Math Proficiency</b> _____	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within 2%	The LEA is below target and is declining	If quantile factor applies	
<b>Indicator 5a-LRE Gen. Ed. 80%+</b> _____	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within 2%	The LEA is below target and is declining	If quantile factor applies	

<b>Preschool Indicators:</b>					If quantile factor applies	
<b>Ind 6: Preschool LRE (____)</b>	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within 2%	The LEA is below target and is declining	Each district will receive a score for the 3 areas. Then added together and divided by 3.	
<b>Ind 7B 1 and 2: Preschool Outcomes Acquisition and Use of Knowledge and Skills</b>	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within 2%	The LEA is below target and is declining		
	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within 2%	The LEA is below target and is declining		
<b>Indicator 14- Post-School Outcomes C. &gt;_____</b>	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within 2%	The LEA is below target and is declining	If quantile factor applies	

<b>Fiscal - Issues</b>	Placeholder					_____
<b>Child Count: Disability Categories (ASD, CD, DD, ED, SLD, MD, OHI, Speech)</b>	The district's disability categories are statistically in line with the state percentages.	The LEA has one disability category which statistically higher or lower.	The LEA has two or more disability categories which statistically higher or lower.			_____
<b>Policy and Procedures</b>						
<b>Data Timeliness and Accuracy</b>	All SEP required data submissions were submitted on or before the deadline and had accurate data checks.	All SEP required reports were submitted, but 1 was submitted late and/or had 1 data check in accurate.	All SEP required reports were submitted, but 2 was submitted late and/or had 2 data checks in accurate.	All SEP required reports were submitted, but 3 or more were submitted late and/or had 3 or more data checks in accurate.		Data Collected TBD

<b>Internal Review and Professional Development Identified</b>	The Internal Review was completed by all staff and reported to the state areas of professional development.	The Internal Review was not completed and/or not reported to state the areas of professional development.				
<b>Sum of Risk</b>						
Total of Risk						
Overall Risk Percentage						

**Explanation of Scoring**

Risk scores of 0 are desired – this means that the district meets the target and has no or very little risk where the indicator is concerned. An Overall Risk Percentage close to 0 is also desired -- this means across all indicators, the district has no or very little risk.

**Indicator Scoring Rubric**

The Risk Rubric is based on a four-point scoring system. When a district meets the target for a given indicator, it receives 0 points. If a district does not meet the target for a given indicator, they will receive 1-3 points. Points are assigned based on three criteria.

1. Districts will receive 1, 2, or 3 points depending if they improve, maintain or decrease their indicator scores from the previous year.
2. These points are adjusted depending on quantile scores. For each indicator, quantile scores are calculated. The 20% of districts with the highest scores for a given indicator are in quantile 5; the districts with the next highest 20% of scores are in quantile 4, etc.; the 20% of districts with the lowest score are in quantile 1.
  - a. Districts in Quantile 5 (the highest scores) will get a point subtracted. Districts in Quantile 1 (the lowest scores) will have a point added to their score.
  - b. Districts not meeting target will receive 1 to 3 points even with quantile method.
3. The final adjustment is if the district met the indicator the previous year, the risk for that area is lowered to a 1.

If the district did not have students for the rubric area in the given year, they will not receive a risk score (N/A). This means data on this indicator will not be included in the numerator or denominator of the Overall Risk Percentage.

**Example:**

Points	Description	Quantile Implication
0	District met the target on that indicator.	
1	District did not meet the target in the current year but met it the previous year; OR District did not meet the target in the current year but improved its score by more than two percentage points from the previous year.	If the district is in Quantile 1 for a given indicator, a point is added to the risk score. It changes the final score to a 2.
2	District did not meet the target in both the current year and the previous year but maintained its score within two percentage points.	
3	District did not meet the target in the both the current year and the previous year and decreased its score by more than two percentage points.	If the district is in Quantile 5 for a given indicator, a point is subtracted from the risk score. It changes the final score to a 2.

