

Idaho Revised State Performance Plan for Improving Results for Students with Disabilities FFY 2005 - 2012

Created by the State Department of Education

With stakeholder input

To meet the requirements of the Individuals with Disabilities Education Act

Revised February 3, 2014

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

Overview of the State Performance Plan Development:

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

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

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

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

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

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

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

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

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

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

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

Revisions for the February 2014 Submission

For ease of identification, changes to the SPP for 2014 are highlighted in yellow.

Idaho's Revised State Performance Plan is posted on the State website at:

http://www.sde.idaho.gov/site/special_edu/performance_plan.htm Notification of the posting will be disseminated through the SDE monthly newsletter. Data from the SPP and APR will be shared with stakeholders at conferences and meetings throughout the year.

Revisions for the February 2014 Submission

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http://www.sde.idaho.gov/site/special_edu/performance_plan.htm Notification of the posting will be disseminated through the SDE monthly newsletter. Data from the SPP and APR will be shared with stakeholders at conferences and meetings throughout the year.

Revisions for the February 2014 Submission

For the February 2014 submission of Idaho's Revised State Performance Plan, a baseline was established for indicator 8 due to changes in the survey questions and measurement. Broad stakeholder input regarding the target and improvement activities for the revision of indicator 8 was obtained from the Idaho Special Education Advisory Panel, individuals with disabilities, the Idaho Parent Information Center, and special education directors from all regions of the state.

Additional improvement activities were added for all indicators to address the writing of the FFY 2013-2018 SPP/APR due February 1, 2015.

Other Information Related to Idaho's SPP

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

Sampling Plan:

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

Reporting Results to the Public

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

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

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

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

Measurement:

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

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

Data Source:

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

Overview of Issue/Description of System or Process:

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

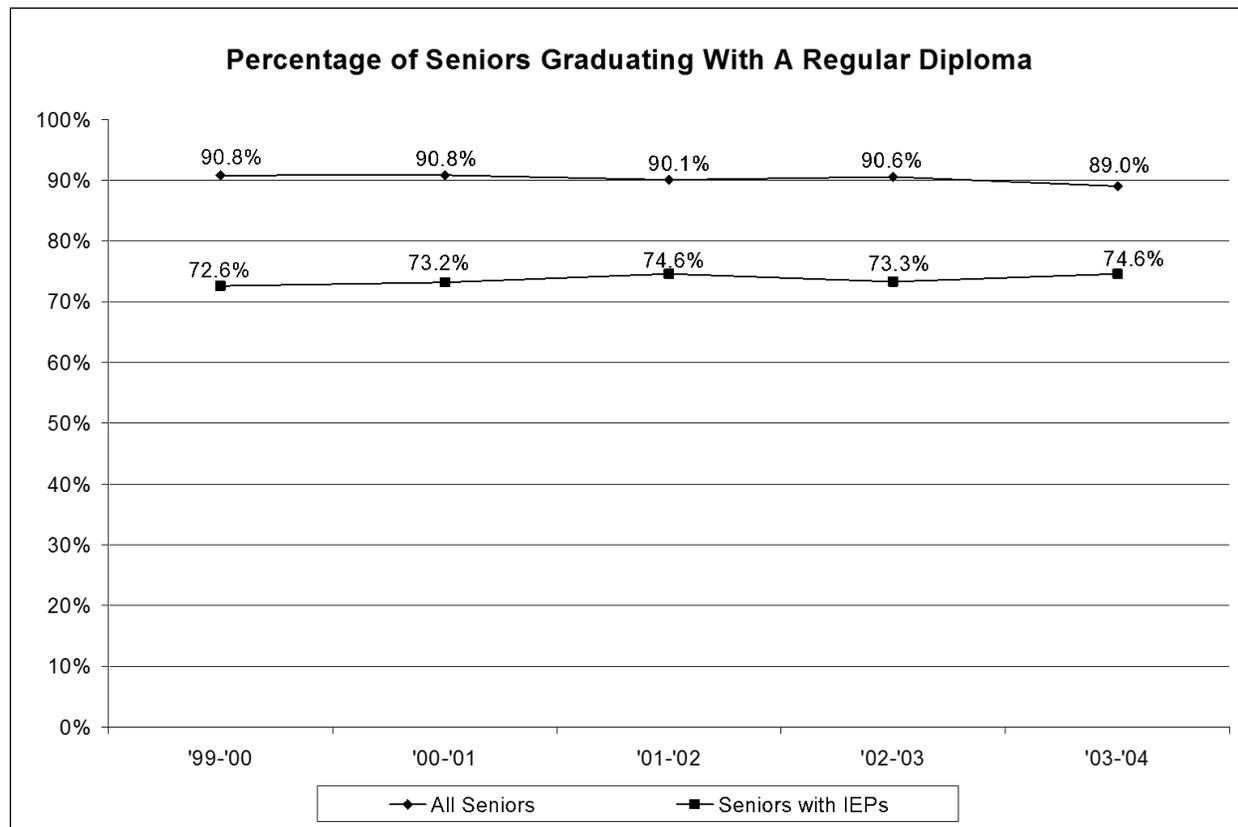
By Idaho Code, all students must receive a regular diploma, unless the same alternate diploma is awarded to students without disabilities in the same graduating class. Therefore, alternate diplomas or graduation certificates are a very rare occurrence. A student may obtain a regular diploma by meeting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

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

Baseline Data for FFY 2004 (2004-2005):

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

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**Discussion of Baseline Data:**

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

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

Improvement may be influenced by the following.

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

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- B. Statewide emphasis at both the state and local levels on using data to make instructional decisions;
- C. Increasing the use of scientifically research based reading and math curriculum and teaching strategies through a Research-Based Reading Caravan during the spring of 2006, and math workshops including an evaluation of Math Curricula using a valid and reliable instrument;
- D. AYP requirements focusing efforts on remediation of reading and math skills for all students, resulting in students improving the skills needed to be successful in high school, for example;
- E. An increase in use of intervention plans and progress monitoring using curriculum based measurements through the expansion of the Results Based Model, Idaho's model of Response to Intervention;
- F. Implementation of a variety of interventions listed in districts' "Special Education Plan for Improving Results" (PIR) regarding graduation rates.

New Baseline

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

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

Improvement Activities/Timelines/Resources:

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

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

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

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

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

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

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

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

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

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

Data Source:

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

Measurement:

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

Overview of Issue/Description of System or Process:

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

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

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

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

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

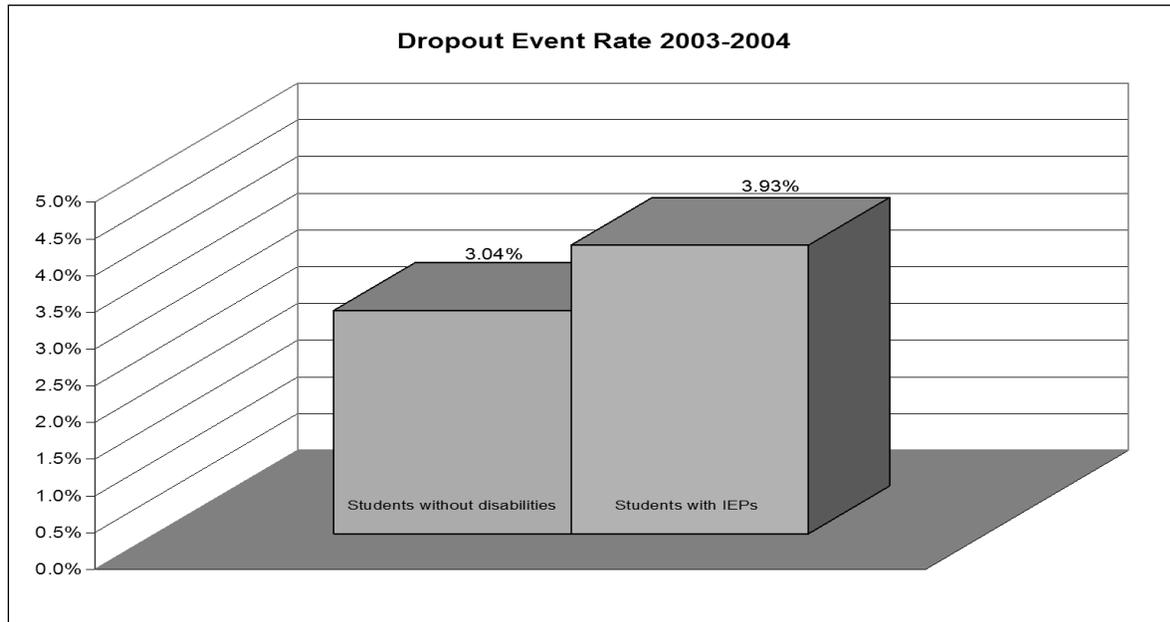
This is the first year dropouts have been collected by subgroups in the general education IBEDS system. As with any new data collection, continuing efforts are needed to improve the accuracy of the data. Idaho lacks an individual student identifier, so dropouts are collected by name and birth date. Verification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

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

Baseline Data for 2003-2004:

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



Discussion of Baseline Data:

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

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

New Baseline

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

Measurable and Rigorous Target

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

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

Improvement Activities/Timelines/Resources:

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

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

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

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

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

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

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

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

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

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

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

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 = $\left(\frac{\text{(# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards)}}{\text{(total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)}} \right)$. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Revision of Indicator 3: ESEA Waiver

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

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

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

Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**Overview of Issue/Description of System or Process:**

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

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

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

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

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

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

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

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

- 1) 10% of the group moved from not proficient to proficient or advanced when compared to the prior year, and,
- 2) For elementary schools, the group met the growth indicator selected by the district from the following list:
 1. Increase in percentage of students scoring advanced or proficient
 2. Decrease in percentage of students scoring below basic
 3. Show academic growth on a computerized remediation program.

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

Baseline Data for FFY 2004 (2004-2005):

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

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

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

B. Participation rate for students with IEPs: 99.8%

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

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

Proficiency Rate for SWD 2004-2005

Students on IEPs who scored proficient or advanced

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

Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**Discussion of Baseline Data:**

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

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

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

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

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

FFY	3B Measurable and Rigorous Targets for Participation
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Idaho Part B State Performance Plan (SPP) for FFY 2005-2012

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

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

Improvement Activities/Timelines/Resources:

FFY	Activities	Timeline	Projected Resources
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Idaho Part B State Performance Plan (SPP) for FFY 2005-2012

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

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

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

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

FFY	Activities	Timeline	Projected Resources
2007	Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide focused review and technical assistance specific to identified need(s).	Fall and Ongoing throughout the year	SDE Data Coordinator Quality Assurance Coordinator SDE regional consultants VI-B funds
2007	Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring. <ul style="list-style-type: none"> Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project. Development of and electronic Learning Community for Math, Reading, and RTI 	Annually	SDE Reading Coordinator SDE Math Coordinator SDE RTI Coordinator Reading First Coordinator Title 1 SDE Regional Consultants Idaho Training Clearinghouse Title I funds Part B funds
2007	Make available a Data Analysis System for installation in districts using RTI	Winter	SDE Data Coordinator RTI Coordinator VI-B funds
2007	Provide training and technical assistance to districts using the Data Analysis System.	Winter	SDE Data Coordinator RTI Coordinator SDE regional consultants
2008 (2008-2009)	Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring. <ul style="list-style-type: none"> Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project. Development of and electronic Learning Community for Math, Reading, and RTI 	Annually	SDE Reading Coordinator SDE Math Coordinator SDE RTI Coordinator Reading First Coordinator Title 1 SDE Regional Consultants Idaho Training Clearinghouse Title I funds Part B funds
2008	Provide public reporting of special education participation and proficiency rates in statewide assessments.	Fall	SDE Data Specialist VI-B funds

