

SPP/APR* Indicator Summary

Indicator 11 – Child Find (60-day Timeline)



Percentage of students evaluated within 60 calendar days of receipt of parental consent for initial eligibility evaluation.

Why is the indicator important?

The amount of time spent in determining a student’s initial eligibility plays a key role in how soon an eligible student can begin receiving the special education and related services they need to help them succeed in their educational environment. Child Find and the 60-day timeline set a maximum timeframe for initial eligibility determinations so that students do not experience a delay in the receipt services.

Studies show that early and accurate identification of disabilities can set struggling students on a path for success.

Where does the data come from?

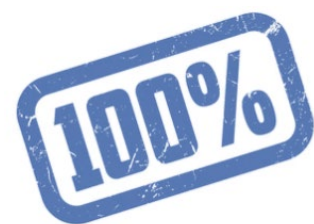
The data used for calculating this percentage are submitted to the state from districts and charters also known as local education agencies (LEAs). Data are submitted throughout the school year through the Idaho System for Educational Excellence (ISEE) as part of the Special Education Students file. LEAs have an opportunity to review and correct any reporting errors. The data are then reviewed by the Idaho State Department of Education and compliance with the Individuals with Disabilities Education Act (IDEA) is determined at the student level.

How is the indicator calculated?

$$\frac{\text{\# Students with parental consent for initial eligibility evaluation who have initial eligibility determined in 60 calendar days excluding days when school was out of regular session for five or more consecutive school days.**}}{\text{\# Students who had an initial eligibility evaluation for special education and related services}} = \text{\% of students with compliant Child Find (60-day timeline)}$$

What are the goals of the indicator?

Idaho’s goal is to have 100% of initial eligibility determinations completed within 60 calendar days of receipt of parental consent for initial evaluation. The goal for Indicator 11 – Child Find (60-day timeline) is set by the Office of Special Education Programs (OSEP) to ensure states focus on achieving 100% compliance with IDEA.



* State Performance Plan / Annual Performance Report (SPP/APR).

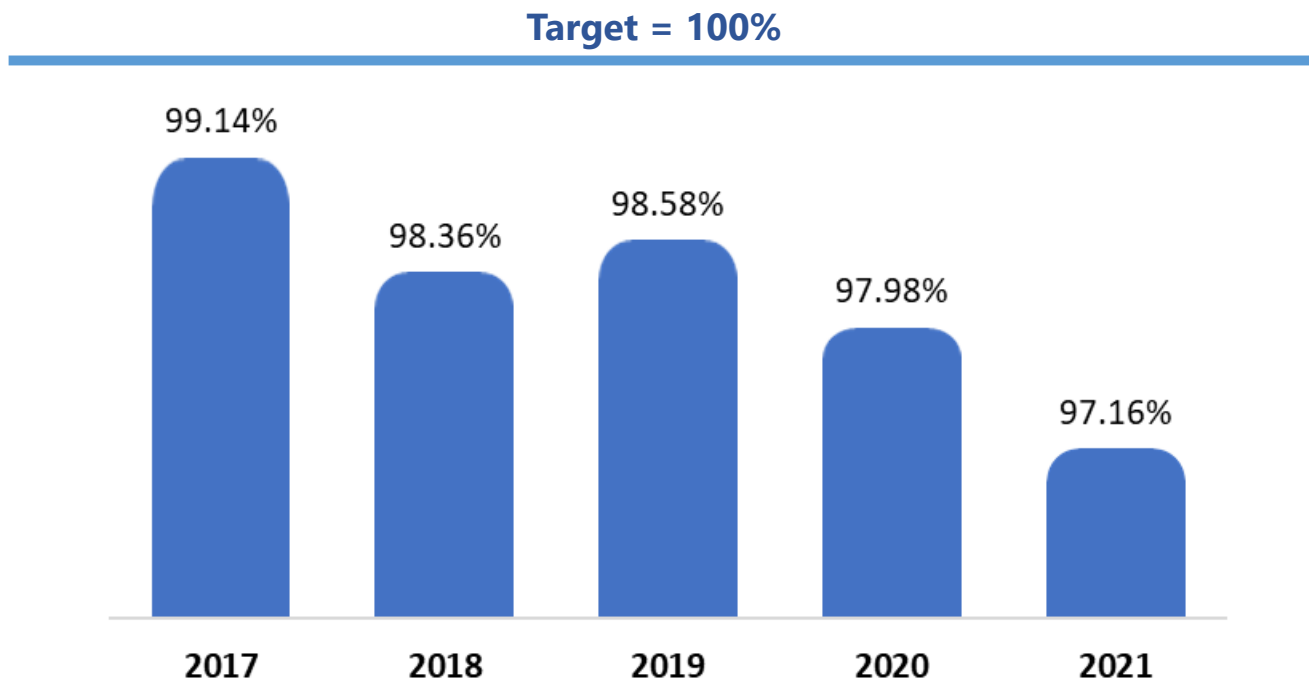
** Idaho has a state exception rule. If school is out of session for five or more consecutive school days the 60-day timeline is put on hold until school is back in regular session. LEAs are required to report any use of the state exception rule at the student level.

How are the data used?

SPP/APR information, including Child Find (60-day timeline) data, is used when identifying LEAs for additional support and training. LEAs that are below state targets will receive support and may be prioritized for additional funding and resources to help improve processes and program evaluation.

In addition, any LEA identified with one or more cases of noncompliance must address the noncompliance through improvement activities and assurances. For each student where noncompliance was identified, the LEA must show documentation that the student received an initial eligibility determination and if the student was eligible, had an IEP developed, and services provided. The LEA must then prove their system is compliant by providing a sample of additional data that shows 100% compliance on Child Find (60-day timeline).

Idaho's Progress to State Targets



Additional Information

COVID-19 has had a negative impact on Indicator 11 - Child Find (60-day timeline). Since the beginning of the COVID-19 pandemic, Idaho has seen high turnover and increased numbers of unfilled positions at all levels. These shortages have impacted the following;

- Reduced resources necessary to complete evaluations,
- Increased difficulty of communication between teams
- Reduced understanding and knowledge around data reporting.

In response the Idaho Special Education Support and Technical Assistance (Idaho SESTA) has developed online training modules, quick guides, and short videos allowing educators to access training without being pulled away from their classrooms.