**Primary Disability Rubric**

Primary Disability was added to the Risk Rubric for districts to be aware if a disability category is significantly higher or lower than the state. This will help district’s review policy and procedures related to identification in the disability areas. The high incidence disability categories were selected: Autism Spectrum Disorder, Cognitive Disability, Developmentally Delayed, Emotional Disturbance, Other Health Impaired, Specific Learning Disability (SLD), Multiple Disability, and Speech/Language Impairment.

In the rubric, the percentage of students with a given disability at the district is compared to the percentage of students with a given disability at the State. For example, the percentage of students identified as Specific Learning Disability (SLD) in your district are compared to SLD percentage across the state. A disability can be flagged for one of two reasons: (1) If the district rate for a given disability is significantly higher than the State rate **and** is more than 1.5 times the State rate; or (2) If the district rate is significantly lower than the State rate **and** is less than 2/3 the State rate. Low incident disabilities are excluded from this analysis.

- 0 = no disability categories are flagged.
- 1 = 1 disability category is flagged.
- 2 = 2 or more disability categories are flagged.

**General Enrollment Size Breakdown:**

- Small: 0 to 299 students
- Medium: 300 to 999 students
- Large: 1000+ students



### Selection Criteria and Considerations:

- The Overall Risk Percentage within these district-enrollment-based groups will determine a district's Level of Support needed:
  - Level 1 is considered low need for support (Supporting)
  - Level 2 is considered moderate need for support (Guiding/Assisting)
  - Level 3 is considered to be high need for support (Coaching and Directing)
- Districts selected in each level will be determined by the highest Overall Risk Percentage in their category size.
- Districts, in Level 3, are identified for 3 years. If a district is the highest Overall Risk Percentage but already involved in the level 3 process, the next highest district will be identified for Level 3.
  - There will be a maximum of fifteen level 3 districts occurring every year. Every year, 5 new districts (2 small, 2 medium, and 1 large) will be added and 5 will rotate off the cycle.
  - If a district just completed the 3 years of Level 3 (year 4), the district will have 1 year off from RDA 2 and 3 designation requirements.
- Level 2 districts will be identified every year. They will be the next highest Overall Risk Percentage after the Level 3 identifications. Level 2 districts designation could move up and down the levels depending on their Overall Risk Percentage for the given year.

*Note: If there is a tie in the Overall Risk Percentage to determine Levels, such as Level 3 and 2 or 2 and 1, then the indicator 3 differentiated points will apply. If still a tie, Department of Education will utilize other factors such as other state performance plan data, compliance issues, etc...*