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

FFY	Activities	Timeline	Projected Resources
2008	Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions.	Fall	SDE Data Coordinator Quality Assurance Coordinator VI-B funds
2008	Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide technical assistance specific to identified need(s).	Fall and Ongoing throughout the year	SDE Data Coordinator Quality Assurance Coordinator SDE regional consultants VI-B funds
2009 (2009-2010)	Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring. <ul style="list-style-type: none"> Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project. Development of and electronic Learning Community for Math, Reading, and RTI 	Annually	SDE Reading Coordinator SDE Math Coordinator SDE RTI Coordinator Reading First Coordinator Title 1 SDE Regional Consultants Idaho Training Clearinghouse Title I funds Part B funds
2009	Make available a Data Analysis System for installation in districts using RTI	Winter	SDE Data Coordinator RTI Coordinator SIG funds VI-B funds
2009	Provide training and technical assistance to districts using the Data Analysis System.	Winter	SDE Data Coordinator RTI Coordinator SDE Regional Consultants SIG funds VI-B funds
2010 (2010-2011)	Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions, including sue of SchoolNet.	Fall	RTI Coordinator Monitoring & Data Coordinators Regional Consultants VI-B funds

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

FFY	Activities	Timeline	Projected Resources
2010	Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring. <ul style="list-style-type: none"> Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project. 	March 2011	SDE RTI Coordinator Title 1 SDE Regional Consultants Title I funds Part B funds
2010	Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide technical assistance specific to identified need(s), including onsite visits.	Fall 2010 and ongoing throughout the year	SDE Data Coordinator, Quality Assurance Coordinator SDE Regional Consultants VI-B funds Title I funds State funds
2010	New sped teacher training: Include progress monitoring and research based curriculum and interventions	September 2010	SDE and Regional staff Part B Funds
2010	Charter school training on interventions, RTI and continuum of services	Summer 2010	SpEd Charter Coordinator Part B Funds
2011 (2011-2012)	Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions, including use of SchoolNet reports.	Nov. 2011	RTI Coordinator Monitoring & Data Coordinators Regional Consultants VI-B funds
2011	Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring. <ul style="list-style-type: none"> Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project. 	March 2012	SDE RTI Coordinator Title 1 SDE Regional Consultants Title I funds Part B funds
2011	Review district AYP data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide technical assistance specific to identified need(s), including onsite visits, if needed.	Fall 2011 and ongoing throughout the year	SDE Data Coordinator, Quality Assurance Coordinator SDE Regional Consultants VI-B funds Title I funds State funds
2011	New sped teacher training: Include progress monitoring and research based curriculum and interventions	September 2010	SDE and Regional staff Part B Funds
2011	Charter school training on interventions, RTI and continuum of services	Summer 2011	SpEd Charter Coordinator Part B Funds

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

FFY	Activities	Timeline	Projected Resources
2012 (2012-2013)	Provide technical assistance and support to school personnel on how to read, understand and use student data to make adjustments to teaching and interventions, including use of SchoolNet.	Fall 2012 and ongoing	RTI Coordinator Monitoring & Data Coordinators Regional Consultants VI-B funds
2012	Provide training and technical assistance in scientifically research based practices in reading, math, and progress monitoring. <ul style="list-style-type: none"> Collaborate with Title 1 and SDE content areas to support current SDE math and reading initiatives and the Response to Intervention (RTI) project. 	March 2013	SDE RTI Coordinator Title 1 SDE Regional Consultants Title I funds Part B funds
2012	Review district AYP/AMO data reports and identify districts with low test participation and/or performance for students with disability subgroup and provide technical assistance specific to identified need(s), including onsite visits, if needed.	Fall 2012 and ongoing throughout the year	SDE Data Coordinator, Quality Assurance Coordinator SDE Regional Consultants VI-B funds Title I funds State funds
2012	New sped teacher training: Include progress monitoring and research based curriculum and interventions	September 2012	SDE and Regional staff Part B Funds
2012	Charter school training on interventions, RTI and continuum of services	Summer 2013	SpEd Charter Coordinator Part B Funds
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
2013	Review test data from 2012 to assure correct coding and reporting with assistance of Western Regional Resource Center	March 2014 – June 2014	Quality Assurance and Reporting Coordinator Part B funds
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

Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**Overview of the State Performance Plan Development:**

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

Monitoring Priority: FAPE in the LRE**Indicator 4:** Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs compared to other LEAs within the state; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Measurement:

- A. Percent = $\left[\frac{\text{(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs)}}{\text{(# of districts in the State)}} \right] \times 100$. LEA rates of suspensions and expulsions for children with IEPs are compared with other LEAs within the State.
- B. Percent = $\left[\frac{\text{(a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, divided by the (# of districts in the State)}}{\text{(# of districts in the State)}} \right] \times 100$.

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

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

Where for 4A:

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

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

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

Where for 4B:

E = Maximum percentage of the total suspensions/expulsions in the State that would be statistically

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

expected for a specific race or ethnicity in special education in the District, based on the percentage that District contributes to the State special education total for that race/ethnicity

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

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

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

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

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

Because Idaho is in the Ninth Circuit Court system that handed down the E-formula in the Larry P. case of disproportionate representation in California, our state has elected to use it to determine statistical expectations by district for suspensions/expulsions. This formula works well because it takes size into consideration when generating predicted error ranges, allowing for a small error range when numbers are large, but allowing for a larger error range when small numbers would greatly impact percentages.

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

FFY	Target	Indicator 4A Baseline
2005	0%	0.87% (1 out of 114)

Discussion of Baseline Data: for 4A:

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

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

Baseline Indicator 4B (a):

LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion:

Year	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent
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FFY 2009 (using 2008-2009 data)	131	0	0%
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*All districts are included in the denominator.

Baseline Indicator 4B (b):

LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Year	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent
FFY 2009 (using 2008-2009 data)	131	0	0%

*All districts are included in the denominator.

Discussion of Baseline Data for 4B:

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

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

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

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

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

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% of race/ethnicity suspended >10 days	1%	0%	14.9%	0.2%	0%	84%
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FFY	Measurable and Rigorous Target for Indicator 4A
2005	0%
2006	0%
2007	0%
2008	0%
Measurable and Rigorous Target for both Indicator 4A and 4B	
2009 (using 2008-2009 data)	0%
2010 (using 2009-2010 data)	0%
2011 (using 2010-2011 data)	0%
2012 (using 2011-2012 data)	0%

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

FFY	Activities	Projected Timelines	Projected Resources
2005 (2005-2006)	Provide training regarding scientific research based PBIS interventions, and incorporate functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning	Ongoing	Regional Consultants VI-B Funds
2005	RTI and PBIS Projects will include the same tiered intervention model when addressing behavior supports	Spring 2006 Ongoing	SDE Special Education Supervisor PBIS Consultants Regional Consultants VI-B Funds
2005	Continue funding the PBIS project.	Ongoing	Contracted Consultants VI-B funds
2005	Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.	2005 and Annually	SDFS Coordinator PBIS Coordinator, SDE Regional Consultants VI-B funds
2005	Support PBIS Project strand for Autism Spectrum Disorders.	2005 and Annually	PBIS Consultants PBIS Consultant, SDE VI-B funds
2006 (2006-2007)	Develop a web-based data system to collect new data on suspensions of 1 or more days	2006-2007	Special Education Director Quality Assurance Coordinator VI-B Funds

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FFY	Activities	Projected Timelines	Projected Resources
2006	Conduct a training Webinar statewide on using the web-based application	Feb. 2007	Special Education Director Quality Assurance Coordinator VI-B Funds
2006 (2006-2007)	Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning	2006 and Annually	Regional Consultants PBIS Consultants VI-B Funds
2006	Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training. RTI trainings for districts once a year. State RTI Leadership Team to meet every 6 weeks for planning.	Sept. 2006 – June 2007	RTI Coordinator Special Education Content Area ESEA Regional Consultants VI-B Funds
2006	Continue funding the PBIS project.	Annually	Contracted Consultants VI-B funds
2006	Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.	Ongoing	SDFS Coordinator PBIS Coordinator, SDE Regional Consultants PBIS Project Consultants VI-B funds
2006	Support PBIS Project strand for Autism Spectrum Disorders.	Annually	PBIS Consultants Professional Development in Autism Centers VI-B funds
2007 (2007-2008)	Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning	Annually	Regional Consultants VI-B Funds
2007	Collaborate with Safe and Drug Free Schools and Consolidated School Health to implement a consolidated data collection system.	June 2008	PBIS Coordinator (Autism, Children's Mental Health)Collaboration Group IV-B Funds
2007	Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training	RTI trainings for districts once a year. State RTI Leadership Team to meet every 6 weeks for planning.	RTI Coordinator Special Education Content Area ESEA Regional Consultants VI-B Funds

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FFY	Activities	Projected Timelines	Projected Resources
2007	Conduct survey of school districts to determine use of: --behavior intervention programs, --functional behavior assessments, --behavior intervention plans to help guide future trainings, workshops.	May 2008 for survey	SDE PBIS Coordinator VI-B Funds
2007	Collaborate with other programs within the SDE to develop guidance around the Performance Response worksheets and appropriate intervention strategies.	February 2008 – June 2008	Performance Response Work Group Quality Assurance Coordinator
2007	Continue funding the PBIS project.	Annually	Contracted Consultants VI-B funds
2007	Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.	Annually	SDFS Coordinator Regional Consultants PBIS Project Consultants VI-B funds
2007	Establish PBIS Project strand for Autism Spectrum Disorders.	Annually	PBIS Consultants Professional Development in Autism Centers VI-B funds
2008 (2008-2009)	Explore the possibility of consolidating the IDEA Discipline data collection with the Safe and Drug Free Schools and Consolidated School Health systems.	June 2008	SDE PBIS Coordinator (Autism, Children's Mental Health) Collaboration Group Part B Funds
2008	Reinstate the statewide Autism Task Force with representation from parents, public health, school districts, SDE, and IPUL to help parents and schools address needs of students with Autism through trainings and conferences based on the most current research findings.	Annually	SDE PBIS Coordinator PBIS Project Consultants (Autism, Children's Mental Health) Collaboration Group
2008	Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning.	As requested by districts or recommended by the regional consultants	SDE Regional Consultants Contracted Consultants Part B Funds
2008	Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training	Sept 2008 – May 2009	SDE RTI Coordinator Special Education/ Content Area ESEA SDE Regional Consultants Part B Funds
2008	Continue funding the PBIS project.	Annually	Contracted Consultants Part B funds

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FFY	Activities	Projected Timelines	Projected Resources
2008	Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.	Annually	SDFS Coordinator SDE PBIS Coordinator SDE Regional Consultants PBIS Project Consultants Part B funds
2008	Continue PBIS Project strand for Autism Spectrum Disorders.	July 2008- June 2009	SDE PBIS Consultant Professional Development in Autism Centers PBIS Consultant, SDE Part B funds
2008	Develop and implement the Performance Response worksheet for districts to review policies, procedures and practices related to positive behavior supports and suspension and expulsion.	Sept. 2008	SDE staff SDE PBIS Consultant SDE Regional Consultants Part B funds
2009 (2009-2010)	Continue annual training regarding scientific research based PBIS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning	Sept. – Apr. 2010	Regional Consultants VI-B Funds
2009	Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training	Sept – Nov 2009	RTI Coordinator Special Education Content Area ESEA Regional Consultants VI-B Funds
2009	Continue funding the PBIS project.	July 2009- June 2010	SSOS PBIS staff VI-B funds
2009	Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities.	July 2009- June 2010	SDFS Coordinator PBIS Coordinator, SDE Regional Consultants PBIS Project Consultants VI-B funds
2009	Continue PBIS Project strand for Autism Spectrum Disorders.	July 2009- June 2010	PBIS Consultants Professional Development in Autism Centers PBIS Consultant, SDE VI-B funds
2010 (2010-2011)	Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training	Bi-Monthly Oct. 2010 – Apr. 2011	RTI Coordinator Special Education Content Area ESEA Regional Consultants VI-B Funds
2010	Continue funding the PBIS project.	July 2009- June 2010	SSOS PBIS staff VI-B funds

