STATE PERFORMANCE PLAN

IDEA Part B

FFY 2005 - FFY 2012 (2005 – 2013)

Revised and Extended 2.1.2011

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Part B State Performance Plan (SPP) for State of Iowa

FFY 2005-2012 (Updated and Extended 2-1-2011)

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Part B State Performance Plan (SPP) for FFY 2005-2010

Introduction – Iowa's Education Infrastructure:

Iowa's educational system is defined by the strong working relationship between the local school districts and area education agencies. Local districts provide the instructional program and area education agencies provide support services.

Districts define how services will be organized and provided as they ensure a free appropriate public education in the least restrictive environment. Districts can determine special education teacher caseloads (teacher-pupil ratios) of programs and establish procedures to resolve conflicts about caseloads.

Local districts define the general education curriculum addressed in each student's individualized education plan. In addition, the districts have administrative control of the local special education programs including the manner in which special education instructional services are provided. This ownership acknowledges the special education programs as an integral component of the local school districts' school reform efforts. The ownership also promotes local accountability for student participation in assessments and the establishment of school district goals for needed improvement. This ownership, in turn, will ultimately lead to greater achievement of students with disabilities.

Historically (from 1974 to 2003), Iowa was divided into 15 intermediate agencies (Area Education Agencies) providing specialized services. Area education agencies (AEAs) were created in order to provide equity in the provision of programs and services across counties or merged areas. One key difference between Iowa's AEA system and intermediate units in other states is that Iowa's AEAs are mandatory. It is also mandatory that each local school district is assigned to an area education agency that will provide the services the school district needs. This is the only system in the country that has this tightly structured system. The AEAs carry special education compliance responsibilities and the charge to provide the services needed by the local school districts. Their primary role is provision of special education support services to individuals under the age of 21 years requiring special education and related services, media services to all children through grade 12, and other educational services to pupils and education staff. The AEAs define the system used to locate and identify students suspected of having disabilities and provide the personnel to conduct evaluation activities in collaboration with LEAs.

As described previously, Iowa established 15 area education agencies. However, in 2003, five of the agencies merged into two, which reduced the total number to 12. In 2005, two more agencies merged reducing the total number to 11.

It should be noted that the original 15 agencies (currently 11 agencies) assumed the role as Regional Grantees and agreed to the fiscal and legal responsibility for ensuring that the Part C Early ACCESS system is carried out regionally. (Iowa is a birth-mandate state so the AEA structure assumed this birth-to-three role.) The geographic boundaries of the Early ACCESS regions are the same as the Area Education Agency (AEA) boundaries. AEA Directors of Special Education serve as the Regional Grantee administrators. The Regional Grantees and Signatory Agencies work together to identify all eligible children and assure needed early intervention services are provided.

Part B State Performance Plan (SPP) for FFY 2005-2010

Overview of the State Performance Plan Development:

The Iowa SEA used an extensive two-stage participatory planning process to develop the State Performance Plan (SPP). Process steps included:

Stage One: July – September. This stage of the process was conducted to generate Measurable / Rigorous Targets and Improvement Activities across key stakeholder groups.

1. **State Performance Plan Presentation**. Participants were provided extensive information about the State Performance Plan, Monitoring Priorities and Indicators. Information was shared regarding state performance on each indicator. The process was outlined to obtain input regarding Measurable / Rigorous Targets and Improvement Activities.
2. **Participatory Planning Process**. Participants were divided into Indicator groups ranging from 10-15 members. Each group was lead by a SEA staff expert in an Indicator. The SEA staff led group members by:
   a. Educating the Group on the Indicator - Indicator definition, measurement, Iowa-specific information and data.
   b. Brainstorming, Clarifying and Prioritizing Measurable / Rigorous Targets – Participants discussed all information provided and determined appropriate targets; targets were prioritized and posted for a Gallery Walk.
   c. Brainstorming, Clarifying and Prioritizing Improvement Activities – Participants discussed all information provided and determined appropriate improvement activities; activities were prioritized and posted for a Gallery Walk.
   d. Gallery Walk - All groups toured each indicator; SEA staff provided each tour group an overview of the Indicator, and a description of the prioritized target(s) and activities. Tour members added or edited information, voted on target(s) and activities, and posted questions. Questions were addressed during Wrap-Up.
3. **Wrap-Up**. The Indicator group shared targets and activities. Further questions, additions or revisions were noted.
4. **Targets and Improvement Strategies Recorded**. Prioritized targets and strategies were recorded. Recorded information was retained for future analysis across stakeholder groups in *Stage Two* of the process.

Several key stakeholder groups were integral in this stage of the process; group, members, and meeting dates specific to the development of the State Performance Plan are provided in Table 1. (Meeting dates were updated to reflect further stakeholder group input of indicators.)

Table 1.
Group, Members and Meeting Dates of Key Stakeholders in Stage One of SPP Development.

Group	Members	Meeting Dates
The Special Education Advisory Panel	• Parents of Children with Disabilities • Individuals with a Disability • Teachers • IHE Representatives • State/Local Official of McKinney-Vento Homeless Assistance Act • Administrators of Programs for Children with Disabilities • Private School/Public Charter Representative • Representative from Child Welfare Agency Responsible for Foster Care • Representatives from State Juvenile and Adult Corrections Agencies • Representatives from Parent Advocacy Groups	September 1, 2005 September 22, 2005 October 20, 2006 December 1, 2006 January 26, 2007
Area Education Agency Special Education Directors	• Directors of Special Education for 11 Area Education Agencies[1]	July 19-20, 2005 November 10, 2006
Iowa Department of Education Division of Early Childhood, Elementary and Secondary Education Annual Retreat	• Representatives of the Bureau of Practitioner Preparation and Licensure • Representatives of the Bureau of Instructional Services • Representatives of the Bureau of Children, Family and Community Services	August 16, 2005 January 8, 2007
Area Education Agency Joint Council	• Directors of Instructional Services, Special Education, and Media Services for all 12 Area Education Agencies	September 9, 2005 November 10, 2006

Informal input regarding targets and improvement activities was also obtained from the following groups: Regional Liaisons, LRE Taskforce, Statewide Dropout Prevention / Graduation Study Group, Iowa's Advisory Committee on Disproportionality, Statewide Monitoring Workgroup, Early Childhood Outcomes Workgroup, Assistive Technology Workgroup, the Iowa Deaf and Hard of Hearing Network and Vision Supervisors, and Urban Education Network as well as Legal Representatives from the Attorney General's Office, Legal Representation for the Iowa Department of Education, and Administrative Law Judges.[2]

Six Essential Questions. Subsequent to *Stage One*, the SEA established six essential questions that parallel the questions asked by general education in the State in order (1) to focus conversations around outcomes for children with disabilities in Iowa, (2) to anchor stakeholder discussions around six areas rather than a discrete list of 20 indicators, (3) to highlight AEA and

[1] One AEA Special Education Director was unable to attend, however a representative of this AEA was in attendance
[2] The final three stakeholder groups were consulted in the development of General Supervision Indicators only

district performance in outcomes for children with disabilities, and (4) to better communicate with constituents. Centering conversations on these six questions has promoted rich discussions and planning for "what's best for kids" in addition to how Iowa will report data for the 20 indicators to the public. The six essential questions and related OSEP indicators are provided in Table 2.

Table 2.
Iowa's Six Essential Questions and Related OSEP Indicators.

Essential Question	Related OSEP Indicator
1. Are students with disabilities entering school ready to learn at high levels?	**Indicator 6**: Least Restrictive Environment 3-5 **Indicator 7**: Early Childhood Outcomes **Indicator 12**: Effective Transition C to B
2. Are students with disabilities achieving at high levels?	**Indicator 3**: Participation and Performance **Indicator 4**: Suspensions and Expulsions **Indicator 5**: Least Restrictive Environment 6-21
3. Are students with disabilities from all ethnicities appropriately identified and receiving FAPE in the LRE?	**Indicator 9**: Disproportionality **Indicator 10**: Disproportionality–Disability Category
4. Are parents and students supported within special education?	**Indicator 8**: Parent Involvement
5. Are students with disabilities prepared for success beyond high school?	**Indicator 1**: Graduation **Indicator 2**: Dropout **Indicator 13**: Secondary Transition–IEP **Indicator 14**: Secondary Transition–One Year Out
6. Does the infrastructure system support the implementation of IDEA?	**Indicator 11**: Child Find **Indicator 15**: Monitoring **Indicator 16**: Complaints **Indicator 17**: Due Process Hearings **Indicator 18**: Resolution Sessions **Indicator 19**: Mediations **Indicator 20**: Timely and Accurate Data

Stage Two: October - November. This stage of the process was to validate the generated Measurable / Rigorous Targets and Improvement Activities.

1. **State Performance Plan Presentation**. The most updated version of the State Performance Plan, Area Education Agency data and statewide data was presented to key stakeholders, structured around the six essential questions.
2. **Discussion of Targets and Activities**. Discussion of the Targets and Activities focused on: Are the targets / activities valid? Are the targets / activities able to be achieved / implemented? What resources are needed to accomplish the targets and provide the activities? Targets were set; activities were discussed.
3. **Discussion Recorded**. The discussions regarding the validity and practicality of improvement activities were recorded; changes were made accordingly.

Key stakeholder groups integral in this stage of the process are provided in Table 3.

Table 3.
Group, Members and Meeting Dates of Key Stakeholders in Stage Two of SPP Development.

Group	Members	Meeting Dates
The Special Education Advisory Panel	See Table 1 for members	November 17, 2005
Area Education Agency Administration	Directors of Instructional Services, Special Education, and Media Services for all 12 Area Education Agencies	AEA specific meetings held from October 1st through November 20th

Public Dissemination and Reporting. The Iowa State Performance Plan will be disseminated to the public through various channels as described below:

- The Iowa Department of Education Website: Published on February 1, 2007 at: http://www.state.ia.us/educate/ecese/cfcs/index.html
- Area Education Agency distribution: Mailed on February 1, 2007
- Released to the Public via notice in the newspaper: February 1, 2007
- Provided to the Special Education Advisory Panel: February 1, 2007

Further, the Department will report annually to the Special Education Advisory Panel, the Area Education Agencies and to the public on the progress and/or slippage in meeting Iowa's Measurable / Rigorous Targets as described in this document. In addition, Iowa will report annually to the public on the performance of each district and Area Education Agency.

State Performance Plan Structure. The structure of Iowa's SPP is as follows:

1. **Overview of the State Performance Plan Development**. This section contains information regarding broad stakeholder input and dissemination of the plan to the public.
2. **Monitoring Priority**. Provided by OSEP.
3. **Indicator**. Provided by OSEP.
4. **Measurement**. Provided by OSEP.
5. **Overview of Issue / Description of System or Process**. This section contains (a) information about the structure of Iowa's System specific to each Indicator, and (b) trend data integral in the development of Measurable / Rigorous Targets and Improvement Activities. For new indicators, this section contains information about how data will be collected, analyzed and reported.
6. **Baseline Data for FFY 2004 (2004-2005)**. This section contains baseline data for the FFY 2004 (2004-2005) year only.
7. **Discussion of Baseline Data**. This section contains a discussion of (a) the results of baseline, and (b) the rationale for established Measurable / Rigorous Targets.
8. **Measurable / Rigorous Targets**. This section contains the targets set as a result of extensive stakeholder input.
9. **Improvement Activities**. This section contains improvement activities over the next six years structured around Iowa's Continuous Improvement Cycle: Understanding the needs of children and families; Meeting the needs of children and families; and Evaluating the effectiveness of the system. To this end, Improvement Activities are embedded within the SEA's process to:
    a. Research statewide systemic issues and specific AEA and district issues by gathering, analyzing and reporting data salient to each indicator to identify areas of need.
    b. Plan, design and develop research-based professional development / technical assistance to meet the identified needs within and across Indicators.

c. Implement professional development and technical assistance to meet the identified needs within and across Indicators.
d. Evaluate and gather progress monitoring information on the integrity and effectiveness of the professional development and technical assistance provided.
e. Revise practice based on the evaluation and progress monitoring results.
f. Verify improvement of the overall system within Iowa's continuous improvement process.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

Monitoring Priority: FAPE in the LRE

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

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

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

Data Source: Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

Update as of FFY2010 (2010-2011)

This update reflects changes to measurement and targets.

The percent of youth with IEPs graduating from high school is a performance indicator, and states must align the targets for this measure to the measureable objectives for all students and subgroups used in the state's Accountability Workbook under the ESEA. After alignment, Iowa's targets for the remainder of this SPP range from 81.00% to 85.00%.

Graduation in the State of Iowa is defined as (1) a student who has received a regular diploma who completed all unmodified district graduation requirements in the standard number of four years, or (2) students receiving a regular diploma from an alternative placement within the district, or who have had the requirements modified in accordance with a disability. Students who have finished the high school program but did not earn a diploma, or earned a certificate of attendance or other credential in lieu of a diploma are not considered graduates (Iowa NCLB Accountability Workbook).

This is the first year that Iowa has reported using the Title I cohort graduation rate. The four-year fixed cohort graduation rate is calculated for the class of 2010 by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of 2006 minus the number of students who transferred out plus the total number of students who transferred in.

Title I Cohort Graduation Rate = (FG + TIG) / (F + TI - TO)

FG = First-time 9th grade students in fall of 2006 and graduated in 2010 or earlier
TIG = Students who transferred in grades 9 to 12 and graduated in 2010 or sooner
F = First-time 9th grade students in fall of 2006
TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12
TO = Transfer out (including emigrates and deceased)

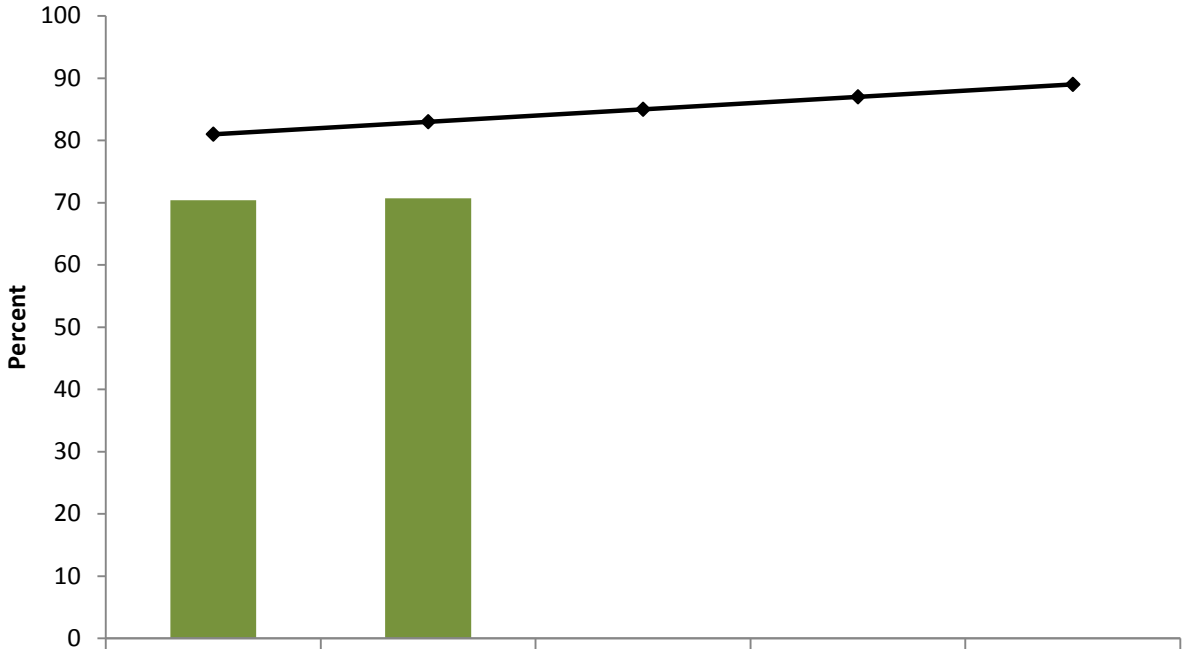
First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition in; and foreign students on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school students enrolled in another district but taking courses on a part-time basis; and foreign exchange students.

Students receiving regular diplomas are included as graduates in the numerator. Early graduates are included in the original cohort. All students who take longer to graduate (including students with IEPs) are included in the denominator but not in the numerator for the four-year rate.

The five-year fixed cohort graduation rate, or extended rate, is calculated using a similar methodology as the four-year fixed cohort rate. The extended rate for the cohort of 2005 is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2009-2010 school year) by the number of first-time 9th graders enrolled in the fall of 2005 minus the number of students who transferred out plus the total number of students who transferred in. The five-year fixed cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

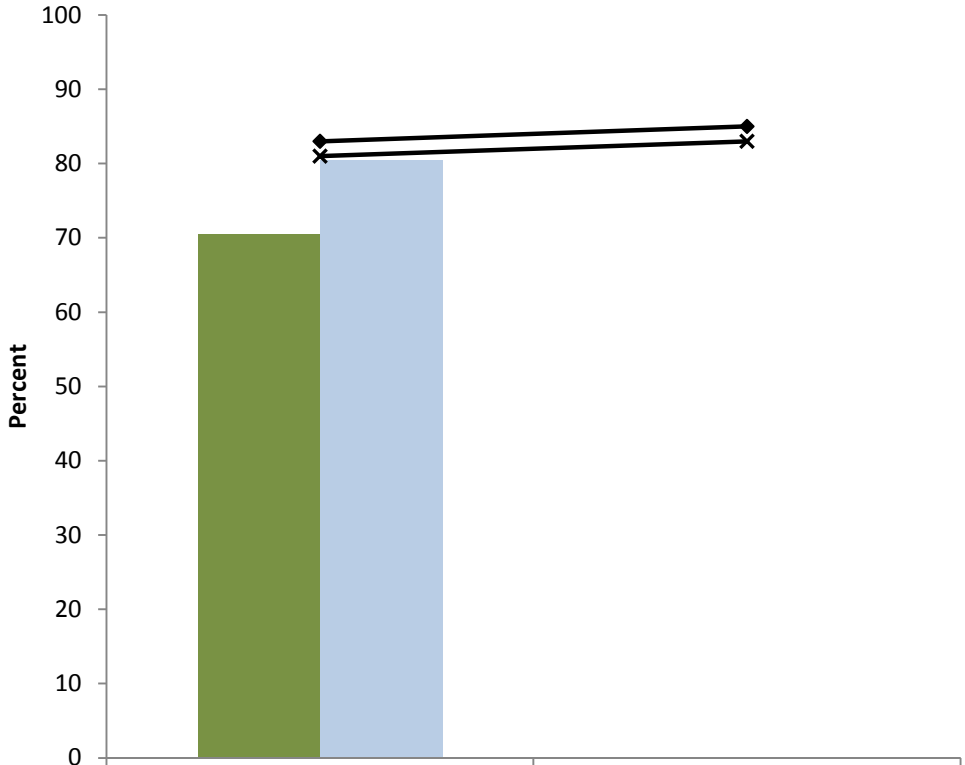
Actual Target Data for FFY 2010 (2010-2011):

Actual target data for Indicator B1 for FFY 2010 (2010-2011) are summarized in Figures B1.1 and B1.2.



	2008-09	2009-10	2010-11	2011-12	2012-13
Title I Rate	70.41	70.73			
Target	81.00	83.00	85.00	87.00	89.00

Figure B1.1. Percent of youth with IEPs graduating high school with a regular diploma based on the Title I Rate. *Source. Iowa Department of Education Project EASIER, FFY 2008 (2008-2009) through FFY 2009 (2009-2010).*



	2009-10	2010-11
Prior Year Title I Rate	70.41	
Current Year Extended Rate	80.44	
Target - Title I Rate	81.00	83.00
Target - Extended Rate	83.00	85.00

Figure B1.2. Percent of youth with IEPs graduating high school with a regular diploma based on the Title I Rate and Extended Rate. *Source. Iowa Department of Education Project EASIER, FFY 2008 (2008-2009) through FFY 2009 (2009-2010).*

As depicted in Figure B1.1, Iowa did not meet the target for Indicator 1 for FFY 2009 (2009-2010)[3]. The actual data showed 70.73% of students with IEPs graduating high school with a regular diploma while the measureable and rigorous target was 83.00%. In order to determine if this represents progress or slippage from FFY 2008 (2008-2009) we use the comparison of the prior year's Title I rate of 70.41. Figure B1.1 shows a moderate increase of 0.32% from the prior fiscal year.

Figure B1.2 shows both the Title I rate and the extended rate for the cohort of students who entered the ninth grade in 2005. The data demonstrate that when these students were given an additional year to complete graduation requirements the percentage of students graduating with a regular high school diploma increased 10.03%. The state still did not meet the extended rate target of 83.00%.

Tables B1.1 through B1.3 provide numbers and percentages for each AEA and the State for: (a) Number of students with IEPs graduating with a regular high school diploma (b) Number of students in the cohort,

[3] Iowa is submitting data for FFY 2009 (2009-2010) in alignment with data submitted in the State Report Card for NCLB and the state's accountability workbook plan.

(c) Number of students with IEPs transferring out of the cohort (d) Number of students with IEPs transferring into the cohort, and (e) Percent of youth with IEPs graduating with a regular diploma for FFY 2008 (2008-2009) and 2009 (2009-2010). Numbers and percentages are provided for both the Title I and extended rates. (Note: AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document.)

Table B1.1
Number and Percent of Students with IEPs Graduating with a Regular Diploma, by AEA
Title I Rate FFY 2008 (2008-2009)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of on-time graduates in 2009	346	275	524	285	447	945	321	234	108	319	3804
(b) n of 9th graders in fall 2005	475	445	900	607	936	1613	529	459	166	571	6701
(c) n of students transferred out	60	76	158	140	228	314	98	94	24	106	1298
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs graduating with a regular high school diploma	83.37%	74.53%	70.62%	61.03%	63.14%	72.75%	74.48%	64.11%	76.06%	68.60%	70.41%

Source. Iowa Department of Education Project EASIER, FFY 2009 (2009-2010).

Table B1.2
Number and Percent of Students with IEPs Graduating with a Regular Diploma, by AEA
Title I Rate FFY 2009 (2009-2010)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of on-time graduates in 2010	299	228	590	279	406	994	269	223	126	285	3699
(b) n of 9th graders in fall 2006	429	413	884	586	898	1556	451	442	178	551	6388
(c) n of students transferred out	67	90	124	130	149	276	85	89	34	114	1158
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs graduating with a regular high school diploma	82.60%	70.59%	77.63%	61.18%	54.21%	77.66%	73.50%	63.17%	87.50%	65.22%	70.73%

Source. Iowa Department of Education Project EASIER, FFY 2009 (2009-2010).

Table B1.3
Number and Percent of Students with IEPs Graduating with a Regular Diploma, by AEA
Extended Rate FFY 2009 (2009-2010)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of on-time graduates in 2010	367	313	585	333	566	1040	370	285	116	371	4346
(b) n of 9th graders in fall 2005	475	445	900	607	936	1613	529	459	166	571	6701
(c) n of students transferred out	60	76	158	140	228	314	98	94	24	106	1298
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs graduating with a regular high school diploma	88.43%	84.82%	78.84%	71.31%	79.94%	80.06%	85.85%	78.08%	81.69%	79.78%	80.44%

Source. Iowa Department of Education Project EASIER, FFY 2008 (2008-2009).

Overview of Issue / Description of System or Process:

Graduation in the state of Iowa is defined as a student who has received a regular diploma who completed (1) all unmodified district graduation requirements in the standard number of four years, or (2) modified graduation requirements due to alternative placement or in accordance with a disability (The Condition of Education Report, 2009). Students who have finished the high school program but did not earn a diploma, or earned a certificate of attendance or other credential in lieu of a diploma are not considered graduates.

In the past, graduation data collection, analysis and reporting for youth with IEPs have been a shared responsibility between two systems: Information Management System (IMS) and the Basic Educational Data Survey (BEDS) system. IMS contains data on youth with IEPs only; BEDS contains data for all youth. However, disaggregating by youth with and without IEPs for analysis and reporting has not been possible using the BEDS system. Therefore, in FFY 2003 (2003-2004) and in previous years, the SEA was able to present graduation data in two ways: (1) youth with IEPs using IMS data, based on the OSEP definition[4], and (2) all youth using the BEDS data, based on the Iowa Department of Education definition.

The Title I cohort graduation rate will be calculated and reported beginning with the 2010-2011 school year, consistent with federal requirements. Currently the graduation rate in Iowa is calculated using the National Governor's Association (NGA) four year cohort rate. Because a unique student identifier was available statewide beginning in 2004-05, we are currently able to calculate a four-year cohort rate from FFY 2007 (2007-2008) forward. In FFY 2007, however, only four years of data were available, making it possible to calculate the four-year rate, but not to ensure that all freshmen (9th-graders) from four years prior were first-time freshmen. For FFY 2008 (2008-2009), the four-year cohort rate is calculated using five years of data that are queried to ensure that all freshmen included in the measurement are first-time freshmen. In order to measure improvement the four-year cohort rate is also calculated using only four years of data for FFY 2007 (2007-2008) and for FFY 2008 (2008-2009). The four-year rate using four years of data facilitates comparison in performance between the two time periods. Figure B1.1 presents state level four-year cohort data based on four and five years of data. The calculations are denoted as NGA 4 (four years of data) and NGA 5 (five years of data). Please note that both are four year cohort rates; the 5 signifies that an additional year of data was queried for first-time freshmen status only.

The cohort rate that uses five years of data is calculated as the number of on-time graduates in 2008-09 divided by the number of first-time 9th graders in fall of 2004. Students who transfer in or out are excluded from the calculation, and students with IEPs are given additional time to graduate, per Iowa's NCLB accountability plan. The equation is shown below in Equation B1.1.

$$\left[\frac{\text{n of on-time graduates in 2009}}{\text{(n of first-time 9th graders in fall 2005) – (n of students transferred out) + (n of students transferred in)}}\right] *100$$

Equation B1.1 Iowa Four-Year Cohort Rate Using Five Years of Data FFY 2008 (2008-2009)

The four-year cohort rate that relies on four years of data is calculated using the same equation, but the words "first-time" are eliminated. The equations used for the data presented below are shown in Equations B1.2 and B1.3.

[4] OSEP definition is the Number of diploma recipients divided by the Number of school leavers; school leavers is defined as the Number of diploma recipients + Dropouts + Certificate recipients + Maximum age + Students who have died.

$$\left[\frac{\text{n of on-time graduates in 2009}}{\text{(n of 9th graders in fall 2005) – (n of students transferred out) + (n of students transferred in)}}\right] *100$$

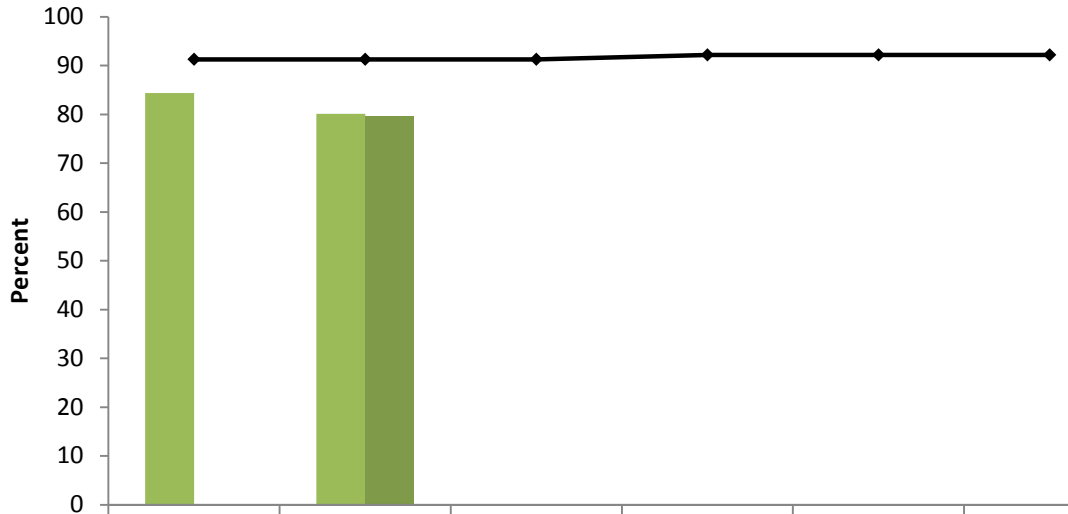
Equation B1.2 Iowa Four-Year Cohort Rate Using Four Years of Data FFY 2008 (2008-2009)

$$\left[\frac{\text{n of on-time graduates in 2008}}{\text{(n of 9th graders in fall 2004) – (n of students transferred out) + (n of students transferred in)}}\right] *100$$

Equation B1.3 Iowa Four-Year Cohort Rate Using Four Years of Data FFY 2007 (2007-2008)

Baseline Data for FFY 2007 (2007-2008) through FFY 2008 (2008-2009):

Baseline data for Indicator B1 for FFY 2007 (2007-2008) and FFY 2008 (2008-2009) are summarized in Figure B1.1. Data are provided for both FFY 2007 and FFY 2008 because these are the two data reporting years following the alignment of measurement and targets to the ESEA. These were also the most recent data available upon revision of the State Performance Plan.



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
NGA 4	84.38	80.10				
NGA 5		79.55				
Target	91.30	91.30	91.30	92.20	92.20	92.20

Figure B1.1. Percent of youth with IEPs graduating high school with a regular diploma based on a four-year cohort rate and targets through FFY 2012. *Source. Iowa Department of Education Project EASIER, FFY 2007 (2007-2008) through FFY 2008 (2008-2009).*

Table B1.1 provides numbers and percentages for each AEA and the State for: (a) Number of students with IEPs graduating with a regular high school diploma, (b) Number of students in the cohort, (c) Number of students with IEPs transferring out of the cohort, (d) Number of students with IEPs transferring into the cohort, and (e) Percent of youth with IEPs graduating with a regular diploma for FFY 2008 (2008-2009). Tables B1.2 and B1.3 provide similar numbers for the four-year cohort calculation using four years of data for FFY 2007 (2007-2008) and FFY 2008 (2008-2009). (Note: AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document.)

Table B1.1
Number and Percent of Students with IEPs Graduating with a Regular Diploma, by AEA
Four-Year Cohort Rate using Five Years of Data FFY 2008 (2008-2009)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of on-time graduates in 2009	382	613	346	352	492	1080	367	304	125	370	4431
(b) n of first-time 9th graders in fall 2005	513	1001	497	690	975	1752	540	535	188	634	7325
(c) n of students transferred out	76	211	104	161	345	407	123	152	30	146	1755
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs graduating with a regular high school diploma	87.41	77.59	88.04	66.54	78.10	80.30	88.01	79.37	79.11	75.82	79.55

Source. Iowa Department of Education Project EASIER, FFY 2008 (2008-2009).

Table B1.2
Number and Percent of Students with IEPs Graduating with a Regular Diploma, by AEA
Four-Year Cohort Rate Using Four Years of Data FFY 2008 (2008-2009)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of on-time graduates in 2009	385	618	350	353	498	1084	371	304	126	372	4461
(b) n of 9th graders in fall 2005	508	1011	501	660	970	1807	538	538	181	610	7324
(c) n of students transferred out	76	211	104	161	345	407	123	152	30	146	1755
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs graduating with a regular high school diploma	89.12	77.25	88.16	70.74	79.68	77.43	89.40	78.76	83.44	80.17	80.10

Source. Iowa Department of Education Project EASIER, FFY 2008 (2008-2009).

Table B1.3
Number and Percent of Students with IEPs Graduating with a Regular Diploma, by AEA
Four-Year Cohort Rate Using Four Years of Data FFY 2007 (2007-2008)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of on-time graduates in 2008	356	677	325	428	667	1108	379	309	111	441	4801
(b) n of 9th graders in fall 2004	474	968	445	655	977	1672	514	490	178	642	7015

(c) n of students transferred out	67	160	67	126	225	317	87	102	43	131	1325
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs graduating with a regular high school diploma	87.47	83.79	85.98	80.91	88.7	81.77	88.76	79.64	82.22	86.3	84.38

Source. Iowa Department of Education Project EASIER, FFY 2007 (2007-2008).

Discussion of Baseline Data:

Using the NGA cohort rate based on four years of data, the percent of students with IEPs graduating with a regular diploma in Iowa has decreased from 84.38% in FFY 2007 to 80.10% in FFY 2008. Using the NGA cohort rate based on five years of data – which is a more accurate measure – 79.55% of students with IEPs in Iowa graduated with a regular diploma in FFY 2008.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	**The gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in the State will be no greater than 11.7%.** (Note: this measurement is no longer applicable.)
2006 **(2006-2007)**	**The gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in the State will be no greater than 11.2%.** (Note: this measurement is no longer applicable.)
2007 **(2007-2008)**	**The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 91.30%.**
2008 **(2008-2009)**	**The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 91.30%.**
2009 **(2009-2010)**	**The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 91.30%.**
2010 **(2010-2011)**	**The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 92.20%.**
2011 **(2011-2012)**	**The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 92.20%.**

2012 **(2012-2013)**	**The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 92.20%.**

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Verification of Data. Each year, data are verified within the Project EASIER system.	2 SEA Staff	Ongoing through FFY 2013 (2004-2013)	(1) Continued data accuracy and capability of reporting on and being in compliance for B1
Analysis of Data to Identify Concerns. Graduation data are analyzed annually within the Special Education Advisory Panel and consultants working in the area of high school reform; graduation data and progress monitoring/outcome data regarding related technical assistance/ programs/training/professional development results as well as specific study results (e.g., compulsory age study; community conversations study, dropout/transition study) across the 6 areas of Learning Supports are analyzed throughout the year in the following stakeholder groups: SEA Staff, the Area Education Agencies, the Iowa Collaboration for Youth Development, and the Learning Supports Advisory Team. Recommendations based on review of results across these stakeholder groups are used as the foundation for revisions to current activities, proposed activities and future foci/direction within each state performance plan measure. Analysis of data to identify concerns and focus solutions/activities will continue as the basis for SEA work in B1.	2 SEA Staff; Stakeholder group members	Ongoing through FFY 2013 (2004-2013)	(1) Identification of concerns and common needs across the system; (2) Continuous analysis, identification, and improvement of needed technical assistance/ program/training or professional development
Provide technical assistance. The Iowa High School Project was restructured to the Iowa's Rapidly Improving Schools project (IRIS) in FFY 2008. The IRIS project identified 10 high schools meeting specified criteria to serve as state models; schools will be provided the following: (1) Direct technical assistance (Regional trainings) that will include training/supports on Learning Supports; the Iowa Core; Rigor/Relevance; supportive programming for students with IEPs; the use of the Response to Intervention Framework; the use of Learning Criteria; the use of the General Education l Instructional Plan software. (2) Comprehensive site visits based on results of staff/student surveys and the Learning	3 SEA Staff	Ongoing through FFY 2011 (2008-2011)	Students with IEPs will increase achievement and be on-track to graduation. (1) Direct technical assistance delivered/assessed (2) Site visits across all schools completed (3) Reports completed and used within school improvement efforts.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Criteria. (3) Comprehensive reports for school use in school improvement efforts.			
Provide Technical Assistance. The SEA will continue technical assistance initiated in FFY 2008 for LEAs specific to the appropriate: (1) Use of Iowa's reporting process, (2) Identification of students at-risk of school failure, (3) Selection of appropriate interventions/strategies supported by appropriate resources.	1 SEA Staff	Ongoing through FFY 2013 (2008-2013)	(1) Alignment of identified student needs to appropriate practices (2) Decrease in the identification of students at-risk of school failure (3) Decrease in the use of inappropriate strategies
Analysis of Data to Identify Concerns. The SEA completed a statewide Compulsory Attendance Age study in FFY 2009; results and recommendations were provided to Iowa's legislators. Recommendations in this area indicated the following should be embedded foci for B1: Promote instructional delivery techniques that are engaging, relevant, and individualized to student needs; Develop and support flexible systems that support a variety of pathways to obtain a high school diploma, and accommodate students' real-life issues; Establish positive supports in schools that foster adult and peer relationships and welcoming school climate; Promote active parent engagement and providing resources/support to help parents increase skills and knowledge regarding the relevance of education; Actively garnering community engagement and support; Developing positive re-engagement techniques as opposed to punitive consequences.	2 SEA Staff; Workgroup; External evaluators	Completed FFY 2009	(1) Preliminary analysis of barriers to graduation (2) Results/ recommendations embedded in existing activities
Program Development. Learning Supports was established in Iowa in FFY 2004 as a vision to help schools systematically support student learning and overcome barriers to student learning. Learning Supports are the continuum of strategies, programs, services and practices that are implemented to create conditions that enhance student learning. The ultimate goal of Learning Supports is to increase the system's capacity to identify student learning needs, decrease barriers to learning, and match student needs with appropriate interventions. In FFY 2008-2010, the SEA developed implementation tools and sought to build capacity for sustainability statewide across the 6 content areas of Learning Supports (Supports for Instruction; Safe, Healthy and Caring Learning Environments; Supports for Transitions; Family Supports and Involvement; Community Partnerships; Child/Youth Engagement). To this end, the following were focused efforts: **(1) System structure**: Learning Supports was a vision for Iowa, without tools or an	2 Lead SEA Staff; 6 SEA Consultants; LSAT and LSIT	Ongoing through FFY 2013 (2004-2013)	(1) Common system structure to address B1, B2 and B4 (2) Statewide stakeholder group to identify concerns, as well as increased resources for collaboration, implementation, and sustainability (3) AEA workgroup to increase skills and capacity for implementation of activities in B1, B2 and B4 (4) Coordinated workshops to increase skills across AEA/LEAs to impact performance in B1, B2 and B4 and related measures

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
implementation map to follow for schools. In FFY 2008-2010, the following were completed: Cohesive intervention Framework established based on a response-to-intervention and positive behavioral interventions and supports model; Alignment of measures across SEA reporting requirements and Learning Supports results/indicators; Action plan for implementation based on vision/mission that includes: (a) Establish the infrastructure to support the Learning Supports Mission and Vision, (b) Develop the tools, training and processes needed to guide implementation of a continuous improvement process for Learning Supports, (c) Implement the tools, training and processes, (d) Evaluate the impact of tools, training and processes, (e) Embed tools and processes across existing statewide initiatives/programs; Initiative alignment, embedding Learning Supports across current SEA work; Guides and checklists for implementation aligned to the Iowa Core; Common communication tools developed. Developing the system structure for Learning Supports will continue to be refined through FFY 2013. **(2) Learning Supports Advisory Team** was established in FFY 2007 as an extensive cross-state team with representation within and outside of education, including community, business and parents. The purpose of this team is to provide guidance to the SEA in the area of Learning Supports. The team meets bi-monthly to review all data available across the 6 content areas and provide input/guidance on results and activities, as well as provide resources to implement activities statewide. The Learning Supports Advisory Team will continue its work through FFY 2013 in Identification of concerns and common needs across the system as well as Continuous analysis, identification, and improvement of needed technical assistance/ program/training or professional development **(3) Learning Supports Implementation Team** was established in 2009 as an AEA team of three consultants in the areas of systems/learning supports, challenging behaviors, and positive behavioral interventions and supports. The primary purpose of this team is to work collaboratively with the SEA to implement the action plan, and work with LEAs of high need. The three team members in each AEA will continue identified work through FFY 2013. **(4) Workshop Series** focused on skill-building			

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
across time as opposed to conference sessions, was established in FFY 2009. Workshops focus on training/technical assistance for AEAs and LEAs across the 6 content areas of Learning Supports, and have included the following strands: positive behavioral interventions and supports, mental health wraparound, challenging behaviors, anti-bullying supports, culture/climate, dropout prevention strategies, autism, transition, supports for instruction, parent engagement, community partnerships and data analysis/use. Common workshop dates will be maintained to increase skills/capacity at AEA/LEA level through FFY 2013.			
Provide Technical Assistance. Based on results of the compulsory age study, data across B1, B2, and B4, Learning Supports outcome data and guidance/input across stakeholders (Iowa Collaboration for Youth Development – ICYD and Learning Supports Advisory Team-LSAT), a 95% graduation rate target was set in FFY 2009 and ICYD/LSAT agreed to identify communities in most need of training and technical assistance to focus statewide resources. Communities will be identified based on results of B1, B2, B3 and B4; community conversations will be held structured based on results of B1 Compulsory Age Study results and B2 dropout/transition study. The SEA, in collaboration with AEAs and ICYD, will work with identified communities, using a common continuous improvement process (analysis of data, identification of need(s) area(s), confirmation of need(s), selection of research-based intervention, monitoring/evaluation of implementation of intervention, and revision), based on the results of the community conversations and measures of conditions for learning (discussed in B2 improvement activities). Training and technical assistance will be implemented within the continuous improvement process, and results will be followed through FFY 2014.	2 SEA Staff; 6 SEA Consultants; LSAT, LSIT, ICYD	Ongoing through FFY 2014 (2004-2014)	(1) Communities Identified (2) Conversations conducted; results to guide supports/direct technical assistance (3) 2011-supports coordinated and technical assistance provided in collaboration with AEA, LSIT and state agencies; 2013 direct impact on graduation rates for students with IEPs
Program Development. The SEA will develop a cross-state agency resource directory and implementation manual to facilitate agency coordination and local community access to supports.	2 SEA Staff; ICYD, LSAT	FFY 2010; embedded into direct targeted assistance (above) by 2011	(1) Manual developed (2) Training developed and delivered (3) Increased awareness and access to supports for students and families
Program Development. Engage national/local experts in the areas of Supports for Instruction; Safe, Healthy, and Caring Learning Environments and Youth Engagement for the purpose of identifying (a) Key indicators and thresholds, (b) Effective practices that match needs.	2 SEA Staff; LSAT; Experts	Ongoing through FFY 2013 (2010-2013)	(1) Key indicators established (2) Thresholds established (3) Practices identified
Improve systems administration and	2 SEA staff	Ongoing	(1) Increased compliance to

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
monitoring. The SEA used graduation data in making annual AEA and LEA determinations.		through FFY 2013 (2004-2013)	B2 (2) LEAs and AEAs develop/implement corrective action plans

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: FAPE in the LRE

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

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

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

Data Source: Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

Overview of Issue/Description of System or Process:

Students who satisfy one or more of the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year; or
2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (*i.e.,* not reported as a dropout the year before; and
3. Has not graduated from high school or completed a State or district-approved educational program; and
4. Does not meet any of the following exclusionary conditions:
   a) Transfer to another public school district, private school, or State or district-approved educational program,
   b) Temporary school-recognized absence due to suspension or illness,
   c) Death
   d) Moved out of the State or Country

A student who left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However a student who enrolls in an alternative school administered by a public school district is not considered a dropout (Condition of Education, 2009).

