# Idaho Revised State Performance Plan for Improving Results for Students with Disabilities

# FFY 2005 - 2012

**Created by the State Department of Education**

**With stakeholder input**

**To meet the requirements of the Individuals with Disabilities Education Act**

**Revised February 12, 2013**

## Overview of the State Performance Plan Development:

State Performance Plan (SPP) Development in Response to the Office of Special Education Programs (OSEP) Requirements

Idaho's State Performance Plan (SPP) was developed with attention to OSEP requirements and widespread stakeholder input. The development of the SPP began with the review of the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and the consideration of each component prior to submitting assurances to OSEP in May, 2005. Idaho State Department of Education, Special Education Section personnel examined each requirement and determined how best to address it.

Planning sessions were held with SDE personnel including the Special Education Supervisor, all Special Education Coordinators beginning in May, 2005 and continuing through the submission of the SPP in December, 2005. Indicators and required measurement methods were discussed and indicators assigned to individual coordinators and specialists as related to areas of expertise and assignment within the Special Education Section. Connections with other sections within the SDE, especially Bureaus of Educational Improvement and the Bureau of Technology Services, were established to ensure that the data on new indicators would be collected in a timely manner. In addition, discussion across all SDE Bureaus ensured that the SDE Strategic Plan, and all Leadership Team activities were incorporated into the SPP as appropriate.

The SDE gathered and analyzed data for the development of the State Performance Plan (SPP) beginning in May, 2005. The internal team comprised of staff with data analysis expertise and content area expertise in each area discussed criteria for measurable and rigorous targets and improvement activities. The Data Coordinator and Monitoring and Quality Assurance Coordinator provided assistance in gathering and interpreting the data and the content area experts provided information about potential issues related to policy and practice that might have influenced or might explain the data. This team drafted the SPP using this information. The draft, along with the raw data, was presented to the following groups for input on all content targets and improvement activities:

- Idaho Special Education Advisory Panel (SEAP) September 21-22, and October 31, 2005;
- Secondary Transition Interagency Coordinating Council, September 28, 2005 and November 3, 2005.
- Early Childhood Interagency Work Group, October 2005.

The October 31, 2005 draft of the SPP was placed on the Idaho State Department of Education Website for comment, and sent via email for comment to the Idaho Association of School Administrators, all LEA Special Education Directors, Idaho Parents Unlimited (Idaho's Parent Training and Information Center), and the Federation of Families for Children's Mental Health, and to all SEAP members for additional comments.

In addition, the Idaho State Department of Education Special Education Supervisor obtained comment on the SPP from both the Idaho Council on Developmental Disabilities and each regional Special Education Directors meetings in November, 2005.

Comments and suggestions were considered and incorporated into the final SPP submitted to the Office of Special Education Programs December 2, 2005.

The October 31, 2005 draft of the SPP was placed on the Idaho State Department of Education Website for comment, and sent via email for comment to the Idaho Association of School Administrators, all LEA Special Education Directors, Idaho Parents Unlimited (Idaho's Parent Training and Information Center), and the Federation of Families for Children's Mental Health, and to all SEAP members for additional comments.

For the February 1, 2010 submission, Indicator 7 was changed according to guidance from Department and the Office of Special Education and Rehabilitative Services (OSERS), baseline was established, and targets set. Broad stakeholder input was obtained from the Idaho Special Education Advisory Panel, the Early Childhood Interagency Work Group including Part B and C stakeholders and parents of

preschoolers, and the Monitoring Work Group including special education directors from all regions of the state.

**Revisions for the February 2013 Submission**

For ease of identification, changes to the SPP for 2013 are highlighted in blue.

Idaho's Revised State Performance Plan is posted on the State website at: http://www.sde.idaho.gov/site/special_edu/performance_plan.htm Notification of the posting will be disseminated through the SDE monthly newsletter. Data from the SPP and APR will be shared with stakeholders at conferences and meetings throughout the year.

**Revisions for the February 2012 Submission**

Idaho's Revised State Performance Plan is posted on the State website at: http://www.sde.idaho.gov/site/special_edu/performance_plan.htm Notification of the posting will be disseminated through the SDE monthly newsletter. Data from the SPP and APR will be shared with stakeholders at conferences and meetings throughout the year.

**Revisions for the February 2011 Submission**

For the February 2011 submission of Idaho's Revised State Performance Plan, baselines were established for indicators 4B, 13, and 14 due to changes in the measurement. Broad stakeholder input regarding targets and improvement activities for the new indicators as well as revisions to other indicators was obtained from the Idaho Special Education Advisory Panel, the Early Childhood Interagency Work Group including Part B and C stakeholders and parents of preschoolers, the Idaho Interagency Secondary Council including community partners, individuals with disabilities, higher education, and others, the Idaho Parent Information Center, and the Monitoring Work Group including special education directors from all regions of the state.

**Other Information Related to Idaho's SPP**

Idaho is among the first states to be excused from traditional reporting of IDEA exiting data to the U.S. Department of Education (ED). Due to the high quality of Idaho's Education Data Exchange Network (EDEN) submissions for SY 2003-2004, Idaho has been qualified to supply the data for the Report of Children with Disabilities Exiting Special Education During the School Year (OMB number 1820-0521) exclusively through EDEN.

**Sampling Plan:**

Sampling will be used only for Indicator 8. Complete details are included in that section.

**Reporting Results to the Public**

The public reporting of State and LEA-level data, as required by statute, is posted annually in February on the State website at: https://www.sde.idaho.gov/SpecialEd/DDR/SPEDPortal.asp A formal report is made annually to the Idaho State Board of Education, LEA superintendents, special education directors, school boards and other stakeholders as appropriate.

**Note**: A list of acronyms used throughout the SPP is available in Appendix A.

**Monitoring Priority: FAPE in the LRE**

1. **Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

**ESEA formula for graduation in Idaho:** [(number of graduates), divided by the (number of graduates plus the number of dropouts from the cohort group over the four years of high school)]. This same formula applies to all students and subgroups, including students with disabilities.

**Data Source:**

Idaho Basic Education Data System (IBEDS) collected through Attendance and Enrollment will be used to determine ESEA graduation rates.

**Overview of Issue/Description of System or Process:**

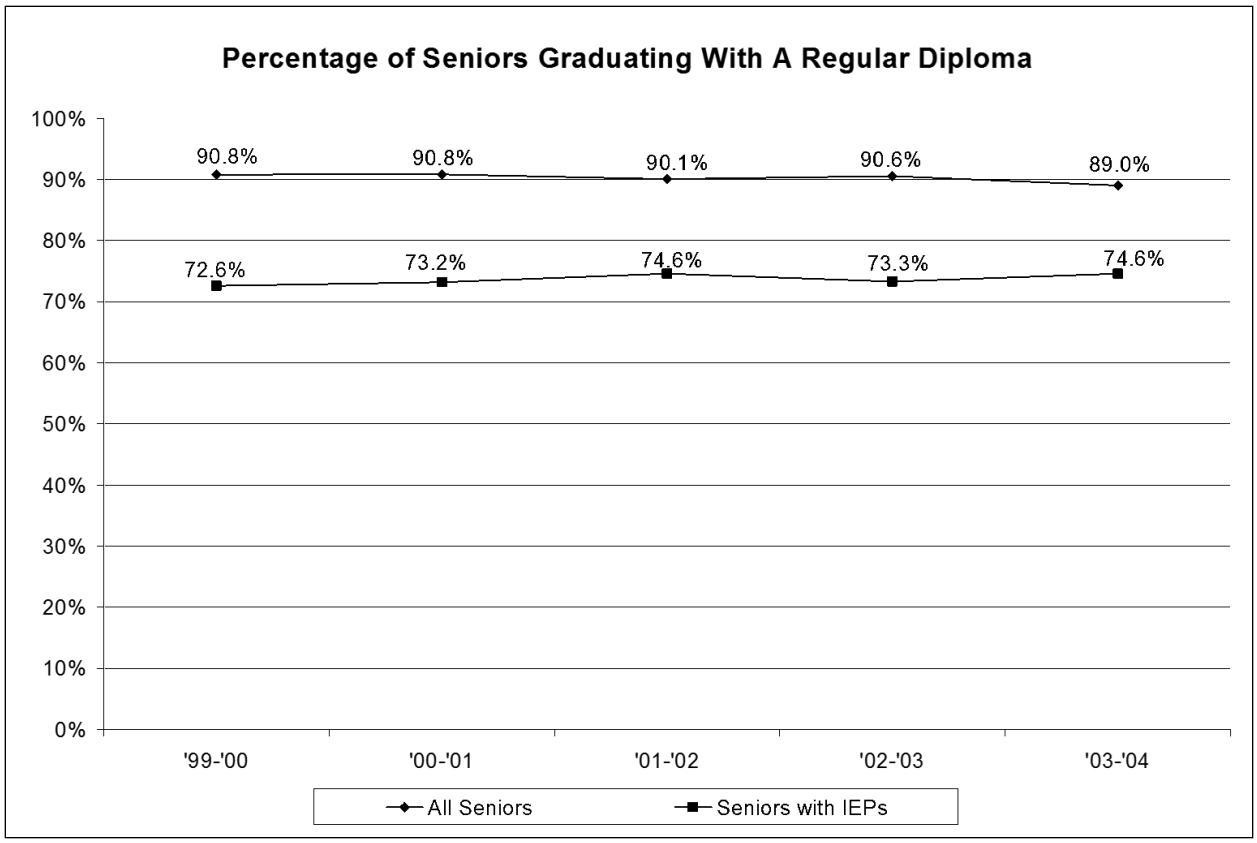
The SDE began collecting graduation data by subgroups, including students with disabilities, in 2004-2005. Although Idaho is in the process of obtaining these data, it requires 4 years of dropout data by subgroups to generate a graduation rate under the ESEA formula. During the transition between sources of data, we continued to report graduation data as we have in the past. This reporting system is described further below.

By Idaho Code, all students must receive a regular diploma, unless the same alternate diploma is awarded to students without disabilities in the same graduating class. Therefore, alternate diplomas or graduation certificates are a very rare occurrence. A student may obtain a regular diploma by meeting the same requirements with the same rigor as non-disabled students, or by meeting the graduation requirements specified in their IEP. This will remain the policy for graduates with IEPs in 2006 and 2007.

The graduates of 2008 and beyond will be required to score at least at the proficient level on the tenth grade Idaho Standards Achievement Test (ISAT) or by demonstrating their knowledge of the standards as outlined in the alternate graduation plan adopted by their district for all students who are unable to pass the ISAT by their senior year. There is an exception made for students who meet the Idaho Alternate Assessment criteria. Those students may demonstrate proficiency on alternate standards as measured by the Idaho Alternate Assessment (IAA) in order to graduate. Only about 1% of the total student enrollment meet Idaho's Alternate Assessment criteria and are assessed against alternate standards that are an extension of the regular standards. We are expecting the vast majority of students with disabilities to use the same standards as their non-disabled peers to meet state requirements for graduation.

**Baseline Data for FFY 2004 (2004-2005):**

| Gap Between the Percentage of all Graduates & Graduates with IEPs Receiving a Regular Diploma | | | | |
|---|---|---|---|---|
| 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
| 18.2% | 17.6% | 15.5% | 17.3% | 14.4% |




**Discussion of Baseline Data:**

Because the graduation rate we are using during the interim time period prior to the availability of ESEA data, and it relies upon the December 1 Child Count, the most recent year available is 2003-2004. The graduation rate for students graduating in spring 2004 will not be available until after December 1, 2005. Since Idaho was one of the states granted OSEP approval to report all future exiting data via EDEN, future graduation data will be harvested from the EDEN system. We anticipate that targets set for 2009 and 2010 will be adjusted based on the ESEA formula change.

Improvement is noted in graduation gap data over the prior year. The number of seniors with disabilities receiving a regular diploma increased by 1.3% for students in special education, while the overall percentage of graduates declined for non-disabled seniors. The gap decreased between all graduates and those in special education by 2.9% over the previous year.

Improvement may be influenced by the following.

A. Improved quality of reading instruction as a result of the following:
    a. Adolescent reading workshops provided by the SDE for secondary teachers;
    b. Required literacy courses for new teachers and those renewing their certification;
    c. Provision of Consortium on Reading Excellence (CORE) reading workshops for all elementary and secondary teachers;
    d. Provision of Consortium on Reading Excellence (CORE) elementary and secondary leadership and coaching institutes sponsored by both SDE Title 1 and Special Education Sections, summer 2005 for all schools in Alert, years 1-4 for students with disabilities (SWD), economically disadvantage (ECON), based on AYP, and Results Based Model (Idaho's Response to Intervention model) sites;

B. Statewide emphasis at both the state and local levels on using data to make instructional decisions;

C. Increasing the use of scientifically research based reading and math curriculum and teaching strategies through a Research-Based Reading Caravan during the spring of 2006, and math workshops including an evaluation of Math Curricula using a valid and reliable instrument;

D. AYP requirements focusing efforts on remediation of reading and math skills for all students, resulting in students improving the skills needed to be successful in high school, for example;

E. An increase in use of intervention plans and progress monitoring using curriculum based measurements through the expansion of the Results Based Model, Idaho's model of Response to Intervention;

F. Implementation of a variety of interventions listed in districts' "Special Education Plan for Improving Results" (PIR) regarding graduation rates.

**New Baseline**

A new baseline was established using ESEA data from the 2006-2007 school year. The graduation rate was 81.4% for students in special education. The ESEA Idaho goal of 90% was adopted for all students, including students with disabilities.

| FFY | Measurable and Rigorous Target |
|---|---|
| **2005** **(2005-2006)** | Reduce the gap to ≤14% between all students receiving a regular diploma and students with IEPs. |
| **2006** **(2006-2007)** | Reduce the gap to ≤13.5% between all students receiving a regular diploma and students with IEPs. |
| **2007** **(2007-2008)** | Increase the graduation rate of students with disabilities receiving a regular diploma to 75.7% |
| **2008** **(2008-2009)** | ESEA target is 90% |
| **2009** **(2009-2010)** | ESEA target is 90% |
| **2010** **(2010-2011)** | ESEA target is 90% |
| **2011** **(2011-2012)** | ESEA target is 90% |
| **2012** **(2012-2013)** | ESEA target is 90% |

**Improvement Activities/Timelines/Resources:**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Collaborate with the IBEDS system to cross-reference 618 with ESEA data to ensure that the special education data it collects and reports are accurate. | Ongoing | VI-B Funds<br>Quality Assurance Coordinator<br>Coordinator Special Education Technologies |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2005** | Provide technical assistance to districts in developing and implementing their improvement plans (PIR). | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>Quality Assurance Coordinator |
| **2005** | Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide. | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>VI-B funds |
| **2005** | Collaborate with Title 1 and to braid funding to support middle school math and reading leadership and coaching academies, reading and math teaching academies. | Ongoing | Title 1 School Improvement Coordinator<br>Bureau of Curriculum and Accountability<br>Special Education Coordinators<br>Regional Consultants<br>SIG funds<br>Title 1 funds |
| **2005** | Address increasing graduation rates through increasing parent involvement using cross SDE Bureau initiative Home, School and Community Partnerships | Spring 2006 and ongoing | Title 1 School Improvement Coordinator<br>Bureau of Curriculum and Accountability<br>Special Education Coordinators<br>Regional Consultants<br>SIG funds<br>Title 1 funds |
| **2006**<br>**(2006-2007)** | Collaborate with the IBEDS system to cross-reference 618 with ESEA data to ensure that the special education data it collects and reports are accurate. | Ongoing | VI-B Funds<br>Quality Assurance Coordinator<br>Coordinator Special Education Technologies |
| **2006** | Provide technical assistance to districts in developing and implementing their improvement plans (PIR). | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>Quality Assurance Coordinator |
| **2006** | Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide. | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>VI-B funds |

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2006** | Collaborate with Title 1 and to braid funding to support middle school math and reading leadership and coaching academies, reading and math teaching academies. | Ongoing | Title 1 School Improvement Coordinator<br>Bureau of Curriculum and Accountability<br>Special Education Coordinators<br>Regional Consultants<br>SIG funds<br>Title 1 funds |
| **2006** | Address increasing graduation rates through increasing parent involvement using cross SDE Bureau initiative Home, School and Community Partnerships | Spring 2006 and ongoing | Title 1 School Improvement Coordinator<br>Bureau of Curriculum and Accountability<br>Special Education Coordinators<br>Regional Consultants<br>SIG funds<br>Title 1 funds |
| **2007** **(2007-2008)** | Collaborate with the IBEDS system to cross-reference 618 with ESEA data to ensure that the special education data it collects and reports are accurate. | Ongoing | VI-B Funds<br>Quality Assurance Coordinator<br>Coordinator Special Education Technologies |
| **2007** | Provide technical assistance to districts in developing and implementing their improvement plans (PIR). | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>Quality Assurance Coordinator |
| **2007** | Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide. | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>VI-B funds |
| **2008** **(2008-2009)** | Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and ensure all students are well prepared for High School and post school environments. | Ongoing | Title 1 School Improvement Coordinator<br>SDE Content Areas<br>SDE Special Education Coordinators<br>SDE Regional Consultants<br>SIG funds<br>Title 1 funds |

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2008** | Collaborate with the IBEDS system to cross-reference 618 with ESEA data to ensure that the special education data it collects and reports are accurate. | Ongoing | VI-B Funds<br>Quality Assurance Coordinator<br>Coordinator Special Education Technologies |
| **2008** | Provide technical assistance to districts in developing and implementing their improvement plans (PIR). | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>Quality Assurance Coordinator |
| **2008** | Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide. | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>VI-B funds |
| **2008** | Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and ensure all students are well prepared for High School and post school environments. | Ongoing | Title 1 School Improvement Coordinator<br>SDE Content Areas<br>SDE Special Education Coordinators<br>SDE Regional Consultants<br>SIG funds<br>Title 1 funds |
| **2008** | Address increasing graduation rates through increasing parent involvement using cross SDE Bureau initiative Home, School and Community Partnerships | Spring 2006 and ongoing | Title 1 School Improvement Coordinator<br>Bureau of Curriculum and Accountability<br>Special Education Coordinators<br>Regional Consultants<br>SIG funds<br>Title 1 funds |
| **2009**<br>**(2009-2010)** | Collaborate with the IBEDS system to cross-reference 618 with IBEDS ESEA data to ensure that the special education data it collects and reports are accurate. | Ongoing | VI-B Funds<br>Quality Assurance Coordinator<br>Coordinator Special Education Technologies |
| **2009** | Provide technical assistance to districts in developing and implementing their improvement plans. | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>Quality Assurance Coordinator |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2009** | Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide. | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>VI-B funds |
| **2009** | Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and ensure all students are well prepared for High School and post school environments. | Ongoing | Title 1 School Improvement Coordinator<br>SDE Content Areas<br>SDE Special Education Coordinators<br>SDE Regional Consultants<br>SIG funds<br>Title 1 funds |
| **2009** | Address increasing graduation rates through increasing parent involvement using cross SDE Bureau initiative Home, School and Community Partnerships | Spring 2006 and ongoing | Title 1 School Improvement Coordinator<br>Bureau of Curriculum and Accountability<br>Special Education Coordinators<br>Regional Consultants<br>SIG funds<br>Title 1 funds |
| **2010** **(2010-2011)** | Collaborate with the IBEDS system to cross-reference 618 with ESEA data to ensure that the special education data it collects and reports are accurate. | Ongoing | VI-B Funds<br>Quality Assurance Coordinator<br>Coordinator Special Education Technologies |
| **2010** | Provide technical assistance to districts in developing and implementing their improvement plans (PIR). | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>Quality Assurance Coordinator |
| **2010** | Participate in High School Redesign efforts cross-state department and State Board of Education to improve graduation rates for all students statewide. | Ongoing | Regional Consultants<br>Secondary Transition Specialist<br>VI-B funds |
| **2010** | Collaborate with the AT Project to offer the “Tools for Life Conference” for high school students with disabilities. | March 2011 | Part B Funds<br>AT Project funds<br>SDE Secondary Transition Coordinator |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2010** | In the WISE Tool, "Wise Ways" will be extended to include additional research based strategies shown effective for improving graduation rates specifically for students with disabilities. | Jan. 2011 | Part B Funds<br>SDE Regional Consultants (RC) |
| **2010** | Pilot integrating special education improvement plans into the WISE Tool Improvement Plans with a few districts that need to plan improvement activities to address missed goals on the performance indicators for students with disabilities. Stipends will be offered | Apr. 2011 | Part B Funds<br>SSOS<br>SDE RC |
| **2010** | Revise and update the "Moving On" binder. | May 2011 | Interagency Council<br>SDE Secondary Transition Coordinator<br>Part B Funds |
| **2011**<br>**(2011-2012)** | Collaborate with the AT Project to offer the "Tools for Life Conference" for high school students with disabilities. | March 2012 | Part B Funds<br>AT Project funds<br>SDE Secondary Transition Coordinator |
| **2011** | Sponsor the Youth Leadership Forum to develop leadership abilities of SWD and encourage them to take an active role in community leadership | June 2012 | Sec. Transition Coordinator<br>Part B Funds<br>ICDD Funds |
| **2011** | Focus on RTI at secondary level with screeners for both academics & behavior. Collaborate with the Secondary Administrator Association on use of the Warning System as a screening method at the HS level to identify students at risk. | Feb-May 2012 | RTI Coordinator<br>SIG<br>Part B Funds |
| **2011** | Continue to support the Post Secondary Disability Service Office for the purpose of building effective supports for youth with disabilities in post secondary settings & to work with high schools to prepare SWD for post secondary education. | Meet 3 times a year | Sec. Transition Coordinator<br>Part B Funds |
| **2011** | Revise and update the "Moving On" binder. | May 2012 | Interagency Council<br>Sec. Transition Coordinator<br>Part B Funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2012** | Collaborate with with the Idaho AT Project to offer "Tools for Life" annual conference for secondary students with disabilities to provide information on post secondary options and planning, developing self determination skills, & networking for SWD, their families & professionals working with them. | March 2013 | Sec. Transition Coordinator<br>Part B Funds<br>AT Project funds |
| **2012** | Sponsor the Youth Leadership Forum to develop leadership abilities of SWDand encourage them to take an active role in community leadership | Discontinued | Sec. Transition Coordinator<br>Part B Funds<br>ICDD Funds |
| **2012** | Focus on RTI at secondary level with screeners for both academics & behavior. Collaborate with the Secondary Administrator Association on use of the Warning System as a screening method at the HS level to identify students at risk. | Feb-May 2013 | RTI Coordinator<br>SIG<br>Part B Funds |
| **2012** | Continue to support the Post Secondary Disability Service Office for the purpose of building effective supports for youth with disabilities in post secondary settings & to work with high schools to prepare SWD for post secondary education. | Meet 3 times a year | Sec. Transition Coordinator<br>Part B Funds |
| **2012** | Revise and update the "Moving On" binder. | May 2013 | Interagency Council<br>SDE Secondary Transition Coordinator<br>Part B Funds |
| **2012** | To increase proper coding of graduating students the SDE will work with the IT department to develop and train district staff on proper coding of graduation in the ISEE (Idaho System for Educational Excellence) program. | March 2013 – September 2013 | Quality Assurance and Reporting Coordinator<br>Chief Information Officer<br>IT program analyst<br>Part B Funds |

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

**Data Source:**

Idaho Basic Education Data System (IBEDS) and 618 data.

**Measurement:**

ESEA dropout event rate: number of (special education) students enrolled in grades 9-12 who meet the definition as listed in the Overview below, divided by the total number of (special education) students enrolled in grades 9-12. For special education, the denominator was taken from the December 1, 2003 Child Count for special education students in grades 9-12 because that is our only source for these data at this time. A discussion of the reasons for use of 2003 data is found below. To obtain the rate for non-disabled students, those students coded as special education were subtracted from the totals for all students.

**Overview of Issue/Description of System or Process:**

A dropout is defined in Idaho as an individual who was enrolled in school at some time during the previous school year and was not enrolled November 1 of the current school year, or has not graduated from high school or completed a state or district approved educational program, and does not meet any of the following exclusionary conditions:

- Transfer to another public school district, private school, or state or district approved educational program.
- Temporary school-recognized absence due to suspension or illness.
- Death.

By state and national definition, a student who is home instructed is not a dropout and a student who has received his or her GED from a district run or tracked program, by October 1 of the current year, is not a dropout.

Transfers to another country are not considered a dropout at the local school. Students expelled under conditions of Idaho Code 33-205 are considered a dropout, but students suspended under this code are not considered a dropout.

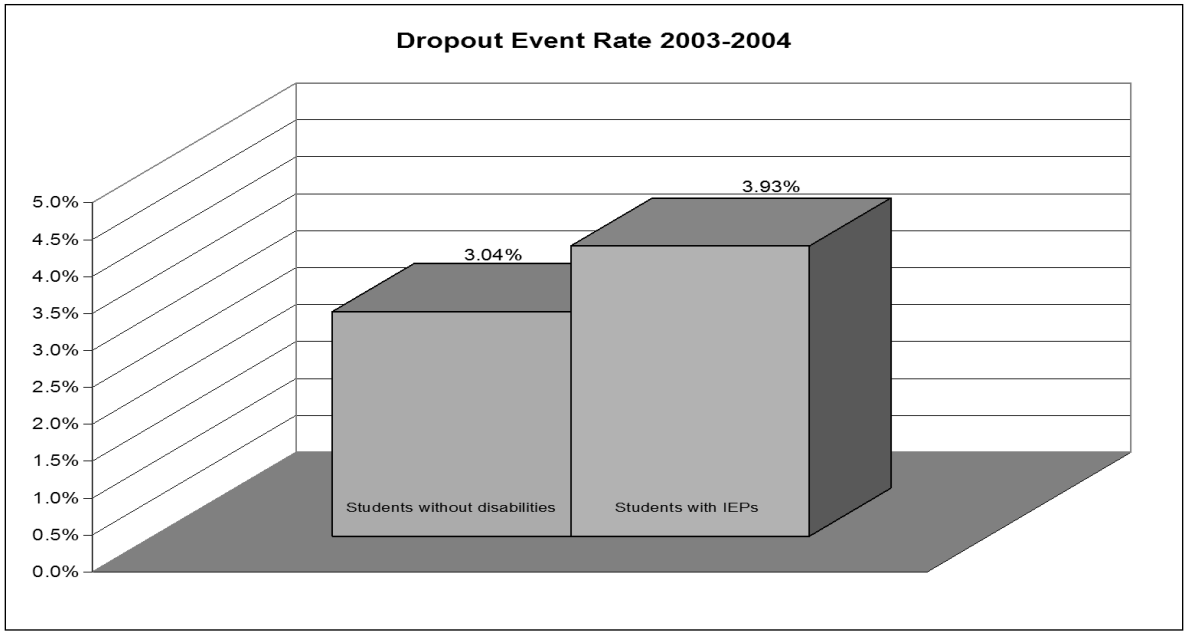
Because the system used by all students to collect dropout data requires a final report on November 1, 2005 in order to compute the 2004-2005 dropout rate, we are unable to provide this data until all reporting has been completed and verified. Therefore, Idaho will submit updated information as soon as it becomes available.

This is the first year dropouts have been collected by subgroups in the general education IBEDS system. As with any new data collection, continuing efforts are needed to improve the accuracy of the data. Idaho lacks an individual student identifier, so dropouts are collected by name and birth date. Verification activities found that the names of some of the dropouts listed by IBEDS as special education have never appeared in the 618 database. Because it is possible that some student's names may be listed with a variation in spelling, incorrect date of birth, or some may have moved into the state or been identified as

eligible for special education since the last Child Count, such inconsistencies in data collection merit continued examination to improve the accuracy of the data.

**Baseline Data for 2003-2004:**

Special Education dropout rate is 3.93% (those who dropped out between the spring 2003 and the fall 2004).




**Discussion of Baseline Data:**

Special Education dropout rate is 3.93% compared to 3.04% for non-disabled students with a gap of 0.89% using data from IBEDS. We believe that the actual special education dropout rate may be lower than this because of the unresolved discrepancies between the two databases regarding students listed as special education. This rate of 3.93% is lower than the point-in-time 618 dropout data of 4.18% reported on the previous APR. The difference in dropout rate between the two data sources is due to the IBEDS procedure of collecting dropout data three times a year to capture students who re-enroll during the same school year due to district recovery efforts, while the 618 data captures only a snapshot on December 1st. Therefore, the two rates are not comparable.

A unique student identifier is needed in IBEDS to ensure that dropouts are accurately coded by subgroups. Using a unique identifier in the student database is politically unpopular in Idaho, hindering efforts thus far and requiring the cross-referencing of data systems to obtain the required data. Ongoing efforts are expected to eventually resolve this problem.

**New Baseline**

Moving to using the ESEA formula for determining dropout rates, the revised baseline is 2.6%. These data are taken from the 2006-2007 school year.

**Measurable and Rigorous Target**

There is a revision to the Target for the 2006-2007 year from comparing all youth in the State dropping out of high school with the percent of youth with IEPs dropping out of high school to a model that allows a comparison year to year of youth with IEPs dropping out of high school. This is in response to changes in the Indicator 2 definition. The Targets have been revised for subsequent years to reflect this change.

| FFY | Measurable and Rigorous Target |
|---|---|
| **2005** | Reduce gap between general education and special education dropout rate to 0.84% |
| **2006** | ≤2.5% |
| **2007** | ≤2.4% |
| **2008** | ≤2.3% |
| **2009** | ≤2.2% |
| **2010** | ≤2.1% |
| **2011** | ≤2.1% |
| **2012** | ≤2.1% |

**Improvement Activities/Timelines/Resources:**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Create a cross-check system between IBEDS and 618 to verify the accuracy of dropouts designated as special education in the IBEDS system. | 2005-2006 | Special Education IT Coordinator<br>Quality Assurance Coordinator<br>Public School Finance Specialist<br>VI-B funds |
| **2005** | Collaborate with general education data specialists and Computer Services to create a unique student identifier. | 2005-2006 | Special Education IT Coordinator<br>Public School Data Manager<br>Programmer<br>VI-B funds<br>State funds |
| **2005** | Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website http://www.dropoutprevention.org/ | Ongoing | Secondary Transition Specialist<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>VI-B funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2005** | Increase the accountability of LEAs for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting Idaho general education accreditation requirements. | Fall 2005 and Ongoing | Quality Assurance Coordinator<br>Accountability & School Improvement cross-bureau team |
| **2005** | Increase parent involvement in maintaining their children in school through Title 1 and Special Education Home, School and Community Partnership Project dropout prevention activities. See Indicator 8 for additional information. | Spring 2006 and Ongoing | Title VI B funds<br>Title 1Parent Involvement Coordinator<br>Special Education Parent Involvement Coordinator |
| **2006**<br>**(2006-2007)** | Collaborate with general education data specialists and Computer Services to create a unique student identifier. | Ongoing | Special Education IT Coordinator<br>Public School Data Manager<br>Programmer<br>VI-B funds<br>State funds |
| **2006** | Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website http://www.dropoutprevention.org/ | Ongoing | Secondary Transition Specialist<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>VI-B funds |
| **2006** | Increase the accountability of general educators for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting accreditation requirements. | Ongoing | Quality Assurance Coordinator<br>Accountability & School Improvement cross-bureau team<br>VI-B funds<br>Title 1 funds<br>State funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2007** **(2007-2008)** | Collaborate with general education data specialists and Computer Services to create a unique student identifier. | Ongoing | Special Education IT Coordinator<br>Public School Data Manager<br>Programmer<br>VI-B funds<br>State funds |
| **2007** | Increased emphasis on reducing dropout rates in districts' "Special Education Plan for Improving Results" and Progress Reports by requiring the inclusion of scientifically research based interventions from the dropout prevention website http://www.dropoutprevention.org/ | Ongoing | Secondary Transition Specialist<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>VI-B funds |
| **2007** | Increase the accountability of general educators for reducing the dropout rate of special education students by including an objective addressing this subgroup in the Continuous Improvement Planning (CIP) tool for meeting accreditation requirements. | Ongoing | SDE Quality Assurance Coordinator<br>Accountability & School Improvement cross-bureau team<br>Part B funds<br>Title 1 funds<br>State funds |
| **2008** **(2008-2009)** | Collaborate with general education data specialists and Computer Services to create a unique student identifier. | Ongoing | Special Education IT Coordinator<br>Public School Data Manager<br>Programmer<br>VI-B funds<br>State funds |
| **2008** | Coordinate with general education efforts statewide to reduce dropout rates in districts' for all students including the subgroup of special education students as outlined in various improvement plans, ie Special Education Plan for Improving, Title I School Improvement Plan (SIP), and non-Title I Continuous Improvement Planning (CIP) tool. | Ongoing | Secondary Transition Specialist<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>Part B funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2009** **(2009-2010)** | Collaborate with general education data specialists and Computer Services to create a unique student identifier within the state longitudinal data system to track a specific student's enrollment, dropout, or graduation status. | Ongoing | Special Education Director<br>Public School Data Manager<br>VI-B funds<br>State funds |
| **2009** | Assist more districts to include special education in their school and district improvement plans (WISE Tool) when addressing dropout rates. | April 2010 | School Improvement Coordinator<br>VI-B Funds |
| **2009** | Collaborate with the school improvement team to increase emphasis on reducing dropout rates in the school and district improvement plans by requiring the inclusion of scientifically research based interventions found in WISEWAYS within the WISE Tool | Ongoing | Secondary Transition Specialist<br>School Improvement Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>Part B funds |
| **2010** **(2010-2011)** | Coordinate with general education efforts statewide to reduce dropout rates in districts' for all students including the subgroup of special education students as outlined in one comprehensive improvement plan in the WISE Tool. | Ongoing | Secondary Transition Specialist<br>Quality Assurance Coordinator<br>Regional Consultants<br>School Improvement Coordinator<br>Part B funds |
| **2010** | Collaborate with general education data specialists and Computer Services to use the longitudinal data system to track a specific student's enrollment, dropout, or graduation status for reporting dropouts for ESEA. | Ongoing | Special Education Director Public School Data Manager<br>IT Division<br>VI-B funds<br>State funds |

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2010** | Collaborate with the school improvement team to support statewide dropout prevention efforts to include students with IEPs. | Ongoing | Secondary Transition Specialist<br>School Improvement Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>VI-B funds |
| **2011**<br>**(2011-2012)** | Collaborate with general education data specialists and Computer Services to use the longitudinal data system to track a specific student's enrollment, dropout, or graduation status for reporting dropouts for ESEA. | Ongoing | Special Education Director Public School Data Manager<br>IT Division<br>VI-B funds<br>State funds |
| **2011** | Coordinate with general education efforts statewide to reduce dropout rates in districts' for all students including the subgroup of special education students as outlined in one comprehensive improvement plan in the WISE Tool. | Ongoing | Secondary Transition Specialist<br>School Improvement Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>Part B funds |
| **2011** | Collaborate with the school improvement team to increase emphasis on reducing dropout rates in the school and district improvement plans by requiring inclusion of scientifically research based interventions found in WISEWAYS within the WISE Tool. | Ongoing | School Improvement Coordinator<br>Monitoring Coordinator<br>Regional Consultants<br>Part B funds |

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2011** | Collaborate with the school improvement team to support statewide dropout prevention efforts to include students with IEPs. | Ongoing | Secondary Transition Specialist<br>School Improvement Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>VI-B funds |
| **2011** | Use the comprehensive improvement plan outlined in the WISE tool to coordinate with general education efforts statewide to reduce dropout rates in districts' for all students including the subgroup of special education students. | Ongoing | Secondary Transition Specialist<br>School Improvement Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>VI-B funds |
| **2012**<br>**(2012-2013)** | Collaborate with general education data specialists and Computer Services to use the longitudinal data system to track a specific student's enrollment, dropout, or graduation status for reporting dropouts for ESEA. | Ongoing | Special Education Director Public School Data Manager<br>IT Division<br>VI-B funds<br>State funds |
| **2012** | Coordinate with general education efforts statewide to reduce dropout rates in districts' for all students including the subgroup of special education students as outlined in one comprehensive improvement plan in the WISE Tool. | Ongoing | Secondary Transition Specialist<br>School Improvement Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>Part B funds |

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2012** | Collaborate with the school improvement team to increase emphasis on reducing dropout rates in the school and district improvement plans by requiring inclusion of scientifically research based interventions found in WISEWAYS within the WISE Tool. | Ongoing | School Improvement Coordinator<br>Monitoring Coordinator<br>Regional Consultants<br>Part B funds |
| **2012** | Collaborate with the school improvement team to support statewide dropout prevention efforts to include students with IEPs. | Ongoing | Secondary Transition Specialist<br>School Improvement Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>Monitoring Leaders<br>VI-B funds |
| **2012** | To increase proper coding of graduating students the SDE will work with the IT department to develop and train district staff on proper coding of dropouts in the ISEE (Idaho System for Educational Excellence) program. | September 2013 | Quality Assurance and Reporting Coordinator<br>Chief Information Officer<br>IT program analyst<br>Part B Funds |

**Monitoring Priority: FAPE in the LRE**

**Indicator 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 AMO targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs, against grade level, and modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

**A.** AMO percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ([(# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

**Revision of Indicator 3: ESEA Waiver**

The Idaho State Department of Education received an Elementary and Secondary Education Act (ESEA) waiver in 2012 (http://www.sde.idaho.gov/site/esea/). Idaho will be using an Achievement Annual Measureable Objective (AMO) with the following targets:

| Subject | Current AMO for AYP | 2011-2012 Goal | 2012-2013 Goal | 2013-2014 Goal |
|---|---|---|---|---|
| Reading | 85% | 85% | 86% | 88% |
| Mathematics | 83% | 83% | 84% | 86% |

The SDE along with school district representatives, parent groups, and advocacy groups agreed to maintain the original targets of the SPP for SY 2012-2013 and SY 2013-2014.

**Overview of Issue/Description of System or Process:**

During the 2002-2003 school year, Idaho began using an online version of the Data Recognition Corporation (DRC) level testing, Idaho Standards Achievement Test (ISAT). To meet AYP requirements the spring test now contains 41 on-grade-level questions that are used to figure district and state AYP compliance.

District student data is transferred to the DRC database twice a year prior to the online test and updated online, by each district, between the time of the file transfer and the beginning of the test window. This student data allows students statewide to login to the appropriate test and is then used to create the required disaggregation. At the close of the spring test window the entire student test database is transferred to the SDE and is then used for AYP calculations.

From this database the SDE runs queries to obtain data for the SPP. Software programs have been created to help validate the student data files before school districts send the files to DRC. In this way the state has been able to create a very accurate database. However without a unique student identifier (ID), the state has been unable to conduct student level analysis across the three years of the test. The SDE is working on the creation of a state assigned student ID. The unique student identifier should be in place by fall, 2006.

Students in grades 3 through 8 and 10 take a comprehensive assessment of reading, language usage, math and science skills in the fall and spring. Districts have the option of offering a winter ISAT test as well. In 2004, the state added a science portion, as required by federal law. Most students take the multiple-choice ISAT via computer. It is not timed, but generally takes about an hour to complete. The state reports ISAT results in two ways. In the fall, results reflect the percent of students who met their individual growth targets. In the spring, results reflect the percent of students who met state proficiency targets on grade level items.