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FFY	Activities	Projected Timelines	Projected Resources
2010	Continue PBIS Project strand for Autism Spectrum Disorders.	Aug. 2010 – June 2011	PBIS Consultants Professional Development in Autism Centers PBIS Consultant, SDE VI-B funds
2010	Create a system and infrastructure to support practitioners in Idaho in use of PBIS. -Serve districts directly -Provide technical assistance and training to help districts develop internal trainers and implementation managers -Provide systematic and incremental support -Collect academic outcome data	Sept. 2010 – June 2011	Part B funds PBIS personnel
2010	Provide district support grants with expected outcomes in Year 1: -District infrastructure, policy and funding established for sustainable growth and or maintenance of implementation -Coordination and evaluation processes established and integrated in district processes -Coaching capacity developed and established so training and implementation are sustainable	Sept. 2010 – June 2011	Part B funds PBIS personnel
2010	Provide multiple years of PBIS technical assistance. Yr 1(Tier1): -Establish District Leadership Team District Guidance, Political Support, and Infrastructure - District Coordinator District coaching, evaluation, statewide network -District Coaches School guidance, facilitation, and training follow-up -Building Level Teams Building implementation, progress monitoring, & data-based decision making	Sept. 2010 – June 2011	Part B funds PBIS personnel
2011	Continue funding the PBIS project.	July 2011- June 2012	SSOS PBIS staff VI-B funds

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FFY	Activities	Projected Timelines	Projected Resources
2011	Provide district support grants with expected outcomes in Year 2: District team and first cohort of school teams <ul style="list-style-type: none"> • Tier 2 trainings: systems, data, and practices • TA for coaches w/ second cohort of school teams • District tier 2 infrastructure 	Sept. 2011– June 2012	Part B funds PBIS personnel
2011	Collaborate with IT to integrate discipline data into the longitudinal data system	Summer 2011	Data Coordinator Part B funds
2011	Consult with stakeholders regarding replacement of e-formula for both 4A and 4B.	Spring 2012	Quality Assurance & Reporting Coordinator Part B funds Western Regional Resource Center
2012 (2012-2013)	Provide multiple years of PBIS technical assistance.	Sept. 2012 – June 2013	Part B funds PBIS personnel Regional Consultants
2012	Continue funding the PBIS project.	July 2012- June 2013	SSOS PBIS staff VI-B funds
2012	Multi-year Supports – Year 3: District team and first cohort of school teams <ul style="list-style-type: none"> • Tier 3 trainings: systems, data, and practices • TA for coaches w/ second & third cohort of school teams • District tier 3 infrastructure 	Sept. 2012- June 2012	Part B funds PBIS personnel
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

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Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

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

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

Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Overview of Issue/Description or Process:

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

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

Baseline Data for FFY 2005 (2004-2005):

- A. Served inside the regular class 80% or more of the day
- B. Served Inside the regular class less than 40% of the day
- C. Served In separate schools, residential facilities, or homebound/hospital placements

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

Discussion of Baseline Data:

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

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

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

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

Improvement Activities/Timelines/Resources:

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

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

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FFY	Improvement Activities	Timelines	Resources
2007 (2007-2008)	Deliver training on co-teaching and collaborative models that will help districts meet the ESEA requirement for content endorsed teachers to deliver the primary instruction but give students with disabilities the support they need to be successful in courses with typical peers	2007-2008 and Ongoing	Regional Consultants Personnel Development Coordinator VI-B funds
2007	Prepare Co-Teaching training module and make available statewide through the Idaho Training Clearinghouse website	June 2008	SDE Coordinators (RTI Coordinator collaborating with others)
2007	<ul style="list-style-type: none"> ▪ “Parent Collaborative” meets at least quarterly to collaboratively plan parent involvement and technical assistance activities with representation from Title 1, Special Education, parents, school districts, Safe and Drug Free Schools, Child Nutrition, Consolidated School Health, and Content (reading & math). ▪ Collaboratively plan parent training and workshops regarding involvement. ▪ Collaboratively host parent training and workshops in high needs districts 	Sept 07 Nov 07 Mar 08 June 08 Apr. 2008	VI-B funds Title 1 funds Safe & Drug Free funds Other funds, if available Staff members from: Special Education Title I staff Safe & Drug Free Coordinator Health Coordinator
2007	Include LRE performance as one of the data points on which “Determinations” are made	Jan. 2008	Performance Work Group Quality Assurance Coordinator
2007	Provide technical assistance to districts with the lowest LRE data	Jan-May 2008	SDE Coordinator Regional Consultants
2007	Provide parents with tools to become active members of the school and community through Title 1/Special Education project “Home, School, and Community Partnerships.”	Ongoing	SDE Parent Involvement Coordinator Title 1 Family Coordinator SDE Regional Consultants SIG funds VI-B funds Title I funds
2008 (2008-2009)	Continue training district personnel about Child Count definitions and procedures to ensure that educational environment data are accurate.	Fall 2008	Quality Assurance Coordinator VI-B Grants/Contracts Officer VI-B funds
2008	Provide technical assistance to districts with the lowest LRE data	Jan-May 2008	SDE Coordinator Regional Consultants

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

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

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

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Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

Measurement:

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

Revisions for FFY 2012

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

Baseline Data for FFY 2011 (2010-2011):

- A. Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- B. Attending a separate special education class, separate school o-r residential facility.

<p>A. Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.</p>	<p>B. Attending a separate special education class, separate school or residential facility.</p>
<p style="text-align: center;">30.4%</p>	<p style="text-align: center;">50.3%</p>

Discussion of Baseline Data:

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

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

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

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

Targets and Actual Target Data for FFY 2011:

Educational Placement Data for FFY 2011	Education Environment	Special Education Setting Count¹ (a)	Special Education Child Count, ages 3-5² (b)	Educational Placement Percent $\%=(a/b)*100$
6A	Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	1026	3379	30.4%
6B	Attending a separate special education class, separate school or residential facility	1701	3379	50.3%

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

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

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

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

Overview of Issue/Description or Process:

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

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

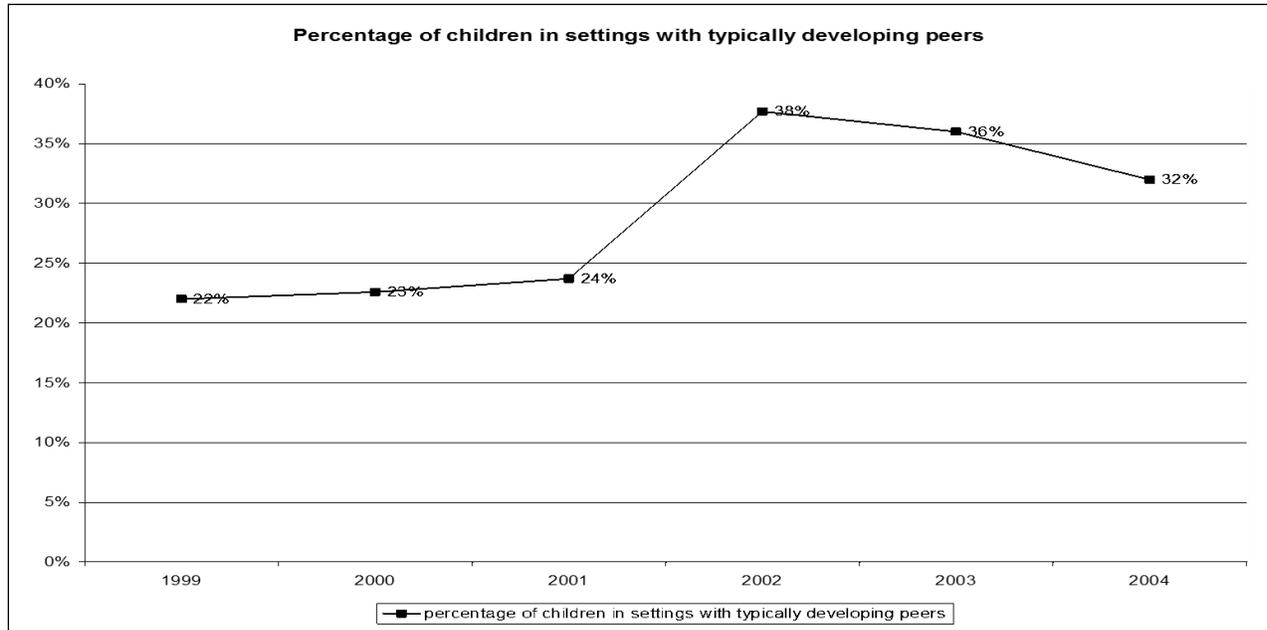
Baseline Data for FFY 2005 (2004-2005):

The data includes:

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

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



Discussion of Baseline Data:

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

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

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2012 (2012-2013)	Pending revised baseline
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Improvement Activities/Timelines/Resources:

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

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

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

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

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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 = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

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

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

Measurement for Summary Statement 1:

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

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

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

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

Overview of Issue/Description of System or Process:

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

The outcome measurement system for Idaho will include:

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

Each of these is described below.

Policies and procedures to guide outcome assessment and measurement practices.

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

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

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

Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use.**

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

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

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

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

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

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

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

Measurement Strategies to Collect Data:**Who will be included in the measurement, i.e. what population of children?**

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

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

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

Who will conduct the assessments?

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

Idaho Part B State Performance Plan (SPP) for FFY 2005-2012When will measurement occur?

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

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

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

How will data be analyzed?

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

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

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

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

Progress Data for FFY 2008 (2008-2009)

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

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

Baseline Data for Preschool Children Exiting 2008-2009

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

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

Discussion of Baseline Data:

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

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

Measureable and Rigorous Targets

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

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

Improvement Activities/Timelines/Resources:

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

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

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

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

Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**Monitoring Priority: FAPE in the LRE**

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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

Measurement:

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

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).

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.

New Data Source:

Data Driven Enterprises, 11184 Huron St., Ste 17, Northglenn, CO 80234

Idaho's Sampling Plan:

Developed with assistance from WRRRC and Caesar DeGord.

Sampling Plan Meets Federal Requirements:

- **Large LEAs:** There are no LEAs with enrollment higher than 50,000 in Idaho. LEAs with 24,000 (Boise) and 30,000 (Meridian Joint) students are subdivided into 2 and 3 subgroups and respectively included in 2 and 3 years of the five year data collection process, alternating each other along the remaining years of the SPP.
- **All LEAs Included:** Each LEA is included on one of the remaining years of the SPP.
- **Baseline Data:** Data was collected to reflect baseline information from school year 2005-2006.

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- **Reporting:** This plan will allow Idaho to report state and district level data, including all districts during the remaining years of the SPP. Each year of data collection will be representative of the state in regard to population size, geographical location, race/ethnicity, and disability.
- **Baseline:** Baseline is determined from a representative sample of the state with the same process utilized for the remaining years of the SPP. Baseline data are from the districts selected for Year 1 of the data collection process.

Specific Plan Details:

- **Target Population:** Parents of students with disabilities in Idaho are the target population with baseline collected during the 2005-2006 school year. There were 28,785 students with disabilities in Idaho school districts for school year 2005/06.
- **Indicator Chosen:** This sample is applicable for Indicator 8 only.
- **Census or Sample:** For larger districts, data will be collected from a random sample of parents of students with disabilities. On smaller districts, data will be collected from a census of the target population. The cutoff point between sampling and census is 100.
- **Description of Sample Design:**
 - **Stratification** – district selection for each year of the data collection process was performed by stratifying school district size, number of minority students, and disability type for the two largest race-ethnicity groups. Each year is representative of the state according to these three variables.
 - **Stages / Clustering** – For the selected districts, data will be collected via census, if the Child Count is less than 100, and by random sampling in larger districts.
 - **Over sampling / Allocation** – Data collected will be tested according to how representative the sample is with respect to race/ethnicity and type of disability within each school. Considering that we are likely to have a substantial number of no-responses, which varies according to the data collection method (interview, survey, survey method, etc.), we will need to discuss strategies to make an assertion on whether we have a potential bias or not, and for corrections of the data collected. Therefore, we are collecting basic demographic information from each survey respondent. If returned surveys are considered potentially biased, cells will be corrected with distribution of weights according the race/ethnicity and disability categories.
 - **Treatment of Extremely Large / Small Units** – There are school districts in the state that are small. On these districts, information will be analyzed in a case by case basis with respect to return rates and reporting. Reporting will not take place from districts with cell sizes smaller than what would allow the public to identify the students in question. The two largest districts are subdivided into two and three data collection opportunities. Each data collection opportunity will be representative of the entire school district, based on population, race/ethnicity, and disability. Because the random student selection is taken from specific buildings that are representative of the whole in the two largest districts, samples will be discrete, from a separate pool of students each year.
 - **Implementation details** – For districts with 100 or more students on their Child Count, the SDE Computer Services Bureau will run a random selection program to generate student names. The SDE contacts the district requesting parent contact information for the students selected. From districts with less than 100 SWD, contact information is requested for all parents. The SDE carried out the entire survey process the first year, but due to the limitations of a small staff, we have contracted with Piedra to carry out the process for future years.
- **Justification of Sample Sizes** – A random sample within each district was calculated to provide results on a confidence interval of 2 and confidence level of 95%.

