

# **Individuals with Disabilities Education Act (IDEA)**

## **2025–2026 School Year IDEA Accountability Guide**

Title 34 of the Code of Federal Regulations (CFR) §300.600 requires each state to make determinations annually about the performance of each public school district based on its annual performance relating to State Performance Plan (SPP) indicators. These determinations must be made in consideration of information obtained through monitoring visits, other public information made available, including any audit findings, and whether the data submitted by the district is valid, reliable, and timely. States must consider compliance and may consider other performance indicators in relation to each state’s targets for improvement for these indicators.

Based upon this information, states must determine whether the district meets the requirements and purposes of the IDEA, or needs assistance, needs intervention, or needs substantial intervention in implementing the requirements and purposes of the IDEA (34 CFR §300.603). Beginning with the 2025-2026 school year (SY), New York’s determinations will be based on a Results Driven Accountability (RDA) Matrix Structure to evaluate school district outcomes on both performance and compliance measures.

This document is to help school districts understand their 2025–2026 SY accountability determinations under the IDEA. The document is divided into the following sections:

- I. New York’s IDEA Results Driven Accountability (RDA) Matrix Structure
- II. 2025 IDEA Accountability Determination Categories
  - a. Compliance Matrix
  - b. Performance Matrix
- III. Navigating the School District’s IDEA Accountability Determination & RDA Matrix Scoring Rubric
- IV. Additional Resources
- V. IDEA Accountability Report List of Acronyms

### **I. New York’s IDEA RDA Matrix Structure**

The New York State Education Department (NYSED) has developed an RDA Matrix structure to evaluate school district outcomes on both compliance and performance measures. A “Compliance Matrix” is used to evaluate school district outcomes relating to the SPP Compliance Indicators: 4B, 9, 10, 11, 12, and 13 (further described in the Compliance Matrix section of this guidance) as well as school district’s compliance with timely and accurate data reporting requirements, correction of noncompliance within 12 months, timeliness of due process hearings, audit findings, and conditions placed on the school district’s IDEA Part B grant award. A “Performance Matrix” is used to evaluate

school district outcomes relating to the following SPP Performance Indicators: 1, 2, 3B, 5, and 6 (further described in the Performance Matrix section of this guidance).

Combined, the Compliance Matrix and Performance Matrix is comprised of 45 potential points that are used to evaluate the school district's outcomes and establish the school district's 2025 IDEA accountability determination. Using the cumulative possible number of points as the denominator and the actual points the school districts received in its scoring as the numerator, each school district receives an RDA percentage score which serves as the basis for the school district's 2025 IDEA determination.

**Table 1: Total Maximum Points for the Compliance Matrix and Performance Matrix**

Compliance Matrix	23 Total Maximum Points	Performance Matrix	22 Total Maximum Points
SPP Indicator 4B Suspension and Expulsion	2	SPP Indicator 1 Graduation	2
SPP Indicator 9 Disproportionate Representation	2	SPP Indicator 2 Drop Out	2
SPP Indicator 10 Disproportionate Representation in Specific Disability Categories	2	SPP Indicator 3B 4th Grade Reading	2
SPP Indicator 11 Timely Evaluation	2	SPP Indicator 3B 4th Grade Math	2
SPP Indicator 12 Early Childhood Transition	2	SPP Indicator 3B 8th Grade Reading	2
SPP Indicator 13 Secondary Transition	2	SPP Indicator 3B 8th Grade Math	2
Timely and Accurate Data	2	SPP Indicator 5A School-Age Regular Class > 80%	2
Correction of Noncompliance	5	SPP Indicator 5B School-Age Regular Class < 40%	2
Timeliness of Due Process Hearings	2	SPP Indicator 5C School-Age Separate Setting	2
Audit Finding Resulting in an Outstanding NYSED Enforcement Action, Specific Conditions or 15% Required Redirect on the District's IDEA Part B Grant Award.	2	SPP Indicator 6A Preschool Regular Setting	2
		SPP Indicator 6B Preschool Separate Setting	2

There are circumstances when a school district will not be eligible to receive a score in a particular category. This is further described in the Compliance Matrix and Performance Matrix section of this guidance and the reasons pertain to not having more than five students reported in a performance category or not having data included in the planned monitoring cycle for a compliance category. Additionally, some data is reported for the New York City School District in aggregate and not at the community school district level. When NYSED has determined that a school district, or community school district, is not eligible to be included in either a compliance or performance matrix category, the points associated with that category will not be included in the denominator used to calculate the school district's Compliance Matrix Score and/or Performance Matrix Score, as applicable. Therefore, school districts will not be penalized for not meeting the criteria of any particular measurement category.

Each school district receives an RDA Scoring Rubric which outlines the school district's data elements that are used to calculate its Compliance Matrix and Performance Matrix score and overall RDA Percentage Score. See Table 20: Data Dictionary for All RDA Rubric Fields for a comprehensive listing of all RDA Scoring Rubric fields with definitions and values (please note, the number "9" is used in the scoring rubric to reflect not applicable or "N/A" for those categories that are not included in the denominator used to calculate the score).

## **II. 2025 IDEA Accountability Determination Categories**

### ***a. Compliance Matrix***

The Compliance Matrix is comprised of 10 categories:

- 1) SPP Indicator 4B Suspension and Expulsion
- 2) SPP Indicator 9 Disproportionate Representation
- 3) SPP Indicator 10 Disproportionate Representation in Specific Disability Categories
- 4) SPP Indicator 11 Timely Evaluation
- 5) SPP Indicator 12 Early Childhood Transition
- 6) SPP Indicator 13 Secondary Transition
- 7) Timely and Accurate Data
- 8) Correction of Noncompliance
- 9) Timeliness of Due Process Hearings
- 10) Audit Finding Resulting in an Outstanding NYSED Enforcement Action or Specific Conditions on the District's IDEA Part B Grant Award

Each category of the Compliance Matrix has a possible maximum score of two points, with the exception of the correction of noncompliance category which has a maximum score of five points. To be eligible to receive a score under a Compliance Matrix category, the school district must have relevant information applicable to the category consistent with NYSED's general supervision monitoring (further described in each category of this guidance).

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- 1) **SPP Indicator 4B Suspension and Expulsion:** (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 individualized education programs (IEPs), the use of positive behavioral interventions and supports, and procedural safeguards.

In order to demonstrate full compliance, school districts must meet the target of zero percent for SPP Indicator 4B Suspension and Expulsion.

- Data Source: there are two relevant sources for SPP Indicator 4B: (1) PD8 form; and (2) a Compliance Assurance Plan (CAP) issued by NYSED Office of Special Education following a review of the school district's suspension/removal policies, procedures, and practices.

#### *PD8 Form*

The PD Data System is an online tool for the collection, verification, and certification of special education data through the NYSED Business Portal. Within the PD Data System is the PD8 form which collects discipline data including counts of in-school suspensions, out-of-school suspensions, and removals to interim alternative education settings (IAES) for students with disabilities ages 3 through 21 for whom the school district had Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) responsibility, or for Charter Schools, all enrolled students with disabilities. The form also collects the count of students with and without disabilities who received educational services during expulsion and the count of those who did not receive educational services during expulsion. For students with disabilities, data is collected for ages 3 through 21. For students without disabilities, data is collected for students in grades Kindergarten through 12.

The 2025 IDEA Determinations are based on data reported on or before September 9, 2023 for suspensions or expulsions occurring between July 1, 2022 through June 30, 2023. Data examined for this indicator are lag year data.

### *Significant Discrepancy*

Using the data submitted in the PD8 form, NYSED calculates each school district's rate for suspensions/expulsions of more than 10 days during the school year for students with disabilities by race and ethnicity, for the following seven categories: Asian, Black, Hispanic, Two or More Races, Native American, Native Hawaiian/Other Pacific Islander, and White. If the school district's suspension/expulsion rate for a race/ethnicity is two standard deviations or more above the state's rate for students with disabilities suspended or expelled for more than 10 days for that school year, the school district has data indicating a significant discrepancy.

### *Review of the School District's Suspension/Removal Policies, Procedures, and Practices*

For school districts with data identifying an SPP Indicator 4B significant discrepancy, NYSED conducts a review to determine whether school district's policies, procedures and practices contribute to the significant discrepancy and do not comply with regulatory requirements. This includes review of documentation related to the development and implementation of IEPs, the uses of positive behavioral interventions and supports, and procedural safeguards among students with disabilities subject to discipline. NYSED also reviews individual student records including IEPs, attendance records, discipline notices, manifestation determination documentation, prior written notices, functional behavioral assessments, behavioral intervention plans, and provision of instruction/services. A CAP is issued to school districts where the review finding is that the school district has policies, procedures or practices that contribute to the significant discrepancy and do not comply with regulatory requirements.

For purposes of the 2025 IDEA Determinations, the CAP would include findings issued during the 2023-2024 school year based on suspensions or expulsions occurring between July 1, 2022, through June 30, 2023 school year.

- Eligibility Requirement: all school districts submit suspension/expulsion data in the PD8 form on an annual basis; however, for a school district to be notified that it has data meeting the criteria for SPP Indicator 4B significant discrepancy, the following three factors must apply:
  - First (minimum "n" size), the school district must have a minimum of 30 students with disabilities of the particular race or ethnicity enrolled during the school year; and
  - Second (minimum cell size), the school district must have a minimum of 10 students with disabilities of a particular race or ethnicity suspended or expelled for more than 10 days during the school year; and

- Third, for a particular race or ethnicity, the school district must have a suspension/expulsion rate more than two standard deviations above the statewide average for that school year.

If all three factors apply, the school district is notified it has data that meets the criteria for a significant discrepancy and that NYSED Office of Special Education will be conducting a monitoring review to determine whether school district's policies, procedures and practices contribute to the significant discrepancy and do not comply with regulatory requirements. Following the review, school districts found to have improper policies, procedures, or practices are issued a CAP to ensure resolution of the identified noncompliance.

School districts that do not meet the minimum "n" and "cell" size for the 2025 IDEA Determinations will receive "N/A" for this category and the associated points will not be included in the denominator used to calculate the school district's Compliance Matrix Score. SPP Indicator 4B is calculated for the New York City Public School District in aggregate and therefore, each Community School District will also receive an "N/A" for this category.

- Score Criteria for Indicator 4B:

- Two points, if the school district's:
  - (1) PD8 data was certified; and
  - (2) Data does not identify a significant discrepancy by race or ethnicity (suspension rate for the 2022-2023 school year does not exceed two standard deviations above the statewide average suspension rate); or
  - (3) Data identifies a significant discrepancy by race or ethnicity, however a NYSED Office of Special Education monitoring review determined the school district's policies, procedures and practices do not contribute to the significant discrepancy and are in compliance with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
- Zero points, if the school district's
  - (1) PD8 data was not certified; or
  - (2) Data identifies a significant discrepancy by race or ethnicity and a monitoring review by the NYSED Office of Special Education determined the school district has policies, procedures or practices that contribute to the significant discrepancy and do not comply with regulatory requirements.