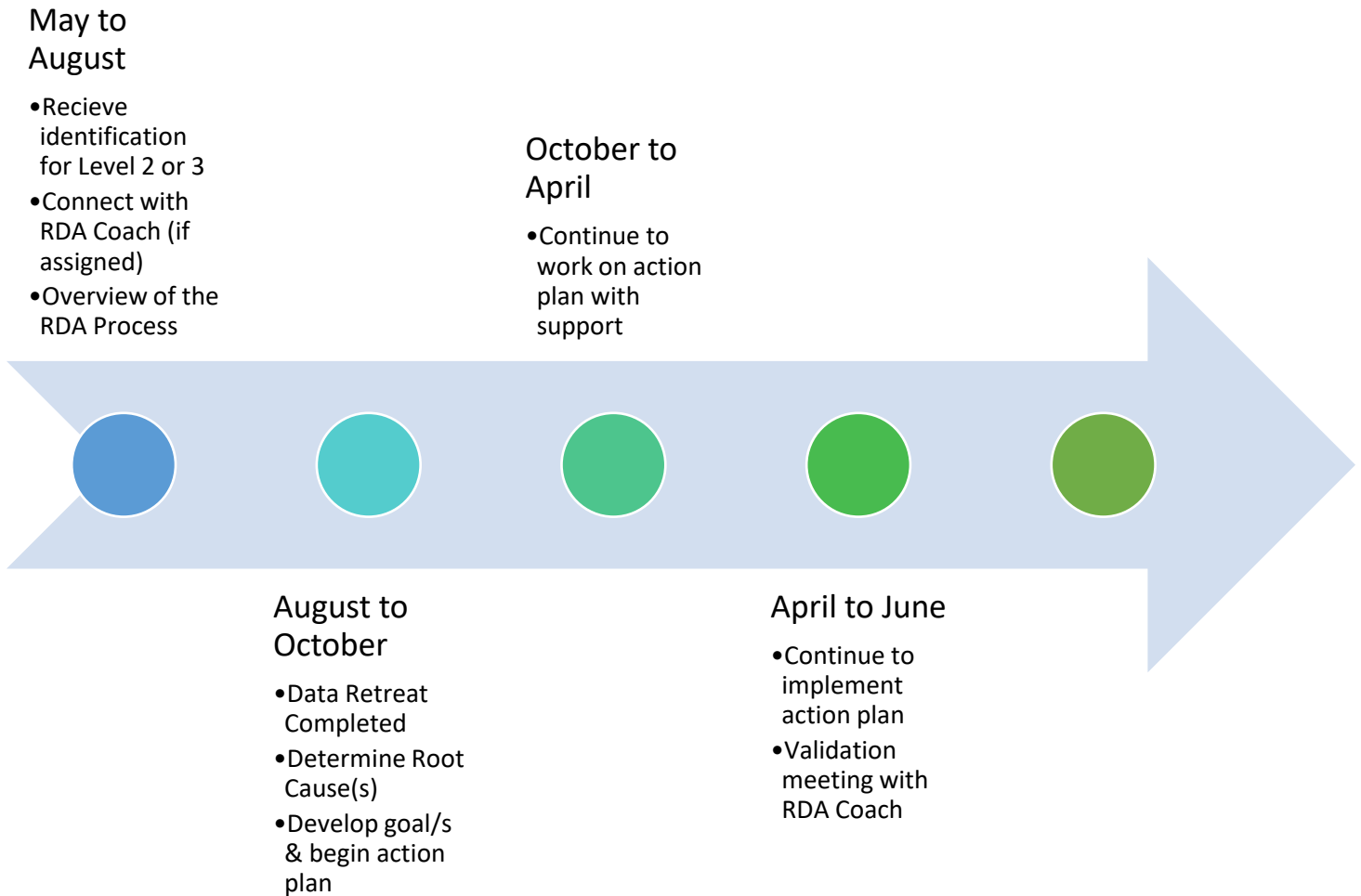
**5 Year Compliance Review Monitoring Cycle** will continue to remain in place in order to ensure compliance with the regulations and child count audits are maintained. *\*Exception on 5-Year Monitoring Cycle:* the only exception to a South Dakota Special Education Compliance Review will be if the first year that the school district is determined to be a high-need level of support (Level 3) coincides with the year of their scheduled state review. In this case, the school district's state review will be moved to the following school year (excluding specialty reviews or other factors that prevent the review from being moved one year).

## District Levels of Support Selection

After districts have been assessed through the Risk Rubric and Districts are categorized. They are placed into three different levels of support. Below is a breakdown of the number of districts qualifying under each RDA Level of Support based on their scores, as well as the description of supports for each level are broken down below:

Level 1 – Supporting	Level 2 - Guiding/Assisting	Level 3 – Coaching and Directing
<i>All Other Districts</i>	<i>2 Small, 2 Medium, and 1 Large Districts</i>	<i>1 Small, 1 Medium, and 1 Large Districts</i>
<p><b>Optional Activities: Completed Internally:</b></p> <ul style="list-style-type: none"> <li>● RDA Committee Development</li> <li>● RDA process templates will be accessible for districts’ use.</li> <li>● Contact Accountability Manager at 605-773-3678.</li> </ul> <p><i>An Action Plan Template will be provided along with the data templates.</i></p>	<p><b>Required Activities:</b></p> <ul style="list-style-type: none"> <li>● RDA Committee Development</li> <li>● Regional Data Retreat</li> <li>● Action Planning</li> <li>● Internal Review Completion with limited support</li> <li>● Submit to state Internal Review data.</li> <li>● Limited RDA coaching guidance</li> <li>● Validation</li> </ul>	<p><b>Required Activities:</b></p> <ul style="list-style-type: none"> <li>● RDA Committee Development</li> <li>● District Individualized Data Retreat</li> <li>● Action &amp; Improvement Planning</li> <li>● Internal Review Completion with support</li> <li>● Submit to state Internal Review data</li> <li>● Validation</li> <li>● RDA Coaching support</li> </ul>
<p><b>All Districts Internal Review Requirements (Refer to Internal Review Section):</b>            State has an Internal Review document available to use. The district may use own process or system as long it meets requirements below.</p> <ul style="list-style-type: none"> <li>● Each case manager will conduct a minimum of one internal/self-assessment file review.               <ul style="list-style-type: none"> <li>○ Districts must analyze the internal review data to determine internal professional development area of need around ensuring compliance.</li> <li>○ District will submit to the state the area(s) of professional development areas determined and completed by the district. State will notify districts in May annually when and how it will be collected.</li> </ul> </li> </ul>		

