



TO: Superintendents

FROM: Christopher Suriano

DATE: June 30, 2025

SUBJECT: 2025 Accountability Status under Part B of the Individuals with Disabilities Education Act (IDEA) – **Final IDEA Determinations & Required Interventions under IDEA General Supervision**

This memorandum is to inform Superintendents of the final school district (district) 2025 IDEA determinations and the required interventions applicable to districts to meet the requirements and purposes of the IDEA.

2025 IDEA Determinations

Title 34 of the Code of Federal Regulations (CFR) [§300.600](#) requires each state to make determinations annually about the performance of each public district and 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. Final 2025 IDEA Determinations are published on the Office of Special Education webpage: [Annual IDEA Determinations for School Districts | New York State Education Department](#).

Districts may view their data used to calculate the 2025 IDEA Determination via the [Information and Reporting Services Portal \(IRSP\)](#) (<https://portal.nysesd.gov/abp>). The New York City School District may access their information via the [New York State Education Department \(NYSED\) File Transfer Manager](#). An [executive summary of the IDEA determination process](#) and the [2025–2026 School Year IDEA Accountability Guide](#) explain the data and scoring used for the 2025 determinations. Both documents are available at: [Annual IDEA Determinations for School Districts | New York State Education Department](#).

Districts with a determination of needs assistance or needs intervention are not permitted to reduce their maintenance of effort for purposes of the IDEA grant eligibility. Additionally, each of these districts is assigned a required intervention depending on their determination status and number of consecutive years with an IDEA determination of either needs assistance or needs intervention. The required interventions are further described in Attachment 1.

Targeted Technical Assistance and Professional Development

To improve educational results and functional outcomes for students with disabilities and ensure school districts meet the requirements and purposes of the IDEA, districts have been selected for required professional development provided by the [Office of Special Education's Educational Partnership](#) (Partnership) during the 2025-2026 school year.

Partnership Designations and Interventions

There are three applicable designations that correspond to the highest level of Partnership intervention a district receives:

- Designation 1. Coordinated Intervention: A series of embedded support and supervised activities to facilitate systemic improvement through coordinated efforts of professional development, technical assistance, stakeholder engagement, and oversight and monitoring.
- Designation 2. Focused Intervention: Targeted professional development or embedded support in response to a specific area of concern to inform and evaluate the implementation of effective practices and system improvements.
- Designation 3. Proactive Intervention: Professional development in a priority area to respond to an anticipated need or to address a statewide area of concern.

There are three tiered levels of Partnership interventions for the provision of professional development to districts with a designation:

- Required Intervention 1. Support Plan: Directed, embedded systems change work within individual schools and/or districts that is progress monitored to achieve identified goals.
- Required Intervention 2. Targeted Skills Group: Small group meetings on a common topic to learn and develop new skills using a cohort model with specific outcome objectives.
- Required Intervention 3. Regional Learning: Resources or training to provide background information, set a foundation for future learning, and/or support the exploration and adoption of useable innovations and evidence-based practices.

Designations for the 2025-2026 School Year

The NYSED Office of Special Education has designated 14 improvement areas for a required intervention supported by the Partnership. These include four interventions assigned based on a district's IDEA determination status and 10 other interventions to address improvement areas in response to areas of concern or state monitoring. A district's Partnership designation (Coordinated, Focused, or Proactive) is based on the highest level of intervention (Support Plan, Targeted Skills Group, Regional Learning) a district is required to receive.

Along with the list of 2025 IDEA determinations, the district's designation is published at [Annual IDEA Determinations for School Districts | New York State Education Department](#). Please note, although the district's Partnership designation corresponds with the highest level of required intervention, a district may be required to participate in multiple interventions depending on whether it meets criteria for more than one intervention. Each required intervention will be outlined to the district by the [Regional Partnership Center](#) in outreach following this notification.

Contact Information

Questions concerning the information contained in this memo should be directed to: IDEA.LEA.Determinations@nysed.gov.