Table 1: SPP Indicator 4B Suspension and Expulsion

Compliance Matrix	0 Points	2 Points
<b>SPP Indicator 4B Suspension and Expulsion</b>	<ul style="list-style-type: none"> <li>failed to certify data; or</li> <li>has policies, procedures or practices that contribute to a significant discrepancy by race or ethnicity.</li> </ul>	<ul style="list-style-type: none"> <li>certified data; and</li> <li>has no significant discrepancy by race or ethnicity, or</li> <li>has a significant discrepancy but not due to improper policies, procedures or practices.</li> </ul>

Table 1.1: Applicable Indicator 4B fields in the RDA Scoring Rubric

Column Name	Definition	Value
qualify_enrollment_4B	School district meets criteria of Indicator 4B	Yes / No
Certified_4B	Status of Data Certification for Indicator 4B	Certified accurate on time; Certified accurate late; Did not certify
Notified_for_4B	District notified for not meeting Indicator 4B target	Yes / No
Met_State_4B_Target	Districts met Indicator 4B target	Yes / No
indicator_4B	Score for Indicator 4B	0, 2, 9 (N/A)

- 2) **SPP Indicator 9 Disproportionate Representation:** disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

In order to demonstrate full compliance, school districts must meet the target of zero percent for SPP Indicator 9 Disproportionate Representation.

- Data Source: there are two relevant sources for SPP Indicator 9: (1) SIRS and VR3; and (2) a Compliance Assurance Plan (CAP) issued by NYSED Office of Special Education following a review of the school district's policies, procedures and practices related to the identification of a student for special education.

### *Student Information Repository System (SIRS) and Verification Report 3 (VR3)*

VR3 is a report of school-age students with disabilities for whom the school district had Committee on Special Education (CSE) responsibility, grouped by disability, race, and ethnicity. It also includes primary disability category. VR3 data is populated using enrollment and disability program fact records pulled from the school district's BEDS day SIRS reporting. The VR3 data is then certified by the school district (through the VR1 through VR9 certification). For purposes of the 2025 IDEA Determinations, this would be based on SIRS data reported on October 4, 2023 (BEDS day) and verified by the school district on or before January 16, 2024.

### *Relative Risk Ratios*

Using the certified VR3 data and total enrollment of all students (with and without disabilities) from SIRS, NYSED computes relative risk ratios for each race and ethnicity each year. The ratios are a comparison of the risk of each race and ethnicity category to be identified for special education services compared to the risk of all other race and ethnicity categories combined to be identified for special education services. The ratios indicate how much more or less likely each race and ethnicity are to be identified for special education services compared to all other races and ethnicities combined. The relative risk ratio was 2.5 for the 2023-2024 school year (the data used for the 2025 IDEA Determinations).

### *Review of the School District's Policies, Procedures, and Practices Related to the Identification of a Student for Special Education.*

For school districts with data that meets the criteria for SPP Indicator 9 disproportionate representation, NYSED conducts a review of school district's policies, procedures and practices to determine whether the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification. This includes a review of student IEPs, eligibility documentation, prior written notices, evaluation reports, and IEP team membership, to determine a school district's compliance with the regulatory requirements. A CAP is issued to school districts where the review finding is that the school district has policies, procedures or practices that do not comply with regulatory requirements. For purposes of the 2025 IDEA Determinations, the review was conducted during the 2023-2024 school year for students evaluated for special education services within the last 12 months.

- Eligibility Requirement: all school districts are required to annually certify the VR3 report of school-age students with disabilities for whom the school district had CSE responsibility, grouped by disability and race and ethnicity; however, for a school district to be notified that it has data meeting the criteria of SPP



Indicator 9 disproportionate representation, the following three factors must apply:

- First (minimum “n” size), the school district must have a minimum of 30 students of a particular race or ethnicity enrolled on the first Wednesday in October of the reporting year; and
- Second (minimum cell size), the school district must have a minimum of 10 students with disabilities of a particular race or ethnicity enrolled in the school district on the first Wednesday in October; and
- Third, the relative risk ratio for any race and ethnicity must exceed 2.5.

If all three factors apply, the school district is notified it has data that meets the criteria for a disproportionate representation by race and ethnicity and that NYSED Office of Special Education will be conducting a monitoring review to determine whether school district’s policies, procedures and practices comply with regulatory requirements or whether the disproportionate representation of racial/ethnic groups in special education and related services is the result of inappropriate identification. Following the review, school districts found to have improper policies, procedures, or practices are issued a CAP to ensure resolution of the identified noncompliance.

School districts that do not meet the minimum “n” or “cell” size for the 2025 IDEA Determinations will receive “N/A” for this category and the associated points will not be included in the denominator used to calculate the school district’s Compliance Matrix Score. SPP Indicator 9 is calculated for the New York City School District in aggregate and therefore, each Community School District will also receive an “N/A” for this category.

- Score Criteria for Indicator 9:
  - Two points, if the school district’s:
    - (1) VR3 data was certified; and
    - (2) The school district’s relative risk ratio for any race and ethnicity is 2.5 or less; or
    - (3) The school district’s relative risk ratio for any race and ethnicity exceeds 2.5, however a monitoring review of the school district’s policies, procedures and practices determined the disproportionate representation of racial and ethnic groups in special education and related services was not the result of inappropriate identification.
  - Zero points, if the school district’s
    - (1) Data for the VR3 was not certified; or

- (2) The school district's relative risk ratio for any race and ethnicity exceeds 2.5 and a monitoring review by the NYSED Office of Special Education determined the school district has policies, procedure or practices that do not comply with regulatory requirements.

**Table 2: SPP Indicator 9 Disproportionate Representation by Race and Ethnicity**

Compliance Matrix	0 Points	2 Points
<b>SPP Indicator 9 Disproportionate Representation</b>	<ul style="list-style-type: none"> <li>failed to certify data; or</li> <li>has data that meets the criteria for a disproportionate representation by race or ethnicity; and</li> <li>has policies, procedures or practices that do not comply with regulatory requirements regarding the identification of students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>certified data; and</li> <li>has no disproportionate representation by race or ethnicity, or</li> <li>has data that meets the criteria for disproportionate representation but not due to improper policies, procedures or practices.</li> </ul>

**Table 2.1: Applicable Indicator 9 fields in the RDA Scoring Rubric**

Column Name	Definition	Value
qualify_9	School district meets criteria of Indicator 9	Yes / No
Certified_9	Status of Data Certification for Indicator 9	Certified accurate on time; Certified accurate late; Did not certify
Notified_for_9	District notified for not meeting Indicator 9 target	Yes / No
Met_State_9_Target	District met Indicator 9 target	Yes / No
indicator_9	Score for Indicator 9	0, 2, 9 (N/A)

### 3) **SPP Indicator 10 Disproportionate Representation in Specific Disability**

**Categories:** disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

In order to demonstrate full compliance, school districts must meet the target of zero percent for SPP Indicator 10 Disproportionate Representation in Specific Disability Categories.

- Data Source: there are two relevant sources for SPP Indicator 10: (1) SIRS and VR3; and (2) a Compliance Assurance Plan (CAP) issued by NYSED Office of Special Education following a review of the school district's policies, procedures and practices related to the identification of a student for special education.

#### *Student Information Repository System (SIRS) and Verification Report 3 (VR3)*

VR3 is a report of school-age students with disabilities for whom the school district had Committee on Special Education (CSE) responsibility, grouped by disability and race and ethnicity. It also includes primary disability category. VR3 data is populated using enrollment and disability program fact records pulled from the school district's BEDS day SIRS reporting. The VR3 data is then certified by the school district. For purposes of the 2025 IDEA Determinations, this would be based on SIRS data reported on October 4, 2023 (BEDS day) and verified by the school district on or before January 16, 2024.

#### *Relative Risk Ratios*

Using the certified VR3 data and total enrollment of all students (with and without disabilities) from SIRS, NYSED computes relative risk ratios for each race and ethnicity each year by specific disability category. Six relative risk ratios are computed for each race and ethnicity. The relative risk ratios are a comparison of the risk of each race and ethnicity to be identified by specific disability category compared to the risk of all other races combined to be identified by specific disability category. The specific disability categories evaluated are: Autism, Emotional Disability, Intellectual Disability, Learning Disability, Other Health Impairment, and Speech or Language Impairment. The ratios indicate how much more or less likely each race and ethnicity are to be identified by specific disability category compared to all other races and ethnicities combined. For the 2023-2024 school year (the data used for the 2025 IDEA Determinations), disproportionate representation of racial and ethnic groups in specific disability categories is defined as a relative risk ratio for any race and ethnicity in a specific disability category exceeding 4.0.

*Review of the School District's Policies, Procedures, and Practices Related to the Identification of a Student for Special Education.*

For school districts with data that meets the criteria for SPP Indicator 10 disproportionate representation in specific disability categories, NYSED conducts a review of school district's policies, procedures and practices to determine whether the disproportionate representation of racial and ethnic groups in specific disability categories in special education and related services was the result of inappropriate identification. This includes a review of student IEPs, eligibility documentation, prior written notices, evaluation reports, and IEP team membership, to determine a school district's compliance with the regulatory requirements. A CAP is issued to school districts where the review finding is that the school district has policies, procedures or practices that do not comply with regulatory requirements. For purposes of the 2025 IDEA Determinations, the review was conducted during the 2023-2024 school year for students evaluated for special education services within the last 12 months.

- Eligibility Requirement: all school districts are required to annually certify the VR3 report of school-age students with disabilities for whom the school district had CSE responsibility, grouped by disability and race and ethnicity; however, for a school district to be notified that it has data meeting the criteria of SPP Indicator 10 disproportionate representation, the following three factors must apply:
  - First (minimum "n" size), the school district must have a minimum of 30 students of a particular race or ethnicity enrolled on the first Wednesday in October of the reporting year; and
  - Second (minimum cell size), the school district must have a minimum of 10 students with disabilities of a particular race or ethnicity enrolled in the school district on the first Wednesday in October; and
  - Third, the relative risk ratio for any race and ethnicity must exceed 4.0.

If all three factors apply, the school district is notified it has data that meets the criteria for a disproportionate representation by race and ethnicity in a specific disability category and that NYSED Office of Special Education will be conducting a monitoring review to determine whether school district's policies, procedures and practices comply with regulatory requirements or whether the disproportionate representation of racial/ethnic groups in specific disability categories in special education and related services is the result of inappropriate identification. Following the review, school districts found to have improper policies, procedures, or practices are issued a CAP to ensure resolution of the identified noncompliance.

School districts that do not meet the minimum "n" or "cell" size for the 2025 IDEA Determinations will receive "N/A" for this category and the

associated points will not be included in the denominator used to calculate the school district's Compliance Matrix Score. SPP Indicator 10 is calculated for the New York City School District in aggregate and therefore, each Community School District will also receive an "N/A" for this category.