## RDA Timeline:



- Internal Review (IR) can occur at any time during the process. Information report to state by June 1 annually.
- Note: \*Level 1 districts are encouraged to implement a process internally to improve results.

### Level 3 District Commitment

This chart is to provide districts an approximate time commitment within each area of the process.

		Year 1	Year 2	Year 3
<b>Overview of RDA Process</b>		<b>0.5 day</b>	<i>*This overview may be necessary during this time depending on large turnover of RDA Committee</i>	
<b>Data Retreat</b>	Preparation for data retreat	<b>1 day</b> - depends on district internal knowledge and capacity		
	District Level Data Retreat	<b>2 days</b>	<b>~2 days</b>	<b>1 day</b>
		Additional data analysis is imbedded into the action plan implementation and validation processes		
<b>Action Planning Implementation</b>	District will be expected to work on implementation of the action plan(s)	<b>~4-5 Days</b>	<b>~4-5 Days</b>	<b>~4-5 Days</b>
		Approximately 4 to 5 days collectively per action plan (flexible according to plan)		
<b>Action Planning check in</b>	District and RDA coach work to align action planning and needs (expectations)	<b>~Bi-Monthly</b>	<b>~Bi-monthly</b>	<b>~Bi-monthly</b>
		Check-ins will occur based on state requirements. Approximately bimonthly - options include: virtual meeting, meet in-person with team, written communication, etc.	Check-ins approximately once every-other month - options include: virtual meeting, meet in-person with team, written communication, etc.	
<b>Internal Review (Self-Assessment)</b>	District will come up with a plan to ensure all building staff go through this process yearly	<b>0.5 day</b>	<b>0.5 day</b>	<b>0.5 day</b>
		Per staff group		
<b>Validation</b>	Evaluate effort and effects of action plans and prepare for next year with RDA coach	<b>~0.5 to full day</b>	<b>~0.5 to full day</b>	<b>~0.5 to full day</b>
		Each goal and action plan will complete own validation template		