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- **Expected Response Rates**

The Sample and the Sample Design:

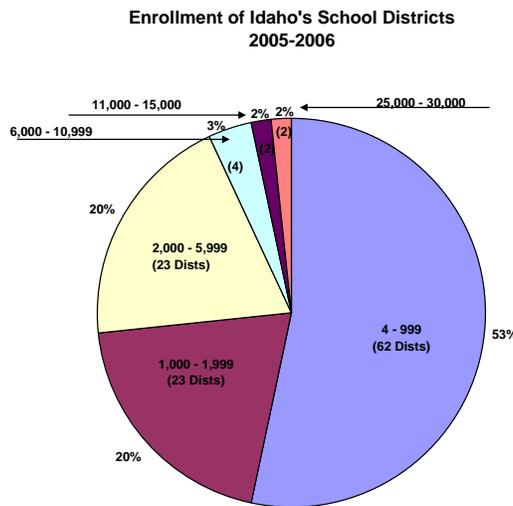
Introduction

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

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

Characteristics of the State – School District Size

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

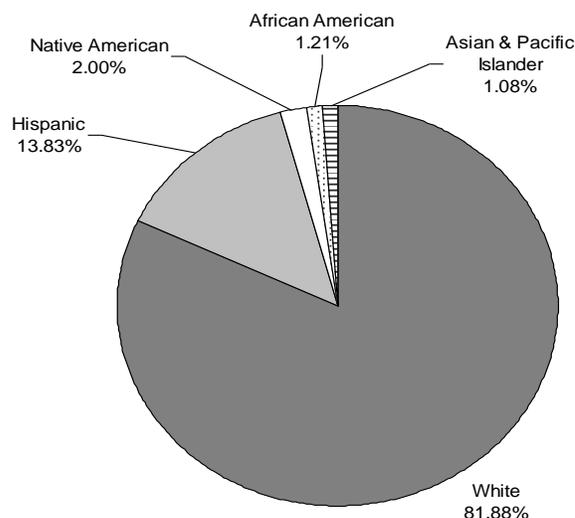


Characteristics of the State – Race-Ethnicity

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

Special Education in Idaho by Race-Ethnicity

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District Selection Process

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

- First we utilized three stratification variables and rank-ordered school districts from highest to lowest according to a three tiered stratification and classification process. These variables were, in order: size of district, number of minority students, and a selected disability. We decided to aggregate the following minority groups: Hispanic, Native American and African American due to the small numbers of certain minority groups.
- Second we divided the ranked ordered districts into subgroups of five districts.
- Third, we applied a random component, a discrete 1-5 random number for each subgroup of 5 for the selection of the specific entities to be included on each of the 5 years of the data collection process. The random numbers, a selection without duplicates, were obtained from www.random.org.
- Fourth, compared means for enrollment, minorities, and combination of certain minority and a disability (Cognitive Impairment) to test the hypothesis that for every year of the remaining 5 years of the SPP, the district selection was representative of the state.
- Fifth, we considered Boise and Meridian districts as separate from this process due to size. They will be included on the sampling collection process multiple times. Meridian was divided into three subgroups and Boise into two subgroups. They will be included in the 5 year collection process in alternate years; Meridian on years 1, 3 and 5 and Boise on years 2 and 4.

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

Sample Selection within Each District

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

Testing of the Five Groups for State Representation

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

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

		Enrollmen t	Special Education	Minorities Total	Hispanic	Native America n	African America n
Year 1	Mean	2120.71	233.75	317.79	28.46	12.92	2.88
	# of School Districts	24	24	24	24	24	24
	Std. Deviation	3099.87	347.24	457.03	38.23	32.45	5.98
Year 2	Mean	2198.33	234.71	340.17	33.38	4.54	2.96
	# of School Districts	24	24	24	24	24	24
	Std. Deviation	3226.30	359.75	547.74	63.65	12.61	6.41
Year 3	Mean	2302.08	270.83	435.92	48.08	2.63	3.50
	# of School Districts	24	24	24	24	24	24
	Std. Deviation	3497.03	414.92	826.57	98.65	3.31	7.33
Year 4	Mean	2097.58	236.25	323.83	35.38	1.58	2.88
	# of School Districts	24	24	24	24	24	24
	Std. Deviation	3100.11	351.89	670.98	79.54	2.22	5.64
Year 5	Mean	2119.35	233.57	245.13	21.48	2.43	2.39
	# of School Districts	23	23	23	23	23	23
	Std. Deviation	2903.39	304.86	364.18	28.87	5.36	4.62
State	Mean	2168.02	241.89	333.30	33.45	4.84	2.92
	# of School Districts	119	119	119	119	119	119
	Std. Deviation	3120.286	352.0839	590.4037	66.6132	16.1953	5.98042

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

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

When looking at the percentages, some of these variations also occur. Again, this is a reflection of the small numbers of certain minorities and how some districts concentrate a large number of Native American students, for example. Table 2 shows the same data as a comparison of percentages of main variables for each year. Table 3 depicts the two largest ethnic groups, White and Hispanic populations,

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with respect to cognitive impairment classification. This is reasonably stable across the years. Finally, Table 4 depicts the districts, by enrollment size, across the five year sampling process.

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

	Percent Special Education	Percent Minorities	Percent Hispanic	Percent Native American	Percent African American
Year 1	10.81%	15.88%	15.18%	5.26%	0.51%
Year 2	10.03%	13.79%	8.63%	3.76%	0.58%
Year 3	10.97%	18.86%	14.42%	1.71%	1.66%
Year 4	11.62%	12.28%	12.96%	0.69%	0.79%
Year 5	12.07%	13.34%	11.69%	1.62%	0.56%
State Total	11.09%	14.84%	12.58%	2.62%	0.82%

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

		Enrollment	Special Education	White Cognitive Impaired	Hispanic Cognitive Impaired
Year 1	Mean	2120.71	233.75	11.25	2.29
	# of School Districts	24	24	24	24
	Std. Deviation	3099.87	347.24	17.44	3.41
Year 2	Mean	2198.33	234.71	12.25	2.29
	# of School Districts	24	24	24	24
	Std. Deviation	3226.30	359.75	19.71	4.76
Year 3	Mean	2302.08	270.83	11.71	2.83
	# of School Districts	24	24	24	24
	Std. Deviation	3497.03	414.92	18.84	5.38
Year 4	Mean	2097.58	236.25	11.00	2.79
	# of School Districts	24	24	24	24
	Std. Deviation	3100.11	351.89	16.89	5.88
Year 5	Mean	2119.35	233.57	11.70	1.96

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	# of School Districts	23	23	23	23
	Std. Deviation	2903.39	304.86	15.44	4.61
State Total	Mean	2168.02	241.89	11.58	2.44
	# of School Districts	119	119	119	119
	Std. Deviation	3120.286	352.0839	17.45	4.81

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

	Number of School Districts				
	Year 1	Year 2	Year 3	Year 4	Year 5
10,000 or more	2	2	2	1	2
Between 5,000 and 10,000	1	1	1	2	0
Between 1,000 and 5,000	8	9	8	8	10
1,000 or less	13	12	13	13	11
State Total	24	24	24	24	23

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

Special cases:

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

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

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

Other Entities

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

596 Idaho School for the Death and Blind - ISDB

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

Year 1 – List of Participating School Districts on Sample Collection

Code	District Name	Region	Student Enrollment	Special Education	Minority Total	% Special Education	% Minority	Sample Size
2.3	Meridian 3	SW	10115	1078	698	10.66%	6.90%	386
25	Pocatello	SE	11907	1403	1635	11.78%	13.73%	421
273	Post Falls	N	5183	500	299	9.65%	5.77%	273
55	Blackfoot	SE	4216	505	1399	11.98%	33.18%	275
3	Kuna	SW	3897	418	294	10.73%	7.54%	247

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Code	District Name	Region	Student Enrollment	Special Education	Minority Total	% Special Education	% Minority	Sample Size
261	Jerome	SE	3239	309	1150	9.54%	35.50%	204
60	Shelley	SE	2069	223	243	10.78%	11.74%	163
431	Weiser	SW	1623	142	431	8.75%	26.56%	115
401	Teton County	SE	1390	175	323	12.59%	23.24%	136
231	Gooding	SE	1318	144	339	10.93%	25.72%	116
33	Bear Lake	SE	1221	122	37	9.99%	3.03%	102
351	Oneida	SE	866	109	63	12.59%	7.27%	92
252	Ririe	SE	669	81	38	12.11%	5.68%	71
253	West Jefferson	SE	654	65	155	9.94%	23.70%	59
44	Plummer/Worley	N	498	88	328	17.67%	65.86%	77
181	Challis	SE	448	64	36	14.29%	8.04%	58
422	Cascade	SW	364	76	10	20.88%	2.75%	68
274	Kootenai	N	282	31	9	10.99%	3.19%	30
316	Richfield	SE	236	21	45	8.90%	19.07%	20
454	Rolling Hills Charter	SW	228	3	10	1.32%	4.39%	3
234	Bliss	SW	183	26	77	14.21%	42.08%	25
121	Camas	SW	158	14	2	8.86%	1.27%	14
433	Midvale	SW	125	13	6	10.40%	4.80%	13
383	Arbon	SE	8	0	0	0.00%	0.00%	0
Total for Year 1			50,897	5,610	7,627	11.02%	14.99%	2,965

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

Year 2– List of Participating School Districts on Sample Collection

Code	District Name	Region	Student Enrollment	Special Education	Minority Total	% Special Education	% Minority	Sample Size
1.1	Boise 1	SW	12,737	1,450	1,345	11.38%	10.56%	425
91	Idaho Falls	SE	10,071	1,079	1,525	10.71%	15.14%	386
139	Vallivue	SW	5,491	610	1,499	11.11%	27.30%	303
272	Lakeland	N	4,467	424	157	9.49%	3.51%	249
1002	COSSA	SW	3,837	439	1,564	11.44%	40.76%	254
61	Blaine County	SW	3,212	366	746	11.39%	23.23%	228
201	Preston	SE	2,413	233	195	9.66%	8.08%	168
452	Idaho Virtual Acad	SW	1,766	116	71	6.57%	4.02%	97
414	Kimberly	SE	1,340	110	134	8.21%	10.00%	93

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Code	District Name	Region	Student Enrollment	Special Education	Minority Total	% Special Education	% Minority	Sample Size
322	Sugar-Salem	SE	1,274	120	100	9.42%	7.85%	100
41	St. Maries	N	1,121	158	72	14.09%	6.42%	125
421	McCall-Donnelly	SW	1,024	89	61	8.69%	5.96%	78
150	Soda Springs	SE	864	103	23	11.92%	2.66%	88
202	West Side	SE	555	61	22	10.99%	3.96%	55
341	Lapwai	N	505	81	415	16.04%	82.18%	71
458	Liberty Charter	SW	407	19	39	4.67%	9.58%	18
415	Hansen	SE	389	39	111	10.03%	28.53%	37
282	Genesee	N	321	29	11	9.03%	3.43%	28
451	Victory Charter	SW	264	18	27	6.82%	10.23%	18
182	Mackay	SE	226	32	18	14.16%	7.96%	30
149	North Gem	SE	185	26	9	14.05%	4.86%	25
432	Cambridge	SW	151	26	1	17.22%	0.66%	25
457	Inspire Charter	SW	136	5	19	3.68%	13.97%	5
191	Prairie	SW	4	-	-	0.00%	0.00%	
Total for Year 2			52,760	5,633	8,164	10.68%	15.47%	2,906