The dropout rate is calculated using the same data used in the four-year cohort graduation rate for Indicator B1. The resulting calculation is a four-year dropout cohort rate, measure as shown in equation B2.1 below. As with Indicator B1, there are three rates calculated for Indicator B2: a four-year rate for FFY 2008 (2008-2009) using five years of data that can be queried to determine the appropriate cohort of first-time 9th-graders; a four-year rate for FFY 2008 (2008-2009) using four years of data; and a four-year rate for FFY 2007 (2007-2008) using four years of data. Iowa did not have five years of individually identifiable data until FFY 2008, making it impossible to identify first-time 9th graders in previous cohort calculations. While five years of data are used in calculating the four-year rate that is used to determine whether the target is met for this indicator (Equation B2.1), two four-year rates using four years of data are also calculated in order to facilitate comparison between years (Equations B2.2 and B2.3).

$$\left[\frac{\text{n of dropouts in 2009}}{\text{(n of first-time 9th graders in fall 2005) – (n of students transferred out) + (n of students transferred in)}}\right]*100$$

Equation B2.1 Four-Year Cohort Dropout Rate Using Five Years of Data FFY 2008 (2008-2009)

$$\left[\frac{\text{n of dropouts in 2009}}{\text{(n of 9th graders in fall 2005) – (n of students transferred out) + (n of students transferred in)}}\right]*100$$

Equation B2.2 Four-Year Cohort Dropout Rate Using Four Years of Data FFY 2008 (2008-2009)

$$\left[\frac{\text{n of dropouts in 2008}}{\text{(n of 9th graders in fall 2004) – (n of students transferred out) + (n of students transferred in)}}\right]*100$$

Equation B2.3 Three-Year Cohort Dropout Rate Using Four Years of Data FFY 2007 (2007-2008)

Iowa does not include the dropout rate as an indicator in the state's Accountability Workbook under the ESEA, therefore we do not have targets for all students to which we can align targets for Indicator B2. We have set the proposed targets that follow using baseline data and stakeholder input.

Baseline Data for FFY 2007 (2007-2008) through FFY 2008 (2008-2009):

Baseline data for Indicator B2 for FFY 2007 (2007-2008) and FFY 2008 (2008-2009) are summarized in Figure B2.1. Data are provided for both FFY 2007 and FFY 2008 because these are the two data reporting years following the alignment of measurement and targets to the ESEA. These were also the most recent data available upon revision of the State Performance Plan.

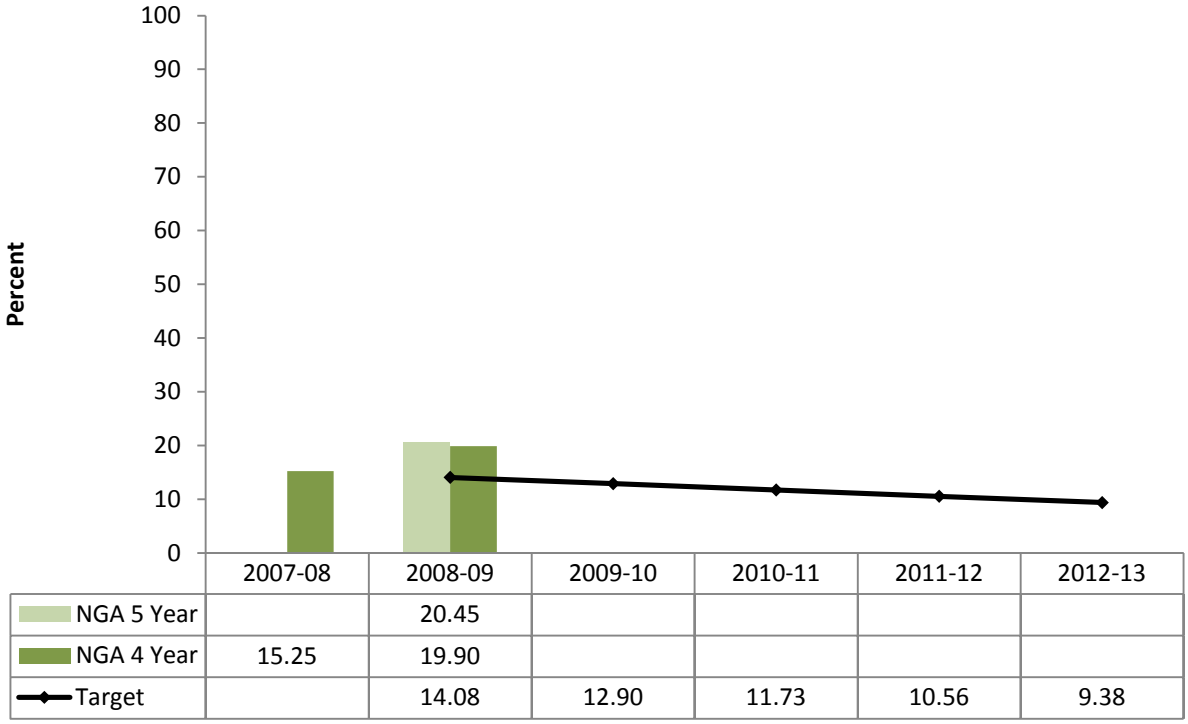


Figure B2.1. State Percent of Students with IEPs Dropping Out and Targets through FFY 2012. *Source. Iowa Department of Education Project EASIER Tables, FFY 2007 (2007-2008) through FFY 2008 (2008-2009). Note. Target range is less than or equal to target value.*

Table B2.1 provides dropout data calculated for each Area Education Agency (AEA) and the State. (Note: AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document).

Data in table B2.1 represent: (a) the number of students with IEPs dropping out, (b) the number of students with IEPs in the cohort, (c) the number of students with IEPs transferring out, (d) the number of students with IEPs transferring in, (e) the percent of students with IEPs dropping out.

Table B2.1
Number and Percent of Students with IEPs Dropping Out, by AEA
Four-Year Cohort Rate Using Five Years of Data FFY 2008 (2008-2009)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of dropouts in 2009	55	177	47	177	138	265	50	79	33	118	1139
(b) n of first-time 9th graders in fall 2005	513	1001	497	690	975	1752	540	535	188	634	7325
(c) n of students transferred out	76	211	104	161	345	407	123	152	30	146	1755
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs dropping out	12.59	22.41	11.96	33.46	21.90	19.70	11.99	20.63	20.89	24.18	20.45

Source. Iowa Department of Education Project EASIER Tables, FFY 2008 (2008-2009).

Table B2.2
Number and Percent of Students with IEPs Dropping Out, by AEA
Four-Year Cohort Rate Using Four Years of Data FFY 2008 (2008-2009)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of dropouts in 2009	47	182	47	146	127	316	44	82	25	92	1108
(b) n of 9th graders in fall 2005	508	1011	501	660	970	1807	538	538	181	610	7324
(c) n of students transferred out	76	211	104	161	345	407	123	152	30	146	1755
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs dropping out	10.88	22.75	11.84	29.26	20.32	22.57	10.60	21.24	16.56	19.83	19.90

Source. Iowa Department of Education Project EASIER Tables, FFY 2008 (2008-2009).

Table B2.3
Number and Percent of Students with IEPs Dropping Out, by AEA
Four-Year Cohort Rate Using Four Years of Data FFY 2007 (2007-2008)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) n of dropouts in 2008	50	128	52	98	85	239	47	79	23	67	868
(b) n of 9th graders in fall 2004	474	968	445	655	977	1672	514	490	178	642	7015
(c) n of students transferred out	67	160	67	126	225	317	87	102	43	131	1325
(d) n of students transferred in	0	0	0	0	0	0	0	0	0	0	0
(e) Percent of youth with IEPs dropping out	12.29	15.84	13.76	18.53	11.3	17.64	11.01	20.36	17.04	13.11	15.25

Source. Iowa Department of Education Project EASIER Tables, FFY 2007 (2007-2008).

Discussion of Baseline Data:

Baseline data show that the state's dropout rate has increased from FFY 2007 to FFY 2008 using the NGA cohort rate based on four years of data. FFY 2007 data showed 15.25% of students with IEPs dropping out, while in FFY 2008 19.90% of students with IEPs dropped out. Using the NGA cohort rate based on five years of data –which is a more accurate measure – 20.45% of students with IEPs dropped out in FFY 2008 (2008-2009).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**The gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school will be no greater than .67%.** (Note: this measurement is no longer applicable.)
2006 (2006-2007)	**The gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school will be no greater than .67%.** (Note: this measurement is no longer applicable.)
2007 (2007-2008)	**Not Applicable due to measurement change.**
2008 (2008-2009)	**The percent of youth with IEPs dropping out of high school will be less than or equal to 14.08%.**
2009 (2009-2010)	**The percent of youth with IEPs dropping out of high school will be less than or equal to 12.90%.**
2010 (2010-2011)	**The percent of youth with IEPs dropping out of high school will be less than or equal to 11.73%.**
2011 (2011-2012)	**The percent of youth with IEPs dropping out of high school will be less than or equal to 10.56%.**
2012 (2012-2013)	**The percent of youth with IEPs dropping out of high school will be less than or equal to 9.38%.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Verification of Data. Each year, data are verified within the Project EASIER system.	2 SEA Staff	Ongoing through FFY 2013 (2004-2013)	(1) Continued data accuracy and capability of reporting on and being in compliance for B2
Analysis of Data to Identify Concerns. Dropout data are analyzed annually within the Special Education Advisory Panel; dropout data and progress monitoring/outcome data regarding related technical assistance/	2 SEA Staff; Stakeholder group members	Ongoing through FFY 2013 (2004-2013)	(1) Identification of concerns and common needs across the system; (2) Continuous analysis, identification, and

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
programs/training/professional development results as well as specific study results (e.g., compulsory age study; community conversations study, dropout/transition study) across the 6 areas of Learning Supports are analyzed throughout the year in the following stakeholder groups: SEA Staff, the Area Education Agencies, the Iowa Collaboration for Youth Development, and the Learning Supports Advisory Team. Recommendations based on review of results across these stakeholder groups are used as the foundation for revisions to current activities, proposed activities and future foci/direction within each state performance plan measure. Analysis of data to identify concerns and focus solutions/activities will continue as the basis for SEA work in B2.			improvement of needed technical assistance/ program/training or professional development
Program Development. A Dropout Prevention Leadership Summit was implemented as a strategic plan to reduce dropout rates, specifically disproportionate rates. Community teams from 17 districts participated; districts were selected for participation based on over-representation of minorities in district dropout and suspension/expulsion rates. Teams were introduced to a community planning process and asked to develop a Dropout/Graduation Action Plan for submission in FFY 2008. Each team was assigned a state-level liaison to serve as a support to the community teams and communicate successes, needs and barriers of these districts to the Iowa Collaboration for Youth Development and Learning Supports Advisory Team. Districts submitted action plans; state agencies reviewed plans and provided technical assistance as needed. Results indicated the need for common continuous improvement process and measures of conditions for learning across districts.	2 SEA Staff, Iowa Collaboration for Youth Development	(2007-2008)	(1) Identification of LEAs in highest need in the areas of dropout and suspension/expulsion (2) Preliminary investigation of common process to identify needs and implement solutions (3) Identification of need for common continuous improvement process and measures of conditions for learning.
Program Development. The SEA completed a feasibility study of component recovery study in FFY 2007; results indicated the need to develop content strands based on the Iowa Core, accessible online for statewide use. The SEA provided the foundation for unit development. Currently, 20 units are developed and posted. Continued unit development/posting will be ongoing outside of the SEA.	2 SEA Staff	(2007-2009)	(1) Online credit recovery aligned to the Iowa Core (2) Content units online for statewide access
Evaluation. A pilot study on dropout was completed in FFY 2007 in coordination with B14. Results were used to structure subsequent focus group discussions (B1, compulsory age and community conversations), analyzed to identify concerns, and embedded into program development, technical assistance and training.	2 SEA Staff	(2007-2009)	(3) Preliminary analysis of reasons for dropout in Iowa (4) Structure for questions and analysis for subsequent studies

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Program Development. Learning Supports was established in Iowa in FFY 2004 as a vision to help schools systematically support student learning and overcome barriers to student learning. Learning Supports are the continuum of strategies, programs, services and practices that are implemented to create conditions that enhance student learning. The ultimate goal of Learning Supports is to increase the system's capacity to identify student learning needs, decrease barriers to learning, and match student needs with appropriate interventions. In FFY 2008-2010, the SEA developed implementation tools and sought to build capacity for sustainability statewide across the 6 content areas of Learning Supports (Supports for Instruction; Safe, Healthy and Caring Learning Environments; Supports for Transitions; Family Supports and Involvement; Community Partnerships; Child/Youth Engagement). To this end, the following were focused efforts: **(1) System structure**: Learning Supports was a vision for Iowa, without tools or an implementation map to follow for schools. In FFY 2008-2010, the following were completed: Cohesive intervention Framework established based on a response-to-intervention and positive behavioral interventions and supports model, Alignment of measures across SEA reporting requirements and Learning Supports results/indicators; Action plan for implementation based on vision/mission that includes: (a) Establish the infrastructure to support the Learning Supports Mission and Vision, (b) Develop the tools, training and processes needed to guide implementation of a continuous improvement process for Learning Supports, (c) Implement the tools, training and processes, (d) Evaluate the impact of tools, training and processes, (e) Embed tools and processes across existing statewide initiatives/programs; Initiative alignment, embedding Learning Supports across current SEA work, Guides and checklists for implementation aligned to the Iowa Core; Common communication tools developed. Developing the system structure for Learning Supports will continue to be refined through FFY 2013. **(2) Learning Supports Advisory Team** was established in FFY 2007 as an extensive cross-state team with representation within and outside of education, including community, business and parents. The purpose of this team is to provide	2 Lead SEA Staff; 6 SEA Consultants; LSAT and LSIT	Ongoing through FFY 2013 (2004-2013)	(5) Common system structure to address B1, B2 and B4 (6) Statewide stakeholder group to identify concerns, as well as increased resources for collaboration, implementation, and sustainability (7) AEA workgroup to increase skills and capacity for implementation of activities in B1, B2 and B4 (8) Coordinated workshops to increase skills across AEA/LEAs to impact performance in B1, B2 and B4 and related measures

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
guidance to the SEA in the area of Learning Supports. The team meets bi-monthly to review all data available across the 6 content areas and provide input/guidance on results and activities, as well as provide resources to implement activities statewide. The Learning Supports Advisory Team will continue its work through FFY 2013 in Identification of concerns and common needs across the system as well as Continuous analysis, identification, and improvement of needed technical assistance/ program/training or professional development **(3) Learning Supports Implementation Team** was established in 2009 as an AEA team of three consultants in the areas of systems/learning supports, challenging behaviors, and positive behavioral interventions and supports. The primary purpose of this team is to work collaboratively with the SEA to implement the action plan, and work with LEAs of high need. The three team members in each AEA will continue identified work through FFY 2013. **(4) Workshop Series** focused on skill-building across time as opposed to conference sessions, was established in FFY 2009. Workshops focus on training/technical assistance for AEAs and LEAs across the 6 content areas of Learning Supports, and have included the following strands: positive behavioral interventions and supports, mental health wraparound, challenging behaviors, anti-bullying supports, culture/climate, dropout prevention strategies, autism, transition, supports for instruction, parent engagement, community partnerships and data analysis/use. Common workshop dates will be maintained to increase skills/capacity at AEA/LEA level through FFY 2013.			
Program Development. The SEA will develop an integrated system of supports based on a continuous improvement model using existing SEA frameworks of support: Instructional Decision-Making (IDM) and Positive Behavioral Interventions and Supports across the six Learning Supports content areas	6 SEA staff	Ongoing through FFY 2013 (2010-2013)	(1) A common framework developed and used within identified communities in most need of training/ technical assistance
Improvement of Data Collection and Analysis. Based on results of the dropout prevention summit as well as broader SEA needs, the following will be developed: (1) Measures for Conditions for Learning to provide data for schools to make critical decisions, and follow impact/progress over time. (2) Culture/climate standards, (3) Social/emotional learning Core Curriculum	2 SEA Staff Outside agency/expert personnel	Ongoing through FFY 2014 (2004-2014)	(1) Established reliable/valid measures of Conditions for Learning used at the individual student, school, LEA, AEA and SEA level (2) Standards established (3) Social/emotional learning Core Curriculum developed linked to standards and measures of Conditions for Learning

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide Technical Assistance. Based on results of the compulsory age study, data across B1, B2, and B4, Learning Supports outcome data and guidance/input across stakeholders (Iowa Collaboration for Youth Development – ICYD and Learning Supports Advisory Team-LSAT), a 95% graduation rate target was set in FFY 2009 and ICYD/LSAT agreed to identify communities in most need of training and technical assistance to focus statewide resources. Communities will be identified based on results of B1, B2, B3 and B4; community conversations will be held structured based on results of B1 Compulsory Age Study results and B2 dropout/transition study. The SEA, in collaboration with AEAs and ICYD, will work with identified communities, using a common continuous improvement process (analysis of data, identification of need(s) area(s), confirmation of need(s), selection of research-based intervention, monitoring/evaluation of implementation of intervention, and revision), based on the results of the community conversations and measures of conditions for learning. Training and technical assistance will be implemented within the continuous improvement process, and results will be followed through FFY 2014.	2 SEA Staff; 6 SEA Consultants; LSAT, LSIT, ICYD	Ongoing through FFY 2014 (2004-2014)	(4) Communities Identified (5) Conversations conducted; results to guide supports/direct technical assistance (6) 2011-supports coordinated and technical assistance provided in collaboration with AEA LSIT and state agencies; 2013 direct impact on dropout rates for students with IEPs
Improve systems administration and monitoring. The SEA used dropout data in making annual AEA and LEA determinations.	2 SEA staff	Ongoing through FFY 2013 (2004-2013)	(3) Increased compliance to B2 (4) LEAs and AEAs develop/implement corrective action plans

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ([(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Overview of Issue/Description of System or Process:

In the State of Iowa, all public schools and districts are evaluated by performance and improvement on the *Iowa Tests of Basic Skills* (ITBS) and the *Iowa Tests of Educational Development* (ITED). Student achievement scores must be transmitted to the student's resident district if a student meets the full academic year requirement,[5] and if the resident district was part of the decision-making team to place the student in another setting for educational purposes. Students in nonpublic schools are not included in adequate yearly progress (AYP) calculations. All public school buildings and districts are accountable for subgroups providing each subgroup meets the minimum size requirement of N=30 for participation and N=40 for proficiency.

[5] Full academic year is defined in two ways: (1) a student who was enrolled on the first day of the testing period for ITBS and ITED in the previous school year and enrolled through the academic year to the first day of the testing period for ITBS and ITED for the current school year, or (2) a student using portfolio as an alternate assessment must have the results submitted by March 31 and be continuously enrolled from the prior March 31.

Beginning in FFY 2002 (2002-2003), determining AYP was applied to the percentage of all students and subgroups in Grades 4, 8, and 11 achieving at proficient levels in reading and mathematics[6]. In FFY 2003 (2003-2004) and previous years, biennium data were used to calculate proficiency because of inconsistent annual testing in Iowa in Grades 4, 8 and 11. Using this two-year average increases the stability in information and ability to make statistically relevant comparisons across years. In FFY 2005 (2005-2006), all public schools and districts were required to administer tests in additional grades (3, 5, 6 and 7); these additional grades are included in the State Six-Year Performance Plan for Indicator 3.

Proficiency is defined as the number of students who are proficient on (a) regular assessments with or without accommodations (students who achieve the 41st percentile (national student norms) or higher on the ITBS or the ITED[7]), (b) alternate assessments based on modified academic achievement standards, or (c) alternate assessments based on alternate achievement standards, divided by the number of students with IEPs.

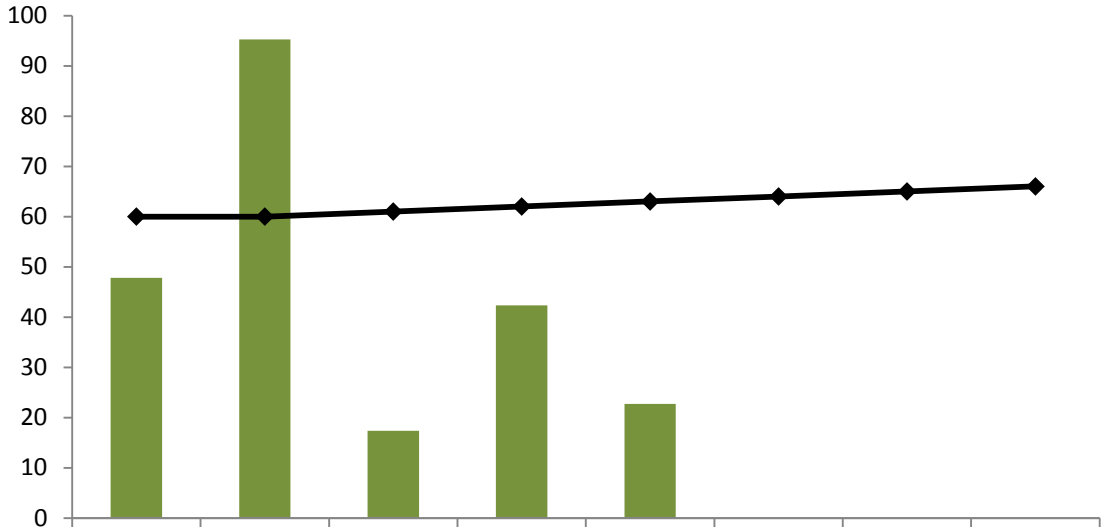
The same calculation is used to determine AYP for all districts, buildings within a district, and subgroups within buildings and districts. A school does not meet AYP if they do not meet state participation goals (95%) or state Annual Measurable Objectives (AMO) in reading or mathematics in any of the grades assessed (3-8, 11) in either the <u>all students</u> group or <u>one of the subgroups</u>. A district does not meet AYP if the district does not meet state participation goals (95%) or state AMO in either <u>all students</u> group or <u>one of the subgroups</u> in all grades levels (3-8, 11) and in the same subject area (reading or mathematics); a district may also not meet AYP if the district does not meet K-8 attendance or graduation targets (The Condition of Education Report, 2004).

Regarding participation in assessments for all students, Iowa requires all students enrolled in public schools to be included in annual assessments and the results included in the calculation of AYP at the school, district and state level. Students who participate in the Iowa alternate assessment are included in the calculation of participation and proficiency rates. *Proficiency scores of students participating in any alternate assessment that compares student performance with alternate achievement standards will be included as part of the 1% cap on proficiency at the district and state levels, as per regulation. Alternate assessment proficient scores for students, not to exceed 1% of the student enrollment in the tested grades, are aggregated with the general education assessment for AMO determinations* (Consolidated State Application Accountability Workbook, June 15, 2004, p. 27).

Baseline Data for FFY 2005 (2005-2006) through FFY 2009 (2009-10):

Baseline data for Indicator B3A for FFY 2007 (2007-2008) through FFY 2009 (2009-2010) are summarized in Figure B3.1. Data are provided for FFY 2007 through FFY 2009 because these represent all data years available with a consistent measurement upon revision of the State Performance Plan.

[6] Grades 4, 8, 11 are the only grades required by Iowa Administrative Code up to FFY 2005 (2005-2006).
[7] Iowa's initial starting points for each grade level (4, 8, 11), and determined independently, were identified as the percent of students proficient at the 20th percentile.



	FFY 2005 (2005-06)	FFY 2006 (2006-07)	FFY 2007 (2007-08)	FFY 2008 (2008-09)	FFY 2009 (2009-10)	FFY 2010 (2010-11)	FFY 2011 (2011-12)	FFY 2012 (2012-13)
B3A	47.82	95.24	17.39	42.31	22.73			
Target	60.00	60.00	61.00	62.00	63.00	64.00	65.00	66.00

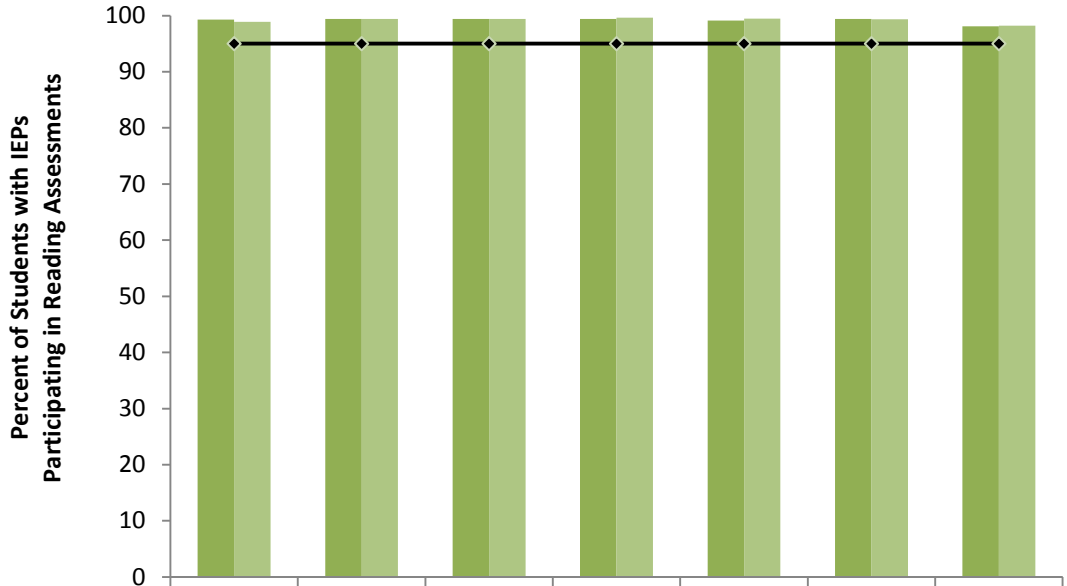
Figure B3.1. Percent of districts meeting AYP and targets through FFY 2012. *Source. Iowa Department of Education AYP Database, FFY 2005 (2005-2006) through FFY 2009 (2009-2010).*

Table B3.1. Number and Percent of districts meeting AYP FFY 2005 through FFY 2009.

Measure	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009
n meeting AYP	11	20	4	11	5
n meeting minimum n size	23	21	23	26	22
Percent	47.82	95.24	17.39	42.31	22.73

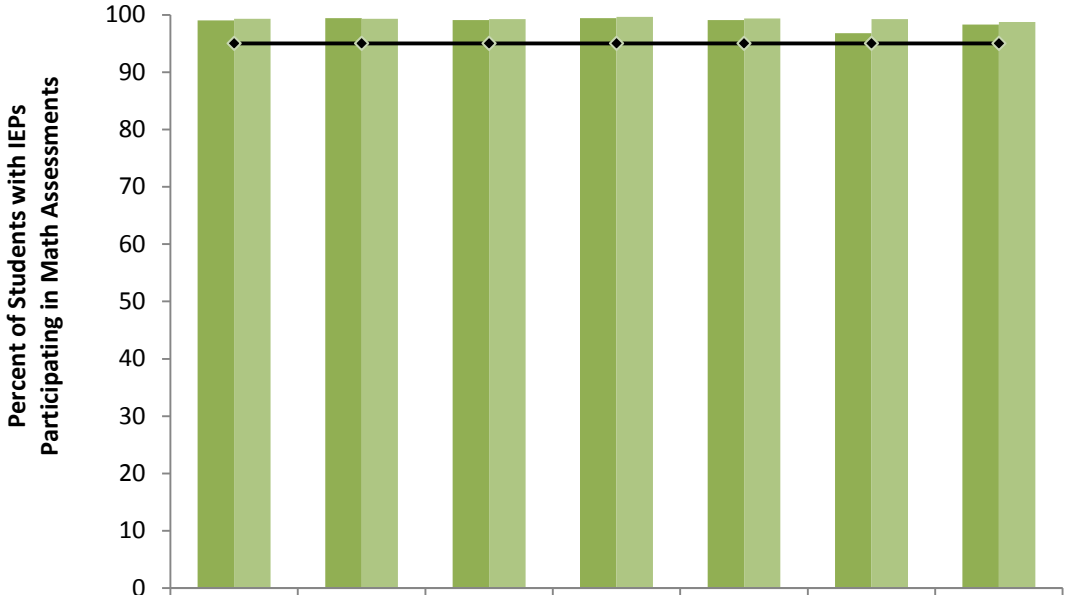
Source. Iowa Department of Education AYP Database, FFY 2005 (2005-2006) through FFY 2009 (2009-2010).

Baseline data for Indicator B3B for FFY 2008 (2008-2009) through FFY 2009 (2009-2010) are summarized in Figures B3.2 and B3.3. Data are provided for FFY 2008 through FFY 2009 because these represent all data years available with a consistent measurement upon revision of the State Performance Plan. FFY 2008 and FFY 2009 also represent the two years of data reporting that followed alignment of IDEA and ESEA measurement for this indicator. Numbers and percentages are provided in Tables B3.2 through B3.5.



	3	4	5	6	7	8	11
FFY 2008 (2008-09)	99.30	99.40	99.40	99.40	99.10	99.40	98.10
FFY 2009 (2009-10)	98.92	99.39	99.40	99.66	99.47	99.36	98.19
Target	95.00	95.00	95.00	95.00	95.00	95.00	95.00

Figure B3.2. Percent of students with disabilities participating in reading assessments, FFY 2008 and FFY 2009. *Source. Iowa Department of Education AYP Database, FFY 2008 (2008-2009) through FFY 2009 (2009-2010).*



	3	4	5	6	7	8	11
FFY 2008 (2008-09)	99.00	99.40	99.10	99.40	99.10	96.80	98.30
FFY 2009 (2009-10)	99.30	99.28	99.26	99.62	99.37	99.26	98.75
Target	95.00	95.00	95.00	95.00	95.00	95.00	95.00

Figure B3.3. Percent of students with disabilities participating in math assessments, FFY 2008 and FFY 2009. *Source. Iowa Department of Education AYP Database, FFY 2008 (2008-2009) through FFY 2009 (2009-2010).*

Table B3.2
FFY 2008 (2008-2009) Participation Rates in Statewide Assessments: Reading

	Grades							
	3	**4**	**5**	**6**	**7**	**8**	**11**	**Total**
(a) # of children with IEPs in assessed grades	4255	4800	5030	5077	5047	5048	4663	33920
(b) # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	1141 26.82%	1214 25.29%	1131 22.49%	1034 20.37%	992 19.66%	1037 20.54%	1155 24.77%	7704 22.71%
(c) # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2816 66.18%	3295 68.65%	3604 71.65%	3780 74.45%	3771 74.72%	3732 73.93%	3181 68.22%	24179 71.28%
(d) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	271 6.37%	265 5.52%	269 5.35%	240 4.73%	242 4.79%	248 4.91%	246 5.28%	1781 5.25%
(f) Children included in “a” but not included in “b”, “c”, “d”, or “e” above	27	26	26	23	42	31	81	256
(g) Overall Participation Rate [=(b+c+d+e)/a]	4228 99.37%	4774 99.46%	5004 99.48%	5054 99.55%	5005 99.17%	5017 99.39%	4582 98.26%	33664 99.25%

*Source. Information Management System, FFY 2008 (2008-2009); Iowa Department of Education AYP Database, FFY 2008 (2008-2009). * Indicates that Iowa’s assessment is currently in development.*

Table B3.3
FFY 2008 (2008-2009) Participation Rates in Statewide Assessments: Mathematics

	Grades							
	3	**4**	**5**	**6**	**7**	**8**	**11**	**Total**
(a) # of children with IEPs in assessed grades	4244	4801	5029	5074	5040	5151	4659	33998
(b) # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	1133 26.70%	1210 25.20%	1129 22.45%	1035 20.40%	989 19.62%	1023 19.86%	1155 24.79%	7674 22.57%
(c) # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2805 66.09%	3300 68.74%	3592 71.43%	3773 74.36%	3769 74.78%	3716 72.14%	3187 68.41%	24142 71.01%
(d) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	267 6.29%	265 5.52%	269 5.35%	240 4.73%	240 4.76%	248 4.81%	244 5.24%	1773 5.22%
(f) Children included in "a" but not included in "b", "c", "d", or "e" above	39	26	39	26	42	164	73	409
(g) Overall Participation Rate [=(b+c+d+e)/a]	4205 99.08%	4775 99.46%	4990 99.22%	5048 99.49%	4998 99.17%	4987 96.82%	4586 98.43%	33589 98.80%

*Source. Information Management System, FFY 2008 (2008-2009); Iowa Department of Education AYP Database, FFY 2008 (2008-2009). * Indicates that Iowa's assessment is currently in development.*

Table B3.4
FFY 2009 (2009-2010) Participation Rates in Statewide Assessments: Reading

	3	4	5	6	7	8	11	Total
(a) # of children with IEPs in assessed grades	4332	4744	5021	4941	5069	4987	4645	33739
(b) # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	821 18.95%	721 15.20%	680 13.54%	533 10.79%	514 10.14%	462 9.26%	606 13.05%	4337 12.85%
(c) # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	3185 73.52%	3699 77.97%	4026 80.18%	4130 83.59%	4255 83.94%	4216 84.54%	3686 79.35%	27197 80.61%
(d) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	279 6.44%	295 6.22%	285 5.68%	261 5.28%	273 5.39%	277 5.55%	269 5.79%	1939
(f) Children included in “a” but not included in “b”, “c”, “d”, or “e” above	47	29	30	17	27	32	84	266
(g) Overall Participation Rate [=(b+c+d+e)/a]	4285 98.92%	4715 99.39%	4991 99.40%	4924 99.66%	5042 99.47%	4955 99.36%	4561 98.19%	33473 99.21%

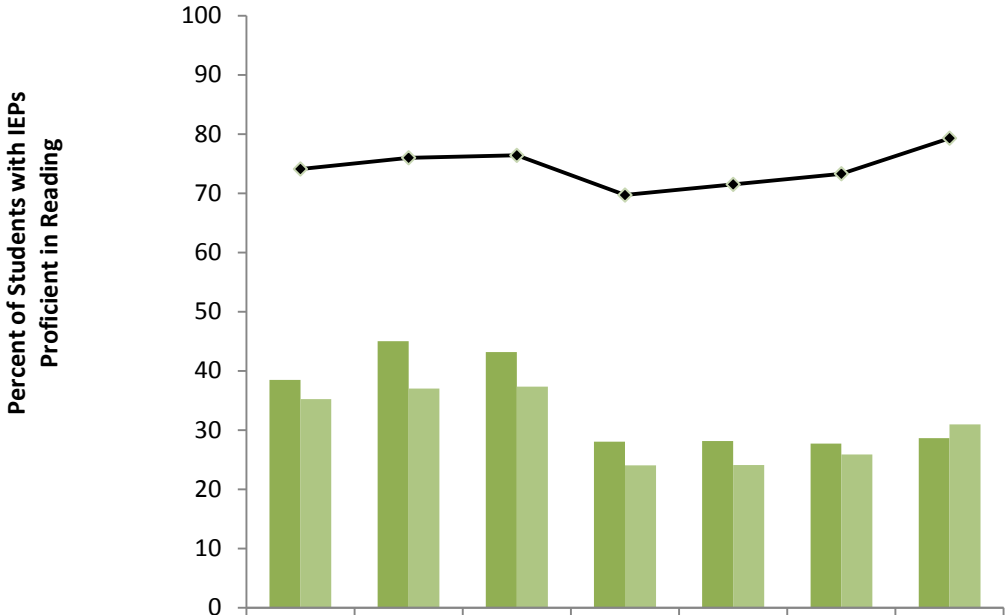
*Source. Information Management System, FFY 2009 (2009-2010); Iowa Department of Education AYP Database, FFY 2009 (2009-2010). * Indicates that Iowa’s assessment is currently in development.*

Table B3.5
FFY 2009 (2009-2010) Participation Rates in Statewide Assessments: Mathematics

	3	4	5	6	7	8	11	Total
(a) # of children with IEPs in assessed grades	4312	4746	5010	4941	5055	4985	4648	33697
(b) # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	825 19.13%	718 15.13%	679 13.55%	536 10.85%	513 10.15%	463 9.29%	612 13.17%	4346 12.90%
(c) # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	3180 73.75%	3698 77.92%	4009 80.02%	4125 83.49%	4239 83.86%	4209 84.43%	3710 79.82%	27170 80.63%
(d) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	277 6.42%	296 6.24%	285 5.69%	261 5.28%	271 5.36%	276 5.54%	268 5.77%	1934 5.74%
(f) Children included in “a” but not included in “b”, “c”, “d”, or “e” above	30	34	37	19	32	37	58	247
(g) Overall Participation Rate [=(b+c+d+e)/a]	4282 99.30%	4712 99.28%	4973 99.26%	4922 99.62%	5023 99.37%	4948 99.26%	4590 98.75%	33450 99.27%

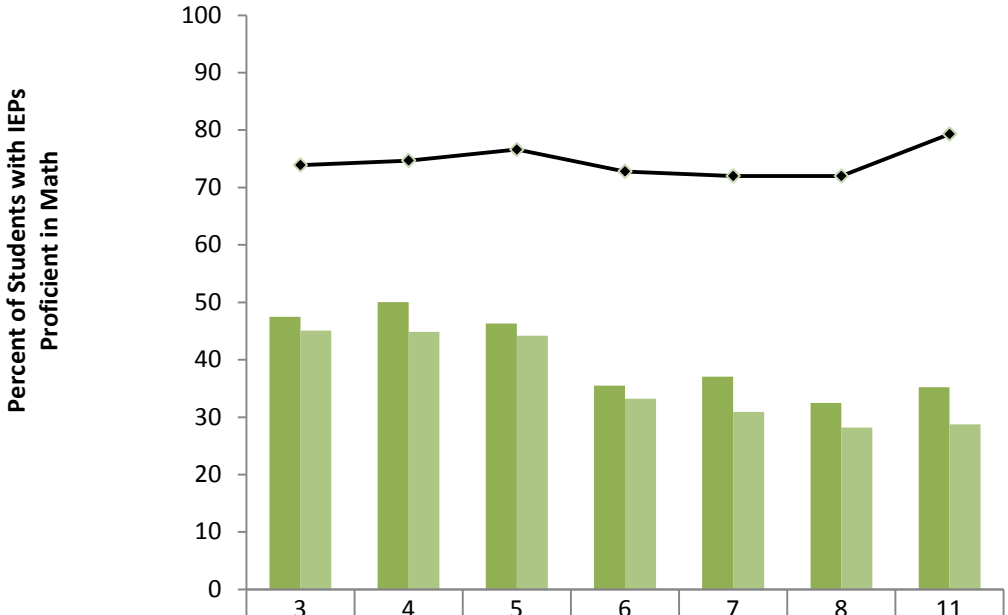
*Source. Information Management System, FFY 2009 (2009-2010); Iowa Department of Education AYP Database, FFY 2009 (2009-2010). * Indicates that Iowa’s assessment is currently in development.*

Baseline data for Indicator B3C for FFY 2008 (2008-2009) through FFY 2009 (2009-2010) are summarized in Figures B3.4 and B3.5. Data are provided for FFY 2008 through FFY 2009 because these represent all data years available with a consistent measurement upon revision of the State Performance Plan. FFY 2008 and FFY 2009 also represent the two years of data reporting that followed alignment of IDEA and ESEA measurement for this indicator. Numbers and percentages are provided in Tables B3.6 and B3.9.