The goal for schools, districts, and the state, is for all students in grades 3 through 8 and 10 to be proficient in reading, math, and language by the spring of 2014. Idaho is phasing in the tests, which will measure the progress of students in meeting this goal. In 2004-05, students in grades 3 through 8, and 10 were tested using the ISAT or the Idaho Alternate Assessment (IAA). Idaho's Adequate Yearly Progress (AYP) is calculated using only on-grade-level test questions on the spring ISAT. Every school is required to meet reading and math targets for all student subgroups.

AYP monitors whether a school/district met the following state goals for 2004-2005:

1. Participation. For both reading and math, a minimum of 95% of students in each subgroup, including the group of students with disabilities, must be tested to meet the participation goal.
2. Academic proficiency – Reading. A minimum of 72% of students in each subgroup, including the group of students with disabilities, must score at the proficient level or above.
3. Academic proficiency – Math. A minimum of 60% of students in each subgroup, including the group of students with disabilities, must score at the proficient level or above.

"Safe Harbor" is used if a subgroup, including the group of students with disabilities, has not met a proficiency goal in reading or math. Safe Harbor allows the group to make the goal if two criteria are met:

1) 10% of the group moved from not proficient to proficient or advanced when compared to the prior year, and,

2) For elementary schools, the group met the growth indictor selected by the district from the following list:

1. Increase in percentage of students scoring advanced or proficient
2. Decrease in percentage of students scoring below basic
3. Show academic growth on a computerized remediation program.

For high schools, the second criterion is the graduation rate for the "all student" category.

**Baseline Data for FFY 2004 (2004-2005):**

**A. 29.58% of districts** (that met the N of ≥34 SWD) **met all AYP objectives for progress for SWD during 2004-2005.**

| Districts making AYP for SWD | Met AYP for SWD in Reading | Met AYP for SWD in Math | Met AYP for SWD in Both Reading & Math |
|---|---|---|---|
| **2004-2005**<br>71 districts met N of 34 for SWD | 28 of 71 districts<br>39.44% | 35 of 71 districts<br>49.30% | 21 of 71 districts<br>29.58% |
| **2003-2004**<br>41 districts met "N" | 29.27% | 58.54% | 21.95% |

**B. Participation rate for students with IEPs: 99.8%**

| Participation Rate for SWD 2004-2005 | Reading # | Reading % | Math # | Math % |
|---|---|---|---|---|
| a. Total number of students on IEPs in the grades assessed | 14,803 | | 14,803 | |
| b. Spring ISAT 2005 no accommodations | 6,385 | 43.1% | 4,766 | 32.2% |
| c. Spring ISAT 2005 with accommodations | 7,442 | 50.3% | 9,064 | 61.2% |
| d. Alternate assessment against grade level standards | NA | NA | NA | NA |
| e. Idaho Alternate Assessment against alternate standards | 951 | 6.4% | 944 | 6.4% |
| IEP students not participating | 25 | 0.17% | 29 | 0.20% |
| **Total IEP students participating** | **14,778** | **99.8%** | **14,774** | **99.8%** |

**C. Proficiency rate for SWD against grade level standards and alternate standards: 45.88%**

**Proficiency Rate for SWD 2004-2005** **Students on IEPs who scored proficient or advanced**

| Statewide Assessment | Reading # | Reading % | Math # | Math % |
|---|---|---|---|---|
| Spring 2005 ISAT<br>No accommodations | 3,822 | 25.82% | 2,976 | 20.10% |
| Spring 2005 ISAT<br>With accommodations | 2,455 | 16.58% | 3,119 | 21.07% |
| Alternate assessment against grade level standards does not exist | NA | NA | NA | NA |
| Idaho Alternate Assessment (IAA) against alternate standards (downward extension of regular standards) | 623 | 4.21% | 564 | 3.81% |
| **Total SWD proficient** | **6,900** | **46.61%** | | **44.98%** |

**Discussion of Baseline Data:**

Idaho has made incredible progress toward full participation and accountability for students with disabilities in statewide assessments. Prior to the reauthorization of 1997, only 25% of students with disabilities in Idaho participated in statewide assessments with their scores counting. Now with a participation rate of 99.8%, it is rare that students miss the assessment and their scores always count.

Students with disabilities have made continuous progress over the past three years in grades 4, 8, and 10 in both reading and math. Proficiency percentages increased over 14% in reading for grade 10 from 2004 to 2005. In 4th grade, 17.1% more students with disabilities scored proficient or advanced in 2005 than in 2003. In math in grades 4 and 10, students with disabilities increased at a rate higher than the statewide gain. In 2005, 10.5% more 4th grade students with disabilities were proficient than in 2004. For the same period, the statewide proficiency rate increased by 6.6%.

In spite of the impressive overall gains of SWD, the percentage of districts making AYP for students with disabilities in math decreased during 2004-2005. This may be due to the fact that there has been a far greater emphasis in the state on reading curriculum, interventions, and strategies over the past two years, but less emphasis on math. Even at the national level, more scientifically research-based materials are available regarding teaching reading than there is for math. Math intervention is an area currently under development in Idaho. Idaho is making strategic changes in order to better address the needs of districts that failed to make AYP. Cross-bureau teams are being organized to monitor and provide technical assistance to districts with the greatest needs.

This is an enormous task for all states. Idaho is at the beginning of collaborative efforts between Title programs (Reading First, School Improvement), Curriculum (Reading, Math, etc.) and Special Education to provide coordinated training and technical assistance to meet the needs outlined above. It is challenging for districts to adopt an array of appropriate curricula, and provide appropriate training and oversight. Student achievement data will lag, perhaps for up to three years, before significant changes in curriculum and instruction can be made. Activities to meet these needs are detailed below.

| FFY | 3A Measurable and Rigorous Targets for AYP |
|---|---|
| **2005** **(2005-2006)** | 35% of districts will meet AYP goals for students with disabilities |
| **2006** **(2006-2007)** | 41% of districts will meet AYP goals for students with disabilities |
| **2007** **(2007-2008)** | 47% of districts will meet AYP goals for students with disabilities |
| **2008** **(2008-2009)** | 53% of districts will meet AYP goals for students with disabilities |
| **2009** **(2009-2010)** | 59% of districts will meet AYP goals for students with disabilities |
| **2010** **(2010-2011)** | 65% of districts will meet AYP goals for students with disabilities |
| **2011** | 71% of districts will meet AYP goals for students with disabilities |
| **2012** | 77% of districts will meet AYP goals for students with disabilities |

| FFY | 3B Measurable and Rigorous Targets for Participation |
|---|---|

| FFY | 3B Measurable and Rigorous Targets for Participation |
|---|---|
| 2005 (2005-2006) | 99.8% participation rate for students with disabilities |
| 2006 (2006-2007) | 99.8% participation rate for students with disabilities |
| 2007 (2007-2008) | 99.9% participation rate for students with disabilities |
| 2008 (2008-2009) | 98.8% participation rate for students with disabilities |
| 2009 (2009-2010) | 95% (changed to match ESEA target for all students) |
| 2010 (2010-2011) | 95% participation rate for students with disabilities |
| 2011 (2011-2012) | 95% participation rate for students with disabilities |
| 2012 (2011-2012) | 95% participation rate for students with disabilities |

| FFY | 3C Measurable and Rigorous Targets for Performance |
|---|---|
| 2005 (2005-2006) | Reading proficiency: 49.85%<br>Math proficiency: 46.58% |
| 2006 (2006-2007) | Reading proficiency: 53.09%<br>Math proficiency: 48.18% |
| 2007 (2007-2008) | Reading proficiency: 56.33%<br>Math proficiency: 49.78% |
| 2008 (2008-2009) | Reading proficiency: 59.57%<br>Math proficiency: 53.18% |
| 2009 (2009-2010) | Reading proficiency: 62.81%<br>Math proficiency: 56.68% |
| 2010 (2010-2011) | Reading proficiency: 66.04%<br>Math proficiency: 61.28% |
| 2011 (2011-2012) | Reading proficiency: 66.04%<br>Math proficiency: 61.28% |
| 2012 (2012-2013) | Reading proficiency: 66.04%<br>Math proficiency: 61.28% |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Timeline | Projected Resources |
|---|---|---|---|

| FFY | Activities | Timeline | Projected Resources |
|---|---|---|---|
| **2005 (2005-2006)** | Collaborate with the Bureau of Technology, Office of the State Board, and DRC to create accurate, consistent reports from the ISAT data for public reporting. | Summer | SDE Data Specialist<br>SDE Testing Coordinator<br>SBOE Data Specialist SBOE Testing Coordinator<br>Testing Contractor<br>State funds<br>VI-B funds |
| **2005** | Provide public reporting of children with disabilities participation and proficiency rates in statewide assessments. | Fall | SDE Data Specialist<br>VI-B funds |
| **2005** | Pilot the math indicator screener to Identify at-risk students Kindergarten through Grade 2. | Fall and Spring | SDE Testing Coordinator<br>Math coordinator<br>State funds<br>VI-B funds |
| **2005** | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions. | Fall | SDE Data Coordinator Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| **2005** | Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s). | Fall and ongoing throughout the year | SDE Data Coordinator Quality Assurance Coordinator<br>SDE regional consultants<br>VI-B funds |
| **2005** | Make available a Data Analysis System for installation in districts using Response to Intervention (RTI) | Winter | SDE Data Coordinator<br>RTI Coordinator<br>VI-B funds |
| **2005** | Provide training and technical assistance to districts using the Data Analysis System. | Winter | SDE Data Coordinator<br>RTI Coordinator<br>SDE regional consultants<br>VI-B funds |
| **2006 (2006-2007)** | Collaborate with the Bureau of Technology, Office of the State Board, and DRC to create accurate, consistent reports from the ISAT data for public reporting. | Summer | SDE Data Specialist<br>SDE Testing Coordinator<br>SBOE Data Specialist SBOE Test Coordinator<br>Testing Contractor<br>State funds<br>VI-B funds |
| **2006** | Provide public reporting of special education participation and proficiency rates in statewide assessments. | Fall | SDE Data Specialist |

| FFY | Activities | Timeline | Projected Resources |
|---|---|---|---|
| **2006** | Conduct statewide, the math indicator screener to Identify at-risk students Kindergarten through Grade 2. | Fall and Spring | SDE Testing Coordinator<br>SDE Math Coordinator |
| **2006** | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions. | Fall | SDE Data Coordinator<br>SDE Quality Assurance Coordinator<br>VI-B funds |
| **2006** | Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s). | Fall and ongoing throughout the year | SDE Data Coordinator<br>SDE Quality Assurance Coordinator<br>SDE regional consultants<br>VI-B funds |
| **2006** | Provide training and technical assistance in scientifically research based practices in reading and math. | Ongoing | SDE reading and math coordinators, Reading First Coordinator, and Title 1<br>SDE regional consultants<br>VI-B funds |
| **2006** | Make available a Data Analysis System for installation in districts using RTI | Winter | SDE data coordinator<br>RTI coordinator<br>VI-B funds |
| **2006** | Provide training and technical assistance in scientifically research based practices in reading and math.<br>Consortium on Reading Excellence (CORE) Elementary and Secondary Leadership and Coaching Institutes<br>Research Based Math Leadership and Coaching Institute<br>Development of and electronic Learning Community for Math and Reading | Reading<br>June, 2006 and Annually<br>Math<br>September, 2006 and Annually | SDE Reading Coordinator<br>Math Coordinator<br>Reading First Coordinator Title 1 and SDE regional consultants<br>Idaho Training Clearinghouse<br>State funds<br>Title I funds<br>VI-B funds |
| **2007**<br>**(2007-2008)** | Collaborate with the Bureau of Technology, Office of the State Board, and DRC to create accurate, consistent reports from the ISAT data for public reporting. | Summer | SDE Data Specialist Testing Coordinator,<br>SBOE Data Specialist and Testing Coordinator,<br>Testing Contractor |
| **2007** | Provide public reporting of special education participation and proficiency rates in statewide assessments. | Fall | SDE Data Specialist |
| **2007** | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions. | Fall | SDE Data Coordinator Quality Assurance Coordinator<br>VI-B funds |

| FFY | Activities | Timeline | Projected Resources |
|---|---|---|---|
| **2007** | Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s). | Fall and Ongoing throughout the year | SDE Data Coordinator Quality Assurance Coordinator<br>SDE regional consultants<br>VI-B funds |
| **2007** | Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring.<br>• Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project.<br>• Development of and electronic Learning Community for Math, Reading, and RTI | Annually | SDE Reading Coordinator<br>SDE Math Coordinator<br>SDE RTI Coordinator<br>Reading First Coordinator<br>Title 1<br>SDE Regional Consultants<br>Idaho Training Clearinghouse<br>Title I funds<br>Part B funds |
| **2007** | Make available a Data Analysis System for installation in districts using RTI | Winter | SDE Data Coordinator<br>RTI Coordinator<br>VI-B funds |
| **2007** | Provide training and technical assistance to districts using the Data Analysis System. | Winter | SDE Data Coordinator<br>RTI Coordinator<br>SDE regional consultants |
| **2008**<br>**(2008-2009)** | Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring.<br>• Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project.<br>• Development of and electronic Learning Community for Math, Reading, and RTI | Annually | SDE Reading Coordinator<br>SDE Math Coordinator<br>SDE RTI Coordinator<br>Reading First Coordinator<br>Title 1<br>SDE Regional Consultants<br>Idaho Training Clearinghouse<br>Title I funds<br>Part B funds |
| **2008** | Provide public reporting of special education participation and proficiency rates in statewide assessments. | Fall | SDE Data Specialist<br>VI-B funds |

| FFY | Activities | Timeline | Projected Resources |
|---|---|---|---|
| **2008** | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions. | Fall | SDE Data Coordinator Quality Assurance Coordinator<br>VI-B funds |
| **2008** | Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide technical assistance specific to identified need(s). | Fall and Ongoing throughout the year | SDE Data Coordinator Quality Assurance Coordinator<br>SDE regional consultants<br>VI-B funds |
| **2009**<br>**(2009-2010)** | Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring.<br>• Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project.<br>• Development of and electronic Learning Community for Math, Reading, and RTI | Annually | SDE Reading Coordinator<br>SDE Math Coordinator<br>SDE RTI Coordinator<br>Reading First Coordinator<br>Title 1<br>SDE Regional Consultants<br>Idaho Training Clearinghouse<br>Title I funds<br>Part B funds |
| **2009** | Make available a Data Analysis System for installation in districts using RTI | Winter | SDE Data Coordinator<br>RTI Coordinator<br>SIG funds<br>VI-B funds |
| **2009** | Provide training and technical assistance to districts using the Data Analysis System. | Winter | SDE Data Coordinator<br>RTI Coordinator<br>SDE Regional Consultants<br>SIG funds<br>VI-B funds |
| **2010**<br>**(2010-2011)** | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions, including sue of SchoolNet. | Fall | RTI Coordinator<br>Monitoring & Data Coordinators<br>Regional Consultants<br>VI-B funds |

| FFY | Activities | Timeline | Projected Resources |
|---|---|---|---|
| **2010** | Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring.<br>• Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project. | March 2011 | SDE RTI Coordinator<br>Title 1<br>SDE Regional Consultants<br>Title I funds<br>Part B funds |
| **2010** | Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide technical assistance specific to identified need(s), including onsite visits. | Fall 2010 and ongoing throughout the year | SDE Data Coordinator, Quality Assurance Coordinator<br>SDE Regional Consultants<br>VI-B funds<br>Title I funds<br>State funds |
| **2010** | New sped teacher training: Include progress monitoring and research based curriculum and interventions | September 2010 | SDE and Regional staff<br>Part B Funds |
| **2010** | Charter school training on interventions, RTI and continuum of services | Summer 2010 | SpEd Charter Coordinator<br>Part B Funds |
| **2011**<br>**(2011-2012)** | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions, including use of SchoolNet reports. | Nov. 2011 | RTI Coordinator<br>Monitoring & Data Coordinators<br>Regional Consultants<br>VI-B funds |
| **2011** | Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring.<br>• Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project. | March 2012 | SDE RTI Coordinator<br>Title 1<br>SDE Regional Consultants<br>Title I funds<br>Part B funds |
| **2011** | Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide technical assistance specific to identified need(s), including onsite visits, if needed. | Fall 2011 and ongoing throughout the year | SDE Data Coordinator, Quality Assurance Coordinator<br>SDE Regional Consultants<br>VI-B funds<br>Title I funds<br>State funds |
| **2011** | New sped teacher training: Include progress monitoring and research based curriculum and interventions | September 2010 | SDE and Regional staff<br>Part B Funds |
| **2011** | Charter school training on interventions, RTI and continuum of services | Summer 2011 | SpEd Charter Coordinator<br>Part B Funds |

| FFY | Activities | Timeline | Projected Resources |
|---|---|---|---|
| **2012** **(2012-2013)** | Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions, including use of SchoolNet. | Fall 2012 and ongoing | RTI Coordinator<br>Monitoring & Data Coordinators<br>Regional Consultants<br>VI-B funds |
| **2012** | Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring.<br>• Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project. | March 2013 | SDE RTI Coordinator<br>Title 1<br>SDE Regional Consultants<br>Title I funds<br>Part B funds |
| **2012** | Review district AYP/AMO data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide technical assistance specific to identified need(s), including onsite visits, if needed. | Fall 2012 and ongoing throughout the year | SDE Data Coordinator, Quality Assurance Coordinator<br>SDE Regional Consultants<br>VI-B funds<br>Title I funds<br>State funds |
| **2012** | New sped teacher training: Include progress monitoring and research based curriculum and interventions | September 2012 | SDE and Regional staff<br>Part B Funds |
| **2012** | Charter school training on interventions, RTI and continuum of services | Summer 2013 | SpEd Charter Coordinator<br>Part B Funds |

**Overview of the State Performance Plan Development:**

Indicator 4B is new for FFY 2009. With broad input from stakeholders, a new baseline was established, new measurable and rigorous targets established, and improvement activities reviewed and revised. Stakeholders included involvement of representatives from local education agencies, the State, Idaho Parents Unlimited, and the Special Education Advisory Panel that included individuals with disabilities who were former students, parents, educators, private providers, corrections, and State representatives.

**Monitoring Priority: FAPE in the LRE**

**Indicator 4:** Rates of suspension and expulsion:

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 compared to other LEAs within the state; and

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.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Measurement:**

A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs) divided by the (# of districts in the State)] times 100. LEA rates of suspensions and expulsions for children with IEPs are compared with other LEAs within the State.

B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of 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, divided by the (# of districts in the State)] times 100.

The State determines "significant discrepancy" by applying the E-formula to determine how many students a district is statistically expected to suspend/expel, if all districts contributed equally, based on the percentage of special education students served by the district, as reported in the 618 annual special education child count.

"Significant discrepancy" is defined in Idaho as greater than 5 students over the statistically expected range, as generated by the E-formula. E Formula: E=A + Sqrt [A* (100-A)/N]

**Where for 4A:**

E = Maximum percentage of the total special education suspensions/expulsions in the State that would be statistically expected from a specific district based on the percentage of students with disabilities that is contributed by the district to the State total.

A = Percentage of the total State special education population contributed by a district

N = The total number of special education students suspended/expelled in the state

**Where for 4B:**

E = Maximum percentage of the total suspensions/expulsions in the State that would be statistically expected for a specific race or ethnicity in special education in the District, based on the percentage that District contributes to the State special education total for that race/ethnicity

A = Percentage of the specific race/ethnicity the District contributes to the State special education total

N = Total number of special education students in the state by race/ethnicity suspended/expelled >10 days

The rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs are compared among LEAs in the State. The State determines "significant discrepancy" by applying the E-formula to determine how many students of a specific race/ethnicity a district is statistically expected to suspend/expel, if all districts contributed equally, based on the percentage of special education students of that race/ethnicity served by the district, as reported in the 618 annual special education child count.

"Significant discrepancy" is defined in Idaho as >5 students over the statistically expected range, as generated by the E-formula.

**Overview of Issue/Description or Process:** Idaho continues work on developing an online incident reporting system for all students that identifies incidents by subgroups, including students who are receiving special education services. Until that is in use, a separate special education discipline data collection will exist to meet the requirements of the IDEA.

Because Idaho is in the Ninth Circuit Court system that handed down the E-formula in the Larry P. case of disproportionate representation in California, our state has elected to use it to determine statistical

expectations by district for suspensions/expulsions. This formula works well because it takes size into consideration when generating predicted error ranges, allowing for a small error range when numbers are large, but allowing for a larger error range when small numbers would greatly impact percentages.

**Indicator A: Baseline Data for FFY 2005** (using 2004-2005 data)**:**

| FFY | Target | Indicator 4A Baseline |
|---|---|---|
| **2005** | **0%** | **0.87%**<br>(1 out of 114) |

**Discussion of Baseline Data: for 4A:**

During the 2004-2005 school year, 58 students were suspended/expelled for more than 10 days in the State, a rate of far less than 1% of all students in special education programs. One district was identified as being significantly discrepant from other districts in its suspension/expulsion rate. This district was required to review its policies and procedures and file a plan for correction with the SDE. Technical assistance will be provided by the regional consultants, if requested. Follow-up monitoring activities will verify correction.

The number of students with disabilities suspended/expelled for more than ten days during the 2004-2005 school year, at 58 students, was the lowest ever on record. We believe the discipline rate has been positively impacted by the Positive Behavior Supports (PBIS) project funded by the State for seven consecutive years. Schools or districts may request PBIS services at State expense to problem-solve around challenging behaviors of specific students and to help create an effective behavior intervention plan that proactively deals with behaviors that may have resulted in suspension or expulsion. Districts are now expanding the PBIS concept with district-wide school climate improvement efforts led by PBIS team members

**Baseline Indicator 4B (a):**
**LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion:**

| Year | Total Number of LEAs* | Number of LEAs that have Significant Discrepancies by Race or Ethnicity | Percent |
|---|---|---|---|
| **FFY 2009** (using 2008-2009 data) | **131** | **0** | **0%** |

*All districts are included in the denominator.

**Baseline Indicator 4B (b):**
**LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and 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.**

**Baseline Data for FFY 2009** (using 2008-2009 data)

| Year | Total Number of LEAs* | Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and 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. | Percent |
|---|---|---|---|
| **FFY 2009** (using 2008-2009 data) | **131** | **0** | **0%** |

*All districts are included in the denominator.

**Discussion of Baseline Data for 4B:**

All districts were included in the analysis of data. Data for the baseline year covered the entire 2008-2009 school year.

Although there is a policy in place to follow up with districts that have a significant discrepancy, no districts met the significant criteria when the E-formula was applied, so no further action was taken. In fact, no district suspended or expelled more than 3 minority students for greater than 10 days during the 2008-2009 school year, so none hit the trigger of greater than 5 over the statistically expected range. The suspension of White students was also within the statistically expected range for all districts.

For twelve consecutive years, the SDE has funded the Positive Behavior Supports and Interventions (PBIS) project through the University of Idaho that provides training and supports for teachers with the most challenging students. These efforts have been scaled up from problem solving at the student level to school-wide training and now to district-wide training. The SDE is currently in the process of incorporating PBIS components into the state RTI Initiative that is rapidly proliferating across the state. As educators gain skills in handling challenging behaviors, we are seeing a reduction in the number of students suspended or expelled.

The chart below shows that the result of no districts having a significant discrepancy in suspensions of students by race/ethnicity is that the statewide rate of suspensions is very close to the actual percentage of each race/ethnicity enrolled in public schools in Idaho.

| State Total Suspensions by Race/Ethnicity | **Asian** | **Black** | **Hispanic** | **Am Indian or Alaska Native** | **Hawaiian or Pacific Islander** | **White** |
|---|---|---|---|---|---|---|
| State Enrollment by Race/Ethnicity | 1.3% | 1.3% | 14.1% | 1.7% | 0.4% | 81.2% |
| Statewide number of students suspended >10 days | 1 | 0 | 14 | 2 | 0 | 79 |
| # LEAs with significant discrepancy by race/ethnicity | 0/131 | 0/131 | 0/131 | 0/131 | 0/131 | 0/131 |
| % of race/ethnicity suspended >10 days | 1% | 0% | 14.9% | 0.2% | 0% | 84% |

| **FFY** | **Measurable and Rigorous Target for Indicator 4A** |
|---|---|
| **2005** | **0%** |
| **2006** | **0%** |
| **2007** | **0%** |
| **2008** | **0%** |
| | **Measurable and Rigorous Target for both Indicator 4A and 4B** |
| **2009 (using 2008-2009 data)** | **0%** |
| **2010 (using 2009-2010 data)** | **0%** |
| **2011 (using 2010-2011 data)** | **0%** |
| **2012** | **0%** |

| (using 2011-2012 data) | |
|---|---|

**Improvement Activities/Timelines/Resources for both 4A and 4B:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005 (2005-2006)** | Provide training regarding scientific research based PBIS interventions, and incorporate functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning | Ongoing | Regional Consultants<br>VI-B Funds |
| **2005** | RTI and PBIS Projects will include the same tiered intervention model when addressing behavior supports | Spring 2006<br>Ongoing | SDE Special Education Supervisor<br>PBIS Consultants<br>Regional Consultants<br>VI-B Funds |
| **2005** | Continue funding the PBIS project. | Ongoing | Contracted Consultants<br>VI-B funds |
| **2005** | Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities. | 2005 and Annually | SDFS Coordinator<br>PBIS Coordinator, SDE<br>Regional Consultants<br>VI-B funds |
| **2005** | Support PBIS Project strand for Autism Spectrum Disorders. | 2005 and Annually | PBIS Consultants<br>PBIS Consultant, SDE<br>VI-B funds |
| **2006 (2006-2007)** | Develop a web-based data system to collect new data on suspensions of 1 or more days | 2006-2007 | Special Education Director<br>Quality Assurance Coordinator<br>VI-B Funds |
| **2006** | Conduct a training Webinar statewide on using the web-based application | Feb. 2007 | Special Education Director<br>Quality Assurance Coordinator<br>VI-B Funds |
| **2006 (2006-2007)** | Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning | 2006 and Annually | Regional Consultants<br>PBIS Consultants<br>VI-B Funds |
| **2006** | Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training. RTI trainings for districts once a year. State RTI Leadership Team to meet every 6 weeks for planning. | Sept. 2006 – June 2007 | RTI Coordinator<br>Special Education Content Area<br>ESEA<br>Regional Consultants<br>VI-B Funds |
| **2006** | Continue funding the PBIS project. | Annually | Contracted Consultants<br>VI-B funds |
| **2006** | Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities. | Ongoing | SDFS Coordinator<br>PBIS Coordinator, SDE<br>Regional Consultants<br>PBIS Project Consultants<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2006** | Support PBIS Project strand for Autism Spectrum Disorders. | Annually | PBIS Consultants<br>Professional Development in Autism Centers<br>VI-B funds |
| **2007 (2007-2008)** | Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning | Annually | Regional Consultants<br>VI-B Funds |
| **2007** | Collaborate with Safe and Drug Free Schools and Consolidated School Health to implement a consolidated data collection system. | June 2008 | PBIS Coordinator<br>(Autism, Children's Mental Health)Collaboration Group<br>IV-B Funds |
| **2007** | Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training | RTI trainings for districts once a year. State RTI Leadership Team to meet every 6 weeks for planning. | RTI Coordinator<br>Special Education Content Area<br>ESEA<br>Regional Consultants<br>VI-B Funds |
| **2007** | Conduct survey of school districts to determine use of:<br>--behavior intervention programs,<br>--functional behavior assessments,<br>--behavior intervention plans to help guide future trainings, workshops. | May 2008 for survey | SDE PBIS Coordinator<br>VI-B Funds |
| **2007** | Collaborate with other programs within the SDE to develop guidance around the Performance Response worksheets and appropriate intervention strategies. | February 2008 – June 2008 | Performance Response Work Group<br>Quality Assurance Coordinator |
| **2007** | Continue funding the PBIS project. | Annually | Contracted Consultants<br>VI-B funds |
| **2007** | Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities. | Annually | SDFS Coordinator<br>Regional Consultants<br>PBIS Project Consultants<br>VI-B funds |
| **2007** | Establish PBIS Project strand for Autism Spectrum Disorders. | Annually | PBIS Consultants<br>Professional Development in Autism Centers<br>VI-B funds |
| **2008 (2008-2009)** | Explore the possibility of consolidating the IDEA Discipline data collection with the Safe and Drug Free Schools and Consolidated School Health systems. | June 2008 | SDE PBIS Coordinator<br>(Autism, Children's Mental Health) Collaboration Group<br>Part B Funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2008** | Reinstate the statewide Autism Task Force with representation from parents, public health, school districts, SDE, and IPUL to help parents and schools address needs of students with Autism through trainings and conferences based on the most current research findings. | Annually | SDE PBIS Coordinator<br>PBIS Project Consultants<br>(Autism, Children's Mental Health) Collaboration Group |
| **2008** | Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning. | As requested by districts or recommended by the regional consultants | SDE Regional Consultants<br>Contracted Consultants<br>Part B Funds |
| **2008** | Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training | Sept 2008 – May 2009 | SDE RTI Coordinator<br>Special Education/ Content Area<br>ESEA<br>SDE Regional Consultants<br>Part B Funds |
| **2008** | Continue funding the PBIS project. | Annually | Contracted Consultants<br>Part B funds |
| **2008** | Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities. | Annually | SDFS Coordinator<br>SDE PBIS Coordinator<br>SDE Regional Consultants<br>PBIS Project Consultants<br>Part B funds |
| **2008** | Continue PBIS Project strand for Autism Spectrum Disorders. | July 2008-June 2009 | SDE PBIS Consultant<br>Professional Development in Autism Centers<br>PBIS Consultant, SDE<br>Part B funds |
| **2008** | Develop and implement the Performance Response worksheet for districts to review policies, procedures and practices related to positive behavior supports and suspension and expulsion. | Sept. 2008 | SDE staff<br>SDE PBIS Consultant<br>SDE Regional Consultants<br>Part B funds |
| **2009**<br>**(2009-2010)** | Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning | Sept. – Apr. 2010 | Regional Consultants<br>VI-B Funds |
| **2009** | Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training | Sept – Nov 2009 | RTI Coordinator<br>Special Education Content Area<br>ESEA<br>Regional Consultants<br>VI-B Funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2009** | Continue funding the PBIS project. | July 2009-<br>June 2010 | SSOS PBIS staff<br>VI-B funds |
| **2009** | Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities. | July 2009-<br>June 2010 | SDFS Coordinator<br>PBIS Coordinator, SDE<br>Regional Consultants<br>PBIS Project Consultants<br>VI-B funds |
| **2009** | Continue PBIS Project strand for Autism Spectrum Disorders. | July 2009-<br>June 2010 | PBIS Consultants<br>Professional Development in Autism Centers<br>PBIS Consultant, SDE<br>VI-B funds |
| **2010**<br>**(2010-2011)** | Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training | Bi-Monthly<br>Oct. 2010 –<br>Apr. 2011 | RTI Coordinator<br>Special Education Content Area<br>ESEA<br>Regional Consultants<br>VI-B Funds |
| **2010** | Continue funding the PBIS project. | July 2009-<br>June 2010 | SSOS PBIS staff<br>VI-B funds |
| **2010** | Continue PBIS Project strand for Autism Spectrum Disorders. | Aug. 2010 –<br>June 2011 | PBIS Consultants<br>Professional Development in Autism Centers<br>PBIS Consultant, SDE<br>VI-B funds |
| **2010** | Create a system and infrastructure to support practitioners in Idaho in use of PBIS.<br>-Serve districts directly<br>-Provide technical assistance and training to help districts<br>develop internal trainers and implementation managers<br>-Provide systematic and incremental support<br>-Collect academic outcome data | Sept. 2010 –<br>June 2011 | Part B funds<br>PBIS personnel |
| **2010** | Provide district support grants with expected outcomes in Year 1:<br>-District infrastructure, policy and funding established for sustainable growth and or maintenance of implementation<br>-Coordination and evaluation processes established and integrated in district processes<br>-Coaching capacity developed and established so training and implementation are sustainable | Sept. 2010 –<br>June 2011 | Part B funds<br>PBIS personnel |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2010** | Provide multiple years of PBIS technical assistance. Yr 1(Tier1):<br>-Establish District Leadership Team<br>District Guidance, Political Support, and Infrastructure<br>- District Coordinator<br>District coaching, evaluation, statewide network<br>-District Coaches<br>School guidance, facilitation, and training follow-up<br>-Building Level Teams<br>Building implementation, progress monitoring, & data-based decision making | Sept. 2010 – June 2011 | Part B funds<br>PBIS personnel |
| **2011** | Continue funding the PBIS project. | July 2011-<br>June 2012 | SSOS PBIS staff<br>VI-B funds |
| **2011** | Provide district support grants with expected outcomes in Year 2:<br>District team and first cohort of school teams<br>• Tier 2 trainings: systems, data, and practices<br>• TA for coaches w/ second cohort of school teams<br>• District tier 2 infrastructure | Sept. 2011– June 2012 | Part B funds<br>PBIS personnel |
| **2011** | Collaborate with IT to integrate discipline data into the longitudinal data system | Summer 2011 | Data Coordinator<br>Part B funds |
| **2011** | Consult with stakeholders regarding replacement of e-formula for both 4A and 4B. | Spring 2012 | Quality Assurance & Reporting Coordinator<br><br>Part B funds<br><br>Western Regional Resource Center |
| **2012**<br>**(2012-2013)** | Provide multiple years of PBIS technical assistance. | Sept. 2012 – June 2013 | Part B funds<br>PBIS personnel<br>Regional Consultants |
| **2012** | Continue funding the PBIS project. | July 2012-<br>June 2013 | SSOS PBIS staff<br>VI-B funds |
| **2012** | Multi-year Supports<br>– Year 3: District team and first cohort of school teams<br>• Tier 3 trainings: systems, data, and practices<br>• TA for coaches w/ second & third cohort of school teams<br>• District tier 3 infrastructure | Sept. 2012-<br>June 2012 | Part B funds<br>PBIS personnel |

**Monitoring Priority: FAPE in the LRE**

**Indicator 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.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

**Overview of Issue/Description or Process:**

Data on educational environments for students with disabilities is collected annually on December 1. SDE efforts to ensure the accuracy of the Child Count data include annual training required for new data managers and optional for others that covers codes and their definitions, with an emphasis on anything new. It also covers data entry, data validation, and reporting.

In addition, annual training is required for the 20% of districts that are in the self-assessment cycle. This training is for district leadership teams and includes a review of the district's last 3 years of data submitted for Child Count, with curious data highlighted in red. Again Child Count definitions are discussed as district teams scrutinize their data and the reports that were generated from that data.

**Baseline Data for FFY 2005 (2004-2005):**

A. Served inside the regular class 80% or more of the day

B. Served Inside the regular class less than 40% of the day

C. Served In separate schools, residential facilities, or homebound/hospital placements

| **A.** Inside the regular class 80% or more of the day; | **B.** Inside the regular class less than 40% of the day | **C.** In separate schools, residential facilities, or homebound/hospital placements |
|---|---|---|
| **58.2%** | **9.0%** | **1.6%** |

**Discussion of Baseline Data:**

As the SDE carries out monitoring activities in Idaho, we consistently observe a full continuum of services offered to meet the individual needs of students with disabilities, yet these students are included more and excluded less than they would be in most other states. In only five other states would students with disabilities be more likely to spend more than 80% of their school day with non-disabled peers and they are far less likely to be excluded from typical peers more than 60% of their school day, an area in which

only four states perform better. Although separate facilities are sometimes the least restrictive environment for a specific student with significant emotional or educational needs, these environments are reserved for very few students in Idaho. Nationally, 4.2% of students with disabilities are educated in separate placements, while in Idaho, it is only 1.6%.