- Score Criteria for Indicator 10:
  - Two points, if the school district's:
    - (1) VR3 data was certified; and
    - (2) The school district's relative risk ratio for any race and ethnicity is 4.0 or less; or
    - (3) The school district's relative risk ratio for any race and ethnicity exceeds 4.0, however a monitoring review of the school district's policies, procedures and practices determined the disproportionate representation of racial and ethnic groups in a specific disability category in special education and related services was not the result of inappropriate identification.
  - Zero points, if the school district's
    - (1) Data for the VR3 was not certified; or
    - (2) The school district's relative risk ratio for any race and ethnicity in any specific disability category exceeds 4.0 and a monitoring review by the NYSED Office of Special Education determined the school district has policies, procedures or practices that do not comply with regulatory requirements.

Table 3: SPP Indicator 10 Disproportionate Representation by Race and Ethnicity in Specific Disability Categories

Compliance Matrix	0 Points	2 Points
<b>SPP Indicator 10 Disproportionate Representation in Specific Disability Categories</b>	<ul style="list-style-type: none"> <li>• failed to certify data; or</li> <li>• has data that meets the criteria for a disproportionate representation by race or ethnicity by specific disability category; and</li> <li>• has policies, procedures or practices that do not comply with regulatory requirements regarding the identification of students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• certified data; and</li> <li>• has no disproportionate representation by race or ethnicity in a specific disability category, or</li> <li>• has data that meets the criteria for disproportionate representation but not due to improper policies, procedures or practices.</li> </ul>

**Table 3.1: Applicable Indicator 10 fields in the RDA Scoring Rubric**

Column Name	Definition	Value
qualify_10	School district meets criteria of Indicator 10	Yes / No
Certified_10	Status of Data Certification for Indicator 10	Certified accurate on time; Certified accurate late; Did not certify
Notified_for_10	District notified for not meeting Indicator 10 target	Yes / No
Met_State_10_Target	District met Indicator 10 target	Yes / No
indicator_10	Score for Indicator 10	0, 2, 9 (N/A)

**4) SPP Indicator 11 Timely Evaluation:** children who were evaluated within 60 days of receiving parental consent for initial evaluation.

In order to demonstrate full compliance, school districts must meet the target of 100 percent for SPP Indicator 11 Timely Evaluation.

- Data Source: for this category, the 2025 IDEA Determination is based on data submitted in SIRS and verified in the VR11 – students for whom parental consent for an initial evaluation for special education services was received between July 1, 2023, and June 30, 2024.
- Eligibility Requirement: To receive a score in this category, the school district must be on the Special Education Data Collection, Analysis, and Reporting ([SEDCAR](#)) [sample schedule](#) for reporting Special Education Events and certifying the VR11 for students for whom parental consent for an initial evaluation for special education services was received during the 2023-2024 school year.

Each year, the SEDCAR schedule for VR11 includes one sixth of school districts in the state, plus the New York City School District which reports data annually. Data certified in the VR11 for the New York City School District is assigned to each Community School District based on the student's school district of residence. School districts that are not on the [SEDCAR sample schedule](#) for reporting Special Education Events and certifying the VR11 for the 2023-2024 school year will receive "N/A" for this category and the associated

points will not be included in the denominator used to calculate the school district's Compliance Matrix Score.

- Score Criteria for Indicator 11:
  - Two Points, if the school district submitted and certified timely and accurate VR11 data and:
    - (1) the data reflects at least a 95 percent compliance rate; or
    - (2) the data reflects at least a 90 percent compliance rate, and the school district does not have longstanding noncompliance attributed to SPP Indicator 11 (noncompliance that has not been corrected within 12 months of identification).
  - One Point, if the school district's VR11 data was certified timely and accurate and reflects at least a 75 percent compliance rate but the school district did not meet the criteria for two points.
  - Zero Points, if the school district did not submit/certify timely and accurate VR12 data or if the school district's VR11 compliance rate was below 75 percent.

Table 4: SPP Indicator 11 – Timely Evaluation

Compliance Matrix	0 Points	1 Point	2 Points
<b>SPP Indicator 11 Timely Evaluation</b>	<ul style="list-style-type: none"> <li>• failed to submit/certify timely and accurate data; or</li> <li>• compliance rate was below 75%</li> </ul>	<ul style="list-style-type: none"> <li>• data was timely and accurate; and</li> <li>• compliance rate was at or above 75% but below criteria for 2 points</li> </ul>	<ul style="list-style-type: none"> <li>• data was timely and accurate; and</li> <li>• compliance rate was above 95% or was above 90% with no longstanding noncompliance</li> </ul>

Table 4.1: Applicable Indicator 11 fields in the RDA Scoring Rubric

Column Name	Definition	Value
Had_data11	Districts submitted Indicator 11 Data	Yes / No
Compliance_rate_11	Compliance rate for Indicator 11	0% to 100%

Column Name	Definition	Value
Certified_VR11	Status of Data Certification for Indicator 11	Certified accurate on time; Certified accurate late; Chose inaccurate; Did not certify
indicator_11	Score for Indicator 11	0, 1, 2, 9 (N/A)

- 5) **SPP Indicator 12 Early Childhood Transition:** children referred by Part C (Early Intervention Program) prior to age 3, who are found eligible for Part B (preschool special education), and who have an IEP developed and implemented by their third birthdays.

In order to demonstrate full compliance, school districts must meet the target of 100 percent for SPP Indicator 12 Early Childhood Transition.

- Data Source: for this category, the 2025 IDEA Determination is based on data submitted in SIRS and verified in the VR12 - children referred by Part C (early intervention) between July 1, 2023, and June 30, 2024 for a determination of eligibility for preschool special education.
- Eligibility Requirement: To receive a score in this category, the school district must be on the Special Education Data Collection, Analysis, and Reporting ([SEDCAR](#)) [sample schedule](#) for reporting Special Education Events and certifying the VR12 for children referred by Part C (early intervention) during the 2023-2024 school year.

Each year, the SEDCAR schedule for VR12 includes one sixth of school districts in the state, plus the New York City School District which reports data annually. Data certified in the VR12 for the New York City School District is assigned to each Community School District based on the student's school district of residence. School districts that are not on the [SEDCAR sample schedule](#) for reporting Special Education Events and certifying the VR12 for the 2023-2024 school year will receive "N/A" for this category and the associated points will not be included in the denominator used to calculate the school district's Compliance Matrix Score.

- Score Criteria for Indicator 12:
  - Two Points, if the school district submitted and certified timely and accurate VR12 data and:

(1) the data reflects at least a 95 percent compliance rate; or



(2) the data reflects at least a 90 percent compliance rate, and the school district does not have longstanding noncompliance attributed to SPP Indicator 12 (noncompliance that has not been corrected within 12 months of identification).

- One Point, if the school district's VR12 data was certified timely and accurate and reflects at least a 75 percent compliance rate but the school district did not meet the criteria for two points.
- Zero Points, if the school district did not submit/certify timely and accurate VR12 data or if the school district's VR12 compliance rate was below 75 percent.

**Table 5: SPP Indicator 12 – Early Childhood Transition**

Compliance Matrix	0 Points	1 Point	2 Points
<b>SPP Indicator 12 Early Childhood Transition</b>	<ul style="list-style-type: none"> <li>failed to submit/certify timely and accurate data; or</li> <li>compliance rate was below 75%</li> </ul>	<ul style="list-style-type: none"> <li>data was timely and accurate; and</li> <li>compliance rate was at or above 75% but below criteria for 2 points</li> </ul>	<ul style="list-style-type: none"> <li>data was timely and accurate; and</li> <li>compliance rate was above 95% or was above 90% with no longstanding noncompliance</li> </ul>

**Table 5.1: Applicable Indicator 12 fields in the RDA Scoring Rubric**

Column Name	Definition	Value
Had_data12	Districts submitted Indicator 12 Data	Yes / No
Compliance_rate_12	Compliance rate for Indicator 12	0% to 100%
Certified_VR12	Status of Data Certification for Indicator 12	Certified accurate on time; Certified accurate late; Chose inaccurate; Did not certify
indicator_12	Score for Indicator 12	0, 1, 2, 9 (N/A)

- 6) **SPP Indicator 13 Secondary Transition:** youth with IEPs aged 15<sup>1</sup> 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 service 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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

In order to demonstrate full compliance, school districts must meet the target of 100 percent for SPP Indicator 13 Secondary Transition.

- Data Source: for this category, the 2025 IDEA Determination is based on compliance reviews performed by the Office of Special Education of student records applicable for the 2023-2024 school year. The compliance percentage is based on the number of student records reviewed that meet regulatory requirements for secondary transition compared to the total number of records reviewed. This is reflected in the school district's SR13RA report in the PD system.
- Eligibility Requirement: To receive a score in this category, the school district must be on the Special Education Data Collection, Analysis, and Reporting ([SEDCAR](#)) [sample schedule](#) for the 2023-2024 school year for SPP Indicator 13.
- Score Criteria for Indicator 13:
  - Two Points, if the school district's:
    - (1) data reflects at least a 95 percent compliance rate with regulatory requirements; or
    - (2) data reflects at least a 90 percent compliance rate and the school district does not have longstanding noncompliance attributed to SPP Indicator 13 (noncompliance that has not been corrected within 12 months of identification).
  - One Point, if the school district has at least a 75 percent compliance rate but the school district did not meet the criteria for two points.

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<sup>1</sup> New York State regulations exceed the federal requirement in terms of the age by which secondary transition starts. Specifically, secondary transition in New York State begins no later than the first IEP to be in effect when the student is age 15.

- Zero Points, the school district has a compliance rate below 75 percent.

**Table 6: SPP Indicator 13 – Secondary Transition**

Compliance Matrix	0 Points	1 Point	2 Points
<b>SPP Indicator 13 Secondary Transition</b>	Compliance rate < 75%	Compliance rate ≥ 75% but below criteria for 2 points	Compliance rate ≥ 95% or ≥ 90% with no longstanding noncompliance

**Table 6.1: Applicable Indicator 13 fields in the RDA Scoring Rubric**

Column Name	Definition	Value
IEPs_reviewed	Number of IEPs reviewed for Indicator 13	1 to 100
IEPs_compliant	Number of IEPs determined compliant for Indicator 13	0 to 100
IEPs_noncompliant	Number of IEPs determined noncompliant for Indicator 13	0 to 100
Compliance_rate_13	Compliance rate for Indicator 13	0% to 100%
indicator_13	Score for Indicator 13	0, 1, 2, 9 (N/A)

- 7) **Timely and Accurate Data:** school district complies with [Special Education Data Collection System of SEDCAR](#) reporting, reporting on state assessments, and reporting on due process impartial hearings within prescribed timelines to accurately reflect the school district's performance and compliance with the requirements of the IDEA.

