

**Idaho**

**Annual Performance Report**

**FFY 2012**

Submitted to:  
U.S. Department of Education  
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[http://www.sde.idaho.gov/site/special\\_edu/performance\\_plan.htm](http://www.sde.idaho.gov/site/special_edu/performance_plan.htm)

**Part B State Annual Performance Report (APR) for FFY 2012**

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## Part B State Annual Performance Report (APR) for FFY 2012

### **Overview of the Annual Performance Report Development:**

For the February 2014 submission of Idaho's Annual Performance Report, data was shared with a variety of stakeholders and input was elicited regarding targets and improvement activities for the new indicators and revisions to activities for other indicators. Input was received 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.

### **Reporting Results to the Public**

Idaho reports annually in February to the public on the State's progress and/or slippage in meeting the "measurable and rigorous targets" found in the SPP and the performance of each LEA located in the State on the targets in the SPP. Idaho's Annual Performance Report (APR) is posted on the State website at: [http://www.sde.idaho.gov/site/special\\_edu/performance\\_plan.htm](http://www.sde.idaho.gov/site/special_edu/performance_plan.htm) .

In February, reports on the performance of each district against the state targets are posted at [http://www.sde.idaho.gov/site/special\\_edu/publicReporting.htm](http://www.sde.idaho.gov/site/special_edu/publicReporting.htm). Notification of the posting is disseminated through the SDE Quality Assurance & Reporting Coordinator's monthly email. In addition, a formal report is made annually to the Idaho State Board of Education, LEA superintendents, special education directors, school boards, the Special Education Advisory Panel, the Idaho Interagency Secondary Council, and at conferences and meetings throughout the year.

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**Overview of the Annual Performance Report Development:**

Generating a graduation rate for all subgroups under the Elementary and Secondary Education Act (ESEA) requires collaboration between three SDE divisions: Information Technology, Public School Finance, and Special Education. Public School Finance collects data with the assistance of Information Technology. Special Education assists in ensuring the data are clean by comparing it to special education data sources and resolving differences with districts reporting conflicting data in Attendance and Enrollment compared to Child Count or Exiting Data. Information Technology uses the clean data to generate graduation rates for all subgroups for reporting under ESEA.

The Special Education Advisory Panel was provided with the data and provided feedback on the State Plan, priorities, activities, and targets.

The SDE continues to solicit suggestions, and insights from these groups were extremely valuable to the development of the SPP/APR.

<b>Monitoring Priority: FAPE in the LRE</b>
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**Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.**

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

<b>Measurement:</b>
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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.

FFY	Measurable and Rigorous Target	Actual Target Data for FFY 2012
2012	90%	74.3%

**Data Source:** Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA) in the Consolidated State Performance Report (CSPR).

Special Education Graduates		Cohort Dropouts	
2011-2012 Graduates	675	Grade 12	63
		Grade 11	78
		Grade 10	52
		Grade 9	41
		<b>Total Dropouts</b>	<b>234</b>
<b>Graduation Rate = <math>[675/(675+234)] = 74.31\%</math></b>			

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### Five-Year Comparison of Graduation Rates

FFY	Graduation Rate
2007	81.4%
2008	76.7%
2009	88.8%
2010	89.2%
2011	87.3%
2012	74.3%

Data are reported from every district for the 2011-2012 school year. The target of 90% is the same annual graduation rate target under Title I of the ESEA for all subgroups, including students with an IEP.

Graduation rates are one piece of data that Districts must respond to in writing with their school and district improvement plans. During the self-assessment process, Districts must look for root causes of poor performance on this indicator and plan activities to improve their graduation rate for students with disabilities, if they failed to meet the rigorous goal. They may review and revise the improvement plan annually, as needed, based on their performance data.

#### **Conditions all Idaho youth must meet to graduate with a regular diploma:**

The conditions that Idaho youth must meet in order to graduate with a regular diploma (for students who enter high school at the 9<sup>th</sup> grade level in Fall 2009 or later) include 29 credits for core instruction, 17 credits for electives, a Postsecondary Readiness Plan completed at the end of 8<sup>th</sup> grade, and a score of proficient or advanced in reading, math, and language usage on the Idaho State Achievement Test. In addition, Idaho allows for an alternate mechanism, to be used for all students, if they do not achieve a score of proficient or advanced in reading, math, and language usage, however, they must follow an appeal procedure in their local school district. The alternate mechanism or alternate pathway must meet IDAPA Rules Governing Thoroughness 08.02.03 in which 90% of the criteria of the measure(s) must be based on academic proficiency and performance, the measure(s) must be aligned to a minimum of 10<sup>th</sup> grade content standards and aligned to subject matter, and the measure(s) must be valid and reliable. For students with disabilities on IEPs, in order to meet their individual needs to demonstrate achievement, if accommodations or adaptations are made to the District and State's regular graduation requirement, including the Idaho State Achievement Test, the IEP team shall document them in the IEP.

#### College Entrance Exam:

All students must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACCUPLACER, ACT or SAT.

#### Senior Project:

All students must complete a senior project by the end of grade twelve (12).

#### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

**Slippage:** Idaho's actual target data for the graduation rate for students with disabilities is 74.3%, down from 87.3% the prior year, and Idaho did not reach the rigorous ESEA target of 90%. There are several plausible causes for this slippage.

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First, the increased number of students counted as “dropouts” is attributed, in part, to the coding of those students who do not graduate with their cohort but remain in the secondary education system until the age of 21 to continue with special education programs and work towards a diploma. Many of these students were still listed as 11<sup>th</sup> and 12<sup>th</sup> grade students in the current database as discovered in a comparison between the school year 2012-2013 exiting data and November 2013 data upload of students with disabilities enrolled in Idaho public schools.

Second, Idaho had been without a lead position to address all issues concerning high school completion until Fall 2013. The SDE established a new director position to address student engagement and post-secondary readiness. This director works with ESEA and SPED divisions to target technical assistance for districts with greatest needs. Improvement activities added in 2013 will be continued to help meet the SDE targets.

Finally, the increased graduation requirements may have led to a decrease of graduates in this first cohort under the current conditions.

### Improvement Activities:

A summary of past and present improvement activities is as follows:

FFY	Improvement Activities	Timelines	Activity Status
2012	Collaborate with the Idaho AT (Assistive Technology) 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 students with disabilities, their families & professionals working with them.	March 2013	<p>The 9<sup>th</sup> Annual Tools for Life: Secondary Transition and Technology Fair took place in Boise, Idaho with an employment theme.</p> <p>The 2-day fair is held annually for transitioning students with disabilities to learn about resources and tools to help prepare them for life and work after high-school. During the Fair, students were taught self-advocacy skills, given resources, e.g., <i>The Moving on Binder</i>, and were inspired by exceptional keynote speeches. The Fair was organized around four learning tracks including: assistive technology, self-advocacy, employment, and post-secondary education. The Fair was an opportunity for students to learn, make new friends, and have fun.</p> <p>145 students, 41 parents, 64 educators, 36 professionals, and 15 college mentors attended the fair.</p>
2013	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	September 2013 – December 2013	Trained 197 secondary educators in multi-tiered systems of support (MTSS). The content areas trained upon were mathematics, SWPBIS, writing, and reading. Mathematics and SWPBIS were implemented in teams of 5 with a coach and building principal with 5-6 days of training depending on the content. The

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	screening method at the high school level to identify students at risk.		<p>reading and writing trainings were two-day sessions on implementing a plan of how to enhance the MTSS content area of reading and writing. Trainings were held regionally.</p> <p>Partnered with the National Center on RTI, the state began the work of training districts on the Early Warning System.</p> <p>Some high schools have started the work of implementing an Early Warning System.</p> <p>Regional trainings were provided throughout the state each year.</p>
2013	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.	May 2014	<p>Quarterly meeting (September, January, April, and June) set with IICST (Idaho Interagency Council on Secondary Transition). Includes representatives from: Disability Services from state universities, and community colleges and the State Department of Education.</p>
2013	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.	Electronic version completed in March 2013.	<p>The Assistive Technology Project has created an electronic version of <i>The Moving On Binder</i> to increase accessibility. It was added to the Idaho Training Clearinghouse in March 2013. <a href="http://idahotc.com/secondary-transition/Documents.aspx">http://idahotc.com/secondary-transition/Documents.aspx</a></p> <p>150 copies of the Binder were disseminated in paper form at the Tools for Life conference, and 50 binders were passed out at the transition fair. Data was collected that indicate that 6 school districts have a direct link to the binder on the district website.</p> <p>The hard copy of the Moving on Binder's content was updated in January 2014.</p> <p>The hard copy and electronic version of the Moving on Binder are updated to match.</p>

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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Collaborate with the Idaho AT (Assistive Technology) 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 students with disabilities, their families & professionals working with them.	March 2014	Part B Funds AT Project Funds SDE Secondary Special Education Coordinator	Helps prepare students with disabilities for college and career readiness  NSTTAC (National Secondary Transition Technical Assistance Center) conducted a literature review that identified more than 15 evidence-based predictors of post-school employment, education, and independent living success from the correlational research. The Tools for Life conference provides instruction in 8 of these 15 evidenced-based practices: career awareness, community experiences, interagency collaboration, parental involvement, self-advocacy/self-determination, self-care/independent living skills, social skills, and vocational education.
2013	Continue 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	Feb-May 2014	SDE Secondary Special Education Coordinator, SDE RTI Coordinator, OSEP grant on secondary school development	The need for both effective screening and diagnostic assessments for secondary students has been a focus for many states.

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	<p>screening method at the HS level to identify students at risk.</p>		<p>of an Early Warning System, Part B Funds, SIG</p>	<p>Working with the Neuhaus Center will help improve the assessments used by secondary students for screening and diagnostic assessments. These assessments will be used as a part of the Early Warning Systems for secondary students. Early Warning Systems identify and monitor students at risk of dropping out of high school. The process is based on research about data-driven decision making. The process helps make informed decisions about how to support at-risk students and how to monitor progress over time. The process provides information on specific supports, interventions, and/or successes and identifies systemic issues that may relate to drop-out.</p>
<p>2013</p>	<p>Continue to support the Post-Secondary Disability Service Office for the purpose of building effective supports for youth with disabilities in post-secondary settings and to work with high schools to prepare SWD for post-secondary education.</p>	<p>Meet 3 times a year</p>	<p>SDE Secondary Special Education Coordinator Part B Funds</p>	<p>Helps prepare students with disabilities for college and career readiness</p> <p>NSTTAC (National Secondary Transition Technical Assistance Center) conducted a literature review that identified more than 15 evidence-based predictors of post-</p>

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				<p>school employment, education, and independent living success from the correlational research. Disability mentoring day and commissioning an Interagency Council that supports transition to adult services embraces 5 of these 15 evidenced-based practices: career awareness, community experiences, interagency collaboration, parental involvement, and vocational education.</p>
2013	Revise and update the "Moving On" binder.	May 2014	Interagency Council SDE Secondary Special Education Coordinator Part B Funds	<p>The Moving On Binder is a planning tool that includes resources to help students to organize documents that they may need for adult services, getting the support they need at college, or to get a job.</p> <p>Need to include current contact information, websites, and resources.</p> <p>Need to increase accessibility of the content in the Moving on Binder.</p> <p>Conley (2012) extended the college readiness components to four keys to college and</p>

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				career readiness. One of these components is key transition knowledge and skills including planning for post-secondary education and careers.
2013	To increase proper coding of graduating students the SDE will continue to 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 2014 – September 2014	Quality Assurance and Reporting Coordinator Chief Information Officer IT program analyst Part B Funds	The ISEE program is the SDE tool for all district data submissions on students. In order to have usable data that easily can be retrieved at a later stage for further comparison and analysis, the SDE needs to be sure school districts are imputing the data correctly. Proper coding will provide the SDE with information on systemic concerns regarding graduation rates.
2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director Quality Assurance and Reporting Coordinator Part B Funds	Needed to prepare new APR/SPP for February 2015 submission

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**Overview of the Annual Performance Report Development:**

Dropout rates are reported annually to school districts. In their monitoring self-assessment process, they must explore the root cause of dropout rates that fail to meet the state goal and write an improvement plan to address the underlying issues. These plans may be revised annually, as needed, based on new data.

Input is gathered from a variety of stakeholders. The Special Education Advisory Panel, including a wide array of stakeholders, receives a presentation and report on all indicators in the Fall meeting. Discussion and input follows. A Special Education Workgroup meets at least twice a year to consider data for the indicators and provide input and recommendations. Data are presented at standing conferences such as Idaho Council for Exceptional Children (CEC), Special Education Directors Conference, Idaho Association of School Administrators (IASA) Annual Conferences, Idaho Association of Secondary School Principals (IASSP) and as many others as possible, with broad stakeholder input solicited. Recommendations are taken into consideration as improvement planning occurs.

**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))

**Data Source and Measurement:**  
 Per OSEP memo 13-6 in the APR writing packet, Idaho has chosen the option to report indicator 2 “using the same data source and measurement that the State used for its FFY 2011 APR that was submitted on February 12, 2013 ESEA dropout event rate: [(number of (special education) students enrolled in grades 9-12 who dropped out) [234] divided by the (total number of (special education) students enrolled in grades 9-12) [6524] times 100].

FFY	Measurable and Rigorous Target	Actual Target Data for FFY 2012
2012	2.1%	3.6%

**5-Year Comparison of Dropout Rates**

FFY	Number of Dropouts	Number of SWD in Grades 9-12	Dropout Rate
2007	184	7,059	2.6%
2008	152	6,710	2.3%
2009	94	6,870	1.4%
2010	83	6,866	1.2%
2011	96	6,507	1.5%
2012	234	6524	3.6%

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Data were reported from every school and district for the 2012-2013 school year. Validation checks were implemented and curious data resolved.

**Definition of a dropout:**

The same definition for a dropout is used for all Idaho youth, including students with disabilities on IEPs. A dropout is an individual who was enrolled in school at some time during the previous school year and was not enrolled at the beginning of the current school year, and who does **not** meet any of the following conditions:

- Graduation from high school or completion of a State or District approved educational program, or
- Transfer to another public school district, private school, or State or District approved educational program (including correctional or health facility programs), or
- Temporary school-recognized absence due to suspension or illness, or
- Death.

**Explanation of Slippage that occurred for FFY 2011:**

**Slippage:** At 3.6%, Idaho’s dropout rate increased by 2.1% over the previous year’s data of 1.5%. The rigorous target of less than 2.1% was not met. The increased number of students counted as “dropouts” is attributed, in part, to the coding of those students who do not graduate with their cohort but are staying in the secondary education system until age 21 to continue with special education programs and work towards a diploma. Many of these students were still listed as 11<sup>th</sup> and 12<sup>th</sup> grade students in the database .

The SDE continues to provide technical assistance to districts through webinars and collaboration between the secondary special education coordinator, district special education directors, School Improvement, and Gear Up programs. Additionally, the SDE has established a new director position to address student engagement and post-secondary readiness. This director will work with ESEA and SPED divisions to target technical assistance for districts with greatest needs.

**Discussion of Improvement Activities Completed for FFY 2012:**

FFY	Activities	Timelines	Activity Status
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	The Quality Assurance and Reporting Coordinator have been assisting the general education data specialists and Computer Services to improve on the exit data school districts are uploading to the state data management system. Updates were added to the ISEE system and monitoring continues.

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<p align="center">2012</p>	<p>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.</p>	<p align="center">Ongoing</p>	<p>We have increased the number of Wise Tool Indicators to include many areas that support secondary school success, which would include addressing the dropout rate of students. School level Indicators VA (01- 03, 07-10) specifically address the school's leadership team to examine individual and collective student data, which includes early warning systems and behavior monitoring for at-risk students for dropping out. District Indicators (IA06,07,15 and IC06 and 09) are not as specific but are there to support schools in having system support for data analysis.</p>
<p align="center">2012</p>	<p>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.</p>	<p align="center">Ongoing</p>	<p>We have increased the number of Wise Tool Indicators to include many areas that support secondary school success, which would include addressing the dropout rate of students. Indicators IID12-15 addresses having scientifically research-based curriculum with a multi-level system of prevention and support for all students which, combined with data analysis of individual and collective groups of students, will address the at-risk populations including dropouts.</p>

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<p align="center">2012</p>	<p>Collaborate with the School Improvement Team to support statewide dropout prevention efforts to include students with IEPs. Continue work on the WISEWAYS tool specific to services and supports for SWD.</p>	<p align="center">Ongoing</p>	<p>We have increased the number of Wise Tool Indicators to include many areas that support secondary school success, which would include addressing the dropout rate of students. Indicator IIIA07 addresses differentiated needs of all students based on individual student assessments. There is not a specific prevention effort for students with IEPs, except that the system that the Wise Tool supports is for data analysis and implementation of supports for “all” students to be successful and reach their potential. SEA encourages schools and districts implement the WISE tool as revised, to identify and target students at risk of dropping out.</p>
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>2013</b>	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	Quality Assurance and Reporting Coordinator IT Division State funds	Nearly one-third of all high school students leave the public school system before graduating (Swanson, 2004), and the problem is particularly severe among students of color and students with disabilities (Greene & Winters, 2005; U.S. Department of Education, 2006). Using a longitudinal analysis of students' dropout and graduation patterns can lead to the development of Early Warning Systems to identify those greatest at-risk of dropping out and create supports to decrease these risks.
<b>2013</b>	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 Special Education Coordinator Director of Student Engagement and Postsecondary Readiness Quality Assurance and Reporting Coordinator Regional Coordinators Part B funds	The WISE Tool has many support features built into the tool that provides schools and districts with best practice research linked to the areas used for planning. Technical assistance is offered to districts identified as 1, 2, and possibly 3 star schools (star ratings are partially determined based on dropout and

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				<p>graduation rates). These districts &amp; schools include the provision and coordination of professional development; fostering collaboration; and the enhancement of regional, district, and school capacities to better serve students.</p>
<b>2013</b>	<p>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.</p>	Ongoing	<p>Director of Student Engagement and Postsecondary Readiness Regional Coordinators Part B funds</p>	<p>The WISE Tool allows the district, the school, and the leader to know where they are in relation to a success indicator. It also provides evidence-based guidance on what practices and interventions can be used to move a district or school closer to the success indicator.</p>
<b>2013</b>	<p>Collaborate with the school improvement team to support statewide dropout prevention efforts to include students with IEPs.</p>	Ongoing	<p>Secondary Special Education Coordinator Director of Student Engagement and Postsecondary Readiness Quality Assurance and Reporting Coordinator Regional Coordinators Part B funds</p>	<p>Nearly one-third of all high school students leave the public school system before graduating (Swanson, 2004), and the problem is particularly severe among students of color and students with disabilities (Greene &amp; Winters, 2005; U.S. Department of Education, 2006). Focuses efforts on students greatest at-risk of dropping out and creating supports to decrease these risks</p>

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				will reduce dropout rates for all students.
<b>2013</b>	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 2014	Quality Assurance and Reporting Coordinator Chief Information Officer IT program analyst Part B Funds	The ISEE program is the SDE tool for all district data submissions on students. In order to have usable data that easily can be retrieved at a later stage for further comparison and analysis, the SDE needs to be sure school districts are imputing the data correctly. Proper coding will provide the SDE with information on systemic concerns regarding dropout rates to help identify target districts to implement the Early Warning Systems.
<b>2013</b>	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director Quality Assurance and Reporting Coordinator Part B Funds	Needed to prepare new APR/SPP for February 2015 submission

## Part B State Annual Performance Report (APR) for FFY 2012

### Overview of the Annual Performance Report Development:

Generating assessment reports for all subgroups under the Elementary and Secondary Education Act (ESEA) requires collaboration between three SDE divisions: Information Technology, Assessment, and Special Education. Assessment and Special Education collects data with the assistance of Information Technology. Special Education assists in ensuring the data are clean by comparing it to other special education data sources and resolving differences with districts reporting conflicting data in Attendance and Enrollment compared to Child Count. Information Technology uses the clean data to generate assessment participation and performance data for all subgroups for reporting under ESEA.

The Special Education Advisory Panel was provided with the data and provided feedback on the State Plan, priorities, activities, and targets.

The SDE continues to solicit suggestions, and insights from these groups were extremely valuable to the development of the SPP/APR.

### 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 =  $\left[ \frac{\text{(\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size)}} \right] \times 100$ .
- B. Participation rate percent =  $\left[ \frac{\text{(\# of children with IEPs participating in the assessment)}}{\text{(total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math)}} \right]$ . 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 =  $\left( \left[ \frac{\text{(\# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards)}}{\text{(total \# of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)}} \right] \right)$ . The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

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**Targets and Actual Target Data for FFY 2012:**

<b>FFY 2012</b>	<b>Measurable and Rigorous Targets</b>									
	<b>Districts Meeting AMO for Disability Subgroup (3.A.)</b>		<b>Participation for Students with IEPs (3.B.)</b>				<b>Proficiency for Students with IEPs Continuously Enrolled (3.C.)</b>			
Targets for FFY 2012	71%		Reading		Math		Reading		Math	
			95%		95%		86%		84%	
Actual Target Data for FFY 2011 (SY2011-2012)	#	%	#	%	#	%	#	%	#	%
		13 out of 111*	11.7%	14,066 out of 14,302	98.3%	14,079 out of 14,314	98.4%	10,870 out of 14,066	77.2%	9,399 out of 14,079
<b>Actual Target Data for FY 2012 (SY 2012-2013)</b>	0 out of 77	0%	14,333 out of 14,390	99.6%	14,427 out of 14,489	99.6%	7,161 out of 14,335	51.5%	5,765 out of 14,427	40.0%

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**3.A: Actual AMO Target Data for FFY 2012:**

Districts with a disability subgroup that meets the State’s minimum “N” size AND met the State’s AMO target for the disability subgroup.

FFY	Total Number of Districts	Number of Districts Meeting the “N” Size	Number of Districts That Met the Minimum “N” Size and Met AMO for FFY 2012	Percent of Districts
2011 (SY2011-2012)	149*	111	13	11.7%
2012 (SY2012-2013)	147*	77	0	0%

\*The Idaho Department of Corrections is excluded from the district count because their students do not participate in statewide testing.