Some of the success at inclusion may be attributed to our contract with the University of Idaho Positive Behavior Supports Project (PBIS). Through a grant, schools may apply for assistance from a PBIS team member to assist them in problem solving around either specific student behavioral issues, or around issues allowing the LEA to develop more responsive PBIS systems for all children. In spite of the high numbers of students included, monitoring activities find the most common service delivery model in Idaho continues to be pulling students out of regular classes to receive instruction in resource rooms, so we know there is room for improvement. We see few truly collaborative teaching models between general education teachers or content area specialists and special education teachers.

| FFY | Measurable and Rigorous Targets | | |
|---|---|---|---|
| | A: >80% in regular class | B: <40% in regular class | C: Separate |
| 2005 | 59% | 8.8% | 1.6% |
| 2006 | 60% | 8.6% | 1.6% |
| 2007 | 61% | 8.4% | 1.5% |
| 2008 | 62% | 8.2% | 1.5% |
| 2009 | 63% | 8.0% | 1.5% |
| 2010 | 64% | 7.9% | 1.5% |
| 2011 | 64% | 7.9% | 1.5% |
| 2012 | 64% | 7.9% | 1.5% |

**Improvement Activities/Timelines/Resources:**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Train district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate. | Fall 2005 and Annually | Quality Assurance Coordinator<br>VI-B Grants/Contracts Officer<br>VI-B funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2005** | Program into the Child Count database a soft error message when a student has few hours of service and a more restrictive educational environment is entered. | Winter 2006 | Quality Assurance Coordinator<br>Contracted Programmer<br>VI-B Grants/Contracts Officer<br>VI-B funds |
| **2005** | Continue training on response to intervention (RTI) and bringing new schools on board to increase collaboration and teaming between general educators and special educators. | 2005-2006 and ongoing | RTI Coordinator<br>SDE Regional Consultants<br>RTI Contractors<br>SIG funds<br>VI-B funds |
| **2005** | Continue to provide training and technical assistance on Differentiated Instruction to LEAs | 2005-2006 and ongoing | Gifted/Talented Coordinator<br>SDE Regional Consultants<br>VI B and SIG funds |
| **2005** | Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships." | Spring 2006 and Ongoing | VI B and Title 1 funds<br>SDE Parent Involvement Coordinator<br>Title 1 Family Coordinator<br>SDE Regional Consultants<br>SIG funds<br>VI-B funds<br>Title I funds |
| **2006**<br>**(2006-2007)** | Continue training on response to intervention (RTI) and bringing new schools on board to increase collaboration and teaming between general educators and special educators. | 2005-2006 and ongoing | RTI Coordinator<br>SDE Regional Consultants<br>RTI Contractors<br>SIG funds<br>VI-B funds |
| **2006** | Continue to provide training and technical assistance on Differentiated Instruction to LEAs | 2005-2006 and ongoing | Gifted/Talented Coordinator<br>SDE Regional Consultants<br>VI B and SIG funds |

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2007**<br>**(2007-2008)** | Deliver training on co-teaching and collaborative models that will help districts meet the ESEA requirement for content endorsed teachers to deliver the primary instruction but give students with disabilities the support they need to be successful in courses with typical peers | 2007-2008 and Ongoing | Regional Consultants<br>Personnel Development Coordinator<br>VI-B funds |
| **2007** | Prepare Co-Teaching training module and make available statewide through the Idaho Training Clearinghouse website | June 2008 | SDE Coordinators (RTI Coordinator collaborating with others) |
| **2007** | ▪ "Parent Collaborative" meets at least quarterly to collaboratively plan parent involvement and technical assistance activities with representation from Title 1, Special Education, parents, school districts, Safe and Drug Free Schools, Child Nutrition, Consolidated School Health, and Content (reading & math).<br>▪ Collaboratively plan parent training and workshops regarding involvement.<br>▪ Collaboratively host parent training and workshops in high needs districts | Sept 07<br>Nov 07<br>Mar 08<br>June 08<br><br>Apr. 2008 | VI-B funds<br>Title 1 funds<br>Safe & Drug Free funds<br>Other funds, if available<br><br>Staff members from:<br>Special Education<br>Title I staff<br>Safe & Drug Free Coordinator<br>Health Coordinator |
| **2007** | Include LRE performance as one of the data points on which "Determinations" are made | Jan. 2008 | Performance Work Group<br>Quality Assurance Coordinator |
| **2007** | Provide technical assistance to districts with the lowest LRE data | Jan-May 2008 | SDE Coordinator<br>Regional Consultants |
| **2007** | Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships." | Ongoing | SDE Parent Involvement Coordinator<br>Title 1 Family Coordinator<br>SDE Regional Consultants<br>SIG funds<br>VI-B funds<br>Title I funds |
| **2008**<br>**(2008-2009)** | Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate. | Fall 2008 | Quality Assurance Coordinator<br>VI-B Grants/Contracts Officer<br>VI-B funds |
| **2008** | Provide technical assistance to districts with the lowest LRE data | Jan-May 2008 | SDE Coordinator<br>Regional Consultants |

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2008** | Provide and disseminate resources on effective instructional strategies that increase performance in the general education classroom | June 2008 | SDE Coordinators (RTI Coordinator collaborating with others) |
| **2008** | Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships." | Ongoing | SDE Parent Involvement Coordinator<br>SDE Regional Consultants<br>Part B funds<br>Title I funds |
| **2009**<br>**(2009-2010)** | Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate. | Fall 2009 and Annually | Quality Assurance Coordinator<br>VI-B Grants/Contracts Officer<br>VI-B funds |
| **2009** | Provide and disseminate resources on effective instructional strategies that increase performance in the general education classroom | Ongoing | SDE Coordinators (RTI Coordinator collaborating with others) |
| **2009** | Provide technical assistance to districts with the lowest LRE data | Jan-May | SDE Coordinator<br>Regional Consultants |
| **2009** | Provide parents with tools to become active members of the school and community through Title 1/Special Education project "Home, School, and Community Partnerships." | Ongoing | SDE Parent Involvement Coordinator<br>Title 1 Family Coordinator<br>SDE Regional Consultants<br>VI-B funds<br>Title I funds |
| **2010** | Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate. | Fall 2010 and Annually | Quality Assurance Coordinator<br>VI-B Grants/Contracts Officer<br>VI-B funds |
| **2010** | Provide technical assistance to districts with the lowest LRE data | Jan-May | SDE Coordinator<br>Regional Consultants |
| **2010** | Provide and disseminate resources on effective instructional strategies that increase performance in the general education classroom | Ongoing | SDE Coordinators (RTI Coordinator collaborating with others) |

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2011** | Provide annual training of district personnel about Child Count definitions and procedures to ensure that educational environment data are reported accurately. | Fall 2011 | Grants/Contracts Coordinator<br>VI-B funds |
| **2011** | Provide technical assistance to districts with the lowest LRE data | January 2012 – May 2012 | SDE Coordinator<br>Regional Consultants |
| **2011** | Provide and disseminate resources on effective instructional strategies that increase performance in the general education classroom | Ongoing | SDE Coordinators (RTI Coordinator collaborating with others) |
| **2011** | Contact districts with significant year-to-year changes in LRE categories to determine reasons behind the progress or slippage. | Continued from 2010<br>January 2012 – December 2012 | Part B Funds<br>Quality Assurance and Reporting Coordinator |
| **2011** | Provide annual training of district personnel about Child Count definitions and procedures to ensure that educational environment data are reported accurately. | September 2012 – December 2012 | Part B Funds<br>Quality Assurance and Reporting Coordinator<br>VI-B funds |
| **2011** | Establish standardized data analysis processes in the cleaning and retievability of Child Count Data | On going | Part B Funds<br>Quality Assurance and Reporting Coordinator |
| **2011** | Review historical data to establish trends in placement by disability and district. Present findings at stakeholder meetings (e.g. special education directors, district superintendents, parent advisory groups) for feedback. | February 2012 – June 2012 | Quality Assurance and Reporting Coordinator |
| **2012** | Provide annual training of district personnel about Child Count definitions and procedures to ensure that educational environment data are reported accurately. | Fall 2013 | Quality Assurance and Reporting Coordinator<br>Funding And Accountability Coordinator<br>Part-B funds |

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2012** | Provide technical assistance to districts with the lowest LRE data | January 2013 – May 2013 | Quality Assurance and Reporting Coordinator<br><br>Regional Consultants |
| **2012** | Provide and disseminate resources on effective instructional strategies that increase performance in the general education classroom | Ongoing | SDE Coordinators (RTI Coordinator collaborating with others) |

**Monitoring Priority: FAPE in the LRE**

**Indicator 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.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

**Revisions for FFY 2012**

The collection of data regarding early childhood educational environments and location of special education services was developed during with the input of Special Education Directors, Early Childhood Preschool teachers, and the Early Childhood Coordinating Council in a series of statewide meeting conducted by the SDE's Early Childhood and Interagency Coordinator.

**Baseline Data for FFY 2011 (2010-2011):**

A. Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

B. Attending a separate special education class, separate school o-r residential facility.

| A. Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. | B. Attending a separate special education class, separate school or residential facility. |
|---|---|
| **30.4%** | **50.3%** |

**Discussion of Baseline Data:**

The state of Idaho does not fund preschool programs for non-disabled students resulting in a significant number of services for students with disabilities being delivered in strictly special education placements (50.3%). The initial goal for improvement is to increase placement in regular early childhood programs (e.g., Head Start) 1% annually and decrease placements in strictly special education environments by

0.5%. Goals and improvement activities were established by stakeholders including representatives from the State Department of Education, Idaho Head Start Association, Head Start Collaboration Office, Public Health, Idaho Parents Unlimited (IPUL), and parents.

Idaho ensures that all LRE considerations apply to preschool students with disabilities who are entitled to receive special education and related services. Settings for implementing IEPs for students of preschool and kindergarten age are the same as for all other school-age children. LEAs are not required to initiate such programs solely to satisfy LRE requirements. However, the LEA must meet the individual needs of preschool children with disabilities in least restrictive environments by providing alternative settings, which may include:

- Providing opportunities for participation (including part-time) of preschool children with disabilities in other preschool settings operated for preschool children without disabilities by other agencies (Head Start, NAEYC accredited preschools, licensed child care).
- Placing preschool children with disabilities in the following:
  - Private school programs for preschool children without disabilities; or
  - Private preschool programs that integrate children with and without disabilities; and
  - Locating classes for preschool children with disabilities in elementary schools and integrating those children in typical kindergarten, recess music, art, library, reading time, and other activities as individually appropriate.

**Targets and Actual Target Data for FFY 2011:**

| **Educational Placement Data for FFY 2011** | **Education Environment** | **Special Education Setting Count[1] (a)** | **Special Education Child Count, ages 3-5[2] (b)** | **Educational Placement Percent %=(a/b)*100** |
|---|---|---|---|---|
| 6A | Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 1026 | 3379 | **30.4%** |
| 6B | Attending a separate special education class, separate school or residential facility | 1701 | 3379 | **50.3%** |

[1]Special Education Setting Count is reported annually with the Special Education Child Count data collection and includes students with disabilities, ages 3-5.
[2]Special Education Child Count is the annual Special Education Child Count data collection and includes students with disabilities, ages 3-5.

| FFY | Measurable and Rigorous Target for 6A | Actual Performance |
|---|---|---|
| 2010 | Not required this year. | Not required this year. |
| 2011 | 30.4% | 30.4% |
| 2012 | 31.4% | |

| FFY | Measurable and Rigorous Target for 6B | Actual Performance |
|---|---|---|
| 2010 | Not required this year. | Not required this year. |
| 2011 | 50.3% | 50.3% |
| 2012 | 49.8% | |

**Overview of Issue/Description or Process:**

Idaho ensures that all LRE considerations apply to preschool students with disabilities who are entitled to receive special education and related services. Settings for implementing IEPs for students of preschool and kindergarten age are the same as for all other school-age children. Only one public school district, of 114, in Idaho operates a limited program for preschool children without disabilities. LEAs are not required to initiate such programs solely to satisfy LRE requirements. However, the LEA must meet the individual needs of preschool children with disabilities in least restrictive environments by providing alternative settings, which may include:

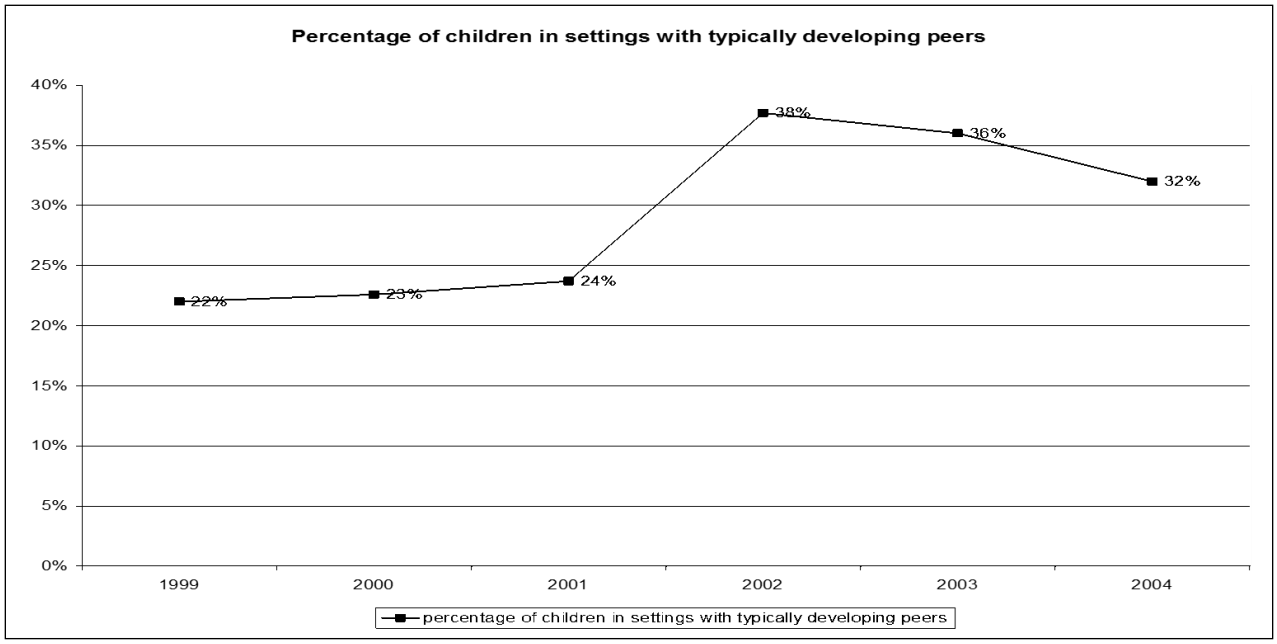
- Providing opportunities for participation (including part-time) of preschool children with disabilities in other preschool settings operated for preschool children without disabilities by other agencies (Head Start, NAEYC accredited preschools, licensed child care).
- Placing preschool children with disabilities in the following:
- Private school programs for preschool children without disabilities; or
- Private preschool programs that integrate children with and without disabilities; and
- Locating classes for preschool children with disabilities in elementary schools and integrating those children in typical kindergarten, recess, and other activities as individually appropriate.

**Baseline Data for FFY 2005 (2004-2005):**

The data includes:

- Early Childhood Setting;
- Home;
- Part-time Early Childhood Setting/Part-time Early Childhood Special Education Setting.

Baseline: 32% percent of preschool children with IEPs received special education and related services in settings with typically developing peers, including early childhood settings, home, and part-time special education early childhood-part-time early childhood settings.




**Discussion of Baseline Data:**

Most of Idaho's LEAs are rural or remote. Access to early childhood programs of acceptable quality, or any at all, is problematic for many LEAs. Only 13 Head Start programs exist in Idaho. The SDE has worked for the past year with NECTAC and the Vanderbilt Individualizing Inclusion project in order to stimulate placement and supports in inclusive settings, and to provide practicum sites and buy-in from University teacher preparation programs with Early Childhood/Early Childhood Special Education Certificate programs.

| FFY | Measurable and Rigorous Target |
|---|---|
| **2005** **(2005-2006)** | >32% of children ages 3-5 educated with typically developing peers |
| **2006** **(2006-2007)** | New data collection requirements for this indicator are significantly different from the previous collection and not consistent with this indicator. No requirement to report. |
| **2007** **(2007-2008)** | No requirement to report. |
| **2008** **(2008-2009)** | Pending revised baseline |
| **2009** **(2009-2010)** | Pending revised baseline |
| **2010** **(2010-2011)** | Pending revised baseline |
| **2011** **(2011-2012)** | Pending revised baseline |

| | |
|---|---|
| **2012** **(2012-2013)** | Pending revised baseline |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Timelines | Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Establish state targets (from SPP) and provide districts with data comparing their preschool LRE data with the state targets.<br>Include these data reports in the monitoring process (during self-assessment and Plan for Improving Results. | September 2005, and Annually | Quality Assurance Coordinator and Monitoring Chair<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |
| **2005** | Continue to make preschool LRE data reports public | September<br>Annually | Quality Assurance Coordinator<br>VI-B funds |
| **2005** | Continue to assist LEAs in using LRE data in improvement planning | Ongoing | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| **2006** **(2006-2007)** | Re-establish baseline and re-set state targets based on the new data definitions for EC environments. | February 2007 | Early Childhood Coordinator<br>Quality Assurance Coordinator and Monitoring Chairs<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |
| **2006** | Support the initiative before the legislature to remove from Code the phrase prohibiting school districts from using fiscal resources for children younger than school age, (with the exception of preschoolers with disabilities) | January – March 2007 | All SDE Staff<br>Part C Leaders<br>Regional Consultants |
| **2006** | Provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process, during self-assessments and in the Plan for Improving Results. | Ongoing | Quality Assurance Coordinator and Monitoring Chairs<br>Early Childhood Coordinator<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |

| FFY | Activities | Timelines | Resources |
|---|---|---|---|
| **2006** | Continue to make preschool LRE data reports public. | September 2007 and Annually | Quality Assurance Coordinator<br>VI-B funds |
| **2006** | Continue to assist LEAs in using LRE data in improvement planning | Ongoing | Early Childhood Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| **2007**<br>**(2007-2008)** | Provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process, during self-assessment and Plan for Improving Results. | September 2007 and Annually | Quality Assurance Coordinator and Monitoring Chairs<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |
| **2007** | Continue to make preschool LRE data reports public. | September,<br>Annually | Quality Assurance Coordinator<br>VI-B funds |
| **2007** | Continue to assist LEAs in using LRE data in improvement planning | Ongoing | Early Childhood Coordinator<br>Regional Consultants<br>VI-B funds |
| **2008**<br>**(2008-2009)** | Provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process, during self-assessment and Plan for Improving Results. | September 2008 and Annually | Quality Assurance Coordinator and Monitoring Chairs<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |
| **2008** | Continue to make preschool LRE data reports public . | September and Annually | Quality Assurance Coordinator<br>VI-B funds |
| **2008** | Continue to assist LEAs in using LRE data in improvement planning | Ongoing | Early Childhood Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| **2009**<br>**(2009-2010)** | Provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process, during self-assessment and Plan for Improving Results. | September 2009 and Annually | Quality Assurance Coordinator and Monitoring Chairs<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |

| FFY | Activities | Timelines | Resources |
|---|---|---|---|
| **2009** | Continue to make preschool LRE data reports public. | September 2009 and Annually | Quality Assurance Coordinator<br>VI-B funds |
| **2009** | Continue to assist LEAs in using LRE data in improvement planning | Ongoing | Early Childhood Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| **2010**<br>**(2010–2011)** | Provide districts with data comparing their preschool LRE data with the state targets. Include these data reports in the monitoring process, during self-assessment and Plan for Improving Results. | September 2010 and Annually | Quality Assurance Coordinator and Monitoring Chairs<br>Monitoring Task Force<br>Regional Consultants<br>VI-B funds |
| **2010** | Provide training on using the new educational environment codes. | Sept. 2010 | Data Coordinator<br>SDE Technology Services<br>Part B Funds |
| **2010** | Continue to assist LEAs in using LRE data in improvement planning | Nov. 2010 | Early Childhood Coordinator<br>Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| **2010** | Provide information to LEAs via the SDE SpEd Newsletter | Jan. 2010 | Early Childhood Coordinator<br>Part B Funds |
| **2011**<br>**(2011–2012)** | Provide training on using the new educational environment codes. | Sept. 2011 | Data Coordinator<br>SDE Technology Services<br>Part B Funds |
| **2011** | Visit preschool programs to Identify creative EC LRE options in Idaho where no public preschools exist | Oct. 2011 | EC Coordinator<br>Regional Consultants<br>Part B Funds |
| **2011** | Share promising practices via the SDE SpEd Newsletter | Jan. 2012 | Early Childhood Coordinator<br>Part B Funds |
| **2011** | Provide statewide technical assistance to inform LEAs of promising practices in regard to inclusion for children ages 3-5. | Jan. 2012 | EC Coordinator<br>Regional Consultants<br>Part B Funds |

| FFY | Activities | Timelines | Resources |
|---|---|---|---|
| **2012** **(2012–2013)** | Collaborate with Head Start to provide additional LRE options | Oct. 2012 | EC Coordinator<br>Part B Funds |
| **2012** | Provide training on reporting EC LRE data | Sept. 2012 | Data Coordinator<br>Part B Funds |
| **2012** | Share promising practices via the SDE SpEd Newsletter | Jan. 2013 | Early Childhood Coordinator<br>Part B Funds |
| **2012** | Collect data regarding barriers to placement in regular early childhood programs | April 2013 – November 2013 | Quality Assurance and Reporting Coordinator<br>Early Childhood Coordinator<br>Part B Funds |
| **2012** | Work with stakeholders to identify solutions to barriers to placement in regular early childhood programs | October 2013 – November 2013 | Quality Assurance and Reporting Coordinator<br>Early Childhood Coordinator<br>Part B Funds |
| **2012** | Provide data to the Idaho State School Board | October 2013 | Quality Assurance and Reporting Coordinator<br>Early Childhood Coordinator<br>Part B Funds |

**Monitoring Priority: FAPE in the LRE**

**Indicator 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.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

Outcomes:

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.

Progress categories for A, B and C:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

**Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:**

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations

in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

**Overview of Issue/Description of System or Process:**

General description of the outcome measurement system that Idaho developed with stakeholder input during the 2005-2006 school year:

The outcome measurement system for Idaho will include:

- Policies and procedures to guide outcome assessment and measurement practices.
- Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use.
- Quality assurance and monitoring procedures to ensure the accuracy of the outcome data.
- A web–based data system to collect elements for outcomes data, maintenance, and outcome data analysis functions.

Each of these is described below.

**Policies and procedures to guide outcome assessment and measurement practices.**

Data will be used from evaluations and reevaluations for measuring progress. Relevant policies will include:

1) Evaluation. It was determined that the ECO process should be incorporated, as much as possible, with the existing eligibility determination as required for special education eligibility. A full and individualized evaluation of a child's needs must be conducted before any action is taken with respect to the initial placement of a student with a disability in a special education program. Eligibility of children must be determined by using multiple sources of data and must not be dependent upon single test scores. Evaluation procedures may include, but are not limited to, observations, interviews, behavior checklists, structured interactions, play assessment, adaptive and developmental scales, criterion-referenced and norm referenced instruments, clinical judgment, and tests of basic concepts or other techniques and procedures as deemed appropriate by the professional(s) conducting the evaluations. Results of assessments used for determination of the 1-7 score, will be documented on the 7 pt. Child Outcome Summary Form developed by the ECO center. The ECO center decision-tree is also provided as a guidance document to district teams to ensure reliable data. Districts have the option to use Part C evaluations and eligibility information for the 'entry' score.

   It is important to note, that stakeholders reviewed a number of assessments before adopting the anchor assessments to be used in conjunction with multiple sources of information including parent interview and observation. The team selected anchor assessments that had been cross-walked by the ECO center and that represented standardized and curriculum-based measures commonly used in the state. Anchor assessments include: AEPS, Battelle (BDI II), Brigance, Carolina, Creative Curriculum, HELP (Hawaii), High Scope (COR), Ounce, Developmental Assessment of Young Children (DAYC) and Work Sampling. It was agreed that the Bayley III could be used for Part B, entry only, when completed by Part C for exit. Further, the group adopted the ECO Child Outcomes Summary Form (COSF), with a 7–point rating scale. Data from a variety of sources is reviewed by practitioners to determine whether the child's present level of performance on specific skills related to each outcome is foundational (F), immediate foundational (IF) or age appropriate (AA). Based on the # of skills that are (F), (IF), or (AA), a rating on the 7-point scale is determined. The criterion for "comparable to same-aged peers" is defined as a child who has been scored as a 6 or 7 on the COSF.

**Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use.**

Outcome measurement policies, procedures and strategies were determined through input from the Early Childhood Outcomes (ECO) Center and input from a broad stakeholder group including Part C, Head Start (including Migrant and Seasonal and Tribal Head Start Programs), child care, Early Childhood/Early Childhood Blended Certificate faculty at 2- and 4-year Institutions of Higher Education beginning with a stakeholder group, with the assistance of ECO Center personnel, in December, 2005. The Idaho Infant Toddler Program (Department of Health and Welfare) and the Idaho State Department of Education collaborated and coordinated the development and operation of a single outcome evaluation system from January through summer of 2006.

Idaho Parts C and B selected a list of assessment instruments.

A pamphlet was created to inform parents of the new federal requirement for reporting outcomes and their involvement in the process.

**Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcome data.**

The State will have the ability to analyze the time 1 and time 2 matched ratings for individuals from the data system utilizing the data calculator available on the ECO center website. Ongoing technical assistance will be available to districts to determine concerns with the established procedures. Data will be reviewed by a statewide team to determine if validity and/or reliability issues exist that will require additional training.

**A web–based data system to collect elements for outcomes data, maintenance, and outcome data analysis functions.**

The web-based data system was created to collect the data elements selected by the stakeholder group and required by OSEP. The district and state aggregate data is maintained at the state level. Outcome data will continue to be analyzed as it is available, for measuring early childhood outcomes at the program level and by district.

**Measurement Strategies to Collect Data:**

*Who will be included in the measurement, i.e. what population of children?*

All children with IEPs, who are younger than 54 months of age when the first IEP is completed and who receive services for at least 6 months before kindergarten entry. No sampling will be used.

*What assessment/measurement tool(s) will be used?*

The SDE (Part B) and the Department of Health and Welfare (Part C), with input and buy-in from the stakeholder group December, 2005 to summer 2006 selected multiple assessment instruments which are in accord with the state's evaluation policies. Multiple assessment instruments were selected for districts to choose from, as a system to inform a team rating in each of the three outcome areas, to complete ~~a~~ 7-point child outcome rating system developed by the ECO center. The outcome rating scale summarizes each child's level of functioning in each of the three areas in relation to typically developing peers. The high point (7) on this scale indicates outcome achieved at an age-expected level. The low point (1) indicates the farthest distance from age-expectations.

*Who will conduct the assessments?*

IEP evaluation teams will determine who will conduct the anchor assessment(s). The state is capturing demographic information in the web-based system to determine if entry data is Part C exit data, a combination of data from both the Part C and Part B program, or if it is solely data collected by the Part B program, for a child who did not receive services in the Part C program. The Part B program has the option to choose to use the exit data from Part C as the entry data for Part B, this is a local team decision and can be made on an individual child basis.

*When will measurement occur?*

Outcome ratings will be obtained on entry into the program, and on exit from the program. Entries must be made into the system within 45 days of entry into the program. Exit data must be entered within 30 days after exit, due to moving out of state, no longer meeting eligibility criteria, or reaching legal kindergarten age.

*Who will report data to whom, in what form, and how often? What method will be used to summarize data from multiple sources?*

Districts will report outcome rating scores on each outcome area to the State Department of Education into a web-based data. The district IEP team will use multiple data sources, such as existing data on the child, anchor assessment data, information provided by the parent, and observations from the teacher and related service providers to determine the present level of performance in each outcome area. Specific skill data will be summarized on a paper copy of the COSFform and used to determine the 7 point rating, which is then entered on the web-based system.

*How will data be analyzed?*

The entry outcome ratings from children with initial IEPs will be matched to exit outcome ratings for individual children. At the district and state levels, analysis of matched scores will yield each of the five outcomes as stated previously. Data will be available as an excel spreadsheet so it can be sorted according to demographic information of the students, by district, by anchor assessment, and the source of the data/team that was used in the process. Data can be sorted and reviewed for multiple indicators for program improvement purposes.

We will report, each year, a) % of children who did not improve functioning, b) % of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers, c) % of children who improved functioning to a level nearer to same-aged peers but did not reach it, d) % of children who improved functioning to reach a level comparable to same-aged peers, and e) % of children who maintained functioning at a level comparable to same-aged peers.

**Criteria used to determine whether a child's functioning was "comparable to same aged peers".**

Skills used to determine a child's present level of performance in each outcome area will be listed on the COSF as being a Foundational (F) skill, Immediate Foundational skill (IF) or an Age Appropriate skill (AA) based on typical child development. The child's functioning will be determined by the IEP team as "comparable to same aged peers**"** if the skills are generally or always considered appropriate, which would be a rating of 6 or 7 on the 7 point scale.

**Progress Data for FFY 2008 (2008-2009)**

| A. Positive social-emotional skills (including social relationships): | Number of children | % of children |
|---|---|---|
| a. Percent of children who did not improve functioning | 7 | .7% |
| b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 60 | 5.8% |
| c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach | 389 | 37.9 |
| d. Percent of children who improved functioning to reach a level comparable to same-aged peers | 470 | 45.8 |
| e. Percent of children who maintained functioning at a level comparable to same-aged peers | 100 | 9.7 |

| | | |
|---|---|---|
| Total | N=1026 | 100% |
| B. Acquisition and use of knowledge and skills (including early language/communication and early literacy): | Number of children | % of children |
| a. Percent of children who did not improve functioning | 10 | 1.0% |
| b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 65 | 6.3% |
| c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach | 436 | 42.5% |
| d. Percent of children who improved functioning to reach a level comparable to same-aged peers | 448 | 43.7% |
| e. Percent of children who maintained functioning at a level comparable to same-aged peers | 67 | 6.5% |
| Total | N=1026 | 100% |
| C. Use of appropriate behaviors to meet their needs: | Number of children | % of children |
| a. Percent of children who did not improve functioning | 10 | 1.0% |
| b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 75 | 7.3% |
| c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach | 267 | 26.0% |
| d. Percent of children who improved functioning to reach a level comparable to same-aged peers | 516 | 50.3% |
| e. Percent of children who maintained functioning at a level comparable to same-aged peers | 158 | 15.4% |
| Total | N=1026 | 100% |

Baseline Data for Preschool Children Exiting 2008-2009

| **Summary Statements** | % of children |
|---|---|
| Outcome A: Positive social-emotional skills (including social relationships) | |
| 1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program | 92.8% |
| 2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program | 55.6% |
| Outcome B: Acquisition and use of knowledge and skills (including early language/communication and | |

| | |
|---|---|
| early literacy) | |
| 1 Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program | 92.2% |
| 2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program | 50.2% |
| Outcome C: Use of appropriate behaviors to meet their needs | |
| 1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program | 90.2% |
| 2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program | 65.7% |

**Discussion of Baseline Data:**

FFY 2008 baseline data was collected for 1,026 preschool students whom had received services for at least six months from 72 school districts. This indicates an increased representation of children that the state district programs have collected both entry and exit data on when compared to the FY2007 data of 573 preschool students. A comparison of progress data from last year indicates Idaho has shown improvement in all areas but one. In addition, through a comparison of the data collected for FFY 2008 and previous FFYs, Idaho is believes that the quality of data is improving due to the technical assistance afforded the districts and a better understanding of early childhood outcomes.

Targets for FFY 2009 and 2010 have been set and reflect stakeholder input and analysis of the baseline data.

**Measureable and Rigorous Targets**

| **Summary Statements** | Target FFY 2009 (% of children) | Target FFY 2010 (% of children) | Target FFY 2011 (% of children) | Target FFY 2012 (% of children) |
|---|---|---|---|---|
| **Outcome A: Positive social-emotional skills (including social relationships)** | | | | |
| 1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program | 93.0% | 93.5% | 93.5% | 93.5% |
| 2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program | 56.5% | 57.0% | 57.0% | 57% |
| **Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)** | | | | |

| | | | | |
|---|---|---|---|---|
| 1 Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program | 92.7% | 93.2% | 93.2% | 93.2% |
| 2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program | 51.0% | 51.5% | 52.3% | 52.4% |
| **Outcome C: Use of appropriate behaviors to meet their needs** | | | | |
| 1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program | 90.7 | 91.2% | 91.2% | 91.3% |
| 2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program | 66.2% | 67.0% | 67.8% | 67.9% |

**Improvement Activities/Timelines/Resources:**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Convene a stakeholder group to consider the use of one assessment instrument or several state-adopted assessment instruments with the ECO Center rating scale.<br>Align with Part C, G-SEG decision | December 2005 | 619 Coordinator<br>Part C, Infant Toddler Program<br>ECO Center Staff<br>VI-B Funds |
| | Adopt option selected<br>Train all 619 and Part C personnel on assessment instrument/s and rating scale (if multiple instruments are selected) for entry- exit data to be collected 2006-2007 school year. | Summer 2006 | 619 Coordinator<br>Part C, Infant Toddler Program<br>Assessment vendor trainers<br>VI-B Funds |
| | Develop and implement an online, real-time system to collect entry and exit data. | Summer 2006 | 619 Coordinator<br>Part C, Infant Toddler Program<br>SDE data personnel<br>VI-B Funds |
| **2006** **(2006-2007)** | Develop and implement a data analysis system to review and report the data. | Fall 2006 and Ongoing | 619 Coordinator<br>Part C, Infant Toddler Program<br>SDE data personnel<br>VI-B Funds |
| | Collect progress data | 2006-2007 | 619 Coordinator<br>SDE data personnel<br>VI-B Funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2007** **(2007-2008)** | Report initial progress data. | February 2008 APR | 619 Coordinator<br>Part C, Infant Toddler Program<br>ECO Stakeholder Group<br>SDE data personnel<br>VI-B Funds |
| **2007** | Review entry and exit data. Make adjustments to data collection system, if needed. | 2007 and Annually | 619 Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2007** | Provide technical assistance to districts, as needed, to improve reliable data for measuring outcomes. | 2007 and Annually | 619 Coordinator<br>Part C, Infant Toddler Program<br>Regional Consultants<br>VI-B Funds |
| **2008** **(2008-2009)** | Reconvene stakeholder group to share updates to the federal requirements for this outcome, report existing progress data and review policies and procedures and make changes as recommended. | Fall 2008 | 619 Coordinator<br>ECO stakeholder group<br>Regional Consultants<br>VI-B Funds |
| **2008** | Update and publish LEA data. | 2008 and Annually | 619 Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2008** | Partner with Boise State University to develop a cadre of teacher leaders who will Mentor early childhood special education teachers through technical assistance and training | Spring 2009 and Ongoing | SDE Early Childhood Coordinator<br>Boise State University<br>Part B Funds |
| **2008** | Report progress data, review policies, and procedures. | February 2009 | 619 Coordinator<br>Part C, Infant Toddler Program<br>ECO Stakeholder Group<br>SDE data personnel<br>VI-B Funds |
| **2008** | Continue to monitor for compliance of data reporting and valid data. | 2008 and Annually | 619 Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2008** | Continue to provide training and technical assistance on research-based curricula and interventions in early childhood programs | 2008 and Annually | 619 Coordinator<br>Part C, Infant Toddler Program<br>Regional Consultants<br>VI-B Funds |
| **2009** **(2009-2010)** | Update and publish LEA data. | 2009 and Annually | 619 Coordinator<br>Regional Consultants<br>VI-B Funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2009** | Report progress data, review policies, and procedures. | February 2010 | 619 Coordinator<br>Part C, Infant Toddler Program<br>ECO Stakeholder Group<br>SDE data personnel<br>VI-B Funds |
| **2009** | Continue to monitor for compliance of the policies and procedures. | 2009 and Annually | 619 Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2009** | Continue to provide training and technical assistance on research-based curricula and interventions in early childhood programs | 2009 and Annually | 619 Coordinator<br>Part C, Infant Toddler Program<br>Regional Consultants<br>VI-B Funds |
| **2010**<br>**(2010-2011)** | SDE reviews ECO forms required from a percentage of EC teachers and provides feedback | March 2011 | EC Coordinator<br>SDE staff<br>Regional consult.<br>Part B funds |
| **2010** | Align eGuidelines and research-based curricula | May 2011 | EC Coordinator<br>District volunteers<br>Part B funds |
| **2010** | Present a webinar series on the new eGuidelines | Oct. 2010<br>Jan. 2011<br>Apr. 2011 | EC Coordinator<br>Part B funds |
| **2010** | Evaluate current EC forms and documents used by preschools and revise as needed | May 2011 | EC Coordinator<br>Regional consult.<br>Part B funds |
| **2011**<br>**(2011-2012)** | Conduct statewide training on ECO as well as other early childhood topics. | Aug 2011 | EC Coordinator<br>Regional consult.<br>Part B funds |
| **2011** | Original activity: Infant Toddler program and the SDE collaborate to align Part C exit data with Part B entry data.<br>Revised activity: Part B will utilize Part C data as a source in development of student the IEP which will include ECO ratings. | May 2012 | EC Coordinator<br>Part B funds |
| **2011** | SDE reviews ECO forms required from a percentage of EC teachers and provides feedback | March 2012 | EC Coordinator<br>SDE staff<br>Regional consult.<br>Part B funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2011** | Proposed added activities: Compare students reported to SDE on December 1 Count with student entered into ECO data base to assure comprehensive reporting of students served in EC programs longer than 6 months | May 2012/Annual activity | EC Coordinator<br>SDE staff<br>Regional Consultants<br>Part B funds |
| **2011** | Develop on-line training module to educate EC teachers on policies, procedures, and required documentation for reporting on ECO's. | May 2012 | EC Coordinator<br>SDE staff<br>Regional Consultants<br>Part B funds |
| **2012**<br>**(2012-2013)** | Align the eGuidelines to the ECOs | Feb. 2013 | EC Coordinator<br>Part B funds |
| **2012** | Review and revise the Preschool Compliance Review | September 2013 | EC Coordinator<br>Quality Assurance and Reporting Coordinator<br>Part B funds |
| **2012** | SDE reviews ECO forms required from a percentage of EC teachers and provides feedback | March 2013 | EC Coordinator<br>SDE staff<br>Regional Coordinators<br>Part B funds |
| **2012** | Review data collections and calculations to assure accurate reporting. | July to December 2013 | Quality Assurance and Reporting Coordinator<br>Part B funds |

**Monitoring Priority: FAPE in the LRE**

**Indicator 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.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**
Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

**Data Source**:

NCSEAM Parent Survey; data analysis by Piedra Data Services.

**Idaho's Sampling Plan:**

Developed with assistance from WRRC and Caesar DeGord.

**Sampling Plan Meets Federal Requirements:**

- **Large LEAs**: There are no LEAs with enrollment higher than 50,000 in Idaho. LEAs with 24,000 (Boise) and 30,000 (Meridian Joint) students are subdivided into 2 and 3 subgroups and respectively included in 2 and 3 years of the five year data collection process, alternating each other along the remaining years of the SPP.
- **All LEAs Included**: Each LEA is included on one of the remaining years of the SPP.
- **Baseline Data:** Data was collected to reflect baseline information from school year 2005-2006.
- **Reporting:** This plan will allow Idaho to report state and district level data, including all districts during the remaining years of the SPP. Each year of data collection will be representative of the state in regard to population size, geographical location, race/ethnicity, and disability.
- **Baseline:** Baseline is determined from a representative sample of the state with the same process utilized for the remaining years of the SPP. Baseline data are from the districts selected for Year 1 of the data collection process.

**Specific Plan Details:**

- **Target Population**: Parents of students with disabilities in Idaho are the target population with baseline collected during the 2005-2006 school year. There were 28,785 students with disabilities in Idaho school districts for school year 2005/06.
- **Indicator Chosen:** This sample is applicable for Indicator 8 only.
- **Census or Sample:** For larger districts, data will be collected from a random sample of parents of students with disabilities. On smaller districts, data will be collected from a census of the target population. The cutoff point between sampling and census is 100.
- **Description of Sample Design:**
    - **Stratification** – district selection for each year of the data collection process was performed by stratifying school district size, number of minority students, and disability type for the two largest race-ethnicity groups. Each year is representative of the state according to these three variables.

- **Stages / Clustering** – For the selected districts, data will be collected via census, if the Child Count is less than 100, and by random sampling in larger districts.
- **Over sampling / Allocation** – Data collected will be tested according to how representative the sample is with respect to race/ethnicity and type of disability within each school. Considering that we are likely to have a substantial number of no-responses, which varies according to the data collection method (interview, survey, survey method, etc.), we will need to discuss strategies to make an assertion on whether we have a potential bias or not, and for corrections of the data collected. Therefore, we are collecting basic demographic information from each survey respondent. If returned surveys are considered potentially biased, cells will be corrected with distribution of weights according the race/ethnicity and disability categories.
- **Treatment of Extremely Large / Small Units** – There are school districts in the state that are small. On these districts, information will be analyzed in a case by case basis with respect to return rates and reporting. Reporting will not take place from districts with cell sizes smaller than what would allow the public to identify the students in question. The two largest districts are subdivided into two and three data collection opportunities. Each data collection opportunity will be representative of the entire school district, based on population, race/ethnicity, and disability. Because the random student selection is taken from specific buildings that are representative of the whole in the two largest districts, samples will be discrete, from a separate pool of students each year.
- **Implementation details** – For districts with 100 or more students on their Child Count, the SDE Computer Services Bureau will run a random selection program to generate student names. The SDE contacts the district requesting parent contact information for the students selected. From districts with less than 100 SWD, contact information is requested for all parents. The SDE carried out the entire survey process the first year, but due to the limitations of a small staff, we have contracted with Piedra to carry out the process for future years.

- **Justification of Sample Sizes** – A random sample within each district was calculated to provide results on a confidence interval of 2 and confidence level of 95%.
- **Expected Response Rates**

**The Sample and the Sample Design:**

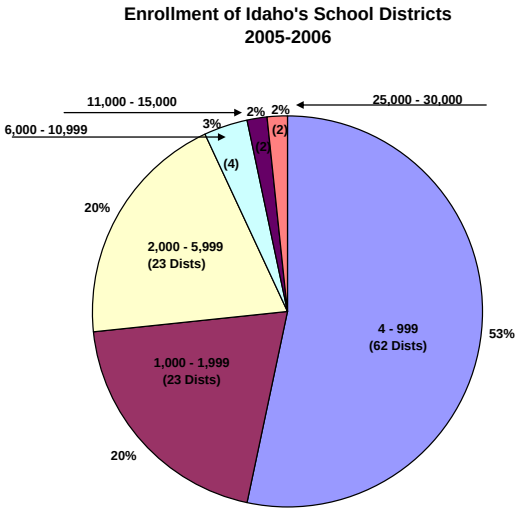
**Introduction**

As it happens to all states in the nation, Idaho has unique geographic and demographic characteristics within its borders and within and across its school districts. To design a five year sampling process where the group of LEAs to be selected for each year of the APR analysis and reporting is representative of the state is a substantial challenge.