	3	4	5	6	7	8	11
FFY 2008 (2008-09)	38.47	45.01	43.18	28.08	28.16	27.71	28.63
FFY 2009 (2009-10)	35.23	37.01	37.37	24.07	24.09	25.89	30.97
State Target FFY 2009 (2009-10)	74.10	76.00	76.40	69.70	71.50	73.30	79.30

Figure B3.4. Percent of students with disabilities proficient in reading, FFY 2008 and FFY 2009. *Source. Iowa Department of Education AYP Database, FFY 2008 (2008-2009) through FFY 2009 (2009-2010).*



	3	4	5	6	7	8	11
FFY 2008 (2008-09)	47.50	50.05	46.31	35.51	37.04	32.48	35.20
FFY 2009 (2009-10)	45.09	44.88	44.20	33.20	30.94	28.21	28.75
State Target FFY 2009 (2009-10)	73.90	74.70	76.60	72.80	72.00	72.00	79.30

Figure B3.5. Percent of students with disabilities proficient in math, FFY 2008 and FFY 2009. *Source. Iowa Department of Education AYP Database, FFY 2008 (2008-2009) through FFY 2009 (2009-2010).*

Table B3.6
FFY 2008 Performance of Children with Disabilities in Reading, Regular and Alternate Assessment

	Grades							
	3	**4**	**5**	**6**	**7**	**8**	**11**	**Total**
(a) # of children with IEPs in assessed grades	3876	4332	4585	4626	4527	4482	4129	30557
(b) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	482 12.44%	514 11.87%	482 10.51%	314 6.79%	250 5.52%	246 5.49%	240 5.81%	2528 8.27%
(c) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	807 20.82%	1247 28.79%	1327 28.94%	836 18.07%	873 19.28%	846 18.88%	844 20.44%	6780 22.19%
(d) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100)	202 5.21%	189 4.36%	171 3.73%	149 3.22%	152 3.36%	150 3.35%	98 2.37%	1111 3.64%
(f) Children included in “a” but not included in “b”, “c”, “d”, or “e” above	2385	2382	2605	3327	3252	3240	2947	20138
(g) Overall Percent [=(b+c+d+e)/a]	1491 38.47%	1950 45.01%	1980 43.18%	1299 28.08%	1275 28.16%	1242 27.71%	1182 28.63%	10419 34.10%

*Source. Iowa Department of Education AYP Database, FFY 2008 (2008-2009). * Indicates that Iowa’s assessment is currently in development.*

Table B3.7
FFY 2008 Performance of Children with Disabilities in Mathematics, Regular and Alternate Assessment

	Grades							
	3	**4**	**5**	**6**	**7**	**8**	**11**	**Total**
(a) # of children with IEPs in assessed grades	3855	4336	4574	4621	4525	4458	4134	30503
(b) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	492 12.76%	506 11.67%	456 9.97%	341 7.38%	255 5.64%	225 5.05%	273 6.60%	2548 8.35%
(c) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	1159 30.06%	1483 34.20%	1495 32.68%	1136 24.58%	1273 28.13%	1076 24.14%	1069 25.86%	8691 28.49%
(d) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100)	180 4.67%	181 4.17%	167 3.65%	164 3.55%	148 3.27%	147 3.30%	113 2.73%	1100 3.61%
(f) Children included in “a” but not included in “b”, “c”, “d”, or “e” above	2024	2166	2456	2980	2849	3010	2679	18164
(g) Overall Percent [=(b+c+d+e)/a]	1831 47.50%	2170 50.05%	2118 46.31%	1641 35.51%	1676 37.04%	1448 32.48%	1455 35.20%	12339 40.45%

*Source. Iowa Department of Education AYP Database, FFY 2008 (2008-2009). * Indicates that Iowa’s assessment is currently in development.*

Table B3.8
FFY 2009 Performance of Children with Disabilities in Reading, Regular and Alternate Assessment

	3	4	5	6	7	8	11	Total
(a) # of children with IEPs in assessed grades	4331	4742	5020	4940	5064	4983	4640	33720
(b) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	523 12.08%	468 9.87%	445 8.86%	283 5.73%	269 5.31%	234 4.70%	233 5.02%	2455 7.28%
(c) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	809 18.68%	1096 23.11%	1250 24.90%	814 16.48%	816 16.11%	904 18.14%	1067 23.00%	6756 20.04%
(d) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100)	194 4.48%	191 4.03%	181 3.61%	92 1.86%	135 2.67%	152 3.05%	137 2.95%	1082 3.21%
(f) Children included in “a” but not included in “b”, “c”, “d”, or “e” above	2805	2987	3144	3751	3844	3693	3203	23427
(g) Overall Percent [=(b+c+d+e)/a]	1526 35.23%	1755 37.01%	1876 37.37%	1189 24.07%	1220 24.09%	1290 25.89%	1437 30.97%	10293 30.52%

*Source. Iowa Department of Education AYP Database, FFY 2009 (2009-2010). * Indicates that Iowa’s assessment is currently in development.*

Table B3.9
FFY 2009 Performance of Children with Disabilities in Mathematics, Regular and Alternate Assessment

	3	4	5	6	7	8	11	Total
(a) # of children with IEPs in assessed grades	4311	4744	5009	4940	5051	4981	4643	33679
(b) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	544 12.62%	503 10.60%	447 8.92%	323 6.54%	290 5.74%	221 4.44%	225 4.85%	2553 7.58%
(c) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	1224 28.39%	1441 30.38%	1592 31.78%	1221 24.72%	1127 22.31%	1028 20.64%	969 20.87%	8602 25.54%
(d) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100)	0*	0*	0*	0*	0*	0*	0*	0*
(e) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100)	176 4.08%	185 3.90%	175 3.49%	96 1.94%	146 2.89%	156 3.13%	141 3.04%	1075 3.19%
(f) Children included in "a" but not included in "b", "c", "d", or "e" above	2367	2615	2795	3300	3488	3576	3308	21449
(g) Overall Percent [=(b+c+d+e)/a]	1944 45.09%	2129 44.88%	2214 44.20%	1640 33.20%	1563 30.94%	1405 28.21%	1335 28.75%	12230 36.31%

*Source. Iowa Department of Education AYP Database, FFY 2009 (2009-2010). * Indicates that Iowa's assessment is currently in development.*

Discussion of Baseline Data:

Baseline data indicate that Iowa has not met the target for Indicator B3A for the past few years. This is attributed to the dramatic increase in Iowa's NCLB targets over these years. Iowa has met and exceeded targets for Indicator B3B for FFY 2008 and FFY 2009, which indicates that students with disabilities in Iowa are participating in statewide assessments. Data for both FFY 2008 and FFY 2009 indicate that Iowa is far from meeting targets for proficiency for students with disabilities. Little growth is shown from FFY 2008 to FFY 2009.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. 60% percent of the districts with a disability subgroup that meets the State's minimum "n" size will meet the State's AYP targets for the disability subgroup. B. 95% percent of students with IEPs will participate in the regular statewide assessment with no accommodations, the regular assessment with accommodations, the alternate assessment against grade level standards, or the

alternate assessment against alternate achievement standards.

C. For each of the following grade level and content areas, targets for the percent of students proficient will be greater than or equal to:

Grade	3	4	5	6	7	8	11
Reading		36.46%				25.33%	27.98%
Math		44.87%				29.14%	35.53%

Note: These targets are no longer applicable. Targets have been revised to align with Iowa's approved targets under the ESEA.

2006 (2006-2007)

A. 60% percent of the districts with a disability subgroup that meets the State's minimum "n" size will meet the State's AYP targets for the disability subgroup.

B. 95% percent of students with IEPs will participate in the regular statewide assessment with no accommodations, the regular assessment with accommodations, the alternate assessment against grade level standards, or the alternate assessment against alternate achievement standards.

C. For each of the following grade level and content areas, targets for the percent of students proficient will be greater than or equal to:

Grade	3	4	5	6	7	8	11
Reading	32.97%	37.46%	35.58%	24.26%	24.27%	26.33%	28.98%
Math	42.36%	45.87%	44.20%	33.92%	30.30%	30.14%	36.53%

Note: These targets are no longer applicable. Targets have been revised to align with Iowa's approved targets under the ESEA.

2007 (2007-2008)

A. 61% percent of the districts with a disability subgroup that meets the State's minimum "n" size will meet the State's AYP targets for the disability subgroup.

B. 95% percent of students with IEPs will participate in the regular statewide assessment with no accommodations, the regular assessment with accommodations, the alternate assessment against grade level standards, or the alternate assessment against alternate achievement standards.

C. For each of the following grade level and content areas, targets for the percent of students proficient will be greater than or equal to:

Grade	3	4	5	6	7	8	11
Reading	33.97%	38.46%	36.58%	25.26%	25.27%	27.33%	29.98%
Math	43.36%	46.87%	45.20%	34.92%	31.30%	31.14%	37.53%

Note: These targets are no longer applicable. Targets have been revised to align with

Iowa's approved targets under the ESEA.

2008 (2008-2009)

A. 62% percent of the districts with a disability subgroup that meets the State's minimum "n" size will meet the State's AYP targets for the disability subgroup.

B. 95% percent of students with IEPs will participate in the regular statewide assessment with no accommodations, the regular assessment with accommodations, the alternate assessment against grade level standards, or the alternate assessment against alternate achievement standards.

C. For each of the following grade level and content areas, targets for the percent of students proficient will be greater than or equal to:

Grade	3	4	5	6	7	8	11
Reading	74.10%	76.00%	76.40%	69.70%	71.50%	73.30%	79.30%
Math	73.90%	74.70%	76.60%	72.80%	72.00%	72.00%	79.30%

Note: These targets are aligned to Iowa's approved targets for all students under the ESEA.

2009 (2009-2010)

A. 63% percent of the districts with a disability subgroup that meets the State's minimum "n" size will meet the State's AYP targets for the disability subgroup.

B. 95% percent of students with IEPs will participate in the regular statewide assessment with no accommodations, the regular assessment with accommodations, the alternate assessment against grade level standards, or the alternate assessment against alternate achievement standards.

C. For each of the following grade level and content areas, targets for the percent of students proficient will be greater than or equal to:

Grade	3	4	5	6	7	8	11
Reading	74.10%	76.00%	76.40%	69.70%	71.50%	73.30%	79.30%
Math	73.90%	74.70%	76.60%	72.80%	72.00%	72.00%	79.30%

Note: These targets are aligned to Iowa's approved targets for all students under the ESEA.

2010 (2010-2011)

A. 64% percent of the districts with a disability subgroup that meets the State's minimum "n" size will meet the State's AYP targets for the disability subgroup.

B. 95% percent of students with IEPs will participate in the regular statewide assessment with no accommodations, the regular assessment with accommodations, the alternate assessment against grade level standards, or the alternate assessment against alternate achievement standards.

C. For each of the following grade level and content areas, targets for the percent of students proficient will be greater than or equal to:

Grade	3	4	5	6	7	8	11
Reading	74.10%	76.00%	76.40%	69.70%	71.50%	73.30%	79.30%
Math	73.90%	74.70%	76.60%	72.80%	72.00%	72.00%	79.30%

Note: These targets are aligned to Iowa's approved targets for all students under the ESEA.

2011 (2011-2012)

A. 65% percent of the districts with a disability subgroup that meets the State's minimum "n" size will meet the State's AYP targets for the disability subgroup.

B. 95% percent of students with IEPs will participate in the regular statewide assessment with no accommodations, the regular assessment with accommodations, the alternate assessment against grade level standards, or the alternate assessment against alternate achievement standards.

C. For each of the following grade level and content areas, targets for the percent of students proficient will be greater than or equal to:

Grade	3	4	5	6	7	8	11
Reading	80.60%	82.00%	82.30%	77.30%	78.70%	80.00%	84.50%
Math	80.50%	81.00%	82.50%	79.60%	79.00%	79.00%	84.50%

Note: These targets are aligned to Iowa's approved targets for all students under the ESEA.

2012 (2012-2013)

A. 65% percent of the districts with a disability subgroup that meets the State's minimum "n" size will meet the State's AYP targets for the disability subgroup.

B. 95% percent of students with IEPs will participate in the regular statewide assessment with no accommodations, the regular assessment with accommodations, the alternate assessment against grade level standards, or the alternate assessment against alternate achievement standards.

C. For each of the following grade level and content areas, targets for the percent of students proficient will be greater than or equal to:

Grade	3	4	5	6	7	8	11
Reading	87.10%	88.00%	88.20%	84.80%	85.80%	86.70%	89.70%
Math	87.00%	87.30%	88.30%	86.40%	86.00%	86.00%	89.70%

Note: These targets are aligned to Iowa's approved targets for all students under the ESEA.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Program Development. Create a workgroup responsible for proposing and then guiding the work of a special education strategic plan for achievement (strategic plan).	Bureau of Student and Family Support Service Consultants and Teaching and Learning Services Consultants representing Title I, IDM, Literacy, Mathematics, Indicator 3.	August 2009 - October 2013.	Comprehensive five to ten -year plan to improve special education for students with disabilities with the result of improved reading and mathematics achievement and the elimination of the achievement gap by 2020,
Improve Systems Administration and Monitoring. Increase coordination of initiatives and efforts that promote and produce increased collaboration and efficiency that leads to greater outcomes for students with disabilities.	SEA bureau chiefs and consultants, AEAs, and IHEs.	September 2009 - June 30, 2013.	Alignment of efforts across all entities, SEA, AEAs, LEAs, and Institutes of Higher Education (IHE) in Iowa. Increased collaborative efforts. Increased achievement of students on IEPs .
Improve Systems Administration and Monitoring. Increase knowledge and support of researched, evidenced based, and promising best practice through data analysis and investigation.	Bureau of Student and Family Support Service Consultants and Teaching and Learning Services Consultants and AEAs.	August 2009 - June 30, 2013.	Increased alignment of resources and projects toward sustainable outcomes. Increased achievement for students with IEPs at supported sites.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve Systems Administration and Monitoring. Create a systemic data collection process that informs and guides instruction and leads to student achievement for students with IEPs.	SEA and AEA consultants, and LEAs.	FFY 2009 (2009-2013).	Leadership structures and common data tools across the SEA, AEAs, and LEAs that inform and guide instructional decisions that lead to increased achievement for students with IEPs. Increased knowledge of data and data sources. This is now being addressed at the Department level.
Provide Training/Professional Development. Increase the capacity of AEA and LEA educators that work with students on IEPs to work with one another in improving the outcomes of students with disabilities.	SEA provided professional development, AEAs, and national experts.	FFY 2009 (2009-2013).	The Iowa Core/Common Core is accessable for all students with disabilities.The performance of students with disabilities will increase in reading and math on state assessments. Special educators acquire and implement research/evidence-based instructional practices and deliver through collaboration. General and special educators collaborate and use data to determine appropriate interventions that lead to student progress and closing the achievement gap.
Provide Training/Professional Development. Develop and offer professional development in reading and math targeted to special educators .	SEA consultants, IHEs, and AEA special education networks.	FFY 2009 (2009-2013).	High percentage of in-service and pre-service educators enrolled and/or completed professional development. Retention of special education teachers.
Provide Training/Professional Development. Literacy, Language, & Communication for Students with Significant Developmental Disabilities: Reaching Potential through Systemic & Sustainable Statewide Professional Development Project (Cohort	SEA provided in partnership with University of Northern Iowa and Karen Erickson, Associate Professor, Director, Center for	FY 2009 (2009-2010).	• Development of regional consortiums across Iowa integrating most effective, evidence-based literacy practices, Augmentative & Alternative Communication systems, and Assistive Technology into the educational experiences of

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
1).	Literacy & Disability Studies, University of North Carolina, Chapel Hill.		children with significant developmental disabilities. • These regional consortiums will act as model demonstration sites for continued professional development in the area of literacy, language, and communication for children with significant developmental disabilities. • These regional consortiums, as sites of model practices, will support teacher and clinical preparation programs and generate resources, materials, and information to promote most effective practices across Iowa and the nation. • Development of systemic networks of professional development among IHEs, AEAs, LEAs, and the SEA. • Development, evaluation, and dissemination of programs, models, and materials related to literacy, language, and communication for children with significant developmental disabilities.
Provide Training/Professional Development. Pragmatic Organization Dynamic Display Communication (PODD).	SEA provided in partnership with Gayle Porter, Senior Clinician Speech Pathologist CPEC Australia and Linda Burkhart, Simplified Technology.	FY 2009 (2009-2010).	Increased teacher skill level and achievement for students with IEPs in: • Communication • Literacy • Iowa Alternate Assessment 1%
Provide Training/Professional Development. Prepare	SEA and AEA consultants and LEA	Fall 2009 (A pilot professional	Teachers can extract learning progressions from the Iowa Core Curriculum.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
teachers to use the process of formative assessment to inform instruction and learning as described in the research-base.	trainers.	development project is providing training for participants from each AEA and 17 LEAs in formative assessment). October 14, 2009 –March 15, 2009 (Nine professional development modules delivered with the intent to build the capacity of the AEAs and LEA lead teams in delivering state-wide professional development in formative assessment). June 2010 (Effectiveness of professional development modules evaluated). Fall 2010 (AEAs will begin providing professional development in extracting learning progressions from the Iowa Core Curriculum and in formative assessment).	Teachers can use the learning progressions in planning formative assessment strategies and practices aligned to the Iowa Core Curriculum.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide Training/Professional Development. The goal of this professional development initiative is to increase student learning by engaging students in authentic intellectual work. Authentic Intellectual Work (AIW) is defined by three criteria-*construction of knowledge*, through *disciplined inquiry*, to produce discourse, products, and performance that have *value beyond school*.	SEA consultants, AEA consultants, teachers, administrators, and coaches to form professional learning communities.	FFY 2009 (2009-2010). September 2009 Kick-offs: regional and site-based. February 19, 2010 (AIW Mid-year institute). Two school meetings per year with AIW coach facilitating. Three regional leadership meetings per year.	Reading and mathematics ITBS and ITED scores. Thirty-three schools implementing AIW. Three cohorts started.
Provide training/professional development- Continue to support the use of KU learning strategies	AEA KU trainers and contact at SEA	FFY 2009 (2009-2013).	During 2009-2010 school year no new cohorts of KU Certified Trainers were started. Instead the current group of KU Trainers in the state continued their work currently in place in each AEA. Each of the 9 AEAs has 1-2 KU Trainers as contact people. These people met with the Iowa DOE Consultant throughout the year in order to maintain their status as trainers and to maintain the support for KU Learning Strategies in the state. There is also an AEA website that explains the work being done with KU in the state.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Activity **Provide training/professional development.** Between 2009 and 2010, Two Action Research Sites were established to determine the effect of Fusion Reading (KU) when used with adolescent students with IEPs.	LEA , KU Trainers, DE , AEA	FFY 2009 (2009-2013).	During the 2009-2010 school year there were two official school district sites, which were Action Research sites, which were trained in Fusion Reading. This is an adolescent reading intervention program that comes out of KU. Fusion is being used with special education students to accelerate learning and close the gap. During the summer of 2010 there were also 20 educators trained to be trainers and Coaches of Fusion Reading by trainers from KU. This will assist the state in maintaining sites that are using Fusion and will allow for its expansion as well. The state has been gathering data on the effect and will have these data at the end of the 2012 school year. There were 9 other school districts in Iowa also using Fusion Reading with some of their students as well.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide training/professional development. Between 2009 and 2010, One Action Research Site was established to determine the effect of implementing school wide, the Content Literacy Continuum (CLC) from KU	AEA, LEA, and SEA KU Trainers	FFY 2009 (2009-2013).	An Action Research site was begun during the summer of 2009 and will be completed at the end of the 2011 school year. This is in one district in Iowa at the High School level. Staff are being trained in all of the KU Strategies and are implementing them in classrooms. On-site PD and Coaching is provided from KU-trained staffed. Data are being gathered and will be analyzed at the end of the school year 2011.
Provide training/professional development. Between 2009 and 2010, Focus on Instructional Coaching	AEA Teams, 1 DE Consultant	FFY 2009 (2009-2013).	During the 2009-2010 school year 1 Consultant from the DE has attended all the trainings that have taken place across the state that have focused on Instructional Coaching. The AEAs in Iowa have a 2-year institute that is being provided by Dr. Jim Knight from Univ. of Kansas. Each AEA has a team of people attending. The DE person is the liaison from the DE to this statewide group for the next 2 years and can assist with planning and actions relating to embedding this training into future efforts at both the DE and AEA level that are aimed at closing the achievement gap.
Program Development. – Collaborative and consultative Teaching practices	AEA TA Teams DE consultant	FFY 2009 (2009-2013).	Schools who report using the consultative model in the personnel data collection system (see row below) and who are identified as needing assistance in implementing collaborative teaching through school improvement visits, will be referred to their area education agency (AEA) for staff development in collaborative teaching and related instructional strategies.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. Collaborative and Consultative Teaching	AEA TA Teams DE Consultant	FFY 2009 (2009-2013).	Iowa's teacher data system (Basic Educational Data System Survey) verifies highly qualified teacher requirements under IDEA and NCLB. A component of the system incorporates a data field for collaborative and consultative teaching. Data are being used to identify schools that need technical assistance in collaborative teaching.
Professional Development Specially Designed Instruction in Mathematics	AEA LEA DE	FFY 2009 (2009-2013).	During the 10-11 school year, Muscatine School District will participate in a 3-plus year professional development opportunity in the area of special education mathematics. This project will help the state of Iowa create a center of excellence in the area of special education mathematics. We will be doing the research on what is the professional development needed to help teachers meet the needs and raise scores of students with disabilities.
Provide Training and Professional Development	AEA LEA DE	FFY 2009 (2009-2013).	During the 2010-2011 school year, the Vinton-Shellsburg School district is an official Action Research Site in the state of Iowa in the area of improving literacy instruction for students on IEPS. This project will help the state determine what types of supports and learning is needed in order to close the gap in reading for persistently struggling students. This will also help the state to create a center of excellence in the area of Specially Designed Instruction in Reading within one of the AEAs in the state. The PD is on site and on-site embedded instructional coaching is a major part of the project for the next 2-3 years. Data will be gathered and analyzed and an evaluation plan is established.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
			In addition: four smaller rural districts in Iowa are also participating in a similar project.
Professional Development	LEA AEA DE	FFY 2009 (2009-2013).	During the 2010-2011 school year a team from the Bureau of SFSS is collaborating with a team of teachers and AEA staff around Instructional Coaching skills. More and more districts in Iowa are tapping into internal staff to coach fellow colleagues. The DE is interested in building the skills of special educators to coach one another on skills that are needed to accelerate progress for students with IEPs. This group is using content from the Jim Knight training that is currently being conducted in Iowa on Instructional Coaching. The group is providing learning opportunities but also tapping into this group to assist in developing future learning modules and materials to be used in the next few years.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Program Development/ Provide Training and Professional Development	LEA AEA DE	FFY 2011-2013	During the 2010-2011 school year, a work team is developing tools, materials and guidance and PD for LEAs and AEAs for skills in the following areas: diagnosis, assessment, analysis, and matching to specially designed instruction.
Provide Training and Professional Development	LEA AEA DE KU Trainers	FFY2011-2013	During the summer of 2011, a group of educators from Iowa will be trained to be official KU trainers in the Content Enhancement Routines from KU.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: FAPE in the LRE

Indicator 4(A): Rates of suspension and expulsion:

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

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

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

The following measurement was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.
B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

*Significant discrepancy is defined as 2% above the state average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year

Overview of Issue/Description of System or Process:

Out-of-school suspension is defined as an “administrative or school board removal of a student from school classes or activities for disciplinary reasons.” An expulsion is defined as “a school board removal of a student from school classes and activities for disciplinary reasons,” (Collecting and Reporting Juvenile Incident and Discipline Data in Iowa Schools, 2005). An in-school suspension is defined as an “administrative removal of a student from regular classes or activities for disciplinary reasons, unless the removal is for more than ten days, in which case, school board action is required. Saturday school does not count as an in-school suspension.” (Condition of Education Report, 2009)

Suspension and expulsion data are reported to the SEA by the districts and aggregated to the AEA level. In the past, collecting, analyzing and reporting suspension and expulsion data for students with disabilities have been the responsibility of the Information Management System (IMS) in Iowa. The Basic Educational Data Survey (BEDS) system is considered to be the system used for all students. IMS contains data on students with disabilities only; BEDS contains data for students with and without

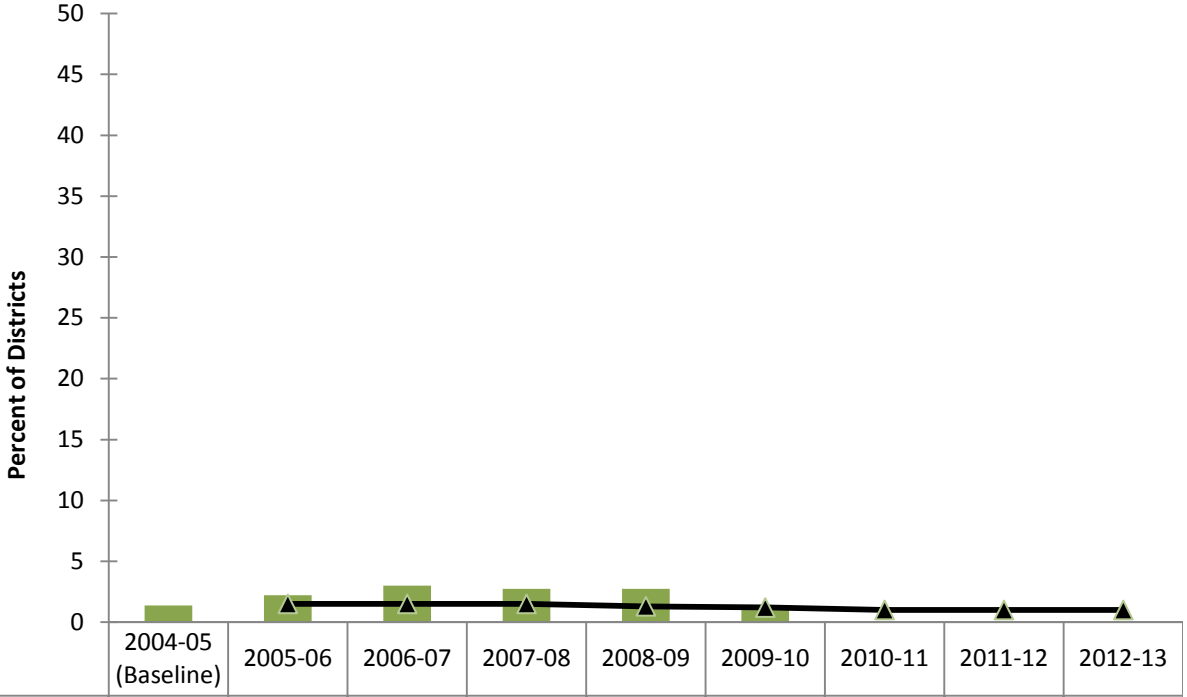
disabilities. However, disaggregating by students with and without disabilities for analysis and reporting has not been possible using the BEDS system. Iowa has been working toward a seamless system to establish a common database for all students that would allow disaggregate data for students with and without disabilities: Project EASIER. The Project EASIER database has been piloted; the first full year of implementation was FFY 2004 (2004-2005).

Suspension and expulsion data are collected via Project EASIER for all students with and without disabilities enrolled in Iowa's schools. Data are collected and entered throughout the year by qualified personnel at the district level; data are then analyzed and reported annually by the SEA. Suspension and expulsion data are analyzed between school districts to determine the percent of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race / ethnicity for greater than 10 days in a school year divided by the number of districts in the State times 100.

Iowa does not determine a district to have a significant discrepancy unless the district has a minimum of ten students with disabilities enrolled and has suspended or expelled a minimum of three students with disabilities for greater than ten days in the school year. These criteria excluded three districts from the analysis of B4A and 16 districts for B4B for FFY 2009 (2009-2010).

Baseline Data for FFY 2004 (2004-2005) through FFY 2008 (2008-2009):

Baseline data for Indicator B4A for FFY 2004 (2004-2005) through FFY 2008 (2008-2009) are summarized in Figure B4.1. Data are provided for these years because the measurement has remained consistent since the State Performance Plan was originally submitted in FFY 2004 (2004-2005), and FFY 2008 (2008-2009) provides the most recent data available upon revision of the State Performance Plan. Numbers used in the calculations are provided in Table B4.1.



	2004-05 (Baseline)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
State	1.36	2.20	3.01	2.75	2.75	1.11			
Target		1.50	1.50	1.50	1.30	1.20	1.00	1.00	1.00

Figure B4.1. SEA Percent of Districts Identified with Significant Discrepancy of Suspensions and Expulsions and the SEA Target, FFY 2004 through FFY 2012. *Source. Iowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005) through FFY 2008 (2008-2009).*

Table B4.1 includes: (a) Number of students (ages 6-21) with IEPs enrolled in district, (b) Number of students with IEPs suspended or expelled for greater than 10 days, (c) the State average percent of students with IEPs suspended/expelled for greater than 10 days, (d) the State's threshold used to determine significant discrepancy, (e) Number of districts with an average suspension/expulsion rate that is significantly discrepant from the State's calculated average, (f) Total number of districts in each year of reporting, and (g) B4A percent of districts significantly discrepant from the State's calculated average.

Table B4.1
Number of Districts Exceeding Measurement, Total Number of Districts, and Percent of Districts Exceeding Measurement

Description	FFY 2004	FFY 2005	FFY 2006	FFY 2007 and FFY 2008	FFY 2009
(a) Number of students with IEPs enrolled, ages 6-21	67578	66339	65195	63332	61418
(b) Number of students with IEPs suspended or expelled for greater than 10 days	378	451	684	650	339
(c) State average percent of students with IEPs suspended or expelled for greater than ten days [c=(b/a) * 100]	0.56	0.68	1.05	1.03	0.55
(d) threshold for significant discrepancy	2.56	2.68	3.05	3.03	2.55
(e) Number of districts with an average suspension/expulsion rate greater than the threshold (d)	5	8	11	10	4
(f) Total number of districts in 2008-2009	367	365	365	364	361
(g) B4A percent = e/f *100	1.36	2.20	3.01	2.75	1.11

Source. Iowa Department of Education Project EASIER, FFY 2004 (2004-2005) through FFY 2008 (2008-2009).

Baseline data for Indicator B4B for FFY 2009 (2009-2010) are summarized in Figure B4.2. Data are provided for FFY 2008 because this is the first year that Indicator B4B was submitted. Numbers used in the calculations are provided in Table B4.2.

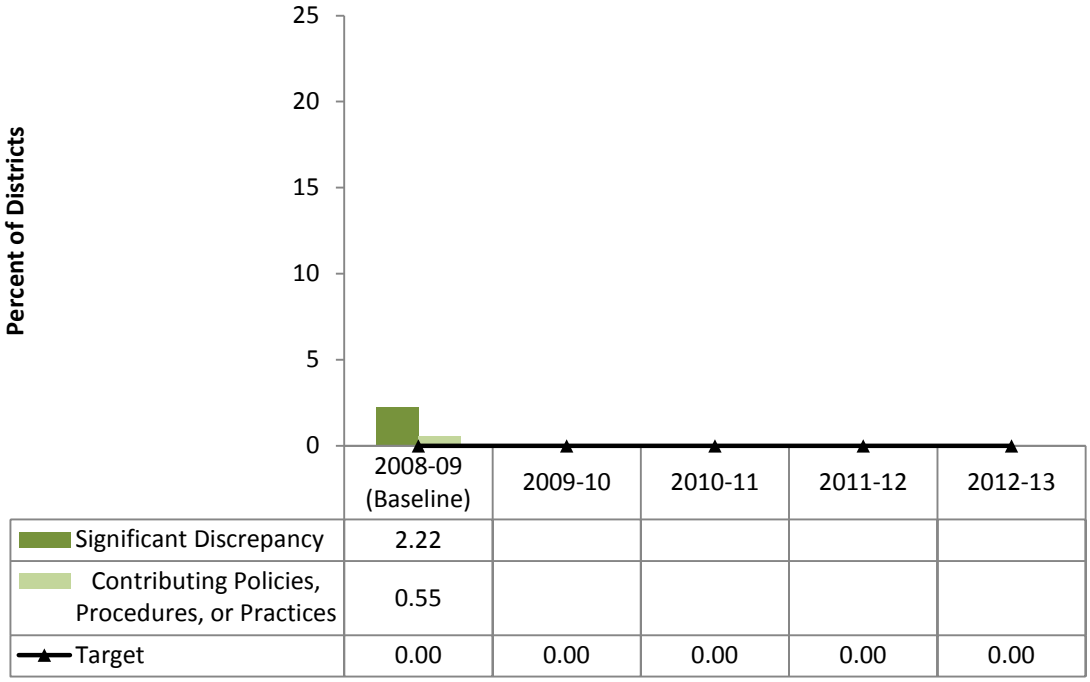


Figure B4.2. SEA Percent of Districts Identified with Significant Discrepancy of Suspensions and Expulsions by Race/Ethnicity and the SEA Target, FFY 2008 through FFY 2012. *Source. Iowa Department of Education Project EASIER Tables, FFY 2008 (2008-2009).*

Table B4.2
Number of Districts Exceeding Measurement, Total Number of Districts, and Percent of Districts Exceeding Measurement by Race/Ethnicity

Description	Caucasian	African-American	Hispanic	Asian	Native American
(a) Number of students with IEPs enrolled, ages 6-21	50565	5818	4041	627	367
(b) Number of students with IEPs suspended or expelled for greater than 10 days	185	116	31	2	5
(c) State average percent of students with IEPs suspended or expelled for greater than ten days [c=(b/a) * 100]	0.37	1.99	0.77	0.32	1.36
(d) threshold for significant discrepancy (c +2.00%)	2.37	3.99	2.77	2.32	3.36
(e) Number of districts with an average suspension/expulsion rate greater than the threshold (d)	3	4	1	0	0

Description	All races
(f) Total number of districts with a significant discrepancy by race/ethnicity in 2008-2009 (all races/ethnicities from e above)	8

(g) Total number of districts in 2008-2009	361
(h) Percent of districts with a significant discrepancy by race/ethnicity= f/g *100	2.22
(i) Number of districts that have a significant discrepancy, by race/ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	2
(j) B4B percent = i/g *100	0.55

Source. Iowa Department of Education Project EASIER, FFY 2008 (2008-2009).