A Timely and Accurate Data Rubric is used to evaluate school district compliance with [Special Education Data Collection System of SEDCAR reporting](#), reporting on state assessments, and reporting on due process impartial hearings. For each reporting criteria in this data rubric, school districts are given one point for timely data submission and one point for accurate data submission. Timely points are awarded if the submission/certification by the school district occurs by the due date. Accurate points are awarded if the data is complete and able to be used for the

intended reporting purpose. Failure to submit or certify timely and accurate data is in violation of section 100.2(bb)(3) of the Regulations of the Commissioner of Education relating to special education data reporting requirements.

- Data Source: A Timely and Accurate Data Rubric is the following data submissions are considered for the school district's submission of timely and accurate data:
  - **PD8 (Suspension)**: discipline data for the reporting period July 1, 2022 through June 30, 2023.
    - (1) Applies to all school districts.
    - (2) Certification date September 8, 2023.
  - **VR1-5 (Child Count and Educational Environments)**: school-age and preschool child count reports by race/ethnicity and, for school-age disability category.
    - (1) Applies to all school districts.
    - (2) Certification date October 4, 2023 to January 16, 2024.
  - **VR10 (Exiting)**: school-age students with disabilities exiting special education.
    - (1) Applies to all school districts.
    - (2) Certification date June 1, 2024 to August 19, 2024.
  - **VR11 (Timely Evaluations)**: notification to school districts of compliance rate on SPP Indicator 11.
    - (1) Applies to school districts on the [sample schedule](#) for reporting Special Education Events for the 2023-2024 school year.
    - (2) Certification date of September 16, 2024.
  - **VR12 (Early Childhood Transition)**: notification to school districts of compliance rate on SPP Indicator 12.
    - (1) Applies to school districts on the [sample schedule](#) for reporting Special Education Events for the 2023-2024 school year.
    - (2) Certification date of September 16, 2024.
  - **VR15 (Preschool Outcomes)**: performance rating using the Early Childhood Outcomes Summary Form for children exiting preschool special education during the 2023-2024 school year.
    - (1) Applies to school districts on the [sample schedule](#) for preschool outcomes for the 2023-2024 school year.

(2) Certification date of June 1, 2024 to August 5, 2024.

- **Assessment:** Proficiency rate for children with IEPs against grade level academic achievement standards is derived from data reported by school districts in SIRS.

(1) Applies to all school districts.

(2) School districts report assessment information annually into SIRS.

- **Due Process:** In accordance with §200.5(j)(3)(xvi) of the Regulations of the Commissioner of Education, each school district is required to report information relating to the due process impartial hearing process, including but not limited to the request for, initiation and completion of each impartial hearing. This information is reported in the [Impartial Hearing Reporting System | New York State Education Department](#) (IHRS) to the NYSED Office of Special Education.

(1) Applies to school districts that had an impartial hearing closed during the 2023-2024 school year.

(2) School districts directly report information into IHRS and are monitored to ensure adherence to compliance dates. School districts are directed to cure any deficiencies with data reporting to ensure the timely and accurate submission of due process hearing information. School districts that fail to cure deficiencies are not eligible to receive timely and accurate data submission points.

- **Eligibility Requirement:** All school districts receive a score in this category. For the 2025 IDEA Determinations, this score includes timely and accurate points for the PD8, VR1-5, VR10, and assessment data submissions for all school districts. The VR11, VR12, and VR15 are scored only for those school districts on [sample schedule](#) for the 2023-2024 school year; and due process data is scored only for those school districts that had an impartial hearing closed during the 2023-2024 school year.

School districts not required to submit the VR11, VR12, VR15, or due process data will receive an “N/A” for these categories and the associated points will not be included in the denominator used to calculate the school district’s Timely and Accurate Data Rubric.

The Timely and Accurate Data Rubric is calculated for the New York City School District in aggregate and therefore, each Community School District will also receive an “N/A” for this category.

- **Score Criteria:** The Timely and Accurate Data Rubric awards one point for each timely data submission and one point for each accurate data submission.

<b>TIMELY AND ACCURATE SCHOOL DISTRICT DATA RUBRIC</b>		
<b>SEDCAR FORMS</b>	<b>Timely</b>	<b>Accurate</b>
<b>PD8:</b> Suspension Data/Discipline (SPP 4)		
<b>VR1:</b> Preschool Child Count Report by Race/Ethnicity (SPP 9, 10) <b>VR2:</b> School Age Child Count by Age and Disability (SPP 9, 10) <b>VR3:</b> School Age Students by Disability and Race/Ethnicity (SPP 9, 10) <b>VR4:</b> Preschool LRE Setting Report/ Educational Environments (SPP 5, 6) <b>VR5:</b> School Age LRE Setting Report/ Educational Environments (SPP 5, 6)		
<b>VR10:</b> Report of Students with Disabilities Exiting Special Education (SPP 1, 2)		
<b>VR11:</b> Notification to School District of Compliance Rate on SPP #11 (SPP 11)		
<b>VR12:</b> Notification to School District of Compliance Rate on SPP #12 (SPP 12)		
<b>VR15:</b> Preschool Outcomes Report (SPP 7)		
<b>ADDITIONAL REQUIRED DATA REPORTS</b>	<b>Timely</b>	<b>Accurate</b>
<b>Assessments</b> (SPP 3)		
<b>Due Process Impartial Hearings</b>		
<b>TOTAL EARNED POINTS (numerator)</b> (Sum of Points in "Timely" Column Added to the Sum of Points in "Accurate" Column)	#	
<b>TOTAL POSSIBLE POINTS DEPENDING ON THE DISTRICT'S REQUIRED REPORTING SCHEDULE (denominator)</b> (16 Points Minus the Number of Fields Containing N/A)	#	
<b>Timely and Accurate Data Rubric Compliance Percentage</b> (Total Earned Points/Total Possible Points)	%	

The total earned points for timely data and earned points for accurate data comprise the numerator used to calculate the school district's Timely and Accurate Data Rubric compliance percentage. The denominator is comprised of two points (one for timely data and one for accurate data) for every required data submission. The school district's Timely and Accurate Data Rubric compliance percentage is then used to determine the school district's Compliance Matrix score for Timely and Accurate Data as follows:

- Two points, if the school district's Timely and Accurate Data Rubric compliance percentage reflects at least 95 percent compliance.
- One point, if the school district's Timely and Accurate Data Rubric compliance percentage reflects at least 75 percent and less than 95 percent compliance.
- Zero points, if the school district's Timely and Accurate Data Rubric compliance percentage reflects less than 75 percent compliance.

**Table 7: Timely and Accurate Data Rubric**

Compliance Matrix	0 Points	1 Point	2 Points
<b>Timely and Accurate Data</b>	Timely and Accurate Data Compliance < 75%	Timely and Accurate Data Compliance >= 75%	Timely and Accurate Data Compliance >= 95%

**Table 7.1: Applicable Timely and Accurate fields in the RDA Scoring Rubric**

Column Name	Definition	Value
Timely_Accurate	Timely and Accurate Data Rubric score	0, 1, 2, 9 (N/A)

Column Name	Definition	Value
timely_PD8	Score for timely PD8 data	0, 1, 9 (N/A)
valid_PD8	Score for accurate PD8 data	0, 1, 9 (N/A)
timely_VR1_5	Score for timely VR1 to VR5 data	0, 1, 9 (N/A)
valid_VR1_5	Score for accurate VR1 to VR5 data	0, 1, 9 (N/A)
timely_VR10	Score for timely VR10 data	0, 1, 9 (N/A)
valid_VR10	Score for accurate VR10 data	0, 1, 9 (N/A)
timely_VR11	Score for timely VR11 data	0, 1, 9 (N/A)
valid_VR11	Score for accurate VR11 data	0, 1, 9 (N/A)
timely_VR12	Score for timely VR12 data	0, 1, 9 (N/A)
valid_VR12	Score for accurate VR12 data	0, 1, 9 (N/A)
timely_VR15	Score for timely VR15 data	0, 1, 9 (N/A)
valid_VR15	Score for accurate VR15 data	0, 1, 9 (N/A)
timely_asmt	Score for timely assessment data	1, 9 (N/A)

Column Name	Definition	Value
valid_asmt	Score for accurate assessment data	1, 9 (N/A)
timely_DP	Score for timely Due Process Impartial Hearings data	1, 9 (N/A)
valid_DP	Score for accurate Due Process Impartial Hearings data	1, 9 (N/A)
PTG_TimelyAccurate	Timely and Accurately Data Rubric percentage score	63% to 100%

8) **Correction of Noncompliance:** identified noncompliance is corrected as soon as possible, but no later than one year after written notification of noncompliance.

- Data Source: Compliance Assurance Plan (CAP) issued by NYSED Office of Special Education. Longstanding noncompliance occurs when a school district fails to correct identified noncompliance within one year from the written notification of noncompliance (i.e., within one year of the issuance of the CAP containing the identified noncompliance). The 2025 IDEA Determinations are based on one or more finding(s) of noncompliance contained in a CAP issued by the NYSED Office of Special Education during the 2022-2023 school year or a prior school year that was not resolved within 12 months of the issuance of the CAP.
- Eligibility Requirement: All school districts receive a score in this category.
- Score Criteria:
  - Five points, if the school district had no findings of noncompliance or if all findings of noncompliance were resolved within 12 months of identification.
  - Three points, if the school district had one or more findings of noncompliance that were not resolved within 12 months but did not exceed 24 months from written notification of noncompliance.
  - Zero points, if the school district had one or more findings of noncompliance that were not resolved within 24 months of written notification of noncompliance.



Table 8: Correction of Noncompliance

Compliance Matrix	0 Points	3 Points	5 Points
Correction of Noncompliance	Longstanding noncompliance exceeding 24 months	Longstanding noncompliance between 12-24 months	No Longstanding Noncompliance

Table 8.1: Applicable Longstanding Noncompliance fields in the RDA Scoring Rubric

Column Name	Definition	Value
Correction_Noncom	Correction of Noncompliance score	0, 3, 5

9) **Timeliness of Due Process Hearings:** percentage of due process impartial hearings that close within the case compliance date.

- Data Source: Due Process impartial hearings closed during the 2023-2024 school year as reported to NYSED via the [Impartial Hearing Reporting System | New York State Education Department](#) (IHRS).
- Eligibility Requirement: To receive a score in this category, the school district must have had a due process impartial hearing that closed during the 2023-2024 school year. School districts that do not meet this requirement for the 2025 IDEA Determinations will receive “N/A” for this category and the associated points will not be included in the denominator used to calculate the school district’s Compliance Matrix Score. Timeliness with due process hearings is calculated for the New York City Public School District in aggregate and therefore, each Community School District will receive an “N/A” for this category.
- Score Criteria:
  - Two points, if 95 percent or more of the school district’s due process impartial hearings closed timely, including those with valid extensions.
  - One point, if at least 75 percent or more of the school district’s due process impartial hearings closed timely, including those with valid extensions, but not reaching 95% or more.
  - Zero points, if less than 75 percent of the school district’s due process impartial hearings closed timely, including those with valid extensions.