To perform this design, we analyzed the geographic and demographic characteristics of the state. Once these characteristics were analyzed and understood from the perspective of relevant special education variables, we performed a two step selection process. First, we selected the districts for each year utilizing a stratified process so each year would be a representative slice of the state. And second, assured that we had a representative slice of the state, we then used a random selection of the parents within each school district. With this process, we know we have targeted a sample of parents that are representative of all parents in the state for each year.

**Characteristics of the State – School District Size**

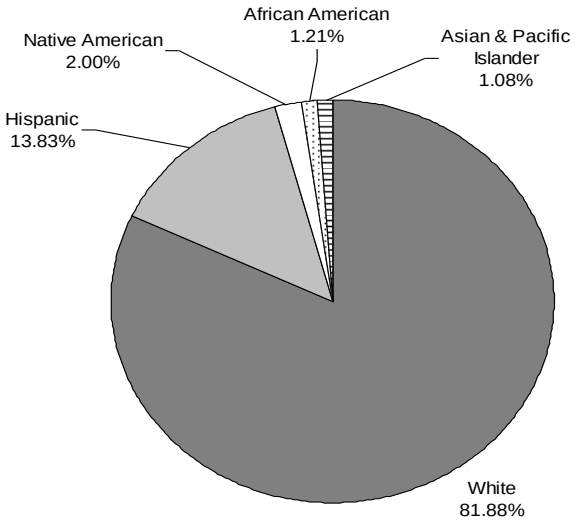
One important aspect to consider in Idaho is that about 50% of all school districts have a total student enrollment of less than a 1,000 students. The next group is of School Districts students between 1,000 and 2,000 students (Please see Table 1 on next page). Besides Meridian Joint, with 30,347 students and Boise with 25,474 students, there are only 6 School Districts with more than 5,000 students.




## Characteristics of the State – Race-Ethnicity

The great majority of the student population is composed by White students, followed by Hispanic students. The other race-ethnicities compose 2% or less of the total student enrollment. However, exceptional cases exist. As an example, there are districts that encompass Native American reservations. Lapwai, for example, has a total enrollment of 505 students with 73% being Native American. Similarly, the Plummer-Worley District has 498 students, 75% of them Native American.

**Special Education in Idaho by Race-Ethnicity**




## District Selection Process

Considering the discussed state characteristics, to obtain a district selection process that is representative of the state for each year of the SPP for indicator 8, we performed the following steps:

- First we utilized three stratification variables and rank-ordered school districts from highest to lowest according to a three tiered stratification and classification process. These variables were,

in order: size of district, number of minority students, and a selected disability. We decided to aggregate the following minority groups: Hispanic, Native American and African American due to the small numbers of certain minority groups.

- Second we divided the ranked ordered districts into subgroups of five districts.
- Third, we applied a random component, a discrete 1-5 random number for each subgroup of 5 for the selection of the specific entities to be included on each of the 5 years of the data collection process. The random numbers, a selection without duplicates, were obtained from www.random.org.
- Fourth, compared means for enrollment, minorities, and combination of certain minority and a disability (Cognitive Impairment) to test the hypothesis that for every year of the remaining 5 years of the SPP, the district selection was representative of the state.
- Fifth, we considered Boise and Meridian districts as separate from this process due to size. They will be included on the sampling collection process multiple times. Meridian was divided into three subgroups and Boise into two subgroups. They will be included in the 5 year collection process in alternate years; Meridian on years 1, 3 and 5 and Boise on years 2 and 4.

With this process, we know we achieved a yearly selection of districts that is statistically representative of the state for each year of the five remaining years of the SPP, with a method that can be replicated for a new round of data collection on subsequent SPPs beyond 2010.

**Sample Selection within Each District**

Within each group of districts, for each year, we applied a sample selection utilizing a confidence interval of 2 and a 95% confidence level. This will provide the number of parents of students with disabilities who will be selected randomly for each year of the data collection process for Indicator 8. On districts that are too small, we recommend a census type of collection.

**Testing of the Five Groups for State Representation**

Table 2 shows how each group of districts, for each year, compares with each other and with the state. Please note that, because of their larger size, Meridian and Boise school districts were subdivided into 3 and 2 districts respectively.

**Table 1 – Comparing Means for Enrollment, Special Education Count, and Selected Minority Groups for Each Year of Sampled School Districts**

| | | Enrollment | Special Education | Minorities Total | Hispanic | Native American | African American |
|---|---|---|---|---|---|---|---|
| Year 1 | Mean | 2120.71 | 233.75 | 317.79 | 28.46 | 12.92 | 2.88 |
| | # of School Districts | 24 | 24 | 24 | 24 | 24 | 24 |
| | Std. Deviation | 3099.87 | 347.24 | 457.03 | 38.23 | 32.45 | 5.98 |
| Year 2 | Mean | 2198.33 | 234.71 | 340.17 | 33.38 | 4.54 | 2.96 |
| | # of School Districts | 24 | 24 | 24 | 24 | 24 | 24 |
| | Std. Deviation | 3226.30 | 359.75 | 547.74 | 63.65 | 12.61 | 6.41 |
| Year 3 | Mean | 2302.08 | 270.83 | 435.92 | 48.08 | 2.63 | 3.50 |
| | # of School Districts | 24 | 24 | 24 | 24 | 24 | 24 |
| | Std. Deviation | 3497.03 | 414.92 | 826.57 | 98.65 | 3.31 | 7.33 |

| | | Enrollment | Special Education | Minorities Total | Hispanic | Native American | African American |
|---|---|---|---|---|---|---|---|
| Year 4 | Mean | 2097.58 | 236.25 | 323.83 | 35.38 | 1.58 | 2.88 |
| | # of School Districts | 24 | 24 | 24 | 24 | 24 | 24 |
| | Std. Deviation | 3100.11 | 351.89 | 670.98 | 79.54 | 2.22 | 5.64 |
| Year 5 | Mean | 2119.35 | 233.57 | 245.13 | 21.48 | 2.43 | 2.39 |
| | # of School Districts | 23 | 23 | 23 | 23 | 23 | 23 |
| | Std. Deviation | 2903.39 | 304.86 | 364.18 | 28.87 | 5.36 | 4.62 |
| State | Mean | 2168.02 | 241.89 | 333.30 | 33.45 | 4.84 | 2.92 |
| | # of School Districts | 119 | 119 | 119 | 119 | 119 | 119 |
| | Std. Deviation | 3120.286 | 352.0839 | 590.4037 | 66.6132 | 16.1953 | 5.98042 |

**Note: "**Minorities total" is an aggregate of Hispanic, Native American, and African American subgroups.

The average size of districts as measured by general education enrollment is well distributed across the years. The special education population is well distributed also, and so are the aggregate of all minorities. We see fluctuations when we move to the specific minority populations, where the cell numbers are small (for example, in Idaho there are only 576 Native American students with disabilities and 348 African American students with disabilities).

When looking at the percentages, some of these variations also occur. Again, this is a reflection of the small numbers of certain minorities and how some districts concentrate a large number of Native American students, for example. Table 2 shows the same data as a comparison of percentages of main variables for each year. Table 3 depicts the two largest ethnic groups, White and Hispanic populations, with respect to cognitive impairment classification. This is reasonably stable across the years. Finally, Table 4 depicts the districts, by enrollment size, across the five year sampling process.

**Table 2 – Percent of Special Education, Minorities, Hispanic, Native American and African American Populations for the Aggregate of the School Districts for each Year of the Sample Collections**

| | Percent Special Education | Percent Minorities | Percent Hispanic | Percent Native American | Percent African American |
|---|---|---|---|---|---|
| Year 1 | 10.81% | 15.88% | 15.18% | 5.26% | 0.51% |
| Year 2 | 10.03% | 13.79% | 8.63% | 3.76% | 0.58% |
| Year 3 | 10.97% | 18.86% | 14.42% | 1.71% | 1.66% |
| Year 4 | 11.62% | 12.28% | 12.96% | 0.69% | 0.79% |
| Year 5 | 12.07% | 13.34% | 11.69% | 1.62% | 0.56% |

| | Percent Special Education | Percent Minorities | Percent Hispanic | Percent Native American | Percent African American |
|---|---|---|---|---|---|
| State Total | 11.09% | 14.84% | 12.58% | 2.62% | 0.82% |

**Table 3 – Distribution of White and Hispanic Students with Cognitive Impairment across each of the Five Groups**

| | | Enrollment | Special Education | White Cognitive Impaired | Hispanic Cognitive Impaired |
|---|---|---|---|---|---|
| Year 1 | Mean | 2120.71 | 233.75 | 11.25 | 2.29 |
| | # of School Districts | 24 | 24 | 24 | 24 |
| | Std. Deviation | 3099.87 | 347.24 | 17.44 | 3.41 |
| Year 2 | Mean | 2198.33 | 234.71 | 12.25 | 2.29 |
| | # of School Districts | 24 | 24 | 24 | 24 |
| | Std. Deviation | 3226.30 | 359.75 | 19.71 | 4.76 |
| Year 3 | Mean | 2302.08 | 270.83 | 11.71 | 2.83 |
| | # of School Districts | 24 | 24 | 24 | 24 |
| | Std. Deviation | 3497.03 | 414.92 | 18.84 | 5.38 |
| Year 4 | Mean | 2097.58 | 236.25 | 11.00 | 2.79 |
| | # of School Districts | 24 | 24 | 24 | 24 |
| | Std. Deviation | 3100.11 | 351.89 | 16.89 | 5.88 |
| Year 5 | Mean | 2119.35 | 233.57 | 11.70 | 1.96 |
| | # of School Districts | 23 | 23 | 23 | 23 |
| | Std. Deviation | 2903.39 | 304.86 | 15.44 | 4.61 |
| State Total | Mean | 2168.02 | 241.89 | 11.58 | 2.44 |
| | # of School Districts | 119 | 119 | 119 | 119 |
| | Std. Deviation | 3120.286 | 352.0839 | 17.45 | 4.81 |

**Table 4 – Distribution of School Districts by Size (Total Enrollment) Across each of the Five Years**

| | Number of School Districts | | | | |
|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 10,000 or more | 2 | 2 | 2 | 1 | 2 |
| Between 5,000 and 10,000 | 1 | 1 | 1 | 2 | 0 |
| Between 1,000 and 5,000 | 8 | 9 | 8 | 8 | 10 |
| 1,000 or less | 13 | 12 | 13 | 13 | 11 |

| | | | | | |
|---|---|---|---|---|---|
| State Total | 24 | 24 | 24 | 24 | 23 |

Overall, each of the five year district selections is a good representation of the state's overall special education population.

**Special cases:**

Before we present the lists of districts for each year, we should note that some districts were not entered on the sampling calculation process.

Districts that are not in operation yet: The following three charter school districts that will start operations in the fall of 2006, as well as other charter school LEAs that will be approved in the future, will be entered on the sampling process accordingly.

459 Garden City Community Charter
460 Academy @ Roosevelt Poc.
461 Taylor Crossing IF

Other Entities

Data will be collected from this special purpose school and will be posted on year 5.

596 Idaho School for the Death and Blind - ISDB

Some schools that were entered on the sampling process do not have students with disabilities. If along the process they identify students with disabilities, then they will be included in the data collection mechanism according to where they are currently scheduled to participate on the data collection process.

**Year 1 – List of Participating School Districts on Sample Collection**

| Code | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|---|---|---|---|---|---|---|---|---|
| 2.3 | Meridian 3 | SW | 10115 | 1078 | 698 | 10.66% | 6.90% | 386 |
| 25 | Pocatello | SE | 11907 | 1403 | 1635 | 11.78% | 13.73% | 421 |
| 273 | Post Falls | N | 5183 | 500 | 299 | 9.65% | 5.77% | 273 |
| 55 | Blackfoot | SE | 4216 | 505 | 1399 | 11.98% | 33.18% | 275 |
| 3 | Kuna | SW | 3897 | 418 | 294 | 10.73% | 7.54% | 247 |
| 261 | Jerome | SE | 3239 | 309 | 1150 | 9.54% | 35.50% | 204 |
| 60 | Shelley | SE | 2069 | 223 | 243 | 10.78% | 11.74% | 163 |
| 431 | Weiser | SW | 1623 | 142 | 431 | 8.75% | 26.56% | 115 |
| 401 | Teton County | SE | 1390 | 175 | 323 | 12.59% | 23.24% | 136 |
| 231 | Gooding | SE | 1318 | 144 | 339 | 10.93% | 25.72% | 116 |
| 33 | Bear Lake | SE | 1221 | 122 | 37 | 9.99% | 3.03% | 102 |
| 351 | Oneida | SE | 866 | 109 | 63 | 12.59% | 7.27% | 92 |
| 252 | Ririe | SE | 669 | 81 | 38 | 12.11% | 5.68% | 71 |
| 253 | West Jefferson | SE | 654 | 65 | 155 | 9.94% | 23.70% | 59 |
| 44 | Plummer/Worley | N | 498 | 88 | 328 | 17.67% | 65.86% | 77 |
| 181 | Challis | SE | 448 | 64 | 36 | 14.29% | 8.04% | 58 |
| 422 | Cascade | SW | 364 | 76 | 10 | 20.88% | 2.75% | 68 |
| 274 | Kootenai | N | 282 | 31 | 9 | 10.99% | 3.19% | 30 |

| Code | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|---|---|---|---|---|---|---|---|---|
| 316 | Richfield | SE | 236 | 21 | 45 | 8.90% | 19.07% | 20 |
| 454 | Rolling Hills Charter | SW | 228 | 3 | 10 | 1.32% | 4.39% | 3 |
| 234 | Bliss | SW | 183 | 26 | 77 | 14.21% | 42.08% | 25 |
| 121 | Camas | SW | 158 | 14 | 2 | 8.86% | 1.27% | 14 |
| 433 | Midvale | SW | 125 | 13 | 6 | 10.40% | 4.80% | 13 |
| 383 | Arbon | SE | 8 | 0 | 0 | 0.00% | 0.00% | 0 |
| | Total for Year 1 | | 50,897 | 5,610 | 7,627 | 11.02% | 14.99% | 2,965 |

Notes: **Minority** is the aggregate of Hispanic, African American and Native American students from total enrollment. **Sample Size** was calculated using a Confidence Interval of 4 and Confidence Level of 95%. **Meridian and Boise** calculations are simple fractions of the total.

**Year 2– List of Participating School Districts on Sample Collection**

| Code | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|---|---|---|---|---|---|---|---|---|
| 1.1 | Boise 1 | SW | 12,737 | 1,450 | 1,345 | 11.38% | 10.56% | 425 |
| 91 | Idaho Falls | SE | 10,071 | 1,079 | 1,525 | 10.71% | 15.14% | 386 |
| 139 | Vallivue | SW | 5,491 | 610 | 1,499 | 11.11% | 27.30% | 303 |
| 272 | Lakeland | N | 4,467 | 424 | 157 | 9.49% | 3.51% | 249 |
| 1002 | COSSA | SW | 3,837 | 439 | 1,564 | 11.44% | 40.76% | 254 |
| 61 | Blaine County | SW | 3,212 | 366 | 746 | 11.39% | 23.23% | 228 |
| 201 | Preston | SE | 2,413 | 233 | 195 | 9.66% | 8.08% | 168 |
| 452 | Idaho Virtual Acad | SW | 1,766 | 116 | 71 | 6.57% | 4.02% | 97 |
| 414 | Kimberly | SE | 1,340 | 110 | 134 | 8.21% | 10.00% | 93 |
| 322 | Sugar-Salem | SE | 1,274 | 120 | 100 | 9.42% | 7.85% | 100 |
| 41 | St. Maries | N | 1,121 | 158 | 72 | 14.09% | 6.42% | 125 |
| 421 | McCall-Donnelly | SW | 1,024 | 89 | 61 | 8.69% | 5.96% | 78 |
| 150 | Soda Springs | SE | 864 | 103 | 23 | 11.92% | 2.66% | 88 |
| 202 | West Side | SE | 555 | 61 | 22 | 10.99% | 3.96% | 55 |
| 341 | Lapwai | N | 505 | 81 | 415 | 16.04% | 82.18% | 71 |
| 458 | Liberty Charter | SW | 407 | 19 | 39 | 4.67% | 9.58% | 18 |
| 415 | Hansen | SE | 389 | 39 | 111 | 10.03% | 28.53% | 37 |
| 282 | Genesee | N | 321 | 29 | 11 | 9.03% | 3.43% | 28 |
| 451 | Victory Charter | SW | 264 | 18 | 27 | 6.82% | 10.23% | 18 |
| 182 | Mackay | SE | 226 | 32 | 18 | 14.16% | 7.96% | 30 |
| 149 | North Gem | SE | 185 | 26 | 9 | 14.05% | 4.86% | 25 |
| 432 | Cambridge | SW | 151 | 26 | 1 | 17.22% | 0.66% | 25 |

| Code | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|---|---|---|---|---|---|---|---|---|
| 457 | Inspire Charter | SW | 136 | 5 | 19 | 3.68% | 13.97% | 5 |
| 191 | Prairie | SW | 4 | - | - | 0.00% | 0.00% | |
| Total for Year 2 | | | 52,760 | 5,633 | 8,164 | 10.68% | 15.47% | 2,906 |

**Year 3– List of Participating School Districts on Sample Collection**

| Code | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|---|---|---|---|---|---|---|---|---|
| 2.1 | Meridian 1 | SW | 10,116 | 1,078 | 698 | 10.66% | 6.90% | 386 |
| 131 | Nampa | SW | 13,831 | 1,715 | 3,894 | 12.40% | 28.15% | 445 |
| 411 | Twin Falls | SE | 7,207 | 846 | 1,085 | 11.74% | 15.05% | 351 |
| 151 | Cassia County | SE | 4,959 | 470 | 1,373 | 9.48% | 27.69% | 264 |
| 193 | Mountain Home | SW | 3,944 | 610 | 821 | 15.47% | 20.82% | 303 |
| 134 | Middleton | SW | 2,773 | 289 | 231 | 10.42% | 8.33% | 195 |
| 1001 | Silver Valley | N | 2,019 | 273 | 100 | 13.52% | 4.95% | 188 |
| 371 | Payette | SW | 1,758 | 169 | 410 | 9.61% | 23.32% | 132 |
| 381 | American Falls | SE | 1,562 | 170 | 636 | 10.88% | 40.72% | 133 |
| 171 | Orofino Joint | N | 1,316 | 174 | 80 | 13.22% | 6.08% | 135 |
| 232 | Wendell | SE | 1,093 | 159 | 417 | 14.55% | 38.15% | 126 |
| 372 | New Plymouth | SW | 902 | 112 | 106 | 12.42% | 11.75% | 95 |
| 59 | Firth | SE | 797 | 92 | 125 | 11.54% | 15.68% | 80 |
| 304 | Kamiah | N | 525 | 52 | 110 | 9.90% | 20.95% | 48 |
| 285 | Potlatch | N | 487 | 73 | 7 | 14.99% | 1.44% | 65 |
| 233 | Hagerman | SW | 404 | 42 | 87 | 10.40% | 21.53% | 39 |
| 365 | Bruneau-Grandview | SW | 368 | 54 | 116 | 14.67% | 31.52% | 50 |
| 13 | Council | SW | 290 | 41 | 20 | 14.14% | 6.90% | 38 |
| 456 | Falcon Ridge | SW | 265 | 21 | 4 | 7.92% | 1.51% | 20 |
| 418 | Murtaugh | SE | 216 | 21 | 100 | 9.72% | 46.30% | 20 |
| 314 | Dietrich | SE | 170 | 21 | 32 | 12.35% | 18.82% | 20 |
| 382 | Rockland | SE | 147 | 15 | 6 | 10.20% | 4.08% | 15 |
| 292 | South Lemhi | SE | 97 | 3 | 2 | 3.09% | 2.06% | 3 |
| 416 | Three Creek | SE | 4 | - | 2 | 0.00% | 50.00% | 0 |
| | **Total for Year 3** | | **55,250** | **6,500** | **10,462** | **11.76%** | **18.94%** | **3,151** |

**Year 4– List of Participating School Districts on Sample Collection**

| Code | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|---|---|---|---|---|---|---|---|---|
| 1.2 | Boise 2 | SW | 12,737 | 1,450 | 1,345 | 11.38% | 10.56% | 425 |
| 93 | Bonneville | SE | 8,569 | 910 | 888 | 10.62% | 10.36% | 362 |
| 132 | Caldwell | SW | 5,987 | 768 | 3,090 | 12.83% | 51.61% | 337 |
| 84 | Lake Pend Oreille | N | 4,104 | 498 | 153 | 12.13% | 3.73% | 272 |
| 251 | Jefferson | SE | 4,079 | 318 | 497 | 7.80% | 12.18% | 208 |
| 281 | Moscow | N | 2,533 | 309 | 173 | 12.20% | 6.83% | 204 |
| 215 | Fremont | SE | 2,244 | 276 | 409 | 12.30% | 18.23% | 189 |
| 101 | Boundary | N | 1,576 | 199 | 119 | 12.63% | 7.55% | 150 |
| 83 | West Bonner | N | 1,499 | 192 | 35 | 12.81% | 2.33% | 146 |
| 241 | Grangeville | N | 1,293 | 190 | 80 | 14.69% | 6.19% | 145 |
| 288 | Whitepine | N | 1,225 | 62 | 40 | 5.06% | 3.27% | 56 |
| 58 | Aberdeen | SE | 887 | 97 | 364 | 10.94% | 41.04% | 84 |
| 262 | Valley | SE | 655 | 69 | 202 | 10.53% | 30.84% | 62 |
| 192 | Glenns Ferry | SW | 525 | 79 | 236 | 15.05% | 44.95% | 70 |
| 148 | Grace | SE | 478 | 53 | 36 | 11.09% | 7.53% | 49 |
| 242 | Cottonwood | N | 435 | 48 | 9 | 11.03% | 2.07% | 45 |
| 287 | Troy | N | 331 | 49 | 9 | 14.80% | 2.72% | 45 |
| 417 | Castleford | SE | 301 | 25 | 68 | 8.31% | 22.59% | 24 |
| 71 | Garden Valley | SW | 281 | 21 | - | 7.47% | 0.00% | 20 |
| 455 | Compass Charter | SW | 234 | 13 | 9 | 5.56% | 3.85% | 13 |
| 11 | Meadows Valley | SW | 193 | 23 | 2 | 11.92% | 1.04% | 22 |
| 302 | Nezperce | N | 151 | 17 | 8 | 11.26% | 5.30% | 17 |
| 394 | Avery | N | 14 | - | - | 0.00% | 0.00% | 0 |
| 364 | Pleasant Valley | SW | 11 | 4 | - | 36.36% | 0.00% | 4 |
| **Total for Year 4** | | | **50,342** | **5,670** | **7,772** | **11.26%** | **15.44%** | **2,948** |

**Year 5– List of Participating School Districts on Sample Collection**

| Code | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|---|---|---|---|---|---|---|---|---|
| 2.2 | Meridian 2 | SW | 10,116 | 1,078 | 698 | 10.66% | 6.90% | 386 |
| 271 | Coeur d'Alene | N | 10,201 | 999 | 412 | 9.79% | 4.04% | 375 |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| Code | District Name | Region | Student Enrollment | Special Education | Minority Total | % Special Education | % Minority | Sample Size |
|---|---|---|---|---|---|---|---|---|
| 340 | Lewiston | N | 4,987 | 630 | 329 | 12.63% | 6.60% | 308 |
| 321 | Madison | SE | 4,306 | 468 | 323 | 10.87% | 7.50% | 263 |
| 331 | Minidoka | SE | 4,072 | 433 | 1,681 | 10.63% | 41.28% | 252 |
| 221 | Emmett | SW | 2,840 | 417 | 330 | 14.68% | 11.62% | 246 |
| 52 | Snake River | SE | 1,971 | 156 | 413 | 7.91% | 20.95% | 124 |
| 373 | Fruitland | SW | 1,652 | 187 | 344 | 11.32% | 20.82% | 143 |
| 413 | Filer | SE | 1,341 | 148 | 172 | 11.04% | 12.83% | 119 |
| 412 | Buhl | SE | 1,306 | 101 | 332 | 7.73% | 25.42% | 87 |
| 21 | Marsh Valley | SE | 1,250 | 165 | 45 | 13.20% | 3.60% | 130 |
| 291 | Salmon | SE | 1,002 | 123 | 25 | 12.28% | 2.50% | 102 |
| 136 | Melba | SW | 706 | 88 | 94 | 12.46% | 13.31% | 77 |
| 312 | Shoshone | SE | 557 | 53 | 211 | 9.52% | 37.88% | 49 |
| 111 | Butte County | SE | 499 | 88 | 33 | 17.64% | 6.61% | 77 |
| 72 | Basin | SW | 431 | 46 | 13 | 10.67% | 3.02% | 43 |
| 73 | Horseshoe Bend | SW | 342 | 51 | 32 | 14.91% | 9.36% | 47 |
| 283 | Kendrick | N | 303 | 59 | 8 | 19.47% | 2.64% | 54 |
| 453 | Richard McKenna | SW | 248 | - | 25 | 0.00% | 10.08% | 0 |
| 161 | Clark County | SE | 206 | 24 | 86 | 11.65% | 41.75% | 23 |
| 305 | Highland | N | 203 | 26 | 17 | 12.81% | 8.37% | 25 |
| 342 | Culdesac | N | 153 | 20 | 15 | 13.07% | 9.80% | 19 |
| 92 | Swan Valley | SE | 53 | 12 | - | 22.64% | 0.00% | 12 |
| **Total for Year 5** | | | **48,745** | **5,372** | **5,638** | **11.02%** | **11.57%** | **2,959** |

**Measurement:**

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

**Overview of Issue/Description or Process:**

Beginning in FFY 2005, Idaho collected data using the NCSEAM Parent Survey beginning with the Year 1 districts listed above. The process to be followed annually includes:

- From the appropriate list above, (Year 1 to Year 5), obtain a stratified random sample of students from the districts' most recent Child Count using the computerized random selection program in the SDE Foxpro system, if the district has more than 100 students in special education.
- If the district has less than 100 students in special education, all students are selected.
- Letters with the selected student names are sent to the districts, requesting that contact information for parents be returned to the SDE within four weeks.
- District sends a letter of explanation to the parents of the selected students encouraging them to participate in the survey. The letter is provided by the SDE to the district and is written in English on one side and in Spanish on the other side.
- NCSEAM surveys are sent to the selected parents along with a return envelope and a number to call if they require assistance to complete the survey.
- Follow-up phone calls are made by trained parent interviewers, if the survey is not returned within three weeks.
- Returned surveys are bundled and sent to MetaMetrics to be scanned and the data analyzed.
- Data analysis is returned to the SDE.
- Data is used for planning and program improvement activities at both the district and state levels.
- Data is publicly reported.

*Note: Although the SDE carried out this process for Year 1, in future years this service will be contracted out (through Piedra for Year 2) after the SDE obtains the parent contact information.*

**Baseline Data for FFY 2005 (2005-2006):**

| **Parents Reporting that Schools Facilitated Parent Involvement**<br>(Percentage of parents scoring their school at or above the "gold" standard of 600) | **Parent Survey Average Score** |
|---|---|
| 26% | 530.29 |

**Discussion of Baseline Data:**

| **Year 1 Parent Survey Statistics** | |
|---|---|
| Number of surveys mailed: 1,300 | Phone call reminders resulted in 120 additional surveys returned |
| Total completed surveys returned = 359 | Return Rate = 27.6% |

During Year 1, the entire NCSEAM Survey, including 119 questions, was sent to parents. Even with follow up phone calls, many parents refused to respond. Some cited the length of the survey and time required for completion to be a barrier. Others reported taking offense to one particular section, one that was not required by statute or regulation. Persistence by our parent interviewers who followed up with phone calls to non-responding parents, paid off by more than doubling the response rate. Therefore, in future years, only the first section of the NCSEAM survey, the portion required in the law, will be included. By eliminating the optional items, we are hoping to increase the willingness of parents to participate in the survey.

A variation to the sampling plan during Year 1 occurred in regard to how many student names were randomly selected from each district. The suggestion to include the parents of all SWDs (census) from districts with less than 100 students in special education was received after student names had been randomly selected, districts had submitted parent contact information, and the survey process was underway. Therefore, for Year 1, a deviation of the stated procedure occurred. For this year, student names were randomly selected (stratified for race/ethnicity and disability according the previously defined plan) for 20% of the students on the most recent Child Count for each of the districts, making the total number of surveys mailed, only about half the number that will be sent out in future years under the sampling plan listed above. The impact of the smaller survey size will be on public reporting of district data since the number of surveys returned for several smaller school districts was less than 10, the minimum number required for public reporting in Idaho.

The districts in Year 1 were a representative slice of Idaho with surveys returned from every district. The surveys that were returned represented the following race/ethnicities:

- % White
- % Hispanic
- % Minorities Total

The following is the executive summary from "Analysis of Special Education Parent Survey Data Addressing Part B SPP/APR Indicator #8 for the State of Idaho", prepared by Piedra Data Services, October 2006:

> In an effort to improve services and results for children with disabilities, the SDE conducted a survey-based study to gather information from parents of children receiving special education services. Based on the analysis of the data, the following points represent the primary findings of the study.
>
> 1. The percentage of parents of a child receiving special education services who reported that schools facilitated parent involvement, calculated as the percentage of respondents with a SEPPS score that met or exceeded the standard of 600 is 26%. A 95% confidence interval for the true population percentage meeting or exceeding the standard value of 600 extended from 21.7% to 30.8%.
> 2. The mean SEPPS score is 530.29, which is substantially below the adopted standard of 600. The difference between the sample mean of 530.29 and the standard of 600 is statistically significant.
> 3. The percentage of respondents meeting or exceeding the standard value of 600 is approximately 7 percentage points higher for grades K-5 than for grades 6-12. This difference, however, is not statistically significant.
> 4. Based on the data obtained in 2006, a useful target mean SEPPS score for 2007 is 548.06. A mean score of 548.06 is the minimum expected value that would be considered statistically higher than the mean of 530.29 obtained in 2006. In percentage terms, the target equates to 29% of parents reporting that schools facilitated parent involvement.
> 5. Items 4, 11, and 16 had the highest levels of parent endorsement (high levels of agreement) on the SEPPS. Conversely, items 2, 21, and 7 had the lowest levels of endorsement. Item 2 was identified as a potential candidate for item replacement in the future.
> 6. The scores obtained from the SEPPS were deemed to have strong reliability and validity.

| FFY | Measurable and Rigorous Targets |
|---|---|
| **2005** **(2005-2006)** | 26% |
| **2006** **(2006-2007)** | 27% |

| FFY | Measurable and Rigorous Targets |
|---|---|
| **2007** **(2007-2008)** | 28% |
| **2008** **(2008-2009)** | 29% |
| **2009** **(2009-2010)** | 30% |
| **2010** **(2010-2011)** | 31% |
| **2011** **(2011-2012)** | 32% |
| **2012** **(2012-2013)** | 33% |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Utilize the NCSEAM survey to collect data, establish a baseline, and to establish targets and activities. . | Fall 2005 | SDE Monitoring Personnel<br>SDE Parent Involvement Coordinator<br>Part VI-B funding |
| **2005** | Report parent response data to the district and to the public for N $\geq$ 10 | March 2006 and Annually | SDE Monitoring Personnel<br>SDE Parent Involvement Coordinator<br>Part VI-B funding |
| **2005** | Send Team of SDE Title 1, Special Education, and parents to the School, Families and Community Partnership training of trainers sponsored by John Hopkins University in October 2005. | Fall 2005 | SDE Parent Involvement Coordinator<br>Title 1 Personnel<br>Part VI-B funding<br>SIG funding<br>Title 1 funding |
| **2005** | Conduct regional training in six sites on School, Family and Community Partnerships Model. | Spring 2005 | SDE Parent Involvement Coordinator<br>Title 1 Personnel<br>Part VI-B funding<br>SIG funding<br>Title 1 funding |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** | Contract with Idaho Parents Unlimited (Idaho's PTI) to collaborate with the SDE in providing training to LEAs on School, Family and Community Partnerships. | 2005 and ongoing | SDE Parent Involvement Coordinator<br>Title 1 Personnel<br>Part VI-B funding<br>SIG funding<br>Title 1 funding |
| **2005** | Meet with parent advocacy and training organizations of Idaho to promote parent to parent involvement and advocacy by increasing parent awareness of resources. | 2005-2006<br>and ongoing | SDE Parent Involvement Coordinator<br>Title 1 Personnel<br>Part VI-B funding<br>SIG funding<br>Title 1 funding |
| **2006** | Continue NCSEAM survey<br>Report baseline for APR<br>Report to LEAs | Fall 2006<br>February 2007<br>Spring 2006 and Annually | Part VI-B funding<br>SIG funding<br>Title 1 funding |
| **2006** | Through the Idaho Monitoring System, LEAs scoring below the state target, based on parent responses to the NCSEAM survey, will be required to incorporate activities to address the need in their Improvement Plan | Spring 2006 and Annually | Part VI-B funding<br>SIG funding<br>Title 1 funding |
| **2007**<br>**(2007-2008)** | Continue to monitor LEAs for parent involvement indicators | 2007 and Annually | Part VI-B funding<br>Title 1 funding<br>SDE Parent Involvement Coordinator (Title 1 and Special Education)<br>Regional Consultants |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2007** | --Initiate a "Parent Collaborative" involving Special Education, Safe and Drug Free Schools, Consolidated School Health, Title I, Child Nutrition, Gifted and Talented, parents and school representatives.<br>--Hold regular meetings every 2 months to develop collaborative relationships and to discover common requirements and activities of each program that could be collaboratively delivered<br>--Identify the needs of parents and schools, plan collaborative activities, braiding resources to meet these needs. | September 2007 - May 2008 | SpEd Parent Coordinator & personnel and funds from each of the state and federal programs participating |
| **2007** | --Initiate a statewide "Statewide Parent Leadership Group" with parents, representatives from the Federation of Families, and Idaho Parents Unlimited.<br>--Identify the areas in which parents would like to receive training and education.<br>--Collaboratively work to strengthen relationships between schools and parents. | November 2007 – June 2008 | SDE Parent Involvement Coordinator<br><br>VI-B Funds |
| **2007** | Improve working relationships and minority parent involvement by inviting parents from tribal schools and Hispanic communities to discuss concerns specific to their children and education. | March 2008 | Dispute Resolution and "Parent Collaborative" Coordinators<br>Indian Education Coordinator<br>Braided funds from each participating program |
| **2007** | --Continue using the NCSEAM survey for "Year 3" districts.<br>--Discuss revised survey options with OSEP<br>--If approved, develop a survey that better meets the needs of the Idaho constituency. | March 2008<br><br>Feb. 2008<br>March – July 2008 | Parent Coordinator<br><br>VI-B Funds |
| **2008**<br>**(2008-2009)** | Distribute the NCSEAM parent survey to parents in the "Year 4" districts and analyze the results with the Parent Involvement survey in the self-assessment activities with districts. | Fall 2008 – Spring 2009 | SDE Parent Involvement Coordinator<br>SDE Quality Assurance Coordinator<br>Contractor |
| **2008** | Collaborate with Title 1 to hire a parent involvement coordinator | Dec 2008 | Part B Funds<br>Title 1 Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2008** | Coordinate a "Parent Collaborative" involving Special Education, Safe and Drug Free Schools, Consolidated School Health, Title I, Child Nutrition, Gifted and Talented, parents and school representatives.<br>--Hold regular meetings every 2 months to develop collaborative relationships and to discover common requirements and activities of each program that could be collaboratively delivered<br>--Identify the needs of parents and schools, plan collaborative activities, braiding resources to meet these needs. | September 2007 - May 2008<br>Annually | SDE Parent Involvement Coordinator<br>Part B funds |
| **2008** | Establish a webpage on the SDE website for parents to include information about special education and Title I to explore cross program collaboration for increasing parent involvement and satisfaction. | Summer 2009 | SDE Parent Involvement Coordinator<br>SDE/Title I staff<br>Technology staff<br>Part B funds<br>Title I funds |
| **2008** | Consult with DAC to develop a survey process that better meets the needs of the Idaho constituency. | June 2009 | SDE Parent Involvement Coordinator<br>Part B Funds |
| **2008** | Coordinate a statewide "Statewide Parent Leadership Group" with parents, representatives from the Federation of Families, and Idaho Parents Unlimited.<br>--Identify the areas in which parents would like to receive training and education.<br>--Collaboratively work to strengthen relationships between schools and parents. | November 2007 – June 2008<br>Annually | SDE Parent Involvement Coordinator<br>Part B Funds |
| **2008** | Using Idaho's dispute resolution options to identify districts with serious parent concerns, conduct general supervision visits to provide technical assistance. | Annually | Dispute Resolution Coordinator<br>SDE Staff/ SDE Regional Consultants<br>Part B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2008** | Improve working relationships and minority parent involvement by inviting parents from tribal schools and Hispanic communities to discuss concerns specific to their children and education. | March 2008 | SDE Dispute Resolution and Parent Involvement Coordinators<br>SDE Indian Education Coordinator<br>Braided funds from each participating program |
| **2008** | Continue to monitor LEAs for parent involvement indicators and include Parent Involvement in self-assessment training with districts | October 2009 | SDE Parent Involvement Coordinator<br>Part VI-B funding |
| **2009**<br>**(2009-2010)** | Continue to provide training and technical assistance to LEAs with findings in parent involvement | 2010 and Annually | Part VI-B funding<br>Title 1 funding<br>SDE Parent Involvement Coordinator (Title 1 and Special Education)<br>Regional Consultants |
| **2009** | Collaborate with the Coordinated School Health Interagency Group to identify parent training needs. | Annually | SDE Parent Involvement Coordinator<br>Part B Funds |
| **2009** | Initiate a parent mentor program to train and utilize parent mentors to provide training, support and information services for parents and families.<br>--Work with districts that are interested in implementing a mentor program to promote necessary and effective two-way communication between families and the school system.<br>--Identify and begin training potential parent mentors. | Dec 2010 | VI-B Funds<br>Title 1 Funds |
| **2009** | Distribute the NCSEAM parent survey to parents in the “Year 5” districts and analyze the results with the Parent Involvement survey in the self-assessment activities with districts. | Fall 2009 – Spring 2010 | SDE Parent Involvement Coordinator<br>SDE Quality Assurance Coordinator<br>Contractor |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2009** | Using Idaho's dispute resolution options to identify districts with serious parent concerns, conduct general supervision visits to provide technical assistance. | Annually | Dispute Resolution Coordinator<br>SDE Staff/ SDE Regional Consultants<br>Part B Funds |
| **2010**<br>**(2010-2011)** | Distribute the NCSEAM parent survey to parents in the "Year 1" districts and analyze the results with the Parent Involvement survey in the self-assessment activities with districts. | April 2011 | SDE Parent Involvement Coordinator<br>SDE Quality Assurance Coordinator<br>Part B Funds |
| **2010** | Contact districts with low parent involvement scores, share data and require a plan for improvement in the WISE Tool. Collaborate with CBs if the district has a CB. | May 2011 | SpEd Charter School Coordinator<br>Regional Consultants<br>Data Coordinator<br>Part B Funds |
| **2010** | Create an attractive flier with information about organizations that offer support for parents of students with disabilities and a list of agencies that can assist in transition from school and make available for schools to distribute at IEP meetings. | June 2011 | SDE SpEd Coordinator<br>IPUL<br>Part B Funds |
| **2010** | Develop online survey to be used for a census parent survey during the 2011-2012 school year. | April 2011 | SDE Parent Involvement Coordinator<br>Data Coordinator<br>Part B Funds |
| **2010** | Train district staff on how log in and set up the online Parent Survey for parents to complete after their annual IEP meeting. | May 2011 | SDE Parent Involvement Coordinator<br>Data Coordinator<br>Part B Funds |
| **2010** | Create a user-friendly, interactive resource and information website on the Idaho State Department of Education Parent and Community Involvement page. | Mar. 2011 | SDE Parent Involvement Coordinator<br>Part B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2011** | Work with community stakeholders and service agencies, districts and other SDE staff in Coordinated School Health to redraft the Idaho Rule on Restraint and Seclusion. This work will be reviewed by Idaho's Special Education Advisory Panel and other community stakeholders. | Jan. 2011-<br>Oct. 2012 | SDE Parent/Community Involvement Coordinator<br>Community Stakeholders<br>SDE Coordinated School Health Staff<br>Part B Funds |
| **2011** | Train district staff on how log in and set up the online Parent Survey for parents to complete after their annual IEP meeting. | Sept. 2011 | SDE Parent Involvement Coordinator<br>Data Coordinator<br>Part B Funds |
| **2011** | Update and expand parent resources on SDE website | Nov. 2011 | SDE Parent/Community Involvement Coordinator<br>Part B Funds |
| **2011** | Work with the Special Education Statewide Technical Assistance staff (SESTA) and PBIS Project Coordinator to increase awareness of Schoolwide Positive Behavior Intervention Supports (PBIS) project. This will occur through regional trainings and workshops informing districts and schools as to the necessary preparations for implementation, fidelity and sustainability. | Sept. 2011 – May 2012 | SDE Parent/Community Involvement Coordinator<br>State PBIS Project Coordinator |
| **2011** | Create and distribute information about Dispute Resolution services for parents and districts targeting preventative activities, specifically facilitation of IEP meetings and collaboration between families and schools. Utilize parent organizations and service providers as a vehicle to distribute information along with districts and schools. | March 2012 | SDE Parent/Community Involvement Coordinator<br>SDE Dispute Resolution Coordinator<br>Contractors |
| **2011** | Launch census parent survey in every district. Parents complete an online survey at the end of the annual IEP meeting. | Aug. 2011 | SDE Parent/Community Involvement Coordinator<br>Data Coordinator<br>School and District staff<br>Part B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2011** | Work with community stakeholders and service agencies, districts and other SDE staff to develop methods to increase survey response rates that is cost neutral. This work will be reviewed by Idaho's Special Education Advisory Panel and other community stakeholders. | March 2012 – December 2012 | SDE Parent/Community Involvement Coordinator<br>SDE Quality Assurance and Reporting Coordinator |
| **2012** | Provide technical assistance to districts regarding restraint and seclusion policies. Encourage all districts to draft formal policies and procedures regarding restraint and seclusion of students. (This will be secondary to the goal for 2011, assuming the state will approve the redrafted rule). | Fall 2012-Winter 2013 | SDE Parent/Community Involvement Coordinator<br>SDE Special Education Director<br>Regional Coordinators |
| **2012** | Develop training for districts, schools and parents related to conflict resolution and communication. This will be an effort to increase positive communication and conflict resolution skills among special education staff and parents who have children with a disability. | Spring 2012-Fall 2013 | SDE Dispute Resolution Coordinator<br>Parent/Community Involvement Coordinator<br>Contractors / Mediators who already work with the SDE in IEP facilitation and mediation services |
| **2012** | Continue work with community stakeholders and service agencies, districts and other SDE staff in Coordinated School Health to redraft the Idaho Rule on Restraint and Seclusion. This work will be reviewed by Idaho's Special Education Advisory Panel and other community stakeholders. | Ongoing | SDE Parent/Community Involvement Coordinator<br>Community Stakeholders<br>SDE Coordinated School Health Staff<br>Part B Funds |

**Monitoring Priority: Disproportionality**

**Indicator 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.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008 reporting period, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

**Data Source:** Ages 6-21, 618 child count data is analyzed against the Attendance and Enrollment Fall Enrollment by Ethnicity (IBEDS)

**Idaho's E-Formula used to flag disproportionate districts:**

E = A + Sqrt [A * (100-A)/N]

*Where:*

E = Maximum percentage of the total special education enrollment in a district allowed for a specific ethnic minority group.

