Reading Drives Achievement:
Procedural Compliance Self-Assessment (RDA:PCSA)
Questions and Answers (Q&A)
(Updated September 2022)

Prepare

1. How long does it take to complete the [RDA:PCSA Training and Certification eCourse](#)?

   It varies greatly, but averages about 3 hours. The eCourse includes quizzes which must be answered correctly before you can move forward in the course. But don't worry, each section can be taken more than once and it is not unusual to have to take it a few times. You may find it helpful to open the links to citations on the introductory pages for reference. From each page with a quiz, you can view the compliance statement and guiding questions to inform your answers.

2. Can I take the eCourse on a smartphone or tablet?

   Based on our review, the eCourse and report certification completion function through a browser on a smartphone or tablet. However, some functions may vary compared to a computer, such as the menu appearing as a collapsed menu button with three horizontal lines on the side or bottom of the screen.

3. What browser should I use to complete the eCourse?

   The department recommends using Google Chrome, Firefox, Microsoft Edge, or Safari. We do not suggest using Internet Explorer.

4. How do I ensure I don't lose progress on the eCourse?

   If you begin the eCourse and plan to resume at a later time, do not delete browser data or cookies before resuming. When you continue, use the same device and browser to ensure progress is saved. When you visit the [eCourse page](#), a prompt will allow you to select "Continue" or "Yes" to resume where you left off. If you select "Restart" or "No," you will reset the eCourse and delete progress.

5. What happened to the audio in the eCourse?

   Audio from multiple devices tended to be disruptive during group settings, so we removed audio content.

6. Regarding WISEdata, how can we prepare our LEA for the RDA:PCSA?

Students are loaded into the RDA:PCSA application by WISEid. WISEids entered into the application are matched with data in the WISE Data Warehouse so sampling can be proportionate with factors such as age, reported disability, and educational environment. The application may reject WISEids if the WISEid does not exist in the WISE system, the associated student is identified as not disabled in the previous year, or the student was not associated with the LEA in the previous year. One way to avoid rejected WISEids is to resolve all WISEdata errors from the previous school year relating to special education (reporting disability, education environment) and enrollment in WISEdata. Once the errors are resolved in WISEdata, wait one additional day to enter students into the RDA:PCSA application. Please contact Paul Sherman (608-267-9157) to discuss any remaining rejected WISEids.

Assess

Logging In

7. I'm having trouble logging into the online reporting tool on the [Special Education Portal](). Do you have any suggestions?

Some LEAs have reported difficulty accessing the application from the Special Education Portal. Please remember that your LEA must have a role administrator for "Special Education Portal – Cyclical Indicator" in Application Security Manager (ASM), and the role administrator must grant access to RDA:PCSA users as either a "director/designee" or "district user." If you are the role administrator, do not forget that you need to grant yourself access as "director/designee" or "district user" to have access to the application. Please contact Paul Sherman (608-267-9157) if you experience other difficulties accessing the application or managing student pools.

Student Pools and Sampling

8. Do we include reevaluations and three-year reevaluation waivers in the Evaluation/IEP student pool?

Yes. In the past, the evaluation and IEP samples were separate. In the RDA:PCSA pools which pull the samples, we purposefully combined evaluation, IEP, and implementation to save users time. Therefore, the list of WISEids you will need to update will be broader and include students who had initial evaluations, reevaluations, and waived three-year reevaluations.

9. Why don't we include some students in our evaluation/IEP pool?

The evaluation, IEP, and implementation samples will pull from the same pool of students so it is important to ensure that students would only be included if the

evaluation or reevaluation was completed by the LEA conducting the RDA:PCSA and the student would have a current IEP in place to assess. Therefore, we needed to remove students who were found not eligible, where consent for services was not received (or revoked), adopted transfer students, students where the LEA did not create the evaluation/reevaluation, parentally-placed private school students, or homeschooled students from the evaluation/IEP pool.

10. Which students are included in the discipline pool?

The discipline pool includes all students with disabilities who were removed for a violation of a code of student conduct by LEA staff for more than 10 cumulative school days in the previous school year (July 1-June 30). Ensure the data reported in WISEData reflects proper counting of disciplinary removals for special education.

Examples of these kinds of removals include expulsions, out-of-school suspensions, certain in-school suspensions, certain bus suspensions, removals to interim alternative educational settings for weapons or drug offenses or for inflicting serious bodily harm, de facto suspensions, and other disciplinary changes of placement.

11. Which students are included in the shortened day pool?

Please create a list of students with IEPs who currently attend school fewer minutes per day than their non-disabled peers. Include all students for whom the LEA has FAPE responsibility, including students in alternative and off-site programs (including CESA programs). Exclude the following students from the list:

- Students who have been excused from full-day attendance for medical reasons pursuant to the LEA's general attendance policies;
- Parentally placed private school students;
- Students placed in residential care facilities (RCCs) by a county;
- Students in jails or juvenile detention facilities;
- Students in day treatment programs;
- Students who have written agreements developed through the mediation process regarding the length of their school day;
- Three-year-old children, and four-year-old children not enrolled in an LEA-operated 4K program;
- Students beyond the 12th grade participating in postsecondary transition programming; and
- Students who have been expelled.