Table 9: Timeliness of Due Process Hearings

Compliance Indicator	0 Points	1 Point	2 Points
Timeliness of Due Process Hearings	Timely Due Process Hearings < 75%	Timely Due Process Hearings >= 75%	Timely Due Process Hearings >= 95%

Table 9.1: Applicable Timeliness of Due Process fields in the RDA Scoring Rubric

Column Name	Definition	Value
DP_Hearing	Timeliness of Due Process Hearing Decisions score	0, 1, 2, 9 (N/A)

**10) Audit Finding Resulting in an Outstanding NYSED Enforcement Action, Specific Condition on the School District's IDEA Part B Grant Award or Required 15% Redirect for Comprehensive Coordinated Early Intervening Services (CCEIS).**

- Data Source for Audit Findings: as of February 3, 2025, the school district has an open CAP issued by NYSED Office of Special Education to enforce resolution of a finding originally identified in an audit performed by a federal, state or local governmental entity or performed to comply with requirements contained in the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance).
- Data Source for Conditions on a School District's IDEA Part B Grant Award:
  - a CAP was issued by NYSED Office of Special Education to impose a specific condition on the school district's 2024-2025 Part B Grant Award; or
  - a CAP was issued by NYSED Office of Special Education to withhold, in whole or in part, payments under the Part B Grant Award to the school district during the 2024-2025 SY.
- Data Source for 15% Redirect of IDEA Part B Grant Award for CCEIS:
  - as part of the 2024-2025 Part B Grant application the school district is required to redirect 15% of its section 611 and section 619 IDEA funds for

Comprehensive Coordinated Early Intervening Services (CCEIS). [Federal IDEA 2024-25 Grant Application | New York State Education Department.](#)

- Eligibility Requirement: All school districts receive points in this category.
- Score Criteria:
  - Two points, if the school district has no outstanding NYSED audit finding enforcement actions, no specific conditions to the school district's 2024-2025 IDEA Part B Grant Award and was not required to redirect 15% of its 2024-25 IDEA Part B Grand Award for CCEIS.
  - One point, if the school district has any one of the following: an outstanding NYSED audit finding enforcement action, a specific condition to the school district's 2024-2025 IDEA Part B Grant Award, or a required redirect of 15% of the school district's 2024-25 IDEA Part B Grand Award for CCEIS.
  - Zero points, if the school district has two the following occur: an outstanding NYSED audit finding enforcement action, a specific condition to the school district's 2024-2025 IDEA Part B Grant Award, or a required redirect of 15% of the school district's 2024-25 IDEA Part B Grand Award for CCEIS.

Table 10: Audit Enforcement, Specific Condition, or 15% Redirect

Compliance Indicator	0 Points	1 Point	2 Points
<b>Audit Findings Grant Conditions 15% Redirect</b>	School district has two: an audit enforcement action, a grant condition, or a required CCEIS 15% redirect	School district has one: an audit enforcement action; a grant condition; or a required CCEIS 15% redirect	School district has no audit enforcement actions, has no grant conditions, and is not required to redirect 15% for CCEIS

Table 10.1: Applicable Audit and Grant fields in the RDA Scoring Rubric

Column Name	Definition	Value
Audit_Grant	Audit and Grant Finding score	0, 1, 2

## ***b. Performance Matrix***

The Performance Matrix is comprised of 11 categories:

- 1) SPP Indicator 1 Graduation
- 2) SPP Indicator 2 Drop Out
- 3) SPP Indicator 3B 4th Grade Reading
- 4) SPP Indicator 3B 4th Grade Math
- 5) SPP Indicator 3B 8th Grade Reading
- 6) SPP Indicator 3B 8th Grade Math
- 7) SPP Indicator 5A School-Age Regular Class > 80%
- 8) SPP Indicator 5B School-Age Regular Class < 40%
- 9) SPP Indicator 5C School-Age Separate Setting
- 10) SPP Indicator 6A Preschool Regular Setting
- 11) SPP Indicator 6B Preschool Separate Setting

Each category of the Performance Matrix has a possible maximum score of two points. To be eligible to receive a score under a Performance Matrix category, the school district must have more than five students reported in the applicable performance category (further described in each category of this guidance).

- 
- 1) **SPP Indicator 1 Graduation:** Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.

- Data Source: for this category, the 2025 IDEA Determination is based on school district graduation rates reported for the 2022-2023 school year. Data for this indicator are “lag” data.

Data is reported by school districts through the NYSED Student Information Repository System (SIRS) Verification Report 10.

<https://www.p12.nysed.gov/sedcar/forms/vr/2324/pdf/vr10.pdf>

This is a report of school-age students with disabilities aged 14 through 21 who were enrolled in special education at any time during the 2022-2023 school year and who exited special education during the same school year.

School districts annually report data to NYSED that indicates the reasons why students exit special education. Graduation is one of the reasons reported. Students with IEPs who exited special education because they transferred to

regular education or moved to a different school district are not included. A regular high school diploma in New York State is a Regents diploma or a local diploma. Leaving high school with a certificate or credential (such as the Career Development and Occupational Studies or Skills and Achievement Commencement Credential), alone, does not count as a regular high school diploma.

- Eligibility Requirement: To receive a score in this category, the school district must have had more than five students with disabilities who exited the school district during the 2022-2023 school year. School districts that do not meet this requirement for the 2025 IDEA Determinations will receive “N/A” for this category and the associated points will not be included in the denominator used to calculate the school district’s Performance Matrix Score.
- Score Criteria for SPP Indicator 1:
  - Two Points: School districts with a graduation rate at or above the 2023 SPP target of 73% receive the full two (2) points for this category.
  - One Point: School districts with a graduation rate below 73% but at or above 49% (between 2 standard deviations from the mean and target) scored one (1) point; and
  - Zero Points: School districts with a graduation rate less than 49% scored zero (0) points (these school districts have a graduation rate beyond 2 standard deviations from the mean and below the 2023 SPP target).

Table 11: SPP Indicator 1: Graduation Rate Score Criteria

Performance Indicator	0 Points	1 Point	2 Points (at or above SPP target)
<b>SPP Indicator 1 Graduation Rate</b>	Indicator 1 Results < 49%	49% <= Indicator 1 Results < 73%	Indicator 1 Results >=73%

Table 11.1: Applicable Indicators 1 and 2 fields in the RDA Scoring Rubric

Column Name	Definition	Value
Denominator_GraduateRate	Number of all youth with IEPs who exited high school (ages 14-21)	0 to 14,564
Grad_count	Number of youth with IEPs graduating with a regular diploma	0 to 11,069

Grad_rate	Percentage of youth with IEPs graduating with a regular diploma	0% to 100%
Dropout_count	Number of youth with IEPs dropping out	0 to 2,281
Dropout_rate	Percentage of youth with IEPs dropping out	0% to 100%
indicator_1	Score for Indicator 1 - Graduation Rate	0, 1, 2, 9 (N/A)
indicator_2	Score for Indicator 2 - Dropout Rate	0, 1, 2, 9 (N/A)

- 2) **SPP Indicator 2 Drop Out:** percent of youth with IEPs who exited special education due to dropping out.

Data Source: for this category, the 2025 IDEA Determination is based on school district dropout rates reported for the 2022-2023 school year. Data for this indicator are “lag” data.

Data is reported by school districts through the NYSED Student Information Repository System (SIRS) Verification Report 10.

<https://www.p12.nysed.gov/sedcar/forms/vr/2324/pdf/vr10.pdf>

This is a report of school-age students with disabilities aged 14 through 21 who were enrolled in special education at any time during the 2022-2023 school year and who exited special education during the same school year.

School districts annually report data to NYSED that indicates the reasons why students exit special education. Dropping out is one of the reasons reported. Students with IEPs who exited special education because they transferred to regular education or moved to a different school district are not included.

- Eligibility Requirement: To receive a score in this category, the school district must have had more than five students with disabilities who exited the school district during the 2022-2023 school year. School districts that do not meet this requirement for the 2025 IDEA Determinations will receive “N/A” for this category and the associated points will not be included in the denominator used to calculate the school district’s Performance Matrix Score.
- Score Criteria for Indicator 2:
  - Two Points: School districts with a dropout rate at or below the 2023 SPP target of 19% receive the full two (2) points for this category.

- One Point: School districts with a dropout rate above 19% but less than or equal to 34% (between 2 standard deviations from the mean and below the 2023 SPP target) scored one (1) point; and
- Zero Points: School districts with a dropout rate greater than 34% scored zero (0) points (these school districts have a dropout rate beyond 2 standard deviations from the mean and below the 2023 SPP target).

**Table 12: SPP Indicator 2: Dropout Rate Score Criteria**

<b>Performance Indicator</b>	<b>0 Points</b>	<b>1 Point</b>	<b>2 Points</b> (at or above SPP target)
<b>SPP Indicator 2 Drop Out Rate</b>	Indicator 2 Results > 34%	19% < Indicator 2 Results <= 34%	Indicator 2 Results <= 19%

**Table 12.1: Applicable Indicators 1 and 2 fields in the RDA Scoring Rubric**

<b>Column Name</b>	<b>Definition</b>	<b>Value</b>
Denominator_GraduateRate	Number of all youth with IEPs who exited high school (ages 14-21)	0 to 14,564
Grad_count	Number of youth with IEPs graduating with a regular diploma	0 to 11,069
Grad_rate	Percentage of youth with IEPs graduating with a regular diploma	0% to 100%
Dropout_count	Number of youth with IEPs dropping out	0 to 2,281
Dropout_rate	Percentage of youth with IEPs dropping out	0% to 100%
indicator_1	Score for Indicator 1 - Graduation Rate	0, 1, 2, 9 (N/A)
indicator_2	Score for Indicator 2 - Dropout Rate	0, 1, 2, 9 (N/A)

- 3) **SPP Indicator 3B** proficiency rate for children with IEPs against grade level academic achievement standards – Grade 4 Reading
  - 4) **SPP Indicator 3B** proficiency rate for children with IEPs against grade level academic achievement standards – Grade 4 Math
  - 5) **SPP Indicator 3B** proficiency rate for children with IEPs against grade level academic achievement standards – Grade 8 Reading
  - 6) **SPP Indicator 3B** proficiency rate for children with IEPs against grade level academic achievement standards – Grade 8 Math
- Data Source: for these four SPP Indicator 3B Proficiency rate categories, the 2025 IDEA Determination is based on assessments from the 2023-2024 school year. It is the same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act
  - Eligibility Requirement: There are four scores in this category, one for each of the following assessments – English Language Arts (ELA) Grade 4, Math Grade 4, ELA Grade 8, and Math Grade 8. To receive a score for a particular assessment, the school district must have had more than five students with disabilities who participated in that particular assessment.
  - Score Criteria for SPP Indicator 3B:
    - Two Points (in each of the following categories):
      - (1) If the school district has an ELA Grade 4 proficiency rate at or above the 2023 SPP Indicator 3B target of 15.5%.
      - (2) If the school district has a Math Grade 4 proficiency rate at or above the 2023 SPP Indicator 3B target of 18.75%.
      - (3) If the school district has an ELA Grade 8 proficiency rate at or above the 2023 SPP Indicator 3B target of 13.75%.
      - (4) If the school district has a Math Grade 8 proficiency rate at or above the 2023 SPP Indicator 3B target of 11%.
    - One Point:
      - (1) If the school district has an ELA Grade 4 proficiency rate below the 2023 SPP Indicator 3B target of 15.5% but above 6.8% (within a half (0.5) standard deviation from the mean and target).
      - (2) If the school district has a Math Grade 4 proficiency rate below the 2023 SPP Indicator 3B target of 18.75% but above 13.5% (within a half (0.5) standard deviation from the mean and target).
      - (3) If the school district has an ELA Grade 8 proficiency rate below the 2023 SPP Indicator 3B target of 13.75% but above 8% (within a half (0.5) standard deviation from the mean and target).