**3.B.: Actual Participation Target Data for FFY 2012:**

**Disaggregated Actual Target Data for Math Participation**

Statewide Assessment – 2012-2013		Math Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Total	
		#	%							
a	Children with IEPs	2265	2318	2261	2229	1994	1910	1512	14,489	100%
b	IEPs in regular assessment with no accommodations	763	671	599	529	508	477	464	4011	27.7%
c	IEPs in regular assessment with accommodations	1255	1426	1425	1458	1272	1173	858	8867	61.2%
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0.00%
e	IEPs in alternate assessment against modified	0	0	0	0	0	0	0	0	0.00%

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	standards									
f	IEPs in alternate assessment against alternate standards	238	218	229	233	204	254	173	1549	10.7%
	<b>Overall Baseline (b+c+d+e+f)</b>	<b>2256</b>	<b>2315</b>	<b>2253</b>	<b>2220</b>	<b>1984</b>	<b>1904</b>	<b>1495</b>	<b>14,427</b>	<b>99.6%</b>
*Children included in "a" but not included in the other counts above*										
	Account for any children with IEPs that were not participants in the narrative.	9	3	8	9	10	6	17	62	0.43%

**Disaggregated Target Data for Reading Participation**

Statewide Assessment – 2012-2013		Reading Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Total	
		#	%							
a	Children with IEPs	2271	2304	2254	2210	1978	1894	1479	14,390	100%
b	IEPs in regular assessment with no accommodations	1985	2014	1973	1935	1729	1616	1280	12,532	87.0%
c	IEPs in regular assessment with accommodations	42	65	43	37	41	30	25	283	2.0%
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0.00%
e	IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0	0.00%
f	IEPs in alternate assessment	234	218	231	233	199	244	160	1,518	10.6%

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	against alternate standards									
	<b>Overall Total (b+c+d+e+f+g)</b>	<b>2261</b>	<b>2297</b>	<b>2247</b>	<b>2204</b>	<b>1969</b>	<b>1890</b>	<b>1465</b>	<b>14,333</b>	<b>99.6%</b>
*Children included in "a" but not included in the other counts above*										
Account for any children with IEPs that were not participants in the narrative.		10	7	7	6	9	4	14	57	0.40%

**3.C.: Math Disaggregated Actual Performance Target Data for FFY 2012:**

Statewide Assessment — 2012-2013		Math Assessment Performance							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	#	%
a	Children with IEPs	2199	2222	2178	2131	1918	1838	1423	14,427	100%
b	IEPs in regular assessment without accommodations	603	464	347	243	191	192	146	2186	15.2%
c	IEPs in regular assessment with accommodations	557	501	323	293	214	254	140	2282	15.8%
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0.00%
e	IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0	0.00%
f	IEPs in alternate assessment against alternate standards	198	182	195	203	160	217	142	1297	9.0%
	<b>Overall Total (b+c+d+e+f)</b>	<b>1358</b>	<b>1147</b>	<b>865</b>	<b>739</b>	<b>565</b>	<b>663</b>	<b>428</b>	<b>5765</b>	<b>40.0%</b>

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**3.C.: Reading Disaggregated Actual Performance Target Data for FFY 2012:**

Statewide Assessment – 2012-2013		Reading Assessment Performance						Total		
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	#	%
a	Children with IEPs	2,261	2,297	2,247	2,204	1,969	1,890	1,465	14,333	100%
b	IEPs in regular assessment without accommodations	1046	1019	949	763	709	982	562	6030	42.1%
c	IEPs in regular assessment with accommodations	22	36	18	11	10	7	7	111	0.08%
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0.00%
e	IEPs in alternate assessment against modified standards	0	0	0	0	0	0	0	0	0.00%
f	IEPs in alternate assessment against alternate standards	194	180	193	195	159	205	129	1255	8.8%
	<b>Overall Total (b+c+d+e+f)</b>	<b>1262</b>	<b>1235</b>	<b>1160</b>	<b>969</b>	<b>874</b>	<b>1194</b>	<b>698</b>	<b>7396</b>	<b>51.6%</b>

**Public Reporting Information:** [http://www.sde.idaho.gov/site/special\\_edu/publicReporting.htm](http://www.sde.idaho.gov/site/special_edu/publicReporting.htm)  
<http://www.sde.idaho.gov/site/assessment/ISAT/results.htm>

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**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

**3.A.:** 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 State’s minimum “n” size  $\geq 25$  for calculation and  $\geq 10$  for reporting. 76 of the 147 districts in Idaho meet the minimum “n” size. No districts achieved AMO for 2012-2013.

**Slippage:** From year to year, student population changed. Some districts that met AMO and minimum “n” size in FFY 2011 did not have enough students to meet the minimum 25 student “n” size. Other districts that did not meet minimum “n” size in FFY 2011 were included in the FFY 2012 calculation. These are different groups. Overall, students in Idaho did not perform as well in FFY 2012 as in FFY 2011. Fourteen districts missed AMO by 1 or 2 percentage points. In six districts, this was equivalent to three or four students given populations that, overall, average 30 – 35 students with disabilities.

**3.B.: Progress:** Participation in reading from 98.3% in FFY 2011 to 99.6% in FFY 2012. In math, participation increased from 98.4% in FFY 2011 to 99.6% in FFY 2012. The ESEA target of 95% for all students was met and exceeded.

Reasons for Students Not Participating in ISAT	Reading	Math
Absent	6	7
Medical Exemption	1	3
Exempt	0	0
Other reasons	50	52
Invalid score	0	0
<b>Total</b>	<b>57</b>	<b>62</b>

**Additional Information Required by the OSEP APR Response Table for this Indicator:**

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<b>Statement from the Response Table</b>	<b>State's Response</b>
<p>INDICATOR 3C: OSEP's June 2012 FFY 2010 SPP/APR Response Table required the State to provide, within 90 days of the receipt of the Response Table, a Web link that demonstrates it has reported to the public on the performance of children with disabilities on statewide assessments in accordance with 34 CFR §300.160(f) for FFY 2010.</p> <p>The State provided a Web link to 2010 and 2011 publicly-reported assessment results. However, the State did not report, compared to the achievement of all children, including children with disabilities, the performance results of children with disabilities on alternate assessments based on alternate academic achievement standards at the State, district, and school levels. The failure to publicly report as required under 34 CFR §300.160(f) is noncompliance.</p> <p><b>REQUIRED ACTIONS</b></p> <p>Within 90 days of the receipt of this Response Table, the State must provide a Web link that demonstrates it has reported, for FFY 2010 and FFY 2011, to the public on the statewide assessments of children with disabilities in accordance with 34 CFR §300.160(f). In addition, OSEP reminds the State that in the FFY 2012 APR, the State must continue to include a Web link that demonstrates compliance with 34 CFR §300.160(f) for FFY 2012.</p>	<p>The SDE has published the required data at the following links:  <a href="http://www.sde.idaho.gov/site/special_edu/publicReporting.htm">http://www.sde.idaho.gov/site/special_edu/publicReporting.htm</a>  <a href="http://www.sde.idaho.gov/site/assessment/ISAT/results.htm">http://www.sde.idaho.gov/site/assessment/ISAT/results.htm</a></p>

**3.C.: Math Proficiency – Slippage:** The FFY 2012 performance of 40.0% was a significant drop from the 2011 level of 66.6% proficient or better in math. The rigorous target of 84% was not met. The SDE will investigate possible coding errors in the 2012 administration and reporting of the state tests. Additionally, the SDE will investigate the increase in students taking the alternate assessment. The Quality Assurance and Reporting Coordinator reviewed previous years' calculations and determined these data sets and calculations were determined accurate.

**3.C.: Reading Proficiency – Slippage:**

The FFY 2012 performance of 51.6% was a significant drop from the 2011 level of 77.2% proficient or better in reading. The rigorous target of 86% was not met. The SDE will investigate possible coding and reporting errors in the 2012 administration of the state tests. Additionally, the SDE will investigate the increase in students taking the alternate assessment. The Quality Assurance and Reporting Coordinator reviewed previous years' calculations and determined these data sets and calculations were determined accurate.

**Discussion of Improvement Activities Completed for FFY 2012:**

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<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
2012	New teacher training: Include progress monitoring and research-based curriculum and interventions.	September 2012	New teacher training was completed by SDE and Regional staff. This is an ongoing activity
2012	Charter school training on interventions, RTI and continuum of services.	Summer 2012	The SDE provided trainings including AIMSWEB training and RTI Module 1 (Screening).
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.	Fall 2012 and ongoing throughout the year	Division of Assessment uses their assessment monitoring tool to track LEAs and arrange technical assistance.
2012	Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring. Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project.	Partly completed	Ongoing training and technical assistance continued throughout the year as in previous years. Collaboration sessions only began in October 2013 due to reorganization of the SDE after overturn of education initiatives in the November 2012 elections.
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.	Partly begun	Not begun in 2012-2013 school year. SchoolNet was updated to include more data and improve navigation.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Revise new teacher training: Include progress monitoring and research-based curriculum and interventions.	August 2014 – October 2014 Annual Activity	New Teachers Training Team Regional Instructional Coaches (new positions beginning	Often new special education teachers lack these necessary skills.

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			July 2013 Part B Funds	
2013	Charter school training on interventions, RTI and continuum of services.	August 2014 – October 2014 (Annual Activity)	SpEd Charter Coordinator  Regional Instructional Coaches (new positions beginning July 2013)  Part B Funds	By better preparing charter school staff, the needs of SWD will be met. That is expected to improve their academic performance.
2013	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 2014 and ongoing throughout the year	SDE Data Coordinator, Quality Assurance Coordinator VI-B funds Title I funds State funds	Assist in identifying barriers to participation and provide assistance to improve participation.
2013	Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring.  Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project.	Beginning July 2014 through December 2014	SDE RTI Coordinator Title 1  Regional Instructional Coaches (new positions beginning July 2014) Title I funds Part B funds	Needed to increase participation levels and performance levels for SWDs.
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 2014 and ongoing	RTI Coordinator Monitoring & Data Coordinators Regional Consultants VI-B funds	Need to increase performance of SWDs.
2013	Review test data from 2012 to assure correct coding and	March 2014 – June 2014	Quality Assurance and Reporting	Needed to investigate

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	reporting with assistance of Western Regional Resource Center		Coordinator  Part B funds	significant difference between FFY 2012 data and previous years' data.
2013	Review coding of students taking the alternative assessment and investigate districts procedures for identifying students qualifying for alternative assessment. Provide training as needed.	February 2014 through October 2014	Quality Assurance and Reporting Coordinator  Special Education Statewide Assessment Coordinator  Part B funds	Assure LEAs are correctly identifying students who are qualified to take the alternative assessment and correct practices if misidentification is discovered.
2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director  Quality Assurance and Reporting Coordinator  Part B Funds	Needed to prepare new APR/SPP for February 2015 submission

## Part B State Annual Performance Report (APR) for FFY 2012

### Overview of the Annual Performance Report Development:

The State Department of Education collects 618 discipline data from each district on the number of suspensions and expulsions. These data was reviewed for significant discrepancies according to the definition included below and based on the number of students enrolled with IEPs in each district. Results were shared with stakeholders and the Special Education Advisory Panel for comments and input.

**Monitoring Priority: FAPE in the LRE**

### Indicator 4A: Rates of suspension and expulsion:

Percent of districts that have a significant discrepancy *from other LEAs within Idaho* in the rate of suspensions and expulsions for greater than 10 days in a school year for children with IEPs

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

#### Measurement:

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

#### Data Source:

Data on suspensions and expulsions of children with disabilities is derived from 618 data submitted by every school in the state through a secure web-based data system. Verification checks are built into the system to ensure the reliability and accuracy of the data as it is submitted.

### Definition of Significant Discrepancy and Methodology:

The SDE re-defined and recalculated significant discrepancy in April 2012 as a result of the Office of Special Education APR clarification process. The e-formula was replaced with a state-level suspension/expulsion rate for all children with disabilities to set the suspension/ expulsion-rate bar measure. The state bar is the state level suspension / expulsion rate plus one percentage point.

In Idaho, “Significant discrepancy” is defined as 1% or more above the current year’s state average by comparing the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs within the State.

That is, the total number of students with disabilities who were suspended/expelled divided by the total number of students with disabilities **in the state**. The formula is:

$$\text{State level suspension/expulsion rate} = \frac{\text{\# of SWDs suspended/expelled > 10 days}}{\text{Total \# of SWDs in the state}} \times 100$$

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**Applying data:**

$$\text{State level suspension/expulsion rate} = \frac{11}{27098} \times 100 = 0.04$$

**The state bar is 0.04% + 1.00 = 1.04%.**

A district will have significant discrepancy if its suspension/expulsion rate for children with disabilities from any racial/ethnic group is equal to or higher than the state-level bar of 1.04% for FFY 2012 data.

For Indicator 4a, Idaho has established a **minimum “n” size** of at least 10 children with IEPs enrolled in the school district. Based on the application of this minimum “n,” 14 of 151 districts in Idaho were excluded from the calculation for this indicator in FFY 2012.

**Actual Target Data for FFY 2012** (using 2011-2012 data):

FFY	Measurable and Rigorous Target
2012 (using 2011-12 data)	0%

**LEAs with Significant Discrepancy in Rates for Suspension and Expulsion**

FFY	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies	Percent
2012 (using 2011-2012 data)	137 *(151 – 14 =137)	0	0%

## Part B State Annual Performance Report (APR) for FFY 2012

### Six-Year Comparison

Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

FFY	Baseline	Target	Actual Performance
2004	0.87%		
2005		0%	1%
2006		0%	2.4%
2007		0%	0%
2008		0%	0%
2009		0%	0%
2010		0%	0%
2011		0%	0%
2012		0%	0%

#### Explanation of Progress or Slippage that occurred for FFY 2011:

**Progress:** Idaho met the target of 0% on this indicator with no districts identified as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days during the 2011-12 school year. Statewide, 11 students from 10 districts were suspended or expelled for greater than 10 days; compared to (45) students suspended or expelled the previous year from 24 districts (2010-11). As in previous years, most of these suspensions occurred at high schools or middle schools. Monitoring results from other activities conducted in schools where suspensions and expulsions occurred, showed no issues with development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Having no disputes or expedited hearings filed regarding this issue is also evidence that proper procedures are occurring in the districts.

#### Review of Policies, Procedures, and Practices:

No district showed a significant discrepancy due to inappropriate policies, procedures, and/or practices in its rate of suspensions and expulsions, compared to other LEAs within the State.

#### Correction of FFY 2011 Findings of Noncompliance:

No noncompliance was identified in the FFY 2011 for this indicator. As reported in previous APRs, all previously identified noncompliance has been verified as timely corrected.

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**Additional Information Required by the OSEP APR Response Table for this Indicator:**

Statement from the Response Table	State's Response
<p>The State revised the improvement activities for FFY 2012 for this indicator and OSEP accepts those revisions.</p> <p>The State's FFY 2011 reported data for this indicator are 0%. These data remain unchanged from the FFY 2010 data of 0%. The State met its FFY 2011 target of 0%.</p> <p>The State reported its definition of "significant discrepancy."</p> <p>The State reported that no districts were identified as having a significant discrepancy, in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs.</p> <p>OSEP is unable to determine whether the State used a minimum "n" size requirement, and whether any districts did not meet the State-established minimum "n" size.</p>	<p>Idaho uses a minimum "N" size. For Indicator 4a, Idaho has established a minimum "n" size of at least 10 children with IEPs enrolled in the school district. Fourteen (14) of 151 districts in Idaho were excluded from the calculation for this indicator in FFY 2012.</p>

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

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))

<p><b>Measurement:</b></p> <p>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.</p> <p><b>Data Source:</b></p> <p>Suspension and expulsion <b>data</b> are reported by all Idaho schools via the Data Upload secure web site and the data are collected on Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days) for the</p>
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school year —2011-2012 due, November 6, 2013.

**Note:** Idaho uses a minimum “N” size. A School District with less than 10 children with IEPs will not be included in the analysis. 14 districts out of the 151 school districts in the state were not included in the analysis.

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

**Definition of Significant Discrepancy**

The SDE re-defined and recalculated significant discrepancy in April 2012 as a result of the Office of Special Education APR clarification process. The e-formula was replaced with a state-level suspension/expulsion rate for all children with disabilities to set the suspension/ expulsion-rate bar measure. The state bar is the state level suspension / expulsion rate plus one percentage point.

In Idaho, “Significant discrepancy” is defined when a district has a suspension/expulsion rate for children with disabilities from any racial/ethnic group is one (1) percentage point or more than the state mean suspension/expulsion rate for all children with disabilities. That is, the total number of students with disabilities who were suspended/expelled divided by the total number of students with disabilities. The formula is below:

State Bar = State Mean level suspension/expulsion rate + 1 percentage point

# of SWDs from any racial/ethnic group  
suspended/expelled > 10 days

**District:** District suspension/expulsion rate =  $\frac{\text{-----}}{\text{Total \# of SWDs in the District}}$  x 100

A district will be considered to have “significant discrepancy” if it has a suspension/expulsion rate for children with disabilities from any racial/ethnic group that is one (1) percentage point or more than the state mean suspension/expulsion rate for all children with disabilities.

**Applying data:**

State level suspension/expulsion rate =  $\frac{11}{27,098} \times 100 = 0.04$

**The state bar is 0.04% + 1.00 = 1.04%.**

A district will have significant discrepancy if its suspension/expulsion rate for children with disabilities from any racial/ethnic group is equal to or higher than the state-level bar of 1.04% for FFY 2012 (using 2011-12 data). For FFY 2012, no districts demonstrated significant discrepancy compared to six (6) in FFY 2011.

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For Indicator 4b, Idaho has established a **minimum “n” size** of at least 10 children with IEPs enrolled in the school district. Based on the application of this minimum “n,” 14 of 151 districts in Idaho were excluded from the calculation for this indicator in FFY 2012.

**Actual Target Data for FFY 2010 (using 2010-2011 data)**

FFY	Measurable and Rigorous Target
<i>FFY 2012 (using 2011-12 data)</i>	0.0%

*For this indicator, report data for the year before the reporting year (using 2011-2012 data).*

0.0%
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**Explanation of Progress or Slippage that occurred for FFY 2011:**

**Maintenance:** Idaho met the target of 0% on this indicator with no districts identified as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities based on race/ethnicity for greater than 10 days during the 2010-2011 school year. Statewide, 11 students were suspended or expelled for greater than 10 days.

**Review of Policies, Procedures, and Practices:**

No district showed a significant discrepancy in its rate of suspensions and expulsions, compared to other LEAs within the State. Therefore, no further review of policies, practices, and procedures was required, although there is an established process in place should that occur in the future.

**Correction of FFY 2011 Findings of Noncompliance:**

**Table 4B – Rates of Suspension and Expulsions of Students with Disabilities per School District and per Race Ethnicity that are above the State Bar of 1.04%**

District	Asian	Black	Hispanic	Indian	Islander	Two or more	White	Grand Total
None								0%

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

<b>Year</b>	<b>Total Number of LEAs</b>	<b>Number of LEAs that have Significant Discrepancies by Race or Ethnicity</b>	<b>Percent**</b>
<b>FFY 2012 (using 2011-12 data)</b>	137 (151 – 14 =137)	0	0%

**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.**

<b>Year</b>	<b>Total Number of Districts*</b>	<b>Number of Districts 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.</b>	<b>Percent**</b>
<b>FFY 2012 (using 2011-2012 data)</b>	137 (151 – 14 =137)	0	0.00%

**Review of Policies, Procedures, and Practices**

For FFY 2012, no districts were found to have significant discrepancy. In FFY 2011, six (6) districts were identified as having a significant discrepancy based on the examination of 2010-11 data, the Idaho State Department of Education reviewed the district’s policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards; ensuring that these policies, procedures and practices comply with IDEA regulations, as required by 34 CFR §300.170(b).

This review was conducted by the Quality Assurance and Reporting Coordinator (QARC) during focused visits with the districts. The monitoring included reviewing the district’s policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards; ensuring that these policies, procedures and practices comply with IDEA regulations, as required by 34 CFR §300.170(b). The QARC also conducted

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a review and analysis of 1) the student’s Individualized Education Program (IEP) current at the time of the discipline actions; 2) discipline records and reports specific to the suspension and/or expulsion of the student; 3) functional behavior assessments; 4) manifestation determinations; and 5) the districts discipline policy. No findings of noncompliance were made based on these reviews.

If noncompliance had been identified during the review of policies, procedures and practices, the SDE would have required the district to revise its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, pursuant to 34 CFR §300.170(b). Idaho verifies correction of noncompliance consistent with OSEP Memo 09-02.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2012**

For thirteen 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.

**Discussion of Improvement Activities Completed that occurred in FFY 2012:**

2012	Provide multiple years of PBIS technical assistance.	Sept. 2012 – June 2013	Eleven trainings took place between September 2012 and June 2013. Webinars were also offered by the SDE and Idaho Training Clearinghouse.
2012	Continue funding the PBIS project	July 2012- June 2013	Funding was provided for FY 2012
2012	Multi-year Supports – Year 3: District team and first cohort of school teams • Tier 3 trainings: systems, data, and practices • TA for coaches w/ second & third cohort of school teams • District tier 3 infrastructure	Sept. 2012- June 2013	Seven trainings took place between September 2012 and June 2013.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Provide multiple years of PBIS technical assistance.	Sept. 2013 – June 2014	Part B funds PBIS personnel	PBIS has a proven track record of decreasing

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			Regional Consultants	discipline referrals and actions
2013	Continue funding the PBIS project	July 2013- June 2014	SSOS PBIS staff VI-B funds	PBIS has a proven track record of decreasing discipline referrals and actions
2013	Multi-year Supports – Year 3: District team and first cohort of school teams • Tier 3 trainings: systems, data, and practices • TA for coaches w/ second & third cohort of school teams • District tier 3 infrastructure	Sept. 2013- June 2014	Part B funds PBIS personnel	PBIS has a proven track record of decreasing discipline referrals and actions
2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director Quality Assurance and Reporting Coordinator Part B Funds	Needed to prepare new APR/SPP for February 2015 submission

## Part B State Annual Performance Report (APR) for FFY 2012

### Overview of the State Performance Plan Development:

The collection of data regarding educational environments and location of special education services was developed with the input of Special Education Directors and the Special Education Advisory Panel in a series of statewide meetings conducted by the SDE's Quality Assurance and Reporting Coordinator.