A = Percentage of the same ethnic minority group in the district enrollment.

N = Total special education enrollment in the district.

**Data Source:**

Data collected for reporting under section 618 (Annual Report of Children Served) Table 1 and IBEDS enrollment by ethnicity data.

**Definition of Disproportionate Representation:**

Both over and under-representation is calculated for all districts. Over-representation is defined as >5 over the statistically expected range, and under-representation is defined as >10 under the statistically expected range, as determined by using the E-Formula. The E-Formula takes into account the "N" size when calculating the statistically expected range so that no district is exempt from analysis for every racial and ethnic group enrolled in the district.

**Determination of Inappropriate Identification:**

By applying the E-Formula to district data, SDE identifies districts with numbers that fall outside statistical expectations, as described above, as having disproportionate representation. Each of those districts must complete a Performance Response that includes an explanation of policies, practices, and procedures used to refer, evaluate, and identify students for special education. The SDE also selects student eligibility files to review. District responses and eligibility documentation are examined and evaluated by the SDE. From this information, the SDE determines whether the disproportionate representation is the result of inappropriate identification, and if it is, makes a finding of noncompliance in regard to the appropriateness of the district's identification policies, practices, and procedures.

**Overview of Issue/Description or Process:**

The E-Formula was handed down by the Ninth Circuit Court in the Larry P. case regarding disproportionality of Blacks in California special education programs. Because Idaho is in the jurisdiction of the Ninth Circuit Court, we are confident that using this formula is legally defensible. The strength of this formula is that it takes into consideration the size of N and allows an error range that is small for a large N and larger for small numbers. Since a small N size is the major weakness of a relative risk ratio calculation, the E-Formula is a better measure for Idaho where most districts are small, in addition to having small numbers of Blacks, Native Americans, Asians, and Pacific Islanders.

By applying the E-Formula, districts with significant numbers outside statistical expectations are identified for further evaluation of their policies, practices, and procedures. The list generated by the E-Formula is checked against the following:

- District self-identified this as a need during their self-assessment monitoring process and included it in their improvement plan.
- Verified by onsite monitoring visits
- Verified through annual SDE Child Count Verification process

In the past, these identified needs became part of the district's continuous improvement plan with follow-up training and annual reporting on progress.

With the recent directive from OSEP that the district must be notified in writing to start the 365-day compliance clock ticking, the districts previously identified, received written notification and were given an opportunity to verify compliance by completing a questionnaire and sending in recent eligibility documentation.

Districts identified by the E-Formula, for whom verification through one of the above processes is lacking, receive a "Disproportionality Worksheet" that leads them through an evaluation of their policies, practices, and procedures. If this results in a compliance finding in this area, the district is notified in writing, and the 365-day clock is activated. At any time during that year, the district may submit eligibility documentation that verifies compliance regarding policies, practices, and procedures.

The district must take steps to change the inappropriate policies, practices, and procedures as soon as possible. Technical assistance is offered through the SDE regional consultants, but a district is free to utilize expertise within the district or to contract outside the district for training during the first year. If compliance is not achieved within the first year, technical assistance is prescribed by the SDE and becomes mandatory, and will negatively impact the district's monitoring "determination" status.

**Indicator 9 Revised Baseline Data for FFY 2005:**

Districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| 2005-2006<br>118 Districts | Number of Districts with Inappropriate Identification | Percent of Districts |
|---|---|---|
| **Asian** | **0** | **0%** |

| 2005-2006<br>118 Districts | Number of Districts with Inappropriate Identification | Percent of Districts |
|---|---|---|
| **Black** | **1 Over-identifying** | **0.9%** |
| **Hispanic** | **12 Over-identifying**<br>**3 Under-identifying** | **12.7%** |
| **Native American** | **5 Over-identifying**<br>**1 Under-identifying** | **5.1%** |
| **Pacific Islander** | **0** | **0%** |
| **White** | **0** | **0%** |
| **Total Districts Contributing** | **19 out of 118** | **16.1%** |

**Revised Baseline for Indicator 10:**

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| 2005-2006<br>Disability | Asian | Black | Hisp | Native Amer | Pacific Islander | White |
|---|---|---|---|---|---|---|
| **Learning Disability** | **0%** | **0.9%** | **11%** | **1.7%** | **0%** | **0%** |
| **Language Impairment** | **0%** | **0%** | **5.9%** | **0%** | **0%** | **0%** |
| **Cognitive Impairmt (MR)** | **0%** | **0%** | **0%** | **0%** | **0%** | **0%** |
| **Emotional Disturbance** | **0%** | **0%** | **0%** | **0%** | **0%** | **0%** |
| **Developmental Delay** | **0%** | **0%** | **1.7%** | **0%** | **0%** | **0%** |
| **Total Number of Districts with Students with Disabilites:** | | | **118** | | | |

**Discussion of Baseline Data for both Indicators 9 and 10:**

Our goal is to accurately identify and serve every student with disability, regardless of race or ethnicity. When the E-Formula result was significantly above the statistically expected range, we examined the district practices and in most cases, found that pre-referral interventions were often inadequate and that standardized tests were often administered even though they were not intended for this population. The exception occurred in 3 districts, where the E-Formula yielded results for White students that were far above statistical expectations while identification of Hispanics and Native Americans was much lower than statistically expected with an overall low rate of identification. When reviewing the districts' policies, practices, and procedures, we confirmed that appropriate practices were occurring in regard to the identification of White students, but because district personnel did not know how to appropriately assess and identify Hispanic and Native American students, an unwritten policy existed to reject those referrals, so they too were cited for non-compliance.

The SDE has invested considerable effort and resources into developing and delivering training in regard to appropriate procedures for identifying students who are culturally or linguistically diverse, but may also have a disability. Training was developed with input from a task force that was representative of the race/ethnic groups in our state. At the SDE level, training was delivered jointly by special education, ESL, and Migrant staff at workshops intended for a wider audience than just special educators. Workshops addressed scientifically research based effective teaching strategies that make a positive impact on comprehension for LEP students, in addition to appropriate policies, practices, and procedures regarding finding students eligible for special education. This was well received by a variety of both general and special educators.

Training has also occurred regionally, primarily for special educators, led by the SDE. A PowerPoint slide show was created with speaker notes for use by trained district personnel to deliver to their staff. A two-page guidance document was created to provide a quick 3-step reference for teachers when a student with language or cultural difference is being considered for special education. SDE staff presented at scheduled statewide conferences, including the annual convention hosted by the Council for Exceptional Children (CEC), meetings of the National Association of School Psychologists (NASP), and the state Title 1 conference with the goal of increasing awareness of the problem of appropriate identification and to educate teachers about alternatives to meet student needs.

LRE issues are not of concern for any race/ethnicity in Idaho. All races are more fully included in classes with typical peers than they might be in other states. A very low percentage of students are removed from the regular classroom more than half of the day, regardless of race/ethnicity.

| FFY | Measurable and Rigorous Target |
|---|---|
| **2005** (2005-2006) | **0%** |
| **2006** (2006-2007) | **0%** |
| **2007** (2007-2008) | **0%** |
| **2008** (2008-2009) | **0%** |
| **2009** (2009-2010) | **0%** |
| **2010** (2010-2011) | **0%** |
| **2011** (2011-2012) | **0%** |
| **2012** (2012-2013) | **0%** |

**Improvement Activities/Timelines/Resources for both Indicators 9 and 10:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Ensure that policies related to identification of diverse students is clearly stated in the Idaho Special Education Manual upon US Dept. of Education issuing of regulations | Spring 2005 | Quality Assurance Coordinator<br>Manual Workgroup<br>VI-B Funds |
| **2005** | Create a questionnaire for disproportionate districts regarding practices, & procedures used in identifying students as having a disability. | 2005-2006 | Quality Assurance Coordinator<br>Monitoring Workgroup<br>VI-B Funds |
| **2005** | Notify districts when disproportionate numbers occur. Send questionnaire. Review policies, practices, & procedures. | 2005-2006 | Quality Assurance Coordinator<br>Regional Consultants<br>SDE Staff<br>VI-B Funds |
| **2005** | Provide technical assistance and training to revise policies, practices, and procedures of concern. | 2005-2006 | Regional Consultants<br>RTI Coordinator<br>VI-B Funds |
| **2005** | Monitor district progress in implementing revised practices and procedures. | 2005-2006 | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2006** **(2006-2007)** | Notify any new districts where disproportionality may occur and follow established process | 2006-2007 | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2006** | Continue training on PBIS, RTI, and Differentiated Instruction to assist students earlier | 2006-2007 | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2006** | Conduct Integrated Onsite Support Visits to improve instructional delivery across programs | 2006-2007 | Quality Assurance Coordinator<br>Regional Consultants<br>Title 1 Coordinators<br>ESL Coordinator<br>RTI Coordinator<br>VI-B, Title 1, & ESL Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2006** | Continue developing stronger collaboration across federal programs (SpEd, Title 1, Migrant, ESL, Indian Ed) | 2006-2007 | Special Education Director<br>ESL Director<br>Title 1 Staff<br>Migrant Coordinator<br>Indian Education Coordinator |
| **2006** | Collaborate with SDE ESL Coordinator to incorporate the same guidance regarding identifying LEP students with disabilities, in the both the Special Education Manual and the ESL Manual | 2006-2007 | Special Education Director<br>ESL Director<br>VI-B Funds<br>ESL Funds |
| **2006** | Notify districts that must set aside 15% of Part B funds for early intervening services | 2006-2007 | Special Education Director<br>Grants Officer<br>VI-B Funds |
| **2006** | Continue to monitor LEAs for compliance and provide training and technical assistance to LEAs | 2006-2007 | Regional Consultants<br>SDE SpEd staff<br>VI-B Funds |
| **2007**<br>**(2007-2008)** | Continue to monitor LEAs for compliance and provide training and technical assistance to LEAs | 2007-2008 | Regional Consultants<br>SDE staff<br>Contracted Trainers and Coaches<br>VI-B Funds |
| **2007** | Include this indicator in district "determination" levels | September 2007 | Determination Workgroup<br>VI-B Funds |
| **2007** | Performance Response workgroup will collaborate to develop a district performance response worksheet for data drill down and effective improvement strategies. | February – June 2008 meetings | SDE Coordinator<br>Workgroup<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2007** | Form an Eligibility Task Force with members including: SDE, ESL, school psychologists, special education directors, ESL Program Managers/teachers, SLPs. The purpose of this group is to clarify issues around eligibility and to develop a guidance document for assisting school personnel in selection of assessments and key components in a comprehensive eligibility report. | September 2007 | SDE Coordinator<br>VI-B Funds |
| **2008**<br>**(2008-2009)** | The Statewide Parent Leadership Team with parent representatives from minority groups (as referred to in Indicator 8's Improvement Activity #3) will identify parent's knowledge, awareness and concerns in the area of over-representation of minority students in special education. | November 2008 | SDE Coordinator<br>VI-B Funds |
| **2008** | Deliver data analysis webinars for superintendents, special education directors, and other key personnel in noncompliant districts | Feb 2009 | SDE Special Education Director<br>SDE Quality Assurance Coordinator<br>Part B Funds |
| **2008** | Focused monitoring onsite visit, including technical assistance in noncompliant districts. | April 2009 | SDE Special Education Director<br>SDE Quality Assurance Coordinator<br>SDE Regional Consultants<br>Part B Funds |
| **2008** | Collaborate with Indian Education Coordinator to deliver technical assistance to districts with inappropriate identification of Native American students | May 2009 | SDE Special Education Director<br>SDE Indian Education Coordinator<br>SDE Regional Consultants<br>Part B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2008** | Provide information to tribal parents via meetings held on the reservation and delivered by Native Americans. | June 2009 | SDE Parent Involvement Coordinator (Title 1 and Special Education)<br>SDE Indian Education Coordinator<br>SDE Regional Consultants<br>Part B Funds |
| **2008** | Provide scholarships for selected district personnel in districts with noncompliance regarding Indian students, to attend the Indian Education Summit. | July 2009 | SDE Special Education Director<br>Part B Funds |
| **2008** | Update training module on appropriate special education identification procedures regarding culturally or linguistically diverse students.<br>Post training module on ITC website. | August 2008 | SDE Coordinator<br>VI-B Funds |
| **2008** | Continue to monitor LEAs for compliance and provide training and technical assistance to LEAs | 2008-2009 | Regional Consultants<br>SDE staff<br>Contracted Trainers and Coaches<br>VI-B Funds |
| **2008** | Notify any new districts where disproportionality may occur and follow established process | 2008-2009 | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2008** | Include this indicator in district “determination” levels | September 2008 | Determination Workgroup<br>VI-B Funds |
| **2008** | District’s that perform below state trigger will be required to complete a performance response worksheet for data drill down and effective improvement planning. | September 2008 | SDE Coordinator<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2008** | Continue training on PBIS, RTI, and Differentiated Instruction to assist students earlier | 2008-2009 | Quality Assurance Coordinator<br>RTI Coordinator<br>Regional Consultants<br>Contracted Trainers<br>VI-B Funds |
| **2008** | Continue collaboration across federal programs | 2008-2009 | Special Education Director<br>ESL Director<br>Title 1 Staff<br>Migrant Coordinator<br>Indian Education Coordinator |
| **2009**<br>**(2009-2010)** | Continue to monitor LEAs for compliance and provide training and technical assistance to LEAs | 2009-2010 | Regional Consultants<br>SDE staff<br>Contracted Trainers and Coaches<br>VI-B Funds |
| **2009** | Collaborate between ELL and Special Education to create and publish a guidance document on appropriate identification of LEP students who also have a disability. | 2009-2010 | VI-B funds<br>ELL funds<br>Central & Regional SDE staff |
| **2009** | Notify any new districts where disproportionality may occur and follow established process | 2009-2010 | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2009** | Include this indicator in district "determination" levels | September 2009 | Determination Workgroup<br>VI-B Funds |
| **2009** | District's will performance below state trigger will be required to complete a performance response worksheet for data drill down and effective improvement strategies. | September 2009 | SDE Coordinator<br>VI-B Funds |
| **2009** | Conduct Integrated Onsite Support Visits to improve instructional delivery across programs | 2009-2010 | Quality Assurance Coordinator<br>Regional Consultants<br>Title 1 Coordinators<br>ESL Coordinator<br>RTI Coordinator<br>VI-B, Title 1, & ESL Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2010** **(2010-2011)** | Include this indicator in district "determination" levels | September 2010 | Determination Workgroup<br>VI-B Funds |
| **2010** | District's will performance below state trigger will be required to complete a performance response worksheet for data drill down and effective improvement strategies. | September 2010 | SDE Coordinator<br>VI-B Funds |
| **2010** | Continue to monitor LEAs for compliance and provide training and technical assistance to LEAs | 2010-2011 | Regional Consultants<br>SDE staff<br>Contracted Trainers and Coaches<br>VI-B Funds |
| **2010** | Notify any new districts where disproportionality may occur and follow established process | 2010-2011 | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2010** | Conduct Integrated Onsite Support Visits to improve instructional delivery across programs | 2010-2011 | Quality Assurance Coordinator<br>Regional Consultants<br>Title 1 Coordinators<br>ESL Coordinator<br>RTI Coordinator<br>VI-B, Title 1, & ESL Funds |
| **2010** | Train the Trainers to use the ELL/SpEd Toolkit and contract with trainers to train at least 2 times this year, with a focus on districts with over-representation of CLD students. | Fall 2010- Spring 2011 | Part B Funds<br>Title 2 Funds<br>Contracted Trainers |
| **2010** | New SLD/CLD training in all regions of the state | Fall 2010- Spring 2011 | Part B Funds |
| **2010** | Continue support for the RTI Initiative to build capacity of districts to screen students and provide early tiered interventions for those at risk | Fall 2010- Spring 2011 | Part B Funds |
| **2011** **(2011-2012)** | Train the Trainers to use the ELL/SpEd Toolkit and contract with trainers to train at least 2 times this year, with a focus on districts with over-representation of CLD students. | Fall 2010- Spring 2011 | Part B Funds<br>Title 2 Funds<br>Contracted Trainers |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2011** | New SLD/CLD training in all regions of the state | Fall 2011- Spring 2012 | Part B Funds |
| **2011** | Continue support for the RTI Initiative to build capacity of districts to screen students and provide early tiered interventions for those at risk | Fall 2011- Spring 2012 | Part B Funds |
| **2011** | Correct data upload errors specific to coding race and ethnicity | January 2012 - December 2012 | Part B Funds<br>Quality Assurance Coordinator<br>SDE IT Department |
| **2011** | Provide training to districts in data upload procedures on the Idaho System for Educational Excellence (ISEE), a K-12 Longitudinal Data System and coding of race/ethnicity based on The Idaho State Department of Education *Guide to Implementing New Federal Race and Ethnicity* (http://www.sde.idaho.gov/site/docs/Idaho%20Guide%20Race%20Ethnicity.pdf). | March 2012 – December 2012 | Part B Funds<br>Quality Assurance Coordinator<br>SDE IT Department |
| **2012**<br>**(2012-2013)** | Train the Trainers to use the ELL/SpEd Toolkit and contract with trainers to train at least 2 times this year, with a focus on districts with over-representation of CLD students. | Fall 2012- Spring 2013 | Part B Funds<br>Title 2 Funds<br>Contracted Trainers |
| **2012** | New SLD/CLD training in all regions of the state | Fall 2012- Spring 2013 | Part B Funds |
| **2012** | Continue support for the RTI Initiative to build capacity of districts to screen students and provide early tiered interventions for those at risk | Fall 2012- Spring 2013 | Part B Funds |

**Monitoring Priority: Disproportionality**

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:** Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

**Data Source:** Ages 6-21, 618 child count data is analyzed. Attendance & Enrollment Fall Enrollment by Ethnicity (IBEDS) is used to establish the ethnicity of the district.

**E-Formula applied to Indicator 10:** E = A + Sqrt [A * (100-A)/N]

*Where:*

E = Maximum percentage of a specific disability category in a district allowed for a specific ethnic minority group.

A = Percentage of the same ethnic minority group in regular education in the district.

N = Total number of special education students in the district identified with that specific disability.

**Definition of Disproportionate Representation:**

Both over and under-representation is calculated for all districts. Over-representation is defined as >5 over the statistically expected range, and under-representation is defined as >10 under the statistically expected range, as determined by using the E-Formula. The E-Formula takes into account the "N" size when calculating the statistically expected range so that no district is exempt from analysis for every racial and ethnic group enrolled in the district.

**Determination of Inappropriate Identification:**

By applying the E-Formula to district data, SDE identifies districts with numbers that fall outside statistical expectations, as described above, as having disproportionate representation. Each of those districts must complete a Performance Response that includes an explanation of policies, practices, and procedures used to refer, evaluate, and identify students for special education. The SDE also selects student eligibility files to review. District responses and eligibility documentation are examined and evaluated by the SDE. From this information, the SDE determines whether the disproportionate representation is the

result of inappropriate identification, and if it is, makes a finding of noncompliance in regard to the appropriateness of the district's identification policies, practices, and procedures.

**Overview of Issue/Description of System or Process:** Refer to indicator 9.

**Baseline Data for FFY 2004 (2004-2005):**

**Revised Baseline for Indicator 10:**

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| 2005-2006 Disability | Asian | Black | Hisp | Native Amer | Pacific Islander | White |
|---|---|---|---|---|---|---|
| **Learning Disability** | **0%** | **0.9%** | **11%** | **1.7%** | **0%** | **0%** |
| **Language Impairment** | **0%** | **0%** | **5.9%** | **0%** | **0%** | **0%** |
| **Cognitive Impairmt (MR)** | **0%** | **0%** | **0%** | **0%** | **0%** | **0%** |
| **Emotional Disturbance** | **0%** | **0%** | **0%** | **0%** | **0%** | **0%** |
| **Developmental Delay** | **0%** | **0%** | **1.7%** | **0%** | **0%** | **0%** |
| **Total Number of Districts with Students with Disabilities:** | **118** | | | | | |

**Discussion of Baseline Data for both Indicators 9 and 10:**

Refer to discussion in indicator 9.

| FFY | Measurable and Rigorous Targets |
|---|---|
| **2005 (2005-2006)** | **0%** |
| **2006 (2006-2007)** | **0%** |
| **2007 (2007-2008)** | **0%** |
| **2008 (2008-2009)** | **0%** |
| **2009 (2009-2010)** | **0%** |
| **2010 (2010-2011)** | **0%** |

**Improvement Activities/Timelines/Resources:** Refer to indicator 9.

**Additional Activities Added in FFY 2008:**

| FFY | Improvement Activities | Timelines | Resources |
|---|---|---|---|
| **2009** | Disseminate the new SLD criterion that includes components of the RTI process. Deliver training across the state. | Sept. 2009 – Feb. 2010 | VI-B funds<br>SDE SpEd Staff |
| **2009** | Require each school to submit one SLD eligibility document, using the new SLD criteria, for SDE review and feedback. | May 2010 | VI-B funds<br>SDE staff |
| **2010**<br>**(2010-2011)** | Identify retired distinguished special education directors to add to the pool of Capacity Builders. | October 2010 | Part B Funds |
| **2010** | Develop a pool of SLD Peer Reviewers who will train their district staff on new SLD criteria and documentation | December 2010 | Part B Funds |
| **2010** | Develop SLD Learning Community on the ITC website | Oct. 2010 | Part B Funds |
| **2011**<br>**(2011-2012)** | Implement statewide training based on need or request using the ELL/SpEd Toolkit | February 2012 | Part B Funds<br>Trainers |
| **2011** | Expand the pool of SLD Peer Reviewers | Sept. 2012 | Part B Funds<br>SpEd Director |
| **2011** | Continue SLD training statewide | Sept 2011 through May 2012 | Part B Funds<br>Statewide SpEd Coordinator |
| **2011** | Continue to support the SLD Learning Community site | Sept. 2011 | Part B Funds |
| **2011** | Correct data upload errors specific to coding race and ethnicity | January 2012 - December 2012 | Part B Funds<br>Quality Assurance Coordinator<br>SDE IT Department |
| **2011** | Conduct a focused review of files during the annual CCV monitoring to document race/ethnicity for verification with CC submissions | March 2012 | Part B Funds<br>Quality Assurance Coordinator |
| **2011** | Provide training to districts in data upload procedures on the Idaho System for Educational Excellence (ISEE), a K-12 Longitudinal Data System and coding of race/ethnicity based on The Idaho State Department of Education *Guide to Implementing New Federal Race and Ethnicity* | March 2012 – December 2012 | Part B Funds<br>Quality Assurance Coordinator<br>SDE IT Department |

| | | | |
|---|---|---|---|
| **2012** **(2012-2013)** | Continue statewide training based on need or request using the ELL/SpEd Toolkit | February 2013 | Part B Funds<br>Trainers |
| **2012** | Expand the pool of SLD Peer Reviewers | Sept. 2012 | Part B Funds<br>SpEd Director |
| **2012** | Continue SLD training statewide | Sept 2012 through May 2013 | Part B Funds<br>Statewide SpEd Coordinator |
| **2012** | Continue to support the SLD Learning Community site | Sept. 2012 | Part B Funds<br>ITC |

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 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.

**Data Source:** Data is taken from the census report for Initial Eligibility. The actual number of calendar days is reported.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**
a. # of children for whom parental consent to evaluate was received.
b. # of children whose evaluations were completed within 60 days

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

**Overview of Issue/Description or Process:**

Idaho has established a timeline for initial evaluation. The Idaho timeline allows 60 days from the date the LEA received Consent for Evaluation to implementation of the IEP. The evaluation may be completed, the IEP meeting held, and the IEP implemented within that 60 days.

Data will be collected from the monitoring cohort for each year, during the self-assessment cycle. Each cohort in Idaho's Continuous Improvement Monitoring System (CIMS), Idaho's special education monitoring system, is representative of the statewide population. Districts and charter schools have been divided into five cohorts of approximately equal overall student numbers, based on total enrollment in the LEA. Each cohort contains small, medium, and large-sized districts; remote, rural, and urban districts; and elementary and secondary charter schools. In Idaho's 2004 verification visit, OSEP recognized the sampling method used in the CIMS as an adequate representation of the total state population of students with disabilities.

Idaho will continue to collect data during monitoring visits, but will develop a mechanism to track compliance with all initial evaluation timelines.

**Baseline Data for FFY 2005 (2004-2005):**

This is a new indicator. Baseline and targets will be provided in FFY 2005 APR due February 1, 2007. Idaho will develop a system to collect data online during monitoring.

**Discussion of Baseline Data:**

This is a new indicator. Baseline and targets will be provided in FFY 2005 APR due February 1, 2007.

| FFY | Measurable and Rigorous Targets |
|---|---|
| **2005** | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |
| **2006** | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |

| FFY | Measurable and Rigorous Targets |
|---|---|
| **2007** | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |
| **2008** | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |
| **2009** | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |
| **2010** | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |
| **2011** | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |
| **2012** | 100% of initial evaluations will be completed within 60 days of receipt of parent consent for evaluation. |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Develop and implement a data collection procedure to track all initial evaluation timelines. | 2005 | Grants and Contracts Coordinator<br>Data Coordinator<br>Monitoring and Quality Assurance Coordinator<br>VI-B funds |
| **2005** | Continue to monitor initial evaluation timelines in all on-site monitoring visits | 2005 and Annually | Monitoring and Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| **2005** | Provide training and technical assistance to districts with monitoring findings on this indicator | 2005 and Annually | Monitoring and Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| **2006** **(2006-2007)** | Continue to monitor initial evaluation timelines in all on-site monitoring visits | Sept 2006-Mar 2007 | Monitoring and Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2006** | Provide training and technical assistance to districts with monitoring findings on this indicator | Sept 2006-Mar 2007 | Monitoring and Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| **2007** **(2007-2008)** | Data development: Work with stakeholders to develop a mechanism to track compliance with all initial evaluation timelines and all required data elements. Work with software user groups, on-line groups, and other stakeholders to develop functions/tools that allow for efficient reporting and collection of this data. *Measurement: Mechanism developed with all required data elements.* | February - August 2008 | Quality Assurance Coordinator<br>Grants Coordinator<br>Regional Consultants<br>Stakeholder Group (inclusive of software user groups)<br>VI-B funds |
| **2007** | Continue to monitor initial evaluation timelines across monitoring activities both at the state level and the district level.<br>Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15. | 2007-2008 Annually | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| **2007** | Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data. | 2007-2008 Annually | Quality Assurance Coordinators<br>Special Education Coordinators<br>Regional Consultants<br>VI-B funds |
| **2007** | Implement a mechanism to track compliance with all initial evaluation timelines.<br>Provide training to districts around data elements and compliance with this indicator. | 2008 | Quality Assurance Coordinator<br>Grants Coordinator<br>Regional Consultants<br>VI-B funds |
| **2008** **(2008-2009)** | Meet with a stakeholder group to analyze data, evaluate data collection, and evaluate the monitoring and improvement activities around this indicator. | 2008-2009 | Special Education Directors<br>Quality Assurance Coordinator<br>Stakeholder Group<br>VI-B funds |
| 2008 | Adjust the web based data collection tool to improve efficiency, create reports, and ensure accuracy. | 2008-2009 | SDE Data Coordinator<br>Part B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| 2008 | Monitor initial evaluation timelines across monitoring activities both at the state level and the district level.<br>Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15. | 2008-2009 Annually | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| 2008 | Include this indicator in district determination decisions | Dec. 2008 | Special Education Director<br>Quality Assurance Coordinator<br>VI-B funds |
| 2008 | Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data. | 2008-2009 Annually | Quality Assurance Coordinators<br>Special Education Coordinators<br>Regional Consultants<br>VI-B funds |
| 2009 | Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data. | Annually | Quality Assurance Coordinators<br>Special Education Coordinators<br>Regional Consultants<br>VI-B funds |
| 2009 | Review this indicator, data collection procedures, technical assistance, and verification activities with a monitoring stakeholder group for input and improvement. | Annually | SDE Quality Assurance Coordinator<br>SDE Data Coordinator<br>Part B funds |
| 2009 | Include this indicator in district determination decisions | Dec. 2009 | Special Education Director<br>Quality Assurance Coordinator<br>VI-B funds |
| 2009 | Monitor initial evaluation timelines across monitoring activities both at the state level and the district level.<br>Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15. | Annually | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| 2010 | Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data. | 2010-2011 | Quality Assurance Coordinators<br>Special Education Coordinators<br>Regional Consultants<br>VI-B funds |
| 2010 | Include this indicator in district determination decisions | Dec. 2010 | Special Education Director<br>Quality Assurance Coordinator<br>VI-B funds |
| 2010 | Monitor initial evaluation timelines across monitoring activities both at the state level and the district level.<br>Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15. | 2008-2009 Annually | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| 2011 | Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data. | 2011-2012 | Quality Assurance Coordinators<br>Special Education Coordinators<br>Regional Consultants<br>VI-B funds |
| 2011 | Include this indicator in district determination decisions | Dec. 2011 | Special Education Director<br>Quality Assurance Coordinator<br>VI-B funds |
| 2011 | Monitor initial evaluation timelines across monitoring activities both at the state level and the district level.<br>Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15. | 2011-2012 Annually | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |
| 2011 | Provide ongoing monitoring and technical assistance to districts with more than three- year history of noncompliance and/or districts with large numbers (10 or more) of late evaluations. | Monthly for FFY 2011 | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| 2011 | Work with the SDE IT department to identify upload coding errors, correct coding errors within programs, and establish gate-keeping to reject null submissions | December 2011 – June 2012 | Quality Assurance Coordinator<br>SDE IT personnel |
| 2012 | Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data. | 2012-2013 | Quality Assurance and Reporting Coordinator<br>Regional Coordinators<br>Part B funds |
| **2012** | Include this indicator in district determination decisions | Dec. 2012 | Special Education Director<br>Quality Assurance and Reporting Coordinator<br>Part B funds |
| **2012** | Monitor initial evaluation timelines across monitoring activities both at the state level and the district level.<br>Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15. | 2012-2013 Annually | Quality Assurance and Reporting Coordinator<br>Regional Coordinators<br>Part B funds |
| **2012** | Work with the SDE IT department to identify upload coding errors, correct coding errors within programs, and establish gate-keeping to reject null submissions | Ongoing | Quality Assurance Coordinators<br>Regional Coordinators |

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 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.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

**Overview of Issue/Description or Process:**

In Idaho, the State Department of Education (SDE) Special Education Section, Part C Infant Toddler Program, Head Start, Migrant and Seasonal Head Start, and the Coeur d'Alene and Shoshone Bannock, and Nez Perce Tribes are committed to ensuring cooperation and collaboration to ensure a smooth and seamless transition for Part B eligible children into all Idaho local education agencies (LEAs). The State Department of education strives to ensure smooth and effective transitions to Part B from Part C and all other potential service locations/agencies. The SDE ensures this through a variety of mechanisms:

a. Maintaining a State Early Childhood Interagency Agreement which specifies roles and responsibilities and specific protocols to ensure a smooth and effective transition to Part B services.

b. Cross-training personnel from all programs (Parts C and B, Head Start, tribes) on the Interagency Agreement, state early childhood transition policies and procedures from IDEA 2004, and other support manuals for personnel and parents. Training includes procedures to be used by IEP teams to use in considering the IFSP in planning for the needs of the child. Idaho's IEP includes a section for consideration of this topic.

c. Monitoring interagency relationships and interagency agreements as part of the Idaho LEA monitoring system, and through the VI B application process.

d. Developing and maintaining a cross-agency (Parts C and B) data system (TARTIR) and annually reviewing Part C exit, dispute, 618-619, and parent interview data annually to identify areas of need.

e. Developing new training and data development initiatives as needed.

The current Part C and B Early Childhood Transition State Interagency Agreement, C and B Special Education Manuals, Early Childhood Transition Manual and parent manual focus on starting the transition process no later than age 2. At the 2-year-old IFSP, Part C personnel must inform all parents about Part B services and other options available in each community. Part B personnel may be invited to that

meeting at the discretion of both agencies and parent preferences. All children who may be eligible for Part B services are referred to the LEA, and the IFSP and LEA teams meet to determine a timeline for completing eligibility assessment, visitations and IEP development prior to the child's third birthday. Part C may complete all eligibility assessment, each agency may do a part of the assessment, or the LEA may complete the assessment, based on the IFSP-IEP team decision.

**Baseline Data for FFY 2005 (2005-2006):**

The data collection process for Indicator 12 has undergone changes as problems related to the sharing of data across two systems, housed in two state agencies; Idaho State Department of Education (Part B) and the Department of Health and Welfare (Part C). For FFY 2004 and earlier data on early childhood was collected from a shared data system. This was found to collect data not adequate for Part B reporting and monitoring purposes. During 2005-2006, the State Department of Education developed a worksheet that each LEA with a preschool program completed and submitted that included information regarding early childhood transition. Upon review of the submitted data and inquiries to LEAs regarding their data, the SDE realized that there was confusion regarding the form used to submit the data. This accounts for the missing data. The data that was collected and reported for FFY 2005 were used as a base for follow up and correction of noncompliance. Included in the follow up was a data inquiry to clarify errors in data collection. Of the 111 LEAs submitting data, 56 reported noncompliance. Following corrective action, 30 of the 56 LEAs reported correction to the noncompliance.

| **2005-2006** | **Baseline Data [inserted 2/1/2008]** | **Total Number** | **Number Timely** | **Percent Timely** |
|---|---|---|---|---|
| | a. # of children who have been served in Part C and referred to Part B for eligibility determination. | **792 referred** | | |
| | b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays. | **147 Not eligible** | **Unknown** | **Unknown** |
| | c. # of those found eligible who have an IEP developed and implemented by their third birthdays | **568 eligible** | **337** | **59%** |

**Inserted 2/1/2008**

| **2005-2006 Reasons for Late Early Childhood Transitions** | **Number** |
|---|---|
| Parent refusal to provide consent or access services caused delays in evaluation or initial services | 122 |
| Part C Infant Toddler Program notified the district too late | 48 |
| School district caused delay in IEP and/or services | 20 |

**2005-2006 Range** = 364 [minimum 1 day to a maximum of 365 days late, in one case]

The following data is taken from December 2004 Part C and B data.

a. **The number of children who have been served in Part C and referred to Part B for eligibility determination.** We currently use the following Part C Exit Data to calculate this number, and compare it to Turned 3, Eligibility Undetermined:

   1. Turned 3, Part B Eligible
   2. Turned 3, Part B Eligibility Undetermined

   This data is displayed in the Figure in this section, labeled 'Turned 3, Part B Eligible,' as compared to 'Turned 3, Part B Eligibility Undetermined.'

b. **The number of children referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.**

   We currently use the following Part C Exit Data: Turned 3, Part B Ineligible,

   This data is displayed in the Figure in this section, labeled 'Turned 3, Part B Ineligible.'