- (4) If the school district has a Math Grade 8 proficiency rate below the 2023 SPP Indicator 3B target of 11% but above 8.4% (within a half (0.5) standard deviation from the mean and target).

○ Zero Points:

- (1) If the school district has an ELA Grade 4 proficiency rate below 6.8% (beyond a half (0.5) standard deviation from the mean and target).
- (2) If the school district has a Math Grade 4 proficiency rate below 13.5% (beyond a half (0.5) standard deviation from the mean and target).
- (3) If the school district has an ELA Grade 8 proficiency rate below 8% (beyond a half (0.5) standard deviation from the mean and target).
- (4) If the school district has a Math Grade 8 proficiency rate below 8.4% (beyond a half (0.5) standard deviation from the mean and target).

Table 13: SPP Indicator 3B: Proficiency Rate Score Criteria

Performance Indicator	0 Points	1 Point	2 Points (at or above SPP target)
SPP 3B ELA Grade 4	Indicator 3B Results < 6.8%	6.8% <= Indicator 3B Results < 15.5%	Indicator 3B Results >=15.5%
SPP 3B Math Grade 4	Indicator 3B Results < 13.5%	13.5% <= Indicator 3B Results < 18.75%	Indicator 3B Results >= 18.75%
SPP 3B ELA Grade 8	Indicator 3B Results < 8.0%	8.0% <= Indicator 3B Results < 13.75%	Indicator 3B Results >= 13.75%
SPP 3B Math Grade 8	Indicator 3B Results < 8.4%	8.4% <= Indicator 3B Results < 11%	Indicator 3B Results >= 11%

Table 13.1: Applicable Indicator 3B fields in the RDA Scoring Rubric

Column Name	Definition	Value
Proficiency_rate_ELA_3B.04	Percentage of children with IEPs scoring at or above proficient against grade level academic achievement standards--4th grade ELA	0% to 100%
indicator_ELA4	Score for Indicator 3B - 4th grade ELA	0, 1, 2, 9 (N/A)

Column Name	Definition	Value
Proficiency_rate_ELA_3B.08	Percentage of children with IEPs scoring at or above proficient against grade level academic achievement standards--8th grade ELA	0% to 100%
indicator_ELA8	Score for Indicator 3B - 8th grade ELA	0, 1, 2, 9 (N/A)
Proficiency_rate_Math_3B.04	Percentage of children with IEPs scoring at or above proficient against grade level academic achievement standards--4th grade Math	0% to 100%
indicator_MATH4	Score for Indicator 3B - 4th grade Math	0, 1, 2, 9 (N/A)
Proficiency_rate_Math_3B.08	Percentage of children with IEPs scoring at or above proficient against grade level academic achievement standards--8th grade Math	0% to 100%
indicator_MATH8	Score for Indicator 3B --8th grade Math	0, 1, 2, 9 (N/A)

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- 7) **SPP Indicator 5A** percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.
  - 8) **SPP Indicator 5B** percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.
  - 9) **SPP Indicator 5C** percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.
- Data Source: for this category, the 2025 IDEA Determination is based on the VR5 School Age Least Restrictive Environment (LRE) Setting Report. The 2025 IDEA Determination is based on school district data submitted in SIRS for school-age students with disabilities for whom the district had Committee on Special Education (CSE) responsibility and who were receiving special education services on BEDS Day, October 4, 2023. This data was required to be certified by each school district on or before January 16, 2024.
  - Eligibility Requirement: To receive a score in this category, the school district must have more than five school-age students with disabilities enrolled as of BEDS Day.

- Score Criteria for SPP Indicators 5A, 5B, and 5C:
  - Two Points (in each of the following categories):
    - (1) School district's SPP 5A inside the regular class 80% or more of the day percentage is greater or equal to the SPP 2023 target of 59%.
    - (2) School district's SPP 5B inside the regular class less than 40% of the day percentage is less than or equal to the SPP 2023 target of 17.5%.
    - (3) School district's SPP 5C in separate schools, residential facilities, or homebound/hospital placements percentage is less than or equal to the SPP 2023 target of 4.9%.
  - One Point (in each of the following categories):
    - (1) School district's SPP 5A inside the regular class 80% or more of the day percentage is less than the SPP 2023 target of 59% but greater or equal to 37% (within two standard deviations from the mean and target).
    - (2) School district's SPP 5B inside the regular class less than 40% of the day percentage is greater than the SPP 2023 target of 17.5% but less than or equal to 32% (within two standard deviations from the mean and target).
    - (3) School district's SPP 5C in separate schools, residential facilities, or homebound/hospital placements percentage is greater than the SPP 2023 target of 4.9% but less than or equal to 12% (within two standard deviations from the mean and target).
  - Zero Points (in each of the following categories):
    - (1) School district's SPP Indicator 5A inside the regular class 80% or more of the day percentage is less than 37% (beyond two standard deviations from the mean and target).
    - (2) School district's SPP Indicator 5B inside the regular class less than 40% of the day percentage is greater than 32% (beyond two standard deviations from the mean and target).
    - (3) School district's SPP Indicator 5C in separate schools, residential facilities, or homebound/hospital placements percentage is greater than 12% (beyond two standard deviations from the mean and target).

**Table 14: SPP Indicator 5: School-Age Least Restrictive Environment**

<b>Performance Indicator</b>	<b>0 Points</b>	<b>1 Point</b>	<b>2 Points</b> (at or above SPP target)
<b>SPP Indicator 5A</b>	Indicator 5A Results < 37%	37% <= Indicator 5A Results < 59%	Indicator 5A Results >= 59%
<b>SPP Indicator 5B</b>	Indicator 5B Results > 32%	17.5% < Indicator 5B Results <= 32%	Indicator 5B Results <= 17.5%
<b>SPP Indicator 5C</b>	Indicator 5C Results > 12%	4.9% < Indicator 5C Results <= 12%	Indicator 5C Results <= 4.9%

**Table 14.1: Applicable SPP Indicator 5 fields in the RDA Scoring Rubric**

<b>Column Name</b>	<b>Definition</b>	<b>Value</b>
SWD_6_21	Total count of students with disabilities age 5 in kindergarten through 21	0 to 236,869
Count_L20	Count of students 80% or more in the regular class: 5A	0 to 138,783
Count_M60	Count of students less than 40% of the day in a regular class: 5B	0 to 40,969
Count_SEP	Count of students in separate schools, residential facilities or homebound/hospital placements: 5C	0 to 10,732
Perc_L20	Percent of students 80% or more in the regular class: 5A	0% to 100%
Perc_M60	Percent of students less than 40% of the day in a regular class: 5B	0% to 65.9%
Perc_SEP	Percent of students in separate schools, residential facilities or homebound/hospital placements: 5C	0% to 41.5%
indicator_5A	Score for Indicator 5A	0, 1, 2, 9 (N/A)
indicator_5B	Score for Indicator 5B	0, 1, 2, 9 (N/A)
indicator_5C	Score for Indicator 5C	0, 1, 2, 9 (N/A)

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- 10) **SPP Indicator 6A** percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- 11) **SPP Indicator 6B** percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility.
- Data Source: for this category, the 2025 IDEA Determination is based on the VR4 Preschool Least Restrictive Environment (LRE) Setting Report and VR5 School Age Least Restrictive Environment (LRE) Setting Report. The 2025 IDEA Determination is based on school district data submitted in SIRS for preschool students with disabilities for whom the district had Committee on Preschool Special Education (CPSE) responsibility and who were receiving preschool special education services on BEDS Day, October 4, 2023. This data was required to be certified by each school district on or before January 16, 2024.
  - Eligibility Requirement: To receive a score in this category, the school district must have more than five preschool students with disabilities enrolled as of BEDS Day.
  - Score Criteria for SPP Indicators 6A and 6B:
    - Two Points (in each of the following categories):
      - (1) School district's SPP Indicator 6A in a regular early childhood program percentage is greater or equal to the SPP 2023 target of 45%.
      - (2) School district's SPP Indicator 6B separate setting percentage is less than or equal to the SPP 2023 target of 25%.
    - One Point (in each of the following categories):
      - (1) School district's SPP Indicator 6A in a regular early childhood program percentage is less than the SPP 2023 target of 45% but greater or equal to 17% (within one standard deviation below the mean and target).
      - (2) School district's SPP Indicator 6B separate setting percentage is greater than the SPP 2023 target of 25% but less than or equal to 50% (within two standard deviations from the mean and target).

- Zero Points (in each of the following categories):
  - (1) School district's SPP Indicator 6A in a regular early childhood program percentage is less than 17% (beyond one standard deviation below the mean and target).
  - (2) School district's SPP Indicator 6B separate setting percentage is greater than 50% (beyond two standard deviations from the mean and target).