Discussion of Baseline Data:

For Indicator B4A, data indicate that the number of districts in Iowa with a significant discrepancy in the rate of suspension and expulsion has been decreasing. FFY 2008 (2008-2009) shows the lowest rate of significant discrepancy since the SPP was originally submitted in FFY 2004 at 1.11%. Indicator B4B data were submitted for the first time using FFY 2008 (2008-2009). Eight districts had a significant discrepancy by race/ethnicity, two of which were determined to have policies, procedures, or practices that contributed to the significant discrepancy.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A: 1.50% or fewer districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. B: 0.00% of districts will have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2006 (2006-2007)	A: 1.50% or fewer districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. B: 0.00% of districts will have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

2007 (2007-2008)	A: 1.50% or fewer districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. B: 0.00% of districts will have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2008 (2008-2009)	A: 1.30% or fewer districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. B: 0.00% of districts will have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2009 (2009-2010)	A: 1.20% or fewer districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. B: 0.00% of districts will have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2010 (2010-2011)	A: 1.00% or fewer districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. B: 0.00% of districts will have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2011 (2011-2012)	A: 1.00% or fewer districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. B: 0.00% of districts will have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for

	children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
2012 (2012-2013)	A: 1.00% or fewer districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. B: 0.00% of districts will have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Verification of Data. Each year, data are verified within the Project EASIER system.	2 SEA Staff	Ongoing through FFY 2013 (2004-2013)	(1) Continued data accuracy and capability of reporting on and being in compliance for B4
Analysis of Data to Identify Concerns. B4 data are analyzed annually within the Special Education Advisory Panel; B4 data and progress monitoring/outcome data regarding related technical assistance/ programs/training/professional development results as well as specific study results (e.g., compulsory age study; community conversations study, dropout/transition study) across the 6 areas of Learning Supports are analyzed throughout the year in the following stakeholder groups: SEA Staff, the Area Education Agencies, the Iowa Collaboration for Youth Development, Positive Behavioral Intervention and Supports Leadership Team, Autism Resource Team, Challenging Behavior Team, and the Learning Supports Advisory Team.	2 SEA Staff; Stakeholder group members	Ongoing through FFY 2013 (2004-2013)	(1) Identification of concerns and common needs across the system; (2) Continuous analysis, identification, and improvement of needed technical assistance/ program/training or professional development

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Recommendations based on review of results across these stakeholder groups are used as the foundation for revisions to current activities, proposed activities and future foci/direction within each state performance plan measure. Analysis of data to identify concerns and focus solutions/activities will continue as the basis for SEA work in B4.			
Program Development – Provide Technical Assistance. The Challenging Behavior Project was in progress in FFY 2004 to provide direct and comprehensive services for children with developmental disabilities who required consultation for significant behavioral needs. Funding was provided for the Center for Disabilities and Development to assist specific students and their families. By FFY 2007, results indicated the number of children/youth in need continued to grow without a corresponding growth in the ability of the educational system to meet such needs. In FFY 2008 the project was restructured to develop statewide skill and capacity by developing a clinic-to-practice internship program in collaboration with the Center for Disabilities and Development. Since FFY 2009, personnel (Challenging Behavioral Specialists) within AEAs across the state have been trained in intensive clinic and applied settings to develop/refine applied behavioral analysis skills, including functional analysis and intervention plan implementation. An extensive evaluation structure has been established to determine results and inform revisions. The Challenging Behavior Project will continue through FFY 2013.	1 SEA Staff; Center for Disabilities and Development (CDD); AEA Challenging Behavior Specialists	Ongoing through FFY 2013 (2004-2013)	(1) Increase in personnel skills in the area of applied behavior analysis, functional assessment, behavioral intervention plans, (2) Decrease in children/youth referred to CDD for behavioral needs, (3) Increase in statewide capacity to meet the needs of children/youth with significant behavioral needs, (4) Decrease in rates of suspension/expulsion of children/youth with challenging behavior
Program Development – Provide Technical Assistance. Positive Behavioral Interventions and Supports (PBIS) was in progress in FFY 2004 to address supports and systemic behavioral/social issues across	2 SEA Staff; PBIS Leadership Team; up to 6 State Trainers; 1 External Evaluator; Data Support Specialist; Family Support Specialist	Ongoing through FFY 2013 (2004-2013)	(1) Common training/ professional development statewide (2) Increase in personnel skills in application of PBIS at core, secondary and tertiary levels

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
the state. The Iowa Behavioral Alliance, an external coordinating body, provided coordination, training and implementation of PBIS within AEAs/LEAs through FFY 2006; mid-FFY 2007, the administration of PBIS was brought under the SEA. Results indicated PBIS had significant impact on the reduction of suspensions and expulsions, reduction of office discipline referrals, and corresponding increases in academic engaged time. A comprehensive program review indicated a need to re-calibrate core training, and establish secondary and tertiary supports. PBIS will continue through FFY 2013; these broad activities will occur within PBIS: (1) Continued refinement of common training materials (2) Development of AEA/LEA secondary and tertiary skills, including coaching and data analysis/use (3) Comprehensive evaluation of PBIS outcomes			(3) Increase in statewide capacity to meet the needs of children/youth in need of positive supports (4) Increase use of school-based data for team-initiated problem-solving (5) Increase family involvement across continuum of support (6) Decrease in rates of suspension/expulsion of children/youth with challenging behavior
Program Development - Provide Technical Assistance. MH Wraparound within the PBIS framework (tertiary level) was established in FFY 2007 as part of a State Grant to Integrate School and Mental Health Systems with 6 pilot sites. Sites were selected based on 80% score on the School Evaluation Tool, geographic location, school demographic representation and access to mental health services. Training and results indicated significant increase in school personnel skills at identification of students in need of mental health services, and direct wraparound services implemented within the school setting. Results were used to develop state-wide tertiary system for mental health supports within a second cohort of schools. Wraparound will continue through FFY 2013, and include these broad activities: (1) Transition of wraparound from pilot status to embedded within Iowa's	2 SEA Staff, 1 External Evaluator	Ongoing through FFY 2013 (2007-2013)	(1) Common training/ professional development statewide (2) Increase in personnel skills in application of PBIS at tertiary -wraparound (3) Increase in statewide capacity to meet the needs of children/youth with mental health needs (4) Decrease in rates of suspension/expulsion of children/youth with mental health needs

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
PBIS structure; (2) Develop AEA/LEA tertiary skills in wraparound, including treatment integrity, data analysis/use, identification of common mental health needs and strategies/supports school personnel may implement, and evaluation of outcomes (3) Comprehensive evaluation of wraparound outcomes			
Provide Training/PD. In FFY 2007, subsequent to a comprehensive review of LEA policies/procedures in B4, training was developed in the area of functional behavioral assessments (FBA) and behavioral intervention plans (BIP). This needed training was folded into the Challenging Behavior Project by FFY 2008. In FFY 2008, an awareness brochure was developed and disseminated by FFY 2009 to clarify discipline procedures. In FFY 2008-2009, seclusion and restraint was added as an area of need for training. Iowa's Procedures Manual with a section on discipline and behavior was published online in FFY 2009, and seclusion and restraint training occurred via the Iowa Communications Network with support via online presentations for personnel access. Materials specific to FBA, BIP, seclusion and restraint, and discipline have been developed and implemented; training across these areas will continue within the Challenging Behavior Project and the Learning Supports workshop series (PBIS, and wraparound).	4 SEA Staff	Ongoing through FFY 2013 (2007-2013)	(1) Increase in personnel skills/understanding in functional behavioral assessments, behavioral intervention plans, discipline and seclusion and restraint (2) Decrease in rates of suspension/expulsion of children/youth
Program Development. SEA data indicate wide variability in the identification and appropriate implementation of educational services for children/youth with autism/communication disorders. However, current SEA data do not provide a complete	3 SEA Staff; Autism Resource Team	Ongoing through FFY 2013 (2010-2013)	(1) Common training/ professional development statewide (2) Increase in personnel skills/statewide capacity to meet the needs of children/youth with autism/communication

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
understanding of statewide needs. To address current needs while obtaining data to inform a richer statewide picture, the SEA will: (1) Develop training/ workshop series to address personnel skill development in coaching, selection of best-practices, social skills training for children/youth with autism, transition planning, effective IEP development, and a companion administrator's guide (2) Develop a statewide survey for service personnel as well as children/youth with autism and their families/parents (3) Conduct a feasibility study for BCBA training and certification (4) Based on results of 1 through 3, develop continued program and technical assistance for personnel at the AEA/LEA to best serve children/youth with autism/communication disorders			disorders (3) Establish results of feasibility study that may lead to BCBA training/certification project (4) Decrease in rates of suspension/expulsion of children/youth
Clarify/Examine/Develop Policies and Procedures. LEA Review process for suspensions and expulsions is reviewed annually to determine areas in need of improvement with implementation the following year. This established process will continue through FFY 2013.	1 SEA staff; Monitoring Leadership Team	Ongoing through FFY 2013 (2004-2013)	(5) Increased compliance to B4 (6) Decrease in the use of suspension/expulsions to address behavior/discipline issues. (7) Increase in the use of positive behavior supports and interventions
Improve systems administration and monitoring. The SEA used B4 data in making annual AEA and LEA determinations.	2 SEA staff	Ongoing through FFY 2013 (2004-2013)	(1) Increased compliance to B4 (2) LEAs and AEAs develop/implement corrective action plans
Research (Statewide systemic issues and specific AEA and district issues). a) Gather, report, and analyze suspension and expulsion data with collaborative partners	Special Education Advisory Panel, SEA Staff (Special Education), University of Iowa Child Psychiatry, Iowa Behavioral Alliance, Area Education Agencies Part B Funding	Annually	(1) Determine status; monitor progress; prioritize areas of need/intervention.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
	ESEA Funding		
Clarify/examine/develop policies and procedures. Any identified refinement of LEA Review process for suspensions and expulsions was developed during FFY 2009-2010 with implementation in fall of 2010. Update/modify review process each year as needed.	Compliance and Monitoring Consultant with assistance from the Learning support Team	Fall 2009-July 2010 2010-2013	(1) Implementation of any new processes and or technical support in Fall of 2010 (2) On-going improvement of review process.
Technical Assistance/Professional Development. Based on the findings of the target monitoring regarding suspensions and expulsions, technical assistance and/or professional development will be provided to LEA as necessary.	SEA and/or AEA staff	Annually	(1) Decrease in the rates of suspension and expulsions of students with IEPs and students of identified subgroups with IEPs. (2) Increase in the use of positive behavior supports and interventions.

IOWA DEPARTMENT OF EDUCATION

District Review Protocols

SUSPENSIONS AND EXPULSIONS

2010 – 2011 School Year

(FFY 2008 Data)

Discipline

Suspensions and Expulsions

Suspension and expulsion rates refer to the number of students with disabilities suspended or expelled for greater than 10 days. Suspension in regards to this indicator (B4) refers to both In-School and Out-of-School suspensions because it is looking at the use of Suspension as a disciplinary action. Out-of-School suspensions are instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the child continues to receive services according to his/her IEP. The same is true for In-School suspensions, and includes removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the child continues to receive services according to his/her IEP. Note: Up to half a day is counted as half a day, half a day or more is counted as a full day.

Expulsion is defined as "a school board removal of a student from school classes and activities for disciplinary reasons," (Collecting and Reporting Juvenile Incident and Discipline Data in Iowa Schools, 2005).

A district may be found to have significant discrepancy in the rate of Suspensions and Expulsions as outlined in the Annual Performance Report, IDEA Part B for Indicator B4A or Indicator B4B or for both B4A and B4B as defined below.

> **B4A – A significant discrepancy above the State average for the rate of Suspensions and Expulsions for students with an Individual Education Program (IEP) for greater than 10 days in a school year and/or**
>
> **B4B – A significant discrepancy above the State average for the rate of Suspensions and Expulsions for students with an Individual Education Program (IEP) of a race/ethnic subgroup for greater than 10 days in a school year**

Reviewing Suspension and Expulsion

The Iowa Department of Education has identified certain activities that assist districts in looking at the root causes for a higher than desirable rate of Suspensions/Expulsions. The review is a focused review of a school district's policies, procedures and practices that closely impact the incidence, duration and type of disciplinary action. It also includes analyzing district data, reviewing district documents, reviewing student IEPs, and examining related issues and practices.

INSTRUCTIONS

Carefully read the following directions.

IMPORTANT: Contact Cheryl Merical at the Iowa Department of Education to verify receipt of this document!
Cheryl.Merical@iowa.gov

STEP 1: **Complete all 3 Sections as follows:**

Section 1: ***Review of Data***

- Examine district discipline data noting areas of concern or areas in need of further investigation
- Complete the table by answering the questions with a brief explanation/answer

Section 2: ***Review of Policies, Procedures and Practices***

- Complete chart of yes/no questions
- Any question answered 'no' is considered a finding of non-compliance and shall be corrected as soon as possible, but no later than one year from the data of such finding
- The district must provide documentation of correction to the department

Section 3: ***Review of documents and Individual IEPs***

- Complete table of yes/no questions
- Complete list of students suspended/expelled for more than 10 days (consecutive and cumulative)
- Complete IEP file reviews
  - Must complete IEP/file reviews of students with IEPs suspended/expelled for more than 10 days during 2009-2010 school year and the current 2010-2011 school year
- Any finding of noncompliance on a current IEP shall be corrected immediately and documentation of correction must be provided to the department

Section 4: ***Review of Positive Behavior Strategies***

- Complete table of yes/no questions

STEP 2:

- Review findings from each section
- Complete **Summary of Findings Form**

STEP 3:

- Following Section 4 is a **Corrective Action Plan** template
- Based on the review and summary of findings from Step 2, develop a **Corrective Action Plan.**

STEP 4:

- Complete the **Revisions of Policies, Procedures and Practices** form
- If applicable, attach revisions to the form
- Attach copies of completed IEP review forms

STEP 5:

- Complete **Statement of Assurances** (Superintendent Signature required)
- Mail a completed copy of the entire document and required attachments to the Iowa Department of Education at the following address:

Cheryl Merical, Consultant
Bureau of Student and Family Support Services
Iowa Department of Education
400 E. 14th Street
Des Moines, IA 50319

NOTE: An electronic version of this document may be obtained by e-mailing Cheryl.Merical@iowa.gov

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REVIEWER INFORMATION SHEET

School District _____AEA_____
Date Completed _____

Contact/Lead Person_____Position_____
E-mail_____Ph#_____

Please list all individuals involved in the completion of this review.

Name	Position	AEA or District	Building	Sections Reviewed

SECTION 1

DATA REVIEW

Section 1A: Review of Data Please provide a brief explanation/answer regarding the following questions.
1) Describe how the district tracks and monitors rates of suspension and expulsions? Who is responsible for this activity?
2) Describe how the district ensures that data are entered into the system in a timely and accurate manner? Who is responsible for this activity?
3) Describe how the district monitors and reviews suspension and expulsion data disaggregated by students with and without IEPs? Who is responsible for this activity?
4) Describe how the district monitors and reviews suspension and expulsion data by students disaggregated by racial/ethnic subgroups? Who is responsible for this activity?
5) How often do principals review disaggregated discipline data by buildings and/or classrooms?
6) How often are disaggregated data shared and analyzed among both regular and special educators within the district?
7) How are buildings with problematic rates of suspensions of students with an IEP identified? Describe any past interventions implemented to address problematic rates.

8) Is the district currently implementing PBIS? If yes, what buildings and for how long?
9) Is the district currently implementing other forms of school-wide behavioral initiatives? If yes describe.
10) Are there suspension trends or other areas that need to be further analyzed? If yes, please list or describe.

SECTION 2

POLICIES, PROCEDURES AND PRACTICES REVIEW

- Any question answered 'No' is considered a finding of non-compliance and the district shall revise or develop new policies, procedures and/or practices that are in alignment with federal and state laws and regulations. Corrections shall be made as soon as possible, but no later than one year from the data of finding/s.
- Districts shall publicly report changes and provide a copy of changes to the Iowa State Department of Education.
- During site visits districts will be required to provide copies of policies and procedures to the Department of Education as well as provide evidence of implementation of any practice in which there is a 'Yes' response.

Are the district's policies, procedures and practices in alignment with federal and state law and regulations?			
Focus Area - Authority of school personnel IAC 281-41.530	**Policy**	**Procedure**	**Practice**
1. School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, is appropriate for a student with a disability who violates a code of student conduct (*Case-by-case determination*) [IAC 281-41.530(1)].	**Yes No**	**Yes No**	**Yes No**
2. Suspensions and expulsions are applied to students with disabilities to the extent they are applied to students without disabilities (as long as no removal constitutes a change of placement) [IAC 281-41.530(2)].	**Yes No**	**Yes No**	**Yes No**
3. Services are provided to a student with a disability after the student has been removed from his or her current placement for ten school days (consecutive or cumulative) in the same school year and during any subsequent days of removal [IAC 281-41.330(4)].	**Yes No**	**Yes No**	**Yes No**
4. When a suspension would exceed ten consecutive school days, and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, school personnel may apply disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in subrule 41.530(4) [IAC 281-41.530(3)].	**Yes No**	**Yes No**	**Yes No**
5. Services. 41.530(4) *a.* A child with a disability who is removed from the child's current placement pursuant to subrule 41.530(3) or 41.530(7) must receive the following: (1) Educational services, as provided in subrule 41.101(1), so as to enable the child to continue to participate in the general education	**Yes No**	**Yes No**	**Yes No**

Are the district's policies, procedures and practices in alignment with federal and state law and regulations?			
curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and	**Yes No**	**Yes No**	**Yes No**
(2) As appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.	**Yes No**	**Yes No**	**Yes No**
b. The services required by 41.530(4)"*a*" and "*c*" to "*e*" may be provided in an interim alternative educational setting.	**Yes No**	**Yes No**	**Yes No**
c. A public agency is required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for ten school days or less in that school year, only if it provides services to a child without disabilities who is similarly removed.	**Yes No**	**Yes No**	**Yes No**
d. After a child with a disability has been removed from his or her current placement for ten school days in the same school year, if the current removal is for not more than ten consecutive school days and is not a change of placement under rule 281—41.536(256B,34CFR300), school personnel, in consultation with at least one of the child's teachers, shall determine the extent to which services are needed, as provided in subrule 41.101(1), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.	**Yes No**	**Yes No**	**Yes No**
e. If the removal is a change of placement under rule 281—41.536(256B,34CFR300), the child's IEP team determines appropriate services under 41.530(4)"*a.*"			
Focus Area – Manifestation Determination IAC 281-41.530(5)			
6. a. Within ten school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the AEA, the LEA, the parent, and relevant members of the child's IEP team, as determined by the parent and the AEA and LEA, review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:	**Yes No**	**Yes No**	**Yes No**
(1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or	**Yes No**	**Yes No**	**Yes No**
(2) If the conduct in question was the direct result of the failure by the AEA or LEA to implement the IEP.	**Yes No**	**Yes No**	**Yes No**

Are the district's policies, procedures and practices in alignment with federal and state law and regulations?			
b. The conduct must be determined to be a manifestation of the child's disability if the AEA, the LEA, the parent, and relevant members of the child's IEP team determine that a condition in either 41.530(5)"*a*"(1) or (2) was met. *c.* If the AEA, the LEA, the parent, and relevant members of the child's IEP team determine the condition described in 41.530(5)"*a*"(2) was met, the public agency must take immediate steps to remedy those deficiencies.			
7. *Determination that behavior was a manifestation.* If the AEA, the LEA, the parent, and relevant members of the IEP team make the determination that the conduct was a manifestation of the child's disability, the IEP team proceeds as follows:	**Yes No**	**Yes No**	**Yes No**
a. Conduct a functional behavioral assessment, unless the AEA or LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or	**Yes No**	**Yes No**	**Yes No**
b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and	**Yes No**	**Yes No**	**Yes No**
c. Except as provided in subrule 41.530(7), return the child to the placement from which the child was removed, unless the parent and the public agency agree to a change of placement as part of the modification of the behavioral intervention plan. [IAC 281-41.3530(6)].			
Focus Area – Prior Notice by the Public Agency			
41.530(8) *Notification.* On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision and provide the parents the procedural safeguards notice described in rule 281-41.504(256B,34CFR300).	**Yes No**	**Yes No**	**Yes No**

SECTION 3
DOCUMENT AND IEP REVIEW

The following items will apply only to School Board Policies.

School Board Policy Review	
The following is regarding discriminatory practices.	
Is there a policy to ensure that students are free from discriminatory practices in the educational program?	**Yes No**
Does the district have policies or documentation related to the provision of the following special education and related services?	
Provision of a free and appropriate public education.	**Yes No**
Provision of special education and related services.	**Yes No**
Provision of special education and related services in the least restrictive environment.	**Yes No**
Protecting the confidentiality of personally identifiable information.	**Yes No**
Graduation requirements for eligible individuals.	**Yes No**
Requirements for administration of medications, including a written dedication administration record.	**Yes No**
Special health services.	**Yes No**
Documentation that the Board of Education provides special education programs and services for its resident children that comply with rules of the State Board of Education implementing Iowa Code chapters 256, 256B, 273, and 280.281-	**Yes No**
Letter from the AEA Education Agency Special Education Director indicating the district is in compliance.	**Yes No**
Documents which address the provisions for meeting the needs of at-risk students.	**Yes No**
Valid and systemic procedures and criteria to identify at-risk students throughout the district's school-age population.	**Yes No**
Determination of appropriate ongoing educational strategies for alternative options education programs.	**Yes No**
The following is pertaining to Title IV-A	
A crisis management plan and security procedures for the time when students are at school and on their way to and from school.	**Yes No**
A code of conduct policy for all students that clearly delineates the responsibilities of students, teachers and administrators in maintaining a safe, drug-free school environment.	**Yes No**

You will need both School Board Policies and Student Handbook for this section of the review.

Issue	School Board Policy	Student Handbook
Graduation requirements- • Are they present? • Are they clearly stated?	Yes No Yes No	Yes No
Requirements meet current state mandates?	Yes No	Not applicable

The following refers to student responsibility and discipline, including attendance.
SBP= School Board Policy
SH= Student Handbook

Issue	Is it addressed? (Yes or No)		Is the policy and handbook in alignment?
	SBP	SH	
Attendance – tardy policy	**Yes No**	**Yes No**	**Yes No**
Attendance- truancy policy	**Yes No**	**Yes No**	**Yes No**
Use of tobacco	**Yes No**	**Yes No**	**Yes No**
Use or possession of alcoholic beverages or any controlled substance	**Yes No**	**Yes No**	**Yes No**
Violent, destructive, and seriously disruptive behavior	**Yes No**	**Yes No**	**Yes No**
Suspension, expulsion, emergency removal, and physical restraint	**Yes No**	**Yes No**	**Yes No**
Weapons	**Yes No**	**Yes No**	**Yes No**
Out-of-school behavior	**Yes No**	**Yes No**	**Yes No**
Participation in extracurricular activities	**Yes No**	**Yes No**	**Yes No**
Academic progress	**Yes No**	**Yes No**	**Yes No**
Citizenship	**Yes No**	**Yes No**	**Yes No**
Briefly describe the district's practice for informing students about the content of the student handbook and ensuring their understanding?			

Provide a list of all students with an IEP suspended and/or expelled for more than 10 days (consecutive or cumulative) during the 2009-2010 school year and for the current 2010-2011 school year. Review all files using the IEP review form on the following page.

2009 – 2010					
Student Name	**Date of Birth**	**Race/Ethnicity**	**Grade**	**Building**	**Total # Days Suspended/Expelled**

2010 – 2011					
Student Name	**Date of Birth**	**Race/Ethnicity**	**Grade**	**Building**	**Total # Days Suspended/Expelled**

Expand table or make copies as needed

All IEPS must be reviewed using the following form

INDIVIDUAL IEP REVIEW FORM

Suspensions and Expulsions

2010-2011 School Year
(FFY08 Data)

District/AEA_____
_____**Date of Review**_____

Reviewer Name & Title_____
_____**Building**_____
_____

IEP Review for Suspension and Expulsions						
Indicator B4	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____
Procedural Integrity	**Y = Yes** **N = No** **N/A = Not Applicable**					
1. For more than 10 consecutive days (an automatic change in placement) was a manifestation determination meeting convened?						
2. For more than 10 cumulative days, did the district determine if it constituted a change of placement?						
3. If the decision above (the 10 cumulative days) was determined a change of placement, was a manifestation determination meeting held and a decision made?						
4. If the behavior was a manifestation, did the IEP team conduct a review of an existing Behavior Intervention Plan? Or if no BIP existed, did the team conduct a Functional Behavior Assessment to develop one?						

IEP Review for Suspension and Expulsions						
Indicator B4	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____
Procedural Integrity	**Y = Yes** **N = No** **N/A = Not Applicable**					
5. If the behavior was a manifestation, was the child returned to his/her educational placement?						
6. If the behavior was not a manifestation, did the district provide academic instruction?						
7. If the removal was not a change of placement, did the district provide academic instruction?						
8. Were services provided to the student once he/she had been removed from his/her current placement for ten school days (consecutive or cumulative) in the same school year and during any subsequent days of removal?						
9. On the date on which a decision was made to make a removal that constituted a change of placement was the parent notified of that decision and provided the procedural safeguards notice?						
IEP Components/Considerations						
10. Are there goals in the area of behavior?						
11. Were positive behavioral interventions and supports considered and addressed in the IEP?						
12. If a BIP exists, was it based on the results of a FBA?						

IEP Review for Suspension and Expulsions						
Indicator B4	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____	**Student Initials** _____ **DOB** _____
Procedural Integrity	**Y = Yes** **N = No** **N/A = Not Applicable**					
13. If a BIP exists that was based on the results of a FBA, is there alignment between the BIP and the FBA (e.g., does treatment match function)?						

Expand table or make copies as needed

A COPY OF ALL IEP REVIEW FORMS MUST BE ATTACHED WHEN SUBMITTING FINAL DOCUMENT

SECTION 4

POSITIVE BEHAVIOR STRATEGIES REVIEW

The purpose of this section is to assist the district in checking the integrity in which PBIS and/or other strategies are being implemented. It also serves to assist a district in identifying possible strategies that may be adopted as practice.

Answer YES if the practice occurs consistently. Answer NO if the practice occurs infrequently or never.

NOTE: A **NO** answer does not result in a finding of noncompliance.

AREA	Yes or No
EXPECTATIONS DEFINED 1) Has the staff of the building agreed to 5 or fewer positively stated school rules for behavior? Is there documentation that the staff has been involved in agreeing to these rules?	**Yes** **No**

AREA	Yes or No
2) Are these expectations/rules posted in at least 8-10 locations within the school that are visible to students on a daily basis?	**Yes No**
TEACHING EXPECTATIONS 3) Is there a documented system for teaching behavioral expectations to students on an annual basis?	**Yes No**
4) Can most students and staff name the expectations for behavior in the school?	**Yes No**
RECOGNITION SYSTEM 5) Is there a documented system for recognizing and rewarding student behavior?	**Yes No**
6) Do a majority of the staff routinely recognize their students for exhibiting expected behavior? Is there documentation of that practice?	**Yes No**
7) When asked, can students describe the recognition/reward system? Do they value the methods used to recognize their behavior? Do the majority of students report being recognized by staff at least once a day?	**Yes No**
RESPONSE TO VIOLATIONS 8) Is there a documented system for dealing with and reporting specific behavioral violations?	**Yes No**
9) Do the majority of staff members agree with administration on what problems are office managed and what problems are classroom managed?	**Yes No**
10) Is there a documented crisis plan for responding to extremely dangerous behaviors? Is all staff knowledgeable of this plan?	**Yes No**
MONITORING & DECISION-MAKING 11) Does the discipline referral form list the following information – student/grade; time; referring staff; problem behavior; location; persons involved; probable motivation; and administrative decision?	**Yes No**
12) Is there a system for collecting and summarizing discipline data, e.g. software program?	**Yes No**
13) Is discipline data reported to the entire staff at least 3 times a year?	**Yes No**
14) Is discipline data used for making decisions regarding the design, implementation and revision of school-wide effective behavior supports?	**Yes No**
MANAGEMENT 15) Does the school improvement plan include behavior support systems as one of the top 3 priorities?	**Yes No**
16) Are there specific activities to enhance behavior support systems within the school? Are these activities evaluated on at least an annual basis using a variety of data sources, including discipline data?	**Yes No**
DISTRICT LEVEL SUPPORT 17) Does the school budget allocate money to support building and maintaining positive behavior support systems within the school?	**Yes No**

Activities, Strategies and Practices Implemented by the District

The Iowa Department of Education recognizes that many districts implement activities, strategies and practices to address discipline concerns prior to conducting this review. Please describe any activities, strategies and/or practices that the district has begun to implement that are not covered in a previous section of this review.

SUMMARY OF FINDINGS

Review sections 1 - 4 and in the chart below, provide a brief summary of findings for each section (e.g., areas of need, areas of strength, areas of non-compliance, areas that need to be explored further, etc.). This summary of findings will assist you in the development of the Corrective Action Plan.

Section 1: Data Review
Summary of Findings (and possible hypothesis):
Section 2: Policies, Procedures and Practices Review
Summary of Findings (a copy of any new or revised policy, procedure or practice needs to be attached): **Areas of noncompliance (list or describe):**
Section 3: Document and IEP Review
Summary of Findings:

Please note findings of noncompliance on any current individual IEP (include student initials and DOB). The district shall make immediate correction of any finding and provide a copy of the corrected IEP to the Department of Education as soon as the correction is made.

Section 4: Positive Behavior Strategies Review

Summary of Findings:

CORRECTIVE ACTION PLAN

Suspensions and Expulsions

2010-2011 School Year
(FFY08 Data)

District/AEA: _____
_____**Date of Submission:**_____

Person Responsible_____**Position**_____
_____**E-mail/**_____

Using the *Summary of Findings* the district shall develop a corrective Action Step for each area of noncompliance identified. Additional Action Steps should be developed for areas where continuous improvement is indicated. Copy the table as needed. As you formulate your corrective *Action Step Details* for each identified area, address the following:

1. **Pattern:** Where is the noncompliance (or area that needs improvement) occurring (e.g., specific buildings, grades, personnel)?
2. **Intervention:** Based on your analysis, what action(s) will best correct the noncompliance?
3. **Measurement:** How will you document that the corrective action(s) has been implemented?
4. **Evaluation:** How will you know that this item has been corrected:
   a) What data will you look at?
   b) What standard/criteria will you use to judge that the problem has been resolved?
5. **Assimilation:** Once this item of noncompliance has been corrected, how will compliance be sustained beyond the duration of this CAP?

1 out of _____ Identify/Describe Area of Noncompliance Identified or Area in Need of Improvement _____ _____	**Person Monitoring Implementation** _____ _____
Action Step Details: (Address questions 1-5 above) 1. Pattern: 2. Intervention: 3. Measurement: 4. Evaluation: 5. Assimilation:	**Optional Review Dates:** Date 1 _____ _____ Date 2 _____ _____ Date 3 _____ _____ Date 4 _____

	_____ **Completion Date**____ _____

2 out of _____ Identify/Describe Area of Noncompliance Identified or Area in Need of Improvement _____ _____	**Person Monitoring Implementation** _____ _____
Action Step Details: (Address questions 1-5 above) 1. Pattern: 2. Intervention: 3. Measurement: 4. Evaluation: 5. Assimilation:	**Optional Review Dates:** Date 1 _____ _____ Date 2 _____ _____ Date 3 _____ _____ Date 4 _____ _____ **Completion Date**____ _____

3 out of _____ Identify/Describe Area of Noncompliance Identified or Area in Need of Improvement _____ _____	**Person Monitoring Implementation** _____ _____
Action Step Details: (Address questions 1-5 above) 1. Pattern: 2. Intervention: 3. Measurement: 4. Evaluation:	**Optional Review Dates:** **Date 1** _____ _____ **Date 2** _____ _____ **Date 3** _____ _____

5. Assimilation:	**Date 4** _____ _____ **Completion Date**_____ _____

Copy table as needed

REVISION OF POLICIES, PROCEDURES AND PRACTICES

If your review resulted in the change of any policy, procedure or practice with respect to the discipline of children with disabilities, please note the revisions made and attach a copy of the new policy, procedure and/or practice. Also note the date and how the changes were publicly reported.

Policy, Procedure and/or Practice (List all revisions)	Describe how changes were/will be publicly reported	Date

ATTACH A COPY OF NEW OR REVISED POLICIES, PROCEDURES AND PRACTICES

Statement of Assurances

Suspensions and Expulsions
2010-2011 School Year
(FFY08 Data)

District:_____
Date of Submission:_____

The _____ Community School District hereby assures the Iowa Department of Education that the information presented in this review of suspension and expulsions is accurate and the review was conducted according to the protocols set forth in this document.

The _____ Community School District further assures the Iowa Department of Education that the district administration has reviewed, approved and supports the Corrective Action Plan set forth in this document.

Superintendent (Printed Name)_____
Date _____

Superintendent (Signature) _____
Date _____

CHECKLIST

- ☐ **Reviewer Information Sheet**
- ☐ ***SECTION 1: Data Review***
- ☐ ***SECTION 2: Policies, Procedures and Practices***
- ☐ ***SECTION 3*: *Document and IEP Review***
  - ° List of students with IEPs suspended for more than 10 days for current school year and for 2009-2010 school year
  - ° IEP Review forms
- ☐ ***SECTION 4*: *Positive Behavior Strategies Review***
- ☐ **Summary of Findings Form**
  - ° Includes list of findings of noncompliance in policies, procedures and practices
  - ° Includes list of findings of noncompliance on individual IEPs
- ☐ **District Action Plan**
- ☐ **Revision of Policies, Procedures and Practices Form**
  - ° Copies of new or revised policies , procedures and/or practices are attached
- ☐ **Statement of Assurance signed by district Superintendent**

Mail a completed copy of the entire document and required attachments to the Iowa Department of Education at the following address:

Cheryl Merical, Consultant
Bureau of Student and Family Support Services
Iowa Department of Education
400 E. 14th Street
Des Moines, IA 50319

Electronic versions may be submitted to
Cheryl.merical@iowa.gov

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: FAPE in the LRE

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

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

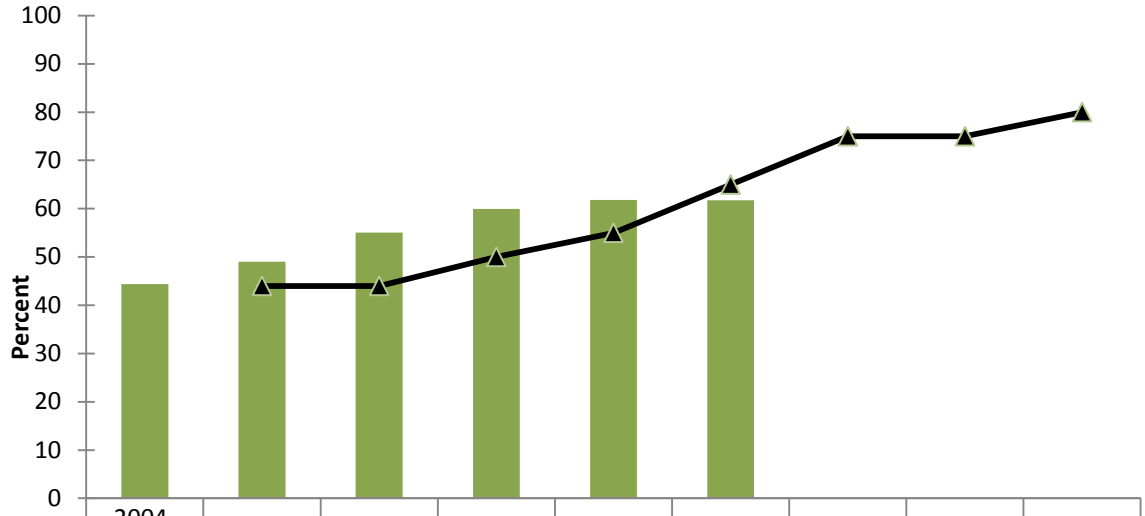
Overview of Issue/Description of System or Process:

It is the policy of the State of Iowa that children requiring special education shall, to the maximum extent appropriate, be educated with children who are not disabled (*Iowa Administrative Rules of Special Education, Division VI*). Iowa policy governing least restrictive environment (LRE) is applicable to all education agencies having responsibilities for the provision of special education and related services for children with disabilities. The State of Iowa assists through its Area Education Agencies (AEA), districts, and State-operated educational programs to provide or make provision, as an integral part of public education, for a free and appropriate public education sufficient to meet the needs of all children requiring special education.

The appropriate individualized education for each child is developed by the Individualized Education Program Team (IEP Team), which is comprised of the child's special education teacher, parent(s), general education teacher(s), a representative of the AEA and district, any other personnel appropriate to the development and discussion of goals, and the student by age 14. Decisions regarding LRE and student goals are made as a team by reviewing all relevant information, including, but not limited to observations, interviews, behavior checklists, structured interactions, play assessment, adaptive and developmental scales, and criterion-referenced and norm-referenced instruments. The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Special Education* ensure that IEP Teams use valid and reliable assessments and evaluation materials administered by trained and knowledgeable personnel.