**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.

### Targets and Actual Target Data for FFY 2012:

Educational Placement Data for FFY 2012	Education Environment	Special Education Setting Count <sup>1</sup> (a)	Special Education Child Count, ages 6-21 <sup>2</sup> (b)	Educational Placement Percent %=(a/b)*100
5A	Served inside the Regular Class >= 80% of the day	14366	23804	<b>60.4%</b>
5B	Served inside the Regular Class < 40% of the day	2717	23804	<b>11.4%</b>
5C	Served in Separate Facilities <sup>3</sup>	296	23804	<b>1.2%</b>

1. Special Education Setting Count is reported annually with the December 1 Special Education Child Count data collection and includes students with disabilities, ages 6-21.
2. Special Education Child Count is the annual December 1 Special Education Child Count data collection and includes students with disabilities, ages 6-21.
3. Separate Facilities include a count of students with disabilities, ages 6-21, served in public or private separate schools, residential placements, or homebound or hospital placements.

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<b>Year to Year Comparison</b>	<b>&gt;80% of day</b>	<b>&lt;40% of day</b>	<b>Separate</b>
<b>FFY</b>	<b>5.A.</b>	<b>5.B.:</b>	<b>5.C.</b>
2004	58.2%	9.0%	1.6%
2005	63.8%	8.0%	1.6%
2006	61.8%	8.7%	1.8%
2007	62.5%	9.4%	2.0%
2008	63.3%	9.3%	1.6%
2009	62.8%	9.4%	1.4%
2010	62.3%	10.8%	1.7%
2011	60.7%	11.3%	1.3%
2012	60.4%	11.4%	1.2%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

**Slippage on Indicator 5.A.:** Idaho’s LRE placement fell 0.3% for FFY 2012 compared to the previous year. The rigorous target of 64% was missed by 3.6%.

The slippage appears to be the result of identification of students with more significant learning needs particularly in the categories of Autism, Other Health Impairment, Emotional Disturbance, and Multiple Disabilities. Overall, the number of students, age 6 to 21, reported on Child Count increased from 23,484 to 23,804 students. Autism, Language Impairments, and Other Health Impairment are growing categories.

**Slippage on Indicator 5.B:** On Indicator 5.B, the State performance changed from 11.3% last year to 11.4% this year. The rigorous target of 7.9% was missed. The majority of students receiving services in the less than 40% time in regular environments consist of five categories: Cognitive Impairment, Autism, Multiple Disabilities, Emotional Disturbance, and Other Health Impaired. The increased identification of children with Autism and the unique needs these children have may explain the increase in this placement.

**Progress on Indicator 5.C:** On Indicator 5.C., the State increased in performance as the data moved from 1.3% last year to 1.2% this year. The, rigorous target of 1.5% was met.

Monitoring observations confirm that a wide variety of educational settings and services continue to be made available to meet students’ individual needs, as required by IDEA.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Improvement Activities Completed for FFY 2012:**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
2012	Provide annual training of district personnel about Child Count definitions and procedures to ensure that educational environment data are reported accurately.	November 2012 – June 2013	Published a data collection handbook. Quality Assurance and Reporting Coordinator conducted three webinars and made on site visits to 41 districts.
2012	Provide technical assistance to districts with the lowest LRE data	January 2013 – May 2013	The Quality Assurance and Reporting Coordinator made on site visits to 41 districts specific to LRE issues.
2012	Provide and disseminate resources on effective instructional strategies that increase performance in the general education classroom	Ongoing	The SDE conducted trainings and posted resources on its website in the areas of reading, math, response to intervention and positive behavior supports.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Provide technical assistance to districts with the lowest LRE data.	January 2014 – May 2014	Quality Assurance and Reporting Coordinator  Part-B funds	Practices leading to progress can be used as positive examples for low performing districts.
2013	Provide annual training of district personnel about Child Count definitions and procedures to ensure that educational environment data are reported accurately.	Fall 2014	Quality Assurance and Reporting Coordinator Funding And Accountability Coordinator Part-B funds	Training is required to assure completeness and accuracy of uploaded data. With a rebuilding of the data collection system, all districts will require training.
2013	Provide and disseminate resources on effective instructional strategies that increase performance in the general education classroom.	Ongoing	SDE Coordinators (RTI Coordinator collaborating with others)	Continuous training on effective reading, math, RTI and PBIS are requested by districts.
2013	Conduct focus groups with district and parent stakeholders	February 2014 –	Special Education Director	Needed to prepare new APR/SPP for

**Part B State Annual Performance Report (APR) for FFY 2012**

	to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements.	October 2014	Quality Assurance and Reporting Coordinator Part B Funds	February 2015 submission
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**Part B State Annual Performance Report (APR) for FFY 2012**

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

The collection of data regarding early childhood educational environments and location of special education services was developed during 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 Quality Assurance and Reporting Coordinator and Early Childhood and Interagency Coordinator.

**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.

**Target Data for FFY 2012 (2012-2013):**

- 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.

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.
<b>31.4%</b>	<b>49.8%</b>

## Part B State Annual Performance Report (APR) for FFY 2012

### Discussion of Baseline and Target 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 (FFY 2011 of 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 2012:

Educational Placement Data for FFY 2012	Education Environment	Special Education Setting Count <sup>1</sup> (a)	Special Education Child Count, ages 3-5 <sup>2</sup> (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	1367	3277	41.7%
6B	Attending a separate special education class, separate school or residential facility	1728	3277	52.7%

<sup>1</sup>Special Education Setting Count is reported annually with the Special Education Child Count data collection and includes students with disabilities, ages 3-5.

<sup>2</sup>Special Education Child Count is the annual Special Education Child Count data collection and includes students with disabilities, ages 3-5.

The data reported on the APR matches data reported on the EdFacts 618 upload.

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>FFY</b>	<b>Measurable and Rigorous Target for 6A</b>	<b>Actual Performance</b>
2010	Not required this year.	Not required this year.
2011	30.4%	30.4%
2012	31.4%	41.7%

<b>FFY</b>	<b>Measurable and Rigorous Target for 6B</b>	<b>Actual Performance</b>
2010	Not required this year.	Not required this year.
2011	50.3%	50.3%
2012	49.8%	52.7%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

**Progress on Indicator 6A:** Idaho improved the attendance of students in regular early childhood programs and receiving the majority of special education and related services in the regular early childhood program from 30.4% in FFY 2011 to 41.7% in FFY 2012. There was a decrease of students served in early childhood programs from 3,379 in FFY 2011 to 3,277 in FFY 2012.

**Slippage on Indicator 6B:** The number of students attending a separate special education class, separate school or residential facility increased from 50.3% in FFY 2011 to 52.7% in FFY 2012. This may be attributed to more students attending formal programs compared to the total number of students receiving services at home and at service provider locations. There was a decrease of students served in early childhood programs from 3,379 in FFY 2011 to 3,277 in FFY 2012.

Discussion of Improvement Activities completed for FY 2012

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
2012	Collaborate with Head Start to provide additional LRE options	January 2013 – December 2013	Early Childhood Coordinator met with Head Start programs across the state to discuss LRE options.

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2012	Provide training on reporting EC LRE data	Ongoing	Quality Assurance and Reporting Coordinator provided webinar trainings and made onsite visits to 41 districts between January 2013 and May 2013.  Early Childhood Coordinator provided seven trainings across the state.
2012	Collect data regarding barriers to placement in regular early childhood programs	April 2013 – November 2013	Initial data sets were collected and shared with early childhood programs.
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 visited 41 districts between January 2013 and May 2013.  Early Childhood Coordinator met with stakeholders six times between September 2013 and December 2013.
2012	Provide data to the Idaho State School Board	October 2013	The APR was provided to the Idaho State School Board.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>2013</b>	Continue to collaborate with Head Start to provide additional LRE options.	January 2014 – December 2014	Quality Assurance and Reporting Coordinator  Early Childhood Coordinator  Part B Funds	Students with and without disabilities benefit from more inclusive environments with increased social skills seen in all children.

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<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>2013</b>	Provide training on reporting EC LRE data	Ongoing	Quality Assurance and Reporting Coordinator Early Childhood Coordinator Part B Funds	Accurate and timely data will contribute to appropriate decision making by stakeholders.
<b>2013</b>	Collect data regarding barriers to placement in regular early childhood programs	April 2014 – November 2014	Quality Assurance and Reporting Coordinator Early Childhood Coordinator Part B Funds	Accurate and timely data will contribute to appropriate decision making by stakeholders.
<b>2013</b>	Work with stakeholders to identify solutions to barriers to placement in regular early childhood programs	April 2014 – October 2014	Quality Assurance and Reporting Coordinator Early Childhood Coordinator Part B Funds	All stakeholders have insights into the problem issues facing inclusionary practices and can offer “doable” solutions.
<b>2013</b>	Provide data to the Idaho State School Board	October 2014	Quality Assurance and Reporting Coordinator Early Childhood Coordinator Part B Funds	Providing findings to policy makers may increase the stakeholder pool and lead to guidelines, policies, and legislation to increase preschool options for all children.
<b>2013</b>	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director Quality Assurance and Reporting Coordinator Part B Funds	Needed to prepare new APR/SPP for February 2015 submission

## Part B State Annual Performance Report (APR) for FFY 2012

### Overview of the State Performance Plan Development:

The collection of data regarding preschool outcomes was developed 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 Quality Assurance and Reporting Coordinator and Early Childhood and Interagency Coordinator.

### 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 =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning, but not sufficient to move nearer to functioning, comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers, but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers, but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

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

**Summary Statement 1:** Of those preschool children who entered or exited 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) plus (b) plus (c) plus (d) plus (e)] times 100.

**Target Data and Actual Target Data for FFY 2012:**

Summary Statements	Targets FFY 2012 (% of children)	Actual FFY 2012 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>		
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	<b>93.5%</b>	89.4% Target Not Met
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	<b>57%</b>	59.4% Target Met
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>		
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	<b>93.2%</b>	90.0% Target Not Met
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	<b>52.3%</b>	50.5% Target Not Met
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
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	<b>91.2%</b>	88.4% Target Not Met

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2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	<b>67.8%</b>	68.4% Target Met
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**Progress Data for Preschool Children FFY 2012:**

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	7	0.8%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	74	8.1%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	289	31.7%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	397	43.5%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	145	15.9%
<b>Total</b>	<b>912</b>	<b>100%</b>
<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	10	1.1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	74	8.1%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	367	40.2%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	388	42.5%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	73	8.0%
<b>Total</b>	<b>912</b>	<b>100%</b>
<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	5	0.5%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	75	8.2%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	208	22.8%

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d. Percent of children who improved functioning to reach a level comparable to same-aged peers	404	44.3%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	220	24.1%
<b>Total</b>	<b>912</b>	<b>100%</b>

**Explanation of Progress or Slippage that occurred for FFY 2012:**

Slippage was seen in five of six outcomes. Targets for A1, B1, and B2 were not met.

Improvements were seen in Outcomes A2, and C2. Targets for these Outcomes were met.

Although the data do not show progress on five of the six outcomes, the SDE believes that the data are becoming more complete as educators are increasing their use of the assessment tools at increasingly more regular intervals. Promising are the increases in children who entered below or the level of same-age peer levels and increased skills to that of age expectations as indicated in A2.

<b>Progress or Slippage</b>	<b>FFY 2011</b>	<b>FFY 2012</b>	<b>Change (FFY 2011 to FFY 2012)</b>	<b>Met SPP Target?</b>
A1: Social-emotional skills	91.4%	89.4%	2.0% Slippage	No
A2: Age appropriate	58.4%	59.4%	1.0% Progress	Yes
B1: Communication & literacy skills	90.9%	90.0%	0.9% Slippage	No
B2: Age appropriate	53.4%	50.5%	2.9% Slippage	No
C1: Behavior skills	91.1%	88.4%	2.7% Slippage	No
C2: Age appropriate	69.4%	68.4%	1% Slippage	Yes

All Districts with students enrolled in preschool programs for at least six months prior to exiting, were required to report ECO data. The number of students reported for FFY 2012 (912) decreased by 46 students from FFY 2011 (958).

**Criteria for defining “comparable to same-aged peers”**

Idaho uses the ECO Child Outcomes Summary Form (COSF-R). “Comparable to same-aged peers” is defined as a child who has been assigned a score of 6 or 7 on the COSF-R. Data used to determine the COSF-R rating is gathered from an anchor assessment along with a parent interview and child observation. The anchor assessment must be selected from the following list:

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- Assessment, Evaluation, and Programming System for Infants and Children (AEPS)
- Battelle Developmental Inventory-II
- Bayley Scales of Infant and Toddler Development, Third Edition (Bayley-III)
- Brigance Diagnostic Inventory of Early Development-Revised
- Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN)
- Creative Curriculum Developmental Continuum Assessment ToolKit (Creative Curriculum for Preschool, 3<sup>rd</sup> Edition)
- Hawaii Early Learning Profile (HELP)
- High Scope (COR) Infant and Toddler
- High Scope (COR)Preschool Crosswalk
- Ounce
- Working Sampling System (WSS)

**Additional Information Required by the OSEP APR Response Table for this Indicator:**

Statement from the Response Table	State's Response
<p>INDICATOR 7: The State recalculated its FFY 2008 baseline data and its actual target data from FFY 2009 and FFY 2010 due to a calculation error. OSEP accepts the revised FFY 2008 baseline data.</p> <p><b>REQUIRED ACTIONS</b></p> <p>The State must report progress data and actual target data for FFY 2012 in the FFY 2012 APR.</p>	<p><b>The SDE has reported progress data and actual target data for FY 2012 above.</b></p>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

FFY	Activities	Timelines	Activity Status
2012	SDE reviewed ECO forms required from a percentage of EC teachers and provides feedback.	March 2013	ECO forms and process were evaluated. EC teachers provided input on incorporating the ECO process into the IEP process.
2012	Aligned the eGuidelines to the ECOs	February 2013	Alignments completed and training provided by the Early Childhood Coordinator
2012	Reviewed and revised the Preschool Compliance Review	September 2013	Quality Assurance and Reporting Coordinator revised instructions and checklists for compliance review

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2012	Review data collections and calculations to assure accurate reporting.	July 2013 to December 2013	Calculations were computed by two SDE staff and compared. Identical results were achieved.
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013**

FFY	Improvement Activities	Timelines	Resources	Justification
2013	Training on use of the eGuidelines to the ECOs	August 2013 – December 2013	EC Coordinator Part B funds	The Idaho Early Learning eGuidelines are a resource designed to assist in guiding children’s development and learning.
2013	SDE reviews ECO forms required from a percentage of EC teachers and provides feedback	February, March and April 2014	EC Coordinator SDE staff Regional Coordinators Part B funds	Implementing a quality assurance activity to assure that ECO rating is reflective of the student. Developing a statewide process to embed ECO scores into IEP.
2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director Quality Assurance and Reporting Coordinator Part B Funds	Needed to prepare new APR/SPP for February 2015 submission

**Part B State Annual Performance Report (APR) for FFY 2012**

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

The collection of data regarding parental involvement was developed with the input of Special Education Directors, Early Childhood Coordinating Council and Special Education Advisory Panel in a series of statewide meeting conducted by the SDE’s Quality Assurance and Reporting Coordinator.

<b>Monitoring Priority: FAPE in the LRE</b>
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**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))

<b>Measurement:</b> 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.
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<b>Data Source:</b> Idaho uses sampling for data collection with the parent survey. The survey is completed by a stratified, representative sample of parents from each LEA in the State.
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<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2012</b>	<b>No target was set for 2012-13 because this is the first year of a new survey.</b>

**New Baseline for FFY 2012: 51.48%**

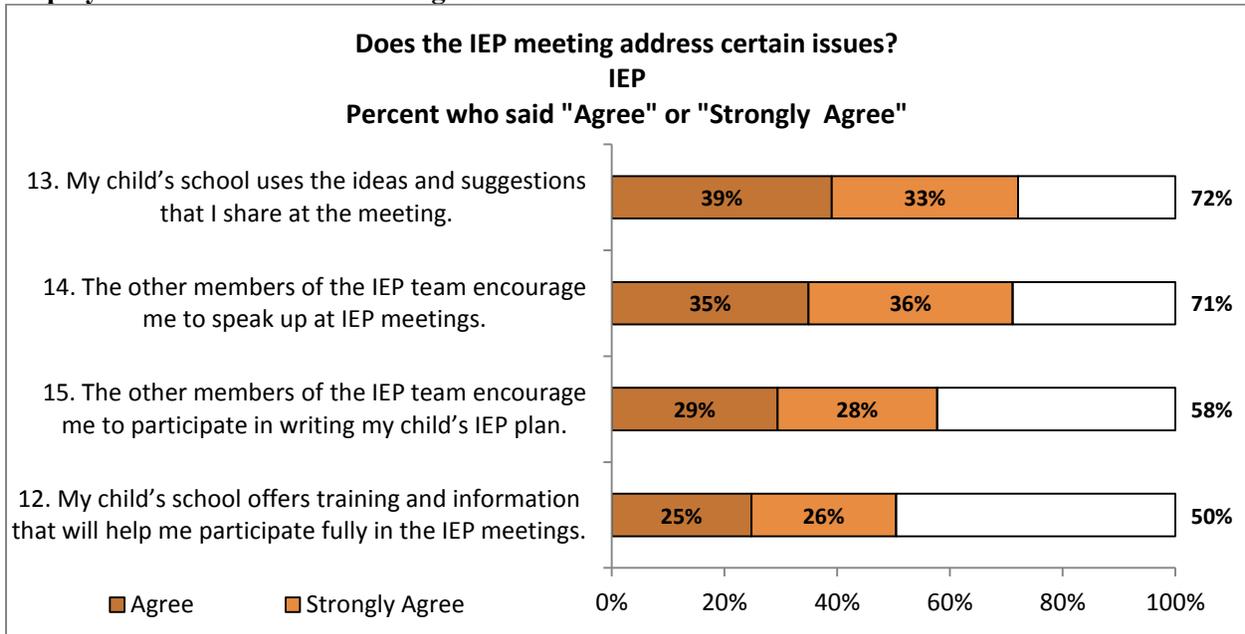
**Display 8-1: Percent of Parents Who Report that the School Facilitated Their Involvement**

	<b>FFY 2012</b>
Total number of parent respondents	495
Number who reported school facilitated their involvement	254
<b>Percentage who reported school facilitated their involvement</b>	<b>51.3%</b>

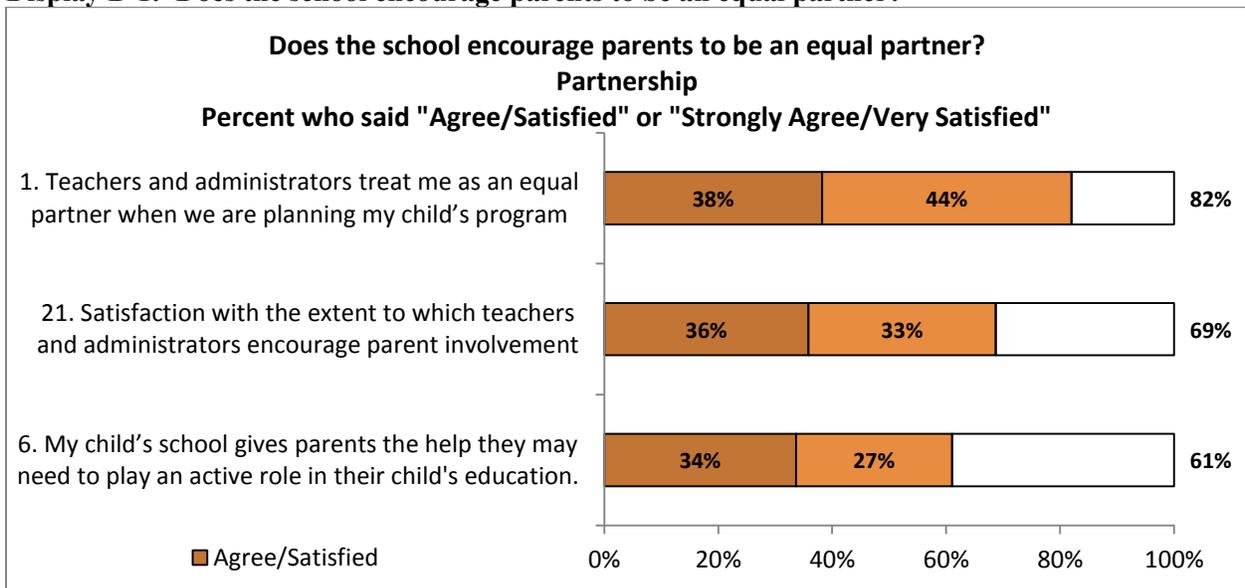
**Note: The FFY2012 represents a new survey and a new process for determining whether parents reported the school facilitated their involvement. This survey includes all student populations, ages 3 through 21.**

Part B State Annual Performance Report (APR) for FFY 2012

Display A-1: Does the IEP meeting address certain issues?

