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| **Annual Determinations Description:** Describe which indicators the state education agency (SEA) uses and other factors the SEA considers. Describe the state’s process and how it does or does not parallel the Office of Special Education Programs’ (OSEP) Determinations process.  |
| Minimally, SEAs must include* performance on compliance indicators (4b, 9, 10, 11, 12, 13);
* valid and reliable data;
* correction of identified non-compliance; and
* other data available to the state about local education agency (LEA) compliance with the *Individuals with Disabilities Education Act* (IDEA), including relevant audit findings.

SEAs may consider results on performance indicators and other information the SEA deems relevant. |
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| **Data Stewards:** Provide titles and names, contact information, department, and any notes on persons responsible for data collection, validation, distribution, and approval. If there are multiple parties responsible or involved in the process, list them all.  |
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| **Determinations Process Development:** Describe how the SEA develops the determinations process, including sanctions and rewards, and whether the SEA uses stakeholder input. Include the rationale for the design of the determinations process.  |
| The SEA must use one of the following four categories of determination for each LEA:* “Meets requirements” and purposes of IDEA;
* “Needs assistance” in implementing the requirements of IDEA;
* “Needs intervention” in implementing the requirements of IDEA; and
* “Needs substantial intervention” in implementing the requirements of IDEA**.**
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| **Data Source Description:** Provide a short description of the databases or data systems the SEA uses to process data for making LEA determinations. List the source for each data point the SEA includes in the determinations.  |
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| **Data Validation and Analysis:** Describe the data cleaning processes and any other processes the SEA uses to ensure high-quality data. For data that the SEA does not include in a State Performance Plan/Annual Performance Report (SPP/APR) indicator, describe the data validation process. For data that the SEA includes in the SPP/APR, consider referring to those indicator protocols.  |
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| **Scoring of Each Indicator:** Describe the scoring for each indicator measure and how the cumulative scoring affects the determination decision. If a certain indicator is not applicable to all LEAs, clarify how the SEA may modify scoring to make the determinations equitable. For example, if an LEA does not have a high school, there would be no post-secondary transition data. |
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| **Internal Approval Process:** Describe any internal approval processes (e.g., who must sign off, timelines). |
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| **Communication Process:[[1]](#footnote-1)** Describe the method for communicating determinations to LEAs.  |
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| **Public Reporting:[[2]](#footnote-2)** Describe the process and format for publicly reporting the performance of each LEA against the target of the state’s SPP/APR data.Note where the SEA posts the state and LEA SPP/APR data.  |
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1. **Communication Process:** Whilethe SEA must report LEA progress on SPP/APR indicators publicly, the SEA does not have to report LEA determinations publicly. [↑](#footnote-ref-1)
2. **Public Reporting:** Although some SEAs choose to pair determinations with the requirement to publicly report the performance of each LEA against state targets of SPP/APR data, [§300.602(b)](https://secure-web.cisco.com/1cWWguTbG4o-fpju5CYiMJtviRMJ_RnTGuLWM0LzMLHRPkr-iO8N1WNmtplaSlbiLZJrsXp0D9HRV7Oudp6FEfTnFseE8XDtjziFEBwliSgZv0QQjiVxfsO2teaOQCuza_ZdGGcYJ6Rvp8W-ibQaLOEtNie2jdN4aAJaMVH5Uci9t7HasfMbxx6dHDKv_Lw3M_HxsHb6l6eTS-qC1ruPam8p7fRnehgcrFfgnXG7MxD4v0v9Fk0oRdr4N5iNebCJI/https%3A//sites.ed.gov/idea/regs/b/f/300.602/b)(1)(i)(A) does not require it. LEA Determinations are included in the public reporting requirements for Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS) as 20 U.S.C. § 1418: US Code - Section 1418: Program information requires. Delete these rows if this process does not apply to your state. [↑](#footnote-ref-2)