Year 3– List of Participating School Districts on Sample Collection

Code	District Name	Region	Student Enrollment	Special Education	Minority Total	% Special Education	% Minority	Sample Size
2.1	Meridian 1	SW	10,116	1,078	698	10.66%	6.90%	386
131	Nampa	SW	13,831	1,715	3,894	12.40%	28.15%	445
411	Twin Falls	SE	7,207	846	1,085	11.74%	15.05%	351
151	Cassia County	SE	4,959	470	1,373	9.48%	27.69%	264
193	Mountain Home	SW	3,944	610	821	15.47%	20.82%	303
134	Middleton	SW	2,773	289	231	10.42%	8.33%	195
1001	Silver Valley	N	2,019	273	100	13.52%	4.95%	188
371	Payette	SW	1,758	169	410	9.61%	23.32%	132
381	American Falls	SE	1,562	170	636	10.88%	40.72%	133
171	Orofino Joint	N	1,316	174	80	13.22%	6.08%	135
232	Wendell	SE	1,093	159	417	14.55%	38.15%	126
372	New Plymouth	SW	902	112	106	12.42%	11.75%	95
59	Firth	SE	797	92	125	11.54%	15.68%	80
304	Kamiah	N	525	52	110	9.90%	20.95%	48
285	Potlatch	N	487	73	7	14.99%	1.44%	65

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Code	District Name	Region	Student Enrollment	Special Education	Minority Total	% Special Education	% Minority	Sample Size
233	Hagerman	SW	404	42	87	10.40%	21.53%	39
365	Bruneau-Grandview	SW	368	54	116	14.67%	31.52%	50
13	Council	SW	290	41	20	14.14%	6.90%	38
456	Falcon Ridge	SW	265	21	4	7.92%	1.51%	20
418	Murtaugh	SE	216	21	100	9.72%	46.30%	20
314	Dietrich	SE	170	21	32	12.35%	18.82%	20
382	Rockland	SE	147	15	6	10.20%	4.08%	15
292	South Lemhi	SE	97	3	2	3.09%	2.06%	3
416	Three Creek	SE	4	-	2	0.00%	50.00%	0
Total for Year 3			55,250	6,500	10,462	11.76%	18.94%	3,151

Year 4– List of Participating School Districts on Sample Collection

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

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Code	District Name	Region	Student Enrollment	Special Education	Minority Total	% Special Education	% Minority	Sample Size
455	Compass Charter	SW	234	13	9	5.56%	3.85%	13
11	Meadows Valley	SW	193	23	2	11.92%	1.04%	22
302	Nezperce	N	151	17	8	11.26%	5.30%	17
394	Avery	N	14	-	-	0.00%	0.00%	0
364	Pleasant Valley	SW	11	4	-	36.36%	0.00%	4
Total for Year 4			50,342	5,670	7,772	11.26%	15.44%	2,948

Year 5– List of Participating School Districts on Sample Collection

Code	District Name	Region	Student Enrollment	Special Education	Minority Total	% Special Education	% Minority	Sample Size
2.2	Meridian 2	SW	10,116	1,078	698	10.66%	6.90%	386
271	Coeur d'Alene	N	10,201	999	412	9.79%	4.04%	375
340	Lewiston	N	4,987	630	329	12.63%	6.60%	308
321	Madison	SE	4,306	468	323	10.87%	7.50%	263
331	Minidoka	SE	4,072	433	1,681	10.63%	41.28%	252
221	Emmett	SW	2,840	417	330	14.68%	11.62%	246
52	Snake River	SE	1,971	156	413	7.91%	20.95%	124
373	Fruitland	SW	1,652	187	344	11.32%	20.82%	143
413	Filer	SE	1,341	148	172	11.04%	12.83%	119
412	Buhl	SE	1,306	101	332	7.73%	25.42%	87
21	Marsh Valley	SE	1,250	165	45	13.20%	3.60%	130
291	Salmon	SE	1,002	123	25	12.28%	2.50%	102
136	Melba	SW	706	88	94	12.46%	13.31%	77
312	Shoshone	SE	557	53	211	9.52%	37.88%	49
111	Butte County	SE	499	88	33	17.64%	6.61%	77
72	Basin	SW	431	46	13	10.67%	3.02%	43

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Code	District Name	Region	Student Enrollment	Special Education	Minority Total	% Special Education	% Minority	Sample Size
73	Horseshoe Bend	SW	342	51	32	14.91%	9.36%	47
283	Kendrick	N	303	59	8	19.47%	2.64%	54
453	Richard McKenna	SW	248	-	25	0.00%	10.08%	0
161	Clark County	SE	206	24	86	11.65%	41.75%	23
305	Highland	N	203	26	17	12.81%	8.37%	25
342	Culdesac	N	153	20	15	13.07%	9.80%	19
92	Swan Valley	SE	53	12	-	22.64%	0.00%	12
Total for Year 5			48,745	5,372	5,638	11.02%	11.57%	2,959

Measurement:

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

Overview of Issue/Description or Process:

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

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

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

Baseline Data for FFY 2005 (2005-2006):

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

Discussion of Baseline Data:

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

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

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

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

- % White
- % Hispanic
- % Minorities Total

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

In an effort to improve services and results for children with disabilities, the SDE conducted a survey-based study to gather information from parents of children receiving special education services. Based on the analysis of the data, the following points represent the primary findings of the study.

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

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	26%
2006 (2006-2007)	27%
2007 (2007-2008)	28%
2008 (2008-2009)	29%
2009 (2009-2010)	30%
2010 (2010-2011)	31%
2011 (2011-2012)	32%
2012 (2012-2013)	33%

Improvement Activities/Timelines/Resources:

FFY	Activities	Projected Timelines	Projected Resources

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FFY	Activities	Projected Timelines	Projected Resources
2005 (2005-2006)	Utilize the NCSEAM survey to collect data, establish a baseline, and to establish targets and activities. .	Fall 2005	SDE Monitoring Personnel SDE Parent Involvement Coordinator Part VI-B funding
2005	Report parent response data to the district and to the public for $N \geq 10$	March 2006 and Annually	SDE Monitoring Personnel SDE Parent Involvement Coordinator Part VI-B funding
2005	Send Team of SDE Title 1, Special Education, and parents to the <u>School, Families and Community Partnership</u> training of trainers sponsored by John Hopkins University in October 2005.	Fall 2005	SDE Parent Involvement Coordinator Title 1 Personnel Part VI-B funding SIG funding Title 1 funding
2005	Conduct regional training in six sites on School, Family and Community Partnerships Model.	Spring 2005	SDE Parent Involvement Coordinator Title 1 Personnel Part VI-B funding SIG funding Title 1 funding
2005	Contract with Idaho Parents Unlimited (Idaho's PTI) to collaborate with the SDE in providing training to LEAs on School, Family and Community Partnerships.	2005 and ongoing	SDE Parent Involvement Coordinator Title 1 Personnel Part VI-B funding SIG funding Title 1 funding
2005	Meet with parent advocacy and training organizations of Idaho to promote parent to parent involvement and advocacy by increasing parent awareness of resources.	2005-2006 and ongoing	SDE Parent Involvement Coordinator Title 1 Personnel Part VI-B funding SIG funding Title 1 funding

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FFY	Activities	Projected Timelines	Projected Resources
2006	Continue NCSEAM survey Report baseline for APR Report to LEAs	Fall 2006 February 2007 Spring 2006 and Annually	Part VI-B funding SIG funding Title 1 funding
2006	Through the Idaho Monitoring System, LEAs scoring below the state target, based on parent responses to the NCSEAM survey, will be required to incorporate activities to address the need in their Improvement Plan	Spring 2006 and Annually	Part VI-B funding SIG funding Title 1 funding
2007 (2007-2008)	Continue to monitor LEAs for parent involvement indicators	2007 and Annually	Part VI-B funding Title 1 funding SDE Parent Involvement Coordinator (Title 1 and Special Education) Regional Consultants
2007	--Initiate a "Parent Collaborative" involving Special Education, Safe and Drug Free Schools, Consolidated School Health, Title I, Child Nutrition, Gifted and Talented, parents and school representatives. --Hold regular meetings every 2 months to develop collaborative relationships and to discover common requirements and activities of each program that could be collaboratively delivered --Identify the needs of parents and schools, plan collaborative activities, braiding resources to meet these needs.	September 2007 - May 2008	SpEd Parent Coordinator & personnel and funds from each of the state and federal programs participating
2007	--Initiate a statewide "Statewide Parent Leadership Group" with parents, representatives from the Federation of Families, and Idaho Parents Unlimited. --Identify the areas in which parents would like to receive training and education. --Collaboratively work to strengthen relationships between schools and parents.	November 2007 – June 2008	SDE Parent Involvement Coordinator VI-B Funds

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FFY	Activities	Projected Timelines	Projected Resources
2007	Improve working relationships and minority parent involvement by inviting parents from tribal schools and Hispanic communities to discuss concerns specific to their children and education.	March 2008	Dispute Resolution and "Parent Collaborative" Coordinators Indian Education Coordinator Braided funds from each participating program
2007	--Continue using the NCSEAM survey for "Year 3" districts. --Discuss revised survey options with OSEP --If approved, develop a survey that better meets the needs of the Idaho constituency.	March 2008 Feb. 2008 March – July 2008	Parent Coordinator VI-B Funds
2008 (2008-2009)	Distribute the NCSEAM parent survey to parents in the "Year 4" districts and analyze the results with the Parent Involvement survey in the self-assessment activities with districts.	Fall 2008 – Spring 2009	SDE Parent Involvement Coordinator SDE Quality Assurance Coordinator Contractor
2008	Collaborate with Title 1 to hire a parent involvement coordinator	Dec 2008	Part B Funds Title 1 Funds
2008	Coordinate a "Parent Collaborative" involving Special Education, Safe and Drug Free Schools, Consolidated School Health, Title I, Child Nutrition, Gifted and Talented, parents and school representatives. --Hold regular meetings every 2 months to develop collaborative relationships and to discover common requirements and activities of each program that could be collaboratively delivered --Identify the needs of parents and schools, plan collaborative activities, braiding resources to meet these needs.	September 2007 - May 2008 Annually	SDE Parent Involvement Coordinator Part B funds
2008	Establish a webpage on the SDE website for parents to include information about special education and Title I to explore cross program collaboration for increasing parent involvement and satisfaction.	Summer 2009	SDE Parent Involvement Coordinator SDE/Title I staff Technology staff Part B funds Title I funds

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FFY	Activities	Projected Timelines	Projected Resources
2008	Consult with DAC to develop a survey process that better meets the needs of the Idaho constituency.	June 2009	SDE Parent Involvement Coordinator Part B Funds
2008	Coordinate a statewide "Statewide Parent Leadership Group" with parents, representatives from the Federation of Families, and Idaho Parents Unlimited. --Identify the areas in which parents would like to receive training and education. --Collaboratively work to strengthen relationships between schools and parents.	November 2007 – June 2008 Annually	SDE Parent Involvement Coordinator Part B Funds
2008	Using Idaho's dispute resolution options to identify districts with serious parent concerns, conduct general supervision visits to provide technical assistance.	Annually	Dispute Resolution Coordinator SDE Staff/ SDE Regional Consultants Part B Funds
2008	Improve working relationships and minority parent involvement by inviting parents from tribal schools and Hispanic communities to discuss concerns specific to their children and education.	March 2008	SDE Dispute Resolution and Parent Involvement Coordinators SDE Indian Education Coordinator Braided funds from each participating program
2008	Continue to monitor LEAs for parent involvement indicators and include Parent Involvement in self-assessment training with districts	October 2009	SDE Parent Involvement Coordinator Part VI-B funding
2009 (2009-2010)	Continue to provide training and technical assistance to LEAs with findings in parent involvement	2010 and Annually	Part VI-B funding Title 1 funding SDE Parent Involvement Coordinator (Title 1 and Special Education) Regional Consultants
2009	Collaborate with the Coordinated School Health Interagency Group to identify parent training needs.	Annually	SDE Parent Involvement Coordinator Part B Funds