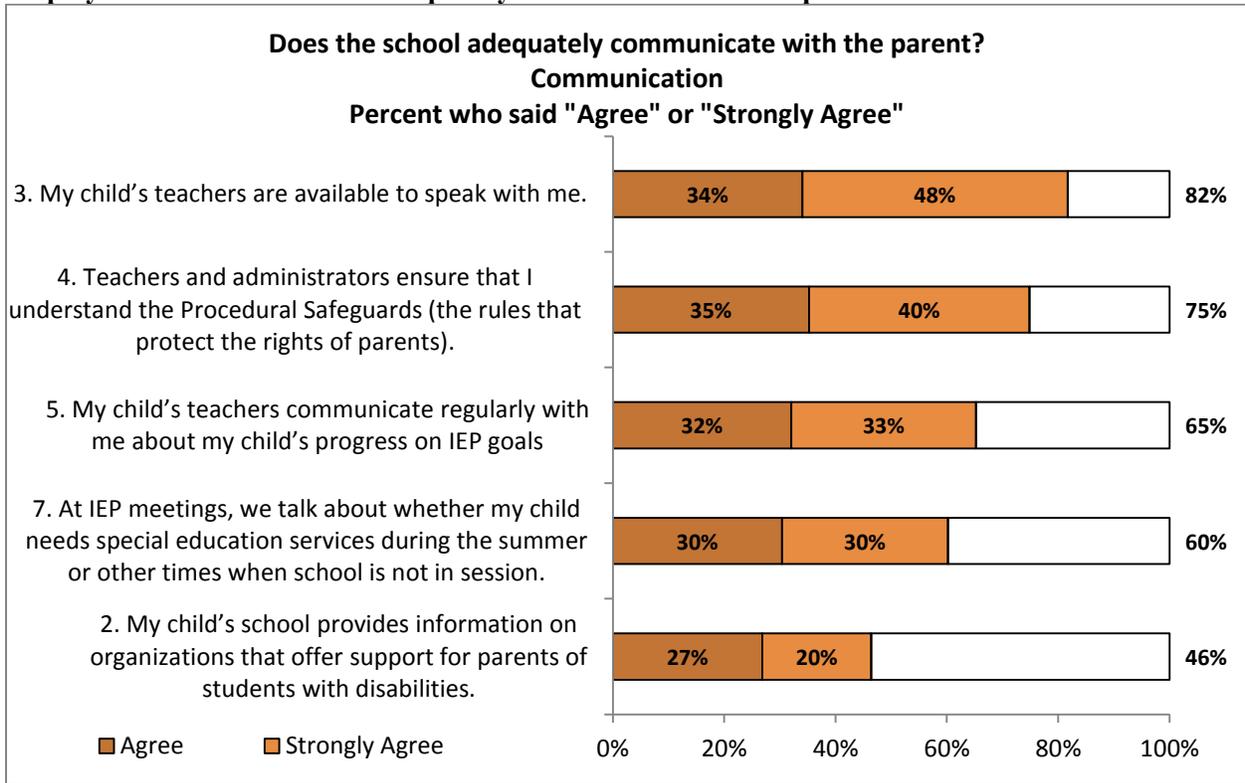


Display B-1: Does the school encourage parents to be an equal partner?

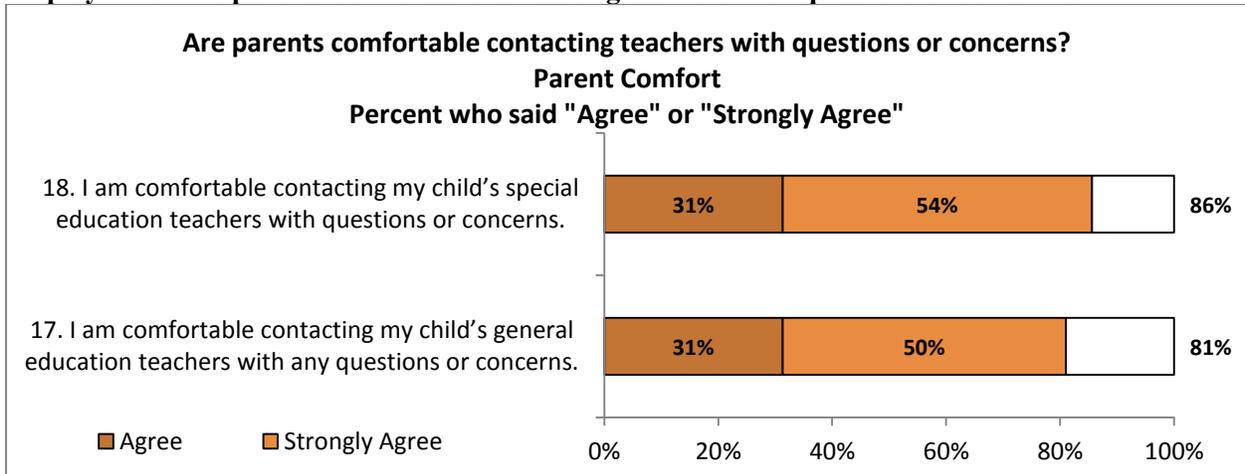


Part B State Annual Performance Report (APR) for FFY 2012

Display C-1: Does the school adequately communicate with the parent?

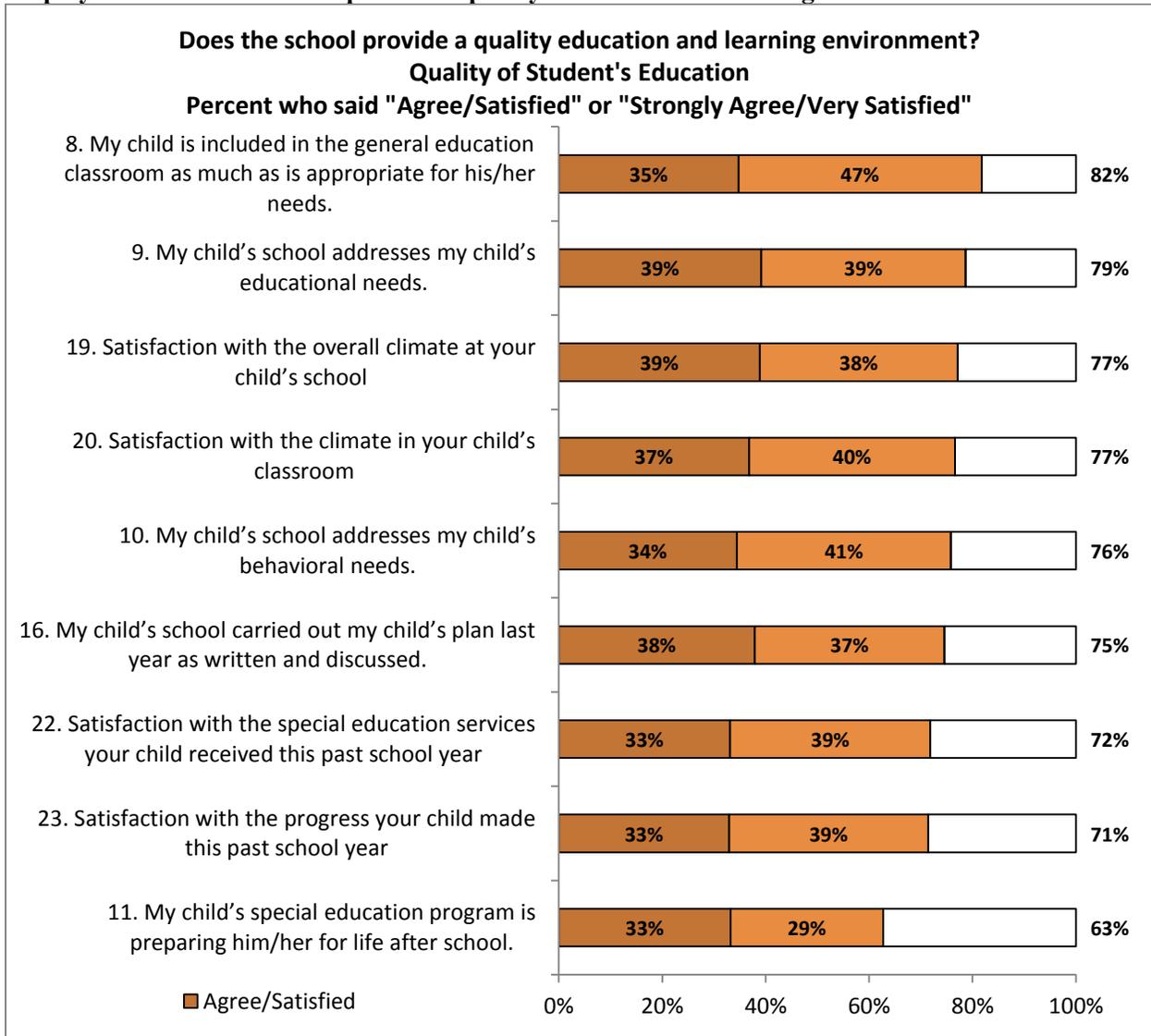


Display D-1: Are parents comfortable contacting teachers with questions or concerns?



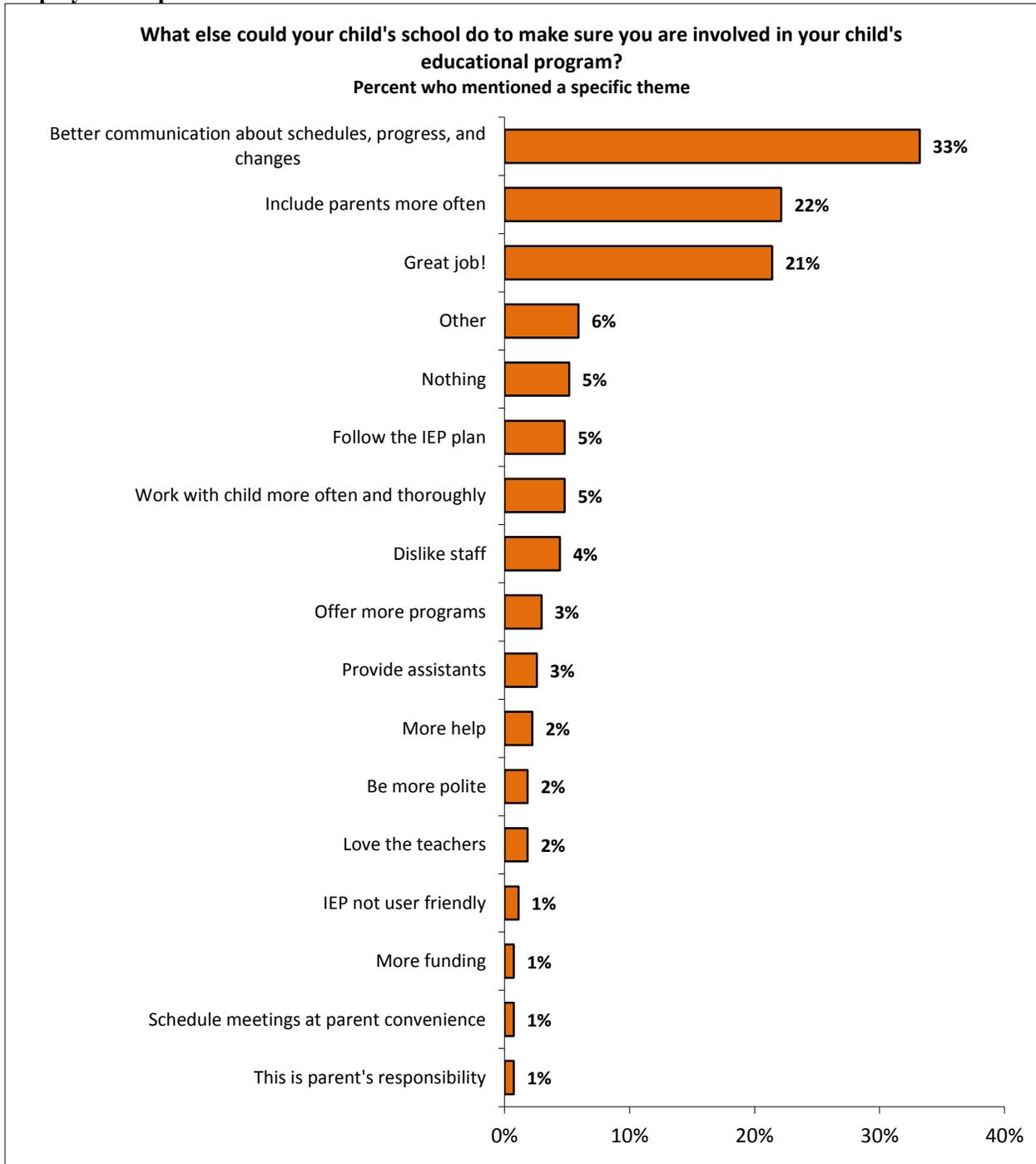
Part B State Annual Performance Report (APR) for FFY 2012

Display E-1: Does the school provide a quality education and learning environment?



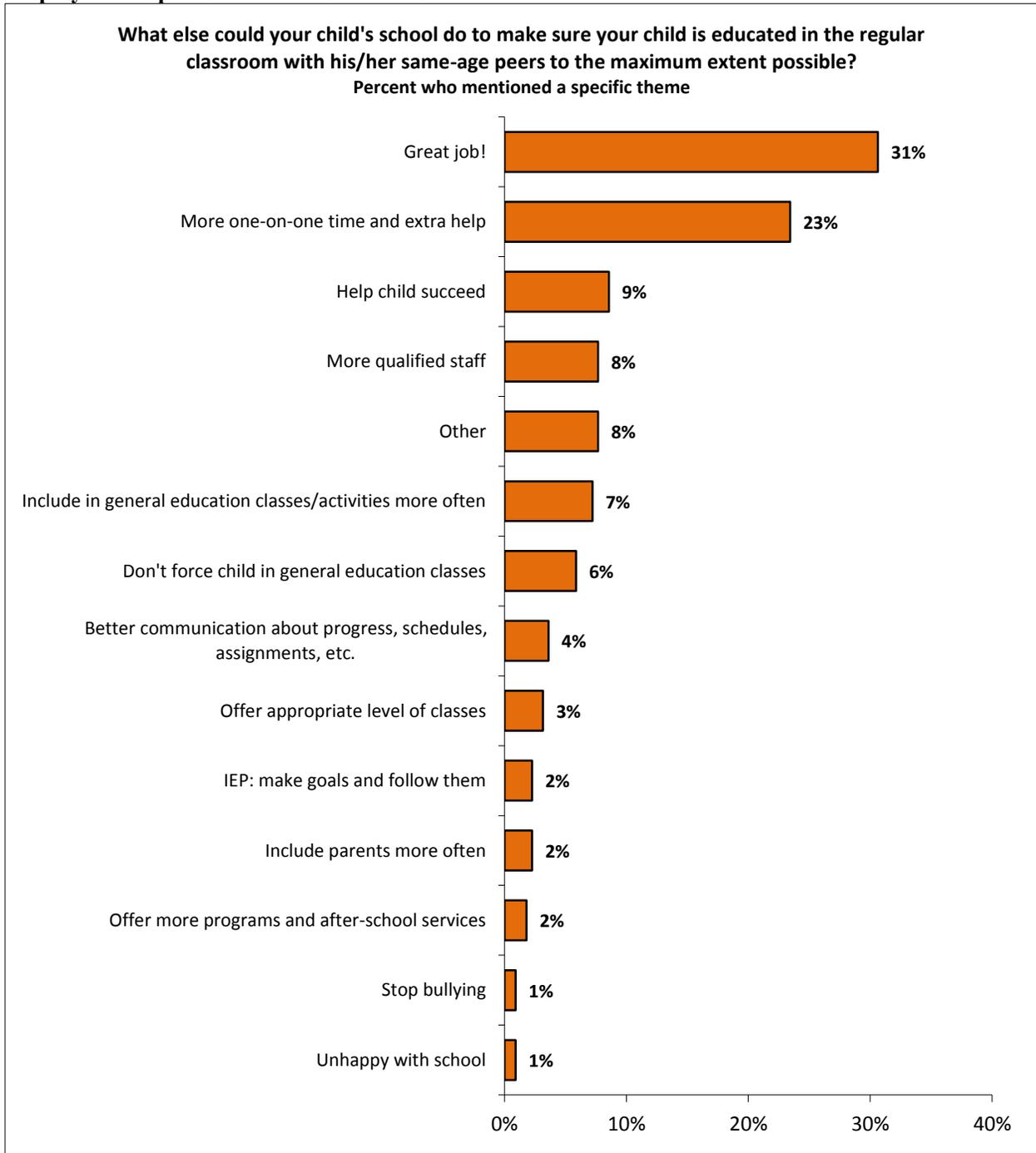
Part B State Annual Performance Report (APR) for FFY 2012

Display F-1: Open Comments



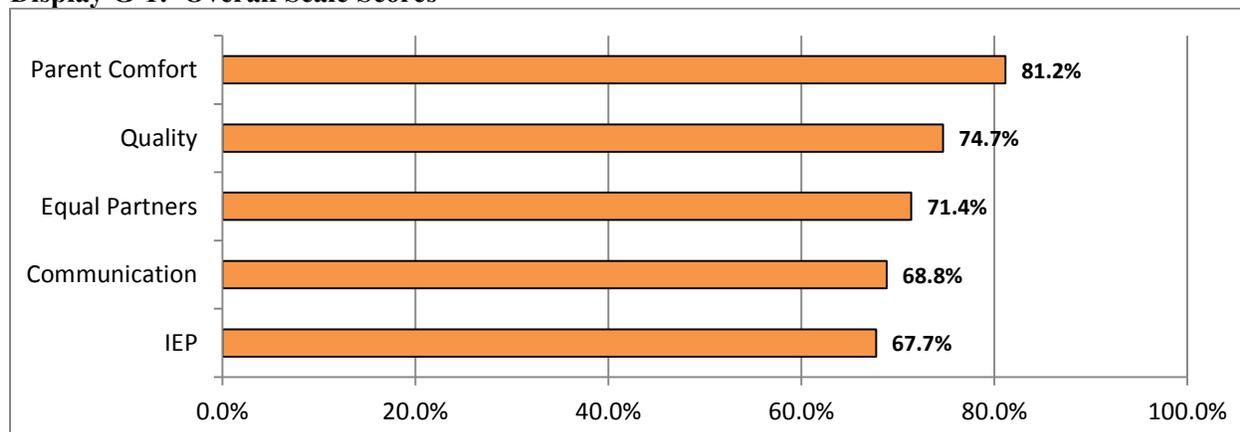
Part B State Annual Performance Report (APR) for FFY 2012

Display F-1: Open Comments Continued



## Part B State Annual Performance Report (APR) for FFY 2012

**Display G-1: Overall Scale Scores**



**Note: The FFY2012 represents a new survey and a new process for determining whether parents reported the school facilitated their involvement.**

### **Valid and Reliable Data:**

In FFY 2012, the survey was distributed to a stratified, representative sample of 3,664 parents of students with disabilities in 25 school districts in Year 1 of the OSEP approved sampling plan outlined in the SPP. A total of 495 surveys were returned for a response rate of 13.5%.

To arrive at the percent of parents who report that the school facilitated their involvement, a “percent of maximum” scoring procedure was used. Each survey respondent received a percent of maximum score based on their responses to all 23 items. A respondent who rated the school a “5” (Strongly Agree/Very Satisfied) on each of the 23 items received a 100% score; a respondent who rated the school a “1” (Strongly Disagree/Very Dissatisfied) on each of the 23 items received a 0% score. A respondent who rated the school a “4” (Agree) on each of the 23 items received a 75% score. A parent who has a percent of maximum score of 75% or above was identified as one who reported that the school facilitated his/her involvement. A 75% cut-score represents a parent who on average is positive to all 23 items.

The representativeness of the surveys was assessed by examining the response rates by districts. Parents from each district responded to the survey, with response rates by district ranging from 4-38%. Results were weighted by district to ensure that the parent survey results reflected the population of parents.

### **Establishment of New Baseline and Target:**

For FFY 2012, 51.3% of parents with a child receiving special education services reported that school facilitated their involvement as a means of improving services and results for children with disabilities.

FFY 2012 represents the first year that the new survey was used. This survey was developed to target the parent involvement issue but also to better serve school districts. A copy of this survey is included in the SPP. A stakeholder group was convened in September 2013 to discuss the results of the new survey, the cut-score setting, individual item results, and targets for upcoming years.

The survey and methodology for soliciting parental information are now the same for all students ages three through 21, and the State will report data for Indicator 8 using single percentage (rather than separate percentages for parents of school-age and preschool students).

**Part B State Annual Performance Report (APR) for FFY 2012**

In resetting the target, State sought and received stakeholder input from LEAs, parents and partner organizations. On September 23 and 24, 2013, SDE staff presented Indicator 8 data to the Idaho Special Education Advisory Panel (SEAP). Through this presentation, the SDE explained the survey items, survey methodology, and the need to revise the State’s FFY 2013 target based on these new data. Throughout the conversation, panel members asked questions, discussed possible numbers, and dialogued about the implications of their final recommendation. After careful consideration of stakeholder input, the SDE ultimately determined that a target of 51.48% was appropriate given the baseline figure.

**Discussion of Improvement Activities Completed In FFY 2012:**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
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. Idaho’s Special Education Advisory Panel and other community stakeholders will review this work.	Ongoing	The U.S. Department of Education’s “Restraint and Seclusion: A Resource Guide” has been uploaded to the Idaho Training Clearinghouse for LEA special education directors.  <b>Idaho Parents Unlimited has also distributed this U.S. Dept. of Education document to Idaho legislators, the Governor, and Superintendent of Public Education.</b>  <b>No action has been taken by the Idaho House or Senate.</b>
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 2012, assuming the state will approve the redrafted rule).	Fall 2013	The U.S. Department of Education’s “Restraint and Seclusion: A Resource Guide” has been uploaded to the Idaho Training Clearinghouse for LEA special education directors.
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.	Fall 2013	SESTA and PBIS continue to provide trainings across the state. The SDE is committed to the PBIS projects and has seen movement towards fewer behavioral referrals and behavioral actions (suspensions and expulsions) across all districts in the state.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013 [If applicable]:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	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. Idaho's Special Education Advisory Panel and other community stakeholders will review this work.	Ongoing	SDE Parent/Community Involvement Coordinator Community Stakeholders SDE Coordinated School Health Staff Part B Funds	Need to review current practices and procedures to better support children with disabilities with behavioral needs and establish proactive positive interventions
2013	Continue technical assistance to districts regarding restraint and seclusion policies. Encourage all districts to draft formal policies and procedures regarding restraint and seclusion of students.	Fall 2014	SDE Parent/Community Involvement Coordinator SDE Special Education Director Regional Coordinators	There continues to be a need for districts to have resources regarding restraint and seclusion in addition to access to training.
2013	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 2013 – Fall 2014	SDE Dispute Resolution Coordinator Parent/Community Involvement Coordinator Contractors / Mediators who already work with the SDE in IEP facilitation and mediation services	The goal is to equip all stakeholders with the skills needed to communicate effectively with the single goal to improve the education of children with disabilities.
2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director Quality Assurance and Reporting Coordinator Part B Funds	Needed to prepare new APR/SPP for February 2015 submission

## Part B State Annual Performance Report (APR) for FFY 2012

### Overview of the State Performance Plan Development:

The collection of data regarding disproportionate was developed with the input of Special Education Directors, Early Childhood Coordinating Council and Special Education Advisory Panel in a series of statewide meeting conducted by the SDE's Quality Assurance and Reporting Coordinator.