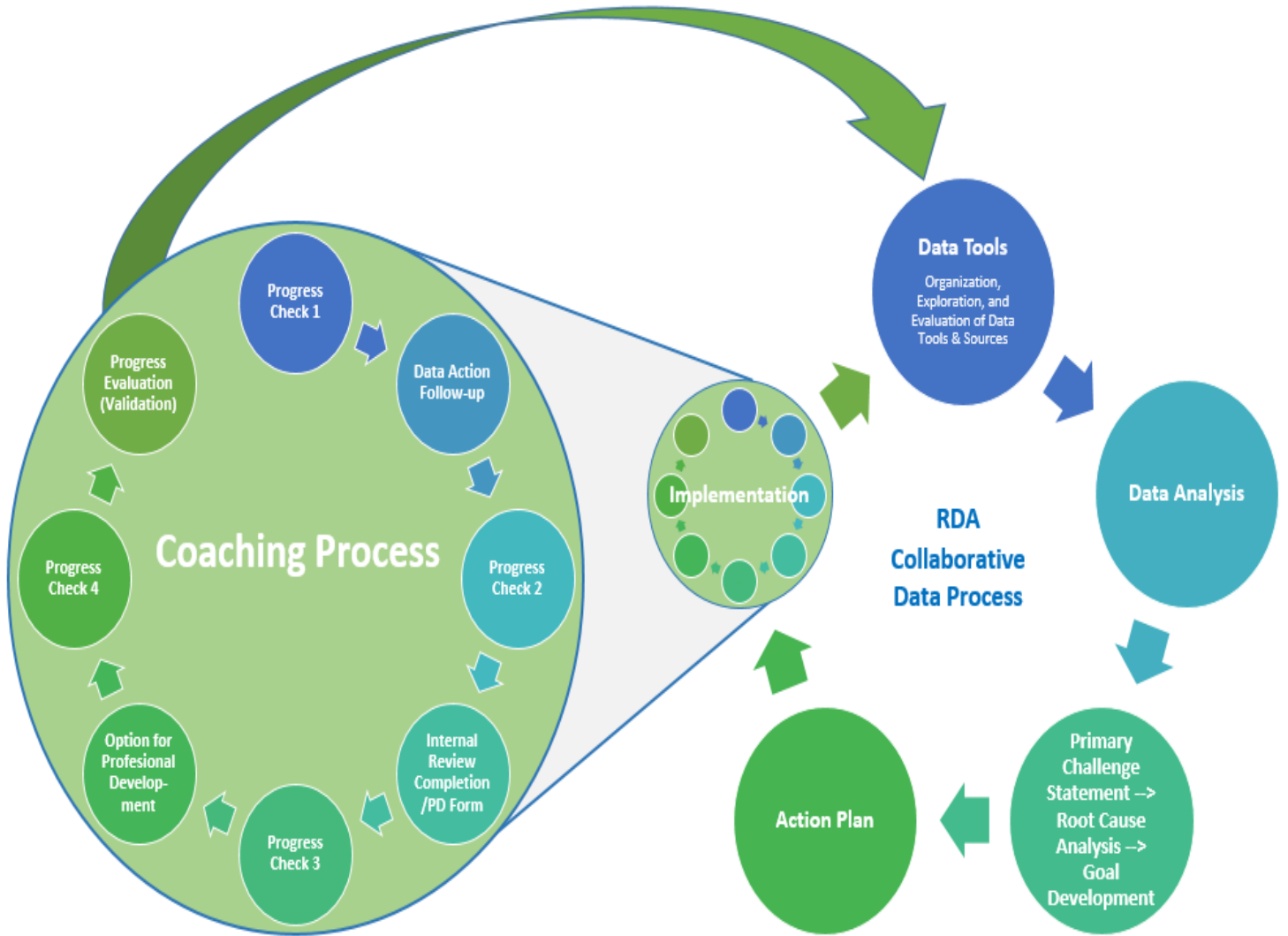
## Level 2 District Commitment

This chart is to provide districts an approximate time commitment within each area of the process.

		Year 1
<b>Overview of Process</b>	Explanation of RDA and the RDA process	
<b>Data Retreat</b>	Preparation for data retreat	<b>1 day</b> - depends on district internal knowledge and capacity
	Regional District Level Data Retreat	<b>2 days</b>
		Action Plan Level additional data analysis is imbedded in action plan implementation and validation process
<b>Action Planning Implementation</b>	District will be expected to work on implementation of the action plan(s)	Approximately <b>4 to 5 days</b> per action plan (flexible according to plan)
<b>Action Planning check in</b>	District and RDA coach work to align action planning and needs (expectations)	Check-in will occur 1 month after data retreat, then another before March and a final by June 1.  Options include: virtual meeting, meet in-person with team, written communication, etc.
<b>Internal Review (Self-Assessment)</b>	District will come up with a plan to ensure all building staff participate in this process yearly.	<b>0.5 day</b> for staff leadership or small group to be trained
<b>Validation Meeting</b>	Evaluate effort and effects of action plans with RDA coach	Approximately <b>0.5 to full day</b>

# RDA Collaborative Data & Coaching Processes

Graphic (\*see descriptions in below sections)



## Overview Meeting and Training

### Purpose:

The purpose of this meeting is to provide districts information regarding Results Driven Accountability system and processes. During this process, the RDA committee will conduct a District Risk Rubric review and exploration, RDA Manual review, and District Self-Assessment. This meeting will be facilitated by the assigned RDA Coach.