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FFY	Activities	Projected Timelines	Projected Resources
2009	Initiate a parent mentor program to train and utilize parent mentors to provide training, support and information services for parents and families. --Work with districts that are interested in implementing a mentor program to promote necessary and effective two-way communication between families and the school system. --Identify and begin training potential parent mentors.	Dec 2010	VI-B Funds Title 1 Funds
2009	Distribute the NCSEAM parent survey to parents in the "Year 5" districts and analyze the results with the Parent Involvement survey in the self-assessment activities with districts.	Fall 2009 – Spring 2010	SDE Parent Involvement Coordinator SDE Quality Assurance Coordinator Contractor
2009	Using Idaho's dispute resolution options to identify districts with serious parent concerns, conduct general supervision visits to provide technical assistance.	Annually	Dispute Resolution Coordinator SDE Staff/ SDE Regional Consultants Part B Funds
2010 (2010-2011)	Distribute the NCSEAM parent survey to parents in the "Year 1" districts and analyze the results with the Parent Involvement survey in the self-assessment activities with districts.	April 2011	SDE Parent Involvement Coordinator SDE Quality Assurance Coordinator Part B Funds
2010	Contact districts with low parent involvement scores, share data and require a plan for improvement in the WISE Tool. Collaborate with CBs if the district has a CB.	May 2011	SpEd Charter School Coordinator Regional Consultants Data Coordinator Part B Funds
2010	Create an attractive flier with information about organizations that offer support for parents of students with disabilities and a list of agencies that can assist in transition from school and make available for schools to distribute at IEP meetings.	June 2011	SDE SpEd Coordinator IPUL Part B Funds
2010	Develop online survey to be used for a census parent survey during the 2011-2012 school year.	April 2011	SDE Parent Involvement Coordinator Data Coordinator Part B Funds

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FFY	Activities	Projected Timelines	Projected Resources
2010	Train district staff on how log in and set up the online Parent Survey for parents to complete after their annual IEP meeting.	May 2011	SDE Parent Involvement Coordinator Data Coordinator Part B Funds
2010	Create a user-friendly, interactive resource and information website on the Idaho State Department of Education Parent and Community Involvement page.	Mar. 2011	SDE Parent Involvement Coordinator Part B Funds
2011	Work with community stakeholders and service agencies, districts and other SDE staff in Coordinated School Health to redraft the Idaho Rule on Restraint and Seclusion. This work will be reviewed by Idaho's Special Education Advisory Panel and other community stakeholders.	Jan. 2011- Oct. 2012	SDE Parent/Community Involvement Coordinator Community Stakeholders SDE Coordinated School Health Staff Part B Funds
2011	Train district staff on how log in and set up the online Parent Survey for parents to complete after their annual IEP meeting.	Sept. 2011	SDE Parent Involvement Coordinator Data Coordinator Part B Funds
2011	Update and expand parent resources on SDE website	Nov. 2011	SDE Parent/Community Involvement Coordinator Part B Funds
2011	Work with the Special Education Statewide Technical Assistance staff (SESTA) and PBIS Project Coordinator to increase awareness of Schoolwide Positive Behavior Intervention Supports (PBIS) project. This will occur through regional trainings and workshops informing districts and schools as to the necessary preparations for implementation, fidelity and sustainability.	Sept. 2011 – May 2012	SDE Parent/Community Involvement Coordinator State PBIS Project Coordinator

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FFY	Activities	Projected Timelines	Projected Resources
2011	Create and distribute information about Dispute Resolution services for parents and districts targeting preventative activities, specifically facilitation of IEP meetings and collaboration between families and schools. Utilize parent organizations and service providers as a vehicle to distribute information along with districts and schools.	March 2012	SDE Parent/Community Involvement Coordinator SDE Dispute Resolution Coordinator Contractors
2011	Launch census parent survey in every district. Parents complete an online survey at the end of the annual IEP meeting.	Aug. 2011	SDE Parent/Community Involvement Coordinator Data Coordinator School and District staff Part B Funds
2011	Work with community stakeholders and service agencies, districts and other SDE staff to develop methods to increase survey response rates that is cost neutral. This work will be reviewed by Idaho's Special Education Advisory Panel and other community stakeholders.	March 2012 – December 2012	SDE Parent/Community Involvement Coordinator SDE Quality Assurance and Reporting Coordinator
2012	Provide technical assistance to districts regarding restraint and seclusion policies. Encourage all districts to draft formal policies and procedures regarding restraint and seclusion of students. (This will be secondary to the goal for 2011, assuming the state will approve the redrafted rule).	Fall 2012- Winter 2013	SDE Parent/Community Involvement Coordinator SDE Special Education Director Regional Coordinators
2012	Develop training for districts, schools and parents related to conflict resolution and communication. This will be an effort to increase positive communication and conflict resolution skills among special education staff and parents who have children with a disability.	Spring 2012- Fall 2013	SDE Dispute Resolution Coordinator Parent/Community Involvement Coordinator Contractors / Mediators who already work with the SDE in IEP facilitation and mediation services

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FFY	Activities	Projected Timelines	Projected Resources
2012	Continue work with community stakeholders and service agencies, districts and other SDE staff in Coordinated School Health to redraft the Idaho Rule on Restraint and Seclusion. This work will be reviewed by Idaho's Special Education Advisory Panel and other community stakeholders.	Ongoing	SDE Parent/Community Involvement Coordinator Community Stakeholders SDE Coordinated School Health Staff Part B Funds
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

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Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

Measurement:

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

Include State's definition of "disproportionate representation."

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

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

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

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

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.

Data Source:

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

Definition of Disproportionate Representation:

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

Determination of Inappropriate Identification:

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

Overview of Issue/Description or Process:

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

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

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

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

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

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

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

Indicator 9 Revised Baseline Data for FFY 2005:

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

2005-2006 118 Districts	Number of Districts with Inappropriate Identification	Percent of Districts
Asian	0	0%

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

Revised Baseline for Indicator 10:

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

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

Discussion of Baseline Data for both Indicators 9 and 10:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Monitoring Priority: Disproportionality

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

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

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

Include State's definition of "disproportionate representation."

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

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

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

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:

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

Determination of Inappropriate Identification:

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

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

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

Baseline Data for FFY 2004 (2004-2005):

Revised Baseline for Indicator 10:

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

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

Discussion of Baseline Data for both Indicators 9 and 10:

Refer to discussion in indicator 9.

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

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

Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**Additional Activities Added in FFY 2008:**

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

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

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Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

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

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

Measurement:

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

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

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

Overview of Issue/Description or Process:

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

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

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

Baseline Data for FFY 2005 (2004-2005):

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

Discussion of Baseline Data:

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

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

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

Improvement Activities/Timelines/Resources:

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

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

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FFY	Activities	Projected Timelines	Projected Resources
2008	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.	2008-2009 Annually	Quality Assurance Coordinator Regional Consultants VI-B funds
2008	Include this indicator in district determination decisions	Dec. 2008	Special Education Director Quality Assurance Coordinator VI-B funds
2008	Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data.	2008-2009 Annually	Quality Assurance Coordinators Special Education Coordinators Regional Consultants VI-B funds
2009	Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data.	Annually	Quality Assurance Coordinators Special Education Coordinators Regional Consultants VI-B funds
2009	Review this indicator, data collection procedures, technical assistance, and verification activities with a monitoring stakeholder group for input and improvement.	Annually	SDE Quality Assurance Coordinator SDE Data Coordinator Part B funds
2009	Include this indicator in district determination decisions	Dec. 2009	Special Education Director Quality Assurance Coordinator VI-B funds
2009	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.	Annually	Quality Assurance Coordinator Regional Consultants VI-B funds

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FFY	Activities	Projected Timelines	Projected Resources
2010	Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data.	2010-2011	Quality Assurance Coordinators Special Education Coordinators Regional Consultants VI-B funds
2010	Include this indicator in district determination decisions	Dec. 2010	Special Education Director Quality Assurance Coordinator VI-B funds
2010	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.	2008-2009 Annually	Quality Assurance Coordinator Regional Consultants VI-B funds
2011	Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data.	2011-2012	Quality Assurance Coordinators Special Education Coordinators Regional Consultants VI-B funds
2011	Include this indicator in district determination decisions	Dec. 2011	Special Education Director Quality Assurance Coordinator VI-B funds
2011	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.	2011-2012 Annually	Quality Assurance Coordinator Regional Consultants VI-B funds
2011	Provide ongoing monitoring and technical assistance to districts with more than three- year history of noncompliance and/or districts with large numbers (10 or more) of late evaluations.	Monthly for FFY 2011	Quality Assurance Coordinator Regional Consultants VI-B funds

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FFY	Activities	Projected Timelines	Projected Resources
2011	Work with the SDE IT department to identify upload coding errors, correct coding errors within programs, and establish gate-keeping to reject null submissions	December 2011 – June 2012	Quality Assurance Coordinator SDE IT personnel
2012	Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data.	2012-2013	Quality Assurance and Reporting Coordinator Regional Coordinators Part B funds
2012	Include this indicator in district determination decisions	Dec. 2012	Special Education Director Quality Assurance and Reporting Coordinator Part B funds
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.	2012-2013 Annually	Quality Assurance and Reporting Coordinator Regional Coordinators Part B funds
2012	Work with the SDE IT department to identify upload coding errors, correct coding errors within programs, and establish gate-keeping to reject null submissions	Ongoing	Quality Assurance Coordinators Regional Coordinators
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

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Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

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

Measurement:

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

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

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

Overview of Issue/Description or Process:

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

- a. Maintaining a State Early Childhood Interagency Agreement which specifies roles and responsibilities and specific protocols to ensure a smooth and effective transition to Part B services.
- b. Cross-training personnel from all programs (Parts C and B, Head Start, tribes) on the Interagency Agreement, state early childhood transition policies and procedures from IDEA 2004, and other support manuals for personnel and parents. Training includes procedures to be used by IEP teams to use in considering the IFSP in planning for the needs of the child. Idaho's IEP includes a section for consideration of this topic.
- c. Monitoring interagency relationships and interagency agreements as part of the Idaho LEA monitoring system, and through the VI B application process.
- d. Developing and maintaining a cross-agency (Parts C and B) data system (TARTIR) and annually reviewing Part C exit, dispute, 618-619, and parent interview data annually to identify areas of need.
- e. Developing new training and data development initiatives as needed.

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

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

Baseline Data for FFY 2005 (2005-2006):

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

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

Inserted 2/1/2008

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

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

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

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

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

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

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

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

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

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

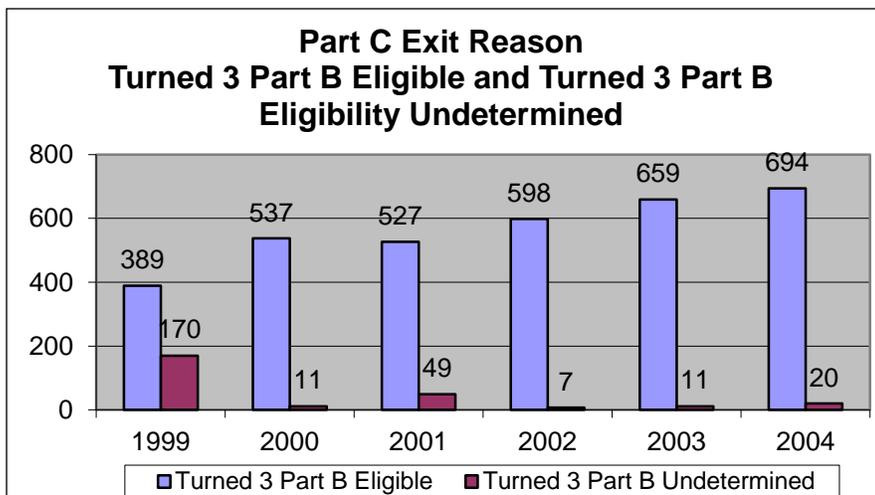
Annual monitoring data, based on files review during on-site program monitoring of 1/5 of Idaho LEAs each year, indicates that we have had no instances in which the IEP date was past the child's third birthday since 1999.