### Monitoring Priority: Disproportionate Representation

**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.

#### Data Source:

Data collected under IDEA section 618 (Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, As Amended) and the State's analysis to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

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

$$E = A + \text{Sqrt} [A * (100-A)/N]$$

*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.

#### Definition of Disproportionate Representation:

Overrepresentation is calculated on seven ethnic/racial categories for all districts. Overrepresentation is defined as greater than five (5) over 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 to ensure appropriate assessments have been selected, based on the student's English language proficiency. If standardized assessments are not appropriate, the SDE looks for a

## Part B State Annual Performance Report (APR) for FFY 2012

preponderance of evidence based on functional data collected to support eligibility for special education. The SDE also checks to see if the exclusionary factors have been adequately addressed. 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.

The number of districts analyzed was 150. No districts were found to have over-representation for FFY 2012 (using data from SY 2012-2013). More accurate reporting of race/ethnicity on district child counts and the ability to cross-reference and verify race/ethnicity with core data in the ISEE system accounts for the decrease in districts flagged as disproportionate.

FFY	Target	Actual Data for FFY 2011
2012	0%	0% (0/150)

### Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
<b>FFY 2012 (2012-2013)</b>	<b>150</b>	<b>0</b>	<b>0</b>	<b>0%</b>

### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The SDE examined data from 150 districts for all races and ethnicities in the district. Currently, the SDE uses the e-formula to determine the overrepresentation of each ethnic group compared to the distribution of those ethnic groups in the general education population. The percent of a particular ethnic group is compared to the maximum percentage value calculated using the e-formula. A district fails the e-formula test if the percent of an ethnicity in special education either exceeds the maximum value (five students) for that ethnicity. If the district exceeds the benchmark using the disparity test and the district is determined to have disproportionate representation using the e-formula (either over-represented), the district is identified as having disproportionate representation and further monitoring is conducted to determine if the disproportionate representation is the result of improper policies, practices, or procedures.

The E-Formula produces an acceptable error range that is larger when numbers are small, so no exclusions or minimum "N" size is necessary. Data has been analyzed for over-representation.

**Progress:** For the fourth year in a row, no districts were found to have disproportionate representation of racial and ethnic groups that was the result of inappropriate identification. As policies, practices, and procedures have improved, the overall state data is showing that every race or ethnic group is coming closer to matching statistical expectations. The implementation of the new SLD criteria has provided

**Part B State Annual Performance Report (APR) for FFY 2012**

structure that assists with sorting out difference from a disability and is resulting in students receiving the help they need without rushing to a special education referral process.

**Discussion of Improvement Activities Completed:**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
2012	Train the trainers to use the ELL/SpEd Toolkit and contract with trainers to train at least two times this year, with a focus on districts with overrepresentation of CLD students.	Fall 2012-Spring 2013	Training was coordinated and delivered through the Statewide System Support division.
2012	New SLD/CLD training in all regions of the State.	Fall 2012-Spring 2013	Training was coordinated and delivered through the Statewide System Support division.
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	The Statewide System of Support offers ongoing training and support to districts and schools. This office maintains an information and resource website ( <a href="http://www.sde.idaho.gov/site/rti/">http://www.sde.idaho.gov/site/rti/</a> ) that is updated on a regular basis.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Continue 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 overrepresentation of CLD students.	Fall 2013-Spring 2014	Part B Funds Title 2 Funds Contracted Trainers	Idaho demographics are changing with a larger representation of those who identify themselves as Hispanic and families with Spanish as the home language. Districts that have been historically “White” and/or English speaking are now seeing demographic changes. Trainings are needed to address continued needs but, also, emerging needs resulting from demographic changes across the state.
2013	Continue SLD/CLD training in all regions of the state	Fall 2013-Spring 2014	Part B Funds	Idaho demographics are changing with a larger representation of those who identify themselves as Hispanic and families with Spanish as the home

**Part B State Annual Performance Report (APR) for FFY 2012**

				language. Districts that have been historically “White” and/or English speaking are now seeing demographic changes. Trainings are needed to address continued needs but, also, emerging needs resulting from demographic changes across the state.
2013	Continue support for the RTI Initiative to build capacity of districts to screen students and provide early tiered interventions for those at risk	Fall 2013- Spring 2014	Part B Funds	RTI has an increasing research base as a successful process for early intervention and identification of students needing special education services and those needing other types of supports and services.
2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director  Quality Assurance and Reporting Coordinator  Part B Funds	Needed to prepare new APR/SPP for February 2015 submission

## Part B State Annual Performance Report (APR) for FFY 2012

### Overview of the State Performance Plan Development:

The collection of data regarding disproportionate was developed with the input of Special Education Directors, Early Childhood Coordinating Council and Special Education Advisory Panel in a series of statewide meeting conducted by the SDE's Quality Assurance and Reporting Coordinator.

### Monitoring Priority: Disproportionate Representation

**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 policies, practices, or procedures) divided by the (# of districts in the State)] times 100.

#### Data Source:

Data collected under IDEA section 618 (Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, As Amended) and the State's analysis to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

#### E-Formula applied to Indicator 10:

$$E = A + \text{Sqrt} [A * (100-A)/N]$$

*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:

Overrepresentation is calculated for all districts. Over-representation is defined as greater than five over 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 for every disability category.

#### 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

**Part B State Annual Performance Report (APR) for FFY 2012**

evaluated by the SDE to ensure appropriate assessments have been selected, based on the student’s English language proficiency. If standardized assessments are not appropriate, the SDE looks for a preponderance of evidence based on functional data collected to support eligibility for the special education disability category. The SDE also checks to see if the exclusionary factors have been adequately addressed. 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.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>	<b>Actual Target Data</b>
2012	0%	0%

**Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification**

<b>Year</b>	<b>Total Number of Districts</b>	<b>Number of Districts with Disproportionate Representation</b>	<b>Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification</b>	<b>Percent of Districts</b>
<b>FFY 2012 (2012-2013)</b>	<b>150</b>	<b>6</b>	<b>0</b>	<b>0.00%</b>

The SDE examined data for every disability in every district (150) for all races and ethnicities for overrepresentation. Six (6) districts were found to have overrepresentation as described in the definition. Of these, no district had disproportionate overrepresentation identified in a racial and ethnic group in specific disability categories as a result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a).

The SDE examined data from 150 districts for all races and ethnicities in the district. Currently, the SDE uses the e-formula to determine the overrepresentation of each ethnic group compared to the distribution of those ethnic groups in each disability category. The percent of a particular ethnic group is compared to the maximum percentage value calculated using the e-formula. A district fails the e-formula test if the percent of an ethnicity in specific disability category either exceeds the maximum value (five students) for that ethnicity. If the district exceeds the benchmark using the disparity test and the district is determined to have disproportionate representation using the e-formula (either over-represented), the district is identified as having disproportionate representation and further monitoring is conducted to determine if the disproportionate representation is the result of improper policies, practices, or procedures.

The E-Formula produces an acceptable error range that is larger when numbers are small, so no exclusions or minimum “N” size is necessary. Data has been analyzed for over-representation.

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<b>Districts with Representation that is Over Statistical Expectations</b> (Highlight indicates inappropriate identification)								
<b>DISTRICT</b>	<b>DISABILITY</b>	<b>NATIVE AMERICAN</b>	<b>ASIAN</b>	<b>BLACK</b>	<b>HISPANIC</b>	<b>TWO OR MORE</b>	<b>WHITE</b>	<b>PACIFIC ISLANDER</b>
A	Learning Disability				OVER			
A	Language Impairment				OVER			
B	Learning Disability				OVER			
C	Learning Disability				OVER			
D	Language Impairment				OVER			
E	Language Impairment				OVER			
E	Developmental Disability				OVER			
F	Speech Impairment				OVER			

**Progress for FFY 2012:**

Progress: No districts were found to have overrepresentation, due to inappropriate policies, practices, or procedures or as a result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a). The State improved from 2.26% in FFY 2008 to 0% in FFY 2009, 0% in 2010 0% in 2011 and currently 0% in 2012.

**Improvement Activities Completed:**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
2012	Expand the pool of SLD Peer Reviewers	September 2012	The pool of reviewers was doubled in SY 2012-2013 from 36 to 42.
2012	Continue SLD training statewide	September 2012 through May 2013	In addition to the April SLD peer review training, training in each region of the state was completed.
2012	Continue to support the SLD Learning Community site	September 2012	The site is continually updated and now has exemplars of SLD assessments/eligibilities posted.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Continue statewide training based on need or request using the ELL/SpEd Toolkit	Spring and Fall 2014	Part B Funds	Data demonstrates a need for additional training in regard to appropriately serving students with cultural or linguistic differences.
2013	Continue SLD training statewide	September 2014 through May 2014	Part B Funds	Data demonstrates a need for additional training in regard to appropriately serving students with cultural or linguistic differences.
2013	Continue to support the SLD Learning Community site	September 2014	Part B Funds	Data demonstrates a need for additional training in regard to appropriately serving students with cultural or linguistic differences.
2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director Quality Assurance and Reporting Coordinator Part B Funds	Needed to prepare new APR/SPP for February 2015 submission

**Part B State Annual Performance Report (APR) for FFY 2012**

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

The collection of data regarding child find was developed with the input of Special Education Directors, Early Childhood Coordinating Council and Special Education Advisory Panel in a series of statewide meetings conducted by the SDE's Quality Assurance and Reporting Coordinator.

<b>Monitoring Priority: Effective General Supervision Part B / Child Find</b>
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**Indicator 11:** Percent of children evaluated within 60 days of receiving parental consent for initial evaluation.

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

**Measurement:**

- a. Percent of children for whom parental consent to evaluate was received.
- b. Percent 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.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>	<b>Actual Performance</b>
2009	100%	98%
2010	100%	95%
2011	100%	95%
2012	100%	99.4%

**Method used to collect data:**

The state conducts an online census data collection. The data collection was developed with stakeholder input and training was conducted prior to the collection date. Technical assistance was available one-on-one during the reporting window. Data covers July 1, 2012 to June 30, 2013.

**Children Evaluated Within 60 Days:**

a. Number of children for whom parental consent to evaluate was received	<b>4317</b>
b. Number of children whose evaluations were completed within 60 days (or state-established timeline)	<b>4291</b>
Percent of children with parental consent to evaluate, who were evaluated within 60 days  (Percent = [(b) divided by (a)] times 100)	<b>99.4%</b>

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The range of days late varied from one day late for eleven eligibility determinations, due to scheduling issues an in-district transfer, and itinerant staff availability, to one that was 43 days late due to a student medical condition. Of those that exceeded the 60-day timeline, 88% were completed within one month and 100% were completed within two months.

*Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline and provide reasons for the delays*

<b>Number Late</b>	<b>Reason for Delay</b>	<b>Range of Days Late</b>
11	Scheduling difficulties	1-29
8	Additional assessment needed	1-16
2	Staffing issues	4-19
1	Extended medical issues	43
4	Other	3-17
<b>26</b>	<b>Total</b>	<b>1 - 43</b>

**Explanation of Progress or Slippage that occurred for FFY 2012:**

**Progress:** The state improved its performance from 95% in FFY 2011 to 99.4% in the current FFY. This is above the baseline of 91%; however, Idaho did miss the target of 100%. The number of districts with findings on this indicator decreased from 33 in FFY 2011 to 12 in FFY 2012. The districts also reduced the number of late initial eligibilities from 200 to 26.

**Correction of FFY 2011 Findings of Noncompliance:**

Level of compliance (actual target data) State reported for FFY 2011 for this indicator was 95%.

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	<b>33</b>
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>33</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Describe the specific actions that the state took to verify the correction of findings of noncompliance identified in FFY 2011:**

In FFY 2011, for Indicator 11, there were 33 findings of noncompliance identified through monitoring procedures and no dispute resolution findings of noncompliance.

All instances of noncompliance, found through the state’s on-site monitoring system, other monitoring procedures, review of data collected by the state, including compliance data collected through the state data system, and by the (SDE) Department, are entered into the Compliance Tracking Tool except for noncompliance found through the dispute resolution process. A separate database is used for tracking the correction and verification of dispute resolution findings. It is important to note, that all instances of noncompliance are found and verified as corrected at the individual student level and at the district level. This is done by verifying that each LEA with a non-compliance identified in FFY 2010 was correctly

**Part B State Annual Performance Report (APR) for FFY 2012**

implementing the specific regulatory requirements in 34 CFR §300.301(c)(1), consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02).

These findings are verified as corrected at the individual student level. All Indicator 11 data is entered at a student level. Notice, in writing, is then sent to each LEA that includes the citation of the statute or regulation, a description of the quantitative and/or qualitative data (including percentage levels of compliance) supporting the state’s conclusion that there is noncompliance with that statute or regulation, and the requirement that noncompliance is to be corrected as soon as possible, but in no case more than one year from identification, which is the date of written notification. The LEA and SDE collaborate to determine the root cause and design a plan for correction that may include, if needed, change to policies, practices, and/or procedures that contributed to, or resulted in noncompliance.

Following the implementation of the plan for correction, SDE staff conducts an on-site follow-up review to verify correction of the noncompliance consistent with 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 subject to a specific timeline includes verifying through file reviews that the LEA has provided the required action (i.e. evaluation, IEP and/or service), although late, unless the child is no longer within the jurisdiction of the LEA.

In addition, SDE staff reviewed subsequent data to verify that each LEA with noncompliance is correctly implementing the specific regulatory requirements including a check to see if the most recent time specific 60-day timelines are compliant. After verification has occurred, the SDE staff enters a statement indicating such within the Compliance Tracking Tool, which then sends the LEA, in written form, confirmation that noncompliance, has been verified as corrected. SDE’s method for verifying correction is consistent with guidance provided in OSEP Memorandum 09-02 and the September 3, 2008, Frequently Asked Questions Regarding Identification and Correction of Noncompliance.

**Discussion of Improvement Activities Completed for FFY 2012:**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
2012	Include this indicator in district determination decisions.	June 2013	All districts received determination letters in June 2013 with Indicator 11 included.
2012	Monitor initial evaluation timelines across monitoring activities both at the state level and the district level.  Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15.	Ongoing	Districts received monthly newsletters with reminders of timelines/due dates.  The SDE posted on its Special Education website due dates for both reports from districts and letters of compliance.  The SDE designed a new Compliance Tracking Tool that includes reminder notices within the tool.

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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	Child Find data are now uploaded through the SDE's ISEE platform. The IT department and Quality Assurance & Reporting Coordinator have worked with all districts in problem solving upload issues. The Quality Assurance & Reporting Coordinator conducted additional verification to assure accurate reporting.
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**Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013 (if applicable):**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Monitor initial evaluation timelines across monitoring activities both at the state level and the district level.  Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15.	Ongoing	Quality Assurance Coordinator Regional Coordinators VI-B funds	Assure timely correction of issues and improvement of systems to decrease noncompliance.
2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director  Quality Assurance and Reporting Coordinator  Part B Funds	Needed to prepare new APR/SPP for February 2015 submission.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Overview of the Annual Performance Report Development:**

Part C and Part B meet regularly to collaborate on improving the transition process. Materials are being jointly developed and joint training will be provided staff by each agency. The Special Education Advisory Panel is updated throughout the year, with input solicited.

**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 birthday.

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

**Measurement:**

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

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.

$$\text{Percent} = [(c) \text{ divided by } (a - b - d - e)] \text{ times } 100.$$

FFY	Measurable and Rigorous Target	Actual Target Data for FFY 2012
2012	100%	100%

**Actual State Data (Numbers)**

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	704
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	54
c. Number of those found eligible who have an IEP developed and implemented by their third birthday.	632
d. Number of children for who parent refusals to provide consent caused delays in	11

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evaluation or initial services.	
e. Number of children who were referred to Part C less than 90 days before their third birthday.	7
Number in a, but not in b, c, d, or e.	0
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 birthday. Percent = [(c) / (a-b-d-e)] * 100	100%

**Explanation of Progress or Slippage that occurred for FFY 2012:**

Progress: Results for Indicator 12 improved from 98% in FFY 2011 to 100% in FFY 2012. Timely transitions include eligibility and, if the child is found eligible, an IEP written and implemented by the child's third birthday.

**Correction of FFY 2011 Findings of Noncompliance:**

Level of compliance (actual target data) State reported for FFY 2011 for this indicator is 98%.

1. Number of findings of noncompliance the State made during FFY 2011	4
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	4
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

**Verification of Correction:**

In FFY 2011, for Indicator 12, there were 4 findings of noncompliance from nine LEAs identified through monitoring procedures and no dispute resolution findings of noncompliance. By reviewing data from all 4 LEAs the SDE verified all individual instances of noncompliance were corrected within one year. That is, an IEP was developed and implemented, although late, for any child for whom implementation of the IEP was not timely, unless the child was no longer with the jurisdiction.

Consistent with OSEP memorandum 09-02, all instances of noncompliance, found through the State's on-site monitoring system, other monitoring procedures, review of data collected by the State, including compliance data collected through the State data system, and by the Department are entered into the Compliance Tracking Tool, except for noncompliance found through the dispute resolution process.

These findings are verified as corrected at the individual student level. All Indicator 12 data is entered into the Compliance Tracking Tool at a student level. Notice in writing is then sent to each LEA that includes the citation of the statute or regulation, a description of the quantitative and/or qualitative data (including percentage levels of compliance) supporting the State's conclusion that there is noncompliance with that statute or regulation, and the requirement that noncompliance is to be corrected as soon as possible, but in no case more than one year from identification, which is the date of written notification. The LEA and SDE collaborate to determine the root cause and design a plan for correction that may include, if needed, change to policies, practices, and/or procedures that contributed to or resulted in noncompliance.

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Following the implementation of the plan for correction, SDE staff conducts an on-site follow-up review to verify correction of the noncompliance consistent with 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 subject to a specific timeline includes verifying through file reviews that the LEA has provided the required action (i.e. evaluation, IEP and/or service), although late, unless the child is no longer within the jurisdiction of the LEA.

In addition, SDE staff reviewed subsequent data to verify that each LEA correctly implementing the specific regulatory requirements including a check to see that an IEP was developed and implemented by the child's third birthday. After verification occurred, the SDE staff entered a statement indicating such, within the Compliance Tracking Tool, which was then sent to the LEA, in written form, confirming that noncompliance, had been verified as corrected. SDE's method for verifying correction is consistent with guidance provided in OSEP Memorandum 09-02 and the September 3, 2008 Frequently Asked Questions Regarding Identification and Correction of Noncompliance.

### Discussion of Improvement Activities Completed in FFY 2012:

FFY	Activities	Timelines	Activity Status
2012	Conduct onsite visits to assure correct implementation of the new Policy/Guidance, verified through file reviews.	May 2013 – December 2013	Conducted onsite monitoring visits to districts to assure both Prong II (individual) and Prong I (system) verification. Subsequent data examined and verified for Prong I.
2012	Provide an interagency collaborative training prior to school beginning to educate Head Start, ITP, and LEA preschool teachers on Interagency Agreements, best practice in collaborative teaming, transition procedures, and any policy changes from the previous year.	September 2012	The SDE facilitated meetings with Head Start, IT, and LEA to streamline transition procedures.
2012	Explore the feasibility of a data interface between Part C and Part B data systems to share transition data.	May 2013	Idaho was chosen to participate in the DaSy data planning group. Part C and Part B personnel have participated in all DaSy national and state activities.
2012	Implement use of protocols to ensure appropriate policies and procedures are implemented in the LEAs and provide technical assistance as needed.	May 2013	New protocols were implemented and tracked on a monthly basis. Monthly reports were provided to each LEA.

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**Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2013:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Continue use of protocols to ensure appropriate policies and procedures are implemented in the LEAs and provide technical assistance as needed.	Ongoing throughout SY 2013-2014	Part C and B personnel Regional Coordinators Part B Funds	Allows cross verification of district reports and provides immediate data checks for transition activities.
2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director Quality Assurance and Reporting Coordinator Part B Funds	Needed to prepare new APR/SPP for February 2015 submission

## Part B State Annual Performance Report (APR) for FFY 2012

### Overview of the Annual Performance Report Development:

The collection of data regarding parental involvement was developed with the input of Special Education Directors and Special Education Advisory Panel in a series of statewide meeting conducted by the SDE's Quality Assurance and Reporting Coordinator and Secondary Special Educator Coordinator.

### 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.

$$(56/248) 100 = 22.6\%$$

### The Process for Selecting LEAs for Monitoring:

In accordance with OSEP's March 9, 2012, Continuous Improvement Visit (CIV) letter, changes were made in the SDE's monitoring requirements and verification of correction of noncompliance. The most significant change in the SDE's monitoring activity is the move from a five year cycle of general supervision file reviews in which approximately 4/5 of districts were involved in the monitoring activity to a single file review activity in which all districts are required to participate on a yearly basis. All districts are monitored by the SDE annually.

For the 2013 General Supervision File Review process, all districts provided secondary files for review. In a departure from previous years, only SDE staff reviewed the files. No district conducted a "self-evaluation" as in previous years. The SDE reviewed 827 files in total, 248 (30% of all files reviewed) of which were secondary files.