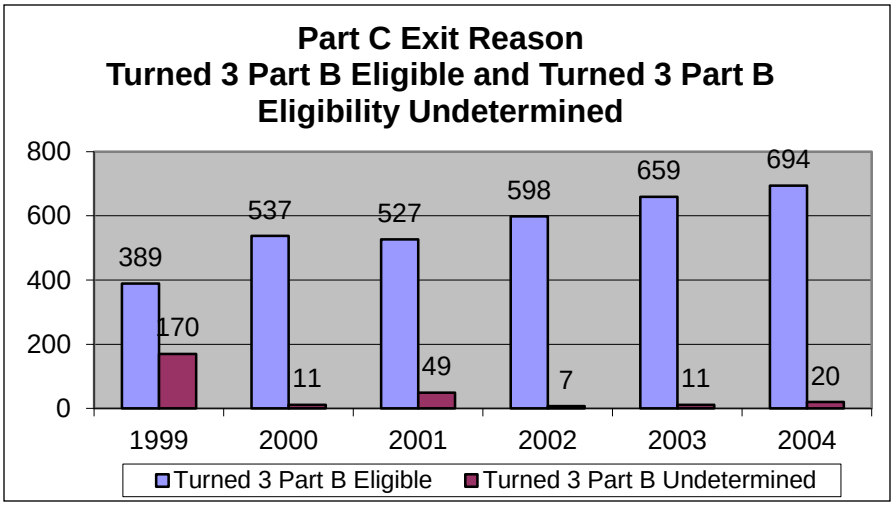
**c. The number of children who turned 3 years of age, who were Part B eligible, and had an IEP in place.**

   Annual monitoring data, based on files review during on-site program monitoring of 1/5 of Idaho LEAs each year, indicates that we have had no instances in which the IEP date was past the child's third birthday since 1999**.**

The Idaho Monitoring system includes a self-assessment phase of the Idaho Monitoring system followed by on-site monitoring. A team of SDE personnel reviews the self-monitoring materials for accuracy and completeness, dispute information, and review of calls and issues identified by the SDE Regional Consultants, and makes a determination for a full, focused (one or two areas of need), or mini (spot check only) review. The district Plan for Improving Results is also reviewed to ensure that all areas of compliance are addressed for improvement during the five-year monitoring cycle, and that any areas of non-compliance (0% or 100% targets) are addressed within one year. During on-site monitoring, a random selection of files, including children exiting Part C and entering Part B are reviewed using the following criteria:

1. For children entering from Part C, eligibility is determined and the IEP in place by the child's third birthday.
2. For children entering from Part C, the IEP indicates that the parent was informed of the difference between the IFSP and the IEP.

Part C data indicates a steady increase in children exiting Part C with an IEP by their 3rd birthday since 1999. Numbers have risen from 389 (42.8%) of the Part C population transitioning to Part B by age 3 in 1999 to 694 (50.65%) in 2004. (See Figure below).




**Discussion of Baseline Data:**

A. The number of children who have been served in Part C and referred to Part B for eligibility determination.

B. The number of children referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.

We currently use Part C Exit Data for these sub-indicators. However, we do not have individual level IFSP/IEP-based monitoring data to indicate the range of days beyond a child's third birthday when eligibility was determined and the reasons for the delays. The following is an explanation of our current data.

a. Part C data currently is based on 9 exit reasons:

   a) Completed IFSP prior to age 3

   b) Turned 3, Part B eligible

   c) Turned 3 Part B ineligible, exit to 'other'

   d) Turned 3,Part B ineligible, *no referral* (emphasis added)

   e) Turned 3, Part B ineligible, undetermined

   f) Deceased

   g) Moved out of state

   h) Withdrawn by parent (including transfers)

   i) Maintaining contact unsuccessful

Currently, we are unable to account for children included in a, but not included in b or c, or to indicate the range of day beyond the third birthday when eligibility was determined and reasons for the delay. Activities to address this issue are detailed in the Improvement Activities section.

Some of the 'Turned 3, Part B ineligible, undetermined' children go on to Part B special education services, but we don't have individual data on the date that the child received an evaluation and had an IEP in place. Current self-assessment Monitoring checklists do not list the date the IEP was developed, the number of days past the third birthdates that the IEP was developed, or the reasons why. On-site files review checklist just indicates that the IEP was in place by the third birthdates, not the number of days beyond or the reason why. Modification of these materials is addressed in the Activities section.

Idaho is in the process of developing a unique identifier for each child. This system should be in place by fall, 2006. This system will allow the SDE to track the exact IEP date, and birth date of each child entering

Part B services. The Departments of Health and Welfare, Infant Toddler Program and the State Department of Education, Special Education Section, will develop a monitoring and technical assistance system to follow-up on each child whose eligibility was undetermined and to track the required data beginning in the 2005-2006 school years.

**Target for children exiting Part C and referred to Part B who will have eligibility determined, and if found eligible, will have an IEP developed or the IFSP adopted and implemented by the child's 3rd birthday:**

| FFY | Measurable and Rigorous Target |
|---|---|
| **2005** | 100% |
| **2006** | 100% |
| **2007** | 100% |
| **2008** | 100% |
| **2009** | 100% |
| **2010** | 100% |
| **2011** | 100% |
| **2012** | 100% |

**Improvement Activities/Timelines/Resources:**

a. # of children who have been served in Part C and referred to Part B for eligibility determination.

b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.

c. # of those found eligible who have an IEP developed and implemented by their third birthday.

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | With Part C, ensure that current data system has accurate numbers for all indicators (a, b, c). | Fall 2005 | Part C and Part B Section 619 coordinators<br>Part B Quality Assurance Coordinator<br>Parts C and B Data Coordinators |
| **2005** | When SDE unique identifier is in place, include the IEP date, along with the birth date (the birth date is in current data). Incorporate any data system changes measurement requirements into shared TARTIR Part C and B data system. | Fall 2006 | Part C and Part B Section 619 coordinators<br>Part B Quality Assurance Coordinator<br>Parts C and B Data Coordinators |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** | Ensure timely data reports for each subsequent APR from C and B, and from Parts C and B monitoring data | March 2006 | Part C and Part B Section 619 coordinators<br>Part B Quality Assurance Coordinator<br>Parts C and B Data Coordinators |
| **2005** | Revise Part B and C on-site monitoring protocols to account for children referred to Part B and were either ineligible or were eligible and did not have an IEP in place by their third birthday. | November 2005 | Part C and Part B Section 619 coordinators<br>Part B Quality Assurance Coordinator<br>Parts C and B Data Coordinators |
| **2005** | Develop and implement an system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B. | November 2005 | Part C and Part B Section 619 coordinators<br>Part B Quality Assurance Coordinator<br>Parts C and B Data Coordinators |
| **2005** | Convene key stakeholders to revise the current Early Childhood Interagency Agreement (Part C, State Department of Education, Head Start and Migrant and Seasonal Head Start) based on IDEA 2004 requirements. | November 15, 2005 | Part C and B personnel<br>Head Start, Tribal and Migrant & Seasonal Head Start |
| **2005** | Develop and conduct cross-agency training of all Part C, B, and Head Start Personnel with the revised Interagency Agreement and Early Childhood Transition Manual. | May, 2006 | Part C and B personnel<br>Head Start, Tribal and Migrant & Seasonal Head Start |
| **2005** | Monitor current local interagency agreements.<br>Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3rd birthday. | Fall 2005 | Part C and B personnel<br>Head Start, Tribal and Migrant & Seasonal Head Start |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** | Continue to review disputes in early childhood for issues in the transition process. | October 2005 | Dispute database |
| **2005** | Continue to meet annually on-site with Migrant and Seasonal Head Start and Tribal early childhood programs to ensure seamless transitions to Part B for all eligible children. | Oct. 2005 | Part C and Section 619 Coordinators, Head Start Collaboration Director |
| **2006** **(2006-2007)** | Ensure timely data reports for each subsequent APR from C and B, and from Parts C and B monitoring data | June 2007 | Part C and Section 619 Coordinators, Head Start Collaboration Director |
| **2006** | Continue to and implement a system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B. | March 2007 | Part B Regional Consultants<br>Part C Coordinator |
| **2006** | Monitor current local interagency agreements.<br>Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3rd birthday. | October 2006 | Part C and B personnel<br>VI-B applications |
| **2006** | Continue to review disputes in early childhood for issues in the transition process. | October 2006 | Dispute database |
| **2007** **(2007-2008)** | Explore the possibility of combining the ECO data system with the EC transition data system for one-stop EC reporting using a single password. | March 2008 | EC Coordinator<br>Data Coordinator<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2007** | Collaborate with Part C to explore the possibility of a shared software (e.g., Excent Tera) that meets the requirements of both agencies for an IFSP and for the IEP for expedited transfer of records during transition. | May 2008 | EC Coordinator<br>Data Coordinator<br>VI-B Funds |
| **2007** | Convene a stakeholder meeting to discuss issues related to transition and clarification of policies and procedures for statewide consistency. | March 2008 | VI-B funds<br>619 Coordinator<br>Regional Consultants<br>Stakeholder group<br>WRCC (Transition Initiative) |
| **2007** | Considering stakeholder input, revise EC transition data collection system to be more 'user friendly' and to improve technical assistance documents. | Spring 2008 thru Fall 2008 | Regional Consultants<br>Part C<br>619 coordinator |
| **2007** | Joint training of Part C and district personnel on the policies and practices recommended by the transition stakeholder group. | Spring 2008 to Fall 2008 | 619 coordinator<br>Part C<br>Regional Consultants<br>IVB funds |
| **2007** | Enhance the EC transition data system to collect data at the school building level for ease of reporting for larger districts. | April 2008 | Data Coordinator<br>VI funds |
| **2007** | Finalize recommended changes to the local interagency protocols | Summer 2008 | 619 Coordinator<br>Part C<br>Head Start Collaboration |
| **2008**<br>**(2008-2009)** | Continue to and implement a system to identify all Part C programs with low referral rates and any 'undetermined' eligibility rates, and districts with any IEPs in place after the child's third birthday. Provide targeted technical assistance to these sites through Parts C and B. | Nov 2008 | Part B Regional Consultants<br>Part C Coordinator |
| **2008** | Ensure timely and valid data reports are submitted from 100% of districts through the web-based system | October 2008 | Regional Consultants<br>619 Coordinator |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2008** | Adjust the web based data collection tool to collect data by student rather than by district aggregate & create automated reports | 2008-2009 | Part B funds |
| **2008** | Explore the possibility of combining the ECO data system with the EC transition data system for one-stop EC reporting using a single password. | March 2009 | SDE Early Childhood Coordinator<br>SDE Data Coordinator<br>Part B Funds |
| **2008** | Collaborate with Part C to explore the possibility of shared software (e.g., Excent Tera) that meets the requirements of both agencies for an IFSP and for the IEP for expedited transfer of records during transition. | May 2009 | SDE Early Childhood Coordinator<br>SDE Data Coordinator<br>Part B Funds |
| **2008** | Focus monitoring and technical assistance activities on the 7 districts that contributed 78% of late transitions for 2007. | March 2009 | SDE Early Childhood Coordinator<br>SDE Quality Assurance Coordinator<br>Part B Funds |
| **2008** | Considering stakeholder input, revise EC transition data collection system to be more 'user friendly' and to improve technical assistance documents. | February 2009 | SDE Regional Consultants<br>Part C<br>SDE Early Childhood Coordinator |
| **2009**<br>**(2009-2010)** | Monitor current local interagency agreements.<br>Continue to review data from self-monitoring (interagency relationship surveys) and file review during on-site monitoring to determine the success of local interagency agreements are working to ensure that all Part B eligible children have IEPs by their 3rd birthday. | October 2009 | Part C and B personnel<br>VI-B applications |
| **2009** | Continue to review disputes in early childhood for issues in the transition process. | October 2009 | Dispute database |
| **2009** | Ensure timely and valid data reports are submitted from 100% of districts through the web-based system | October 2009 | Regional Consultants<br>619 Coordinator |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2010** **(2010-2011)** | Ensure timely and valid data reports are submitted from 100% of districts through the web-based system | October 2010 | Regional Consultants<br>EC Coordinator |
| **2010** | Identify districts that miss transition deadlines and provide targeted technical assistance to these sites through Parts C and B. | September 2010. | Regional Consultants<br>EC Coordinator<br>Part B Funds |
| **2010** | Review files during on-site visits to assure transitional deadlines are met, interagency agreements are in place, and provide technical assistance as needed. | Nov. 2010 through June 2011 | EC Coordinator<br>Regional Consultants<br>Part B Funds |
| **2010** | SDE staff provide technical assistance to LEAs regarding EC concerns and sensitive individual issues to resolve issues early. | Sept. - June 2011 | SDE staff<br>Regional Consultants<br>Part B Funds |
| **2010** | Jointly develop and adopt the "Idaho Part C and B Joint Policy/Guidance on Early Childhood Transition" document. | Develop Nov. 2010<br>Adopt December 2010 | Part C and B personnel and resources |
| **2010** | Jointly review current needs assessment tools, IA Agreements, IA Protocols, and forms currently used for transitions between Part C and Part B for revision or replacement | February 2011 | Part C and B personnel and resources |
| **2010** | Jointly provide statewide collaborative training on Policy document and developed materials to both Part C and B stakeholders, including Policy, interagency protocols, timelines, and other transition activities. | May 2011 | Part C and B personnel and resources |
| **2011** **(2011-2012)** | Conduct onsite visits to assure correct implementation of the new Policy/Guidance, verified through file reviews. | May 2012 | Part C and B personnel<br>Regional Consultants<br>Part B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2011** | To ensure inter rater reliability during program reviews by Parts B & C regarding implementation of the new Policy/Guidance, develop a protocol and train on its use. | May 2012 | Part C and B personnel<br>Regional Consultants<br>Part B Funds |
| **2012**<br>**(2012-2013)** | Provide an interagency collaborative training prior to school beginning to educate Headstart, ITP, and LEA preschool teachers on Interagency Agreements, best practice in collaborative teaming, transition procedures, and any policy changes from the previous year. | Sept. 2012 | Part C and B personnel and resources |
| **2012** | Explore the feasibility of a data interface between Part C and Part B data systems to share transition data. | May 2013 | Part C and B personnel and resources |
| **2012** | Conduct onsite visits to assure correct implementation of the new Policy/Guidance, verified through file reviews. | May 2013 | Part C and B personnel<br>Regional Consultants<br>Part B Funds |
| **2012** | Implement use of protocols to ensure appropriate policies and procedures are implemented in the LEAs and provide technical assistance as needed. | May 2013 | Part C and B personnel<br>Regional Consultants<br>Part B Funds |

## Part B State Performance Plan (SPP) for 2005-2012

**Overview of the State Performance Plan Development:**

Input for this indicator was taken from the Secondary Transition Interagency Council, the State Education Advisory Panel and a Monitoring Workgroup, which includes school district personnel, parents, and agency personnel. There was discussion around Indicator 13 revisions and identification of improvement activities. The data collection process was reviewed and the questions were revised to obtain all the required information.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 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.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** 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) divided by the (# of youth with an IEP age 16 and above)] times 100.

**(53/84)100 = 63%**

**Overview of Issue/Description of System or Process:**

**Process:**

Gathering baseline data for this new Indicator 13 data requirement necessitated adjusting the questions used to answer the larger question that the indicator asks about the IEP contents. Idaho now includes, in their checklist, all eight of the required questions. With input from the Secondary Transition Interagency Council, the State Education Advisory Panel and a Monitoring Workgroup, which includes school district personnel, parents, and agency personnel, there was discussion around Indicator 13 revisions and identification of improvement activities. The data collection process was reviewed and discussion occurred around making an adjustment to the data collection process. However, the stakeholders agreed to leave the collection process the same, since the Indicator 13 data continues to progress each year in

Idaho. To address data collection needs specific to this indicator, required questions were added to the IEP Secondary File Review Checklist. All eight questions were developed by the National Secondary Transition Technical Assistance Center (NSTTAC) and are questions specific to IEP contents that, when combined, provide data regarding whether the IEP 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. In addition, the checklist includes questions that speak to a review of 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.

**Identifying Noncompliance:**
The data collection for Indicator 13 occurs annually as part of Idaho's 5 Year Continuous Improvement Monitoring System (CIMS) process. To ensure the data was collected in the same way across the state and that accurate and reliable data was obtained, two step training was provided by the Quality Assurance Coordinator to SDE regional staff and LEAs. In the first step, training began the spring prior to the data collection year by requiring the LEA administrators to participate in a hands-on instructional process. The directors were placed in groups with other LEA administrators and SDE central and regional office staff to review eligibility reports and IEPs. During this activity, the SDE staff spends at least two hours walking through each component of the first file, giving directions around what was considered compliant and noncompliant in the file. The groups continued the process by reviewing additional files for the rest of the day. Further, to check inter-rater reliability, each group would swap files with another group, review the files, and then compare answers. Each group analyzed at least 12 files. These files are a stratified random sample chosen by the SDE which are sent in by the districts in Years 2, 3, and 4 of the CIMS process.

In step two of the training, to ensure accuracy and reliability, the following fall the Quality Assurance Coordinator travels the state to provide face-to-face technical assistance with each LEA that is in the Self Assessment Monitoring Year 1 of the five year monitoring process. Each LEA is sent a stratified random sample of names chosen by the SDE. The LEAs then complete file reviews of the students on their list, with the Quality Assurance Coordinator and their SDE regional consultant. The SDE staff uses this additional activity as a method of determining the LEAs level of reliability prior to reviewing their additional files. If reliability is not observed in this process, the SDE regional office staff is required to review the remainder of the LEA files with them at a later date. However, if the LEAs demonstrate reliability in determining compliance and noncompliance as they review their files, the team is left to complete the review of their required files.

**Correcting and Verifying Correction of Noncompliance:**

It is important to note, that all items of noncompliance found in these files during this two step training, are entered into our Compliance Tracking Tool and the SDE issued notices of noncompliance, in addition they were corrected and verified as corrected as directed in the OSEP Memorandum 09-02. SDE staff verifies correction of the individual instances of noncompliance for each LEA onsite. Verification of correction of noncompliance concerning a child-specific requirement that is not subject to a specific timeline includes verifying through file reviews that the LEA has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA. Verification of correction of noncompliance concerning a child-specific requirement that is subject to a specific timeline includes verifying through file reviews that the LEA has provided the required action (i.e. evaluation, IEP or service), although late, unless the child is no longer within the jurisdiction of the LEA. Further, subsequent data is reviewed to assure the LEA is correctly implementing the specific regulatory requirement. The guidelines are as follows: for every ten files in the correction process, one additional file must be reviewed. We request the most current files completed by the district.

Upon collection, the data reported to the SDE is done via the Compliance Tracking Tool. The data is then reviewed by SDE staff for errors and omissions which were followed up on with the reporting LEA for correction or explanation.

Although Idaho did not report on indicator 13 in the FFY 2008 APR, we did gather data using the old measurement for purposes of local reporting. Thus, all LEAs have been included in this monitoring cycle.

**Baseline Data for FFY 2009 (2009-2010):**

| Number of IEPs Reviewed | Number of IEPs Compliant | Percent of IEPs Compliant |
|---|---|---|
| **84** | **53** | **63%** |

**Discussion of Baseline Data:**

As a component of our monitoring process 84 IEPs were reviewed for students ages 16 through 21. Of the IEPs reviewed 53 met the identified requirements for measurable post school goals updated annually, age appropriate transition assessment, course of study, transition services, annual goals, the student being invited and if appropriate, a representative of any participating agency was invited that would reasonably allow the student to reach their post school goals. This represents 63% of the IEPs, which were reviewed with high levels of rigor. Although this does not meet the threshold of 75%, Idaho continues to significantly improve our Indicator 13 percentages each year including this year's data which includes the additional three questions.

Although we continue to improve our overall percentage, it is also important to look at the data collected for each sub question to analyze where our improvement efforts should focus. The table below provides the percent of files that met the criteria for each of the questions. The two questions with the lowest percentages are measurable post school goals and age appropriate transition assessment. Although we have seen continued improvement in this area, we will continue to provide statewide training which includes working one-on-one with each district's staff to provide real world hands-on activities to move all of our percentages to our goal of 100% compliance on all IEPs.

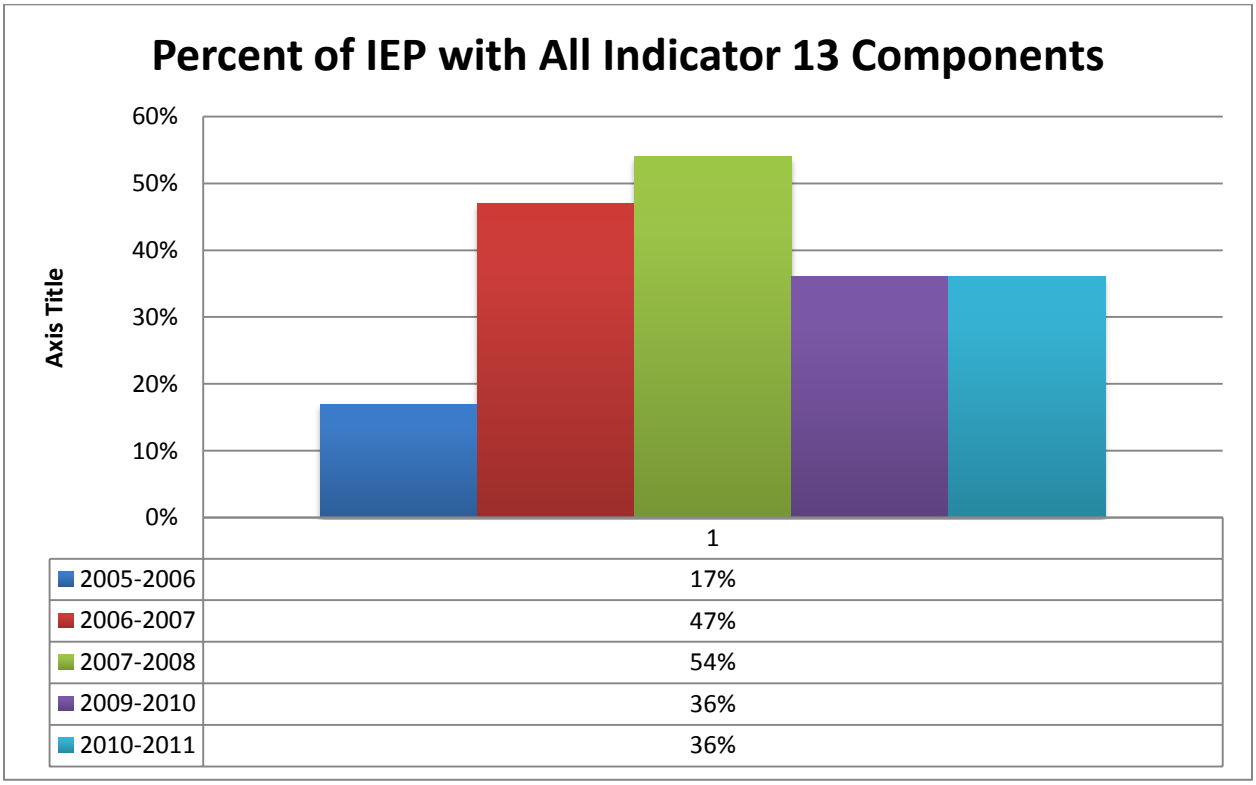
2011 Revision:

Staff turnover created issues of continuity and communications. Current staff questioned the differences in compliance rate and in the number of IEPs reviewed. An audit of past years' data was completed and an error in the reporting of compliance in the 2011 APR was noted. Rather than a compliance of 63% which was calculated on a single line item rather than the composite data, the actual compliance was 36% or 30 of 84 files reviewed. No guidelines on the number of IEPs districts were to use in the determination of compliance with Indicator 13 have been found.

The SDE recognizes errors in reporting for FFY 2009 and has instituted procedures to assure accurate reporting in the future. The procedure includes, in part, independent reviews of data by both the Secondary Special Education Coordinator and Quality Assurance and Reporting Coordinator. Additionally, guidelines have been established on the number of IEPs needed for review and reporting.

| FFY | Number of IEPs Reviewed | Number of IEPs Compliant | Percent of IEPs Compliant |
|---|---|---|---|
| 2010 | 300 | 109 | 36% |

| | | | |
|---|---|---|---|
| 2009 (corrected) | 84 | 30 | 36% |
| 2008 | Reported at Local Level only | | |
| 2007 | 109 | 59 | 54% |
| 2006 | 161 | 76 | 47% |
| 2005 | 237 | 41 | 17% |




| Indicator Questions | Percent of IEPs that had the requirement in place | | | |
|---|---|---|---|---|
| | FFY 2005 | FFY 2006 | FFY 2007 | FFY 2009 |
| IEP includes measurable Post School Goals covering education/training, employment and as needed independent living | 48% | 67% | 70% | 74% |

| | | | | |
|---|---|---|---|---|
| Post School Goals are developed based on information gathered through age appropriate assessment in transition related areas, including a functional vocational evaluation if needed | 33% | 60% | 68% | 73% |
| IEP includes a Course of Study (embedded or attached) to reach their Post School Goals | 52% | 65% | 79% | 91% |
| IEP includes Transition Services (activities, related services) to reach their identified Post School Goals | 66% | 78% | 77% | 89% |
| IEP annual goals assist the student to reach their identified Post School Goals | 72% | 76% | 80% | 89% |
| If appropriate, a representative from an outside agency was invited to the IEP Team meeting | NA | NA | NA | 86% |
| Post School Goals are reviewed and updated annually as needed | NA | NA | NA | 93% |
| Student was invited to IEP meeting where transition services were discussed | NA | NA | NA | 92% |

| FFY | Measurable and Rigorous Target |
|---|---|
| **2010 (2010-2011)** | **100%** |
| **2011 (2011-2012)** | **100%** |
| **2012 (2012-2013)** | **100%** |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | The SDE along with the Secondary Transition Interagency Council will review methods and strategies to collect data and design a process for data collection. | 2005-2006 | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2005** | Input sought from stakeholders regarding data collection process and any adjustments made. | Fall 2006 | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2005** | Training and technical assistance will be provided to LEAs on data collection and reporting process during the self assessment process. | Winter-Spring 2006 and Annually in the Winter-Spring | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>VI-B funds |
| **2006** (2006-2007) | Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development. | Winter 2007 and Annually in the Winter | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>VI-B funds |
| **2006** | Data will be collected, analyzed and reported to the public. | Fall 2006 and Annually in the Spring-Summer | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2006** | Develop online resources through the Secondary Transition Learning Community | Ongoing | SIG and VI B funds<br>SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2006** | Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |
| **2006** | Use online and face-to-face training through the Secondary Transition Learning Community to offer mini-workshops on topics related to the key indicators for secondary transition twice a year in eight locations around the state. | Fall<br>Winter<br>Spring | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |
| **2006** | Develop a cadre of mentors consisting of master level practitioners in the field of secondary transition to assist in delivering training and technical assistance to professionals, youth and families across Idaho. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |
| **2006** | Provide full day training on assessment for transition planning in 5 locations across the state | Spring | SDE Transition Specialist<br>SIG funds<br>VI-B funds |
| **2006** | Support and utilize the Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training. | Ongoing | SDE Transition Specialist<br>SIG funds<br>VI-B funds |
| **2007**<br>**(2007-2008)** | Training and technical assistance will be provided to LEAs on data collection and reporting process. | Annually in the Summer and Fall | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2007** | Data will be collected, analyzed and reported to the public. | Annually in the Fall | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2007** | Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development. | Annually in the Winter | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>VI-B funds |
| **2007** | Continue to enhance online resources through the Secondary Transition Learning Community | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds |
| **2007** | Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |
| **2007** | Use online and face-to-face training through the Secondary Transition Learning Community to offer mini-workshops on topics related to the key indicators for secondary transition twice a year in eight locations around the state. | Fall<br>Winter<br>Spring | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |
| **2007** | Develop a cadre of mentors consisting of master level practitioners in the field of secondary transition to assist in delivering training and technical assistance to professionals, youth and families across Idaho. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |
| **2007** | Provide full day training on assessment for transition planning in 5 locations across the state. | Spring | SDE Transition Specialist<br>SIG funds<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2007** | Support and utilize the Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training. | Ongoing | SDE Transition Specialist<br>SIG funds<br>VI-B funds |
| **2008**<br>**(2008-2009)** | Training and technical assistance will be provided to LEAs on data collection and reporting process. | Annually Summer and Fall | SDE Secondary Transition Specialist<br>SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>Part B funds |
| **2008** | Data will be collected, analyzed and reported to the public. | Annually<br>Fall | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>Part B funds |
| **2008** | Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development. | Annually Winter | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>Part B funds |
| **2008** | Continue to enhance online resources through the Secondary Transition Learning Community | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds |
| **2008** | Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2008** | Use online and face-to-face training through the Secondary Transition Learning Community to offer mini-workshops on topics related to the key indicators for secondary transition twice a year in eight locations around the state. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |
| **2008** | Develop a cadre of mentors consisting of master level practitioners in the field of secondary transition to assist in delivering training and technical assistance to professionals, youth and families across Idaho. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |
| **2008** | Support and utilize the Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training. | Ongoing | SDE Transition Specialist<br>SIG funds<br>Part B funds |
| **2009**<br>**(2009-2010)** | Training and technical assistance will be provided to LEAs on data collection and reporting process. | Annually in the Summer and Fall | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>VI-B funds |
| **2009** | Data will be collected, analyzed and reported to the public | Annually in the Fall | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2009** | Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development. | Annually in the Winter | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2009** | Continue to enhance online resources through the Secondary Transition Learning Community | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>VI-B funds |
| **2009** | Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |
| **2009** | Use online and face-to-face training through the Secondary Transition Learning Community to offer mini-workshops on topics related to the key indicators for secondary transition twice a year in eight locations around the state. | Fall<br>Winter<br>Spring | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |
| **2009** | Develop a cadre of mentors consisting of master level practitioners in the field of secondary transition to assist in delivering training and technical assistance to professionals, youth and families across Idaho. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>VI-B funds |
| **2009** | Provide full day training on assessment for transition planning in 5 locations across the state. | Spring | SDE Transition Specialist<br>SIG funds<br>VI-B funds |
| **2009** | Support and utilize the Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training. | Ongoing | SDE Transition Specialist<br>SIG funds<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2010** **(2010-2011)** | Training and technical assistance will be provided to LEAs on data collection and reporting process. | Annually Summer and Fall | SDE Secondary Transition Specialist<br>SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>Part B funds |
| **2010** | Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development. | Annually Winter | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>Part B funds |
| **2010** | Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |
| **2010** | Use online and face-to-face training through the Secondary Transition Learning Community to offer mini-workshops on topics related to the key indicators for secondary transition twice a year in eight locations around the state. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |
| **2010** | Utilize the cadre of mentors consisting of master level practitioners in the field of secondary transition to assist in delivering training and technical assistance to professionals, youth and families across Idaho. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2010** | Support and utilize the Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training. | Ongoing | SDE Transition Specialist<br>SIG funds<br>Part B funds |
| **2010** | Develop additional mentors by forming Secondary Transition Instructional Cohorts (STIC).They will complete 5 online modules, one month per module. The person taking the modules will receive a stipend from the SDE. | March 2011 | SSOS Secondary Coordinator<br>VI-B funds |
| **2010** | Build a State level community transition team utilizing the IIC to expand and coordinate secondary transition activities across the state (IICST). Include 1 member from a Regional Community Transition Team. | June 2011 | Idaho Interagency Council<br>SSOS Secondary Coordinator<br>VI-B funds |
| **2011 (2011-2012)** | STIC develops a secondary team that includes an administrator in order to build district capacity. Smaller districts may form a regional team including the RC and an experienced mentor. | May 2012 | SSOS Secondary Coordinator<br>Part B Funds |
| **2011** | Training and technical assistance will be provided to LEAs on data collection and reporting process. | Annually Summer and Fall | SDE Secondary Transition Specialist<br>SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>Part B funds |
| **2011** | Data will be collected, analyzed and reported to the public. | Annually<br>Fall | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>Part B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2011** | Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development. | Annually Winter | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>Part B funds |
| **2011** | Continue to enhance online resources through the Secondary Transition Learning Community | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds |
| **2011** | Collaborate with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |
| **2011** | Use online and face-to-face training offer mini-workshops improvement activities for Indicator 13 around the state.. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |
| **2011** | Utilize the cadre of mentors consisting of master level practitioners in the field of secondary transition to assist in delivering training and technical assistance to professionals, youth and families across Idaho. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |
| **2011** | Support and utilize the Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training. | Ongoing | SDE Transition Specialist<br>SIG funds<br>Part B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2011** | Disseminate guidelines for number of IEPs to be reviewed by each district (5 IEPs or 1%, whichever is greater) | March 2012 | SDE Quality Assurance and Reporting Coordinator<br>SDE Regional Coordinators<br>Part B funds |
| **2011** | Modify the current Idaho secondary transition checklist and directions used to determine district compliance on Indicator 13 to align with the NSTTAC checklist. | February 2012 | SDE Quality Assurance and Reporting<br>SDE Special Education Secondary Coordinator<br>Part B funds |
| **2011** | Develop a compliance guidance package to be disseminated to all state special education directors that include ways to meet Indicator 13 compliance requirements. | April 2012 | SDE Quality Assurance and Reporting<br>SDE Special Education Secondary Coordinator<br>Part B funds |
| **2011** | Develop a statewide training in the 6 regions of the state on how to meet the compliance requirements of Indicator 13. | Summer 2012 | SDE Quality Assurance and Reporting<br>SDE Special Education Secondary Coordinator<br>Regional Coordinators<br>Part B funds |
| **2011** | Develop a follow up training on the compliance requirements of Indicator 13. | September 2012 – November 2012 | SDE Quality Assurance and Reporting<br>SDE Special Education Secondary Coordinator<br>Regional Coordinators<br>Part B funds |
| **2011** | Monitor and cross check to assure all 8 components of Indicator 13 are used for reporting statewide compliance | Ongoing | SDE Quality Assurance and Reporting<br>SDE Special Education Secondary Coordinator |
| **2012**<br>**(2012-2013)** | Training and technical assistance will be provided to LEAs on data collection and reporting process. | Annually Summer and Fall | SDE Secondary Transition Specialist<br>SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>Part B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2012** | Data will be collected, analyzed and reported to the public. | Annually<br>Fall | SDE Secondary Transition Specialist<br>Secondary Transition Interagency Council<br>Part B funds |
| **2012** | Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development. | Annually Winter | SDE Secondary Transition Specialist and SDE Regional Consultants<br>Secondary Transition Interagency Council<br>SIG: Secondary Learning Community<br>SIG funds<br>Part B funds |
| **2012** | Continue to enhance online resources through the Secondary Transition Learning Community | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds |
| **2012** | Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |
| **2012** | Use online and face-to-face training through the Secondary Transition Learning Community to offer mini-workshops on topics related to the key indicators for secondary transition twice a year in eight locations around the state. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |
| **2012** | Utilize the cadre of mentors consisting of master level practitioners in the field of secondary transition to assist in delivering training and technical assistance to professionals, youth and families across Idaho. | Ongoing | SDE Transition Specialist<br>Secondary Transition Interagency Coordinating Council<br>SIG funds<br>Part B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2012** | Support and utilize the Transition Leadership cadre, including higher education faculty to address the statewide training needs in preservice and inservice for professional, paraprofessional and parent training. | Ongoing | SDE Transition Specialist<br>SIG funds<br>Part B funds |
| **2012** | Increase teacher compliance in conducting transition assessment with students the SDE will develop and train on selecting appropriate transition assessment based on students' identified postsecondary goals. | November 2013 | Secondary Special Education Coordinator<br>NSTTAC<br>Regional Coordinators<br>Part B Funds |
| **2012** | To improve teacher knowledge of evidence based practices in secondary transition; the SDE will develop strategies to improve teacher completion of the 5 online modules. | September 2013 | Secondary Special Education Coordinator<br>NSTTAC<br>Regional Coordinators<br>Part B Funds |
| **2012** | To increase teacher compliance in writing compliant Indicator 13 IEPs, the SDE will use disaggregated data from Child Count Verification to provided targeted intensive professional development to districts/charters falling below 100% compliance. | September 2013 | Secondary Special Education Coordinator<br>NSTTAC<br>Regional Coordinators<br>Part B Funds |

**Overview of the State Performance Plan Development:**

This is considered a new indicator this year. With broad input from stakeholders, a new baseline was established using the language of the revised measurement table May 2010, new measurable and rigorous targets established, and improvement activities developed. Stakeholder input included involvement of our state Secondary Transition Interagency Council as well as representatives from local education agencies, Idaho Parents Unlimited, vocational rehabilitation, and the Special Education Advisory Panel that included individuals with disabilities who were former students, parents, educators, private providers, corrections, and State representatives.

The SPP/APR will be widely disseminated by posting it on the State's website at http://www.sde.idaho.gov/site/special_edu/performance_plan.htm and sharing it at State meetings such as CEC, IASEA, and others as opportunities arise. District performance will be publicly reported on the State website at https://www.sde.idaho.gov/SpecialEd/DDR/SPEDPortal.asp for districts with an "N" size of 10 or more.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 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.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

**Overview of Issue/Description of System or Process:**

Idaho conducts a census survey of all leavers one year after exiting high school. Every district is included every year. This includes both graduates and dropouts, including those who age out without graduating. In addition to this requirement, Idaho began surveying exiting students beginning with the Class of 2000 and is continuing to survey exiting students prior to departure, as well as one year, three years, and five years after exiting. Prior to exiting, an online survey is taken at the high school. Post exit surveys are contracted with LifeTrack Services Inc. The State provides contact information and LifeTrack follows up by mailing surveys and making up to three phone calls in an effort to contact non-responders or their parents to complete the survey by phone. The overall response rate is 46% as noted in the table below. Those who responded to the survey are fairly representative of the entire group of leavers, with only slight under representation of students with a learning disability and slight over representation of students with cognitive impairment (mental retardation).

| **Response Rate by Demographics** | **Overall** | **LD** | **ED** | **MR** | **AO** | **Female** | **Minority** | **ELL** | **Dropout** |
|---|---|---|---|---|---|---|---|---|---|
| Target Leaver Totals | 1142 | 633 | 129 | 77 | 303 | 370 | 214 | 59 | 75 |
| Response Totals | 527 | 271 | 40 | 60 | 156 | 165 | 83 | 24 | 25 |
| **Response Rate** | **46.1%** | 42.8% | 31.0% | 77.9% | 51.5% | 44.6% | 38.8% | 40.7% | 33.3% |
| Target Leaver Representation | | **55.4%** | **11.3%** | **6.7%** | **26.5%** | **32.4%** | **18.7%** | **5.2%** | **6.6%** |
| Respondent Representation | | **51.4%** | **7.6%** | **11.4%** | **29.6%** | **31.3%** | **15.7%** | **4.6%** | **4.7%** |
| Difference | | **-4.0%** | **-3.7%** | **4.6%** | **3.1%** | **-1.1%** | **-3.0%** | **-0.6%** | **-1.8%** |

**Note:** positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in red.

Idaho has been collecting secondary school leaver and post school outcome data for all students receiving special education services beginning with the graduating class of 2000 through a contractor who uses a State customized survey to gather information. The total number of students in Idaho who leave a secondary program, regardless of reason, are contacted and provided an opportunity to complete a survey. The current process is designed for students to complete a survey prior to leaving secondary school programs, then one year, three years and five years after exiting school. This data has been used both at the state and local levels to identify areas of need and assist in the development of activities to address these needs.