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

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

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

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**Discussion of Baseline Data:**

- A. The number of children who have been served in Part C and referred to Part B for eligibility determination.
- B. The number of children referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.

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

- a. Part C data currently is based on 9 exit reasons:
 - a) Completed IFSP prior to age 3
 - b) Turned 3, Part B eligible
 - c) Turned 3 Part B ineligible, exit to 'other'
 - d) Turned 3, Part B ineligible, *no referral* (emphasis added)
 - e) Turned 3, Part B ineligible, undetermined
 - f) Deceased
 - g) Moved out of state
 - h) Withdrawn by parent (including transfers)
 - i) Maintaining contact unsuccessful

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

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

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

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

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

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

Improvement Activities/Timelines/Resources:

- # of children who have been served in Part C and referred to Part B for eligibility determination.
- # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- # of those found eligible who have an IEP developed and implemented by their third birthday.

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

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

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

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

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

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

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

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

Overview of the State Performance Plan Development:

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

$$(53/84)100 = 63\%$$

Overview of Issue/Description of System or Process:

Process:

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

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Idaho. To address data collection needs specific to this indicator, required questions were added to the IEP Secondary File Review Checklist. All eight questions were developed by the National Secondary Transition Technical Assistance Center (NSTTAC) and are questions specific to IEP contents that, when combined, provide data regarding whether the IEP includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. In addition, the checklist includes questions that speak to a review of evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Identifying Noncompliance:

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

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

Correcting and Verifying Correction of Noncompliance:

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

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

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

Baseline Data for FFY 2009 (2009-2010):

Number of IEPs Reviewed	Number of IEPs Compliant	Percent of IEPs Compliant
84	53	63%

Discussion of Baseline Data:

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

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

2011 Revision:

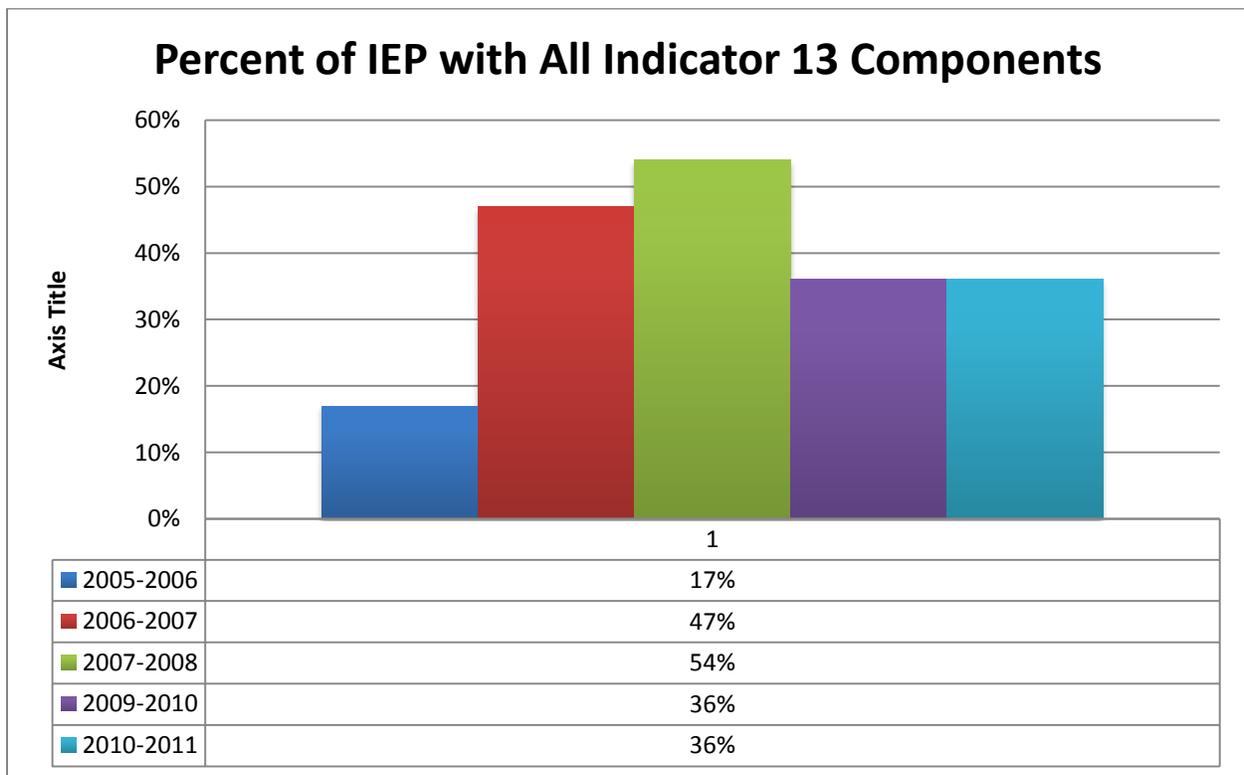
Staff turnover created issues of continuity and communications. Current staff questioned the differences in compliance rate and in the number of IEPs reviewed. An audit of past years' data was completed and an error in the reporting of compliance in the 2011 APR was noted. Rather than a compliance of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

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

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

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



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

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

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

Improvement Activities/Timelines/Resources:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**Overview of the State Performance Plan Development:**

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

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

Measurement:

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

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

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

Overview of Issue/Description of System or Process:

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

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

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

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

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

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

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

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

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

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

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

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

Baseline Data for FFY 2009

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

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

Discussion of Baseline Data:

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

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

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

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

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

Improvement Activities/Timelines/Resources:

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

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

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

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

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

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

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

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

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FFY	Activities	Projected Timelines	Projected Resources
2012	Post secondary disability service coordinators from all Idaho IHEs will meet on a bi-annual basis to identify and implement improvement activities to increase post secondary enrollment of students within one year of leaving secondary school.	Fall 2010 Spring 2011	SDE Secondary Transition Coordinator VI-B funds SIG Funds
2012	Through IIC, provide mini grants for secondary transition projects.	Discontinued	Secondary Coordinator SSOS Secondary Coordinator VI-B funds
2012	To increase the number of youth competitively employed for 90 days or more, at or above minimum wage, in a setting with his or her non-disabled peers, the SDE will partner with Idaho Division of Vocational Rehabilitation to develop an interagency workshop for VR counselors and secondary special educators that targets proper documentation of eligibility and accommodation/ adaptation needs, communication strategies between agencies, and evidence based instruction for teaching employment skills.	Fall 2013	Secondary Special Education Coordinator IDVR- Chief of Field Services Part B Finds
2012	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.	March 2013- November 2013	Secondary Special Education Coordinator Quality Assurance and Reporting Coordinator Special Education Director TAESE Associate Director Part B funds

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

Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**Monitoring Priority: Effective General Supervision Part B / General Supervision**

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

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

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

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

Overview of Issue/Description or Process:

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

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

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

Prong 2 Verification

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

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

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

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

Baseline Data for FFY 2004 (2004-2005):

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

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

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

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

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

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

Discussion of Baseline Data:

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

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

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

Improvement Activities/Timelines/Resources:

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

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FFY	Activities	Projected Timelines	Projected Resources
2006	Define “determinations” required by IDEA 2004 and identify districts in these groups	2006-2007	Special Education Director Quality Assurance Coordinator VI-B funds
2007 (2007-2008)	Select districts for onsite visits based on monitoring priority areas	2007 and Annually	SDE staff Regional Consultants VI-B funds
2007	Continue to support the on-going development of the compliance tracking tool for improved communication, data, and documentation <ul style="list-style-type: none"> • Work with monitoring work group to evaluate effective use of tool • Develop and work with user group to determine improvements to data collection, reporting functions, and accessibility • Work with Building Capacity Team at the SDE to develop connections across federal programs and reporting requirements for districts 	On-going December 2007- May 2008 June 2008 February – July 2008	Quality Assurance Coordinator SDE Programmer Regional Consultants Building Capacity Team (SDE) Monitoring Work Group VI-B Funds
2007	Continue to work with various stakeholders to effectively implement the compliance tracking tool <ul style="list-style-type: none"> • Develop a draft user manual and associated training • Deliver training to staff and districts in use of tool 	On-going June 2008 December 2007 – May 2008	Quality Assurance Coordinator Regional Consultants User Group SDE Programmer VI-B Funds

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

FFY	Activities	Projected Timelines	Projected Resources
2007	<p>Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)</p> <ul style="list-style-type: none"> • Develop the required tools for each component of the monitoring process • Develop and distribute a policy and procedures manual for each component of the monitoring process to use with staff • Develop and distribute a public policy manual for the monitoring process to use with districts and other stakeholders • Develop and deliver training and materials on the Idaho CIMS process and each component as necessary • Collaborate with other federal programs (Building Capacity group) to identify areas of possible partnership in reporting requirements, plans, and monitoring • Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible 	<p>On-going</p> <p>June 2007 – May 2008</p> <p>June 2008</p> <p>October 2007 – July 2008</p> <p>October 2007 & April – May 2008</p> <p>February 2008 on-going</p> <p>September 2007 – on-going</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Building Capacity Team (SDE)</p> <p>Monitoring Work Group</p> <p>Idaho Training Clearinghouse</p> <p>SDE Webmaster</p> <p>WRRRC Consultants</p> <p>VI-B Funds</p>
2007	<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"> • Cooperate to implement a calendar for reporting and monitoring activities that supports districts and assists the state in meeting federal requirements • Provide technical assistance and training for districts around the monitoring and compliance tools, definitions, and expectations (File Reviews, etc.) • Provide technical assistance to districts based on the needs determined through the determination levels process • Implement the actions (rewards and sanctions) for districts as determined by the determination levels process • Facilitate a work group to develop and implement the Performance Response worksheets used to determine appropriate policies, procedures, and/or practices 	<p>On-going</p> <p>August 2007 March 2008</p> <p>November 2007 on-going July 2008</p> <p>On-going</p> <p>On-going</p> <p>March 2008</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Special Education SDE Staff</p> <p>Performance Response Work Group</p> <p>Idaho Training Clearinghouse</p> <p>VI-B Funds</p>

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

FFY	Activities	Projected Timelines	Projected Resources
2007	<p>Follow established procedures when noncompliance is not corrected in a timely manner</p> <ul style="list-style-type: none"> • Continue to facilitate a work group to evaluate and develop appropriate procedures and policy for the Determination Levels • Facilitate a work group to review and update the Child Count Verification procedures • Train all staff on the established process for documentation pertaining to identification and correction of noncompliance • Develop a process for consistent communication and documentation of compliance concerns within the SDE and Regional Offices 	<p>On-going</p> <p>October 2007 December 2007 March 2008 May 2008</p> <p>June-July 2008</p> <p>May 2008</p>	<p>Quality Assurance Coordinator</p> <p>Special Education SDE Staff</p> <p>Regional Consultants</p> <p>Dispute Resolution Coordinator & Consultant Art Cernosia</p> <p>Monitoring Work Group</p> <p>Determination Levels Work Group</p> <p>VI-B Funds</p>
2008 (2008-2009)	<p>Continue to support the on-going development of the compliance tracking tool for improved communication, data, and documentation</p> <ul style="list-style-type: none"> • Work with monitoring work group to evaluate cross over between data systems within special education • Continue to work with user group to determine improvements to data collection, reporting functions, and accessibility • Continue to work with the Building Capacity Team at the SDE to develop connections across federal programs and reporting requirements for districts 	<p>On-going</p> <p>July 2008 – September 2008</p>	<p>Quality Assurance Coordinator</p> <p>SDE Programmer</p> <p>Regional Consultants</p> <p>User Group</p> <p>Building Capacity Team (SDE)</p> <p>Monitoring Work Group</p> <p>VI-B Funds</p>
2008	<p>Continue to work with various stakeholders to effectively implement the compliance tracking tool</p> <ul style="list-style-type: none"> • Finalize a user manual and associated training • Deliver training to staff and districts in the use of the compliance tracking tool • Develop guidelines for quality content and consistent definitions for training. • Provide on-going technical assistance to districts for use of compliance tracking tool 	<p>On-going</p> <p>September 2008</p> <p>July 2008 – November 2008</p>	<p>Quality Assurance Coordinator</p> <p>Special Education SDE Staff</p> <p>Regional Consultants</p> <p>User Group</p> <p>SDE Programmer</p> <p>VI-B Funds</p>