**General Supervision File Review Checklists:** The function of the file review is many-fold. It is a compliance monitoring tool, a tool for gathering data, and a learning tool. As a representation of the special education process, the information that is gained from the review of the special education student

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files is directly tied to the efforts districts make in improving services and programs for students with disabilities. Although a file review may be seen as a checklist of items not related to services, our efforts have been put towards establishing methods for looking at the process as a system and on an individual basis which provides data in which a root cause analysis is conducted. Checklists can be viewed on the Idaho Training Clearinghouse website (<http://idahotc.com/continuous-improvement-monitoring-system/Home.aspx>) under documents.

The Secondary File Review, General File Review, and Preschool File Review will be completed on students who are part of a student list from the Idaho State Department of Education and available on the SDE Secure Server in September. This list is developed through a random sample that is stratified. The data gathered during these file reviews will be entered into the Compliance Tracking Tool student-by-student and a percentage is calculated on each item for the district to, again, enable them to analyze systems level issues as well. All districts will receive written notification of noncompliance within 90 days of discovery.

**General Supervision File Review Checklists:** The districts receive a randomized stratified list of students in February. They are to send to the SDE copies of the IEPs and Eligibility Reports so these files can be reviewed by teams. The teams include the LEA directors who are in Year 5 of Continuous Improvement Monitoring System (CIMS), and regional and central office staff. The files are reviewed and entered into a database called the Compliance Tracking Tool.

**Actual Target Data for FFY 2012:**

<b>FFY</b>	<b>Measurable and Rigorous Target</b>	
<b>2012</b>	<b>100%</b>	
<b>Number of IEPs Reviewed</b>	<b>Number of IEPs Compliant</b>	<b>Percent of IEPs Compliant</b>
<b>248</b>	<b>56</b>	<b>22.6%</b>

**Districts with:**

<b>Year</b>	<b>Total number of youth aged 16 and above with an IEP</b>	<b>Total number of youth aged 16 and above with an IEP that meets the requirements</b>	<b>Percent of youth aged 16 and above with an IEP that meets the requirements</b>
<b>FFY 2010</b>	<b>300</b>	<b>109</b>	<b>36%</b>
<b>FFY 2011</b>	<b>421</b>	<b>133</b>	<b>32%</b>
<b>FFY 2012</b>	<b>248</b>	<b>56</b>	<b>22.6%</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2012:**

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Slippage: This year's data slipped to 22.6% compared to previous years' 32% of percent of youth aged 16 and above with an IEP that meets the requirements. The results did not meet the 100% target.

Although fewer numbers of files were reviewed, the review process was controlled, verified by a multi-tiered process of review, and, therefore more consistent. Based on a review of results from districts conducting self-evaluation monitoring (SAM), these districts were inconsistent in their evaluation of student files which resulted in inconsistent findings of non-compliance than findings on files reviewed in March by the SDE during Child Count Verification (now called General Supervision File Reviews). Still, more districts had difficulty demonstrating appropriate IEP development for secondary students. Trainings have been developed and delivered (see improvement activities below) to address deficit areas of transition planning and IEP development.

The SDE received the OSEP's Continuous Improvement Visit letter on March 9, 2012. Based on the findings, the SDE conducted monitoring of all districts and programs in the Fall of 2012 to establish systemic verification in accordance with OSEP Memo 09-02 for items identified as non-compliant in the 2009-2010 and 2010-2011 school years. Additional monitoring is being conducted to assure both individual correction and systemic compliance for items identified in the 2011-2012 school year monitoring activities.

### **Correcting and Verifying Correction of Noncompliance:**

Instances of noncompliance identified in Indicator 13 are found and verified as corrected at the individual student level and at the district level. This is done by verifying that each LEA with a non-compliance identified is correctly implementing the specific regulatory requirements in 34 CFR §300.320, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02).

The SDE verifies correction of all findings of noncompliance for Indicator 13 consistent with OSEP Memo 09-02.

- 1) The findings listed above account for all instances of noncompliance, including noncompliance identified through the Self-Assessment Monitoring (discontinued effective SY 2012-2013 and Child Count Verification (CCV). The SDE considers each individual instance of noncompliance, documented in the Compliance Tracking Tool (CTT) to be a finding of noncompliance.
- 2) Through required improvement activities and progress monitoring documented in the CTT, the SDE and LEA collaborate to identify the root cause(s) of the noncompliance and address those root causes. The Secondary Special Education Coordinator works with each LEA to identify trends in their data. LEAs participate in webinars addressing the specific requirements of each of the eight item based on the disaggregated data of the eight file review items contributing to Indicator 13 findings.
- 3) When needed, the SDE requires LEAs to change policies, procedures and/or practices that contributed to or resulted in noncompliance with the secondary transition and IEP requirements.
- 4) The SDE determines, by reviewing subsequent student files, updated data, and through progress monitoring by SDE central office staff and/or regional coordinators, that each LEA correctly implements the IDEA requirements at 34 CFR §§300.320(b) and 300.321(b) (i.e., achieved 100% compliance) and that any policies, procedures or practices that may have contributed to the noncompliance have been addressed. In addition, the SDE verifies correction of each individual instance of noncompliance.

The SDE requires districts to submit corrected IEPs where noncompliance was found. The SDE verifies correction in each IEP to ensure correction of each instance of noncompliance, unless the student was no longer within the jurisdiction of the LEA.

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In addition to verifying correction for each student whose IEP did not include the required components and evidence, the SDE also verifies correction by reviewing additional student files and district data that demonstrates that each district was correctly implementing 34 CFR §§300.320(b) and 300.321(b) (i.e., achieved 100% compliance). For review and verification of incidences occurring in SY 2011-2012, these data were collected through an Excel workbook and onsite review of student records to verify the data reported. For findings of noncompliance with Indicator 13, requirements for correction and verification of correction varied based on the level of noncompliance:

- A. For 0% to 99% compliance, the LEA was required to implement a plan of correction that included conducting a root cause analysis of the non-compliance, develop improvement strategies based on that analysis, conduct teacher/staff training on the specific standard that was out of compliance, identify policies and procedures (if any) contributing to noncompliance, and to submit subsequent data, collected following the implementation of the strategies that showed 100% compliance.
- B. If an LEA did not have new data (e.g., the SDE reviewed available files, found them to be compliant but was unable to fully assure systemic compliance because no additional Part B students are available for review) in the noncompliant category to provide as evidence for verification of correction at the end of the correction period, the SDE verified it had been corrected by reviewing and assuring proper policies, procedures and practices (specific regulatory requirements) were in place in the LEA.

**Correction of FFY 2011 Findings of Noncompliance:**

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)		<b>133</b>	
2. Number of FFY 2011 findings the State verified as meeting systemic compliance in accordance with 34 CFR §§300.320(b) and 300.321(b) and OSEP Memo 09-02		<b>133</b>	
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]		<b>0</b>	
FFY	Number of IEPs Reviewed	Number of IEPs Compliant	Percent of IEPs Compliant
2012	248	56	22.6%
2011	421	133	32%
2010	300	109	36%
2009	84	30	36%

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Although we need to improve our overall percentage for Indicator 13, 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 disaggregated data by each question. The four questions with the lowest percentages are measurable post school goals, age appropriate transition assessment, course of study, and student invitation. We will continue to provide statewide training, targeting these areas as well as all the components of Indicator 13 to move all of our percentages to our goal of 100% compliance on all IEPs.

### Discussion of Improvement Activities Completed for FFY 2012:

FFY	Activities	Timelines	Activity Status
2012	Training and technical assistance will be provided to LEAs on data collection and reporting process.	Summer/Fall 2013	The SDE Special Education Director and SDE Quality Assurance & Reporting Coordinator conducted three webinar meetings with district special education directors outlining new general supervision file review processes. The SDE needs to continue to provide training on the new reporting and data collection process.
2012	Data will be collected, analyzed and reported to the public.	March 2013	The SDE collected data in March 2012 during Child Count Verification and report that data to the public in the FFY 2013 APR and on the SDE website.
2012	Training and technical assistance will be provided to LEAs on the use of data in the self-evaluation and improvement activity development.	May 2013 to December 2013	Webinars and individual communications were provided to districts to complete identification, improvement activities, and progress monitoring within the Compliance Tracking Tool.
2012	Continue to enhance online resources through the Secondary Transition Learning Community	Completed update and addition of resources in December 2013	<p>All secondary training materials are posted on the Idaho Training Clearinghouse for additional downloads for those not able to attend the trainings.  <a href="http://idahotc.com/secondary-transition/Documents.asp">http://idahotc.com/secondary-transition/Documents.asp</a></p> <p>The SDE needs to develop additional resources for annual goal writing, specifically for organizational goals and resources for selecting appropriate transition assessments based on students' identified postsecondary goals.</p>

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<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
<b>2012</b>	Partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide online and traditional training formats.	December 2013	Revised and updated trainings. <a href="http://idahotc.com/secondary-transition/Home.aspx">http://idahotc.com/secondary-transition/Home.aspx</a>
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.	August 2013 – December 2013	Sixteen trainings were completed by the Secondary Special Education Consultant.
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.	August 2013 – December 2013	Sixteen trainings were completed by the Secondary Special Education Consultant.
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.	Ongoing	Modules are in development.  Sixteen face-to-face trainings were completed by the Secondary Special Education Consultant.
2012	To increase pre-service teacher compliance in writing compliant Indicator 13 IEPs, the SDE will collaborate with IHE faculty to use SDE developed materials when providing IEP writing instruction.	Not completed	Not Completed. Not all IHEs were included in discussions. This activity will be continued in FFY 2013.
<b>2012</b>	To increase teacher compliance in writing compliant Indicator 13 IEPs, the SDE will use disaggregated data from General Supervision File Review (formally called Child Count Verification) to provided targeted intensive professional development to districts/charters falling below 100% compliance.	May 2013	LEAs were provided with data via the Compliance Tracking Tool.  Sixteen face-to-face trainings were completed by the Secondary Special Education Consultant.

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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Data will be collected, analyzed and reported to the public.	Annually Fall	Secondary Special Education Coordinator Quality Assurance and Reporting Coordinator Part B funds	In order to meet IDEA 2004's regulations Subpart F § 300.600 State monitoring and enforcement the Idaho State Department of Education will monitor, analyze, and report Indicator 13 data to the public.
2013	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 Special Education Coordinator Quality Assurance and Reporting Coordinator Part B Funds	A core element of whole school reform is the comprehensive improvement plan, and an important feature of any comprehensive improvement plans is using data
2013	Continue to partner with the Idaho Training Clearinghouse to develop and support a Secondary Transition Learning Community to provide on-line and traditional training formats.	Ongoing	Secondary Special Education Coordinator  Part B funds	Providing educators in a large rural state multiple delivery methods for acquiring training on writing compliant secondary IEPs will increase the number of educators accessing content. SDE data has indicated that educators are utilizing both online and through traditional training formats for training on writing a secondary IEP that meets federal compliance requirements.
2013	Continue online and face-to-face training through the Secondary Transition Learning Community to offer mini-workshops on topics	Ongoing	Secondary Special Education Coordinator  Secondary Transition	SDE data has indicated that educators are assessing both online and face-to-face

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	related to the key indicators for secondary transition twice a year in eight locations around the state.		Interagency Coordinating Council Part B funds	training for training on writing a secondary IEP that meets federal compliance requirements. In order to target specific districts in writing compliant secondary IEPs, the SDE has broken this activity into one activity that focuses on online training and one face-to-face training.
2013	Continue to increase teacher compliance in conducting transition assessment with students; the SDE will develop and train on selecting appropriate transition assessments based on students' identified postsecondary goals.	November 2014	Secondary Special Education Coordinator NSTTAC  Part B Funds	Federal law requires "appropriate measurable postsecondary goals based upon age appropriate transition assessments" (§300.320[b][1]). NSTTAC states that "assessment is used to develop post-school goals, and related transition services and annual goals and objectives for the transition component of the IEP, to make instructional programming decisions, and to include information in the present level of performance related to a student's interests, preferences, and needs in the IEP." Teachers need to learn proper selection of assessment to develop compliant and meaningful IEPs.
2013	To improve teacher knowledge of evidence based practices in secondary	Summer 2014	Secondary Special Education Coordinator	Facilitates the ability to provide training and improve practice while limiting the

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	transition, the SDE will continue to develop strategies to improve teacher completion of the 5 online modules.		NSTTAC  Part B Funds	money spent by school districts. The retention rate is approximately 40% completion of all 5 modules. The SDE needs to increase the number of participants completing all five modules in order to increase teacher knowledge in evidence-based practices.
2013	Continued from 2012: To increase pre-service teacher compliance in writing compliant Indicator 13 IEPs, the SDE will collaborate with IHE faculty to use SDE developed materials when providing IEP writing instruction.	May 2014 – October 2014	Secondary Special Education Coordinator  Secondary Transition Interagency Council  Part B Funds	In order to provide a consistent message to pre-service teachers that are executed with fidelity, IHEs need to be provided with current state-approved materials and trainings that can be used during instruction.
2013	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.	February 2014 through December 2014	Quality Assurance and Reporting Coordinator  Secondary Special Education Coordinator  NSTTAC  Part B Funds	In order to increase Indicator 13 compliance, the SDE is following a similar process of SIG (School Improvement Grants). The process of targeting lowest-performing schools has had encouraging results. Secretary of Education Duncan remarked, “in roughly 60 percent of SIG schools, the percent of students who were proficient in math or reading went up in the first year of the program.” The SDE believes following the model of the SIG program will lead to

**Part B State Annual Performance Report (APR) for FFY 2012**

				similar results in secondary IEP compliance rates.
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**Part B State Annual Performance Report (APR) for FFY 2012**

**Overview of the Annual Performance Report Development:**

The collection of data regarding secondary transition outcomes was developed with the input of Special Education Directors and Special Education Advisory Panel in a series of statewide meeting conducted by the SDE’s Quality Assurance and Reporting Coordinator and Secondary Special Education Coordinator.

<b>Monitoring Priority: Effective General Supervision Part B / Effective Transition</b>
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**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))

<b>Measurement:</b>
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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.
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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.
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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.
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	<b>Measurable and Rigorous Target</b>		
<b>FFY</b>	<b>Measurement A</b>	<b>Measurement B</b>	<b>Measurement C</b>
<b>2012</b> (2012-13)	20.0%	33.0%	77.0%

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**Actual Target Data for FFY2012**

**Display 14-1: Number and Percent of Exiters Engaged in Employment and/or Education**

<b>Category</b>	<b>Number</b>	<b>Percent</b>
Interviewed Exiters	348	N/A
Measurement A: Percent of youth enrolled in higher education within one year of leaving high school;	79	22.7%
Measurement B: Measurement A plus percent of youth competitively employed within one year of leaving high school	155	44.5%
Measurement C: Measurement B plus percent of youth enrolled in any other type of post-secondary education/training or employed in any other type of employment	237	68.1%

**The target for 14A was met.**

**The target for 14B was met.**

**The target for 14C was not met.**

**Display 14-2: Number and Percent of Exiters in Each of Four Categories**

<b>Category</b>	<b>Number</b>	<b>Percent</b>
1. Enrolled in higher education as defined in Measurement A	79	22.7%
2. Engaged in Competitive employment as defined in Measurement B (but not in 1.)	76	21.8%
3. Enrolled in other postsecondary education or training as defined in Measurement C (but not in 1. or 2.)	46	13.2%
4. Engaged in some other employment as defined in Measurement C (but not in 1. or 2. or 3.)	36	10.3%
Not in any of the above four categories	111	31.9%
<b>Total</b>	<b>348</b>	<b>100.0%</b>

In May 2013 contact information was obtained on the 929 students with disabilities who exited Idaho schools in 2011-12. The 929 exiters represent all of the students with disabilities who exited in 2011-12 either by graduating with a diploma—met regular requirements, graduating with a diploma—met IEP requirements, receiving a diploma via IEP route, dropping out, or aging out. Interviewers attempted to reach all exiters on the phone in June and July 2013. A total of 324 exiters were successfully interviewed on the phone; the exiters who did not complete the phone interview were mailed a written questionnaire in July 2013; 24 exiters completed the written questionnaire. Thus, a total of 348 exiters completed the phone or written survey for a response rate of 37.5%.

## Part B State Annual Performance Report (APR) for FFY 2012

### Valid and Reliable Data

The response rates were analyzed by these demographic characteristics: gender, race/ethnicity, primary disability, and type of exiter. No significant differences existed in response rates by gender, race/ethnicity, or primary disability. Students who dropped out were significantly less likely to respond (18%) than students who graduated with a diploma–met regular requirements (41%), than students who received a diploma via the IEP route (67%).

Of those LEAs that had at least 10 exiters, the response rate by LEA varied from 9% to 73%, with 50% of the LEAs having a response rate between 22%-48%. The differences in response rates by districts and by demographic category were minor enough that the SDE is confident that these results are representative of the state.

The “success” rates were also analyzed by these demographic characteristics to determine if one group was more likely to have engaged in post-secondary education and/or post-secondary employment than another group.

- Students with a learning disability (79%) were significantly more likely to be enrolled in post-secondary education, competitively employed, or other type of education/employment (Measurement C) than students with a cognitive disability (49%).
- Students who graduated with a regular diploma-met regular requirements (77%) were significantly more likely to be enrolled in post-secondary education, competitively employed, or other type of education/employment (Measurement C) than students who graduated with a diploma-met IEP requirements (59%), than students who dropped out (35%), and then students who reached maximum age (20%).
- Female students (29%) were significantly more likely to be enrolled in post-secondary education (Measurement A) than male student (19%).

### Explanation of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:

Measurement A: Progress – the percentage of exiters enrolled in higher education is at its highest level (although the FFY 2012 rate of 22.7% is very similar to the 22.0% rate obtained in FFY 2010). The target of 20.0% was met.

Measurement B: Progress – the percentage of exiters enrolled in higher education or competitively employed is at its highest level; the FFY 2012 rate is 44.5%; this represents an increase of 7.5 percentage points over the FFY 2011 rate of 37.0%. The target of 33.0% was met.

Measurement C: Slippage – the percentage of exiters enrolled in higher education, competitively employed or engaged in other post-secondary education and employment opportunities is at its lowest level; the FFY 2012 rate is 68.1%; this represents a decrease of three percentage points the FFY 2011 rate was 71.1%. The target of 77.0% was not met.

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**Display 14.3 Results Over Time**

	<b>June 2010 2008-09 Exiters</b>	<b>June 2011 2009-10 Exiters</b>	<b>June 2012 2010-11 Exiters</b>	<b>June 2013 2011-12 Exiters</b>
<b><i>Number of Respondents</i></b>	<b>527</b>	<b>486</b>	<b>481</b>	<b>348</b>
Measurement A: Percent of youth enrolled in higher education within one year of leaving high school.	17.3%	22.0%	18.3%	22.7%
Measurement B: Measurement A plus percent of youth competitively employed within one year of leaving high school.	30.0%	41.4%	37.0%	44.5%
Measurement C: Measurement B plus percent of youth enrolled in any other type of post-secondary education/training or employed in any other type of employment.	70.6%	78.4%	71.1%	68.1%

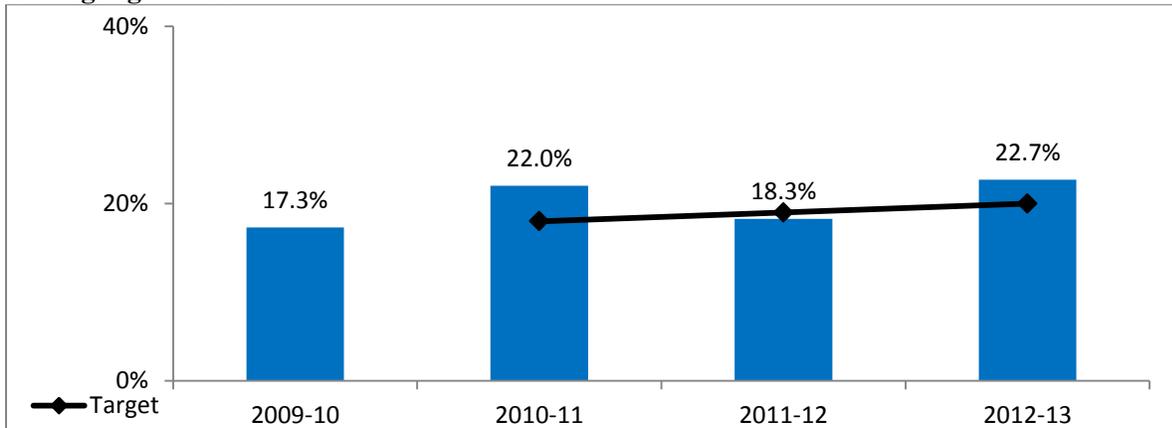
**Display 14.4 Response Rate**

	<b># in Sample</b>	<b># Interviewed</b>	<b>Response Rate</b>	<b>Measure A</b>	<b>Measure B</b>	<b>Measure C</b>
<b><i>All</i></b>	929	348	37.46%	22.70%	44.54%	68.10%
<b>Gender</b>						
Females	349	121	34.67%	28.93%	43.80%	61.98%
Males	580	227	39.14%	19.38%	44.93%	71.37%
<b>Ethnicity</b>						
Asian	6	3	50.00%	0.00%	33.33%	66.67%
Black	12	5	41.67%	20.00%	40.00%	60.00%
Hispanic	139	41	29.50%	19.51%	43.90%	65.85%
American Indian	24	3	12.50%	33.33%	33.33%	33.33%
Pacific Islander	1	1	100.00%	0.00%	0.00%	0.00%
Multi-Racial	9	2	22.22%	0.00%	0.00%	50.00%
White	738	293	39.70%	23.55%	45.39%	69.29%
<b>Primary Disability</b>						
01 Learning Disability	419	149	35.56%	24.16%	60.40%	79.19%
02 Cognitive Impairment	113	49	43.37%	8.16%	14.29%	48.98%
04 Speech Impairment	2	1	50.00%	100.00%	100.00%	100.00%
05 Language Impairment	40	13	32.50%	30.77%	38.46%	76.92%
06 Emotional Disturbance	55	16	29.09%	18.75%	31.25%	56.25%
07 Health Impairment	150	51	34.00%	31.37%	52.94%	70.59%
08 Orthopedic Impairment	8	3	37.50%	0.00%	0.00%	33.33%
09 Deaf	2	2	100.00%	0.00%	50.00%	100.00%