The key to whether or not they should be included in the shortened day schedule is based on who determined the shortened day was appropriate for that student. If it was the IEP team, we would expect to see them in the sample so that we can check

for proper documentation. Please remember that regardless of the pool for the RDA:PCSA, the requirements in the [shortened school day bulletin apply](#).

Upload the list of students by clicking "manage pool" for Shortened Day. Download the .csv template in the application and save the list of students to the template. Upload the saved .csv file to the application. Review the uploaded shortened day pool for accuracy.

If the LEA has no students meeting the criteria for the Shortened Day pool, click on the yellow "Confirm the LEA has zero students meeting the pool criteria" button, and complete the confirmation process.

12. Should the shortened day pool include students that had a shortened day for the previous school year, or the current one?

    You should include students on the shortened day list who are currently on a shortened day, not students who were on a shortened day in the previous school year.

Pulling the Records

13. What do I do if I just realized that one of the students in my sample no longer attends the LEA?

    You can "swap" students out of your sample. Log into the reporting tool on the special education application, navigate to the appropriate sample, find the affected student record and click "Swap." The software will ask you to provide a reason the student is being swapped out.

14. What if a student whose three-year reevaluation was waived with the agreement of the parent(s) is part of my evaluation sample?

    Pull and review the [Notice of Agreement That A Three-Year Reevaluation Not Needed (DPI Model Form RE-3)](#) to ensure the waiver was appropriate. A reevaluation must occur at least once every three years, unless the parent and the LEA agree a reevaluation is unnecessary. Reevaluations determine continuing eligibility under IDEA, but also drive programming and ensure that the student is receiving a free appropriate public education. No student remains stagnant over time. Reevaluations are critical in determining the student's present level of performance (the what), the effects of the disability (the how), determining the student's disability-related needs (the why) and developing appropriate ambitious and achievable goals and aligning services to progress towards those goals. A reevaluation must be individualized, and take into account the student's current educational needs. The decision not to conduct a three-year reevaluation must be given careful consideration. If the LEA does not conduct a three-year reevaluation as a result of an agreement between the LEA and the parent, the next evaluation is due three years from the date of the Notice (top right corner of the RE-3). If the

waiver was not appropriate, conduct training with your staff to remind them of the requirements.

For RDA:PCSA Evaluation items 1, 2, 3, and 4, enter "NA" for the student.

15. Which IEP should I use for my review of the IEP sample? The IEP that was created as a result of the evaluation that is also being evaluated, or a different IEP?

You should be reviewing the student's current IEP (the one that is in effect) on the date you are doing the records review. In some cases, this may be the same IEP that was created as a result of the evaluation you are also reviewing. In other cases, it may be a more recent IEP.

Review Records with Directions and Standards

IEP

IEP-8: The student's IEP includes a description of how the student's disability affects the student's progress toward grade level reading standards.

16. Does the following statement meet the minimum compliance standard for IEP-8? "Student has significant academic gaps in reading, math, and writing. Student needs small group instruction, supported instruction, and multiple repetitions of skills in order to make progress towards meeting grade level standards."

Assuming that DPI Model Form I-4, section 1. E. 1. box was checked "yes" with the statement below, it does not meet minimum compliance and should be marked "no" in the RDA:PCSA because section I.E.2. does not describe *how* the student's disability affects progress toward grade level reading standards, or for preschoolers early learning standards. It would be hard to develop a good disability related need, goals, and services based on this description.

In our CCR IEP training, we describe the effects of the disability as what is observed in relation to grade level standards and expectations. When documenting the effects of the disability, the IEP team must include a specific description of *how* the student's disability affects access, engagement and progress in the general education reading (or, for preschool students, early literacy) curriculum, instruction and environment. For example, "the student struggles with reading fluency when reading grade level materials." Other examples: "Does not independently read grade level text and written materials. Difficulty completing assignments that involve reading in school and when doing homework. Off-task and disruptive behavior when expected to read silently or aloud in class." When describing in an IEP how the disability affects access, engagement and progress, it is good practice to identify the conditions of when, where (what activity or content area), and how frequently the effect of the disability occurs.

IEP-10: If the student has a disability related need affecting reading, the IEP includes one or more annual goals designed to enable the student to be involved in the general curriculum and progress toward grade level reading achievement...

17. If the student has a disability related need in reading, can their linked annual goal be related to self-advocacy of a reading accommodation in the general education environment?