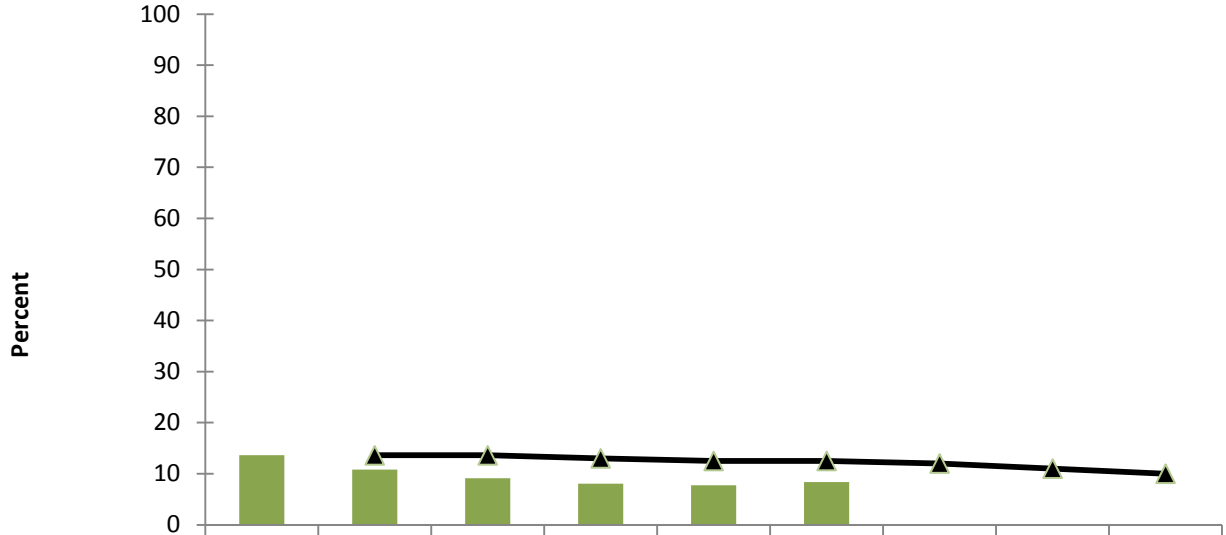
Baseline Data for FFY 2004 (2004-2005) through FFY 2009 (2009-2010):

Baseline data for Indicator B5 for FFY 2004 (2004-2005) through FFY 2009 (2009-2010) are summarized in Figures B5.1 through B5.3. Data are provided for these years because the measurement has remained reasonably consistent since the State Performance Plan was originally submitted in FFY 2004 (2004-2005), and FFY 2009 provides the most recent data available upon revision of the State Performance Plan. Numbers used in the calculations are provided in Table B5.1.



	2004-05 (Baseline)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
In Gen Ed 80%	44.36	49.00	55.05	59.97	61.81	61.72			
Target		44.00	44.00	50.00	55.00	65.00	75.00	75.00	80.00

Figure B5.1. SEA Percent of Children with IEPs Ages 6-21 Inside the Regular Class 80% or More of the Day and SEA Target. *Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2009 (2009-2010), Iowa 618 Table 3, FFY 2004 (2004-2005) through FFY 2009 (2009-2010).*



	2004-05 (Baseline)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
In Gen Ed < 40%	13.61	10.80	9.09	8.03	7.72	8.36			
Target		13.60	13.60	13.00	12.50	12.50	12.00	11.00	10.00

Figure B5.2. SEA Percent of Children with IEPs Ages 6-21 Inside the Regular Class Less Than 40% of the Day and SEA Target. *Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2009 (2009-2010), Iowa 618 Table 3, FFY 2004 (2004-2005) through FFY 2009 (2009-2010).*

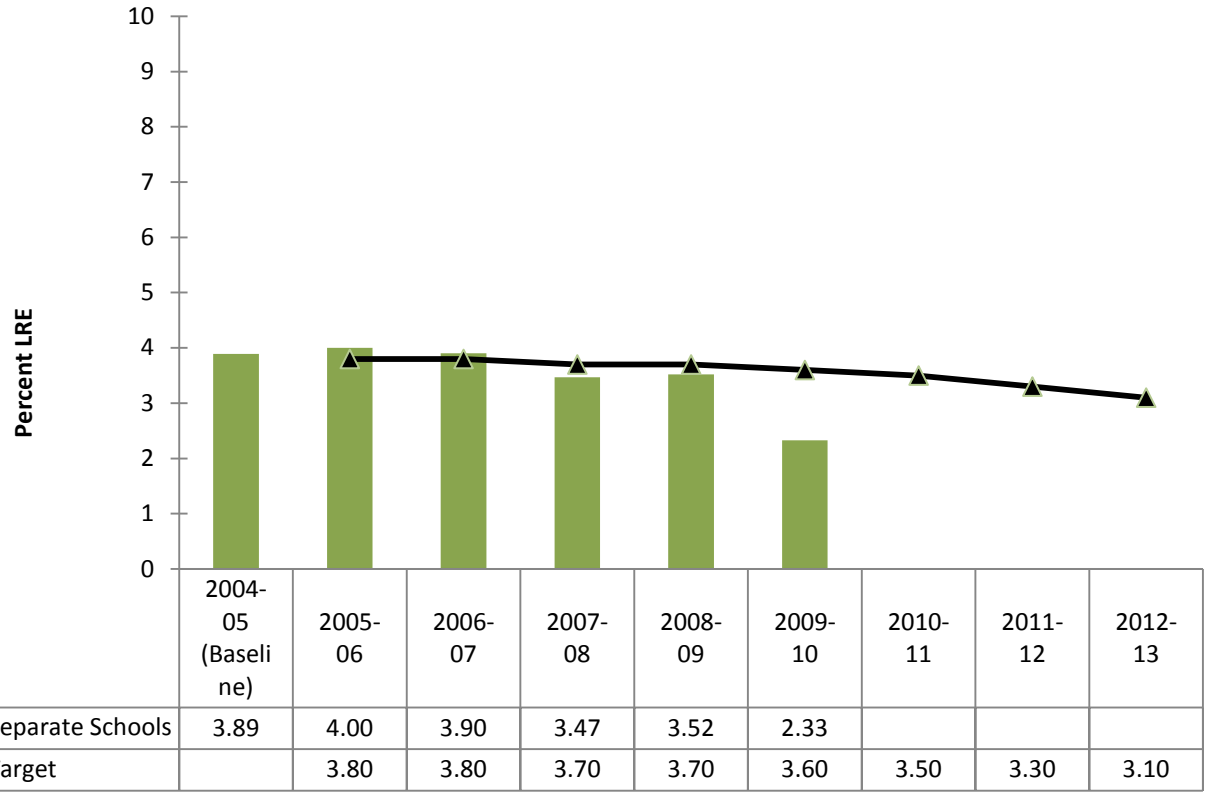


Figure B5.3. State Percent of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements and SEA Target. *Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2009 (2009-2010), Iowa 618 Table 3, FFY 2004 (2004-2005) through FFY 2009 (2009-2010).*

Table B5.1
SEA Number and Percentage of Children with IEPs Ages 6-21 In Categories A, B, and C

Measure	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009
Total 6-21	67578	66339	65195	63332	61418	60369
B5A n	29970	32607	35890	37982	37961	37262
B5B n	9197	7148	5928	5084	4743	5044
B5C n	2629	2637	2342	2196	2162	1405
B5A %	44.36	49.00	55.05	59.97	61.81	61.72
B5B %	13.61	10.80	9.09	8.03	7.72	8.36
B5C %	3.89	4.00	3.60	3.47	3.52	2.33

Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2008 (2008-2009), and Iowa 618 Table 3, FFY 2008 (2008-2009).

Discussion of Baseline Data:

Placement data from FFY 2004 to FFY 2009 indicate that Iowa has made consistent progress in placing more students with IEPs in the regular classroom for a greater portion of the day. Placements in separate schools, residential facilities, and home/hospital placements have remained low and even decreased.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**A. 44.00% of children with IEPs ages 6-21 will be served inside the regular class 80% or more of the day.** **B. 13.60% of children with IEPs ages 6-21 will be served inside the regular class less than 40% of the day.** **C. 3.80% of children with IEPs ages 6-21 will be served in separate schools, residential facilities, or homebound/hospital placements.**
2006 (2006-2007)	**D. 44.00% of children with IEPs ages 6-21 will be served inside the regular class 80% or more of the day.** **E. 13.60% of children with IEPs ages 6-21 will be served inside the regular class less than 40% of the day.** **F. 3.80% of children with IEPs ages 6-21 will be served in separate schools, residential facilities, or homebound/hospital placements.**
2007 (2007-2008)	**G. 50.00% of children with IEPs ages 6-21 will be served inside the regular class 80% or more of the day.** **H. 13.00% of children with IEPs ages 6-21 will be served inside the regular class less than 40% of the day.** **I. 3.70% of children with IEPs ages 6-21 will be served in separate schools, residential facilities, or homebound/hospital placements.**
2008 (2008-2009)	**A. 55.00% of children with IEPs ages 6-21 will be served inside the regular class 80% or more of the day.** **B. 12.50% of children with IEPs ages 6-21 will be served inside the regular class less than 40% of the day.** **C. 3.70% of children with IEPs ages 6-21 will be served in separate schools, residential facilities, or homebound/hospital placements.**
2009 (2009-2010)	**A. 65.00% of children with IEPs ages 6-21 will be served inside the regular class 80% or more of the day.** **B. 12.50% of children with IEPs ages 6-21 will be served inside the regular class less than 40% of the day.** **C. 3.60% of children with IEPs ages 6-21 will be served in separate schools, residential facilities, or homebound/hospital placements.**
2010 (2010-2011)	**A. 75.00% of children with IEPs ages 6-21 will be served inside the regular class 80% or more of the day.** **B. 12.00% of children with IEPs ages 6-21 will be served inside the regular class less than 40% of the day.** **C. 3.50% of children with IEPs ages 6-21 will be served in separate schools, residential facilities, or homebound/hospital placements.**
2011 (2011-2012)	**A. 75.00% of children with IEPs ages 6-21 will be served inside the regular class 80% or more of the day.**

	B. 11.00% of children with IEPs ages 6-21 will be served inside the regular class less than 40% of the day. **C. 3.30% of children with IEPs ages 6-21 will be served in separate schools, residential facilities, or homebound/hospital placements.**
2012 (2012-2013)	**A. 80.00% of children with IEPs ages 6-21 will be served inside the regular class 80% or more of the day.** **B. 10.00% of children with IEPs ages 6-21 will be served inside the regular class less than 40% of the day.** **C. 3.10% of children with IEPs ages 6-21 will be served in separate schools, residential facilities, or homebound/hospital placements.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Clarify/examine/develop policies and procedures. SEA will examine policies, procedures and practices of districts in Iowa with exemplary LRE data.	Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts	Ongoing through FFY 2009 (2009-2010)	SEA will gain useful information from schools on practices that have a positive effect on placement in the least restrictive environment.
Improve data collection and reporting. The SEA conducted a review of all placement data in the Information Management System (IMS) for students with IEPs ages 6-21 who were listed as being served in separate schools, residential facilities, homebound/hospital placements, correctional facilities, or parentally placed in private schools.	SEA Staff, AEA, LEA	Ongoing through FFY 2009 (2009-2010)	Placement data in IMS are more valid and reliable.

Improve data collection and reporting. The SEA conducted desk audits to assess the validity and reliability of LRE calculations and resulting data.	SEA Staff	Ongoing through FFY 2010 (2010-2011)	Analysis of data indicated that IEP teams were not calculating LRE accurately or reliably. Over 20 training sessions were provided for over 100 AEA consultants and administrators, LEA administrators, and data entry personnel statewide. Training covered LRE calculations and correct data entry procedures. Subsequent desk audits conducted by the SEA verified and ensured the accuracy of every student's LRE information.
Clarify/examine/develop policies and procedures. The SEA required Area Education Agencies to write improvement plans addressing Part B indicators of concern.	SEA, AEA staff	Ongoing through FFY 2010 (2010-2011)	All AEAs interpreted results of LRE data.
Clarify/examine/develop policies and procedures. SEA's system of compliance monitoring identified and provided for the correction of problems in LRE calculation.	SEA, AEA staff	Ongoing through FFY 2010 (2010-2011)	LEAs and AEAs used compliance data to improve LRE.
Clarify/examine/develop policies and procedures. SEA used the SEAP as a stakeholder group to analyze root-cause factors affecting LRE.	SEAP, SEA staff	Ongoing for FFY 2008 (2008-2009).	State, AEA and LEA data brought to SEAP for root cause analysis.
Provide Training/Professional Development Framework for Effective Instruction for student with significant disabilities	SEA, AEA, LEA staff	Ongoing through FFY 2012 (2012-2013)	Professional development offerings to LEA and AEA personnel. Analysis of Iowa Alternate Assessment 1% achievement data and increased opportunity to access the general curriculum and %LRE.
Provide Training/Professional Development Significant disabilities literacy and communication project	SEA, AEA, LEA staff	Ongoing through FFY 2012 (2012-2013)	Analysis of Iowa Alternate Assessment 1% achievement data and increased opportunity to access the general curriculum and %LRE.
Clarify/examine/develop policies and procedures The SEA required LEAs to develop District Developed Special Education Service Delivery Plans with descriptions of the full continuum of services and supports.	SEA, AEA, LEA staff	Ongoing through FFY 2012 (2012-2013)	Districts will provide the full continuum of services and supports for students, allowing students to move along the continuum and increase time spent in the least restrictive environment.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

In the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet, OSEP states that:

> *States are not required to report on Indicator 6 in the FFY 2009 APR, due February 1, 2011.*

Therefore, consistent with OSEP's directions, Iowa is not reporting on Indicator B6 for FFY 2009 (2009-2010).

Monitoring Priority: Monitoring Priority: FAPE in the LRE

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

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

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

Measurement:

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

Consistent with OSEP's guidance on Indicator 6, states need not report on Indicator 6 for FFY 2009.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement: Outcomes:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes:

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by

the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

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

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

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

Overview of Issue/Description of System or Process:

The State Education Agency (SEA) began in FFY 2004 (2004-2005) to design a statewide accountability system that measured early childhood outcomes for preschool children in special education. The system expanded upon Iowa's systematic process to monitor progress for performance on Individualized Educational Program (IEP) goals in addition to using multiple measures to gather data on children's performance.

During FFY 2005 (2005-2006), the SEA developed the *Early Childhood Outcomes (ECO) Summary Form (ECO Summary Form)* based on a three-level rating scale that summarized each child's level of functioning in each of the ECO areas in relation to same-aged peers. The IEP Teams began using the *ECO Summary Form* for all preschool children entering special education services after January 31, 2006 in order to report baseline data on the percent of preschool children in the three measurement categories in each of the ECO areas to be reported in the State Performance Plan (SPP) for Indicator B7.

Due to changes of the SPP measurement categories for the early childhood outcome indicator announced Fall of FFY 2006 (2006-2007), the SEA revised the statewide accountability system in order to gather data for reporting the percent of preschool children in each of the five measurement categories for each of three ECO areas.

The SEA incorporated the 7-point scale of the *Child Outcomes Summary Form* (COSF) developed by the National Early Childhood Outcomes Center, into a revision of the *ECO Summary Form*. The *revised ECO Summary Form*, when completed by IEP teams as described below, provides data to report on children in one of five categories in the measurement required for Indicator B7. The *Revised ECO Summary Form* uses: (a) the 7-point scale from the COSF, and (b) the question from the COSF on progress. The *Revised ECO Summary Form* has an additional section to report supporting evidence on assessment methods and sources of information used by IEP teams to generate the data used in rating performance.

The SEA required Area Education Agencies to adopt the *Revised ECO Summary Form*. The SEA required IEP Teams to complete the *Revised ECO Summary Form* for all children that had an initial IEP meeting beginning July 1, 2006. Use of the *Revised ECO Summary Form* helps to ensure valid and reliable data and supporting evidence on children's functioning in comparison to peers or standards using the 7-point outcome rating scale.

To ensure quality professional development for ECO, the SEA used the OSEP-funded National ECO Center's training materials and resources (e.g., Decision Tree for Summary Rating Discussions, Age-Expected Child Development Resources and COSF Training Materials). Use of the ECO training material provided assurance that all IEP teams in Iowa addressing preschool children ages 3 through 5 have been trained to implement consistent procedures for gathering, analyzing and reporting these data on the *Revised ECO Summary Form*.

Beginning in FFY 2006 (2006-2007), Iowa's accountability system provided the data to determine the differences special education services made for preschool children in the areas of positive social-emotional skills; acquisition and use of knowledge and skills; and use of appropriate behaviors to meet their needs as

defined by the five measurement categories. The data were used to inform policy makers and stakeholders of children's functional skills and progress, advance implementation of evidence-based curricula and assessment practices and improve interventions to meet the needs of children with disabilities.

The ECO data were gathered on all preschool children determined eligible for special education services, regardless of their special education services or areas of concern.

Iowa's accountability system for ECO includes several components:

- Policies and procedures to guide assessment and measurement practices;
- Technical Assistance for specified staff to support data collection and use;
- Monitoring procedures to ensure data accuracy; and
- Information Management System for data entry, maintenance and analysis.

Policies and procedures to guide assessment and measurement practices

The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Special Education* ensure that Individualized Education Program (IEP) Teams use valid and reliable assessments and evaluation materials administered by trained and knowledgeable personnel (IAC 281- 41.49). Each Area Education Agency (AEA), as required by the *Iowa Administrative Rules of Special Education*, has written and adopted evaluation procedures guided by a technical assistance document that was developed by a stakeholder group. The technical assistance document is titled: *Iowa's Special Education Eligibility Standards*.

A full and individual evaluation of a child's needs must be completed before a child's eligibility is determined. During FFY 2006 (2006-2007), the state developed a common template for a statewide Educational Evaluation Report (EER) to be used for reporting relevant functional, developmental and academic information gathered during a child's evaluation. The EER template included a reminder to gather information that addressed preschool children's performance and progress in each of the three ECO areas so that teams had complete and accurate data. Subsequent to the determination of eligibility for special education services, the child's entry point data for age-appropriate functioning across settings and situations were discussed and summarized on the *ECO Summary* form as a part of a child's initial IEP meeting.

As a part of each preschool child's annual IEP review, a child's age-appropriate functioning and progress made in his or her skills and behaviors were determined based on multiple sources of data gathered using multiple methods such as record reviews, interviews, observations, performance monitoring data on IEP goals, and ongoing assessments. The *ECO Summary* form was used to summarize the child's skills and behaviors in comparison to the functioning expected for the age of the child and the child's progress in each of the three ECO areas.

ECO is a systematic process to determine children's functioning compared to same-aged peers and to determine progress in skills and behaviors in the three ECO areas. Data for all preschool children who met the following criteria were included in Indicator 7: (1) Eligible for special education, and (2) Received early childhood special education services for at least 6 months. The ECO data were gathered upon eligibility for special education services and annually thereafter as a part of an IEP review until the child exited or no longer received early childhood special education services.

The ECO process, conducted by the IEP Team, included two phases: (A) Initial IEP and (B) Annual IEP Review:

Initial IEP

Analysis of ECO Entry Point data (FFY 2008 [2008-2009] for reporting in SPP due February 1, 2010).

Data at Entry Point were obtained through Iowa's *Response to Intervention (RTI)* model and *Special Education Eligibility Process*. The eligibility process resulted in formative data for individual children compared to chronological age expectations. Multiple methods of collecting data from various sources were used for Eligibility Determination that included: Record reviews, Interviews, Observations and Tests/Assessments (RIOT). The IEP Team determined the methods for collecting data based upon the unique needs of the child. Options of test/assessment procedures included the use of behavior checklists, structured interactions, play-based assessments, adaptive and developmental scales, and curriculum-based, criterion-referenced and norm-referenced assessment instruments.

The commonly used assessment instruments used by IEP Teams included, but were not limited to, the *Creative Curriculum Developmental Continuum Assessment, High/Scope Child Observation Record, Work Sampling System, Developmental Observation Checklist System and the Assessment, Evaluation and Programming System for Infants and Children*. In addition, research-based Iowa Early Learning Standards, developed by stakeholders with expertise in child development and early education, were used to guide peer comparisons of developmental ages and stages of preschool comprehensive skills. A crosswalk of the *Iowa Early Learning Standards* with the ECO areas was developed to illustrate the alignment of the State's expectations for what young children know and are able to do in each of the ECO areas.

Analysis of Entry Point data are conducted by triangulating data (record reviews, interviews, observations, tests/assessments as described above) across multiple investigators (the IEP Team members).[8]

Determination of Status at Entry Point was based on the results of triangulation of data and the completion of the ECO Summary form.

The ECO Summary form for comparison to peers was a seven-point scale used to summarize each child's level of functioning in each of the three ECO areas in relation to same-aged peers. A rating of six or seven indicated the outcome was achieved at an age-appropriate level across a variety of settings and situations, and a rating of one through five indicated the child's functioning was below age-appropriate skills expected of a child his or her age.

Documenting Entry Point status was the IEP Team's responsibility to complete the ECO Summary form to document results at the inital IEP.

Entry of documented results from the ECO Summary form into Iowa's Information Management System (IMS) was completed by trained data entry personnel. IMS established data parameters, and did not accept a rating other than what was determined on the ECO Summary's 7-point scale.

Reporting occurred on an annual basis for the Local Education Agencies (LEA), AEAs and the SEA, as well as IEP Teams who had ongoing access to results as documented on the *ECO Summary* form.

The Annual IEP Review

Analysis of ECO Progress Point data (FFY 2008 [2008-2009] for reporting SPP due February 1, 2010).

Data at the Progress Point were obtained by Record reviews, Interviews, Observations and Tests/Assessments (RIOT). This included, but was not limited to, a review of Entry Point data, interviews, observations, behavior checklists, structured interactions, play-based assessments, adaptive and developmental scales, and curriculum-based, criterion-referenced and norm-referenced assessment instruments. The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Special Education* ensured that IEP Teams used valid and reliable assessments and evaluation materials

[8] Data triangulation and technical adequacy are described in detail in the discussion of Collection and Analysis of Baseline Data in Indicator 7.

administered by trained and knowledgeable personnel. The annual review process resulted in formative data in which individual children were compared to chronological age expectations.

The commonly used assessment instruments used by IEP Teams included, but were not limited to, the *Creative Curriculum Developmental Continuum Assessment*, *High/Scope Child Observation Record*, *Work Sampling System*, *Developmental Observation Checklist System* and the *Assessment, Evaluation and Programming System for Infants and Children*.

Analysis of ECO Progress Point data were conducted by triangulating data (record reviews, observations, tests/assessments as described above) across multiple investigators - the IEP Team members. Research-based Iowa Early Learning Standards, developed by stakeholders with expertise in child development and early education, were used to guide peer comparisons of developmental ages and stages of preschool comprehensive skills. The Progress Point data were analyzed at the annual IEP review. The IEP Team was responsible for gathering and analyzing data that were needed to determine children's progress in the three ECO areas, regardless of the areas addressed on a child's IEP.

Determination of Progress at the Progress Point was based on the results of triangulation of data and the completion of the ECO Summary form.

The ECO Summary form for comparison to peers was a seven-point scale that summarized each child's level of functioning in each of the three ECO areas in relation to same-aged peers. A rating of six or seven indicated the outcome was achieved at an age-appropriate level across a variety of settings and situations, and a rating of one through five indicated the child's functioning was below age-appropriate skills expected of a child his or her age.

The IEP Team determined if a child progressed or acquired new skills or behaviors in each of the three ECO areas and documented the child's improvements by responding to a "yes/no" question on the ECO Summary form.

In addition, the IEP Team documented on the ECO Summary form all of the methods used to determine the outcome rating and progress through *R*ecord reviews, *I*nterviews, *O*bservations and *T*ests/Assessments (*RIOT*), the sources of information and a summary of results for each of the ECO areas.

Documenting ECO Progress Point data were completed by the IEP Team completing the ECO Summary form and documented results at the review of the IEP.

Entry of documented results from the ECO Summary form into Iowa's Information Management System (IMS) was completed by trained data entry personnel. IMS established data parameters, and did not accept a rating other than what was determined on the ECO Summary's 7-point scale, the yes/no response for a child's progress, and the supporting evidence used to determine the outcome rating and progress.

Reporting occurred on an annual basis for the LEAs, AEAs and the SEA, as well as IEP Teams who had ongoing access to results as documented on the ECO Summary form.

Technical Assistance for specified staff to support data collection, reporting and use*.* Beginning in FFY 2006 (2006–2007), the SEA trained staff from AEAs on the process for completing the revised ECO Summary form. The AEA staff have continued in FFY 2008 (2008-2009) providing ongoing training and technical assistance for IEP Teams to accurately document, enter, and report each child's performance on the ECO Summary form. Additionally, AEAs were provided training on a document that aligned the Early Childhood Outcomes and the Iowa Early Learning Standards and Benchmarks. This alignment provided operational definitions as well as questions developed by the National ECO Center to guide discussions so that IEP Teams had an understanding of the skills and behaviors that were being addressed in each of the ECO areas.

Specific Technical Assistance activities for FFY 2008 (2008-2009), and for the duration of the SPP (FFY 2010 [2010-2011]), are summarized in the table at the end of this Indicator.

Collection and Analysis of Progress Data. All preschool children who met the following criteria were assessed using multiple sources of data which were summarized on the ECO Summary form: (1) Entered special education services on an IEP after June 30, 2006; (2) Received early childhood special education services for at least 6 months; and (3) Exited early childhood special education services in the applicable SPP/APR FFY. Early Childhood Outcomes data were gathered upon entering Part B early childhood special education services and at the annual IEP review thereafter, up to exiting early childhood special education services.

The use of Investigator[9] (IEP Team members) and Methodological[10] (e.g., RIOT) Triangulation is an accepted form of data analysis to control for bias and establish convergence of data among multiple methods and different sources of data (Denzin, 1970; Mathison, 1988; Patton, 2002; Creswell & Miller, 2000). Early Childhood Outcomes employ Investigator and Methodological Triangulation to determine child status and progress at Entry Point and Progress Point. The ECO Summary form documents the determination of the status and progress of childrens' functioning compared to chronological age expectations for each of the three ECO areas.

Iowa ensures the technical adequacy of the data on which triangulation is based, as described in IDEA and the *Iowa Administrative Rules of Special Education*. The assessment procedures, tests and other evaluation materials are required to be validated for the specific purpose for which they are used, administered by trained and knowledgeable personnel, and technically sound and assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors [IAC120-41.49(1)b; 120-41.49(1)c; 120-41.49(1)d]. Also, the technical adequacy of measures and triangulation of data are reflected in the following supporting documents: Iowa's *Special Education Assessment Standards*, *Special Education Eligibility, and District-Wide Standards-Referenced Assessment System (DSRAS).* These documents have provided the basis for extensive training and technical assistance by the SEA to AEA and LEA personnel.

Iowa's process for assuring reliable and valid data is also captured through answers to the following five questions:

- *Who will be included in the measurement*? All preschool children who are determined eligible for special education after June 30, 2006, received early childhood special education services on an IEP for at least 6 months, and exited early childhood special education services between July 1 and June 30 of the applicable SPP/APR FFY.
- *What assessment/measurement tool(s) will be used*? Multiple methods of data using multiple sources, including but not limited to, record reviews, interviews, observations, performance monitoring data on IEP goals, and ongoing child assessments are gathered to determine children's functioning compared to same-aged peers (Comparison to Peers) and acquisition of new skills and behaviors (Progress Data) in each of the three ECO areas. The commonly used assessment instruments used by IEP Teams include, but are not limited to, the Creative Curriculum Developmental Continuum Assessment, High/Scope Child Observation Record, Work Sampling System, Developmental Observation Checklist System and the Assessment, Evaluation and Programming System. The ECO Summary form is used to summarize the data from the multiple measures used by the IEP Teams.
- *Who will conduct the assessments?* Qualified personnel in the RTI and Eligibility Determination process as described in IDEA 2004 and the *Iowa Administrative Rules for Special Education*. The IEP Team, including parents, is involved in gathering information about children's functioning compared to same-aged peers and acquisition of new skills across a variety of settings and situations as a part of the ECO process.

[9] Investigator Triangulation is the use of multiple, rather than a single, observer to come to an understanding of data (Denzin, 1970).
[10] Methodological Triangulation is the use of more than one method of obtaining data (Denzin, 1970). Traditionally, this has been interpreted to be the use of multiple methods as reviews of existing data, observations, interviews and tests/assessments.

- *When will the measurement occur*? Entry Point data for the Comparison to Peers are collected as part of the Initial IEP. Comparison to Peers and Progress data are collected as part of annual IEP reviews when the child exits or no longer receives early childhood special education services.
- *Who will report data to whom, in what form, and how often*? IEP Teams report data on the ECO Summary form annually to IMS. Using individual identification codes for each child, data on the ECO Summary forms are manually entered into the database by trained data entry personnel.

Baseline Data for FFY 2008 (2008-2009) through FFY 2009 (2009-2010):

Baseline data for Indicator B7 for FFY 2008 (2007-2008) and target data for FFY 2009 (2009-2010) are summarized in Figures B7.1 through B7.6. Tables B7.1 through B7.6 provide corresponding numbers and percentages for Outcomes A, B, and C. Data are provided for both FFY 2008 and FFY 2009 because these are the two data reporting years following the reporting of summary measures for ECO data. These were also the most recent data available upon revision of the State Performance Plan.

Table B7.1
SEA Numbers for Outcome A: Positive social-emotional skills FFY 2008

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	0	161	161	155	216	693
Percent	0.00	23.23	23.23	22.37	31.17	100

Source. Information Management System Data Report, FFY 2008 (2008-2009).

Table B7.2
SEA Numbers for Outcome A: Positive social-emotional skills FFY 2009

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	0	148	174	160	169	651
Percent	0	22.73	26.73	24.58	25.96	100

Source. Information Management System Data Report, FFY 2009 (2009-2010).

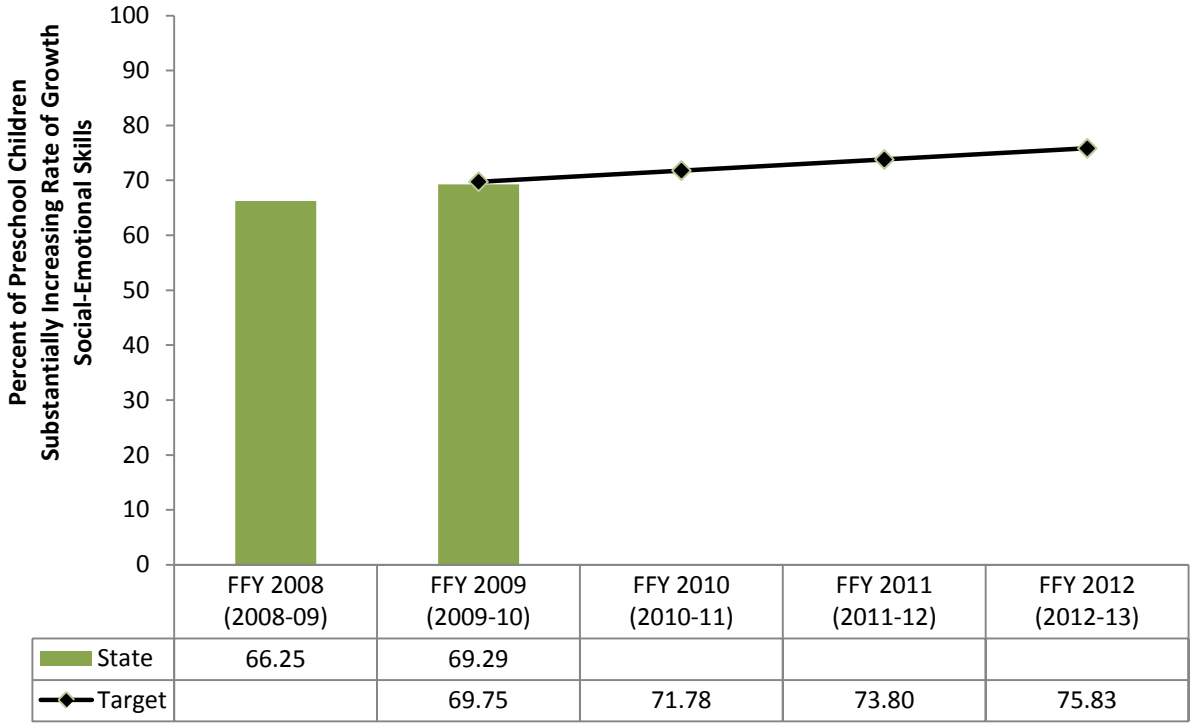


Figure B7.1 Percent of Children Substantially Increasing Their Rate of Growth for Positive Social-Emotional Skills and State Targets (Summary Statement 1, Outcome A). *Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009) and FFY 2009 (2009-2010).*

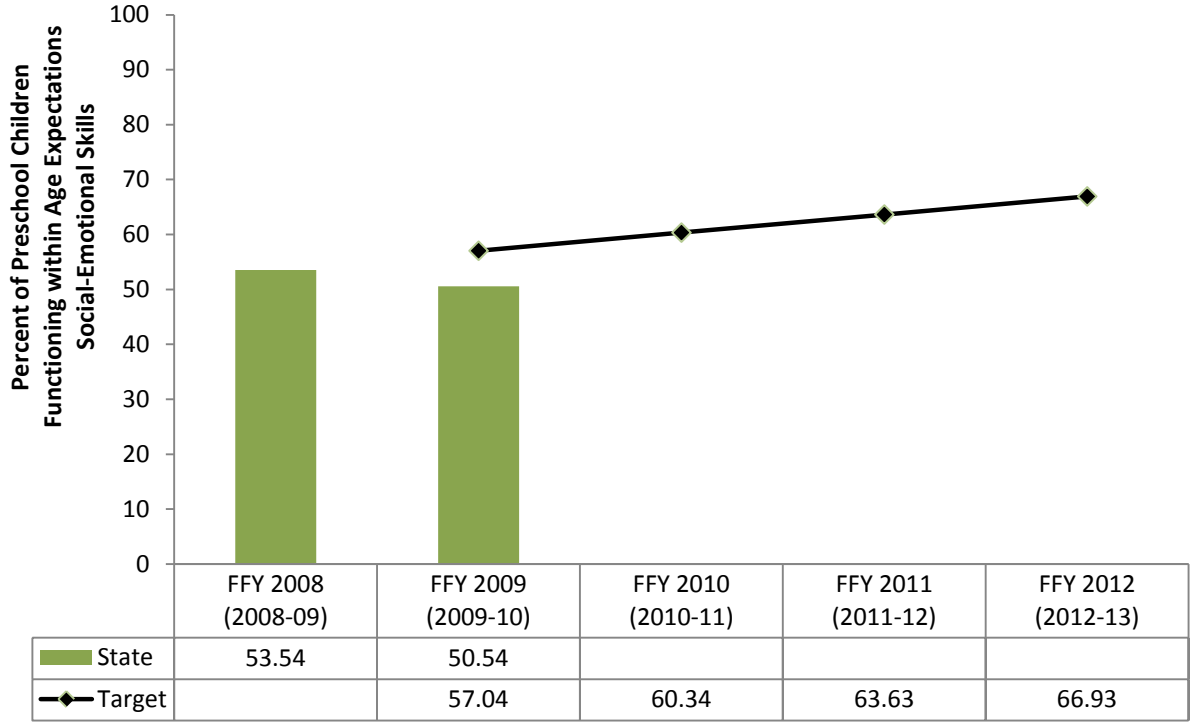


Figure B7.2 Percent of Children Functioning within Age Expectations for Positive Social-Emotional Skills and State Targets (Summary Statement 2, Outcome A). *Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009) and FFY 2009 (2009-2010).*

Table B7.3
SEA numbers for Outcome B: Acquisition and use of knowledge and skills FFY 2008

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	0	171	280	206	36	693
Percent	0.00	24.68	40.40	29.73	5.19	100

Source. Information Management System Data Report, FFY 2008 (2008-2009).

Table B7.4
SEA numbers for Outcome B: Acquisition and use of knowledge and skills FFY 2009

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	0	166	292	160	33	651
Percent	0	25.50	44.85	24.58	5.07	100

Source. Information Management System Data Report, FFY 2009 (2009-2010).