Following review of the process in place beginning with the graduating class of 2000, changes were made to the Secondary School Leaver survey that is completed the last semester students with disabilities are enrolled in public school. Additions to the demographic section of the survey were made to allow linkage with our 618 data. This will allow the data to be disaggregated by disability, category, age, educational environment, and other groupings that will assist in analyzing the data and developing improvement activities. Additional changes were made more recently to ensure the collection of valid and reliable data according to the federal definitions.

The same contractor will be utilized to provide the one year follow-up. The changes made to the follow-up survey are related to the demographics and the ability to link the follow-up data to the each individual student. Our ability to link the Secondary School Leaver Survey data with the student' follow-up survey data will provide a better picture of the student's education and provide better information to address secondary school programs.

For the purposes of reporting and analyzing the data presented, the following definitions are used:

Enrolled in higher education as used in measures A, B and C means youth have been enrolled on a full- or part-time basis in a community college (two year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

Competitive employment as used in measures B and C means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Enrolled in other postsecondary education or training as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two year program). It also includes youth who have gone on a church mission.

Some other employment as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.) and

Leavers are counted in only one of the above categories and the categories are organized hierarchically.

**Baseline Data for FFY 2009**

| | Data taken for leavers during the 2008-2009 school year (527 Surveys) | # | % |
|---|---|---|---|
| **14. A** | Enrolled in higher education within one year | 91 | 17% |
| **14. B** | Enrolled in higher education or competitively employed within one year | 161 | 31% |
| **14. C** | Enrolled in higher education, other postsecondary education or training, competitively employed, or in some other employment within one year | 372 | 71% |

| Total Number of Surveys Completed: 527 | # | % |
|---|---|---|
| 1. Enrolled in higher education within one year of leaving high school | 91 | 17% |
| 2. Competitively employed within one year of leaving high school (but not enrolled in higher education) | 69 | 13% |
| 3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed | 42 | 8% |
| 4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed) | 170 | 32% |
| **Total Engaged** | 372 | 71% |

**Discussion of Baseline Data:**

One year after students left school, including those who graduated, aged out, or dropped out, 71% were engaged in either post secondary education or employment. Data is collected through a contractor, LifeTrack Services Inc., with initial contact made by the SDE through an introduction letter and written survey. To ensure a high response rate the contractor follows up with one additional written contact by mail. If a response is not received, a phone interview is conducted. The interviewer will attempt to contact the student up to three times by phone to conduct the interview. Responses are considered valid if

reported by the student or the parent of the student. Of the surveys completed, 74% were completed by the parent and 26% by the exited student.

The following table compares outcomes for students with disabilities who dropped out before completing high school with those who graduated.

| | Comparison Between High School Graduates & Dropouts | Dropouts N = 25 | Graduates N = 502 |
|---|---|---|---|
| 1 | Enrolled in higher education within one year of leaving high school | 0% | 18% |
| 2 | Competitively employed within one year of leaving high school (but not enrolled in higher education) | 32% | 12% |
| 3 | Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed) | 8% | 8% |
| 4 | In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed) | 12% | 33% |
| | **Total Engaged** | 52% | 72% |

| Measurable and Rigorous Targets | 2010 | 2011 | 2012 |
|---|---|---|---|
| 14.A. Enrolled in higher education within one year | 18% | 19% | 20% |
| 14.B. Enrolled in higher education or competitively employed within one year | 31% | 32% | 33% |
| 14.C. Enrolled in higher education, other postsecondary education or training, competitively employed, or in some other employment within one year | 73% | 75% | 77% |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Work with the SDE's Bureau of Technology to review data collection process and identify improvement areas, both exit and follow-up surveys. | January-April 2006 | SDE Secondary Transition Coordinator, Special Education Data Coordinator, Secondary Transition Interagency Council<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** | Make adjustments based on review to on-line exit survey. | March 2006 | SDE Secondary Transition Coordinator Special Education Data Coordinator<br>VI-B funds |
| **2005** | Provide statewide training to school personnel on completion of exit survey through face-to-face and distance learning opportunities. | March 2006 | SDE Secondary Transition Coordinator<br>SDE Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds |
| **2005** | Attend National Post Secondary Outcome training. | March 2006 | SDE Secondary Transition Coordinator LEA representatives, Idaho Parents Unlimited representative<br>VI-B funds |
| **2005** | Revised on-line exit survey available for LEA reporting. | April 2006 | SDE Special Education Data Coordinator |
| **2006**<br>**(2006-2007)** | Compile exit information on students leaving during 2005-2006. | Summer 2006 and Annually in summer | SDE Secondary Transition Coordinator<br>Special Education Data Coordinator<br>VI-B funds |
| **2006** | Report data from the exit survey to the public. | Annually in the fall | SDE Secondary Transition Coordinator<br>Secondary Transition Learning Community<br>VI-B funds |
| **2006** | Provide training to LEAs regarding the use of exit and post school data regarding its use in program review and improvement. | Fall 2006 and Annually in the fall | SDE Secondary Transition Coordinator<br>Secondary Transition Learning Community<br>SIG funds<br>VI-B funds |
| **2006** | Work with post school outcome data contractor to adjust post school data collection process and instrument based on SDE review. | November 2006 to February 2007 | SDE Secondary Transition Coordinator<br>Life Track (contractor)<br>VI-B funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2006** | Collect post-school outcome data on students leaving during 2005-2006. | April 2007-June 2007 and Annually April – June | SDE Secondary Transition Coordinator<br>Life Track (contractor)<br>VI-B funds |
| **2007**<br>**(2007-2008)** | With public input set multiple year annual rigorous and measurable targets based on baseline data collected to date (to be submitted in the APR due Feb. 2008). | Fall 2007 | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2007** | Analyze data at the district and state level, compile simple, user-friendly reports. | Fall 2007 and Annually in the Fall | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2007** | Collect, analyze, and report post school outcome data at the district and state level using simple, user-friendly reports. | Annually | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>Part B funds |
| **2007** | Work with stakeholder groups to review exit and post school data and develop activities for improvement activities, timeline and resources. | Annually in the fall beginning in 2007. | SDE Secondary Transition Coordinator Secondary Transition Interagency Council<br>VI-B funds |
| **2007** | Provide ongoing technical assistance to districts to learn to read and use the data and report to develop district improvement strategies; implement improvement activities | Face to Face training Annually each fall with ongoing internet resources available | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2007** | Adjust data collection protocol and training as needed to improve response rate | Annually in January to March | SDE Secondary Transition Coordinator Special Education Data Coordinator<br>Life Track (contractor)<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2007** | Post secondary disability service coordinators from all Idaho IHEs will meet on a bi-annual basis to identify and implement improvement activities to increase post secondary enrollment of students within one year of leaving secondary school. | Bi annually | SDE Secondary Transition Coordinator<br>VI-B funds<br>SIG Funds |
| **2008**<br>**(2008-2009)** | Analyze data at the district and state level, compile simple, user-friendly reports | Annually in the Fall | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2008** | Establish a process to ensure that all high school leavers have an opportunity to complete both the Senior Survey and the Post School Outcome Survey | Fall 2008 | SDE Secondary Transition Coordinator<br>Part B Funds |
| **2008** | Develop information that LEAs and Idaho Parents Unlimited (PTI) can distribute to students and their parents regarding the surveys and their importance. | Winter 2009 | SDE Secondary Transition Coordinator<br>SDE Parent Involvement Coordinator<br>Idaho Parents Unlimited<br>Part B Funds |
| **2008** | Work with stakeholder groups to review exit and post school data and develop activities for improvement activities, timeline and resources. | Annually in the Fall | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2008** | Provide ongoing technical assistance to districts to learn to read and use the data and report to develop district improvement strategies; implement improvement activities | Face to Face Training annually each fall with ongoing internet resources available | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2008** | Adjust data collection protocol and training as needed to improve response rate | Annually in January to March. | SDE Secondary Transition Coordinator Special Education Data Coordinator<br>Life Track (contractor)<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2008** | Post secondary disability service coordinators from all Idaho IHEs will meet on a bi-annual basis to identify and implement improvement activities to increase post secondary enrollment of students within one year of leaving secondary school. | Bi annually | SDE Secondary Transition Coordinator<br>VI-B funds<br>SIG Funds |
| **2009**<br>**(2009-2010)** | Analyze data at the district and state level, compile simple, user-friendly reports | Annually in the Fall | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2009** | Adjust the Post School Outcomes Survey process and reporting to reflect the new definitions, data reporting, and reporting on the Measures/Indicators. | January 2010 – December 2010 | Secondary Transition Coordinator<br>Interagency Council on Secondary Transition<br>School Improvement Coordinator<br>Quality Assurance Coordinator |
| **2009** | Work with stakeholder groups to review exit and post school data and develop activities for improvement activities, timeline and resources. | Annually in the Fall | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2009** | Provide ongoing technical assistance to districts to learn to read and use the data and report to develop district improvement strategies; implement improvement activities | Face to Face training Annually each fall with ongoing internet resources available | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2009** | Adjust data collection protocol and training as needed to improve response rate | Annually in January to March. | SDE Secondary Transition Coordinator Special Education Data Coordinator<br>Life Track (contractor)<br>VI-B funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2009** | Post secondary disability service coordinators from all Idaho IHEs will meet on a bi-annual basis to identify and implement improvement activities to increase post secondary enrollment of students within one year of leaving secondary school. | Bi annually | SDE Secondary Transition Coordinator<br>VI-B funds<br>SIG Funds |
| **2010**<br>**(2010-2011)** | Analyze data at the district and state level, compile simple, user-friendly reports | Fall 2010 | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2010** | Post secondary disability service coordinators from all Idaho IHEs will meet on a bi-annual basis to identify and implement improvement activities to increase post secondary enrollment of students within one year of leaving secondary school. | Fall 2010<br>Spring 2011 | SDE Secondary Transition Coordinator<br>VI-B funds<br>SIG Funds |
| **2010** | Collaborate with the Center on Disabilities and Human Development and the University of Idaho to host "Tools for Life" for high school students to help prepare them for college and adult living. STM presents on "Self-Directed IEPs" and "Why Try", a program designed to help students set goals. | March 2011 | SDE Secondary Coordinator<br>VI-B funds<br>AT Project funds |
| **2010** | IIC and ISU Disabilities Resource Center collaborate to host "Explore College Day" for high school students with disabilities. Include a panel for parents to gain information to help prepare their student for college. | Oct. 2010 | Idaho Interagency Council<br>ISU Disabilities Center<br>Regional Consultants<br>Part B Funds |
| **2010** | The Community Transition Team hosts "Disability Mentoring Day" to explore job opportunities and expose potential employers to the skills students with disabilities can offer to the work place. | Nov. 2010 | CDHD<br>IATP<br>Dept. of Labor<br>Regional Consultants<br>Secondary Coordinator<br>Part B Funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2010** | Regional transition teams work with districts to host transition fairs in collaboration with community partners. | Fall 2010 | Regional consultants<br>Dept. of Labor<br>Part B Funds |
| **2010** | Offer Youth Leadership Forum, a week-long leadership, citizenship, and career development program for high school juniors and seniors with disabilities at BSU. | Summer 2010 | Secondary Coordinator<br>Part B Funds |
| **2011**<br>**(2011-2012)** | Work with stakeholder groups to review exit and post school data and develop improvement activity plans, timeline and resources. | Fall 2011 | SDE Secondary Transition Coordinator<br>Secondary Transition Interagency Council<br>VI-B funds |
| **2011** | At the state level, develop a community transition team utilizing the Idaho Interagency Council to expand and coordinate secondary transition activities across the state. | Oct. 2011 | SSOS Secondary Coordinator<br>VI-B funds |
| **2011** | Post secondary disability service coordinators from all Idaho IHEs will meet on a bi-annual basis to identify and implement improvement activities to increase post secondary enrollment of students within one year of leaving secondary school. | Fall 2011<br>Spring 2012 | SDE Secondary Transition Coordinator<br>VI-B funds<br>SIG Funds |
| **2011** | Collaborate with the Center on Disabilities and Human Development and the University of Idaho to host "Tools for Life" for high school students to help prepare them for college and adult living. Add a pre- or post-session for educators working with secondary SWD. | March 2012 | Secondary Coordinator<br>VI-B funds<br>AT Project funds |
| **2011** | Host Youth Leadership Forum, a week-long leadership, citizenship, and career development program for high school juniors and seniors with disabilities. | March 2012 | Secondary Coordinator |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2011** | Collaborate with the Center on Disabilities and Human Development and the University of Idaho to host "Tools for Life" for high school students to help prepare them for college and adult living. Add a pre- or post-session for educators working with secondary SWD. | March 2012 | SDE Secondary Coordinator<br>VI-B funds<br>AT Project funds |
| **2011** | Expand Secondary Transition Mentors program. | March 2012 | SSOS Secondary Coordinator<br>VI-B funds |
| **2011** | IIC and ISU Disabilities Resource Center collaborate to host "Explore College Day" for high school students with disabilities. Include a panel for parents to gain information to help prepare their student for college. | Oct. 2011 | Idaho Interagency Council<br>ISU Disabilities Center<br>Regional Consultants<br>Part B Funds |
| **2011** | Work with NPSO to develop a census survey for Idaho students who are no longer in secondary school and had IEPs in effect at the time they left school and aligns to the survey questions developed by NPSO. | February 2012 – August 2012 | Secondary Special Education Coordinator<br>Quality Assurance and Reporting Coordinator<br>Part B Funds |
| **2011** | Increase the sample size of the population of students contacted in the census to include students who have graduated, dropped out, and those who have aged out of high school without graduating. | February 2012 – August 2012 | Secondary Special Education Coordinator<br>Quality Assurance and Reporting Coordinator<br>Part B Funds |
| **2012**<br>**(2012-2013)** | Collaborate with the Center on Disabilities and Human Development and the University of Idaho to host "Tools for Life" for high school students to help prepare them for college and adult living. | March 2013 | Secondary Coordinator<br>VI-B funds<br>AT Project funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2012** | Post secondary disability service coordinators from all Idaho IHEs will meet on a bi-annual basis to identify and implement improvement activities to increase post secondary enrollment of students within one year of leaving secondary school. | Fall 2010<br>Spring 2011 | SDE Secondary Transition Coordinator<br>VI-B funds<br>SIG Funds |
| **2012** | Through IIC, provide mini grants for secondary transition projects. | Discontinued | Secondary Coordinator<br>SSOS Secondary Coordinator<br>VI-B funds |
| **2012** | To increase the number of youth competitively employed for 90 days or more, at or above minimum wage, in a setting with his or her non-disabled peers, the SDE will partner with Idaho Division of Vocational Rehabilitation to develop an interagency workshop for VR counselors and secondary special educators that targets proper documentation of eligibility and accommodation/ adaptation needs, communication strategies between agencies, and evidence based instruction for teaching employment skills. | Fall 2013 | Secondary Special Education Coordinator<br>IDVR- Chief of Field Services<br>Part B Finds |
| **2012** | To increase the number of youth with specific learning disabilities (-4.1%) and females<br>(-3.2%) who respond to the post-school outcome survey, the SDE will partner with TAESE *(Technical Assistance for Excellence in Special Education) to develop a data collection systems that specifically target youth from these underrepresented groups; the SDE will also track the responses of these groups during the data collection period to monitor response rates.* | March 2013-November 2013 | Secondary Special Education Coordinator<br>Quality Assurance and Reporting Coordinator<br>Special Education Director<br>TAESE Associate Director<br>Part B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2012** | Collect data to run initial analysis of regional differences in outcomes, students remaining in 18-21 year programs with LEAs, and students returning to LEAs to complete programs. | October 2013 | Quality Assurance and Reporting Coordinator<br>Part B funds |

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

**Measurement:**

Percent of noncompliance corrected within one year of identification:

a. # of findings of noncompliance.
b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

**Overview of Issue/Description or Process:**

The State's monitoring system is distributed across a 5 year cycle that all districts participate in, by cohort. In Year 1, Self Assessment Monitoring (SAM), the districts complete a variety of activities including file reviews. The SDE staff train and support the districts in the file review process. In addition, we request files from our districts in Years 2, 3, and 4. The files are reviewed by the SDE staff. Further, districts are also chosen for monitoring based on need. For FFY 2009, the need areas were Secondary Transition, ISAT, AYP, and LRE. Indicator 15 data is gathered from Year 1 SAM districts, priority monitoring, dispute resolution process and SDE review of files from Years 2, 3, and 5 districts. Strengths from this process have been collaborative relationships with the districts, which support our efforts to build their capacity. In addition, foundational to the monitoring system is one-on-one technical assistance in all instances of identification of noncompliance, data analysis, correction, and verification.

The Year 1 LEAs work in conjunction with the SDE staff to complete required file reviews in order to determine compliance. Findings of noncompliance are issued and the SDE staff, as stated earlier, provides technical assistance to the districts that have noncompliance issues and then verify the correction of all identified noncompliance.

In addition, data collected annually from each district on APR indicators are used to identify noncompliance.

Prong 2 Verification

When systemic issues are found, the SDE conducts on-site verification of additional student files and data to ensure systems are correctly implementing the required regulations for all students (prong 2 verification). These verifications are conducted by SDE Regional Coordinators and/or the Quality Assurance and Reporting Coordinator through the review of additional files—usually when they return to the Compliance Tracking Tool to verify Prong 1 corrections.

In cases where verification of Prong 1 noncompliance findings or Prong 2 additional student file reviews continue to indicate noncompliance, the Compliance Tracking Tool and Secure Server (the state's special education data systems) may be reviewed by SDE off-site, in lieu of continued site visits to school systems in question. As was done on-site, all student files (or data) initially found noncompliant are reviewed electronically to confirm that each instance of noncompliance has been fully corrected. As part of this continued prong 1 verification process monitors record verification dates in the Compliance Tracking Tool. Additional new data and/or electronic student files, are also reviewed by the SDE to verify

that the district is correctly implementing specific regulatory requirements for all other students (prong 2). The verification process requires 100% compliance for both Prong 1 and Prong 2 verifications

**Baseline Data for FFY 2004 (2004-2005):**

21 districts received onsite monitoring visits during 2004-2005 related to the following monitoring priority areas:

- 4 related to LRE;
- 4 related to secondary transition;
- 2 related to preschool transitions;
- 2 related to graduation/dropouts;
- 3 related to disproportionality;
- 5 related to academic performance and AYP;
- 1 related to suspensions/expulsions; and
- 4 related to accuracy of reported data.

In addition to the monitoring priority areas, 2 new charter schools were monitored to ensure that services were in place for students with disabilities and 1 charter school was monitored to determine if noncompliance had been corrected.

Percent of noncompliance related to monitoring priority areas that were corrected within one year of identification 100%.

A. Number of findings of noncompliance made related to monitoring priority areas: 8.

B. Number of corrections completed as soon as possible but in no case later than one year from identification: 8.

**Discussion of Baseline Data:**

All noncompliance related to the monitoring priority areas were corrected quickly, typically in the first three months. There was one finding unrelated to a priority area, regarding failure to provide services to students with disabilities in a virtual charter school. That was not corrected within one year, but the State had in place effective procedures to deal with the noncompliance. These procedures were followed, including notifications, technical assistance, training, and follow-up visits. When noncompliance exceeded one year, action was taken to retrieve funds. As required by law, the district was offered an opportunity to request a hearing, which it did. The hearing decision upheld the actions of the State. This district is near compliance status at this time, validating the effectiveness of the SDE general supervision procedures.

| FFY | Measurable and Rigorous Target |
|---|---|
| **2005 (2005-2006)** | 100% compliance within one year of noncompliance findings |
| **2006 (2006-2007)** | 100% compliance within one year of noncompliance findings |
| **2007 (2007-2008)** | 100% compliance within one year of noncompliance findings |
| **2008 (2008-2009)** | 100% compliance within one year of noncompliance findings |

| FFY | Measurable and Rigorous Target |
|---|---|
| **2009 (2009-2010)** | 100% compliance within one year of noncompliance findings |
| **2010 (2010-2011)** | 100% compliance within one year of noncompliance findings |
| **2011 (2011-2012)** | 100% compliance within one year of noncompliance findings |
| **2012 2012-2013** | 100% compliance within one year of noncompliance findings |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005 (2005-2006)** | Select districts for onsite visits based on monitoring priority areas | 2005-2006 and Annually | SDE staff<br>Regional Consultants<br>VI-B funds |
| **2005** | Continue to train districts in the self-assessment process so that noncompliance may be avoided | 2005-2006 and Annually | SDE staff<br>Regional Consultants<br>VI-B funds |
| **2005** | Follow established procedures when noncompliance is not corrected in a timely manner | 2005-2006 and Annually | Quality Assurance Coordinator<br>Special Education Supervisor<br>VI-B funds |
| **2006 (2006-2007)** | Select districts for onsite visits based on monitoring priority areas | 2006 and Annually | SDE staff<br>Regional Consultants<br>VI-B funds |
| **2006** | Continue to train districts in the self-assessment process so that noncompliance may be avoided | 2006 and Annually | SDE staff<br>Regional Consultants<br>VI-B funds |
| **2006** | Follow established procedures when noncompliance is not corrected in a timely manner | 2006 and Annually | Quality Assurance Coordinator<br>Special Education Supervisor<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2006** | Define "determinations" required by IDEA 2004 and identify districts in these groups | 2006-2007 | Special Education Director<br>Quality Assurance Coordinator<br>VI-B funds |
| **2007**<br>**(2007-2008)** | Select districts for onsite visits based on monitoring priority areas | 2007 and Annually | SDE staff<br>Regional Consultants<br>VI-B funds |
| **2007** | Continue to support the on-going development of the compliance tracking tool for improved communication, data, and documentation<br>• Work with monitoring work group to evaluate effective use of tool<br>• Develop and work with user group to determine improvements to data collection, reporting functions, and accessibility<br>• Work with Building Capacity Team at the SDE to develop connections across federal programs and reporting requirements for districts | On-going<br>December 2007- May 2008<br>June 2008<br>February – July 2008 | Quality Assurance Coordinator<br>SDE Programmer<br>Regional Consultants<br>Building Capacity Team (SDE)<br>Monitoring Work Group<br>VI-B Funds |
| **2007** | Continue to work with various stakeholders to effectively implement the compliance tracking tool<br>• Develop a draft user manual and associated training<br>• Deliver training to staff and districts in use of tool | On-going<br>June 2008<br>December 2007 – May 2008 | Quality Assurance Coordinator<br>Regional Consultants<br>User Group<br>SDE Programmer<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2007** | Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)<br>• Develop the required tools for each component of the monitoring process<br>• Develop and distribute a policy and procedures manual for each component of the monitoring process to use with staff<br>• Develop and distribute a public policy manual for the monitoring process to use with districts and other stakeholders<br>• Develop and deliver training and materials on the Idaho CIMS process and each component as necessary<br>• Collaborate with other federal programs (Building Capacity group) to identify areas of possible partnership in reporting requirements, plans, and monitoring<br>• Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible | On-going<br>June 2007 – May 2008<br>June 2008<br>October 2007 – July 2008<br>October 2007& April – May 2008<br>February 2008 on-going<br>September 2007 – on-going | Quality Assurance Coordinator<br>Regional Consultants<br>Building Capacity Team (SDE)<br>Monitoring Work Group<br>Idaho Training Clearinghouse<br>SDE Webmaster<br>WRRC Consultants<br>VI-B Funds |
| **2007** | Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days<br>• Cooperate to implement a calendar for reporting and monitoring activities that supports districts and assists the state in meeting federal requirements<br>• Provide technical assistance and training for districts around the monitoring and compliance tools, definitions, and expectations (File Reviews, etc.)<br>• Provide technical assistance to districts based on the needs determined through the determination levels process<br>• Implement the actions (rewards and sanctions) for districts as determined by the determination levels process<br>• Facilitate a work group to develop and implement the Performance Response worksheets used to determine appropriate policies, procedures, and/or practices | On-going<br>August 2007 March 2008<br>November 2007 on-going July 2008<br>On-going<br>On-going<br>March 2008 | Quality Assurance Coordinator<br>Regional Consultants<br>Special Education SDE Staff<br>Performance Response Work Group<br>Idaho Training Clearinghouse<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2007** | Follow established procedures when noncompliance is not corrected in a timely manner<br>• Continue to facilitate a work group to evaluate and develop appropriate procedures and policy for the Determination Levels<br>• Facilitate a work group to review and update the Child Count Verification procedures<br>• Train all staff on the established process for documentation pertaining to identification and correction of noncompliance<br>• Develop a process for consistent communication and documentation of compliance concerns within the SDE and Regional Offices | On-going<br>October 2007 December 2007 March 2008 May 2008<br>June-July 2008<br>May 2008 | Quality Assurance Coordinator<br>Special Education SDE Staff<br>Regional Consultants<br>Dispute Resolution Coordinator & Consultant Art Cernosia<br>Monitoring Work Group<br>Determination Levels Work Group<br>VI-B Funds |
| **2008**<br>**(2008-2009)** | Continue to support the on-going development of the compliance tracking tool for improved communication, data, and documentation<br>• Work with monitoring work group to evaluate cross over between data systems within special education<br>• Continue to work with user group to determine improvements to data collection, reporting functions, and accessibility<br>• Continue to work with the Building Capacity Team at the SDE to develop connections across federal programs and reporting requirements for districts | On-going<br>July 2008 – September 2008 | Quality Assurance Coordinator<br>SDE Programmer<br>Regional Consultants<br>User Group<br>Building Capacity Team (SDE)<br>Monitoring Work Group<br>VI-B Funds |
| **2008** | Continue to work with various stakeholders to effectively implement the compliance tracking tool<br>• Finalize a user manual and associated training<br>• Deliver training to staff and districts in the use of the compliance tracking tool<br>• Develop guidelines for quality content and consistent definitions for training.<br>• Provide on-going technical assistance to districts for use of compliance tracking tool | On-going<br>September 2008<br>July 2008 – November 2008 | Quality Assurance Coordinator<br>Special Education SDE Staff<br>Regional Consultants<br>User Group<br>SDE Programmer<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2008** | Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)<br>• Evaluate and update as necessary guidance for each component of the monitoring process.<br>• Distribute guidance for the monitoring process to use with districts and other stakeholders.<br>• Collaborate with other federal programs to implement a partnership in reporting requirements, plans, and monitoring<br>• Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible<br>• Recruit and develop monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification<br>• Develop an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP<br>http://itcnew.idahotc.com/files/07/evalrpt2007.pdf | On-going<br><br>August 2008 – December 2008<br>May 2009 | Quality Assurance Coordinator<br>Regional Consultants<br>Building Capacity Team (SDE)<br>Monitoring Work Group<br>Idaho Training Clearinghouse<br>SDE Webmaster<br>WRRC Consultants<br>Monitoring Cohort<br>VI-B Funds |
| **2008** | Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days<br>• Provide technical assistance and training for districts around compliance items in the monitoring process.<br>• Provide technical assistance to districts based on the needs determined through all monitoring activities<br>• Implement the actions (rewards and sanctions) for districts as determined by the determination levels process<br>• Research development and implementation of "Best Practices Cohorts" and "District to District Mentoring" in line with the Determination Level Actions and the decisions of that work group<br>• Develop and deliver training for districts on quality data analysis and completing the Performance Response to identify inappropriate policies, procedures, and/or practices<br>• Collaborate with Building Capacity group and | On-going<br><br>January 2009<br><br>October 2008 | Quality Assurance Coordinator<br>Regional Consultants<br>Special Education SDE Staff<br>Determinations Work Group<br>Performance Response Work Group<br>Idaho Training Clearinghouse<br>RTI Coordinator LEP Coordinator Content Coordinators ESEA Coordinators Parent Collaborative<br>WRRC Consultants<br>Mentor Districts<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| | other programs/coordinators to identify effective strategies to support LEAs incorporate systems level supports that will improve noncompliance. (Response to Intervention, Limited English Proficiency, Parent Involvement, etc.). | | |
| **2009** **(2009-2010)** | Onsite visits based on monitoring process including priority areas. | On-going July 2008 – June 2009 | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2009** | Continue to work with various stakeholders to effectively implement the compliance tracking tool<br>• Provide on-going technical assistance for use of compliance tracking tool<br>• Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility<br>• Revisit the user manual and associated training<br>• Collaborate with required staff to ensure compatibility of changes to state wide data systems | On-going | Quality Assurance Coordinator<br>Regional Consultants<br>User Group<br>IT Dept SDE<br>VI-B Funds |
| **2009** | Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)<br>• Evaluate and update as necessary guidance for each component of the monitoring process.<br>• Distribute guidance for the monitoring process to use with districts and other stakeholders.<br>• Collaborate with other federal programs to implement partnership in reporting requirements, Improvement Plans and monitoring<br>• Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible<br>• Train and facilitate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification<br>• Implement the use of an Evaluation Process/Tool for the CIMS process that | May 2010 | Quality Assurance Coordinator<br>Regional Consultants<br>Building Capacity Team (SDE)<br>Monitoring Work Group<br>Idaho Training Clearinghouse<br>SDE Webmaster<br>Monitoring Cohort<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| | involves various stakeholders, including SEAP | | |
| **2009** | Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days<br>• Provide technical assistance and training for district around compliance items in the monitoring process.<br>• Provide technical assistance to districts based on the needs determined through all monitoring activities.<br>• Implement the actions (rewards and sanctions) for districts as determined by the determination levels process<br>• Establish "Best Practices Cohorts" and "District to District Mentoring" in line with the Determination Level Actions and the decisions of that work group<br>• Develop and deliver training for districts on quality data analysis and completing the Performance Response to identify inappropriate policies, procedures, and/or practices<br>• Collaborate with Building Capacity group and other programs/coordinators to identify effective strategies to support LEAs, incorporate systems level supports that will improve noncompliance. (Response to Intervention, Limited English Proficiency, Parent Involvement, etc.). | On-going<br><br>September 2009 | Quality Assurance Coordinator<br>Regional Consultants<br>Special Education SDE Staff<br>Determinations Work Group<br>Performance Response Work Group<br>Idaho Training Clearinghouse<br>RTI Coordinator LEP Coordinator Content Coordinators ESEA Coordinators Parent Collaborative<br>Mentor Districts<br>VI-B Funds |
| **2009** | Onsite visits based on monitoring process including priority areas. | July 2008 – June 2009 | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2010**<br>**(2010-2011)** | Continue to work with various stakeholders to effectively implement the compliance tracking tool<br>• Provide on-going technical assistance for use of compliance tracking tool<br>• Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility<br>• Revisit the user manual and associated training<br>• Collaborate with required staff to ensure | On-going | Quality Assurance Coordinator<br>Regional Consultants<br>User Group<br>IT Dept SDE<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| | compatibility of changes to state wide data systems | | |
| **2010** | Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)<br>• Deliver training and materials on the Idaho CIMS process and each component as necessary<br>• Collaborate with other federal programs to implement partnerships in reporting requirements, Continuous Improvement Plans (CIP), and monitoring<br>• Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible<br>• Facilitate and evaluate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification<br>• Implement the use of an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP | On-going<br><br>January 2011-March 2011<br><br>May 2011 | Quality Assurance Coordinator<br>Regional Consultants<br>Building Capacity Team (SDE)<br>Monitoring Work Group<br>Idaho Training Clearinghouse<br>SDE Webmaster<br>Monitoring Cohort<br>VI-B Funds |
| **2010** | Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days<br>• Provide technical assistance for districts around compliance items in the monitoring priority areas (Eligibility & the IEP Process, etc.)<br>• Provide technical assistance to districts based on the needs determined through the determination levels process<br>• Implement the actions (rewards and sanctions) for districts as determined by the determination levels process<br>• Support “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group<br>• Provide technical assistance to districts on analysis of data, review of improvement strategies, and the Performance Responses<br>• Collaborate with Building Capacity group and | On-going<br><br>September 2010 | Quality Assurance Coordinator<br>Regional Consultants<br>Special Education SDE Staff<br>Determinations Work Group<br>Performance Response Work Group<br>Idaho Training Clearinghouse<br>RTI Coordinator LEP Coordinator Content Coordinators ESEA Coordinators Parent Collaborative<br>Mentor Districts<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| | other programs/coordinators to identify effective strategies to support LEAs, incorporate systems level supports that will improve noncompliance. (Response to Intervention, Limited English Proficiency, Parent Involvement, etc.). | | |
| **2011**<br>**(2011-2012)** | Onsite visits based on monitoring process including priority areas. | On-going<br>July 2010 – June 2011 | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2011** | Continue to work with various stakeholders to effectively implement the compliance tracking tool<br>• Provide on-going technical assistance for use of compliance tracking tool<br>• Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility<br>• Revisit the user manual and associated training<br>• Collaborate with required staff to ensure compatibility of changes to state wide data systems | On-going | Quality Assurance Coordinator<br>Regional Consultants<br>User Group<br>IT Dept SDE<br>VI-B Funds |
| **2011** | Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)<br>• Deliver training and materials on the Idaho CIMS process and each component as necessary<br>• Collaborate with other federal programs to implement partnerships in reporting requirements, Continuous Improvement Plans (CIP), and monitoring<br>• Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible<br>• Facilitate and evaluate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification<br>• Implement the use of an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP | On-going<br><br>January 2012-March 2012<br><br>May 2012 | Quality Assurance Coordinator<br>Regional Consultants<br>Building Capacity Team (SDE)<br>Monitoring Work Group<br>Idaho Training Clearinghouse<br>SDE Webmaster<br>Monitoring Cohort<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2011** | Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days<br>• Provide technical assistance for districts around compliance items in the monitoring priority areas (Eligibility & the IEP Process, etc.)<br>• Provide technical assistance to districts based on the needs determined through the determination levels process<br>• Implement the actions (rewards and sanctions) for districts as determined by the determination levels process<br>• Support "Best Practices Cohorts" and "District to District Mentoring" in line with the Determination Level Actions and the decisions of that work group<br>• Provide technical assistance to districts on analysis of data, review of improvement strategies, and the Performance Responses<br>• Collaborate with Building Capacity group and other programs/coordinators to identify effective strategies to support LEAs, incorporate systems level supports that will improve noncompliance. (Response to Intervention, Limited English Proficiency, Parent Involvement, etc.). | On-going<br><br>September 2011 | Quality Assurance Coordinator<br>Regional Consultants<br>Special Education SDE Staff<br>Determinations Work Group<br>Performance Response Work Group<br>Idaho Training Clearinghouse<br>RTI Coordinator LEP Coordinator Content Coordinators ESEA Coordinators Parent Collaborative<br>Mentor Districts<br>VI-B Funds |
| **2012**<br>**(2012-2013)** | Onsite visits based on monitoring process including priority areas. | On-going<br>July 2011 – June 2012 | Quality Assurance Coordinator<br>Regional Consultants<br>VI-B Funds |
| **2012** | Continue to work with various stakeholders to effectively implement the compliance tracking tool<br>• Provide on-going technical assistance for use of compliance tracking tool<br>• Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility<br>• Revisit the user manual and associated training<br>• Collaborate with required staff to ensure compatibility of changes to state wide data systems | On-going<br>July 2011 – June 2012 | Quality Assurance Coordinator<br>Regional Consultants<br>User Group<br>IT Dept SDE<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2012** | Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)<br>• Deliver training and materials on the Idaho CIMS process and each component as necessary<br>• Collaborate with other federal programs to implement partnerships in reporting requirements, Continuous Improvement Plans (CIP), and monitoring<br>• Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible<br>• Facilitate and evaluate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification<br>• Implement the use of an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP | On-going<br>July 2011 – June 2012<br>January 2013-March 2013<br>May 2013 | Quality Assurance Coordinator<br>Regional Consultants<br>Building Capacity Team (SDE)<br>Monitoring Work Group<br>Idaho Training Clearinghouse<br>SDE Webmaster<br>Monitoring Cohort<br>VI-B Funds |
| **2012** | Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days<br>• Provide technical assistance for districts around compliance items in the monitoring priority areas (Eligibility & the IEP Process, etc.)<br>• Provide technical assistance to districts based on the needs determined through the determination levels process<br>• Implement the actions (rewards and sanctions) for districts as determined by the determination levels process<br>• Support “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group<br>• Provide technical assistance to districts on analysis of data, review of improvement strategies, and the Performance Responses<br>• Collaborate with Building Capacity group and other programs/coordinators to identify effective strategies to support LEAs, incorporate systems level supports that will | On-going<br>June 2012 to July 2013<br>September 2012 | Quality Assurance Coordinator<br>Regional Consultants<br>Special Education SDE Staff<br>Determinations Work Group<br>Performance Response Work Group<br>Idaho Training Clearinghouse<br>RTI Coordinator LEP Coordinator Content Coordinators ESEA Coordinators Parent Collaborative<br>Mentor Districts<br>VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| | improve noncompliance. (Response to Intervention, Limited English Proficiency, Parent Involvement, etc.). | | |
| **2012** | Replace current Compliance Tracking Tool with new tool<br><br>Provide training on the use of the new CCT | February through November 2013 | Quality Assurance and Reporting Coordinator<br>IT Program Designers<br>Part B funds |
| **2012** | Audit of data uploads | May through December 2013 | Quality Assurance and Reporting Coordinator<br><br>EdFacts Data Manager<br><br>Part B funds |

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

**Overview of Issue/Description of System or Process**

The SDE Dispute Resolution Coordinator and five contracted investigators investigate complaints. Two of the five contracted investigators are new. The State Department of Education requires training every two years for its contracted complaint investigators. Each individual attends special education law, as well as training on investigative procedures and techniques.

The State Department of Education (SDE) received a total of 30 complaints during the 2004-05 school year. All complaints were investigated within the 60-day time line, or within the extension period. Extensions of 30 days were granted by the SDE for two of the complaints filed by the same person due to disability considerations of the complainant. The Complainant and District developed an Early Compliant Resolution for both complaints and resolved the issues prior to the final date of the extension; although a Final Report was written for each complaint with no findings, the Reports were never issued. The SDE also extended an investigation due to medical circumstances of the Complainant. Thus the measurement is 100%. The average number of days to complete a complaint for the 2004-05 school year was 53.

**Baseline Data for FFY 2004 (2004-2005):**

| **Complaints** | **'01-'02** | **02-03** | **'03-04** | **'04-'05** |
|---|---|---|---|---|
| Number of complaints | 18 | 16 | 16 | 30 |
| Number completed within 60 days | 18 | 15 | 15 | 27 |
| Number completed within extensions | 0 | 1 | 1 | 3 |
| Percentage completed within 60 days | 100% | 100% | 100% | 100% |

**Discussion of Baseline Data**

The trend continues to show disputes completed in a timely fashion. Numbers of trained complaint investigators were adequate to respond promptly to all formal, written complaints so processes were quickly under way and completed within required timelines, including necessary extensions.

In order to help decrease the number of formal complaints during the 2004-05 school year, the SDE continued to move in a proactive direction by using IEP facilitators to resolve potential disputes. A total of 25 IEP facilitators were trained during a two-day session by staff from the University of Delaware in mid September 2005. Facilitators are knowledgeable about special education law, due to training on the reauthorized IDEA and have also been provided with Idaho Special Education Manual training. Facilitation is used on a case-by-case basis.