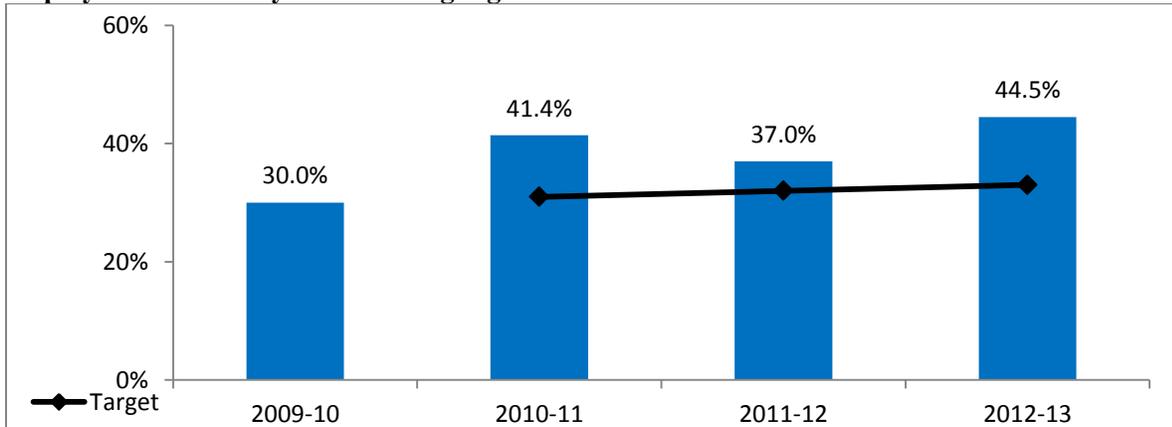
**Part B State Annual Performance Report (APR) for FFY 2012**

10 Hearing Impairment	7	2	28.57%	100.00%	100.00%	100.00%
11 Visual Impairment	10	5	50.00%	0.00%	0.00%	60.00%
13 Multiple Disabilities	29	10	34.49%	0.00%	0.00%	30.00%
15 Autism Spectrum Disorder	83	42	50.60%	26.19%	33.33%	57.14%
16 Traumatic Brain Injury	11	5	45.45%	40.00%	60.00%	80.00%

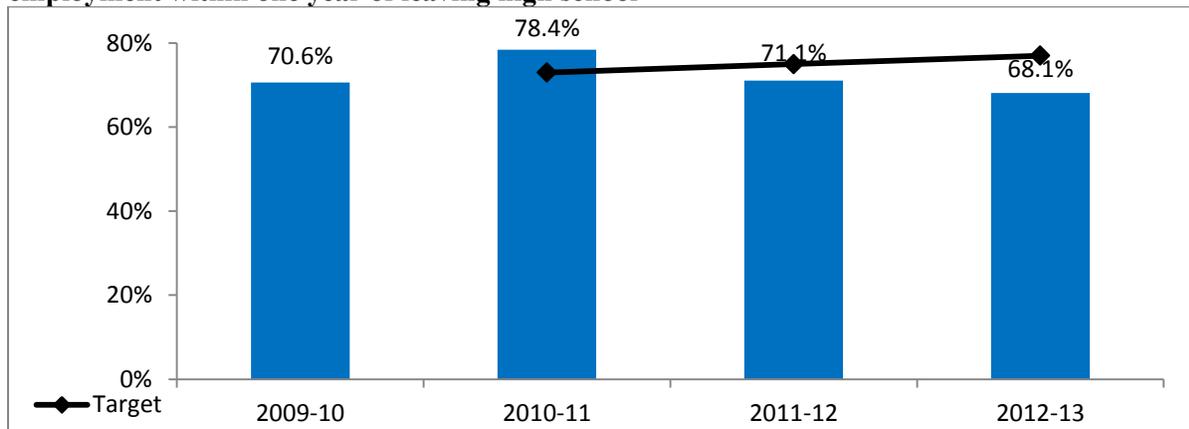
**Display 14.5: Indicator 14A: Percent of youth enrolled in higher education within one year of leaving high school**



**Display 14.6: Indicator 14B: Percent of youth enrolled in higher education or competitively employed within one year of leaving high school**



**Display 14.7: Indicator 14C: Percent of youth enrolled in higher education, competitively employed, or enrolled in any other type of post-secondary education or employed in any other type of employment within one year of leaving high school**



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012:**

Measure A: Progress – FFY 2012 actual data of 22.7% was an improvement over that of FFY 2011 by 4.4%. The Rigorous and Measurable Target of 19% was met.

Measure B: Slippage – FFY 2012 actual data of 44.5% was an improvement over that of FFY 2011 by 7.5%. The Rigorous and Measurable Target of 32% was met.

Measure C: Slippage – FFY 2012 actual data of 68.1% was lower than that of FFY 2011 by 3.0%. The Rigorous and Measurable Target of 75% was not met.

We attribute slippage, in part, to the following factors:

1. Youth unemployment in Idaho remains higher than the national average with over 20% of youth ages 16 to 24 unemployed. Employment in agriculture, Idaho largest employment sector, remains stagnate.  
(<http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/Y/youthandworkpolicyreport/idcountyyouthandwork.pdf>)
2. There is evidence of an increase in students remaining in or reenrolling in 18 to 21 year old programs

**Part B State Annual Performance Report (APR) for FFY 2012**

**Discussion of Improvement Activities Completed for FFY 2012:**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
2012	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.	Spring 2013	<p>Tools for Life number of attendees: 290 (64 educators, 134 students, 41 family members, 36 professionals, and 15 college mentors).</p> <p>Tools for Life had 19 conference sessions directed to families and students with disabilities about self-determination/self-advocacy.</p> <p>Tools for Life had 9 conference sessions directed to families and students with disabilities about assistive technology.</p> <p>Tools for Life had 10 conference sessions directed to families and students with disabilities about employment.</p> <p>Tools for Life had 6 conference sessions directed to families and students with disabilities about postsecondary education.</p> <p>73.1% of the participants felt the conference sessions were very helpful and another 24% said the conference sessions were helpful.</p> <p>The pre/post assessment showed that student learning increased from approximately 45% to 65% in knowledge of the Moving on Binder, 55% to 70% in knowledge on how Vocational Rehabilitation can help, 70% to 85% in how to advocate for oneself, 60% to 85% in the steps to get a job, and 55% to 65% in knowing what supports are available to students in college.</p>

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
<b>2012</b>	<p>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.</p>	<p>Spring 2013</p>	<p>4 IHEs participate in quarterly IICST (Idaho interagency Council on Secondary transition meetings with the SDE. The groups created a goal statement: to increase the number of young with disabilities who are actively engaged in postsecondary education, employment, and community activities. The group collected baseline data on numbers of young adults assessing adult services and postsecondary IHEs and collaborated on development of the Tools for Life conference.</p> <p>The SDE also meets 4 times a year with the disability service coordinators from all university and colleges around the state. This group has been working on a document that describes the differences between high school and college in regards to laws, documentation, self-advocacy, parent role, instruction, grades and tests, and includes some characteristics of successful college students vs. unsuccessful college students.</p>

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
2012	<p>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.</p>	Spring 2013	<p>Idaho Division of Vocational Rehabilitation (IDVR), the Idaho Commission for the Blind and Visual Impairments (ICBVI), and the State Department of Education (SDE) developed training and provided it in seven regions in the fall 2013.</p> <p>222 district staff (special education teachers, special education administrators, district administrators, and general education teachers) and vocational rehabilitation counselors attended the training.</p> <p>During the workshop, districts and VR counselors worked together to develop a plan of action for increasing the collaboration between schools districts and adult agencies. The plans created were collected by the SDE and IDVR and implementation of the action plans are being monitored by IDVR through the VR counselors.</p> <p>Assessment data on the workshop indicated that 95% of participates plan to use the workshop material in their work.</p> <p>IDVR and the SDE are tracking the number of referrals, open cases, and successful closes for transition age youth by school district to see if districts that attended the workshop had an increase in referral rate.</p> <p>The SDE also collaborated with the Blaine County School District and IDVR to develop an employment Self-Determination Curriculum that is being piloted in the Blaine County Schools. The curriculum has been made available to all school districts on the Idaho Training Clearinghouse.  <a href="http://idahotc.com/secondary-transition/Documents.aspx#2155306-self-determination-and-advocacy">http://idahotc.com/secondary-transition/Documents.aspx#2155306-self-determination-and-advocacy</a></p>

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
2012	<p>To increase the number of youth with specific learning disabilities (-4.1%) and females (-3.2%) who respond to the post-school outcome survey, the SDE will partner with TAESE (<i>Technical Assistance for Excellence in Special Education</i>) 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.</p>	<p>Summer 2013</p>	<p>In May 2013, contact information was obtained on the 929 students with disabilities who exited Idaho schools in 2011-12. These exiters represent all of the students with disabilities who exited in 2011-12 either by graduating with a diploma—met regular requirements, graduating with a diploma—met IEP requirements, dropping out, or aging out.</p> <p>In June and July 2013, professional phone interviewers attempted to call each of the 929 exiters and interview them about their post-secondary education and employment activities in the past year. A total of 324 exiters were successfully interviewed on the phone; the exiters who did not complete the phone interview were mailed a written questionnaire in July 2013; 24 exiters completed the written questionnaire. Thus, a total of 348 exiters completed the phone or written survey for a response rate of 37.5%.</p> <p>The response rates were analyzed by the demographic characteristics of gender, race/ethnicity, primary disability, and type of exiter to determine if one group was more likely to respond than another group.</p> <p>No significant differences existed in response rates by gender, race/ethnicity, or primary disability.</p> <p>Students who dropped out were significantly less likely to respond (18%) than students who graduated with a diploma—met regular requirements (41%).</p>

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
<b>2012</b>	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.	Fall 2013	The SDE conducted an analysis of the post school outcome data and discovered that region 5 has a significantly lower rate of students entering higher education within one year of exiting services. Region 4 data indicated that they have a significantly higher rate of students attending higher education. Additionally the data indicated that region 1 has a significantly higher rate of students being competitively employed within one year of exiting services. This data will be used to make instructional decisions based on regional difference.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2013**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>2013</b>	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 2014	Secondary Special Education Coordinator Part B funds AT Project funds	Helps prepare students with disabilities for college and career readiness  NSTTAC (National Secondary Transition Technical Assistance Center) conducted a literature review that identified more than 15 evidence-based predictors of post-school employment, education, and independent living success from the correlational research. The Tools for Life conference provides instruction in 8 of these 15 evidence based practices: career awareness, community experiences, interagency collaboration, parental involvement, self-

**Part B State Annual Performance Report (APR) for FFY 2012**

				advocacy/self-determination, self-care/independent living skills, social skills, and vocational education.
<b>2013</b>	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.	April 2014 and September 2014	Secondary Special Education Coordinator Part B funds	Interagency collaboration facilitates strong linkages to adult agencies, which is positively correlated to educational post-school success (Kohler & Field, 2003; Repetto, Webb, Garvan & Washington, 2002). In order to gain knowledge regarding the different IHE system requirements increasing collaboration between IHEs to identify and implement improvement activities will positively impact post-school outcome in education.
<b>2013</b>	Through IIC, provide mini grants for secondary transition projects.	Fall 2014	Discontinued	The Idaho State Department of Education is not able to commit to sponsoring multiple mini grants because of the lack of funding to support multiple projects. According to IDVR (Idaho Division of Vocational Rehabilitation), in FFY 2011 -635 transition age individuals were successfully employed after receiving services from IDVR. (RSA federal definition- under age 25 at application for

**Part B State Annual Performance Report (APR) for FFY 2012**

				IDVR). In FFY 2011 IDVR served 1561 that were identified as attending high school at time the IDVR application were taken. In order to increase the number of students competitively employed the SDE needs to fund interagency workshops between district employees and IDVR staff.
<b>2013</b>	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 2014	Secondary Special Education Coordinator IDVR- Chief of Field Services  Part B Finds	In responses to the question; “ did your high school program help connect you to a job, college, or community agency such as Voc. Rehab, Social Security, Commission for the Blind, etc.?” 40% of the 450 replied, “no”. In order to increase the number of youth being connected to an adult agency proving professional development to both districts and VR together will increase communication and collaboration between these entities.
<b>2013</b>	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 2014	Quality Assurance and Reporting Coordinator  Part B funds	Establish a baseline of longitudinal data for revisions of the SPP and future planning for Results Driven Accountability.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Overview of the Annual Performance Report Development:**

The collection of data regarding general supervision was developed with the input of Special Education Directors, Early Childhood Coordinating Council and Special Education Advisory Panel in a series of statewide meeting conducted by the SDE’s Quality Assurance and Reporting Coordinator, Charter School Coordinator, Early Childhood and Interagency Coordinator, Secondary Special Education Coordinator, Dispute Resolution coordinator, and Funding and Accountability Coordinator.

**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. Percent of findings of noncompliance
- b. Percent of corrections completed as soon as possible, but in no case later than one year from identification.

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

FFY	Measurable and Rigorous Target
2012	100%

**Actual Target Data:**

FFY	Target	Actual
2005	100 %	93.0 %
2006	100 %	87.8 %
2007	100 %	100%
2008	100 %	100%
2009	100%	100%
2010	100%	OSEP calculation 1.26% based on FFY 2010 SPP/APR Response Table
Review of 2009	100%	100%
Review of 2010	100%	100%

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2011	100%	100%
2012	100%	100%

### **The Process for Selecting LEAs for Monitoring:**

In accordance with OSEP's March 9, 2012 Continuous Improvement Visit (CIV) Letter, changes were made in the SDE's monitoring requirements and verification of correction of noncompliance. The most significant change in the SDE's monitoring activity is the move from a five year cycle of general supervision file reviews in which approximately 4/5 of districts were involved in the monitoring activity to a single file review activity in which all districts are required to participate on a yearly basis. All districts are monitored by the SDE annually.

Districts are expected to participate in the required monitoring activities in a timely and appropriate manner. All submitted data and reports must be accurate and timely.

**File Review Checklists:** The function of the file review is many-fold. It is a compliance monitoring tool, a tool for gathering data, and a learning tool. As a representation of the special education process, the information that is gained from the review of the special education student files is directly tied to the efforts districts make in improving services and programs for students with disabilities. Although a file review may be seen as a checklist of items not related to services, our efforts have been put towards establishing methods for looking at the process as a system and on an individual basis which provides data in which a root cause analysis is conducted.

The Secondary File Review, General File Review, and Preschool File Review are completed on students who are part of a student list from the Idaho State Department of Education and available on the SDE Secure Server in September. This list is developed through a random sample that is stratified to include traditional programs, charters, alternative programs, online, and hybrid programs. The data gathered during these file reviews will be entered into the Compliance Tracking Tool student-by-student and a percentage is calculated on each item for the district to, again, enable them to analyze systems level issues as well. All districts will receive written notification of noncompliance within 90 days of discovery.

**General Supervision File Review (GSFR) Checklists:** The districts receive a randomized stratified list of students in January. They are to send to the SDE copies of the IEPs and Eligibility Reports so these files can be reviewed by teams. The teams include the LEA directors who are in Year 5 of CIMS, and regional and central office staff. The files are reviewed and entered into a database called the Compliance Tracking Tool.

**Compliance Identification, Correction and Verification:** A database, the Compliance Tracking Tool, is used to record, track, and monitor the findings to support the LEAs as well as the State in successfully tracking correction of noncompliance. Findings, through the monitoring process, are based on individual child records and the review of administrative policies, practices, and procedures, which are recorded in the Compliance Tracking Tool. In addition to verifying correction of findings based on individual child records, SDE also verifies, as required by OSEP Memo 09-02, that each LEA with noncompliance is correctly implementing the specific regulatory requirements related to the findings of noncompliance. For a LEA to be considered to be correctly implementing the regulatory requirements, any area of noncompliance identified through a SEA review must have a subsequent compliance PLOP of 100%. Compliance PLOPs below 100% will require further review of the LEA's policies, practices, and procedures to identify root causes. Verification of the LEA's correction and compliance with specific regulatory requirements will be conducted through a subsequent sampling of randomly selected files. The number of files selected will be 30%, but no less than 3, of the total number of files used to verify the district is meeting the specific regulatory requirements.

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If a district has less than 3 files, the SDE will review the available files, note that no further Part B eligible students were available, and work with the LEA to ensure on going compliance in the identified area.

Consistent with OSEP memorandum 09-02, all instances of noncompliance, found through the State's on-site monitoring system, other monitoring procedures, review of data collected by the State, including compliance data collected through the State data system, and by the Department are entered into the Compliance Tracking Tool, except for noncompliance found through the dispute resolution process. A separate database is used for tracking the correction and verification of dispute resolution findings. It is important to note, that all instances of noncompliance, including those identified through dispute resolution, are found and verified as corrected at the individual student level and district level as required by OSEP Memo 09-02, by verifying that each LEA with noncompliance is correctly implementing the specific regulatory requirements related to the findings of noncompliance (e.g. as needed, change or require the LEA to change its policies, procedures and/or practices, to ensure implementation of the specific requirements).

Notice, in writing, is sent to each LEA that includes the citation of the statute or regulation, a description of the quantitative and/or qualitative data (including percentage levels of compliance) supporting the State's conclusion that there is noncompliance with that statute or regulation, and the requirement that noncompliance is to be corrected as soon as possible, but in no case more than one year from identification, which is the date of written notification. The LEA and SDE collaborate to determine the root cause and design a plan for correction that may include, if needed, change to policies, practices, and/or procedures that contributed to, or resulted in, noncompliance. All districts will receive written notification of noncompliance within 90 days of discovery.

Following the implementation of the plan for correction, SDE staff conducts an on-site follow-up review to verify correction of the noncompliance consistent with 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.

In addition, SDE staff review updated data to ensure that each LEA with noncompliance is correctly implementing the specific regulatory requirements including a check to see if the most recent time specific items are compliant such as 60-day Timeline and Early Childhood Transition. After verification has occurred, the SDE staff enters a statement indicating such within the Compliance Tracking Tool, which then sends the LEA, in written form, confirmation that noncompliance, has been verified as corrected. SDE's method for verifying correction is consistent with guidance provided in OSEP Memorandum 09-02 and the September 3, 2008 Frequently Asked Questions Regarding Identification and Correction of Noncompliance.

All years of the Continuous Improvement Monitoring System (CIMS) includes the following activities:

- Enter Improvement Activities Into The Compliance Tracking Tool
- General Supervision File Reviews
- 60 Day Timeline Data collection
- Discipline Data collection
- Early Childhood Transition Data collection

## **Part B State Annual Performance Report (APR) for FFY 2012**

### **FOCUSED MONITORING**

Focused Monitoring is a process that purposefully selects priority areas to examine for compliance/results while not specifically examining other areas for compliance to maximize resources, emphasize important variables, and increase the probability of improved results. Districts are selected to receive Focused Monitoring based on a Determination level of “Needs Intervention” or “Needs Substantial Intervention”. Determinations are a process established by IDEA 2004 and consistent with Federal Regulations. Idaho’s Determinations include all compliance indicators and may also include performance indicators.

Focused Monitoring is planned and carried out by the SDE with the cooperation of the district. The purpose of the process is to help address identified needs in a focused manner for increased compliance and performance. Focused Monitoring occurs annually for identified districts based on their determination level. Such districts will receive Focused Monitoring that may include an onsite visit or an alternate format, depending on the needs.

### **SANCTIONS**

Sanctions are reserved by the SDE for situations when a LEA has failed to correct noncompliance within 365 days from written notification. Within the Compliance Tracking Tool, a section designated as Sanctions will be used for noncompliance that has not been corrected by the LEA. Notices denoting sanctions are sent out through the Compliance Tracking Tool for those items of noncompliance not corrected in 365 days from written notification to the LEA Director of Special Education, with hard copies of the notice also sent to the District Superintendent and the District Chairman of the School Board. The SDE will then enter the required improvement activities into the Compliance Tracking Tool for the LEA, which will include the amount allocated from the LEA’s Part B allocation that is directed to be used for the activities listed. The LEA will have a time period of 30 days from this notification to correct and verify the remaining issues of noncompliance.