### RDA Overview Meeting and Training Process is as follows:

#### *Overview Training and Meeting*

- *Risk Rubric Review and Exploration:*

The purpose of this activity is to determine what data districts and their RDA Committees have and what data/assessments need to be developed regarding special education. This allows the district to comprehensively understand their special education program. To understand the rubric and data related to the risk rubric, districts will complete an exploration activity. This activity allows the RDA Committee to discuss data they have and data they need around each indicator on the rubric. They are encouraged to brainstorm data that could be collected to provide further insight into their local special education practices and why the indicator data is scoring like that.

- *Information and Reflection on District RDA Manual:*

At the meeting, RDA coaches will also provide support, presentation, and training around the RDA system and processes using the RDA District Manual. District RDA teams will reflect on information within the RDA District Manual and reflect on guiding questions provided by the RDA coach.

- *District Self-Assessment*

The purpose of this step, along with data tools organization and exploration is to determine, analyze, and review district programming, current initiatives, policies, procedures, and activities happening within the district and/or buildings. This will allow RDA Coaches and District RDA Teams to comprehensively understand where a district is currently and begin to align the RDA Process with other school improvements or additional initiatives within districts. The Self-Assessment is included within the resources.

#### *Data Collection*

- In order to have a successful data retreat, the district will collaborate with Black Hills Special Services Cooperative (BHSSC) to prepare for the data retreat. Districts will be provided a signed confidentiality agreement prior to accessing any data. District will help collect and coordinate required data for the data retreats (such as SD-STARS). During your first two years, districts will work alongside BHSSC on how to collect, organize, and disaggregate the data.
- RDA Districts (level 2 districts included) will complete a district-wide survey to develop an understanding of the current climate, culture, and perception around Special Education. This survey will also include an additional section for support staff (paraprofessionals).

## Data Retreat Process

### Purpose:

The purpose of the RDA Data Retreat is to analyze district special education data so the district can focus efforts toward improving outcomes for students with disabilities. At the data retreat, teams are guided through numerous data sets that provide insight into local special education practices and programs that are impacting the outcomes for students with disabilities. All the data analysis is completed on digital templates that ask guiding questions for each data set and report to help understand that data. During the data analysis process to ensure each data set that has been analyzed will be considered, a data connection process will be implemented to start to explore possible priority challenge area/s and root cause/s. Lastly, the data analysis and data connection processes transition seamlessly into the priority challenge statement, root cause, and goal development process. The RDA Coach assigned to the district will also participate and facilitate discussions during this process.

### Data Retreat

#### *Data Analysis*

- In this step, the data/reports gathered and organized with BHSSC will be analyzed. During the data retreat, the district will analyze data sets on an overall data analysis template that helps facilitate and understand data. During this time districts can work in a large team or separate into smaller groups.
- Data progressions will be completed after each data set has been analyzed. This allows the districts to connect each data piece with each other to streamline the priority challenge and root cause process.

#### *Priority Challenge Statement*

- The goal of this step in the RDA process is to choose a priority challenge statement from the data the RDA team has analyzed. The first step in this process is to connect team/s data analysis and progression with a challenge statement.
  - A Challenge Statement is:
    - Drawn from trends that are a concern for the school/district
    - Should be specific statements about student performance/outcomes
    - Provide the strategic focus for improvement efforts
    - Challenge Statements are not what caused the performance, they are factual statements of the performance level itself
- District teams will complete a process to determine a priority challenge statement. Once the staff has chosen a priority challenge to focus on, they are to write a statement about that focus area. This priority challenge statement process will allow for causations to emerge.

#### *Root Cause Analysis*

- This multiple-step analysis and process of causations will lead a district into selecting one or two causations for each challenge statement. The RDA Team will then complete Root Cause Analyses on each of them. This will further those causations into a possible true root cause. Teams will not know if it is a true root cause until data begins to show improvement.