Attachment 1: 2025-2026 Required Partnership Interventions and Activities

I. IDEA Needs Intervention District 3 or More Consecutive Years: Coordinated Intervention

Required Districts:	Districts determined to need intervention in meeting the requirements of the IDEA <u>and</u> have had an IDEA determination of either needs intervention or needs assistance for three or more consecutive years.
Required Intervention:	<p>Support Plan, Targeted Skills Group, and/or Regional Learning if incorporated into the Support Plan. Districts determined to need intervention in meeting the requirements of the IDEA will receive enhanced support from the Partnership to address the reasons for the districts' identification, support the districts' improvement activities through technical assistance, professional development, and stakeholder engagement, and provide oversight of actions required to resolve areas of concern.</p> <p>Districts with three or more consecutive years of not meeting the requirements of the IDEA receive a support plan with a higher intensity.</p>
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to schedule a meeting to discuss the root causes for the district's determination and outline required activities in the development of the Support Plan's specific goals and objectives.

II. IDEA Needs Intervention District 1 or 2 Years: Coordinated Intervention

Required Districts:	Districts determined to need intervention in meeting the requirements of the IDEA for the first year and districts determined to need intervention in meeting the requirements of the IDEA <u>and</u> have had an IDEA determination of either needs intervention or needs assistance last year.
Required Intervention:	<p>Support Plan, Targeted Skills Group, and/or Regional Learning if incorporated into the Support Plan. Districts determined to need intervention in meeting the requirements of the IDEA will receive enhanced support from the Partnership to address the reasons for the districts' identification, support the districts' improvement activities through technical assistance, professional development, and stakeholder engagement, and provide oversight of actions required to resolve any areas of concern.</p>
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to schedule a meeting to discuss the root causes for the district's determination and outline required activities in the development of the Support Plan's specific goals and objectives.

III. *IDEA Needs Assistance District 2 or More Consecutive Years: Focused Intervention*

Required Districts:	Districts determined to need assistance in meeting the requirements of the IDEA <u>and</u> have had an IDEA determination of either needs intervention or needs assistance for two or more consecutive years.
Required Intervention:	Targeted Skills Group and/or Regional Learning if incorporated into the Targeted Skills Group. Districts identified as needs assistance for two or more consecutive years will receive Partnership support to conduct a root cause analysis to identify the areas contributing to the district's determination. Following the root cause analysis, districts will be required to implement effective practices and sustain system improvements. These efforts are progress monitored to evaluate the outcomes following professional learning and the actions taken to address the areas of concern.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to schedule a meeting to discuss the root causes for the district's determination and outline required activities of the Targeted Skills Group.

IV. *IDEA Need Assistance District Year 1: Proactive Intervention*

Required Districts:	Districts determined to need assistance in meeting the requirements of the IDEA for the first year.
Required Intervention:	Regional Learning selected by the district. A district with a first year IDEA determination of needs assistance must locally assess its areas for improvement and select and attend professional development opportunities offered by the Partnership to assist the district in addressing any areas of concern. The district may locally determine which regional learning to attend and which staff will represent the district.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district in their region to explain the regional offerings, where to access the schedule of trainings, and who to contact at the Partnership with questions regarding the content of a regional learning or to request assistance with scheduling.

V. *Action Plan to Resolve Outstanding Noncompliance (APRON): Focused Intervention*

Required Districts:	Districts which have an APRON with unresolved noncompliance exceeding 12 months that have been identified by Special Education Quality Assurance (SEQA) as requiring additional support.
Required Intervention:	Depending on the contents of the APRON and the identified noncompliance, required activities will include a Support Plan, Targeted Skills Group, and/or Regional Learning.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to schedule a meeting to outline the required activities of the Support Plan, Targeted Skills Group, and/or Regional Learning.

VI. *Special Education Quality Assurance Monitoring: Focused Intervention*

Required Districts:	Districts identified following SEQA monitoring either as a component of a compliance assurance plan (CAP) or other concern supported by district performance or compliance outcomes.
Required Intervention:	Depending on the contents of the CAP or the specific performance or compliance concern, required activities will include a Support Plan, Targeted Skills Group, and/or Regional Learning.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to schedule a meeting to outline the required activities of the Support Plan, Targeted Skills Group, and/or Regional Learning.