In the event the LEA is unable to comply, or they do not comply, within 30 days, the LEA will respond within 10 days with a rationale as to why compliance is not achievable within 30 additional days and submit a plan for compliance with timelines, subject to SEA approval. If the LEA is unable to submit a plan for compliance, the LEA may be subject to withholding of funds for continuing noncompliance.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Actual Target Data for FFY 2012:**

<b>Indicator/Indicator Clusters</b>	<b>General Supervision System Components</b>	<b># of LEAs Issued</b> Findings in FFY 2011 (7/1/11 to 6/30/12)	<b>(a) # of Findings of noncompliance</b> Identified in FFY 2011 (7/1/11 to 6/30/12)	<b>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</b>
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
2. Percent of youth with IEPs dropping out of high school.  14. Percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	0	0	0
4.A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>Indicator/Indicator Clusters</b>	<b>General Supervision System Components</b>	<b># of LEAs Issued</b> Findings in FFY 2011 (7/1/11 to 6/30/12)	<b>(a) # of Findings of noncompliance</b> Identified in FFY 2011 (7/1/11 to 6/30/12)	<b>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</b>
4B. 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.	Dispute Resolution: Complaints, Hearings	0	0	0
5. Percent of children with IEPs, aged 6 through 21 - educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
6. Percent of preschool children, aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	0	0	0
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	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>Indicator/Indicator Clusters</b>	<b>General Supervision System Components</b>	<b># of LEAs Issued</b> Findings in FFY 2011 (7/1/11 to 6/30/12)	<b>(a) # of Findings of noncompliance</b> Identified in FFY 2011 (7/1/11 to 6/30/12)	<b>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</b>
disabilities.	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	30	30	30
	Dispute Resolution: Complaints, Hearings	0	0	0
12. Percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4	4	4

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>Indicator/Indicator Clusters</b>	<b>General Supervision System Components</b>	<b># of LEAs Issued</b> Findings in FFY 2011 (7/1/11 to 6/30/12)	<b>(a) # of Findings of noncompliance</b> Identified in FFY 2011 (7/1/11 to 6/30/12)	<b>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</b>
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth, aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	131	288	288
	Dispute Resolution: Complaints, Hearings	0	0	0
<b>Other</b>				
Confidentiality Related Requirements	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>Indicator/Indicator Clusters</b>	<b>General Supervision System Components</b>	<b># of LEAs Issued</b> Findings in FFY 2011 (7/1/11 to 6/30/12)	<b>(a) # of Findings of noncompliance</b> Identified in FFY 2011 (7/1/11 to 6/30/12)	<b>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</b>
Evaluation Related Requirements	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	107	331	331
	Dispute Resolution: Complaints, Hearings	5	5	5
Eligibility Related Requirements	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	131	210	210
	Dispute Resolution: Complaints, Hearings	0	0	0
IEP Process Related Requirements	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	129	618	618
	Dispute Resolution: Complaints, Hearings	27	27	27

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>Indicator/Indicator Clusters</b>	<b>General Supervision System Components</b>	<b># of LEAs Issued</b> Findings in FFY 2011 (7/1/11 to 6/30/12)	<b>(a) # of Findings of noncompliance</b> Identified in FFY 2011 (7/1/11 to 6/30/12)	<b>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</b>
Secondary Transition Related Requirements	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	131	426	426
	Dispute Resolution: Complaints, Hearings	0	0	0
Special Education Procedures	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4	63	63
	Dispute Resolution: Complaints, Hearings	8	8	8
Placement/LRE Requirements	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	9	9
	Dispute Resolution: Complaints, Hearings	3	3	3
<b>TOTALS</b>			<b>2022</b>	<b>2022</b>

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>Indicator/Indicator Clusters</b>	<b>General Supervision System Components</b>	<b># of LEAs Issued</b> Findings in FFY 2011 (7/1/11 to 6/30/12)	<b>(a) # of Findings of noncompliance</b> Identified in FFY 2011 (7/1/11 to 6/30/12)	<b>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</b>
<p>Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.</p> <p align="center">(b) / (a) X 100 = 100%</p>				

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:**

**Progress:** The State of Idaho met the 100% target for this indicator in FFY 2012.

**Verification of Correction Consistent with OSEP Memorandum 09-02:**

Consistent with OSEP memorandum 09-02, all instances of noncompliance, found through the State’s on-site monitoring system, other monitoring procedures, review of data collected by the State, including compliance data collected through the State data system, and by the Department are entered into the Compliance Tracking Tool, except for noncompliance found through the dispute resolution process. A separate database is used for tracking the correction and verification of dispute resolution findings.

Notice, in writing, is sent to each LEA that includes the citation of the statute or regulation, a description of the quantitative and/or qualitative data (including percentage levels of compliance) supporting the State’s conclusion that there is noncompliance with that statute or regulation, and the requirement that noncompliance is to be corrected as soon as possible, but in no case more than one year from identification, which is the date of written notification. The LEA and SDE collaborate to determine the root cause and design a plan for correction that may include, if needed, change to policies, practices, and/or procedures that contributed to, or resulted in, noncompliance.

Following the implementation of the plan for correction, SDE staff conducts an on-site follow-up review to verify correction of the noncompliance consistent with 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.

In addition, SDE staff review subsequent data to ensure that each LEA with noncompliance is correctly implementing the specific regulatory requirements including a check to see if the most recent time specific items are compliant such as 60-day Timeline and Early Childhood Transition. After verification has occurred, the SDE staff enters a statement indicating such within the Compliance Tracking Tool, which then sends the LEA, in written form, confirmation that noncompliance has been verified as corrected. SDE’s method for verifying correction is consistent with guidance provided in OSEP

**Part B State Annual Performance Report (APR) for FFY 2012**

Memorandum 09-02 and the September 3, 2008 Frequently Asked Questions Regarding Identification and Correction of Noncompliance.

All instances of noncompliance, found through the State’s dispute resolution system are entered into the Dispute/Resolution Database at the student level. The database tracks timelines, corrective actions, as well as documentation of the evidence required as specified in the compliance action plans such as training, file reviews, updated data demonstrating compliance etc. Within required timelines that are generally less than, and in no case longer than, one year from the identification of the noncompliance, written notice is sent and verification is conducted by the SDE staff.

**Discussion of Improvement Activities Completed for FFY 2012:**

FFY	Improvement Activities	Timelines	Status
2012	<p>1. Continue to work with various stakeholders to effectively implement the Compliance Tracking Tool.</p> <p>a. Provide ongoing technical assistance for use of compliance tracking tool.</p> <p>b. Work with user-group to determine and implement improvements to data collection, reporting functions, and accessibility.</p> <p>c. Revisit the user manual and associated training.</p> <p>Collaborate with required staff to ensure compatibility of changes to state wide data systems.</p>	Ongoing	<p>1a. Trainings developed on the Compliance Tracking Tool to train on data entry, data analysis, and progress monitoring will be developed into a user manual. This is an ongoing process as Compliance Tracking Tool is “fine-tuned.”</p> <p>1b. Collaboration between user group and stakeholder groups was used to determine if any improvements in data collection, reporting functions, and accessibility were needed.</p> <p>1c. Trainings developed on the Compliance Tracking Tool to train on data entry, data analysis, and progress monitoring are updated, archived, and put on the Idaho Training Clearinghouse website.</p>
2012	<p>2. Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)</p> <p>a. Deliver training and materials on the Idaho CIMS process and each component as necessary</p> <p>b. Collaborate with other federal programs to implement partnerships in reporting requirements, Continuous Improvement</p>	Ongoing	<p>The CIMS cycle was evaluated and revised in accordance with OSEP’s March 9, 2012 Continuous Improvement Visit Letter.</p> <p>A new monitoring manual was written and submitted to OSEP for review.</p>

**Part B State Annual Performance Report (APR) for FFY 2012**

	<p>Plans (CIP), and monitoring</p> <ul style="list-style-type: none"> <li>c. Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible</li> <li>d. Facilitate and evaluate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification</li> <li>e. Implement the use of an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP</li> </ul>		<p>All materials were posted on the Idaho Training Clearinghouse.</p> <p>Training was completed with all school districts and programs concerning file reviews and general supervision monitoring activities. Schedules have been posted on the SDE website.</p> <p><a href="http://www.sde.idaho.gov/site/special_edu/">(http://www.sde.idaho.gov/site/special_edu/)</a></p>
<p>2012</p>	<p>3. Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days</p> <ul style="list-style-type: none"> <li>a. Provide technical assistance for districts around compliance items in the monitoring priority areas (Eligibility &amp; the IEP Process, etc.)</li> <li>b. Provide technical assistance to districts based on the needs determined through the determination levels process</li> <li>c. Implement the actions (rewards and sanctions) for districts as determined by the determination levels process</li> <li>d. Support “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group</li> <li>e. Provide technical assistance to districts on analysis of data, review of improvement strategies, and the Performance Responses</li> <li>f. 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</li> </ul>	<p align="center">Ongoing</p>	<p>3a. TA materials have been developed and delivered based on the monitoring process data pulled from the Compliance Tracking Tool.</p> <p>3b. TA continues to be given for all areas of need for the LEAs.</p> <p>3c. Determination levels were issued with specific guidelines for actions and rewards.</p> <p>3d. Best practice programs and mentors continue to be identified and offered as TA support options for districts.</p> <p>3e. Training and TA on data analysis has been given and supported by SDE staff.</p> <p>3f. Collaboration across programs to identify strategies for districts that improve monitoring data has been ongoing in such things as development of the SLD criteria and extensive training within the department on effective strategies for LEP and Response to Intervention.</p>

**Part B State Annual Performance Report (APR) for FFY 2012**

	English Proficiency, Parent Involvement, etc.).		
2012	4. Onsite visits based on monitoring process including priority areas.	Ongoing	SDE staff reviewed monitoring data, for both the monitoring process and the monitoring priorities of Secondary Transition and LRE, with LEAs to determine if noncompliance was based on policy, practices, or procedures and provided TA to support correction in addition to verification of correction of the noncompliance.
2012	Replace current Compliance Tracking Tool with new tool  Provide training on the use of the new CCT	February through November 2013	The Compliance Tracking Tool – 2 was launched March 2013.  Training was provided to LEAs April, May, September, and October 2013.  Individual support provided to 71 districts via telephone, email, and on-site visits by the Quality Assurance and Reporting Coordinator.
2012	Audit of data uploads	May 2013 – December 2013	The Quality Assurance and Reporting Coordinator completed an audit and archived the Compliance Tracking Tool 1. The Compliance Tracking Tool 2 is audited monthly for accuracy of recording and reporting.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013 (if applicable):**

<b>Additional Improvement Activities for Indicator # 15 have been added to the SPP</b>				
<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Onsite visits based on monitoring process including priority areas.	Ongoing	Quality Assurance and Reporting Coordinator VI-B Funds	Assurances districts are correcting findings of noncompliance in a timely manner and entering improvement and correction activities in the Compliance Tracking Tool.
2013	Continue to work with various stakeholders to effectively implement the compliance tracking tool  d. Provide on-going technical assistance for use of compliance tracking tool  e. Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility  f. Revisit the user manual and associated training  Collaborate with required staff to ensure compatibility of changes to state wide data systems	Ongoing	Quality Assurance Coordinator User Group IT Dept. SDE VI-B Funds	Replacement of CTT with version 2 to take place February or March 2014. Training will be required to use the new tool specific to entry of improvement activities, documentation of corrections, and approvals at both the Prong II (individual) and Prong I (system) levels.  A written user manual will provide immediate directions to LEA and SDE users.
2013	Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)  f. Deliver training and materials on the Idaho	Ongoing	SDE Director of Special Education  Early Childhood & Interagency Coordinator  Special Populations Coordinator	Because of changes in the Idaho CIMS process, targeted and ongoing training will be needed to assure all LEAs understanding new requirements, participate/submit

**Part B State Annual Performance Report (APR) for FFY 2012**

	<p>CIMS process and each component as necessary</p> <p>g. Collaborate with other federal programs to implement partnerships in reporting requirements, Continuous Improvement Plans (CIP), and monitoring</p> <p>h. Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible</p> <p>i. Facilitate trainings with all LEAs to assure understanding of new processes for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification</p> <p>Implement the use of an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP</p>		<p>Secondary Special Education Coordinator</p> <p>Quality Assurance and Reporting Coordinator</p> <p>Idaho Training Clearinghouse</p> <p>SDE Webmaster</p> <p>VI-B Funds</p>	<p>required files and/or data accurately and in a timely manner.</p>
<p>2013</p>	<p>Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days</p> <ul style="list-style-type: none"> <li>• Provide technical assistance for districts around compliance items in the monitoring priority areas (Eligibility &amp; the IEP Process, etc.)</li> <li>• Provide technical assistance to districts based on the needs determined through the determination levels process</li> <li>• Implement the actions</li> </ul>	<p>Ongoing</p>	<p>Quality Assurance and Reporting Coordinator</p> <p>Special Education SDE Staff</p> <p>Idaho Training Clearinghouse</p> <p>VI-B Funds</p>	<p>Provide ongoing training and emails to assure compliance with specific regulatory requirements as per the updated Monitoring Manual.</p>

**Part B State Annual Performance Report (APR) for FFY 2012**

	<p>(rewards and sanctions) for districts as determined by the determination levels process</p> <ul style="list-style-type: none"> <li>• Support “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group</li> <li>• Provide technical assistance to districts on analysis of data, review of improvement strategies, and the Performance Responses</li> </ul> <p>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.).</p>			
2013	Provide training on the use of the CCT-2	Ongoing	Quality Assurance and Reporting Coordinator IT Program Designers Part B funds	Required to track LEA compliance with regulatory requirements specific to timely correction of Prong II (individual) and Prong I (system) activities.
2013	Audit of data uploads on the CCT-2.	Ongoing	Quality Assurance and Reporting Coordinator  EdFacts Data Manager  Part B funds	To assure accurate data collection, cross validations is needed on data uploads (Indicators 4, 5, 6, 7, 9, 10, 11, 12), ISEE, and EdFacts submissions.

**Part B State Annual Performance Report (APR) for FFY 2012**

2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director Quality Assurance and Reporting Coordinator Part B Funds	Needed to prepare new APR/SPP for February 2015 submission
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**Part B State Annual Performance Report (APR) for FFY 2012**

**Effective General Supervision Part B / General Supervision**

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

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

**Measurement:**

Percent = (3.1(a) divided by 3.1) times 100.

2/3(100) =66.6%

<b>FFY</b>	<b>Measurable and Rigorous Target</b>	<b>Actual Target Data for FFY 2012</b>
2012	States are not required to establish baseline or targets if the number of resolution sessions is less than 10.	N/A due to “n” size < 10.

**Explanation of Progress or Slippage that occurred for FFY 2011:**

States are not required to establish baseline or targets if the number of resolution sessions is less than 10. Data reported on the APR matches the November 6, 2013 EMaps data upload.

**Discussion of Improvement Activities Completed for FFY 2011:**

No revisions to proposed targets/improvement activities/timelines/resources were identified in the 2010 APR for FFY 2011.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

**See Indicator 19 for Improvement Activities.**

**Part B State Annual Performance Report (APR) for FFY 2012**

**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.

$1 + 12 / 16 = .813 (100) = 81.3\%$

FFY	Measurable and Rigorous Target	Actual Target Data for FFY 2011
2012	75-85%	81.3% (13 out of 16)

Mediation			#	%
1.	Mediations held		16	
	a) Mediations held related to due process complaints	1		
	b) Mediations held not related to due process complaints	12		
2.	Mediation agreements		13	81.3%

**Explanation of Progress or Slippage that occurred for FFY 2012:**

**Slippage:** During FFY 2012, 81.3% (13 out of 16) mediations resulted in agreements, a decrease over the 91.3% reported in FFY 2011. However, the measurable and rigorous target was met. Data reported on the APR matches the November 6, 2013 EMaps data upload.

**Discussion of Improvement Activities Completed for FFY 2011:**

No revisions to proposed targets/improvement activities/timelines/resources were identified in the 2011 APR for FFY 2012.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Discussion of Improvement Activities Completed for FFY 2012 for Indicators 18 and 19:**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
2012	Continue to encourage the appropriate use of mediation	Ongoing July 1, 2012 to June 30, 2013	The SDE received 103 requests for facilitations and 29 requests for mediation in SY 2012-2013.  Promoted facilitation and mediation to districts and parent groups in presentations throughout 2012-2013, including offering facilitated resolution meetings for due process hearings
2012	Continue to provide technical assistance to parents and districts regarding collaborative dispute resolution.	Ongoing July 1, 2012 to June 30, 2013	The Dispute Resolution Coordinator offers workshops and consultation to both districts and parents. <b>Sept. 2012</b> SDE/DR Presentation to the Idaho Mediation Association <b>Sept. 2012</b> SDE/DR Presentation to update Parent Advisory Panel (SEAP) <b>Sept. 2012</b> , SDE/DR Presentation to SPED Director Webinar <b>Jan., 2013</b> , SDE/DR Presentation to SPED Director Webinar <b>March, 2013</b> SDE/DR Presentation to IASEA State Conf. (Special Education Professionals) <b>April, 2013</b> Training at Regional Sped Director meeting  The office fields over 75 TA calls a month from parents, parent advocates, and districts.
2012	Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues	Ongoing July 1, 2012 to June 30, 2013	Mediators are provided subscriptions to <i>LRP</i> and the <i>Special Educator</i> .  SDE/DR Forward Cases and articles to Mediators relevant to current SPED issues

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>2012</b>	Provide ongoing learning opportunities for dispute resolution contractors	Ongoing	<p><b>Sept 2012</b> Sent 6 Mediators to Law Conf.</p> <p><b>October, 2012:</b> Launched Mediator training and information web portal for discussions and sharing of materials</p> <p>Four Webinars were offered through CADRE or DR Office</p>
<b>2012</b>	Report activities and encourage input from State Advisory Panel	Ongoing Quarterly	Reports are made at each Special Education Advisory Panel meeting.
<b>2012</b>	Provide options for informal dispute resolution at the request of districts and/or parents	As needed	The SDE received 65 requests for facilitations and 34 requests for mediation in SY 2012-2013.
<b>2012</b>	Report dispute resolution data to the public via SDE and IPUL websites	Annually	The Dispute Resolution Coordinator provided biannual reports which have been posted on the SDE and IPUL websites.
<b>2012</b>	Provide professional development opportunities for mediators and other dispute resolution contractors with onsite training and mentoring activities	November 2010 and Ongoing	<p>Annual training was provided and ongoing mentoring was provided as needed. Offer mentorship opportunities for mediators. Additional trainings and calls are made as issues arise.</p> <p><b>November, 2012:</b> Mediators joined in the SDE advanced facilitation training</p> <p><b>Spring, 2013:</b> Actively Promoted CADRE Webinars/Materials: March 2013; April, 2013.</p>

**Part B State Annual Performance Report (APR) for FFY 2012**

**FFY 2013 Improvement Activities/Timelines/Resources for Indicators 18 and 19:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Report dispute resolution data to the public via SDE and IPUL websites	Annually	Dispute Resolution Coordinator	Meets SDE inclusionary needs and promotes transparency and accountability
2013	Provide professional development opportunities for mediators and other dispute resolution contractors with onsite training and mentoring activities	November 2013 and Ongoing	Dispute Resolution Coordinator Title VI-B funds	Informed contractors make better decisions in the field. Building a close network among SDE contracted mediators helps improve practice
2013	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 Title VI-B funds	Informed contractors make better decisions in the field.
2013	Continue to encourage the appropriate use of mediation	Ongoing	Dispute Resolution Coordinator Title VI-B funds	Mediation, as compared to complaints can improve relationships and often can better meet the interests of parties
2013	Continue to provide technical assistance to parents and districts regarding collaborative dispute resolution.	Ongoing	Dispute Resolution Coordinator Title VI-B funds	Being available for consultation helps parties resolve concerns at the lowest level appropriate
2013	Report activities and encourage input from State Advisory Panel	Ongoing Quarterly	Dispute Resolution Coordinator	Encouraging feedback from State Advisory Panel improves the provision of DR services to constituents

**Part B State Annual Performance Report (APR) for FFY 2012**

2013	Provide options for informal dispute resolution at the request of districts and/or parents	As needed	Dispute Resolution Coordinator Title VI-B funds	Outreach encourages parties to utilize resources available to resolve disputes at the lowest level appropriate
2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director Quality Assurance and Reporting Coordinator Part B Funds	Needed to prepare new APR/SPP for February 2015 submission

**Part B State Annual Performance Report (APR) for FFY 2012**

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

**Indicator 20:** State reported data (618, 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.

Idaho is electing not to report data for this indicator and will await OSEP’s calculation the State’s data for this indicator. Idaho understands it will have an opportunity to review and respond to OSEP’s calculation of the State’s data.

**Discussion of Improvement Activities Completed for FFY 2012:**

<b>FFY</b>	<b>Activities</b>	<b>Timelines</b>	<b>Activity Status</b>
<b>2012</b>	Continued and ongoing collaboration with IT in the development of the longitudinal data system. Revise, replace and add validation checks so that data errors are corrected prior to submission.	January 2013 – December 2013	The Quality Assurance & Reporting Coordinator, Funding & Accountability Coordinator, and IT staff worked to revise the ISEE for validation, as errors were identified. 73 contacts were made in the calendar year.
<b>2012</b>	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 2013 – December 2013	Multiple reports were requested and run to compare data and identify submission errors. The Quality Assurance & Reporting Coordinator, Funding & Accountability Coordinator, and IT staff worked with districts to correct errors. Coding changes were made to prevent upload errors.

**Part B State Annual Performance Report (APR) for FFY 2012**

<b>2012</b>	Collaborate with IT to incorporate special education data collections into ISEE.	January 2013 – December 2013	Business requirements were identified and documented for data elements needed for Indicators 4, 11, and 12. These data collections were integrated into the ISEE system on July 1, 2013.
<b>2012</b>	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 2013 – December 2013	Review was completed in March 2013. No modifications were identified.
<b>2012</b>	Meet weekly to review data upload programs that are being coordinated between IT personnel, the Funding and Accountability Coordinator, and the Quality Assurance and Reporting Coordinator.	January 2013 – December 2013	Weekly discussions took place via both face-to-face meetings and via email as needed.
<b>2012</b>	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 2013 – December 2013	Monitoring activities were conducted, and accuracy in reporting race/ethnicity was much improved.

**FFY 2013 Improvement Activities with Justification/Timelines/Resources:**

<b>FFY</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
2013	Collaborate with IT to promptly respond to data information requests and provide data notes.	Dec 2013 March 2014	SDE Quality Assurance & Reporting Coordinator  SDE Technology Services  Part B Funds	Required to assure timely submission and accuracy of data being reported by districts

**Part B State Annual Performance Report (APR) for FFY 2012**

2013	Collaborate with IT to incorporate all special education data collections into ISEE	Aug. 2013	SDE Quality Assurance and Reporting Coordinator SDE Technology Services  Part B Funds	Required to assure accuracy of data being reported by districts
2013	Identify and address state data system modifications as data requirements change.	March 2014	SDE Quality Assurance and Reporting Coordinator SDE Technology Services Part B Funds	Required to assure accuracy of data being reported by districts
2013	Collaborate with Public School Finance and IT to ensure accuracy in ESEA data for the special education subgroup.	February 2014 – December 2014	SDE Quality Assurance and Reporting Coordinator  SDE Technology Services Part B Funds	Required to assure timely submission and accuracy of data being reported by districts
2013	Conduct focus groups with district and parent stakeholders to develop activities for the 2015 submission of a revised APR/SPP that meets SSIP requirements	February 2014 – October 2014	Special Education Director  Quality Assurance and Reporting Coordinator  Part B Funds	Needed to prepare new APR/SPP for February 2015 submission