**Table 15: SPP Indicator 6 Score Criteria**

Performance Indicator	0 Point	1 Point	2 Points (at or above SPP target)
<b>SPP Indicator 6A</b>	Indicator Results < 17%	17% =< Indicator Results < 45%	Indicator Results >=45%
<b>SPP Indicator 6B</b>	Indicator Results > 50%	25% < Indicator Results =< 50%	Indicator Results <= 25%

**Table 15.1: Applicable Indicator 6 fields in the RDA Scoring Rubric**

Column Name	Definition	Value
Denominator_6	Total number of children ages 3, 4, and 5 with IEPs who are enrolled in a preschool program	0 to 20,977
Numerator_6A	Number of children ages 3, 4, and 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	0 to 12,259
Numerator_6B	Number of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility	0 to 7,301
Dist_Rate_6	Percentage of children ages 3, 4, and 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: 6A	0% to 100%

Column Name	Definition	Value
Dist_Rate_6B	Percentage of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility: 6B	0% to 100%

**Table 16: Score Criteria for Indicators 4B, 9, and 10**

Compliance Indicators	0 Point	2 Points
Indicator 4B: Suspension and Expulsion	<ul style="list-style-type: none"> <li>failed to certify data; or</li> <li>has policies, procedures or practices that contribute to a significant discrepancy by race or ethnicity.</li> </ul>	<ul style="list-style-type: none"> <li>certified data; and</li> <li>has no significant discrepancy by race or ethnicity, or</li> <li>has a significant discrepancy but not due to improper policies, procedures or practices.</li> </ul>
Indicator 9: Disproportionate Representation	<ul style="list-style-type: none"> <li>failed to submit timely and accurate data; or</li> <li>has data that meets the criteria for a disproportionate representation by race or ethnicity; and</li> <li>has policies, procedures or practices that do not comply with regulatory requirements regarding the identification of students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>submitted timely and accurate data; and</li> <li>has no disproportionate representation by race or ethnicity, or</li> <li>has data that meets the criteria for disproportionate representation but not due to improper policies, procedures or practices.</li> </ul>
Indicator 10: Disproportionate Representation in Specific Disability Categories	<ul style="list-style-type: none"> <li>failed to submit timely and accurate data; or</li> <li>has data that meets the criteria for a disproportionate representation by race or ethnicity by specific disability; and</li> <li>has policies, procedure or practices that do not comply with regulatory requirements regarding the identification of students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>submitted timely and accurate data; and</li> <li>has no disproportionate representation by race or ethnicity in a specific disability, or</li> <li>has data that meets the criteria for disproportionate representation but not due to improper policies, procedures or practices.</li> </ul>

**Table 17: Score Criteria for Indicators 11, 12, 13, Timely/Accurate Data, Due Process, Audit and Grants:**

<b>Compliance Indicators</b>	<b>0 Point</b>	<b>1 Point</b>	<b>2 Points</b>
Indicator 11: Timely Evaluations Indicator 12: Early Childhood Transition	<ul style="list-style-type: none"> <li>failed to submit/certify timely and accurate data; or</li> <li>compliance rate was below 75%</li> </ul>	<ul style="list-style-type: none"> <li>data was timely and accurate; and</li> <li>compliance rate was at or above 75% but below criteria for 2 points</li> </ul>	<ul style="list-style-type: none"> <li>data was timely and accurate; and</li> <li>compliance rate was above 95% or was above 90% with no longstanding noncompliance</li> </ul>
Indicator 13: Secondary Transition	Compliance rate < 75%	Compliance rate >= 75% but below criteria for 2 points	Compliance rate >= 95% or >= 90% with no longstanding noncompliance
Timely and Accurate Data	Timely and Accurate Data Compliance < 75%	Timely and Accurate Data Compliance >= 75%	Timely and Accurate Data Compliance >= 95%
Timely Due Process Hearings	Timely Due Process Hearings < 75%	Timely Due Process Hearings >= 75%	Timely Due Process Hearings >= 95%
Audit Enforcement and Grant Conditions	School district has both an audit enforcement action and grant condition	School district has either one: an audit enforcement action or a grant condition	School district has no audit enforcement actions and no grant conditions

**Table 18: Score Criteria for Longstanding Noncompliance:**

<b>Compliance Indicators</b>	<b>0 Point</b>	<b>3 Points</b>	<b>5 Points</b>
Longstanding Noncompliance	Longstanding noncompliance exceeding 24 months	Longstanding noncompliance between 12-24 months	No Longstanding Noncompliance

**Table 19: Score Criteria for Performance Indicators:**

<b>Performance Indicators</b>	<b>0 Point</b>	<b>1 Point</b>	<b>2 Points (at or above target)</b>
Indicator 1: Grad Rate	Indicator < 49%	49% <= Indicator < 73%	Indicator >=73%
Indicator 2: Dropout Rate	Indicator > 34%	19% < Indicator <= 34%	Indicator <= 19%
Indicator 3B: ELA 4 Proficiency	Indicator < 6.8%	6.8% <= Indicator < 15.5%	Indicator >=15.5%
Indicator 3B MATH 4 Proficiency	Indicator < 13.5%	13.5% <= Indicator < 18.75%	Indicator >= 18.75%
Indicator 3B: ELA 8 Proficiency	Indicator < 8.0%	8.0% <= Indicator < 13.75%	Indicator >= 13.75%
Indicator 3B: MATH 8 Proficiency	Indicator < 8.4%	8.4% <= Indicator < 11%	Indicator >= 11%



Performance Indicators	0 Point	1 Point	2 Points (at or above target)
Indicator 5A: Percent of students 80% or more in the regular class	Indicator < 37%	37% <= Indicator < 59%	Indicator >= 59%
Indicator 5B: Percent of students less than 40% of the day in a regular class	Indicator > 32%	17.5% < Indicator <= 32%	Indicator <= 17.5%
Indicator 5C: Percent of students in separate setting	Indicator > 12%	4.9% < Indicator <= 12%	Indicator <= 4.9%
Indicator 6A: preschool majority of services in a regular education program	Indicator < 17%	17% <= Indicator < 45%	Indicator >=45%
Indicator 6B: preschool separate settings	Indicator > 50%	25% < Indicator <= 50%	Indicator <= 25%

### III. Navigating the School District's IDEA Determination Status

Each school district's RDA percentage score serves as the basis for the school district's 2025 IDEA determination as follows:

Determination	Criteria
<b>Meets Requirements</b>	<b><u>RDA Matrix Score</u></b> : the school district's RDA Matrix Percentage Score is greater than or equal to 80 percent.
<b>Needs Assistance</b>	<b><u>RDA Matrix Score</u></b> : the school district's RDA Matrix Percentage Score is greater than or equal to 60 percent but less than 80 percent.
<b>Needs Intervention</b>	<b><u>RDA Matrix Score</u></b> : the school district's RDA Matrix Percentage Score is less than 60 percent; or <b><u>Consecutive Years</u></b> : the school district has been identified as Needs Assistance or Needs Intervention under the IDEA for 10 or more consecutive years.
<b>Needs Substantial Intervention</b>	<b><u>Compliance</u></b> : the school district has significant noncompliance that remains uncorrected resulting in substantial failure to provide a free appropriate public education (FAPE) for its students with disabilities.

The school district's RDA Matrix Percentage Score, current year IDEA determination, and number of years the school district received an IDEA determination of either needs

assistance or needs intervention determines the IDEA tiered intervention that will be applicable to the school district during the 2025-2026 school year.

### IDEA Tiered Interventions

All school districts with a determination of Needs Assistance, Needs Intervention, or Needs Substantial Intervention will not be allowed to reduce their maintenance of effort for purposes of the IDEA grant eligibility: [Sec. 300.608 State enforcement - Individuals with Disabilities Education Act](#)

#### *Needs Assistance Year 1*

A school district with a first year IDEA determination of needs assistance is directed to assess its areas for improvement and select and attend professional development opportunities offered by the Office of Special Education's [Educational Partnership](#) (Educational Partnership) to assist the district in addressing any areas of concern.

#### *Needs Assistance Year 2 or More*

A school district with an IDEA determination of needs assistance for two or more years is required to engage with the Educational Partnership to support the school district's improvement activities including a root cause analysis to identify the areas contributing to the district's needs assistance determination. Following the root cause analysis, these school districts will be required to implement effective practices and sustain system improvements. These efforts are progress to evaluate the outcomes following professional learning and the actions taken to address the areas of concern.

#### *Needs Intervention*

All needs intervention districts will receive enhanced support and supervision from the Office of Special Education and the Educational Partnership to address the reasons for the school districts' identification, support the districts' improvement activities through technical assistance, professional development, and stakeholder engagement, and provide oversight and monitoring of actions required to resolve any areas of concern. School districts with the most consecutive years of not meeting the requirements and purposes of the IDEA will receive the highest level of support and general supervision.

### **RDA Rubric Score**

Each school district will receive an RDA Rubric comprised of data used to calculate the Compliance Matrix and Performance Matrix score. Table 20 represents a complete listing of all RDA Rubric fields with a definition and value for each item.

Table 20: Data Dictionary for All RDA Rubric Fields

Column Name	Definition	Value
SEQA	Special Education Quality Assurance Regional Units	Name of each Regional Unit
BOCES	Boards of Cooperative Educational Services (BOCES)	Name of each BOCES
County	New York State County	Name of each county
LEA_BEDS	Local Education Agency (LEA) BEDS code	Unique BEDS code identifying each LEA
LEA_Name	Local Education Agency (LEA) Name	Name of LEA (School District)
2025 Years	Number of years the LEA received an IDEA determination of either needs assistance or needs intervention	0 to 19
pt_overall_score	Results Driven Accountability (RDA) Matrix Percentage Score	Actual RDA matrix score divided by maximum RDA matrix score
Determination	Current year IDEA determination	Meets Requirements; Needs Assistance; Needs Intervention / Substantial Intervention
pt_maxscore_CPM	Compliance Matrix Percentage Score	Actual compliance matrix score divided by maximum compliance matrix score
pt_maxscore_PFM	Performance Matrix Percentage Score	Actual performance matrix score divided by maximum performance matrix score
qualify_enrollment_4B	School district meets criteria of Indicator 4B	Yes / No
Certified_4B	Status of Data Certification for Indicator 4B	Certified accurate on time; Certified accurate late; Did not certify
Notified_for_4B	District notified for not meeting Indicator 4B target	Yes / No

Column Name	Definition	Value
Met_State_4B_Target	Districts met Indicator 4B target	Yes / No
indicator_4B	Score for Indicator 4B	0, 2, 9 (N/A)
qualify_9	School district meets criteria of Indicator 9	Yes / No
Certified_9	Status of Data Certification for Indicator 9	Certified accurate on time; Certified accurate late; Did not certify
Notified_for_9	District notified for not meeting Indicator 9 target	Yes / No
Met_State_9_Target	District met Indicator 9 target	Yes / No
indicator_9	Score for Indicator 9	0, 2, 9 (N/A)
qualify_10	School district meets criteria of Indicator 10	Yes / No
Certified_10	Status of Data Certification for Indicator 10	Certified accurate on time; Certified accurate late; Did not certify
Notified_for_10	District notified for not meeting Indicator 10 target	Yes / No
Met_State_10_Target	District met Indicator 10 target	Yes / No
indicator_10	Score for Indicator 10	0, 2, 9 (N/A)
Had_data11	Districts submitted Indicator 11 Data	Yes / No
Compliance_rate_11	Compliance rate for Indicator 11	0% to 100%
Certified_VR11	Status of Data Certification for Indicator 11	Certified accurate on time; Certified accurate late; Chose inaccurate; Did not certify
indicator_11	Score for Indicator 11	0, 1, 2, 9 (N/A)
Had_data12	Districts submitted Indicator 12 Data	Yes / No
Compliance_rate_12	Compliance rate for Indicator 12	0% to 100%