VII. *Partnership Identified Performance or Compliance Concerns: Focused Intervention*

Required Districts:	Districts engaged in existing work with the Partnership with outstanding goals or with an identified need supported by SEQA based on district performance or compliance outcomes.
Required Intervention:	Depending on the level of the needed Partnership engagement or the specific progress that remains to be demonstrated, required activities will include a Support Plan, Targeted Skills Group, and/or Regional Learning.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to schedule a meeting to outline the required activities of the Support Plan, Targeted Skills Group, and/or Regional Learning.

VIII. *New York State Alternate Assessment (NYSAA) Rate Exceeding 2.5%: Focused Intervention*

Required Districts:	Districts with a NYSAA participation rate exceeding 2.5%.
Required Intervention:	Support Plan, Targeted Skills Group, and/or Regional Learning if incorporated into the Support Plan.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to schedule a meeting to discuss the district's NYSAA participation rate and to outline required activities in the development of the Support Plan's specific goals and objectives.

IX. *NYSAA Rate between 2% and 2.5%: Focused Intervention*

Required Districts:	Districts with a NYSAA participation rate between 2% and 2.5%.
Required Intervention:	Targeted Skills Group.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to schedule a meeting to discuss the district's NYSAA participation rate and outline required activities of the Targeted Skills Group.

X. *Identified for Significant Disproportionality: Focused Intervention*

Required* Districts:	Districts with significant disproportionality by race and ethnicity for disciplinary actions , disability category , identification , and/or placement for students with disabilities as notified on December 11, 2024 for disciplinary actions, and/or on March 18, 2025 for disability category, identification, and/or placement.
Required* Intervention:	* For purposes of the 2025-2026 school year, the focused intervention for school districts with significant disproportionality will consist of a voluntary Targeted Skills Group. The significant disproportionality Targeted Skills Group will be offered in the summer and fall, and districts are strongly encouraged to attend.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district about the Targeted Skills Group and its interest in participating to assist the district in understanding its significant disproportionality notification and completing the IDEA grant application which includes the Comprehensive Coordinating Early Intervening Services (CCEIS) calculation worksheet for the required 15% set aside.

XI. *CAP for Disciplinary Change in Placement: Focused Intervention*

Required Districts:	Districts identified following SEQA monitoring with a CAP relating to a disciplinary change in placement.
Required Intervention:	Regional Learning.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to outline the required regional learning offerings.

XII. *Identified for Disproportionality Year 1 or Year 2: Proactive Intervention*

Required Districts:	Districts at risk (current year and prior year data) for significant disproportionality by race and ethnicity for disciplinary actions , disability category , identification , and/or placement for students with disabilities based on the relative risk ratio. ¹
Required Intervention:	Targeted Skills Group.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to schedule a meeting to discuss the district's significant disproportionality data and outline required activities of the Targeted Skills Group.

¹ The NYSED relative risk ratio is used to assess the disproportionality of disciplinary actions, disability category, identification, and/or placement for students with disabilities based on race and ethnicity. The risk ratio compares the risk of a specific outcome for a specific racial or ethnic group in a district and the risk of that same outcome for other children in the district.

XIII. *Required to Report State Performance Plan (SPP) 8: Proactive Intervention*

Required Districts:	Districts on the schedule for data submission for SPP 8 for the 2026-2027 school year or districts identified for resubmission of SPP 8 data from a previous year.
Required Intervention:	Targeted Skills Group.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to outline the required activities of the Targeted Skills Group.

XIV. *Required to Report SPP 13: Proactive Intervention*

Required Districts:	Districts on the schedule for data submission for SPP 13 for the 2026-2027 school year .
Required Intervention:	Regional Learning.
Next Steps:	The Regional Partnership Center will be reaching out to each impacted district to outline the required regional learning offerings.