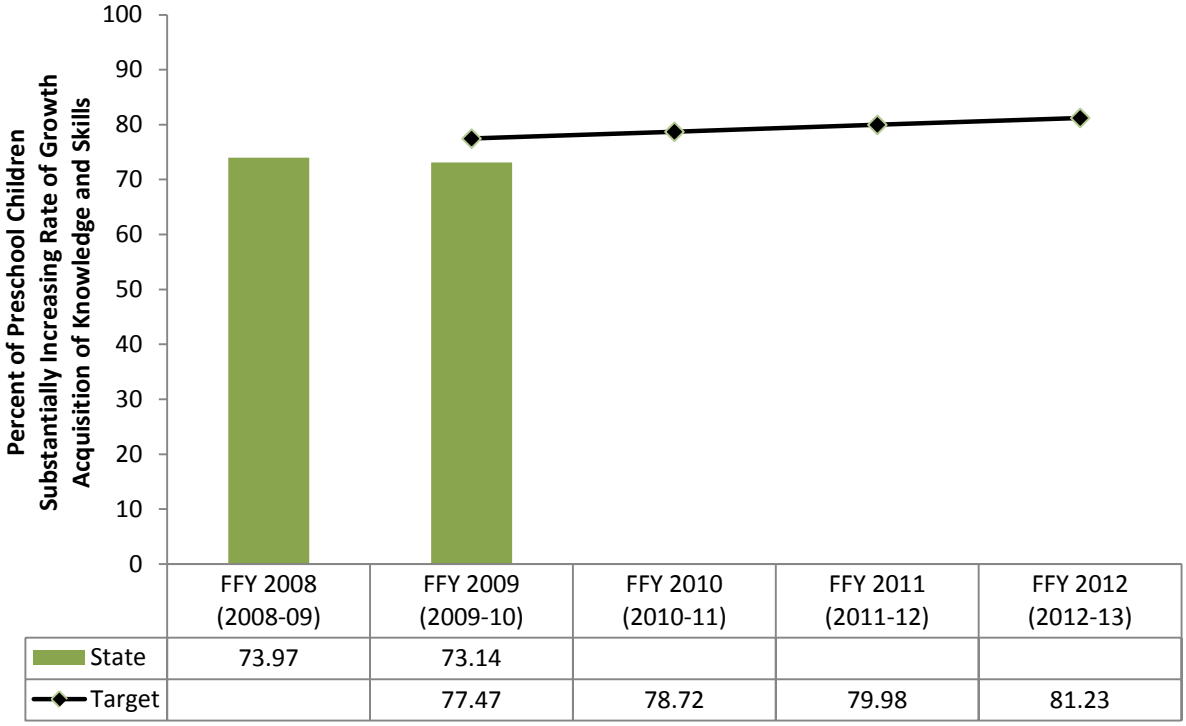


Figure B7.3 Percent of Children Substantially Increasing Their Rate of Growth for Acquisition and Use of Knowledge and Skills and State Targets (Summary Statement 1, Outcome B). *Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009) and FFY 2009 (2009-2010).*

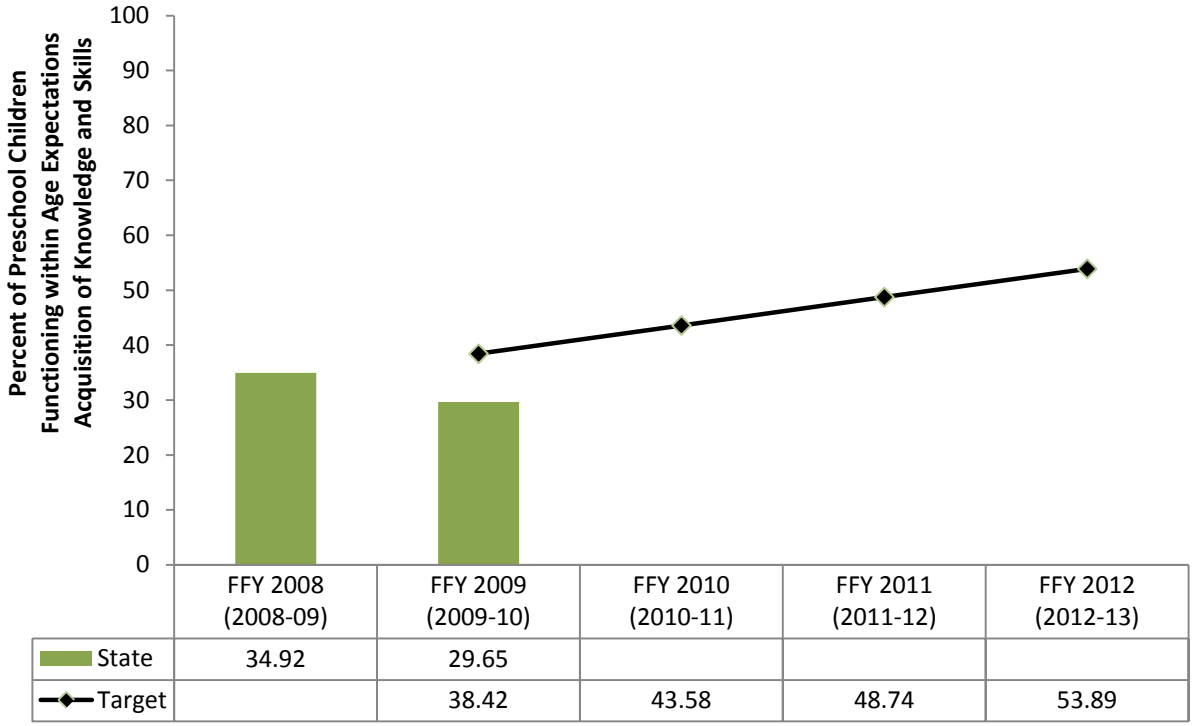


Figure B7.4 Percent of Children Functioning within Age Expectations for Acquisition and Use of Knowledge and Skills and State Targets (Summary Statement 2, Outcome B). *Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009) and FFY 2009 (2009-2010).*

Table B7.5
SEA Numbers for Outcome C - Use of appropriate behaviors to meet their needs FFY 2008

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	0	195	117	138	243	693
Percent	0.00	28.14	16.88	19.91	35.06	100

Source. Information Management System Data Report, FFY 2008 (2008-2009).

Table B7.6
SEA Numbers for Outcome C - Use of appropriate behaviors to meet their needs FFY 2009

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	0	175	104	150	222	651
Percent	0	26.88	15.98	23.04	34.10	100

Source. Information Management System Data Report, FFY 2009 (2009-2010).

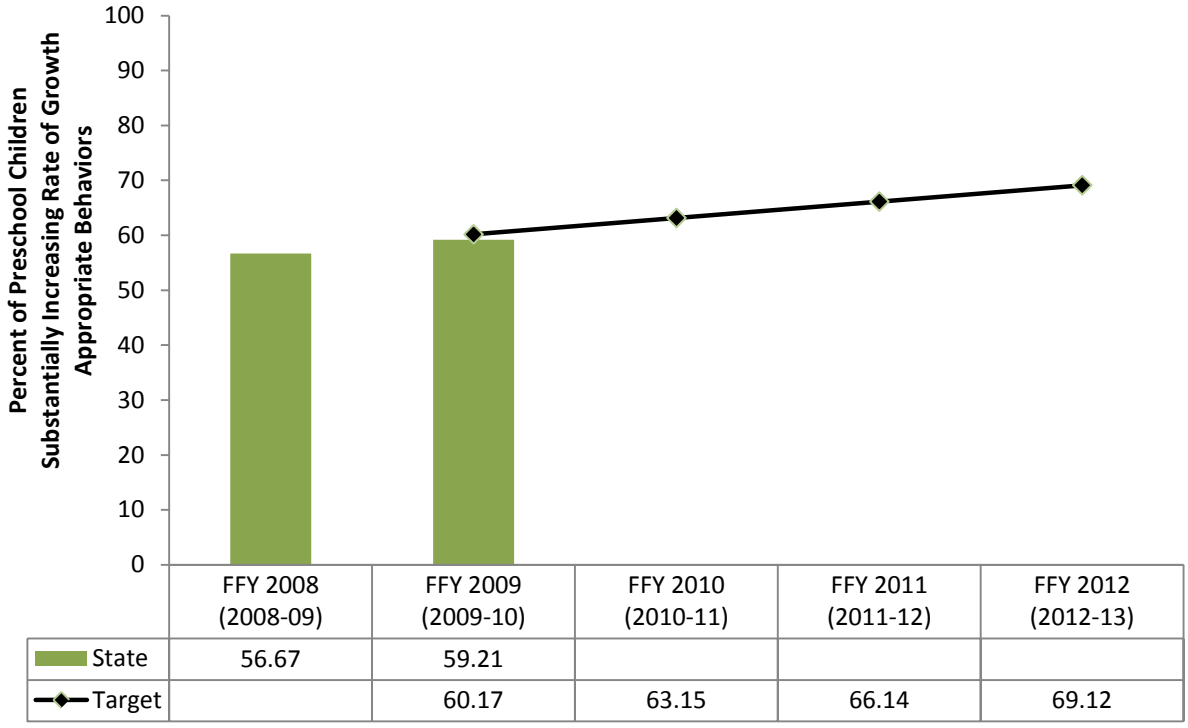


Figure B7.5 Percent of Children Substantially Increasing Their Rate of Growth for Use of Appropriate Behaviors and State Targets (Summary Statement 1, Outcome C). *Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009) and FFY 2009 (2009-2010).*

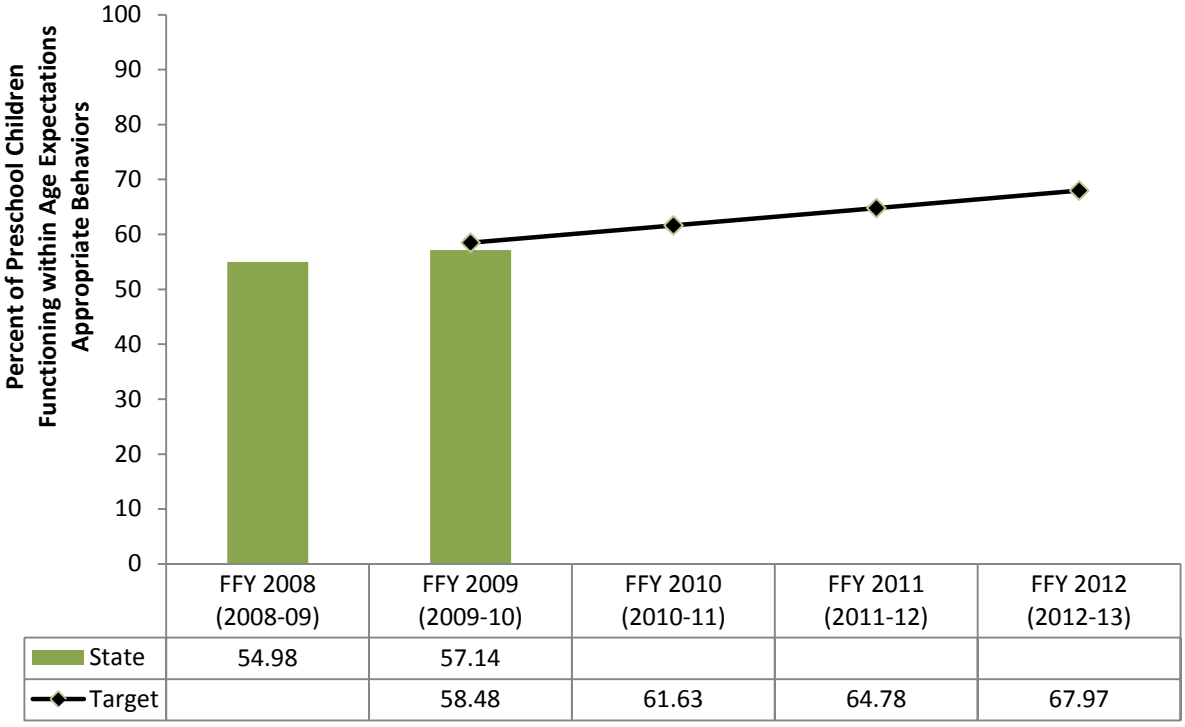


Figure B7.6 Percent of Children Functioning within Age Expectations for Use of Appropriate Behaviors and State Targets (Summary Statement 2, Outcome C). *Source. Iowa's Information Management System (IMS) FFY 2008 (2008-2009) and FFY 2009 (2009-2010).*

Discussion of Baseline Data:

Data from FFY 2008 and FFY 2009 indicate that while children receiving early childhood special education services appear to be improving in some areas (Appropriate Behaviors, those increasing rate of growth for Social-Emotional Skills), Iowa showed slippage in the areas of Acquisition and Use of Knowledge and Skills and for those children functioning within age expectations on the Social-Emotional Skills measure.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2009)	Not Applicable.
2007 (2007-2008)	Not Applicable.
2008 (2008-2009)	Not Applicable.
2009 (2009-2010)	Outcome A, Summary Statement 1: 69.75% of children will have substantially increased their rate of growth with respect to social-emotional skills Outcome A, Summary Statement 2: 57.04% of children will be functioning within age expectations with respect to social-emotional skills Outcome B, Summary Statement 1: 77.47% of children will have substantially increased their rate of growth with respect to acquisition and use of knowledge and skills Outcome B, Summary Statement 2: 38.42% of children will be functioning within age expectations with respect to acquisition and use of knowledge and skills Outcome C, Summary Statement 1: 60.17% of children will have substantially increased their rate of growth with respect to use of appropriate behaviors to meet their needs Outcome C, Summary Statement 2: 58.48% of children will be functioning within age expectations with respect to use of appropriate behaviors to meet their needs
2010 (2010-2011)	Outcome A, Summary Statement 1: 71.78% of children will have substantially increased their rate of growth with respect to social-emotional skills Outcome A, Summary Statement 2: 60.34% of children will be functioning within age

	expectations with respect to social-emotional skills Outcome B, Summary Statement 1: 78.72% of children will have substantially increased their rate of growth with respect to acquisition and use of knowledge and skills Outcome B, Summary Statement 2: 43.58% of children will be functioning within age expectations with respect to acquisition and use of knowledge and skills Outcome C, Summary Statement 1: 63.15% of children will have substantially increased their rate of growth with respect to use of appropriate behaviors to meet their needs Outcome C, Summary Statement 2: 61.63% of children will be functioning within age expectations with respect to use of appropriate behaviors to meet their needs
2011 (2011-2012)	Outcome A, Summary Statement 1: 73.80% of children will have substantially increased their rate of growth with respect to social-emotional skills Outcome A, Summary Statement 2: 63.63% of children will be functioning within age expectations with respect to social-emotional skills Outcome B, Summary Statement 1: 79.98% of children will have substantially increased their rate of growth with respect to acquisition and use of knowledge and skills Outcome B, Summary Statement 2: 48.74% of children will be functioning within age expectations with respect to acquisition and use of knowledge and skills Outcome C, Summary Statement 1: 66.14% of children will have substantially increased their rate of growth with respect to use of appropriate behaviors to meet their needs Outcome C, Summary Statement 2: 64.78% of children will be functioning within age expectations with respect to use of appropriate behaviors to meet their needs
2012 (2012-2013)	Outcome A, Summary Statement 1: 75.83% of children will have substantially increased their rate of growth with respect to social-emotional skills Outcome A, Summary Statement 2: 66.93% of children will be functioning within age expectations with respect to social-emotional skills Outcome B, Summary Statement 1: 81.23% of children will have substantially increased their rate of growth with respect to acquisition and use of knowledge and skills Outcome B, Summary Statement 2: 53.89% of children will be functioning within age expectations with respect to acquisition and use of knowledge and skills Outcome C, Summary Statement 1: 69.12% of children will have substantially increased their rate of growth with respect to use of appropriate behaviors to meet their

	needs Outcome C, Summary Statement 2: 67.97% of children will be functioning within age expectations with respect to use of appropriate behaviors to meet their needs

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Activity	Personnel Resources Committed	Outcomes	Projected Duration
Analysis of policies, procedures and practices. Develop a template for a statewide Educational Evaluation Report summarizing practices and procedures used for gathering data in the 3 ECO areas. Aligned with Indicator B11.	Two SEA staff	Child data and information is gathered on the three ECO areas through the process of completing an educational evaluation for preschool children.	Completed FFY 2009 (2009-2010)
Ongoing monitoring and enforcement as needed*. SEA conducts pilot, onsite monitoring of LEA to verify implementation of Iowa Quality Preschool Program Standards (QPPS) and criteria, including curriculum and child assessment.	One SEA Staff and 5 AEA Staff per visit	LEA implemented QPPS and criteria.	Completed in FFY 2007 (2007-2008)
Verification of data. SEA conduct quarterly data verification reports to ensure the accuracy of every student's ECO information.	Three SEA staff	Valid and reliable ECO data for every child entering and exiting early childhood special education services.	Through FFY 2012 (2012-2013)
Verification of data. Develop and provide ongoing training for AEA consultants and administrators, and data entry personnel statewide. Training includes the process of completing the ECO Summary form and correct data entry procedures.	One SEA staff and one IMS staff, AEA consultants, AEA administrators	AEA consultants and administrators were trained in ECO procedures statewide. AEA data entry staff trained to enter valid and reliable data.	Through FFY 2012 (2012-2013)
Verification of data. AEA provides training sessions for IEP Teams statewide. Training targets the process of completing the ECO Summary form and correct data entry procedures.	AEA Staff	IEP Teams trained in ECO procedures statewide.	Through FFY 2012 (2012-2013)

Activity	Personnel Resources Committed	Outcomes	Projected Duration
Technical assistance. Develop statewide evaluation and assessment procedures for AEA personnel.	AEA-led team with SEA input	Consistent statewide evaluation and assessment procedures for identifying children ages 3 – 21 for special education services.	Procedures manual targeted for completion July 1, 2010. Technical assistance continuing through FFY 2012 (2012-2013)
Technical assistance. Provide professional development to AEAs and LEAs on Quality Preschool Program Standards and implement procedures for evaluation, assessment and curriculum.	One SEA staff and Contracted Personnel	Trained AEA and LEA personnel.	Through FFY 2012 (2012-2013)
Technical assistance.* SEA requires LEA to implement preschool program standards in Early Childhood Special Education (ECSE) and Early Childhood (EC) programs serving children on an IEP.	One SEA Staff	LEA implemented preschool program standards.	Through FFY 2012 (2012-2013)
Technical assistance.* SEA integrates ECO process into IEP statewide procedures documents and other technical assistance provided.	One SEA Staff	Consistent procedures statewide in completing the ECO Summary form; instructions for ECO process posted along with IEP procedures on DE Website.	Revisions as needed through FFY 2012 (2012-2013)
Analysis of data to identify concerns.* SEA collaborates with Special Education Advisory Panel in analyzing progress data and setting targets for submission in February 2010.	Two SEA Staff, SEAP	Measureable, rigorous targets for summary statements of ECO measures.	Through FFY 2012 (2012-2013)

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: FAPE in the LRE

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

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

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

Overview of Issue/Description of System or Process:

While the OSEP parent involvement indicator is a recent measure for collection and analysis of results, Iowa has a 27-year history of providing support and resources to parents and educators. Iowa began a model in 1984 of providing resource personnel, Parent & Educator Connection (PEC) Coordinators, in each Area Education Agency (AEA) in the State. The PEC program is a partnership between educators and families to strengthen the relationship brought to a child or youth's education. This parent-educator partnership, as based on research, improves student achievement.

The PEC Coordinators originally focused on providing support for families of children and youth ages three to 21. In FFY 2003 (2003-2004), PEC Coordinators expanded their role to include those families in Part C (Iowa's Early ACCESS system), whose children were transitioning to the Part B system. Statewide, the PEC Coordinators have provided parent-educator partnership through activities and services such as one-to-one support, trainings and workshops, attending IEP meetings, attending IFSP transition meetings, and other school-based meetings such as 504 or student assistance team meetings. Parents secure services through the PEC in multiple ways. Information is available on each AEA website, AEA PEC newsletters are disseminated to local education agencies served by each AEA, or referral may come from other parents, educators or other service providers. Also, educators request help from the PEC regarding disability information or strategies to support or involve parents in the educational process. Topical joint trainings are offered so parents and teachers can learn together.

Although Iowa has successfully increased family results with the prior developed model, the State Education Agency (SEA) values the opportunity that OSEP provides with the family involvement indicator to further help Iowa's families, children, and youth. In order to effectively approach this indicator in FFY 2005 (2005-2006), the SEA formed a collaborative network with the 11 AEAs, the Parent & Educator Connection (PEC), and the North Central Regional Resource Center (NCRRC). The SEA staff coordinated and developed components for data collection, analysis and interpretation through input from each of these entities. The AEA administration agreed to the responsibility of data collection through use of PEC Coordinators. The North Central Regional Resource Center agreed to facilitate the first year's analysis and reporting of parent involvement data. (The second year's data will be collected and analyzed using the Iowa's System to Achieve Results (I-STAR), the SEA monitoring data system.

SEA determined that parent involvement information would be collected using two surveys: (1) a survey for families of school age children / youth (ages 6 to 21); and (2) a survey for families of preschoolers

(ages three to five). Both selected surveys were developed by the National Center for Special Education Accountability Monitoring (NCSEAM) and are considered research-based, highly valid, and reliable measures. The NCSEAM *Schools' Partnership Efforts Survey* (2005) for the school age children / youth consisted of 25 items. The NCSEAM Preschool Family Survey for children ages three to five consisted of 50 items until 2007, at which time the statements were reduced to 25 items.

The first year of implementation, the SEA obtained data representative of the State and the individual AEAs. The surveys were administered to a random sample of parents representative of age, race, and gender at the SEA and AEA levels. NCRRC analyzed and reported the information on the Parent Involvement Surveys by aggregating and disaggregating the data for the first year, while the remaining years of data collection, as appropriate to the five-year plan, is collected in I-STAR, the state data collection system

Collecting and analyzing baseline data - AEA sampling procedures for school age and preschool*.* A representative sample of parents of children / youth with IEPs from of each AEA will be selected for the time period of the State Performance Plan. Sample size will be determined based on a margin of error for 95% confidence interval with +/-10% error. In addition to the necessary sample size, 30% excess will be drawn for each AEA so that, if repeated attempts to contact selected parents are unsuccessful, parents from the excess list will be contacted. To be able to reach a target number in an AEA, AEA personnel will receive a list of child / youth identification numbers and parent contact information, in a randomized order of all children / youth with IEPs. If parents cannot fill out a survey or be contacted for follow up, after three attempts, the next name will be accessed.

Participants. Parents of children / youth with IEPs were the only participants completing the Parent Surveys. Parents of children / youth were identified as described in *AEA Sampling Procedures*.

Instrumentation. Iowa used the *Schools' Partnership Effort*s scale of the Parent Survey (NCSEAM, 2005) to obtain K-12 parent information data. (The reported reliability for this scale is .90.) The 25-item scale, *Schools' Partnership Efforts,* was used to obtain K-12 data as a means of improving services and results for parents and their children / youth with disabilities. The 25-item Preschool Parent scale (ages three to five) was used to obtain data regarding parents who reported schools facilitated parent involvement as a means of improving services and results for their children with disabilities.

Procedures. The randomized sampling was generated at the State level. Data were collected at the AEA level, with AEA and PEC personnel determining the methodology used to collect the data.

Method. The method of collecting responses for both the preschool and school age surveys may include: completion by paper pencil with the answers transferred to the web site by another AEA staff person; the parents filling out the form by paper and pencil or computer at a school event when groups of people are gathered together (open house, teacher conferences); a face-to-face or phone interview to complete the survey; with a decision to move to the next child / youth identification if after three attempts to secure the information, the survey was not complete. Parents are apprised of the level of confidentiality and anonymity with their participation.

Analysis of Data. The data for parent involvement are collected on the web with the raw numbers and the percentage breakdown of the responses. The information was aggregated by AEA and State. The information is analyzed to establish a mean level for the State as a whole. Then similar to other processes and practices in using data, the data will be shared with each AEA. Within I-STAR, each AEA has the ability to view the data from multiple perspectives. The AEAs will analyze additional information to determine standing toward the indicator in order to be more specific about where further surveying or intervention could be useful in working toward parent involvement as a strategy to impact child / youth success in school.

To summarize the collection and analysis of data:

How are the data representative of the State? A representative proportion of parents of children / youth with disabilities ages three to five and K-12 in the attending district are selected for the sample. Sample size is determined based on a margin of error for 95% confidence interval with +/-10% error. In addition to the necessary sample size, 30% excess is drawn for each AEA.

Who will be included in the measurement? Parents of children / youth with disabilities ages three to five and K-12 are identified as described in *AEA Sampling Procedures*. The randomized list of child / youth identification numbers is the point of reference to identify the parents who will complete the survey items.

Who will conduct the assessments? The lead role for the parent surveys, ages three to five and K-12, is the PEC staff. They will do the organization, tracking and follow-up for the surveys.

What assessment / measurement tool(s) will be used? The measurement tool is the *Schools' Partnership Effort*s scale of the Parent Survey (NCSEAM, 2005); the NCSEAM Preschool survey for children ages three to five.

How will data be collected? Child / youth identification numbers are selected in a randomized order. The identification numbers are sent to the AEA PEC programs. The identification numbers are converted to parent contact information. Parents are surveyed with a sampling that represents the AEAs. Raw data will be collected annually, in-put of the data is within I-STAR. From I-STAR, the data is analyzed and reported through internal processes at the SEA to the AEAs.

When will the measurement occur? Measurement will occur each year, with the first year of FFY 2005 (2005-2006) through the completion of the State Performance Plan, 2013. It will begin by completing a randomized order sample of all children / youth who have IEPs. The parents will be identified through a child / youth identification number.

Who will report data to whom, in what form, and how often? Data are collected by qualified PEC personnel, and provided to the SEA through the I-STAR data website.

How will data be analyzed? Data are analyzed to determine agreement with the NCSEAM survey at the State and AEA levels.

How will problems with response rate, selection bias, missing data and confidentiality be addressed? Issues of response rate, selection bias, missing data and confidentiality will be addressed with the generation of a randomized list of child / youth identification numbers, by providing more numbers than the targeted number to allow for not being able to contact a family member, and by having a decision that three attempts to contact a parent prior to moving to the next identification.

Baseline Data for FFY 2005 (2005-2006) through FFY 2009 (2009-2010):

Baseline data for Indicator B8 for FFY 2005 (2005-2006) through FFY 2009 (2009-2010) are summarized in Figures B8.1 and B8.2. Actual numbers are provided in Tables B8.2 and B8.3. Data are provided for FFY 2005 through FFY 2009 because the measurement has not changed since the State Performance plan was originally submitted in FFY 2004. These were also the most recent data available upon revision of the State Performance Plan.

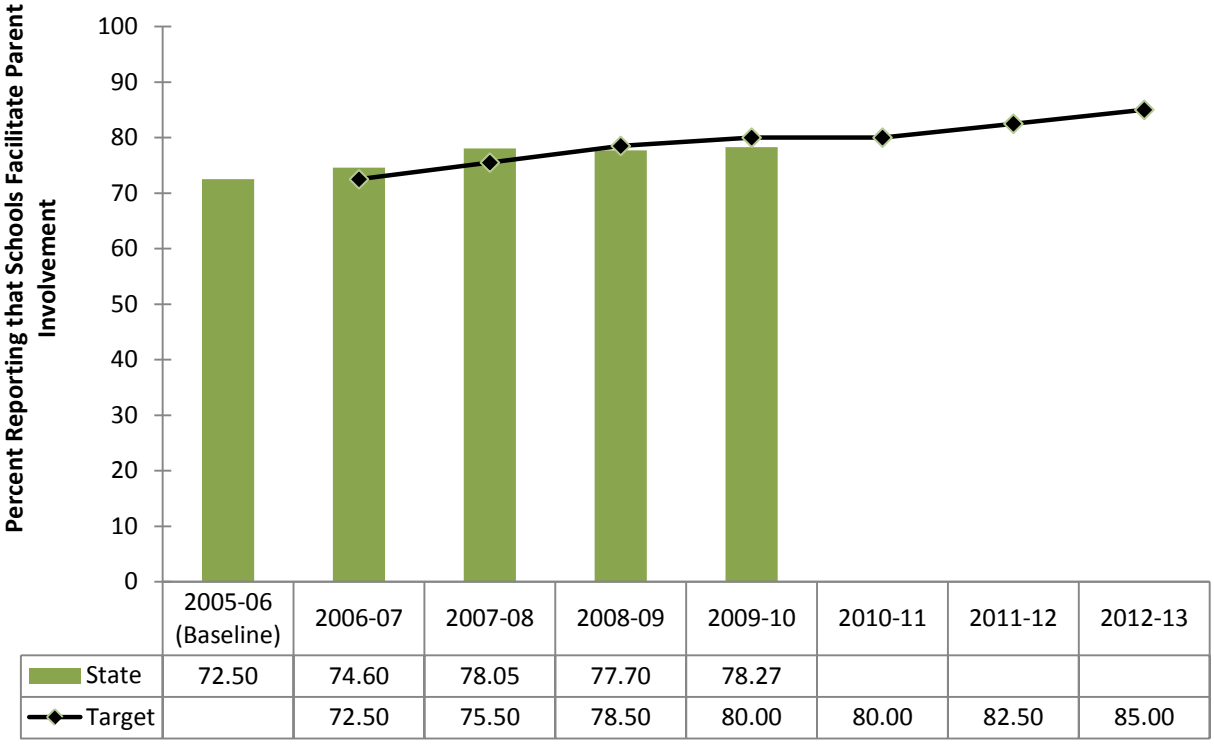


Figure B8.1. Trend and State Targets for Percentage of Parents with a Child (ages 3 to 5) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities. *Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2009 (2009-2010).*

Table B8.7

Number and Percent of Survey Responses, 619

FFY	2005	2006	2007	2008	2009
N Agree	431	646	640	547	490
N Response	594	866	820	704	626
Percent	72.50	74.60	78.05	77.70	78.27

Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2009 (2009-2010).

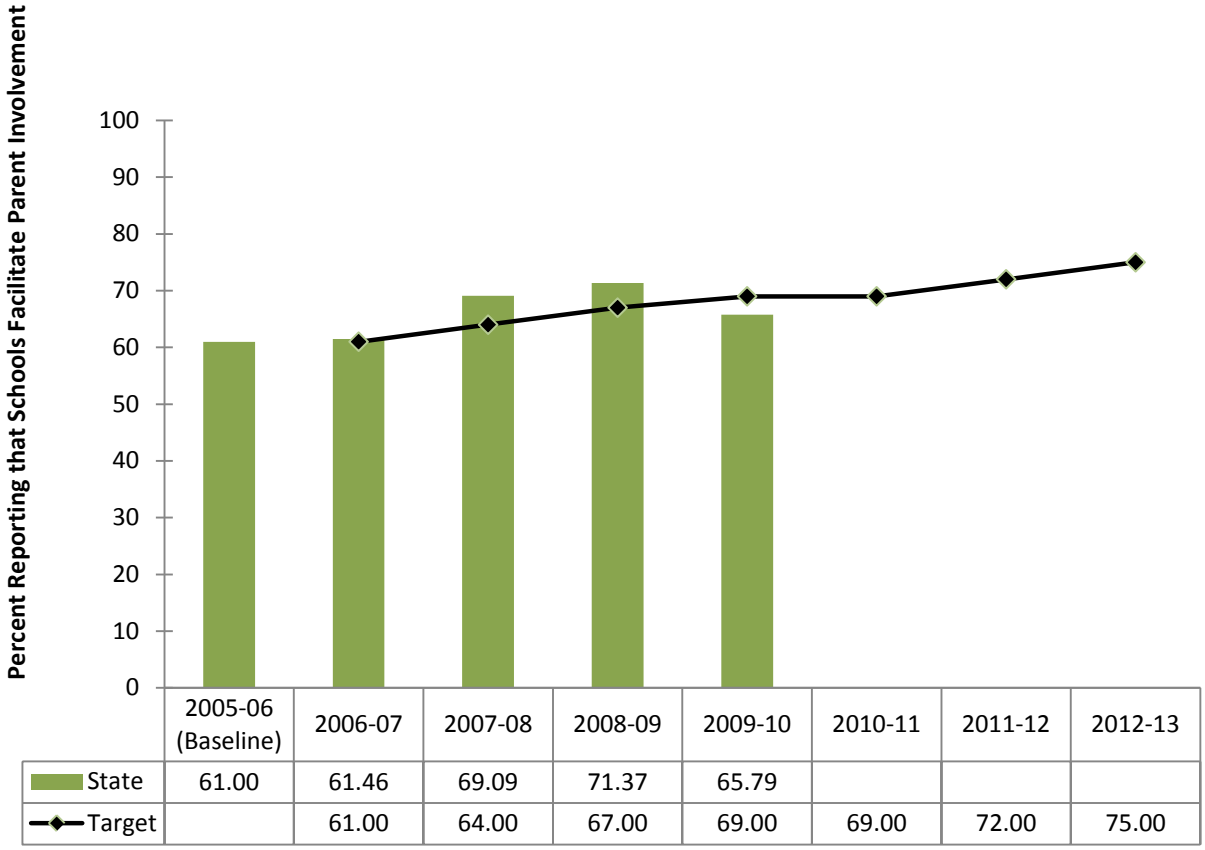


Figure B8.2. Trend and State Targets for Percentage of Parents with Children / Youth (ages 6 to 21) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities. *Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2009 (2009-2010).*

Table B8.3

Number and Percent of Survey Responses, School-Age

FFY	2005	2006	2007	2008	2009
N Agree	483	638	657	556	450
N Response	793	1038	951	779	684
Percent	61.00	61.46	69.09	71.37	65.79

Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2009 (2009-2010).

Discussion of Baseline Data:

Data since FFY 2005 indicate that the percent of parents of children with IEPs ages 3-5 reporting that schools facilitated parent involvement as a means of improving service and results increased from 72.50% in FFY 2005 to 78.05% in FFY 2007 and has remained near the FFY 2007 level since then. The percent of parents of students ages 6-21 reporting that schools facilitated parent involvement as a means of improving services and results increased from a low of 61.00% in FFY 2005 to a high of 71.37% in FFY 2008. FFY 2009 data show that this has decreased again to 65.79%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	• **72.5% of parents with a child (ages three to five) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.** • **61% of parents with a child / youth (ages 6 to 21) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children / youth with disabilities.**
2006 (2006-2007)	• **72.5% of parents with a child (ages three to five) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.** • **61% of parents with a child / youth (ages 6 to 21) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children / youth with disabilities.**
2007 (2007-2008)	• **75.5% of parents with a child (ages three to five) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.** • **64% of parents with a child / youth (ages 6 to 21) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children / youth with disabilities.**
2008 (2008-2009)	• **78.5% of parents with a child (ages three to five) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.** • **67% of parents with a child / youth (ages 6 to 21) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children / youth with disabilities.**
2009 (2009-2010)	• **80% of parents with a child (ages three to five) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.** • **69% of parents with a child / youth (ages 6 to 21) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children / youth with disabilities.**
2010 (2010-2011)	• **80% of parents with a child (ages three to five) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.** • **69% of parents with a child / youth (ages 6 to 21) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children / youth with**

	disabilities.
2011 (2011-2012)	• **82.5% of parents with a child (ages three to five) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.** • **72% of parents with a child / youth (ages 6 to 21) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children / youth with disabilities.**
2012 (2012-2013)	• **85% of parents with a child (ages three to five) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.** • **75% of parents with a child / youth (ages 6 to 21) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children / youth with disabilities.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide technical assistance. SEA will facilitate meetings with Parent-Educator Connection Coordinators to promote consistent practices across the state to support family-educator partnerships in schools and AEAs.	PEC	July 1, 2009-June 30, 2013	Parents and educators partner to support success of students with IEPs in school. Parents report greater levels of agreement for Indicator B8.
Provide technical assistance. SEA will distribute and prepare for the implementation of the NCSEAM guide: Improving Relationships and Results: Building Family School Partnerships	PEC	July 1, 2009-June 30, 2013	Trainings will be held beginning in FFY 2008 (2008-2009) and continuing through FFY 2009 (2009-2010). Ten of ten AEAs will have at least one training with LEAs by June 30, 2009.
Evaluation. SEA will revise requirements for submission of year end reports from PEC Coordinators to include documentation of interaction with parents.	PEC	July 1, 2009-June 30, 2013	The SEA will have information on activities conducted, number of people contacted/impacted, and the effect on Indicator B8.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: Disproportionality

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

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

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

Overview of Issue/Description of System or Process:

AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as reflected in Iowa's State Eligibility Document on file with OSEP. In addition, because Iowa's Area Education Agencies carry primary responsibility for conducting child-find activities, data for Indicator 9 were examined at the AEA level.

The paragraphs that follow summarize Iowa's (a) definition of Disproportionate Representation, (b) measurement strategy for determining disproportionate representation, (c) *n* size used for calculations, and (d) process for determining if Disproportionate Representation was a result of Inappropriate Identification.

State Definition of Disproportionate Representation. Consistent with the "Disproportionality: Discussion of SPP/APR Response Table Language" (North Central Regional Resource Center), in response to the OSEP Analysis/Next Steps in the Iowa Part B FFY 2005 SPP/APR Response Table, and in accordance with 34 CFR § 300.600 (d) (3), Iowa defines "disproportionate representation" as occurring when one or more of the following statements are true, for any of the races or ethnicities examined:

A. Overrepresentation occurs when the weighted risk ratio or alternate risk ratio is greater than 2.00.
B. Underrepresentation occurs when the weighted risk ratio or alternate risk ratio is less than 0.25.

Measurement of Disproportionate Representation. In FFY 2006 (2006-2007) Iowa changed calculations used to determine disproportionate representation from the composition index to a weighted risk ratio and risk gap. Changing this definition provided multiple measures with which to examine disproportionate representation.

Risk ratios are preferable to the composition index because the size of a risk ratio is not dependent upon the composition of the state or district's total enrollment. In addition, the size of a risk ratio is not dependent on differences in overall special education identification rates. Weighted risk ratios, therefore, can be directly compared across districts and ranked in order to target assistance efforts. The large number of small schools in Iowa with low ethnic enrollment make the weighted risk ratio an appropriate measurement strategy for disproportionate representation.

The race/ethnicity categories used for analysis for FFY 2006 through FFY 2008 were: African American, Hispanic, Asian, American Indian and Caucasian. Beginning in FFY 2009 Iowa implemented the change to the seven federally mandated race and ethnicity reporting categories: African American, Hispanic, Asian, Pacific Islander or Native Hawaiian, American Indian, Caucasian, and Multiple Races. The formula for the weighted risk ratio is:

$$\text{Weighted risk ratio} = \frac{R_i}{\sum_{j \neq I} w_j R_j} = \frac{(1-p_i)\, R_i}{\sum_{j \neq i} p_j R_j}$$

where R_i is the district-level risk for racial/ethnic group i, and p_i is the state-level proportion of students from racial/ethnic group i. R_j is the district-level risk for the j-th racial/ethnic group, and p_j is the state-level proportion of students from the j-th racial/ethnic group.

An alternate risk ratio is calculated if there are at least ten students with IEPs in the ethnic group of interest, but fewer than ten students with IEPs in the comparison group. The alternate risk ratio is calculated by modifying the above equation so that the district-level risk for the racial/ethnic group (R_j) is divided by the state-level risk for all other students.

Cell Sizes for Calculating Disproportionate Representation. Because of the large number of schools in Iowa with low ethnic enrollment, the cell sized used for calculating weighted risk ratio, alternate risk ratio, and risk gap, was set at 10. Iowa believes this “n” is statistically appropriate given the composition of schools in Iowa.

Determining if Disproportionate Representation is Due to Inappropriate Practices.
Iowa has developed a Disproportionality Review that is conducted at the AEA level. The process involves a formal review in which the AEA examines and evaluates the following areas:

Section 1: Review of Data,
Section 2: Review of Related Issues and Practices,
Section 3: Review of Policies, Procedures and Practices,
Section 4: Technical Assistance/Professional Development, and
Section 5: Results/Findings

The data review consists of the AEA examining its collection and use of data, (e.g., how data are disaggregated, analyzed, used to make decisions, guide practices, etc.). The review of related issues and practices consists of the examination of key areas that have been identified as impacting the area of disproportionality (e.g., utilization of universal screening; administrator/personnel understanding of special education procedures and requirements regarding referral, evaluation, identification, placement, discipline, LRE; attempts to rule out exclusionary factors during the evaluation process, etc.)