    We recommend the IEP team follow the [5-Step Process of CCR IEP development](#) to identify the effects of the disability on the student's reading achievement and the student's disability related needs. If the disability related needs are addressed by appropriate goals and services, then the student should make progress towards achieving grade level reading standards. In your example, if the IEP team determined self-advocacy is the only disability related need affecting reading, then it would be appropriate to develop a self-advocacy goal for the student to enable the student to be involved in the general curriculum and progress towards grade level reading achievement. If the self-advocacy goal does not help the student progress towards grade level reading achievement, the IEP team should reconsider why the student is not reading at grade level and develop a goal to address the reason. One example of a self-advocacy goal may be "the student will request a book on tape when having difficulty with the text" to access the grade level content. However, the student must be able to receive the accommodation (book on tape) even if the student does not request it.

IEP-15: During the annual review of the student's IEP, the IEP team used data aligned with the baseline and level of attainment to determine whether the student met the annual goal(s).

18. The application does not allow entry of "NA" for item IEP-15. What should we do?

    Due to a technical problem, "NA" will not be available for IEP-15 for the 2022-23 school year. If "NA" criteria are met for this item, answer "yes."

IEP-18: The statement of specially designed instruction is stated in a manner appropriate to the service and includes anticipated frequency, including the amount.

19. Does every student with a disability related need affecting reading need to have specially designed instruction to address it?

    Not all students with a disability related need that affects reading must have specially designed instruction in reading. Students participating in the general education curriculum who have a disability related need in reading must have a special education "service" to address that need whether it is specially designed instruction, related services, supplementary aids and services, and/or program modifications or supports for school staff to address that need. If the IEP team determines a student has a disability related need that affects reading and if the IEP team determines the student needs specially designed instruction to address

the need, then the specially designed instruction must include frequency and amount. They must have at least one goal and one special education "service" to address the need. DPI Model Form I-4 lays this out on the third page in the box under Section E: Summary of Disability Related Need: "If the IEP team determines the student has a disability related need(s) that affects reading (academic and/or functional), the IEP must include a minimum of one goal to address this need(s). Each identified disability related need must have at least one corresponding goal and/or service to address the need. A goal or service may address more than one need. Services include special education, related services, supplementary aids and services, or program modifications or supports for school personnel."

20. Would extended learning time or study hall where a student could receive assistance from a special education teacher be specially designed instruction?

    Whether the homework assistance would meet that level or not, it depends. Specially designed instruction is adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability; and ensure access of the student to the general curriculum, so the student can meet the educational standards of the public agency that apply to all students. If the student has a disability related need in reading, they must have some service linked to that need. It sounds like in your example the extended learning time and extra assistance from a special education teacher during study hall is more of a supplementary aid or service. If the team believes the supplementary aid or service (such as extended learning time/study hall) is sufficient to allow the student to reach grade level standards in reading, it is compliant without any specialized instruction. If the student is not making sufficient progress in closing the gap, the team should be proactive and meet to add any needed specialized instruction at any point during the IEP term.

    Be sure that you describe the specially designed instruction enough to ensure that those responsible for implementation not only know the frequency and amount of the service, but what the service is itself. Generic "assistance in study hall" or "support" doesn't really describe this. You really should have your teams dig deeper here. What are they providing that is really "special ed" versus a regular study hall period? How will this help the student achieve grade level standards in content areas, not just "pass all classes" and graduate? Bulletin 10.07 provides some specific examples of "conditional" services that may help you think through this in Question 4.

Implementation

21. How do we do the implementation sample review?

    LEAs may use a variety of methods for a two week period during the school year to determine whether or not students in the implementation sample are receiving the

services listed in their IEP with the appropriate amount, frequency, location, and duration. For the implementation sample, LEAs should be looking at the **student's current IEP** (the one in effect) during the two weeks the implementation sample is being reviewed. For each student in the IEP implementation sample, review evidence to indicate whether or not the student received the required services. Potential evidence includes but is not limited to the IEP, student schedule, teacher notes, teacher schedule, attendance record, and student interviews.

Submitting

22. How do I select corrective actions for the corrective action plan?

   From the blue bar at the top of the page in the RDA:PCSA application open the drop-down menu under "Corrective Action Plan." From the drop-down menu select the area you wish to enter corrective actions for (for example, Implementation). The page that opens will display a list of all items in the selected area and an indication as to which items require corrective actions. To enter corrective actions, click the blue "Edit" button at the top left of the list.

23. I tried to submit our report however I am receiving an error message stating "sorry, an error occurred while processing your request." I am wondering if I am missing something and my transaction is being flagged for a particular reason?

   Check to be sure you have been assigned access in ASM to SE Portal-Cyclical Indicator at the "director/designee" level. Staff with "district user" level access are not authorized to submit the report.

Correct

24. How can I see the required student level and LEA selected current compliance corrections?

   Once all RDA:PCSA results are recorded in the [reporting tool](#), it will generate a report of all required student-level error correction(s). This report is located under the "submit report" tab as a PDF and can be previewed before it is finalized.

For questions about this information, [contact](#) the Special Education Team at 608-266-1781