During the 2004-05 school year, a total of nine facilitations occurred, eight that proved to be effective in resolving critical issues. This positive impact is an extension for what was initially started during the latter part of the 2003-04 school year. At that time, three IEP facilitators were used to successfully guide a difficult IEP meeting to a successful closure.

| FFY | Measurable and Rigorous Target |
|---|---|
| **2005** | 100% of signed written complaints with reports issued resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. |
| **2006** | 100% |
| **2007** | 100% |
| **2008** | 100% |
| **2009** | 100% |
| **2010** | 100% |
| **2011** | 100% |
| **2012** | 100% |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Conduct IEP Facilitation training | September 2005 | Dispute Resolution Coordinator<br>Title VI - B funds |
| **2005** | Conduct complaint investigator training | September 2005 | Dispute Resolution Coordinator<br>Title VI - B funds |
| **2005** | Review and revise dispute database to collect data required by IDEA 2004 | June 2006 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2005** | Continue to provide technical assistance to school districts and parents on formal complaint procedures. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2006** **(2006-2007)** | Create and distribute a dispute resolution booklet to include information about filing formal complaints. | November 2006 | Dispute Resolution Coordinator<br>Title VI - B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2006** | Continue to provide technical assistance to school districts and parents on formal complaint procedures. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2006** | IEP facilitation training conducted by faculty from the University of Delaware | September 2007 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2006** | Legal training for SDE and contracted dispute personnel by Art Cernosia regarding changes in IDEA and its regulations | February 2007 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2007**<br>**(2007-2008)** | Conduct IEP Facilitation training | September 2007 | Dispute Resolution Coordinator<br>Title VI - B funds |
| **2007** | Review and update the Dispute Resolution booklet to reflect the new SDE administration and to ensure that it reflects all due process options. Reprint & distribute. | October 2007 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2007** | Continue to emphasize all options available within the dispute resolution process, during training and technical assistance for parents and advocates | Ongoing as opportunities occur<br>July 2007-June 2008 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2007** | Identify and prioritize districts with issues that may lead to complaints. Offer onsite proactive dispute resolution training for district and school staff, parents and advocates. | November 2007<br>January 2008<br>March 2008 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2008**<br>**(2008-2009)** | Continue to provide technical assistance and training to school districts, parents, and advocates on formal complaint procedures. | Ongoing as opportunities occur<br>July 2008-June 2009 | Dispute Resolution Coordinator<br>Title VI-B funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2008** | Provide complaint investigator training to increase the pool complaint investigators. | Spring 2009 | SDE Special Education Director<br>SDE Dispute Resolution Coordinator<br>Part B Funds |
| **2008** | Identify and prioritize districts with issues that may lead to complaints. Offer onsite proactive dispute resolution training for district and school staff, parents and advocates. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2009**<br>**(2009-2010)** | Provide training to complaint investigators regarding legal issues and investigation methods. | August 2009 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2009** | Continue to provide technical assistance and training to school districts, parents, and advocates on formal complaint procedures. | Ongoing as opportunities occur<br>July 2009-June 2010 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2009** | Identify and prioritize districts with issues that may lead to complaints. Offer onsite proactive dispute resolution training for district and school staff, parents and advocates. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2009** | Provide Mediation Training for Special Education Directors and School Administrators | Spring 2010 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2010**<br>**(2010-2011)** | Provide training to complaint investigators regarding legal issues and investigation methods. | August 2010 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2010** | Identify and prioritize districts with issues that may lead to complaints. Offer onsite proactive dispute resolution training for district and school staff, parents and advocates. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2011** **(2011-2012)** | Support training activities for complaint investigators regarding legal issues inherent in state administrative complaints | October 2011 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2011** | Provide complaint investigators with updated information about current legal cases. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2011** | Continue to encourage the use of mediation when appropriate. | Ongoing | All SpEd Staff<br>Title VI-B funds |
| **2012** **(2012-2013)** | Support training activities for complaint investigators regarding legal issues inherent in state administrative complaints | October 2012 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2012** | Continue to encourage the use of mediation when appropriate. | Ongoing | All SpEd Staff<br>Title VI-B funds |
| **2012** | Provide complaint investigators with updated information about current legal cases. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 17:** Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

**Overview of Issue/Description of System or Process:**

The SDE received four requests for a due process hearing during the 2004-05 school year. Only one hearing, (an expedited hearing) was held and was completed within 16 days.

**Baseline Data for FFY 2004 (2004-2005):**

| Hearings | '01-02 | '02-'03 | '03-'04 | '04-'05 |
|---|---|---|---|---|
| Hearings held | 4 | 4 | 1 | 1 |
| Number completed within 45 days | 2 | 3 | 1 | 1 |
| Percentage completed within 45 days | 50% | 75% | 100% | 100% |

**Discussion of Baseline Data:**

The trend for percentage of hearings completed within 45 days continues to improve; 100% of 2003 and 2004 hearings have completed within the 45 day timeline. The average time needed to complete a hearing this year was 25 days.

This indicator was met. 100% of hearings were completed within 45 days. Progress was due to:

- An adequate supply of hearing officers
- Emphasis on timelines
- Small number of hearings filed

| FFY | Measurable and Rigorous Target |
|---|---|
| **2005** | **100%** of fully adjudicated due process hearings fully adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party. |
| **2006** | **100%** |
| **2007** | **100%** |
| **2008** | **100%** |
| **2009** | **100%** |

| FFY | Measurable and Rigorous Target |
|---|---|
| **2010** | **100%** |
| **2011** | **100%** |
| **2012** | **100%** |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Conduct hearing officer training | August 2005 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2005** | Provide hearing officers with updated information about current legal cases | August 2005 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2005** | Review and revise dispute database to collect data required by IDEA 2004 | June 2006 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2005** | Develop and disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited | June 2006 | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2005** | Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module. | Spring 2006 | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2005** | Continue to analyze dispute data in CIMS and fold issues into district Plans for Improving Results | June 2006 and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2005** | Report dispute resolution data to the public via SDE and IPUL websites | June 2006 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2006** **(2006-2007)** | Create a dispute resolution booklet to include information regarding the due process hearing system. | November 2006 | Dispute Resolution Coordinator<br>Title VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2006** | Provide hearing officers with updated information about current legal cases. | December 2006 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2006** | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited | Ongoing | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2006** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | June 2007and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2006** | Report dispute resolution data to the public via SDE and IPUL websites | June 2007 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2007**<br>**(2007-2008)** | Conduct hearing officer training. | August 2007 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2007** | Provide training to parents and advocates statewide regarding dispute resolution procedures | January – February 2008 | Dispute Resolution Coordinator<br>VI-B Funds |
| **2007** | Provide hearing officers with updated information about current legal cases. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2007** | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited | Ongoing | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2007** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | June 2008 | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2007** | Report dispute resolution data to the public via SDE and IPUL websites | June 2008 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2008**<br>**(2008-2009)** | Provide hearing officers with updated information about current legal cases. | December 2008 | Dispute Resolution Coordinator<br>Title VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2008** | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited | Ongoing | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2008** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | June 2009 and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2008** | Report dispute resolution data to the public via SDE and IPUL websites | June 2009 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2009**<br>**(2009-2010)** | Conduct hearing officer training. | August 2009 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2009** | Provide hearing officers with updated information about current legal cases. | December 2009 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2009** | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited | Ongoing | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2009** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | June 2010 and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2009** | Report dispute resolution data to the public via SDE and IPUL websites | June 2010 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2010**<br>**(2010-2011)** | Support training activities for hearing officers regarding legal issues inherent in due process hearings | August 2010 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2010** | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited | Ongoing | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2010** | Analyze dispute data in CIMS and fold into district improvement plans | June 2011and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2010** | Report dispute resolution data to the public via SDE and IPUL websites | June 2010 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2010** | Provide hearing officers with updated information about current legal cases. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2010** | Continue to provide technical assistance and training to school districts, parents, and advocates on due process procedures. | Ongoing as opportunities occur<br>July 2010-June 2011 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2011**<br>**(2011-2012)** | Support training activities for hearing officers regarding legal issues inherent in due process hearings | October 2011 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2011** | Provide hearing officers with updated information about current legal cases. | Ongoing<br>July 2010 through June 2011 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2011** | Continue to encourage the use of mediation when appropriate. | Ongoing<br>July 2010 through June 2011 | All SpEd Staff<br>Title VI-B funds |
| **2011** | Recruit cadre of new hearing officers | April, 2011 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2011** | Identify and appoint a Lead Hearing Officer | October 2011 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2012**<br>**(2012-2013)** | Support training activities for hearing officers regarding legal issues inherent in due process hearings | October 2012 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2012** | Continue to encourage the use of mediation when appropriate. | Ongoing<br>July 2011 through June 2012 | All SpEd Staff<br>Title VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2012** | Provide hearing officers with updated information about current legal cases. | Ongoing<br>July 2011 through June 2012 | Dispute Resolution Coordinator<br>Title VI-B funds |

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

**Overview of Issue/Description of System or Process:**

Idaho uses a Dispute Resolution System, which was developed by an independent contractor, to keep track of all dispute processes. Since the introduction of the resolution session process, our contractor has begun to redesign the database to include the collection of resolution session data. The Idaho Dispute Resolution System is now up to date and recording data regarding any resolution sessions held.

**Baseline Data for FFY 2005 (2005-2006):**

With only one resolution session held, the numbers are too low to establish a valid baseline.

| Resolution Sessions | FFY 2005 | FFY 2006 |
|---|---|---|
| Percent of Hearing Requests that went to Resolution that were resolved through resolution session settlement agreements | 100% (see discussion) | 80% |

**Discussion of Baseline Data:**

The SDE, upon receipt of a due process hearing request, appoints a hearing officer. Hearing officers receive training in special education law from the SDE every two years. During FFY ’05, there were 4 due process requests. Three were dismissed and one resolution session was held. The SDE goes beyond the federal requirement for resolution sessions and offers the services of a facilitator to assist the parties in resolving the dispute. For the particular session, the facilitator successfully brought the parties to verbal agreement. However, the parent declined to sign the written agreement, asserting that this is not a requirement of law. Shortly thereafter, the parent moved from the area, thus not allowing the agreement to be carried out.

The SDE will continue the practice of offering the services of a facilitator on a voluntary basis to parents in districts for all resolution sessions. By the time a dispute reaches the level of a due process hearing request and the resolution session becomes an available option, past experience has proven that conflict can be resolved more readily by offering the services of a facilitator on a voluntary basis to the conflicting parties in order to reach the desired outcome for the student.

**FFY 2006 Reached 10 Resolution Meetings**

The SDE received 11 hearing requests from which 10 resolution meetings resulted. The SDE has set targets regarding resolution meetings for subsequent years of the SPP.

| FFY | Measurable and Rigorous Target |
|---|---|
| **2005** | This is a new indicator. Baseline and targets will be provided in the FFY 2005 APR due February 1, 2007. |

| FFY | Measurable and Rigorous Target |
|---|---|
| **2006** | The number of resolution sessions has reached 10. Targets have been set |
| **2007** | The number of resolution sessions resolved through resolution session is **80%** |
| **2008** | **80%** |
| **2009** | **85%** |
| **2010** | **85%** |
| **2011** | **85%** |
| **2012** | **85%** |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Develop policy and procedures for resolution sessions. | Summer 2005 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2005** | Train LEAs, hearing officers and mediators in resolution session policy and procedures | August-September 2005 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2005** | Review and revise dispute database to collect data required by IDEA 2004 | June 2006 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2005** | Report dispute resolution data to the public via SDE and IPUL websites | June 2006 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2006** **(2006-2007)** | Provide technical assistance to contracted dispute resolution personnel regarding the final federal regulations pertaining to resolution sessions. | September 2006 and Ongoing | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2006** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | June 2007 and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2006** | Report dispute resolution data to the public via SDE and IPUL websites | June 2007 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2007** **(2007-2008)** | Continue to provide technical assistance to contracted dispute resolution personnel regarding resolution sessions. | September 2007 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2007** | Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Weekly<br>July 1, 2007 to June 30, 2008 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2007** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | June 2008 and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2007** | Report dispute resolution data to the public via SDE and IPUL websites | June 2008 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2008** **(2008-2009)** | Continue to provide technical assistance to contracted dispute resolution personnel regarding resolution sessions. | September 2008 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2008** | Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Weekly<br>July 1, 2008 to June 30, 2009 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2008** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | June 2009 and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2008** | Report dispute resolution data to the public via SDE and IPUL websites | June 2009 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2009** **(2009-2010)** | Continue to provide technical assistance to contracted dispute resolution personnel regarding resolution sessions. | February 2010 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2009** | Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Weekly<br>July 1, 2009 to June 30, 2010 | Dispute Resolution Coordinator<br>Title VI-B funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2009** | Analyze dispute data in CIMS monitoring process and fold into district Plans for Improving Results | June 2010 | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2009** | Report dispute resolution data to the public via SDE and IPUL websites | June 2010 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2010**<br>**(2010-2011)** | Provide technical assistance to contracted dispute resolution personnel regarding resolution sessions. | February 2010 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2010** | Provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Weekly<br>July 1, 2010 to June 30, 2011 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2010** | Analyze dispute data in CIMS and fold into district improvement plans | June 2011 | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2010** | Report dispute resolution data to the public via SDE and IPUL websites | July 2010 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2011**<br>**(2011-2012)** | Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Weekly<br>July 1, 2011 to June 30, 2012 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2011** | Report dispute resolution data to the public via SDE and IPUL websites | July 2011 | Post on websites and reported to SEAP. |
| **2011** | Encourage the use of mediation when appropriate. | Ongoing<br>July 1, 2011 to June 30, 2012 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2011** | Recruit cadre of new complaint investigators | April, 2011 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2012**<br>**(2012-2013)** | Encourage the use of mediation when appropriate. | Ongoing<br>July 1, 2012 to June 30, 2013 | Dispute Resolution Coordinator<br>Title VI-B funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2012** | Provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Weekly<br>July 1, 2012 to June 30, 2013 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2012** | Report dispute resolution data to the public via SDE and IPUL websites | July 2012 | Dispute Resolution Coordinator<br>Post on websites and reported to SEAP. |
| **2012** | Provide professional development opportunities for mediators and other dispute resolution contractors with onsite training and mentoring activities | November 2012 and Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2012** | Continue to provide technical assistance to parents and districts regarding collaborative dispute resolution. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2012** | Report activities and encourage input from State Advisory Panel | Ongoing<br>Quarterly | Dispute Resolution Coordinator |
| **2012** | Provide options for informal dispute resolution at the request of districts and/or parents | As needed | Dispute Resolution Coordinator<br>Title VI-B funds |

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

**Overview of Issue/Description of System or Process:**

Mediation continues to be encouraged by SDE staff. The SDE has highly trained mediators, who are readily available when both parties agree to mediate.

The number of mediations declined for the 2003-04 and 2004-05 school years. However, all of the mediations held have been successful. Over the past five years, the percent of successful mediations stands at 90.6%.

There are two primary factors that may be causing the decline in the use of mediation to resolve disputes. Idaho parents have a strong desire to have their issues reviewed by the SDE in greater detail and have thus decided to file formal complaints. Complaint investigations by SDE personnel are generally regarded as impartial and fair. The data described earlier shows that the number of complaints rose this year.

Another reason for the decline in mediation is due to the use of IEP facilitation. This process has given parents and districts the opportunity to resolve disputes on a lower and informal level on the dispute resolution continuum.

**Baseline Data for FFY 2004 (2004-2005):**

| **Mediations** | **'02-03** | **'03-04** | **'04-'05** |
|---|---|---|---|
| Number of mediations | 10 | 7 | 4 |
| Percentage successful mediations | 90% | 100% | 100% |

**Discussion of Baseline Data:**

100% of mediations in the past two years have resulted in mediation agreements between the parties. This high rate of successful mediations is attributed to:

- Extensive training for mediators
- Retention of trained mediators
- An adequate supply of mediators
- Reliance on mediators who achieve successful outcomes

2011 Revision: The Special Education Advisory Panel approved a revision of the Measurable and Rigorous Target from 100% to 75 – 85% at the January 19, 2012 meeting.

| FFY | Measurable and Rigorous Target |
|---|---|
| **2005** | **90%** of mediations result in mediation agreements. |
| **2006** | **90%** |
| **2007** | **90%** |
| **2008** | **90%** |
| **2009** | **90%** |
| **2010** | **90%** |
| **2011** | **75 – 85%** |
| **2012** | **75 – 85%** |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Review and revise dispute database to collect data required by IDEA 2004 | June 2006 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2005** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | June 2011and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2005** | Report dispute resolution data to the public via SDE and IPUL websites | June 2010 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2005** | Develop and disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited | June 2006 | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2005** | Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module. | Spring 2006 | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2006** **(2006-2007)** | Conduct Mediation Training | September 2006 | Dispute Resolution Coordinator<br>Title VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2006** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | June 2011and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2006** | Report dispute resolution data to the public via SDE and IPUL websites | June 2010 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2006** | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited | Ongoing | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2006** | Provide in-service training to educators and parents statewide using CADRE "Beyond Mediation" module (or other dispute resolution training). | 2006-2007 and Annually | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2007**<br>**(2007-2008)** | Create a dispute resolution booklet to include information regarding mediation. | September 2007 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2007** | Create a training module for mediation and IEP facilitation training | December 2007 | VI-B funds<br>Dispute Resolution Coordinator & work group |
| **2007** | Use module to train contracted dispute personnel, advocates, district personnel and parents | January 2008 | VI-B funds<br>Dispute Resolution Coordinator |
| **2007** | Meet with groups of parents and advocates to help resolve current disputes and to prevent new ones | As needed basis<br>2007-2008 | VI-B funds<br>Dispute Resolution Coordinator |
| **2007** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | June 2011and Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2007** | Report dispute resolution data to the public via SDE and IPUL websites | June 2010 and Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2007** | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited | Ongoing | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2007** | Provide in-service training to educators and parents using statewide dispute resolution training materials that address mediation. | Ongoing | SDE Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Part B Funds |
| **2008**<br>**(2008-2009)** | Conduct Mediation Training. | September 2008 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2008** | Meet with groups of parents and advocates to help resolve current disputes and to prevent new ones | As needed basis | VI-B funds<br>Dispute Resolution Coordinator |
| **2008** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2008** | Report dispute resolution data to the public via SDE and IPUL websites | Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2008** | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited | Ongoing | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2008** | Provide in-service training to educators and parents using statewide dispute resolution training materials that address mediation. | Ongoing | SDE Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Part B Funds |
| **2009**<br>**(2009-2010)** | Continue to encourage the use of mediation. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2009** | Meet with groups of parents and advocates to help resolve current disputes and to prevent new ones | As needed basis | VI-B funds<br>Dispute Resolution Coordinator |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2009** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | Annually | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2009** | Provide mediation Training for SDE staff, district personnel, advocates, parents | April 2010 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2009** | Provide mediation Training for SDE contracted mediators and IEP facilitators | June 2010 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2009** | Report dispute resolution data to the public via SDE and IPUL websites | Annually | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2009** | Continue to disseminate an 'Alternate Dispute Resolution' Handbook to LEA administrators, Idaho Parent Unlimited | Ongoing | Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Title VI-B Funds |
| **2009** | Provide in-service training to educators and parents using statewide dispute resolution training materials that address mediation. | Ongoing | SDE Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Part B Funds |
| **2010**<br>**(2010-2011)** | Conduct Mediation Training. | June 2010 | Dispute Resolution Coordinator<br>Title VI-B Funds |
| **2010** | Meet with groups of parents and advocates to help resolve current disputes and to prevent new ones by offering facilitation | As needed basis<br>July 1, 2010 - June 30, 2011 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2010** | Continue to analyze dispute data in CIMS and fold into district Plans for Improving Results | Sept. 2010 | Dispute Resolution Coordinator<br>Regional Consultants<br>Title VI-B Funds |
| **2010** | Report dispute resolution data to the public via SDE and IPUL websites | July 2010 | Dispute Resolution Coordinator<br>Title VI-B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2010** | Provide in-service training to educators and parents using statewide dispute resolution training materials that address mediation. | Sept. 2010 – May 2011 | SDE Dispute Resolution Coordinator<br>Contracted Hearing Officers, Mediators, IEP Facilitators<br>Part B Funds |
| **2010** | Encourage the use of mediation when appropriate. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2010** | Provide conflict management and communication training for SDE staff, district personnel, advocates, parents | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2010** | Provide professional development opportunities for mediators and other dispute resolution contractors with onsite training and mentoring activities | November 2010 and Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2011** | Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2011** | Report dispute resolution data to the public via SDE and IPUL websites | Annually | Dispute Resolution Coordinator |
| **2011** | Recruit cadre of new mediators | August, 2011 | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2011** | Provide professional development opportunities for mediators and other dispute resolution contractors with onsite training and mentoring activities | November 2010 and Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2012** | Report dispute resolution data to the public via SDE and IPUL websites | Annually | Dispute Resolution Coordinator |
| **2012** | Provide professional development opportunities for mediators and other dispute resolution contractors with onsite training and mentoring activities | November 2010 and Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2012** | Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2012** | Continue to provide technical assistance to parents and districts regarding collaborative dispute resolution. | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2012** | Continue to encourage the appropriate use of mediation | Ongoing | Dispute Resolution Coordinator<br>Title VI-B funds |
| **2012** | Report activities and encourage input from State Advisory Panel | Ongoing<br>Quarterly | Dispute Resolution Coordinator |
| **2012** | Provide options for informal dispute resolution at the request of districts and/or parents | As needed | Dispute Resolution Coordinator<br>Title VI-B funds |

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
b. Accurate, including covering the correct year and following the correct measurement.

**Overview of Issue/Description or Process:**

To meet OSEP data requirements Idaho created a student level database over 10 years ago. Over time, it has been modified to meet current data requirements as set forth by both Federal and State requirements. In recent years, the SDE has also created systems to collect student level test data such as Alternate Assessment, pre-K Idaho Reading Indicator (IRI) and ISAT scores. These new systems allow for easier and more accurate data collection as well as online access.

As we continue to collect more student level data, it has become apparent that the state must create and maintain a State Student Identification system (ID). The development of such a system is a high priority and the state plans to pilot the system in various school districts during the spring of 2009, with full implementation beginning during the fall of 2010. To allow district level control and or verification of the student ID, the proposed system will allow web access for assigned district level personnel. Access by district personnel allows manual entry into the local Student system. The state assigned ID will allow for more timely use, and accuracy of the data.

Ongoing improvements are being made to the present data system whenever suspect data is discovered. These improvements include adding possible error prompts and automating reports from the database to reduce the chance of human error. The following are steps taken to ensure accuracy of the data reported by districts and submitted by the State to OSEP.

**Steps taken to ensure accuracy of data**

- Annual Child Count training is required for new data managers and optional for others. Training covers codes and their definitions, with an emphasis on anything new. It also covers data entry, data validation, and reporting.
- Validation checks are conducted at the data entry level that trigger warnings when deviations occur in grade, codes, duplicates, ages below 5 for LD, ages above 9 for DD and inactive reasons that may be inappropriate based on the student's age.
- Audit reports after data is entered that identifies duplicates, age or disability code deviations, and inappropriate inactive reasons
- Audit reports also show year to year changes with level of significance

- SDE data validation at import from the district level that includes duplicates across districts, inappropriate LD or DD codes based on the student's age, and exclusive educational environment codes used for students with too few hours of service to meet the definition.
- Audits of data after import
- Return of enrollment list and summary to districts for verification of all data and numbers
- Signed verification form received from districts
- Annual training for self-assessing LEAs on using their data for program evaluation. LEAs receive a copy of the data they submitted with unusual data highlighted in red. Red flags include items such as date of birth and grade when a student is more than two grade levels from typical peers of the same age, hours and minutes of service that are less than one hour per week for students with disabilities typically receiving far greater hours of service, minutes of service over 60, students with exit code 09 "moved, not known to be continuing", too few hours of service to meet the LRE definition for students with a typical length of school day, or invalid codes included.
- Technical assistance via email or phone on an "as needed" basis

"Curious data" faxes sent to districts, with response requested, when anomalies are discovered by the SDE

The state is also working with vendors to create more accurate state level reporting for districts. This will also aid in the collection and the accuracy of APR, 618, exiting, and EDEN data.

**Baseline Data for FFY 2004 (2004-2005):**

a. Reports submitted on time: 100%

b. Accuracy: 100%

**Discussion of Baseline Data:**

All reports are submitted to OSEP on time and with accurate data. Recognition of Idaho's ability to supply high quality data is demonstrated by our state's excusal from traditional reporting of IDEA data to the U. S. Department of Education. Idaho has qualified to supply the data for the Report of Children with Disabilities Receiving Special Education under Part B (Table 1) for SY 2005-06 through the Education Data Exchange Network (EDEN). Assisting in the creation of high quality data has been our ongoing work with LEAs to address data collection at the local level. Accuracy in data submitted by the LEAs has increased significantly over the three years of public reporting of special education data on the state website at: http://www.sde.state.id.us/specialed/DDR/ddranalysis.asp.

Idaho has created and implemented the Special Education Student Enrollment System that has provided a high degree of accuracy as the data is input into the system by school districts. LEA's have the ability to run edit reports on site before submitting data. In this way, they are able to go back to the source data to make corrections prior to submitting the files to the SDE. We have found the onsite editing and reporting mechanisms to provide greater accuracy than when the editing was conducted by SDE personnel after submission.

| FFY | Measurable and Rigorous Target |
|---|---|
| 2005 | 100% |
| 2006 | 100% |
| 2007 | 100% |
| 2008 | 100% |

| FFY | Measurable and Rigorous Target |
|---|---|
| **2009** | **100%** |
| **2010** | **100%** |
| **2011** | **100%** |
| **2012** | **100%** |

**Improvement Activities/Timelines/Resources:**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** **(2005-2006)** | Review requirements of 618, State Performance Plan and Annual Performance Report and designate personnel with primary responsibility for coordinating data collection and reporting of each indicator | Spring 2005 | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds |
| **2005** | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities | March 2005 and Monthly | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
| **2005** | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report. | Fall 2005 and Annually | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
| **2005** | Submit all reports in a timely and accurate manner. | 2005 and ongoing | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds |
| **2005** | Update online data collection system for Post School Outcome data based on requirements of IDEA 2004. (For more detail refer to Indicator 15) | 2005-06 | Special Education Data Coordinator<br>SDE Technology Services<br>Life Track (contractor)<br>SDE Secondary Transition Specialist<br>VI-B funds |
| **2005** | Create a state assigned student identification number for use across all SDE databases | 2005-2006 | Special Education Data Coordinator<br>SDE Technology Services<br>VI-B funds<br>State funds |
| **2005** | Collaborate with IEP software vendors to create accurate 618 data reporting mechanisms | Fall 2005<br>Ongoing | Special Education Data Coordinator<br>SDE Technology Services<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2005** | Installation of updated software used by districts for 618 data collection | November 2005 | Special Education Data Coordinator<br>Grants/Contract Officer<br>VI-B funds |
| **2005** | Identify and address state data system modifications as data requirements change. | Ongoing | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds |
| **2005** | Update the SDE monitoring database to include collection of data required by new indicators. | Fall-Spring 2005 | Special Education Data Coordinator<br>Monitoring and Quality Assurance Coordinator<br>VI-B funds |
| **2005** | Contract programmer to create reports useful to completion of the APR/SPP | February 2006 | Special Education Data Coordinator<br>VI-B funds |
| **2006**<br>**(2006-2007)** | Deliver additional technical assistance to districts regarding collecting and reporting timely & accurate exiting data using the new July 1-June 30 cycle. | May 2007 | Data Coordinator<br>VI-B funds<br>Special Education Director |
| **2006** | Implement the use of a unique student identifier across SDE data systems | Fall 2006 | Special Education Data Coordinator<br>SDE Technology Services<br>VI-B funds<br>State funds |
| **2006** | Utilize the process created to generate reports for use in development of the APR | Ongoing | Special Education Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds |
| **2006** | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities | Monthly | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
| **2006** | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report. | Fall 2006 and annually | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
| **2006** | Submit all reports in a timely and accurate manner. | Ongoing | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds |
| **2006** | Provide statewide training to school personnel on completion of exit survey through face-to-face and distance learning opportunities | Annually | Special Education Data Coordinator<br>SDE Secondary Transition Specialist<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2006** | Collaborate with IEP software vendors to create accurate 618 data reporting mechanisms | Ongoing | Special Education Data Coordinator<br>SDE Technology Services<br>VI-B funds |
| **2006** | Identify and address state data system modifications as data requirements change. | Ongoing | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds |
| **2007**<br>**(2007-2008)** | Maintain consolidated SDE data system using unique student identifier | Fall 2007 | Special Education Data Coordinator<br>SDE Technology Services<br>VI-B funds<br>State funds |
| **2007** | Add assignment codes to IBEDS to increase accuracy and completeness of special education Personnel data | June 2008 | Fiscal Coordinator<br>IT SDE Staff<br>IV-B Funds |
| **2007** | Create additional data components in Part B application regarding related service providers | June 2008 | Fiscal Coordinator<br>IT SDE Staff<br>IV-B Funds |
| **2007** | Utilize the process created to generate reports for use in development of the APR | Ongoing | Special Education Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds |
| **2007** | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities | Monthly | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
| **2007** | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report. | Fall 2008 | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
| **2007** | Submit all reports in a timely and accurate manner. | Ongoing | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds |
| **2007** | Provide statewide training to school personnel on completion of exit survey through face-to-face and distance learning opportunities | Annually | Special Education Data Coordinator<br>SDE Secondary Transition Specialist<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2007** | Identify and address state data system modifications as data requirements change. | Ongoing | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds |
| **2008**<br>**(2008-2009)** | Utilize the process created to generate reports for use in development of the APR | Ongoing | Special Education Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds |
| **2008** | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities | Monthly | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
| **2008** | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report. | Fall 2009 | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
| **2008** | Submit all reports in a timely and accurate manner. | Ongoing | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds |
| **2008** | Provide statewide training to school personnel on completion of exit survey through face-to-face and distance learning opportunities. | Annually | SDE Data Coordinator<br>SDE Secondary Transition Specialist<br>Part B funds |
| **2008** | Identify and address state data system modifications as data requirements change. | Ongoing | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds |
| **2009** | Utilize the process created to generate reports for use in development of the APR | Sept. 2009 | Special Education Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds |
| **2009** | Collaborate with Safe & Drug Free to marry discipline data reporting. | Dec. 2010 | VI-B Funds<br>Safe School Funds<br>SDE Staff & IT |
| **2009** | Pilot a census parent survey in two districts. Compare data with current collection system & consider going statewide. | Sept. 2009 – June 2010 | VI-B Funds<br>LEA staff<br>Parent coordinator |
| **2009** | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities | Monthly<br>Sept. - June | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |

**Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2009** | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report. | Fall 2010 | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
| **2009** | Provide statewide training to school personnel on completion of exit survey through face-to-face and distance learning opportunities. | Spring 2010 | SDE Data Coordinator<br>SDE Secondary Transition Specialist<br>Part B funds |
| **2009** | Submit all reports in a timely and accurate manner. | Nov. 1, 2009<br>Feb. 1, 2010 | Bureau Chief, Special Populations<br>Special Education Supervisor<br>VI-B funds |
| **2009** | Identify and address state data system modifications as data requirements change. | July 2009 – June 2010 | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds |
| **2010**<br>**(2010-2011)** | Utilize the process created to generate reports for use in development of the APR | Sept. 2010 | Special Education Data Coordinator<br>Quality Assurance Coordinator<br>VI-B funds |
| **2010** | Provide statewide training to school personnel on completion of exit survey | Feb. 2010 | SDE Data Coordinator<br>SDE Secondary Transition Specialist<br>Part B funds |
| **2010** | Create additional data components in Part B application regarding related service providers | Fall 2010 | SDE Fiscal Coordinator<br>SDE Technology Services<br>State Funds<br>Part B Funds |
| **2010** | Utilize the process created to generate reports for use in development of the APR | Sept. 2011 | SDE Data Coordinator<br>SDE Quality Assurance Coordinator<br>Part B funds |
| **2010** | SDE Special Education personnel meet to review progress and provide input on data collection and SPP activities | Oct. 2010<br>Jan. 2011<br>Mar. 2011<br>June 2011 | Bureau Chief, Special Populations<br>Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
| **2010** | Provide opportunities for the public to review and provide input into the SPP/APR data analysis, activities and report. | Fall 2010 | Special Education Supervisor<br>SDE Special Education Personnel<br>VI-B funds |
| **2010** | Identify and address state data system modifications as data requirements change. | Ongoing<br>July 2010 – June 2011 | Special Education Data Coordinator<br>SDE Technology Services<br>Grants/Contract Officer<br>VI-B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2010** | Collaborate with IT in the development of the longitudinal data system including Child Count. Add validation checks so that data errors are corrected prior to submission. | Aug. 2010 – Feb. 2011 | SDE Data Coordinator<br>SDE Technology Services<br>Part B funds |
| **2010** | Work with IT to create reports needed to identify possible data submission errors. Contact districts with curious data and ensure appropriate corrections are made prior to federal reporting due dates. | January 2011 | SDE Data Coordinator<br>SDE Technology Services<br>Part B funds |
| **2010** | Collaborate with IT in the development of the longitudinal data system including Child Count. Add validation checks so that data errors are corrected prior to submission. | Aug. 2010 – Feb. 2011 | SDE Data Coordinator<br>SDE Technology Services<br>Part B funds |
| **2010** | Work with IT to create reports needed to identify possible data submission errors. Contact districts with curious data and ensure appropriate corrections are made prior to federal reporting due dates. | January 2011 | SDE Data Coordinator<br>SDE Technology Services<br>Part B funds |
| **2011**<br>**(2011-2012)** | Collaborate with IT to promptly respond to data information requests and provide data notes. | Dec 2011<br>March 2012 | SDE Data Coordinator<br>SDE Technology Services<br>Part B funds |
| **2011** | Collaborate with IT to incorporate all special education data collections into ISEE | Aug. 2011 | SDE Data Coordinator<br>SDE Technology Services<br>Part B funds |
| **2011** | Work with IT to create reports needed to identify possible data submission errors. Contact districts with curious data and ensure appropriate corrections are made prior to federal reporting due dates. | January 2012 | SDE Data Coordinator<br>SDE Technology Services<br>Part B funds |
| **2011** | Collaborate with Public School Finance and IT to ensure accuracy in ESEA data for the special education subgroup. | Feb 2012 | SDE Data Coordinator<br>Public School Finance<br>SDE Technology Services<br>Part B Funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| 2011 | ~~Identify and address state data system modifications as data requirements change.~~<br>Identify and address state data system modifications as data requirements change across all data uploads with focused monitoring for indicators 5, 9, and 10. | March 2012 – December 2012 | DE Quality Assurance and Reporting Coordinator<br><br>SDE Funding and Accountability Coordinator<br><br>SDE Special Education Director<br><br>SDE Technology Services<br>EDFacts Coordinator<br>Part B funds |
| **2011** | Meet weekly to review data upload programs are being coordinated between IT personnel, the Funding and Accountability Coordinator, and the Quality Assurance and Reporting Coordinator. | January 2012 – December 2012 | SDE Quality Assurance and Reporting Coordinator<br><br>SDE Funding and Accountability Coordinator<br><br>SDE Special Education Director<br><br>SDE Technology Services<br>EDFacts Coordinator<br>Part B funds |
| **2011** | Monitor and cross check, using special education data uploads and the Idaho Enrollment and Staffing Information to track accurate reporting of race/ethnicity with a focus on data collected for Indicators 4, 5, 9, and 10 | July 2012 – December 2012 | SDE Quality Assurance and Reporting Coordinator<br><br>SDE Funding and Accountability Coordinator<br><br>SDE Technology Services<br>EDFacts Coordinator<br>Part B funds |

| FFY | Activities | Projected Timelines | Projected Resources |
|---|---|---|---|
| **2012** **(2012-2013)** | Collaborate with IT to promptly respond to data information requests and provide data notes. | Dec 2012<br>March 2013 | SDE Quality Assurance and Reporting Coordinator<br><br>SDE Technology Services<br>Part B Funds |
| **2012** | Collaborate with IT to incorporate all special education data collections into ISEE | Aug. 2012 | SDE Quality Assurance and Reporting Coordinator<br>SDE Technology Services<br>Part B Funds |
| **2012** | Identify and address state data system modifications as data requirements change. | March 2013 | SDE Quality Assurance and Reporting Coordinator<br>SDE Technology Services<br>Part B Funds |
| **2012** | Collaborate with Public School Finance and IT to ensure accuracy in ESEA data for the special education subgroup. | February 2013 – December 2013 | SDE Quality Assurance and Reporting Coordinator<br><br>SDE Technology Services<br>Part B Funds |

## APPENDIX A

| | |
|---|---|
| APR | Annual Performance Report |
| AT | Assistive Technology |
| AYP | Adequate Yearly Progress |
| CADRE | Center for Appropriate Dispute Resolution in Special Education |
| CB | Capacity Builder |
| CDHD | Center on Disabilities and Human Development |
| CEC | Council for Exceptional Children |
| CIMS | Continuous Improvement Monitoring System |
| CIP | Continuous Improvement Planning |
| CLD | Culturally and Linguistically Diverse |
| CORE | Consortium on Reading Excellence |
| COSF | Child Outcomes Summary Form |
| DAC | Data Accountability Center |
| DD | Developmental Delay |
| DPHO | Due Process Hearing Officer |
| DRC | Data Recognition Corporation |
| EC | Early Childhood |
| ECIA | Early Childhood Interagency Agreement |
| ECO | Early Childhood Outcome |
| EDEN | Education Data Exchange Network |
| ELL | English Language Learner |
| ESEA | Elementary and Secondary Education Act |
| FAPE | Free Appropriate Public Education |
| FFY | Federal Fiscal Year |
| GED | General Educational Development test |
| GSEG | General Supervision Enhancement Grant |
| GSEG | General Supervision Enhancement Grant |
| HS | High School |
| IAA | Idaho Alternative Assessment |
| IASEA | Idaho Association of Special Education Administrators |
| IBEDS | Idaho Board of Education Data System |
| ICIMS | Idaho's Continuous Improvement Monitoring System |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individual Education Program |
| IFSP | Individual Family Service Plan |

| | |
|---|---|
| IHE | Institutions of Higher Education |
| IPUL | Idaho Parents Unlimited |
| ISAT | Idaho Student Achievement Test |
| ISBOE | Idaho State Board of Education |
| ISEAP | Idaho Special Education Advisory Panel |
| ITP | Individual Transition Plan |
| LD | Learning Disability |
| LEA | Local Education Agency |
| LRE | Least Restrictive Environment |
| NCLB | No Child Left Behind |
| NCSEAM | National Center for Special Education Accountability Monitoring center |
| NECTAC | National Early Childhood Technical Assistance Center |
| OSEP | Office of Special Education Programs |
| PBIS | Positive Behavior Interventions and Supports |
| PBS | Positive Behavior Supports |
| PIR | Plan for Improving Results |
| PRE-K-IRI | Pre-Kindergarten Idaho Reading Indicator |
| PTI | Parent Training and Information |
| RC | Regional Consultant |
| RTI | Response to Intervention |
| SBOE | State Board of Education |
| SDE | State Department of Education |
| SEA | State Education Agency |
| SEAP | Special Education Advisory Panel |
| SEPPS | Schools' Efforts to Partner with Parents Scale |
| SIG | State Improvement Grant |
| SIS | Student Information System |
| SPP | State Performance Plan |
| SRR | Student Record Review |
| SSOS | Statewide System of Support |
| STIC | Secondary Transition Instructional Cohort |
| SWD | Students with Disabilities |
| TARTIR | Targeting Relationships to Increase Results |
| WISE | Ways to Improve School Effectiveness |
| WRRC | Western Regional Resource Center |