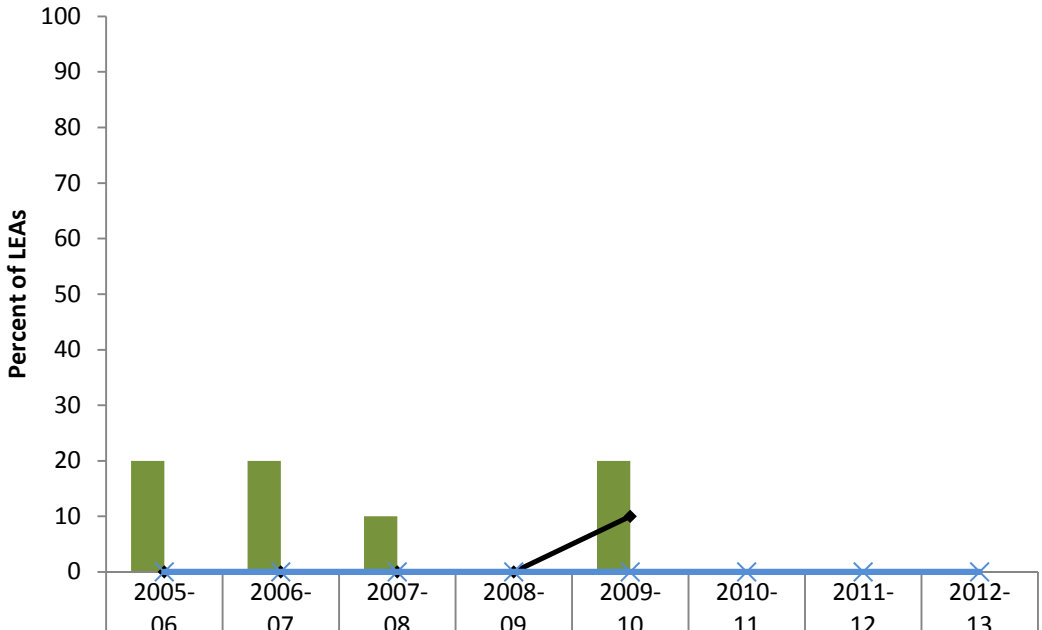
The process also consists of a formal review of policies, procedures and practices regarding the following areas: child find, parent participation, general education interventions, systematic problem-solving process, progress monitoring and data collection, determination of eligibility and evaluations/reevaluations. In addition, the AEA describes the technical assistance and/or professional development that is being conducted at the AEA and in districts regarding and/or related to disproportionality (e.g., differentiation of instruction, progress monitoring, cultural competency, understanding racial biases, etc.).

The AEAs submit the completed review document and findings to the SEA. A team of consultants meet to review and discuss the results and findings. A final determination of whether or not disproportionality is a result of inappropriate identification is made by the SEA.

AEAs identified with noncompliance work in collaboration with the SEA in developing a corrective action plan. Areas of noncompliance are to be corrected as soon as possible, but no later than one year.

Baseline Data for FFY 2005 (2005-2006) through FFY 2009 (2009-2010):

Baseline data for Indicator B9 for FFY 2005 (2005-2006) through FFY 2009 (2009-2010) are summarized in Figure B9.1. Data are provided for these years because the measurement has remained consistent since FFY 2005 (2005-2006)[11], and FFY 2009 provides the most recent data available upon revision of the State Performance Plan. Numbers used in the calculations are provided in Tables B9.1 through B9.10.



	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Overrepresentation	20.00	20.00	10.00	0.00	20.00			
Underrepresentation	0.00	0.00	0.00	0.00	0.00			
Inappropriate Practices	0.00	0.00	0.00	0.00	10.00			
Target	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Figure B9.1. Percent of AEAs with Disproportionate Over- and Under-Representation of Racial or Ethnic Subgroups in Special Education, and Percent of Disproportionate Representation Due to Inappropriate Practices. *Source.* Iowa Information Management System and Iowa Project EASIER, FFY 2005 (2005-2006) through FFY 2009 (2009-2010).

[11] In FFY 2009 (2009-10) Iowa discontinued use of the risk gap in calculating disproportionate representation. Trend data is presented for years prior to this change because it had little effect on the results.

Table B9.1
Weighted-risk Ratio (Alternate Risk Ratio), and Risk Gap, for AEA and State, by Subgroup, FFY 2005 (2005-2006)

	Exceeds Iowa's threshold of weighted or alternate risk ratio > 2.00 (over) or < 0.25 (under)
	Exceeds Iowa's threshold of risk gap > 1.00 (over) or < 1.00 (under)
	AEA must undergo review of policies, procedures, and practices to determine if disproportionate representation was due to inappropriate identification.

	Race/Ethnicity									
	African American		Hispanic		Asian		Native American		White	
	WRR	GAP	WRR	GAP	WRR	GAP	WRR	GAP	WRR	ALT
AEA 1	1.87	0.96	0.78	-0.13	0.41	-0.49	NA	NA	0.90	NA
AEA 267	1.57	0.64	0.88	-0.05	0.38	-0.55	1.05	0.12	0.93	NA
AEA 8	1.54	0.73	1.07	0.26	0.63	-0.17	1.90	1.10	0.81	NA
AEA 9	1.56	0.64	0.90	-0.02	0.47	-0.45	0.84	-0.08	0.92	NA
AEA 10	2.01	1.27	1.05	0.30	0.45	-0.29	1.08	0.33	0.74	NA
AEA 11	2.05	1.30	0.96	0.21	0.48	-0.28	0.97	0.21	0.76	NA
AEA 12	1.34	0.39	0.86	-0.11	0.56	-0.43	1.28	0.30	0.98	NA
AEA 13	1.19	0.17	0.85	-0.18	0.56	-0.47	1.71	0.68	1.03	NA
AEA 14	0.99	-0.18	0.85	-0.31	0.71	-0.46	NA	NA	1.16	NA
AEA 15	1.24	0.07	0.67	-0.50	0.45	-0.72	0.90	-0.28	1.18	NA
State of Iowa	1.72	0.86	0.89	0.02	0.47	-0.39	1.10	0.24	0.86	NA
N=10	WRR = weighted risk ratio									
	GAP = weighted risk gap (risk for race/ethnicity - risk for whites)									
	ALT = alternate risk ratio									

Source: Project EASIER, FFY 2005 (2005-2006), Information Management System FFY 2005 (2005-2006).

Table B9.2
Raw Numbers Used to Generate Calculations, FFY 2005 (2005-2006)*

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS

TABLE 1
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED
2005

PAGE 7 OF 8
OMB NO: 1820-0043
FORM EXPIRES: 8/31/2007

STATE: IA - IOWA

SECTION D

RACE/ETHNICITY / DISABILITY	RACE/ETHNICITY OF CHILDREN AND YOUTH AGES 6-21 RECEIVING SPECIAL EDUCATION						COMPUTED RACE/ ETHNICITY TOTALS	NUMBER OF 6-21 REPORTED
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL		
MENTAL RETARDATION	76	100	1009	599	9445	11229	11229	11229
HEARING IMPAIRMENTS	2	17	50	44	654	767	767	767
SPEECH OR LANGUAGE IMPAIRMENTS	40	80	506	356	6062	7044	7044	7044
VISUAL IMPAIRMENTS	1	2	13	8	145	169	169	169
EMOTIONAL DISTURBANCE	51	52	699	317	5623	6742	6742	6742
ORTHOPEDIC IMPAIRMENTS	5	7	57	43	690	802	802	802
OTHER HEALTH IMPAIRMENTS	7	5	54	21	576	663	663	663
SPECIFIC LEARNING DISABILITIES	237	324	3057	1969	31519	37106	37106	37106
DEAF-BLINDNESS	0	0	0	0	2	2	2	2
MULTIPLE DISABILITIES	2	5	27	18	331	383	383	383
AUTISM	9	22	87	49	1053	1220	1220	1220
TRAUMATIC BRAIN INJURY	1	1	16	8	186	212	212	212
DEVELOPMENTAL DELAY*	0	0	0	0	0	0	0	0
TOTAL (Sum of all the above)	431	615	5575	3432	56286	66339	66339	66339
COMPUTED TOTALS	431	615	5575	3432	56286	66339		

* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

*Data disaggregated by AEA were used in the actual calculations.
Source: Iowa 618 Table 1, FFY 2005 (2005-2006).

Table B9.3
Weighted-risk Ratio (Alternate Risk Ratio), and Risk Gap, for AEA and State, by Subgroup, FFY 2006 (2006-2007)

	Exceeds Iowa's threshold of weighted or alternate risk ratio > 2.00 (over) or < 0.25 (under)									
	Exceeds Iowa's threshold of risk gap > 1.00 (over) or < 1.00 (under)									
	AEA must undergo review of policies, procedures, and practices to determine if disproportionate representation was due to inappropriate identification.									
	Race/Ethnicity									
	African American		**Hispanic**		**Asian**		**Native American**		**White**	
	WRR	**GAP**	**WRR**	**GAP**	**WRR**	**GAP**	**WRR**	**GAP**	**WRR**	**ALT**
AEA 1	1.40	0.35	0.83	-0.21	0.47	-0.58	0.26	-0.79	1.05	NA
AEA 267	1.55	0.65	0.95	0.04	0.44	-0.47	1.04	0.14	0.90	NA
AEA 8	1.62	0.83	1.07	0.28	0.69	-0.11	1.37	0.58	0.80	NA
AEA 9	1.53	0.59	0.89	-0.06	0.45	-0.50	0.76	-0.18	0.95	NA
AEA 10	2.02	1.30	1.15	0.43	0.42	-0.30	0.92	0.20	0.72	NA
AEA 11	2.05	1.29	0.99	0.23	0.44	-0.33	0.78	0.01	0.76	NA
AEA 12	1.55	0.62	0.85	-0.80	0.54	-0.38	1.35	0.43	0.92	NA
AEA 13	1.06	-0.07	0.79	-0.35	0.69	-0.45	1.30	0.17	1.13	NA
AEA 14	0.98	-0.17	0.97	-0.18	NA	NA	NA	NA	1.15	NA
AEA 15	1.24	0.09	0.76	-0.38	0.39	-0.76	0.78	-0.37	1.15	NA
State of Iowa	1.71	0.85	0.92	0.05	0.46	-0.41	1.04	0.18	0.86	NA
N=10	WRR = weighted risk ratio									
	GAP = weighted risk gap (risk for race/ethnicity - risk for whites)									
	ALT = alternate risk ratio									

Source: Project EASIER, FFY 2006 (2006-2007). Information Management System FFY 2006 (2006-2007).

Table B9.4
Raw Numbers Used to Generate Calculations, FFY 2006 (2006-2007)*

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 1

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

2006

PAGE 7 OF 8

OMB NO: 1820-0043

FORM EXPIRES: 8/31/2009

STATE: IA

SECTION E. RACE/ETHNICITY BY DISABILITY OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION

DISABILITY	RACE/ETHNICITY						COMPUTED RACE/ ETHNICITY TOTALS	NUMBER OF 6-21 REPORTED
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL		
MENTAL RETARDATION	70	100	984	624	9190	10968	10968	10968
HEARING IMPAIRMENTS	0	10	55	40	610	715	715	715
SPEECH OR LANGUAGE IMPAIRMENTS	37	74	533	384	5876	6904	6904	6904
VISUAL IMPAIRMENTS	1	1	14	2	140	158	158	158
EMOTIONAL DISTURBANCE	40	52	662	354	5405	6513	6513	6513
ORTHOPEDIC IMPAIRMENTS	1	4	58	46	639	748	748	748
OTHER HEALTH IMPAIRMENTS	0	2	50	19	480	551	551	551
SPECIFIC LEARNING DISABILITIES	249	332	3197	2145	31049	36972	36972	36972
DEAF-BLINDNESS	0	0	0	0	2	2	2	2
MULTIPLE DISABILITIES	0	2	30	22	317	371	371	371
AUTISM	3	20	87	49	943	1102	1102	1102
TRAUMATIC BRAIN INJURY	0	0	15	11	165	191	191	191
DEVELOPMENTAL DELAY[1]	0	0	0	0	0	0	0	0
TOTAL (Sum of all the above)	401	597	5685	3696	54816	65195	65195	65195
TOTAL (PERCENT)[2]	1%	1%	9%	6%	84%	100%		

[1] States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.
[2] STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

ED FORM: 869-5

*Data disaggregated by AEA were used in the actual calculations.
Source: Iowa 618 Table 1, FFY 2006 (2006-2007).

Table B9.5
Weighted-risk Ratio (Alternate Risk Ratio), and Risk Gap, for AEA and State, by Subgroup, FFY 2007 (2007-2008)

Exceeds Iowa's threshold of weighted or alternate risk ratio greater than 2.00 (over) or less than 0.25 (under)

Exceeds Iowa's threshold of risk gap greater than 1.00 (over) or less than -1.00 (under)

AEA must undergo review of policies, procedures and practices to determine if disproportionality is due to inappropropriate identification

	Race/Ethnicity									
	African American		Hispanic		Asian		Native American		White	
	WRR	GAP	WRR	GAP	WRR	GAP	WRR	GAP	WRR	ALT
AEA 1	1.62	0.67	0.81	-0.15	0.46	-0.49	NA	NA	0.95	NA
AEA 267	1.55	0.66	0.99	0.10	0.48	-0.42	0.67	-0.22	0.89	NA
AEA 8	1.62	0.85	1.09	0.32	0.70	-0.08	1.64	0.86	0.77	NA
AEA 9	1.49	0.52	0.88	-0.09	0.42	-0.55	0.67	-0.30	0.97	NA
AEA 10	2.03	1.32	1.13	0.42	0.40	-0.32	1.04	0.33	0.71	NA
AEA 11	1.95	1.18	1.02	0.25	0.43	-0.34	0.79	0.02	0.77	NA
AEA 12	1.59	0.72	0.90	0.02	0.49	-0.39	1.53	0.66	0.88	NA
AEA 13	1.17	0.14	0.82	-0.21	0.77	-0.26	1.37	0.34	1.03	NA
AEA 14	1.11	0.07	0.99	-0.05	0.73	-0.31	NA	NA	1.04	NA
AEA 15	1.28	0.20	0.79	-0.30	0.40	-0.69	1.14	0.05	1.08	NA
State of Iowa	1.70	0.84	0.94	0.09	0.45	-0.41	1.03	0.18	0.85	NA

Source: Project EASIER, FFY 2007 (2007-2008). Information Management System FFY 2007 (2007-2008).

Table B9.6
Raw Numbers Used to Generate Calculations, FFY 2007 (2007-2008)

	Race/Ethnicity									
	African American		Hispanic		Asian		Native American		White	
	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL
AEA 1	190	858	69	597	21	318	*	73	4005	28542
AEA 267	929	4141	628	4247	61	850	73	731	7766	52984
AEA 8	163	802	322	2285	53	584	18	85	3417	27470
AEA 9	770	4476	473	4502	47	940	20	250	4416	37423
AEA 10	1342	5232	324	2161	96	1785	35	252	6945	55146
AEA 11	1843	7870	1044	8076	209	3789	38	378	12238	100916
AEA 12	234	1203	587	5140	50	803	168	871	3711	30044
AEA 13	95	599	164	1442	26	246	28	150	3753	27371
AEA 14	15	83	69	426	10	83	*	29	1508	9137
AEA 15	256	1416	192	1685	27	468	14	86	4863	33583
State of Iowa	5837	26680	3872	30561	600	9866	401	2905	52622	402616

*Source: Project EASIER, FFY 2007 (2007-2008). Information Management System FFY 2007 (2007-2008). * Data not reported due to small cell size.*

Table B9.7
Weighted-risk Ratio (Alternate Risk Ratio), and Risk Gap, for AEA and State, by Subgroup, FFY 2008 (2008-2009)

Exceeds Iowa's threshold of weighted or alternate risk ratio greater than 2.00 (over) or less than 0.25 (under)

Exceeds Iowa's threshold of risk gap greater than 1.00 (over) or less than -1.00 (under)

AEA must undergo review of policies, procedures and practices to determine if disproportionality is due to inappropropriate identification

	Race/Ethnicity									
	African American		Hispanic		Asian		Native American		White	
	WRR	GAP	WRR	GAP	WRR	GAP	WRR	GAP	WRR	ALT
AEA 1	1.96	1.13	0.87	0.04	0.44	-0.39	NA	NA	0.83	NA
AEA 267	1.56	0.69	1.01	0.13	0.46	-0.42	0.87	-0.01	0.88	NA
AEA 8	1.51	0.70	1.06	0.24	0.63	-0.18	1.91	1.09	0.82	NA
AEA 9	1.50	0.54	0.90	-0.06	0.46	-0.50	0.54	-0.42	0.96	NA
AEA 10	1.98	1.25	1.14	0.41	0.44	-0.28	0.89	0.16	0.73	NA
AEA 11	1.95	1.20	1.06	0.30	0.44	-0.32	0.87	0.11	0.76	NA
AEA 12	1.55	0.65	0.91	0.01	0.49	-0.41	1.43	0.53	0.90	NA
AEA 13	1.57	0.68	0.80	-0.10	0.90	0.01	1.13	0.24	0.89	NA
AEA 14	1.25	0.20	0.84	-0.21	0.70	-0.35	NA	NA	1.05	NA
AEA 15	1.41	0.38	0.79	-0.23	0.48	-0.55	1.00	-0.02	1.03	NA
State of Iowa	1.71	0.86	0.95	0.11	0.46	-0.38	1.04	0.20	0.85	NA

Source: Project EASIER, FFY 2008 (2008-2009). Information Management System FFY 2008 (2008-2008).

Table B9.8
Raw Numbers Used to Generate Calculations, FFY 2008 (2008-2009)

	Race/Ethnicity									
	African American		Hispanic		Asian		Native American		White	
	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL
AEA 1	235	880	85	672	21	326	*	63	3914	28075
AEA 267	915	4149	632	4320	56	822	68	538	7297	51186
AEA 8	157	838	338	2510	46	565	23	95	3283	26634
AEA 9	785	4609	486	4580	53	974	17	267	4303	36998
AEA 10	1267	5213	345	2357	110	1895	26	226	6849	55893
AEA 11	1815	8129	1087	8574	214	3983	38	362	11573	100769
AEA 12	224	1199	629	5526	52	841	151	854	3604	29488
AEA 13	111	528	182	1634	33	265	27	173	3675	27114
AEA 14	16	83	60	449	10	90	*	30	1428	9044
AEA 15	293	1516	197	1749	32	472	12	85	4639	32895
State of Iowa	5818	27144	4041	32371	627	10233	367	2693	50565	398096

*Source: Project EASIER, FFY 2008 (2008-2009). Information Management System FFY 2008 (2008-2008). * Data not reported due to small cell size.*

Table B9.9
Weighted-risk Ratio (Alternate Risk Ratio), and Risk Gap, for AEA and State, by Subgroup, FFY 2009 (2009-2010)

Exceeds Iowa's threshold for overrepresentation of a weighted or alternate risk ratio greater than 2.00

Exceeds Iowa's threshold of for underrepresentation of a weighted or alternate risk ratio less than 0.25

	African-American	Hispanic	Asian	Native-American	Pacific Islander	Caucasian	Multi-racial
AEA 1	1.91	1.04	0.56	1.57	NA	0.75	1.43
AEA 267	1.75	1.03	0.57	1.66	0.89	0.80	1.14
AEA 8	1.89	1.03	0.68	1.56	NA	0.78	0.99
AEA 9	1.75	0.97	0.35	1.95	NA	0.85	1.03
AEA 10	2.02	1.24	0.41	1.76	NA	0.68	1.25
AEA 11	2.05	1.16	0.42	1.71	0.89	0.71	1.22
AEA 12	1.62	0.95	0.54	1.59	NA	0.85	1.35
AEA 13	1.31	0.76	0.69	1.46	NA	1.03	1.13
AEA 14	1.94	0.78	NA	NA	NA	0.87	0.73
AEA 15	1.67	0.88	0.61	1.24	NA	0.91	0.91
State of Iowa	1.84	1.01	0.46	1.63	0.80	0.80	1.13

Source: Project EASIER, FFY 2009 (2009-2010). Information Management System FFY 2009 (2009-2010).

Table B9.10
Raw Numbers Used to Generate Calculations, FFY 2009 (2009-2010)

	African-American	Hispanic	Asian	Native-American	Pacific Islander	Caucasian	Multi-racial	Total
AEA 1	231	120	21	18	*	3670	80	4145
AEA 267	889	762	57	95	10	7161	205	9179
AEA 8	134	359	42	20	*	3124	61	3744
AEA 9	750	607	33	50	*	4021	147	5614
AEA 10	1249	402	94	50	*	6252	84	8136
AEA 11	1649	1402	188	77	12	10586	497	14411
AEA 12	174	710	49	122	*	3410	108	4577
AEA 13	82	182	19	31	*	3584	59	3960
AEA 14	17	68	*	*	*	1335	15	1455
AEA 15	258	247	32	30	*	4472	104	5148
State of Iowa	5433	4859	544	502	56	47615	1360	60369

*Source: Project EASIER, FFY 2009 (2009-2010). Information Management System FFY 2009 (2009-2010). * Data not reported due to small cell size.*

Discussion of Baseline Data:

Data on disproportionate representation indicate that two AEAs in Iowa have required a review of policies, procedures, and practices multiple times. The reviews have been increasingly sophisticated, and in FFY 2009 (2009-2010) one AEA was determined to have practices that resulted in inappropriate identification and led to disproportionate representation.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**0.00% of LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.**
2006 (2006-2007)	**0.00% of LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.**
2007 (2007-2008)	**0.00% of LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.**
2008 (2008-2009)	**0.00% of LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.**
2009 (2009-2010)	**0.00% of LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.**
2010 (2010-2011)	**0.00% of LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.**
2011 (2011-2012)	**0.00% of LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.**
2012 (2012-2013)	**0.00% of LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. Data were verified within IMS system.	Data Team	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2012 (2012-2013)	Improved accuracy of disproportionality data.
Provide technical assistance. Study professional literature to determine factors associated with disproportionality and factors associated with inappropriate identification practices	Disproportionality Team	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2012 (2012-2013)	Development of protocol for review of policies, procedures, and practices for determination of disproportionate representation resulting from inappropriate identification and to assist schools with disproportionality including significant disproportionality.
Evaluation. Iowa's data team will study LEA and AEA factors predicting a weighted risk ratio of 2.0 or higher.	Data Team	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2012 (2012-2013)	Identify factors that can be intervened upon, at the LEA and AEA levels, that predict high weighted risk ratios.
Clarify/examine/develop policies and procedures. A work group including Dan Reschly, Mike Sharpe, Maureen Hawes, LEA administration, Iowa's PTIC, and AEA Administration, met in May of 2008 to develop AEA and LEA protocols for addressing disproportionality.	Research Experts in Disproportionality, AEA and LEA staff	Completed for FFY2008 (2008-2009)	Behaviors in schools and AEAs that could be self-studied or reviewed in case reviews, were identified.
Provide technical assistance. The SEA supported AEAs in writing action plans for addressing disproportionate representation and appropriate identification practices.	Disproportionality Team	Completed for FFY 2007 (2007-2008). Annually through FFY 2012 (2012-2013)	All AEAs wrote action plans defining supports needed and actions to be taken in FFY 2007 (2007-2008), to address disproportionate representation and to provide local schools with technical assistance for significant disproportionality.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide technical assistance. The SEA will support one AEA in providing training to AEA staff on evaluating exclusionary factors in child find, and in supporting districts through instructional consultation.	5 SEA staff AEA leadership	Implemented Fall 2009-Fall 2010.	Effect of exclusionary factors on performance will be more fully described in Evaluation reports. Districts will use data to examine how instructional resources are provided to subgroups of students. An institute on disproportionality for school staff will be developed.
Provide technical assistance. The SEA will conduct a 2-day presentation/workshop in which national expert on disproportionality, Dan Reschly, will provide TA to AEAs and districts on steps to address disproportionality.	1 SEA staff 2 AEA staff	Implemented Spring 2010	AEAs and districts gathered information on how to understand and take initial steps in addressing disproportionality
Improve systems administration and monitoring and provide technical assistance. The SEA will meet individually with AEAs that have been identified as having disproportionate representation to review and provided technical assistance regarding newly developed review protocols.	1 SEA staff 6-10 AEA staff	Ongoing through FFY 2012 (2012-2013)	Development of a standardized review protocol and procedures for the monitoring of B9
Provide technical assistance. The SEA will contract with a national expert or technical assistance center to provide assistance to the SEA and LEA in order to address disproportionality issues.	3-4SEA staff 1-3 National Experts	Ongoing through FFY 2012 (2012-2013)	Increase AEAs and districts ability to analyze and identify root causes of disproportionality and develop continuous improvement activities to address identified areas of concern.

IOWA DEPARTMENT OF EDUCATION

Area Educational Agency

Disproportionality Review

FFY09 Data

(2010-2011 School Year)

Area Educational Agency

Disproportionality Review

The 2004 amendments to the Individuals with Disabilities Education Act (IDEA) and the IDEA's 2006 implementing regulations require the Iowa Department of Education to gather data to determine whether disproportionate representation of a race or ethnic group in special education and related services exists that is the result of inappropriate identification in Iowa's Local Education Agencies (LEAs).

Area Educational Agencies (AEAs) are the sub-recipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the State Performance Plan (SPP) and the Annual Performance Report (APR). In addition, because Iowa's AEAs carry primary responsibility for conducting child-find activities, data for Disproportionate Representation (Indicator 9 of the SPP) are examined at the AEA level. If an AEA has disproportionate representation of a race or ethnic group in special education, the Department requires the district to take certain actions required by the IDEA.

This document is to serve as a tool for the review of Area Educational Agencies (AEAs) in the state of Iowa that have been determined to have disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification policies, procedures and/or practices as set forth in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04) in the following paragraph:

> **281-41.173(256B,34CFR300) Overidentification and disproportionality.** Each public agency shall implement policies and procedures developed by the department designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.

INSTRUCTIONS

NOTE: *It is suggested that the AEA form a disproportionality committee to conduct and/or oversee the review process*

STEP 1:

Fill out the Reviewer Information Sheet and the following 3 sections:

Section 1: ***Review of Data***

Section 2: ***Review of Related Issues and Practices***

Section 3: ***Review of Policies, Procedures and Practices***

Section 4: ***Technical Assistance/Professional Development***

Section 5: ***Results/Findings Form***
If applicable, attach revisions of any policies, procedures or practices.

STEP 4:

- Complete **Statement of Assurance**

STEP 5:

- Mail a completed copy of the entire document and required attachments to the Iowa Department of Education at the following address:

Cheryl Merical, Consultant
Bureau of Student and Family Support Services
Iowa Department of Education
400 E. 14th Street
Des Moines, IA 50319

CONTACT INFORMATION: If you have any questions please contact Cheryl Merical at Cheryl.merical@iowa.gov or 515.868.2454.

REVIEWER INFORMATION SHEET

AEA_____
Date Completed _____

Contact/Lead Person_____**Position**_____
E-mail_____**Ph#**____

List all individuals involved in the completion of this review.

Name	Position	Sections Reviewed

SECTION 1

DATA REVIEW

Section 1A: Review of Data Collection and Use Of Data
1. Describe how the AEA collects and analyzes data on students with disabilities (include both at the AEA level and at the district level). Who is responsible for the general supervision of this activity?
2. Describe how disaggregated data is routinely shared and analyzed among both AEA staff and district leadership teams.

Section 1B: Review of Data AEA/District Level Data	Yes or No
1. If the national average for students with disabilities is about 12% - 13% is your AEA's overall classification rate within this range?	Yes No

2. Does the AEA have a hypothesis for having significant disproportionality? Please describe.	**Yes** **No**
3. Are there certain districts that the overall identification rate of ALL students with an IEPs is of concern (e.g., too high or too low)? If yes, list those districts.	**Yes** **No**
4. Are there certain districts that the identification rate of students with an IEP of certain racial/ethnic group is of concern (e.g., too high or too low)? If so, list those districts.	**Yes** **No**
5. Are there student enrollment trends or demographics that need to be further investigated by disaggregating data by race/ethnicity and for students with an IEP for any district (e.g., transfer students, drop-out rates, graduation rates, etc.? If yes, describe.	**Yes** **No**

SECTION 2

RELATED ISSUES AND PRACTICES REVIEW

This section assists the AEA in a review of related issues and practices that have been identified as key areas in addressing disproportionality.

Section 2: Related Issues and Practices
1. In the districts served by the AEA, describe what type of universal screening data (DIBELS, CBM, PBIS, etc.) is used at each school to identify students who may be academically or behaviorally at risk?
4. How does AEA ensure that AEA staff and district administrators and staff understand district special education procedures and requirements regarding referral, evaluation, identification, placement, discipline and the student's right to be educated in the least restrictive environment?
6. Describe how the AEA ensures rigorous attempts to rule out exclusionary factors and instructional deficiencies as predominant factors before progressing with a determination of eligibility. • Visual, hearing or motor disability • Mental disability • Emotional disturbance • Cultural factors • Environmental or economic disadvantage • Limited English proficiency • Determination that appropriate instruction has been delivered by qualified personnel • Determination that data-based assessments were conducted at reasonable intervals?

SECTION 3

POLICIES PROCEDURES AND PRACTICES REVIEW

Are the district's policies, procedures and practices in compliance with federal and state law and regulations? Item	Policy	Procedure	Practice
Focus Area – Child Find			
1) All children with disabilities who are in need of special education and related services are identified, located and evaluated (IAC 281-41.111).	**Yes No**	**Yes No**	**Yes No**
Focus Area - Parent Participation			
11) The identification process includes interactions with the individual, the individual's parents, school personnel, and others having specific responsibilities for or knowledge of the individual. AEA and district personnel shall seek active parent participation throughout the process, directly communicate with parents, and encourage parents to participate at all decision points [IAC 281-41.300(5)].	**Yes No**	**Yes No**	**Yes No**
12) Prior notice (written notice) is provided in the native language or other mode of communication used by the parent, unless it is clearly not feasible to do so [IAC 281-41.503(3)].	**Yes No**	**Yes No**	**Yes No**
13) The district takes whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English [IAC 281-41.322(5)].	**Yes No**	**Yes No**	**Yes No**
Focus Area - General Education Interventions			
NOTE: Screening for instructional purposes is not evaluation. *The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services [IAC 281-41.302].*			
1) The district, in conjunction with the AEA, attempts to resolve the presenting problem or behaviors of concern in the general education environment prior to conducting a full and individual evaluation [IAC 281-41.312]. a) The district provides general notice to parents on an annual basis about the provision of general education interventions that occur as a part of the district's general program and that may occur at any time throughout the school year. b) General education interventions include consultation with special education support and instructional personnel. c) General education activities are documented and include the following: i) measurable and goal-directed attempts to resolve the presenting problem or behaviors of concern, ii) communication with parents, iii) collection of data related to the presenting problem or	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**

Are the district's policies, procedures and practices in compliance with federal and state law and regulations? **Item**	**Policy**	**Procedure**	**Practice**
behaviors of concern, iv) intervention design and implementation, v) and systematic progress monitoring to measure the effects of interventions.			
Focus Area - Systematic problem-solving process *When used by an AEA in its identification process, "systematic problem-solving" means a set of procedures that is used to examine the nature and severity of an educationally related problem. These procedures primarily focus on variables related to developing effective educationally related interventions.* (IAC 281-41.313).			
1) At a minimum, the systematic problem-solving process includes the following:	**Yes No**	**Yes No**	**Yes No**
a) *Description of the problem*. The presenting problem or behavior described in objective, measurable terms that focus on alterable characteristics of the individual and the environment. The individual and environment is examined through systematic data collection. The presenting problem or behaviors of concern are defined in a problem statement that describes the degree of discrepancy between the demands of the educational setting and the individual's performance.	**Yes No** **Yes No**	**Yes No** **Yes No**	**Yes No** **Yes No**
b) *Data collection and problem analysis*. A systematic, data-basis process for examining all that is known about the presenting problem or behaviors of concern is used to plan and monitor interventions.	**Yes No** **Yes No**	**Yes No** **Yes No**	**Yes No** **Yes No**
i) Data is collected in multiple settings using multiple sources of information and multiple data collection methods;	**Yes No** **Yes No**	**Yes No** **Yes No**	**Yes No** **Yes No**
ii) Data collection procedures are individually tailored, valid and reliable;	**Yes No**	**Yes No**	**Yes No**
iii) Data collection procedures allow for frequent and repeated measurement of intervention effectiveness.	**Yes No** **Yes No**	**Yes No** **Yes No**	**Yes No** **Yes No**
c) *Intervention design and implementation*. Interventions are designed based on the preceding analysis:	**Yes No**	**Yes No**	**Yes No**
i) The defined problem;	**Yes No**	**Yes No**	**Yes No**
ii) Parent input;	**Yes No**	**Yes No**	**Yes No**
iv) Professional judgments about the potential effectiveness of interventions;	**Yes No**	**Yes No**	**Yes No**
v) Interventions are described in an intervention plan that include the following: (1) Goals and strategies; (2) A progress monitoring plan; (3) A decision-making plan for summarizing and analyzing progress monitoring data; (4) The responsible parties.	**Yes No**	**Yes No**	**Yes No**
d) *Progress monitoring*. Systematic progress monitoring is conducted which include the following: i) Regular and frequent data collection; ii) Analysis of individual performance across time; iii) Modification of interventions as frequently as necessary based on systematic progress monitoring data,			
e) *Evaluation of intervention effects*. The effectiveness of interventions			

Are the district's policies, procedures and practices in compliance with federal and state law and regulations? **Item**	**Policy**	**Procedure**	**Practice**
is evaluated through a systematic procedure in which patterns of individual performance are analyzed and summarized. Decisions regarding the effectiveness of interventions focus on comparisons with initial levels of performance.			
Focus Area - Progress monitoring and data collection			
1) *Evidence of progress in general education instructions.* The district has established standards by which the adequacy of general education instruction, including the quality and quantity of data gathered is assessed, and whether such data are sufficient in quantity and quality to make decisions. (IAC 281-41.314).	**Yes No**	**Yes No**	**Yes No**
Focus Area – Determination of eligibility			
1) *Special rule for eligibility determination.* [281 IAC 41.306(2)]. A child must be determined to be a child with a disability: a. If the determinate factor for that determination is: (1) Lack of appropriate instruction in reading, including the essential components of reading instruction (2) Lack of appropriate instruction in math; or (3) Limited English proficiency	**Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No**
2) Procedures for determining eligibility and educational need. [281 IAC 41.306(3)]. a. In interpreting evaluation data for the purpose of determining if a child is a child with a disability under this chapter, and the educational needs of the child, each public agency must: (1) Draw upon the information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and (2) Ensure that information obtained from all of these sources is documented and carefully considered. b. If a determination is made that the child has a disability and needs special education and related services an IEP must be developed c. All determinations of eligibility must be based on the individual's disability (progress and discrepancy) and need for special education.	**Yes No** **Yes No** **Yes No**	 **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No**
Focus Area – Evaluations and Reevaluations		**Yes No**	
1) In conducting an evaluation, the district, in accordance with IAC 281-41-304(2): a. Uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information; b. Does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for	**Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No**

Are the district's policies, procedures and practices in compliance with federal and state law and regulations? Item	Policy	Procedure	Practice
the student; c. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.			
2) The AEA and district ensure that assessments and other evaluation materials are in accordance with IAC 281-41.304(3) as follows: a. Are selected and administered so as not to be discriminatory on a racially or culturally basis; b. Are provided and administered in the child's native language or other mode of communication most likely to yield accurate information on what the child knows and can do academically; developmentally, and functionally unless it is clearly not feasible to so provide or administer; c. Materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measure the child's English language skills; d. Assessments and evaluations are used for the purposes for which they are valid and reliable; e. Assessments and evaluations are administered by trained and knowledgeable personnel; f. Assessments and evaluations are administered with any instructions by the producer of the assessments.	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**	**Yes No** **Yes No** **Yes No** **Yes No** **Yes No** **Yes No**
3) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient [281 IAC 41.304(3)b].	**Yes No**	**Yes No**	**Yes No**
4) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure) [281 IAC 41.304(3)c].	**Yes No**	**Yes No**	**Yes No**
5) The child is assessed in all areas related to the suspected disability [281 IAC 41.304(3)d].	**Yes No**	**Yes No**	**Yes No**
6) Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible to ensure completion of full evaluations [281 IAC 41.304(3)e].	**Yes No**	**Yes No**	**Yes No**
7) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided [281 IAC 41.304(3)g].	**Yes No**	**Yes No**	**Yes No**

Are the district's policies, procedures and practices in compliance with federal and state law and regulations? Item	Policy	Procedure	Practice
8) If a child with a disability who had an IEP that was in effect in a previous public agency in another state transfers to a public agency in this state and enrolls in a new school within the same school year, the receiving public agency , in consultation with the parents, must provide the child with FAPE, including services comparable to 281 IAC 41.323(6).	**Yes No**	**Yes No**	**Yes No**

SECTION 4

TECHNICAL ASSISTANCE/PROFESSIONAL DEVELOPMENT

In the form below, describe the technical assistance and/or professional development that has been conducted at the AEA and for the districts the AEA serves regarding disproportionality (e.g., how to analyze/disaggregate data, differentiation of instruction, progress monitoring, cultural competency, understanding racial biases, etc.).

Topic and Presenters	Provide a brief description of the technical assistance	Audience (e.g., district general education teachers, AEA Regional Administrators, etc.)	Date of Training

SECTION

RESULTS/FINDINGS FORM

Based on the review, does the AEA conclude that disproportionate representation is a result of inappropriate identification policy procedures and/or practices?	**Yes No**

If the AEA review resulted in any policy, procedure or practice that contributes the inappropriate identification of children with disabilities, please complete the following table:

Policy, Procedure and/or Practice	Describe how policy, procedure and/or practice contributes to inappropriate identification or disproportionate representation	Describe or attach a copy of any revised policy, procedure and/or practice

Statement of Assurance

Disproportionality
2010-2011 School Year
(FFY08 Data)

AEA:_____
Date of Submission:_____

The ---------- AEA hereby assures the Iowa Department of Education that the information presented in this review of disproportionaity is accurate and the review was conducted according to the protocols set forth in this document.

