

Minidoka 331

CONGRATULATIONS! With a performance of 4.00 on these compliance indicators, the district determination is: Meets Requirements

Points Possible	Points	
4	4	Indicator 4B: Significant discrepancy by race/ethnicity in the rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs and policies, procedures or practices that contribute to the significant discrepancy.
4	4	Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification.
4	4	Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.
4	4	Indicator 11: The percent of children with parental consent to evaluate, who were evaluated within the 60 school day timeline.
4	4	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.
4	4	Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
4	4	Indicator 15: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
4	4	Indicator 16: Percent of mediations held that resulted in mediation agreements.
4	4	IDEA Part B Audit Findings
4	4	Overall LEA Determination

**How the Idaho State Department of Education Made Local Determinations
Under Section 616 of the Individuals with Disabilities Education Act
FFY 2014 SY 2014-2015 issued June 2016**

Overview

Idaho is required, under Section 616(a)(1)(C)(i) and 300.600(a) of IDEA 2004, to make annual determinations on the performance of each Local Education Agency (LEA) with regard to the provision of special education and related services. These determinations are a way of designating the status of local districts into one of the following four categories, as outlined in Section 616 (d) of IDEA 2004:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention.

States are required to make determinations based on indicators identified by the federal government and delineated in the State Performance Plan (SPP). The SPP contains 16 data-based indicators which are used to evaluate each state's performance and progress with regard to the provision of special education and related services within the state. These 16 indicators are separated into compliance indicators (which measure compliance with the IDEA regulations) and results indicators (which measure outcomes for students with disabilities) as shown below. For more information regarding specific compliance and results indicators, please see the Idaho State Performance Plan (SPP) and Annual Performance Report (APR) available at <https://www.sde.idaho.gov/sped/public-reporting/> .

Idaho State Performance Plan	
Compliance Indicators	Results Indicators
Discipline Rates by Race/Ethnicity (4B) Disproportionality (9 & 10) Initial Eligibility Timelines (11) Early Childhood Transition (12) Secondary Transition Plans (13) Complaints (15) Due Process (16) Fiscal Audit	Graduation (1) Dropout (2) Assessment (3) Discipline Rates (4A) LRE Ages 6-21 (5) LRE Ages 3-5 (6) Early Childhood Outcomes (7) Parent Involvement (8) Post-School Outcomes (14)

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States may consider LEA performance on results indicators, however, at this time, all states are required to consider the following data when making local determinations based on 2014-2015 school year data submitted by districts:

- Indicator 4B: Discrepancy in Discipline Rates by Race/Ethnicity
- Indicator 9: Disproportionate Representation in Special Education
- Indicator 10: Disproportionate Representation in Specific Disability Categories
- Indicator 11: Initial Eligibility Timelines
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition Plans*
- Indicator 15: Resolution Sessions
- Indicator 16: Mediation
- Fiscal Audit

* Based on a lack of clarification in processes for the 2014-2015 General Supervision File Review, used to collect data for Indicator 13 – Secondary Transition, all districts that received the maximum points possible in the category will show a score of 4. All districts that did not achieve the maximum points possible will receive an N/A for the category indicating that correction of noncompliance for Secondary Transition was verified in a timely manner or no files were submitted for secondary transition students.