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

FFY	Activities	Projected Timelines	Projected Resources
2008	<p>Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)</p> <ul style="list-style-type: none"> • Evaluate and update as necessary guidance for each component of the monitoring process. • Distribute guidance for the monitoring process to use with districts and other stakeholders. • Collaborate with other federal programs to implement a partnership in reporting requirements, plans, and monitoring • Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible • Recruit and develop monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification • Develop an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP <p>http://itcnew.idahotc.com/files/07/evalrpt2007.pdf</p>	<p>On-going</p> <p>August 2008 – December 2008</p> <p>May 2009</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Building Capacity Team (SDE)</p> <p>Monitoring Work Group</p> <p>Idaho Training Clearinghouse</p> <p>SDE Webmaster</p> <p>WRRC Consultants</p> <p>Monitoring Cohort</p> <p>VI-B Funds</p>
2008	<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"> • Provide technical assistance and training for districts around compliance items in the monitoring process. • Provide technical assistance to districts based on the needs determined through all monitoring activities • Implement the actions (rewards and sanctions) for districts as determined by the determination levels process • Research development and implementation of “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group • Develop and deliver training for districts on quality data analysis and completing the Performance Response to identify inappropriate policies, procedures, and/or practices • Collaborate with Building Capacity group and 	<p>On-going</p> <p>January 2009</p> <p>October 2008</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Special Education SDE Staff</p> <p>Determinations Work Group</p> <p>Performance Response Work Group</p> <p>Idaho Training Clearinghouse</p> <p>RTI Coordinator LEP Coordinator Content Coordinators ESEA Coordinators Parent Collaborative</p> <p>WRRC Consultants</p> <p>Mentor Districts</p> <p>VI-B Funds</p>

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

FFY	Activities	Projected Timelines	Projected Resources
	other programs/coordinators to identify effective strategies to support LEAs incorporate systems level supports that will improve noncompliance. (Response to Intervention, Limited English Proficiency, Parent Involvement, etc.).		
2009 (2009-2010)	Onsite visits based on monitoring process including priority areas.	On-going July 2008 – June 2009	Quality Assurance Coordinator Regional Consultants VI-B Funds
2009	Continue to work with various stakeholders to effectively implement the compliance tracking tool <ul style="list-style-type: none"> • Provide on-going technical assistance for use of compliance tracking tool • Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility • Revisit the user manual and associated training • Collaborate with required staff to ensure compatibility of changes to state wide data systems 	On-going	Quality Assurance Coordinator Regional Consultants User Group IT Dept SDE VI-B Funds
2009	Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring) <ul style="list-style-type: none"> • Evaluate and update as necessary guidance for each component of the monitoring process. • Distribute guidance for the monitoring process to use with districts and other stakeholders. • Collaborate with other federal programs to implement partnership in reporting requirements, Improvement Plans and monitoring • Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible • Train and facilitate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification • Implement the use of an Evaluation Process/Tool for the CIMS process that 	May 2010	Quality Assurance Coordinator Regional Consultants Building Capacity Team (SDE) Monitoring Work Group Idaho Training Clearinghouse SDE Webmaster Monitoring Cohort VI-B Funds

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

FFY	Activities	Projected Timelines	Projected Resources
	involves various stakeholders, including SEAP		
2009	<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"> • Provide technical assistance and training for district around compliance items in the monitoring process. • Provide technical assistance to districts based on the needs determined through all monitoring activities. • Implement the actions (rewards and sanctions) for districts as determined by the determination levels process • Establish “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group • Develop and deliver training for districts on quality data analysis and completing the Performance Response to identify inappropriate policies, procedures, and/or practices • 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>On-going</p> <p>September 2009</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Special Education SDE Staff</p> <p>Determinations Work Group</p> <p>Performance Response Work Group</p> <p>Idaho Training Clearinghouse</p> <p>RTI Coordinator LEP Coordinator Content Coordinators ESEA Coordinators Parent Collaborative</p> <p>Mentor Districts</p> <p>VI-B Funds</p>
2009	Onsite visits based on monitoring process including priority areas.	July 2008 – June 2009	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>VI-B Funds</p>
2010 (2010-2011)	<p>Continue to work with various stakeholders to effectively implement the compliance tracking tool</p> <ul style="list-style-type: none"> • Provide on-going technical assistance for use of compliance tracking tool • Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility • Revisit the user manual and associated training • Collaborate with required staff to ensure 	On-going	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>User Group</p> <p>IT Dept SDE</p> <p>VI-B Funds</p>

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

FFY	Activities	Projected Timelines	Projected Resources
	compatibility of changes to state wide data systems		
2010	<p>Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)</p> <ul style="list-style-type: none"> • Deliver training and materials on the Idaho CIMS process and each component as necessary • Collaborate with other federal programs to implement partnerships in reporting requirements, Continuous Improvement Plans (CIP), and monitoring • Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible • Facilitate and evaluate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification • Implement the use of an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP 	<p>On-going</p> <p>January 2011- March 2011</p> <p>May 2011</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Building Capacity Team (SDE)</p> <p>Monitoring Work Group</p> <p>Idaho Training Clearinghouse</p> <p>SDE Webmaster</p> <p>Monitoring Cohort</p> <p>VI-B Funds</p>
2010	<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"> • Provide technical assistance for districts around compliance items in the monitoring priority areas (Eligibility & the IEP Process, etc.) • Provide technical assistance to districts based on the needs determined through the determination levels process • Implement the actions (rewards and sanctions) for districts as determined by the determination levels process • Support “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group • Provide technical assistance to districts on analysis of data, review of improvement strategies, and the Performance Responses • Collaborate with Building Capacity group and 	<p>On-going</p> <p>September 2010</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Special Education SDE Staff</p> <p>Determinations Work Group</p> <p>Performance Response Work Group</p> <p>Idaho Training Clearinghouse</p> <p>RTI Coordinator LEP Coordinator Content Coordinators ESEA Coordinators Parent Collaborative</p> <p>Mentor Districts</p> <p>VI-B Funds</p>

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

FFY	Activities	Projected Timelines	Projected Resources
2011	<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"> • Provide technical assistance for districts around compliance items in the monitoring priority areas (Eligibility & the IEP Process, etc.) • Provide technical assistance to districts based on the needs determined through the determination levels process • Implement the actions (rewards and sanctions) for districts as determined by the determination levels process • Support “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group • Provide technical assistance to districts on analysis of data, review of improvement strategies, and the Performance Responses • 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>On-going</p> <p>September 2011</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Special Education SDE Staff</p> <p>Determinations Work Group</p> <p>Performance Response Work Group</p> <p>Idaho Training Clearinghouse</p> <p>RTI Coordinator LEP Coordinator Content Coordinators ESEA Coordinators Parent Collaborative</p> <p>Mentor Districts</p> <p>VI-B Funds</p>
2012 (2012-2013)	<p>Onsite visits based on monitoring process including priority areas.</p>	<p>On-going</p> <p>July 2011 – June 2012</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>VI-B Funds</p>
2012	<p>Continue to work with various stakeholders to effectively implement the compliance tracking tool</p> <ul style="list-style-type: none"> • Provide on-going technical assistance for use of compliance tracking tool • Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility • Revisit the user manual and associated training • Collaborate with required staff to ensure compatibility of changes to state wide data systems 	<p>On-going</p> <p>July 2011 – June 2012</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>User Group</p> <p>IT Dept SDE</p> <p>VI-B Funds</p>

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FFY	Activities	Projected Timelines	Projected Resources
<p>2012</p>	<p>Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)</p> <ul style="list-style-type: none"> • Deliver training and materials on the Idaho CIMS process and each component as necessary • Collaborate with other federal programs to implement partnerships in reporting requirements, Continuous Improvement Plans (CIP), and monitoring • Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible • Facilitate and evaluate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification • Implement the use of an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP 	<p>On-going July 2011 – June 2012</p> <p>January 2013- March 2013</p> <p>May 2013</p>	<p>Quality Assurance Coordinator Regional Consultants Building Capacity Team (SDE) Monitoring Work Group Idaho Training Clearinghouse SDE Webmaster Monitoring Cohort VI-B Funds</p>
<p>2012</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"> • Provide technical assistance for districts around compliance items in the monitoring priority areas (Eligibility & the IEP Process, etc.) • Provide technical assistance to districts based on the needs determined through the determination levels process • Implement the actions (rewards and sanctions) for districts as determined by the determination levels process • Support “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group • Provide technical assistance to districts on analysis of data, review of improvement strategies, and the Performance Responses • Collaborate with Building Capacity group and other programs/coordinators to identify effective strategies to support LEAs, incorporate systems level supports that will 	<p>On-going June 2012 to July 2013</p> <p>September 2012</p>	<p>Quality Assurance Coordinator Regional Consultants Special Education SDE Staff Determinations Work Group Performance Response Work Group Idaho Training Clearinghouse RTI Coordinator LEP Coordinator Content Coordinators ESEA Coordinators Parent Collaborative Mentor Districts VI-B Funds</p>

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

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Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

Overview of Issue/Description of System or Process

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

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

Baseline Data for FFY 2004 (2004-2005):

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

Discussion of Baseline Data

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

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

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

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

Improvement Activities/Timelines/Resources:

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

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

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

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

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

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

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

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement: Percent = $[(3.2(a) + 3.2(b)) \text{ divided by } 3.2] \text{ times } 100.$

Overview of Issue/Description of System or Process:

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

Baseline Data for FFY 2004 (2004-2005):

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

Discussion of Baseline Data:

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

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

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

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

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

FFY	Measurable and Rigorous Target
2010	100%
2011	100%
2012	100%

Improvement Activities/Timelines/Resources:

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

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

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

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

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

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

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

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

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

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

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

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

Measurement: Percent = (3.1(a) divided by 3.1) times 100.
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Overview of Issue/Description of System or Process:

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

Baseline Data for FFY 2005 (2005-2006):

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

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

Discussion of Baseline Data:

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

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

FFY 2006 Reached 10 Resolution Meetings

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

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

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

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

Improvement Activities/Timelines/Resources:

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

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

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

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

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

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

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

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

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 19: Percent of mediations held that resulted in mediation agreements.

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

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

Overview of Issue/Description of System or Process:

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

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

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

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

Baseline Data for FFY 2004 (2004-2005):

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

Discussion of Baseline Data:

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

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

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

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

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

Improvement Activities/Timelines/Resources:

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

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

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

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

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

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

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

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

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

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

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

Idaho Part B State Performance Plan (SPP) for FFY 2005-2012**Monitoring Priority: Effective General Supervision Part B / General Supervision**

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

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

Measurement:

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

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

Overview of Issue/Description or Process:

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

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

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

Steps taken to ensure accuracy of data

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

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

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

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

Baseline Data for FFY 2004 (2004-2005):

- a. Reports submitted on time: 100%
- b. Accuracy: 100%

Discussion of Baseline Data:

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

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

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

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FFY	Measurable and Rigorous Target
2009	100%
2010	100%
2011	100%
2012	100%

Improvement Activities/Timelines/Resources:

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

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

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

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

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

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

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

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

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

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

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