*\*Following the data retreats, RDA Coaches are to meet with the district staff to plan out the timeline and check-in dates for the year, keeping in mind that these dates might change, and more dates may need to be added as the year progresses. RDA Coaches are encouraged to meet with districts in their first year of implementation at least monthly, and districts are encouraged to meet internally without the RDA Coach as needed.*

## Action Planning and Implementation

### Purpose:

The purpose of this step is to ensure the implementation of action steps are taking place and to evaluate the impact (if any) of these efforts on goal/s and root cause/s determined at the data retreat. This step is supported by, at least, monthly check-ins and other support-focused meetings completed by the RDA coach assigned to the districts. This step will also inform if the team selected a “true” root cause or contributing cause, if this is the case, further data and another root cause analysis will need to be completed. During this time, the RDA team will implement all action steps completed within the selected timeframes on their action plans.

### The Action Plan Development and Implementation Process is as follows:

- The RDA Teams should develop a focused goal based on the priority challenge statement and root cause analysis. Goals will be “SMART”:
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-Bound

*\*Depending on the size of the district and the RDA team, most districts will have multiple goals they are going to work towards. These goals might be developed by building-level, area of focus, grade level, etc. If a district and/or building already has a school improvement/initiative goal, RDA Teams can develop sub-goals or objectives to align with their existing goals.*

- Once the district’s staff has developed a goal for their district team(s), an action plan is to be developed to guide the staff’s work towards the goal(s) as the year progresses. This action plan should have specific deadlines for when check-ins on progress should be made as well as when certain benchmarks should be attained in working towards the goal(s). This action plan should also list the team member(s) responsible for ensuring that these soft deadlines are met. A district can have an overall 3-year goal with yearly objectives within those three years, should they choose to do so. Action plan will be laid out per check-in requirements. This will help keep the team on target and keep check-ins with the RDA coach meaningful.
  - Things to keep in mind in developing and implementing action plans:
    - The plan should be sustainable - how will the process continue if there is staff change-over?
    - It should be supported by data to demonstrate improvements.
    - It should be attainable.

## Internal Review

All Districts Are Required

### Purpose:

The Internal Review Process will assist special education case managers to review their own files for compliance knowledge and determine areas of additional training. It is also useful to connect action plans with the IEP process. The purpose of this process is to

- Ensure annually that local school districts are focusing on implementation of special education regulations
- Identify areas of non-compliance or additional professional development needs the district can address internally
- Provide SEP input on areas of concern, discovered at local level, that the state may need to address

Note: Educational cooperatives that have case managers serving multiple districts: SEP encourages you to meet with your member districts on how to implement the internal review requirement without overburdening your staff serving multiple districts.

### Basic Requirements:

#### All Districts Internal Review Requirements:

SEP has developed a sample internal review form districts can utilize. The form, recorded training and supporting documents can be found on the Special Education Accountability Process [webpage](https://doe.sd.gov/sped/accountability.aspx), under the “District Internal Review Document” section: <https://doe.sd.gov/sped/accountability.aspx>.

- Each case manager will conduct a minimum of 1 internal/self-assessment file review.
- District must analyze the internal review data to determine internal professional development area of need around ensuring compliance.
- District will submit to the state the area(s) of professional development determined and completed by the district. State will notify districts when and how it will be collected in May annually.

### The Internal Review Process is as follows:

Every district, regardless of their assigned Level of Support, is required to complete an internal review process. Every special education teacher, related service provider, and/or anyone who serves as a case manager must participate. Districts are encouraged to use the Internal Review form developed by SEP. It provides technical assistance to staff in the completion of their paperwork and ensure its alignment to ARSD’s. This form then auto-populates into a data breakdown that district administrators will review and submit to SD DOE-SEP. Along with this data submission, districts can develop a Professional Learning Plan that aligns with the districts needs determined by the internal review data.

The internal review form must be completed by all districts, including districts who are scheduled to be reviewed by the DOE. Districts who are scheduled for an accountability review can use this process to prepare for the review.