Column Name	Definition	Value
Certified_VR12	Status of Data Certification for Indicator 12	Certified accurate on time; Certified accurate late; Chose inaccurate; Did not certify
indicator_12	Score for Indicator 12	0, 1, 2, 9 (N/A)
IEPs_reviewed	Number of IEPs reviewed for Indicator 13	1 to 100
IEPs_compliant	Number of IEPs determined compliant for Indicator 13	0 to 100
IEPs_noncompliant	Number of IEPs determined noncompliant for Indicator 13	0 to 100
Compliance_rate_13	Compliance rate for Indicator 13	0% to 100%
indicator_13	Score for Indicator 13	0, 1, 2, 9 (N/A)
Timely_Accurate	Timely and Accurate Data Rubric score	0, 1, 2, 9 (N/A)
Correction_Noncom	Correction of Noncompliance score	0, 3, 5
DP_Hearing	Timeliness of Due Process Hearing Decisions score	0, 1, 2, 9 (N/A)
Audit_Grant	Audit and Grant Finding score	0, 1, 2
Denominator_GraduateRate	Number of all youth with IEPs who exited high school (ages 14-21)	0 to 14,564
Grad_count	Number of youth with IEPs graduating with a regular diploma	0 to 11,069
Grad_rate	Percentage of youth with IEPs graduating with a regular diploma	0% to 100%
Dropout_count	Number of youth with IEPs dropping out	0 to 2,281
Dropout_rate	Percentage of youth with IEPs dropping out	0% to 100%
indicator_1	Score for Indicator 1 - Graduation Rate	0, 1, 2, 9 (N/A)
indicator_2	Score for Indicator 2 - Dropout Rate	0, 1, 2, 9 (N/A)

Column Name	Definition	Value
Total_SWD_enrollment_ELA_3A.04	Total number of children with IEP enrolled during the testing window--4th grade ELA	0 to 13,943
Participants_ELA_3A.04	Total number of children with IEP participated in assessment--4th grade ELA	0 to 11,338
Participation_rate_ELA_3A.04	Participation rate of children with IEP--4th grade ELA	0% to 100%
Regular_assessment_SWD_ELA_3B.04	Number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment--4th grade ELA	0 to 10,750
Proficient_ELA_3B.04	Number of children with IEPs scoring at or above proficient against grade level academic achievement standards--4th grade ELA	0 to 2,397
Proficiency_rate_ELA_3B.04	Percentage of children with IEPs scoring at or above proficient against grade level academic achievement standards--4th grade ELA	0% to 100%
indicator_ELA4	Score for Indicator 3B - 4th grade ELA	0, 1, 2, 9 (N/A)
Total_SWD_enrollment_ELA_3A.08	Total number of children with IEP enrolled during the testing window--8th grade ELA	0 to 14,711
Participants_ELA_3A.08	Total number of children with IEP participated in assessment--8th grade ELA	0 to 12,410
Participation_rate_ELA_3A.08	Participation rate of children with IEP--8th grade ELA	0% to 100%
Regular_assessment_SWD_ELA_3B.08	Number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment--8th grade ELA	0 to 11,272
Proficient_ELA_3B.08	Number of children with IEPs scoring at or above proficient against grade level academic achievement standards--8th grade ELA	0 to 2,709
Proficiency_rate_ELA_3B.08	Percentage of children with IEPs scoring at or above proficient against grade level academic achievement standards--8th grade ELA	0% to 100%

Column Name	Definition	Value
indicator_ELA8	Score for Indicator 3B - 8th grade ELA	0, 1, 2, 9 (N/A)
Total_SWD_enrollment_Math_3A.04	Total number of children with IEP enrolled during the testing window--4th grade Math	0 to 13,963
Participants_Math_3A.04	Total number of children with IEP participated in assessment--4th grade Math	0 to 11,446
Participation_rate_Math_3A.04	Participation rate of children with IEP--4th grade Math	0% to 100%
Regular_assessment_SWD_Math_3B.04	Number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment--4th grade Math	0 to 10,853
Proficient_Math_3B.04	Number of children with IEPs scoring at or above proficient against grade level academic achievement standards--4th grade Math	0 to 3,687
Proficiency_rate_Math_3B.04	Percentage of children with IEPs scoring at or above proficient against grade level academic achievement standards--4th grade Math	0% to 100%
indicator_MATH4	Score for Indicator 3B - 4th grade Math	0, 1, 2, 9 (N/A)
Total_SWD_enrollment_Math_3A.08	Total number of children with IEPs enrolled during the testing window--8th grade Math	0 to 14,691
Participants_Math_3A.08	Total number of children with IEPs participated in assessment--8th grade Math	0 to 12,279
Participation_rate_Math_3A.08	Participation rate of children with IEPs--8th grade Math	0% to 100%
Regular_assessment_SWD_Math_3B.08	Number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment--8th grade Math	0 to 11,133
Proficient_Math_3B.08	Number of children with IEPs scoring at or above proficient against grade level academic achievement standards--8th grade Math	0 to 1,958

Column Name	Definition	Value
Proficiency_rate_Math_3 B.08	Percentage of children with IEPs scoring at or above proficient against grade level academic achievement standards--8th grade Math	0% to 100%
indicator_MATH8	Score for Indicator 3B --8th grade Math	0, 1, 2, 9 (N/A)
SWD_6_21	Total count of students with disabilities age 5 in kindergarten through 21	0 to 236,869
Count_L20	Count of students 80% or more in the regular class: 5A	0 to 138,783
Count_M60	Count of students less than 40% of the day in a regular class: 5B	0 to 40,969
Count_SEP	Count of students in separate schools, residential facilities or homebound/hospital placements: 5C	0 to 10,732
Perc_L20	Percent of students 80% or more in the regular class: 5A	0% to 100%
Perc_M60	Percent of students less than 40% of the day in a regular class: 5B	0% to 65.9%
Perc_SEP	Percent of students in separate schools, residential facilities or homebound/hospital placements: 5C	0% to 41.5%
indicator_5A	Score for Indicator 5A	0, 1, 2, 9 (N/A)
indicator_5B	Score for Indicator 5B	0, 1, 2, 9 (N/A)
indicator_5C	Score for Indicator 5C	0, 1, 2, 9 (N/A)
Denominator_6	Total number of children ages 3, 4, and 5 with IEPs who are enrolled in a preschool program	0 to 20,977
Numerator_6A	Number of children ages 3, 4, and 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	0 to 12,259



Column Name	Definition	Value
Numerator_6B	Number of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility	0 to 7,301
Dist_Rate_6A	Percentage of children ages 3, 4, and 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: 6A	0% to 100%
Dist_Rate_6B	Percentage of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility: 6B	0% to 100%
indicator_6A	Score for Indicator 6A	0, 1, 2, 9 (N/A)
indicator_6B	Score for Indicator 6B	0, 1, 2, 9 (N/A)
timely_PD8	Score for timely PD8 data	0, 1, 9 (N/A)
valid_PD8	Score for accurate PD8 data	0, 1, 9 (N/A)
timely_VR1_5	Score for timely VR1 to VR5 data	0, 1, 9 (N/A)
valid_VR1_5	Score for accurate VR1 to VR5 data	0, 1, 9 (N/A)
timely_VR10	Score for timely VR10 data	0, 1, 9 (N/A)
valid_VR10	Score for accurate VR10 data	0, 1, 9 (N/A)
timely_VR11	Score for timely VR11 data	0, 1, 9 (N/A)
valid_VR11	Score for accurate VR11 data	0, 1, 9 (N/A)
timely_VR12	Score for timely VR12 data	0, 1, 9 (N/A)
valid_VR12	Score for accurate VR12 data	0, 1, 9 (N/A)
timely_VR15	Score for timely VR15 data	0, 1, 9 (N/A)
valid_VR15	Score for accurate VR15 data	0, 1, 9 (N/A)
timely_asmt	Score for timely assessment data	1, 9 (N/A)
valid_asmt	Score for accurate assessment data	1, 9 (N/A)

Column Name	Definition	Value
timely_DP	Score for timely Due Process Impartial Hearings data	1, 9 (N/A)
valid_DP	Score for accurate Due Process Impartial Hearings data	1, 9 (N/A)
PTG_TimelyAccurate	Timely and Accurately Data Rubric percentage score	63% to 100%

#### IV. Additional Resources

Additional information regarding the New York SPP is available at: [Special Education State Performance Plan \(SPP\)/Annual Performance Report \(APR\) | New York State Education Department](#)

Additional information regarding school district determinations under the IDEA is available at: [Annual IDEA Determinations for School Districts | New York State Education Department](#)

Information and resources from the Educational Partnership to enhance services and supports for students with disabilities from early childhood and school-age education to engagement in post-school opportunities is available at: [OSE Educational Partnership](#)

Additional information regarding special education data reporting is available at: [Special Education Data Collection, Analysis and Reporting \(SEDCAR\) : IRS : P-12: NYSED](#)

For questions related to your school district's special education data, please contact [Information Reporting Services - Special Education](#) by emailing [datasupport@nysed.gov](mailto:datasupport@nysed.gov) or through the [FAQ and help page](#).

For information regarding data submitted through SIRS, please contact your [Regional Information Center \(RIC\)](#).

For information on getting access to the PD Data System or user accounts, please contact [SEDDAS](#) at [seddas@nysed.gov](mailto:seddas@nysed.gov).

For questions regarding the IDEA accountability methodology or process, please contact [IDEA.LEA.Determinations@nysed.gov](mailto:IDEA.LEA.Determinations@nysed.gov).

## **V. IDEA Accountability Report List of Acronyms**

Annual Performance Report (APR)  
Boards of Cooperative Educational Services (BOCES)  
Committee on Special Education (CSE)  
Committee on Preschool Special Education (CPSE)  
Compliance Assurance Plan (CAP)  
Comprehensive Coordinated Early Intervening Services (CCEIS)  
English Language Arts (ELA)  
Every Student Succeeds Act (ESSA)  
Free appropriate public education (FAPE)  
Impartial Hearing Reporting System (IHRS).  
Individualized education programs (IEP)  
Individuals with Disabilities Education Act (IDEA)  
Information Reporting Services (IRS)  
Least Restrictive Environment (LRE)  
Local Education Agency (LEA)  
New York State Education Department (NYSED)  
Office of Management and Budget (OMB)  
Office of Special Education (OSE)  
Office of Special Education's Educational Partnership (Educational Partnership)  
Regional Information Center (RIC)  
Results Driven Accountability (RDA)  
Special Education Data Collection, Analysis, and Reporting (SEDCAR)  
State Performance Plan (SPP)  
Student Information Repository System (SIRS)  
Verification Report 3 (VR3)