- Districts that have assigned RDA Coaches will receive training and guidance from their RDA Coach in completing this process. The RDA Coach will then provide technical assistance on process and documentation improvement - *remember that this is not an official South Dakota Special Education Compliance Review.*
- This internal review process is meant to ensure that a student's IEP file has all the paperwork required and is appropriately documented. Staff should utilize resources to ensure the process documentation is accurately completed.
- The district should consider what areas of the IEP process might impact the district-developed action plan(s). As district staff conduct the self-assessment, they will make additional notes to collect data to support their action plan(s) through qualitative and quantitative data.

*Note: If districts have their own self-assessment process/form, it can be used. It must meet the requirements identified above.*

## Validation

### Purpose:

The purpose of the validation meeting and process is to reflect, analyze, and determine if the implementation of their action steps (strategies, trainings, etc.) had a positive impact on their goal/s and overall root cause/s. The RDA team will explore and analyze; the impact on their goal, determine accuracy of the root cause, and explore the overall efforts toward implementation. This meeting will also allow the RDA team/s to discuss next steps and plan for next year, include the following year's two-day data retreat. RDA coaches will support and run this meeting.

### The Validation Process is as follows:

- Analyze updated data (if necessary)
- Reflect and determine the effectiveness of the team's action steps (strategies, training etc.) in working towards the goal(s) and root cause(s)
- Reflect and determine the overall effort put forth by the RDA teams
  - Did this have an impact on the effectiveness of their goal/s and root cause/s?
- Plan for next year's activities

During this time, the RDA Team will also develop a timeline and document any updates to the goal(s) and action plan(s) moving into the next year. The district should also work with the RDA Coach at this time to determine dates for the next data retreat and any other RDA activities for the following year (for Level 3: year 1 and year 2 districts or Level 2 districts that remain identified).

## Frequently Asked Questions:

### Questions, in regards, to overall RDA Process:

#### ***How can I align this with other initiatives within my district?***

Depending on what the other initiatives are and how students with disabilities are/can be included in them, the RDA process can support other initiatives or requirements in the district depending on the area of focus.

#### ***What professional development opportunities will go along with this?***

All districts will have access to state-level professional development opportunities. For Level 3 and 2 RDA Districts, limited professional development will come from data retreats, assistance with action plan implementation and/or internal review. If specific professional development is needed to implement action plan, district will be responsible for follow through and if costs associated.

#### ***I'm a Comprehensive or Targeted Support School, how does that work fit in with the RDA process?***

Data collected during the RDA and South Dakota Comprehensive Needs Assessment (required for Comprehensive Support and Improvement schools) may overlap and therefore could be used to help inform outcomes for both processes. Targeted Support and Improvement schools conducting the RDA process can use the same action plan or adapt it to ensure that it addresses the reason for designation and is drilled down to the school level.

#### ***What is the general education teacher's role within this committee and process?***

General education staff are an important part of the process because special education students are all of our students; special education students typically spend majority of their time in regular classrooms. The general education staff are critical in the development of Individual Education Plans to ensure students are learning from the general education curriculum. They also know what supports and training is needed for providing best instruction.

#### ***Can this process also help with my upcoming accountability review?***

Yes, if the district staff utilizes the internal review process and resource documents to ensure all documentation is in their files and appropriately completed, it could potentially be of great help in an upcoming accountability review.

### Questions Regarding Risk Rubric:

#### ***What data is being used? When is the data from and how it is collected?***

The South Dakota Special Education State Performance Plan (SPP) data, child count along with submission of professional development areas is what is used to run through the Risk Rubric. This data is pulled from the previous school year and is collected from state reporting processes.

#### ***Why did you select that data or indicator?***

The data was selected by a group of stakeholders. Each indicator that was selected for the rubric was determined to be the most effective in determining what districts need the most support. The stakeholders' group overall goal was to determine which indicators met the purpose of RDA which is to improve educational results. They also looked at which performance indicators the state, as a whole, was not meeting SPP targets. Other data determined by state or stakeholders indicated were necessary in order to effectively determine districts in need of support.

***Why is indicator 3 differentiated or worth more points?***

Stakeholders felt this is an important indicator state-wide. If there is a tie breaker needed for determining the level, the differentiated points will be used. If still a tie, then SEP will further analyze risk rubric trend data and other district information to determine level.