AEA Director (Printed Name)_____
Date _____

AEA Director (Signature) _____
Date _____

CHECKLIST

- ☐ ***SECTION 1 – Data Review***
- ☐ ***SECTION 2 – Related Issues and Practices Review***
- ☐ ***SECTION 3 – Policies, Procedures and Practices Review***
- ☐ **RESULTS/FINDINGS FORM**
- ☐ **COPIES OF REVISED POLICIES ATTACHED (If Applicable)**
- ☐ **Statement of Assurance**

Mail a completed copy of the entire document and required attachments to the Iowa Department of Education at the following address:

Cheryl Merical, Consultant
Bureau of Student and Family Support Services
Iowa Department of Education
400 E. 14th Street
Des Moines, IA 50319

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

In the OSEP Response Table to Iowa for FFY 2008 (2008-2009) OSEP states that:

The State is not required to report on this indicator.

Hence, Iowa will not report on Indicator B10.

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

Measurement:

a. # of children for whom parental consent to evaluate was received.
b. # of children whose evaluations were completed within 60 days (or State-established timeline).

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

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

Overview of Issue/Description of System or Process:

The Child Find Part B System in the state of Iowa includes several components:

- Policies and procedures to guide evaluation and eligibility determination practices;
- Technical Assistance for AEA staff and data entry personnel to support data collection and use; and
- Monitoring of the Information Management System (IMS) to assure data are entered correctly, maintained and available for analysis.

Established policies and procedures to guide evaluation and eligibility determination practices. A comprehensive system for determining eligibility is implemented in Iowa. This system applies to all Iowa children and youth, including those attending accredited private schools and who are homeless or wards of the State. The State Education Agency (SEA) assures that all children with disabilities from birth to 21 years of age who are in need of special education and related services are identified, located, and evaluated (*Iowa Administrative Rules of Special Education* 281–41.1, 281–41.47 and 281–41.48). Based on the Federal definition, the SEA with stakeholder input, defined the timeline for eligibility determination as 60 calendar days.

Technical Assistance for specified staff to support data collection and use. The database for collecting, storing and reporting 60-day timeline data is supported within the IMS. In the summer of FFY 2005 (2005-2006), SEA staff worked in conjunction with IMS personnel in order to collect and store required data elements. Also, modifications were incorporated into the Web IEP along with an additional form that was developed to collect the information for students determined not eligible or for students for whom no meeting was held. These new data collection procedures were shared with the AEA Special Education Directors who informed AEA IEP team members. In FFY 2005 (2005-2006), after the requested modifications were made in the IMS, professional development was provided statewide to data entry personnel via the Iowa Communications Network (ICN). This training included an explanation of the process and where to find the information needed on the following forms:

- Consent / Notice of Full and Individual Initial Evaluation;
- Individualized Education Program; and
- Student for Whom a Consent for Evaluation was Signed, But Will Not Receive an Individualized Education Program.

The *Consent / Notice of Full and Individual Initial Evaluation* form signed by the parents was used to determine the 60-day start date.

The *Individualized Education Program* form was used to determine the end date. All AEAs use the Web-Based IEP and at all initial IEP meetings, team members are required to document whether or not the evaluation was completed within 60 days. If this timeline was not met, team members provide the reason for delay in meeting the timeline. Reasons for delays include: moved, transferred in, hospitalization, scheduled school break, family reason, school or personnel reason, and other.

The Student for Whom a *Consent for Evaluation was Signed, But Will Not Receive an Individualized Education Program* form was created in FFY 2005 (2005-2006). This form is used to document students who were evaluated, but who were not eligible for special education services and therefore did not receive an IEP. Additionally, team members document on this form any delay, the reason for that delay, and the reason if no meeting was held.

Information Management System for data entry, maintenance and analysis. Iowa's central database system for special education is the Information Management System (IMS). The IMS has established data parameters and does not accept documented dates or information outside of a specified data range. AEA data entry personnel review and enter information from each initial IEP into IMS; data checks occur to ensure data accuracy. Subsequent to data entry in IMS, the system generates a nightly verification report of incomplete or unusual data; the report is sent to AEA data personnel. Data entry personnel correct errors and, if necessary, follow-up with the designated IEP contact person. SEA data personnel review IMS data on an established schedule to review data accuracy; SEA personnel contact AEA data entry personnel requesting corrections when needed.

In FFY 2005 (2005-2006), revisions were implemented in IMS to ensure data accuracy in the area of Child Find Part B. These revisions included adding fields by which to: (1) enter the date for the consent for evaluation; (2) calculate the 60-day timeline using the specified stop and start dates; and (3) capture categories of reasons for delay in the 60-day timeline.

Baseline Data for FFY 2005 (2005-2006) FFY 2009 (2009-2010):

Baseline data for Indicator B11 for FFY 2005 (2005-2005) through FFY 2009 (2009-2010) are summarized in Figure B11.1. Actual numbers are provided in Table B11.1. Data are provided for FFY 2005 through FFY 2009 because the measurement has remained consistent since the State Performance Plan was originally developed in FFY 2004. These were also the most recent data available upon revision of the State Performance Plan.

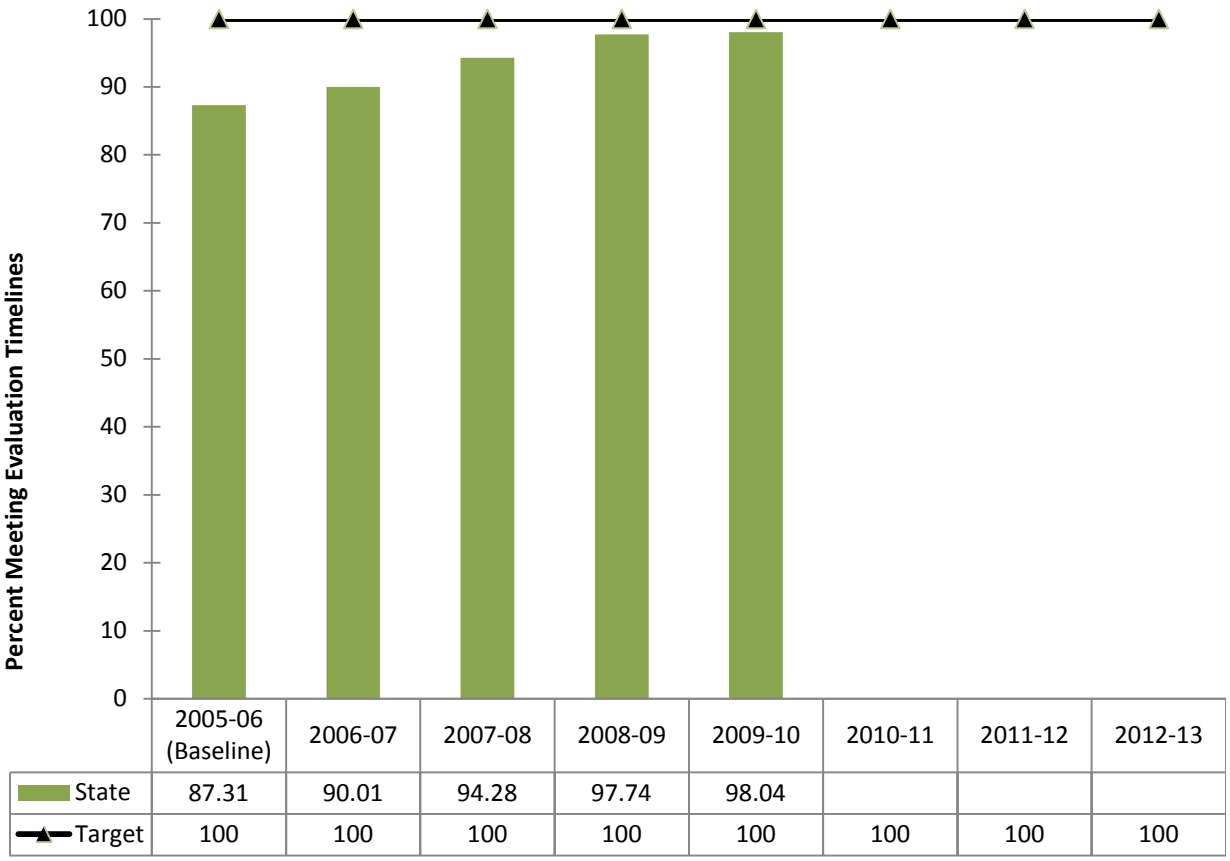


Figure B11.1. Percent of SEA Evaluations Meeting the 60-Day Timeline Requirement. *Source. Iowa Information Management System, FFY 2005 (2005-2006) through FFY 2009 (2009-2010).*

Table B11.1
SEA Number for Each Required Measure for (a), (b), and (c) and Timely Evaluation

FFY				
2005	2006	2007	2008	2009
(A) Number of children for whom parental consent to evaluate was received				
1797	6195	6524	8629	13189
(B) Number whose evaluations were completed within 60 days				
1569	5576	6151	8434	12930
(C) Number included in A but not in B or C				
228	619	373	195	259
(D) Percent = (B/ A) * 100				
87.31	90.01	94.28	97.74	98.04

Source. Iowa Information Management System, FFY 2005 (2005-2006) through FFY 2009 (2009-2010).

Discussion of Baseline Data:

Baseline data results indicated the SEA is 1.96% below the measurable rigorous target of 100% set by OSEP. The trend over the past five years has been positive each year, with improvement being seen each year. Additionally, over the past two years the state average has reached the substantial compliance point of 95% or more.

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FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Not Applicable.**
2006 (2006-2007)	**100% of children / youth referred for Part B evaluations have eligibility determined within 60 days.**
2007 (2007-2008)	**100% of children / youth referred for Part B evaluations have eligibility determined within 60 days.**
2008 (2008-2009)	**100% of children / youth referred for Part B evaluations have eligibility determined within 60 days.**
2009 (2009-2010)	**100% of children / youth referred for Part B evaluations have eligibility determined within 60 days.**
2010 (2010-2011)	**100% of children / youth referred for Part B evaluations have eligibility determined within 60 days.**
2011 (2011-2012)	**100% of children / youth referred for Part B evaluations have eligibility determined within 60 days.**
2012 (2012-2013)	**100% of children / youth referred for Part B evaluations have eligibility determined within 60 days.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide technical assistance. Ongoing clarification and assistance will be provided to all AEAs to ensure uniformity in understanding data requirements and exclusionary issues.	DE staff persons AEA special education directors	July 1, 2009 – June 30, 2013	Actual data for Indicator B11 will increase to 100%
Provide technical assistance. SEA will require a corrective action plan for Indicator 11 for any AEA remaining out of	Three SEA Staff	July 1, 2009 – June 30, 2013	Actual data for Indicator B11 will increase to 100%

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
compliance at the systemic level.			
Improve data collection and reporting. AEA data teams will be asked to access their B11 data regularly to monitor 60-day evaluation timeline data.	One SEA Staff Assigned AEA staff	July 1, 2009 – June 30, 2013	Increased focus on Indicator B11 data. Increased validity and reliability of data.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

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

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

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

Overview of Issue/Description of System or Process:

Past activities to address transition from Part C to Part B have addressed three components of the system: rules, monitoring, and refined data collection systems. In February 2000, the *Iowa Administrative Rules of Special Education* were adopted. These rules established the responsibilities of AEAs, LEAs, IFSP teams, IEP teams, and parents in ensuring a smooth transition from Part C to Part B. The Administrative Rules of Early ACCESS (IDEA Part C) became effective in January 2003 and provided common definitions and expectations to enhance Iowa's capacity to provide and monitor transition planning for children exiting early interventions services to Part B.

In 2003, the State systematized a cycle of data reporting and analysis that was designed to ensure data-based monitoring and continuous improvement for the Lead Agency (SEA) and AEAs. The monitoring system showed inconsistency for (1) LEA attendance at transition meetings, and (2) development of the IEP by the third birthday.

Iowa was awarded the OSEP General Supervision Grant to assist in expanding the data system to be interagency and provide transition and tracking data for children nearing maximum age of eligibility for Part C and transitioning from Part C to B. Foundational redesign activities for the Early ACCESS Part C data system occurred during this reporting year. The previous hand tally data system for Part C was upgraded to an electronic system providing an enhanced and improved data system. Data indicate that many children transitioning to Part B have an IEP developed and implemented by the

third birthday; however some children exiting Part C may not have an IEP developed and implemented until after their third birthday.

In order to achieve the target for children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays, Iowa needs to provide technical assistance to address the needs of service coordinators, IEP teams, and AEA and LEA staff. Other elements of the system such as the Part B rules may need to be revised to clearly delineate the responsibilities of AEAs, LEAs, IEP teams, and parents in providing a smooth and effective transition for children into Part B services. The State will continue to refine the monitoring system regarding transition from Part C to Part B. The SEA will continue to refine the data collection system and training and technical assistance to support the effective use of data collection and analysis.

Monitoring data showed inconsistency in the development and implementation of the IEP by the third birthday. As indicated in the FFY 2003 (2003-2004) APR, the SEA addressed noncompliance for the development and implementation of the IEP by age three.

Figure B12.1 provides trend data for the status of eligibility determination of Part C children for Part B by age three as presented in the FFY 2003 (2003-2004) APR.

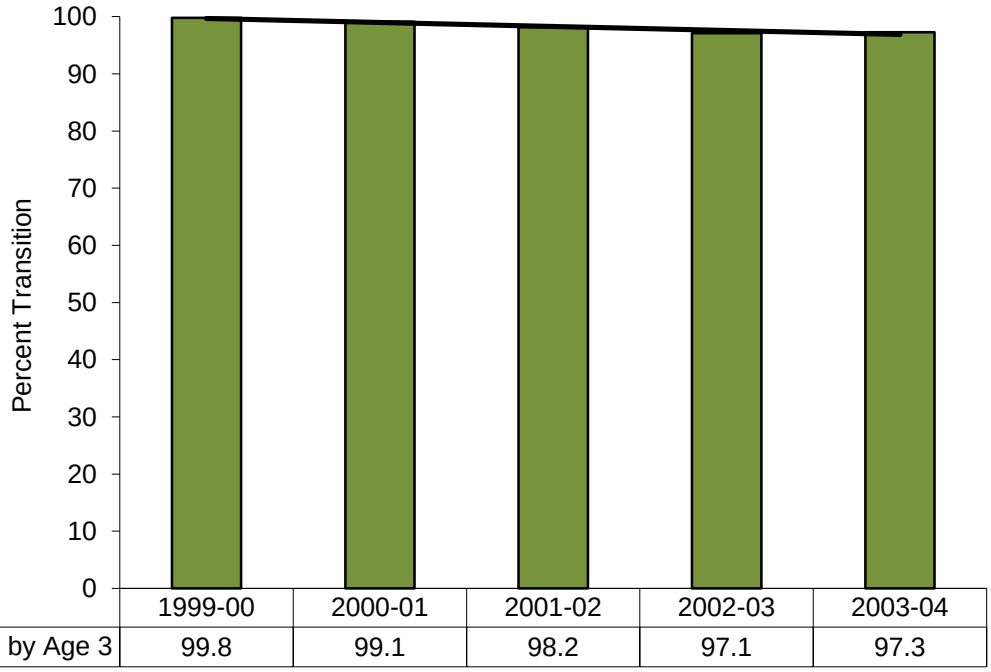


Figure B12.1. **Percent of Children with Part B Determined by Age Three.** *Source*. Iowa 618 Exit Table, FFY 1999 (1999-2000) through FFY 2003 (2003-2004).

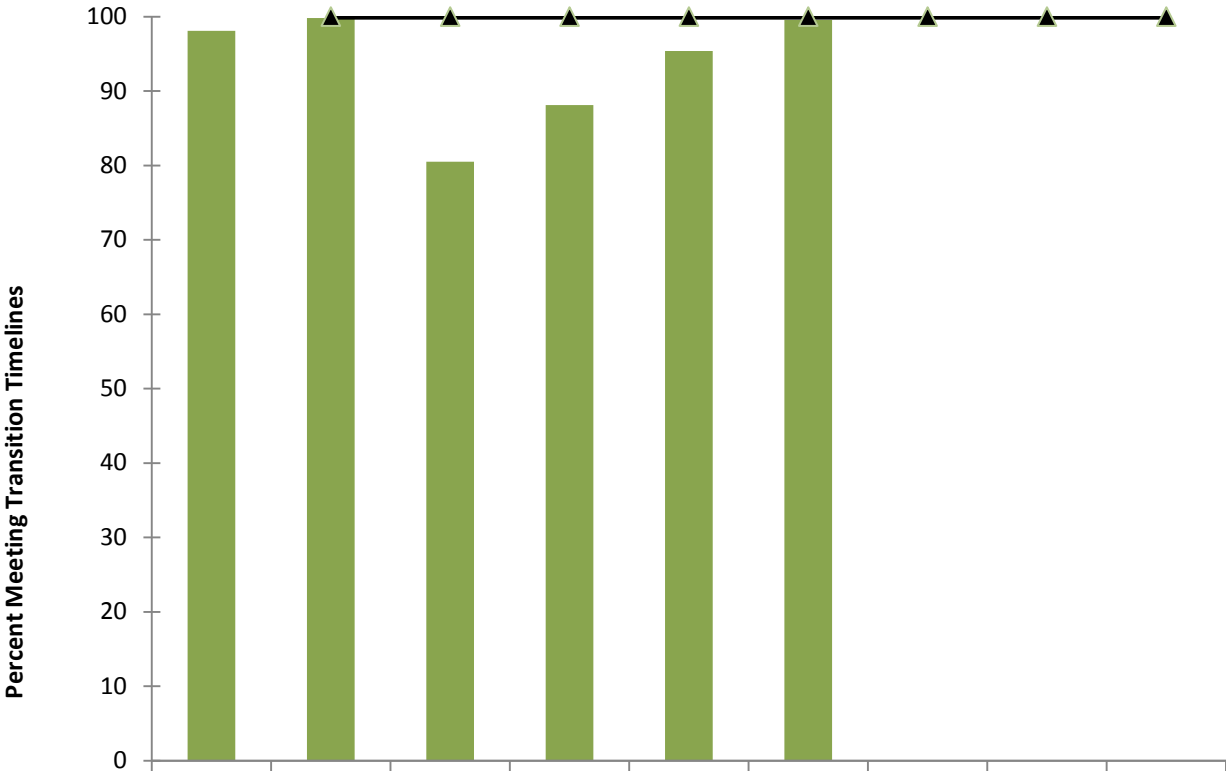
Trend data in Figure B12.1 indicate a stable percent transition by age three, though some slight decrease has occurred across five years. The percent transition by age three has decreased 2.5%, from 99.8% in FFY 1999 (1999-2000) to 97.3% in FFY 2003 (2003-2004). A major concern was the appropriate documentation of transition services across Signatory Agencies; training occurred throughout the year to facilitate appropriate transition documentation.

Based on these data, the SEA engaged in the following activities in the FFY 2004 (2004-2005) year: (1) refined the data collection system regarding C to B transition; (2) analyzed monitoring data in the

area of transition C to B; (3) provided technical assistance and materials to parents and professionals about transition planning; and (4) collected C to B transition needs data from key stakeholder groups.

Baseline Data for FFY 2004 (2004-2005) through FFY 2009 (2009-2010):

Baseline data for Indicator B12 for FFY 2004 (2004-2005) through FFY 2009 (2009-2010) are summarized in Figure B12.2. Actual numbers used in the calculations are provided in Table B12.2. Data are provided for FFY 2004 through FFY 2009 because the measurement for this indicator has changed little since the State Performance Plan was initially developed in FFY 2004. These were also the most recent data available upon revision of the State Performance Plan.



	2004-05 (Baseline)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
State	98.10	99.83	80.50	88.12	95.39	99.57			
Target		100	100	100	100	100	100	100	100

Figure B12.2. Percent of Eligible Children with IEP Developed and Implemented by Age 3, FFY 2004 (2004-2005) through FFY 2009 (2009-2010) and State Targets. Source: Iowa's Information Management System, FFY 2004 (2004-2005) through FFY 2009 (2009-2010).

Indicator 12 has an additional required measurement to: (a) account for children included in "a" but not included in "b", "c", "d" or "e" and (b) indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Table B12.1 summarizes information on number of children included in measure "A" of effective transition, but not in measure "B", "C", "D" or "E" and the range of delays beyond the third birthday for the most recent data year, FFY 2009 (2009-2010).

Table B12.1
Children Included in "A" but not in "B" "C" "D" or "E" and Range of Delays Beyond Third Birthday, FFY 2009

Reason	Number of cases
Family reason	0
Child's hospitalization/long-term illness	0
Mutual agreement	1
Natural disaster	0
No valid reason	3
Evaluation permission delay	1
Total	5
Range of days beyond third birthday when meeting was held	
3-350 days	

Source. Iowa Information Management System, FFY 2009 (2009-2010).

Table B12.2
Number of Children Served in Part C and Referred to Part B, Determined Ineligible for Part B, Determined Eligible for Part B, for whom Parent Refusal to Provide Consent Caused Delay, and who were Referred to Part C less than 90 Days before their 3rd Birthdays

FFY					
2004	2005	2006	2007	2008	2009
(A) Number of children served in Part C and referred to Part B					
840	814	931	1010	1063	1218
(B) Number referred determined not eligible whose eligibility was determined prior to their third birthday					
420	226	3	0	0	50
(C) Number found eligible who had an IEP developed/implemented by their third birthday					
412	587	747	890	1014	1162
(D) Number for whom parental refusal to provide consent caused delay					
8	1	3	4	0	0
(E) Number referred to Part C less than 90 days prior to their third birthday					
NA	NA	NA	NA	0	1
Number included in A but not B, C, D or E					
8	1	181	120	49	5
Percent = ((C) /(A-B-D-E))*100					
98.10	99.83	80.50	88.12	95.39	99.57

Source: Iowa's Information Management System, FFY 2004 (2004-2005) through FFY 2009 (2009-2010).

Discussion of Baseline Data:

Data from FFY 2004 through FFY 2009 indicate initially high compliance, followed by a subsequent decline and then a substantial increase in compliance again from FFY 2006 to FFY 2009. In FFY 2006 the SEA determined that the measurement for this indicator was not being met reliably and revised the state's data collection to provide valid and reliable data on early childhood transition requirements. The initial result was decreased compliance, but subsequent efforts by the SEA to inform and train personnel in the field have resulted in 99.57% compliance for FFY 2009 (2009-2010).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100% of children referred by Part C prior to age three who are found eligible for Part B have an IEP developed and implemented by their third birthdays.**
2006 (2006-2007)	**100% of children referred by Part C prior to age three who are found eligible for Part B have an IEP developed and implemented by their third birthdays.**
2007 (2007-2008)	**100% of children referred by Part C prior to age three who are found eligible for Part B have an IEP developed and implemented by their third birthdays.**
2008 (2008-2009)	**100% of children referred by Part C prior to age three who are found eligible for Part B have an IEP developed and implemented by their third birthdays.**
2009 (2009-2010)	**100% of children referred by Part C prior to age three who are found eligible for Part B have an IEP developed and implemented by their third birthdays.**
2010 (2010-2011)	**100% of children referred by Part C prior to age three who are found eligible for Part B have an IEP developed and implemented by their third birthdays.**
2011 (2011-2012)	**100% of children referred by Part C prior to age three who are found eligible for Part B have an IEP developed and implemented by their third birthdays.**
2012 (2012-2013)	**100% of children referred by Part C prior to age three who are found eligible for Part B have an IEP developed and implemented by their third birthdays.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Activity	Personnel Resources Committed	Outcomes	Project Duration
Improve systems administration and monitoring. SEA will facilitate the development and implementation of the statewide procedures manuals for Parts B and C.	Two SEA staff and 10 AEA staff	All AEAs will have uniform procedures around transition.	Ongoing through FFY 2012 (2012-2013)
Improve data collection and reporting. Primary progress for improving data collection and	Two SEA staff	Data for analysis and reporting are reliable and valid.	Ongoing through FFY 2012 (2012-

Activity	Personnel Resources Committed	Outcomes	Project Duration
accuracy were attributed to the revision and the implementation of systematic procedures of the SEA's Information Management System (IMS). Analysis of data from the SEA's IMS indicated inappropriate exit codes had been assigned when children exited Part C. As a result, the SEA completed revisions to the system data collection procedures including a revision of the exit code definitions. The SEA has requested additional IMS data collection revisions in order to capture the number of days beyond the child's third birthday eligibility determination and IEP development is not implemented, and the reason for the delay. (This is to facilitate electronic versus hand tallying of State data.)			2013).
Improve data collection and reporting. Data were analyzed by regional grantee liaisons and coordinators to identify regional and systemic issues regarding exit codes definitions and program implications.	Two SEA staff and Ten AEA staff	The SEA determined that additional guidance was needed regarding the selection of certain exit codes. The SEA and AEAs identified a transition workgroup to develop guidance on this topic. Data analysis was used to inform AEA improvement plans.	Ongoing through FFY 2012 (2012-2013).
Improve data collection and reporting. Data were analyzed by AEA leaders to identify systemic issues regarding meeting transition timelines for evaluation and implementation of an IEP and program implications.	Two SEA staff and Ten AEA staff	Data analysis was used to inform AEA improvement plans.	Ongoing through FFY 2012 (2012-2013).
Improve data collection and reporting. Changes were made to the Eligibility Data Worksheet in the Web IEP and IMS to reflect the measurement of Indicator 12, including B.12e.	Two SEA staff and One IMS staff	Iowa's data for Indicator 12 reflect the Part B measurement table.	Ongoing through FFY 2012 (2012-2013).
Provide technical assistance. The SEA provided training to data personnel regarding appropriate use of Part C exit codes	Two SEA staff	More student records (approximately 99%) are correctly coded with an appropriate Part C exit code prior to data verification.	Ongoing through FFY 2012 (2012-2013).
Provide technical assistance. The SEA provided thorough	Three SEA staff	AEA adoption of unified policies and procedures	Ongoing through FFY

Activity	Personnel Resources Committed	Outcomes	Project Duration
implementation guidance and training materials on the statewide transition policy and procedures that was adopted by all AEAs.		and subsequent TA provided by the SEA led to greater statewide alignment with IDEA 2004 requirements and more accurate transition data.	2012 (2012-2013).
Provide technical assistance. SEA implemented statewide training for approved AEA trainers addressing service coordinator roles and responsibilities in the transition process.	Three SEA staff	Statewide training was implemented for service coordinators.	Ongoing through FFY 2012 (2012-2013).
Improve data collection and reporting. SEA data team began to develop procedures for the quarterly validation and verification of transition data.	Two SEA staff and One IMS staff	Accuracy of IMS exit data was improved prior to verification.	Ongoing through FFY 2012 (2012-2013).
Improve data collection and reporting. SEA data team distributed transition data to AEAs for validation and verification.	Two SEA staff	Exit codes and delay reasons for children leaving Part C were verified.	Ongoing through FFY 2012 (2012-2013).
Provide technical assistance. SEA facilitated development and began implementation of parent information and training materials in partnership with the AEA Parent Educator Connection and Early Access regional leadership.	Three SEA staff and Two AEA staff	AEAs have materials with which to provide parents to inform them of their rights and of the transition process.	Ongoing through FFY 2012 (2012-2013).
Provide technical assistance. SEA proposed development and implementation of training to analyze and effectively address reasons for delay in evaluation and the development of an IEP by the third birthday.	Two SEA staff	Technical assistance was provided to data entry personnel and an action plan for further analysis and training was developed.	Ongoing through FFY 2012 (2012-2013).
Improve systems administration and monitoring. SEA monitored related requirements through Iowa's system of general supervision.	Two SEA staff	SEA identified and corrected noncompliance associated with transition requirements.	Ongoing through FFY 2012 (2012-2013).
Improve systems administration and monitoring. SEA monitored alignment of AEA improvement plans and transition data.	Three SEA staff	SEA identified necessary TA and targeted TA to specific AEAs. All AEAs reviewed Indicator 12 data. All AEAs developed and implemented action plans related to transition.	Ongoing through FFY 2012 (2012-2013).
Improve data collection and reporting. The SEA will develop	1 SEA staff, 1 IMS staff	Indicator 12 compliance will improve; AEAs will	Ongoing through FFY

Activity	Personnel Resources Committed	Outcomes	Project Duration
and make available to AEAs data verification reports for Indicator 12.		be able to self-monitor more effectively throughout the year.	2012 (2012-2013).

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: FAPE in the LRE

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

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

Measurement:

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

Overview of Issue/Description of System or Process:

In order to obtain the sample for FFY 2009 (2009-2010) IEPs were randomly selected at the district level from the population of students with disabilities ages 14 and older in districts in the self-assessment year of Iowa's school improvement cycle. (Please note that Iowa Code requires that transition planning begin by age 14, rather than age 16, as stipulated by IDEA.) Sample size was determined using a 95% confidence interval with a margin of error of +/-10%. The sample was drawn with stringent confidence intervals because of the magnitude of decision-making based on the data. The sample was drawn to ensure representativeness. Responses were later assessed to validate the sample on representativeness by age, race and gender (see tables B13.1 – B13.3 of the FFY2009 Annual Performance Report). (Please note that Iowa does not collect information on disability category).

The sample was drawn from districts according to the self-assessment year within Iowa's school improvement cycle. The improvement cycle ensures that every district is reviewed once every five years.

Data collection team members received training and passed three reliability checks with at least 75% accuracy prior to data collection. A response rate of 100% was achieved. To meet criteria for Indicator B-13, an IEP must contain all six of the elements listed below. (The survey instrumentation for Iowa, variable definitions and data collection score-sheets are included at the conclusion of Indicator B13.).

Critical Element 1: Interests and Preferences. Interests and preferences as they relate to post-secondary areas and student invitation to the meeting.

Critical Element 2: Transition Assessments. Assessment information listing specific data and the source of the data for each post-secondary area of living, learning and working is sufficient to determine that the post-secondary area was assessed.

Critical Element 3: Post-secondary Expectations. A statement for each post-secondary area of living, learning, and working is observable, based on assessment information and projects beyond high school.

Critical Element 4: Course of Study. The course of study must project to the student's anticipated end of high school, be based on needs and include: 1) a targeted graduation date; 2) the student's graduation criteria; and 3) any courses or activities the student needs to pursue his/her post-secondary expectations.

Critical Element 5: Annual Goals. All goals must support pursuit of the student's post-secondary expectations and be well-written and all areas of post-secondary expectations must have a goal or service / activity or the assessment information must clearly indicate there is no need for services in that post-secondary area.

*Critical Element 6: Services, supports, and activities. S*tatements must specifically describe the services, supports and activities necessary to meet the needs identified through the transition assessment. Evidence that adult agencies and community organizations were involved as appropriate must also be present.

Data were collected through Iowa's System to Achieve Results (ISTAR), certified by AEA staff and validated through the ISTAR system. Selection bias was avoided to the largest possible extent by drawing a representative sample of IEPs at a high level of confidence and conducting the analysis only after weighting the data properly.

Baseline Data for FFY 2009 (2009-2010):

Baseline data for Indicator B13 for FFY 2009 (2009-2010) are summarized in Figure B13.1. Actual numbers and weighted numbers used in the calculations are provided in Table B13.2. Data are provided only for FFY 2009 because the measurement for Indicator B13 was revised for FFY 2009 (2009-2010) reporting and the State Performance Plan has been revised accordingly.

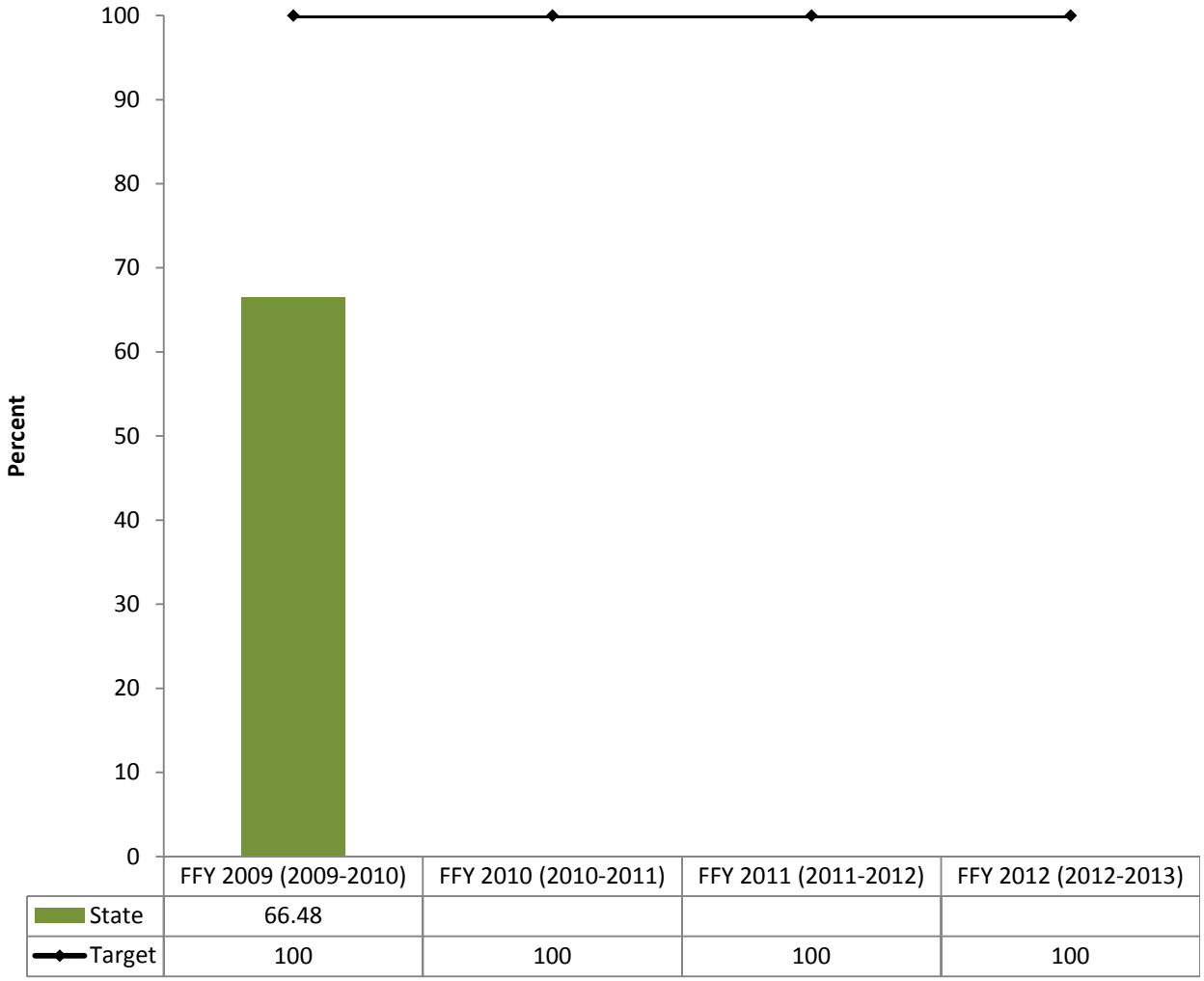


Figure B13.1. Percent of IEPs Meeting Indicator B13 Requirements, FFY 2009 (2009-2010). *Source. Iowa's ISTAR System, FFY 2009 (2009-2010).*

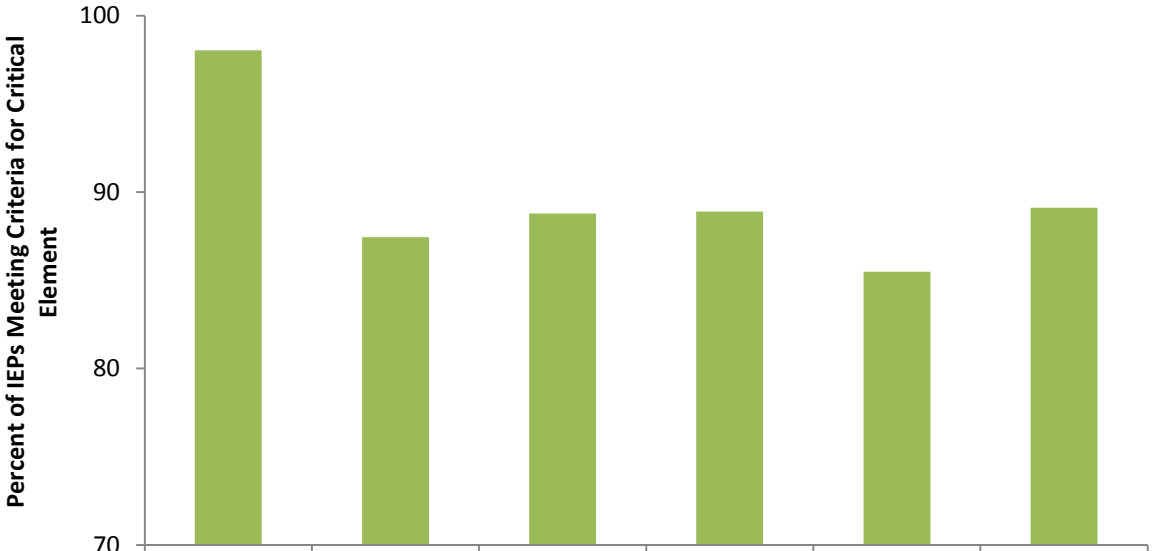
Iowa did not meet the measurable and rigorous target for Indicator 13 for FFY 2009 (2009-2010), with 66.48 percent of IEPs including coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet post-secondary goals. Table B13.1 presents the weighted and unweighted number of IEPs meeting Indicator B13 requirements.

Table B13.1
Number of IEPs Meeting Indicator B13 Requirements, Weighted and Unweighted, FFY 2009 (2009-2010)

Measure	Unweighted	Weighted
B13	3231	43075.08
Total	4842	64792.00
Percent	66.73	66.48

Source. Iowa's ISTAR System, FFY 2009 (2009-2010).

Iowa's standard for Indicator 13 requires that an IEP meet all six critical elements. (See survey instrumentation at the conclusion of this section.) If one or more of the critical elements are missing, the IEP is scored as not meeting the Indicator 13 criteria. Figure B13.2 depicts data on the critical elements of: (a) Preferences and Interests, (b) Transition Assessments, (c) Post-secondary Expectations, (d) Course of Study, (e) Goals that Support Post-Secondary Education, and (f) Services and Supports.



	Preferences and Interests	Transition Assessments	PSE	Course of Study	Goals that Support PSE	Services and Supports
FFY 09 (2009-2010)	98.03	87.45	88.78	88.89	85.48	89.11

Figure B13.2. Ratings of Six Critical Elements FFY 2009 (2009-2010). *Source. Iowa ISTAR System, FFY 2007 (2007-2008)*

Figure B13.2 reflects the quality of IEPs for all six critical elements. Figures B13.3, B13.4, B13.5, and B13.6 depict specific criteria in critical elements in FFY 2009 (2009-2010).

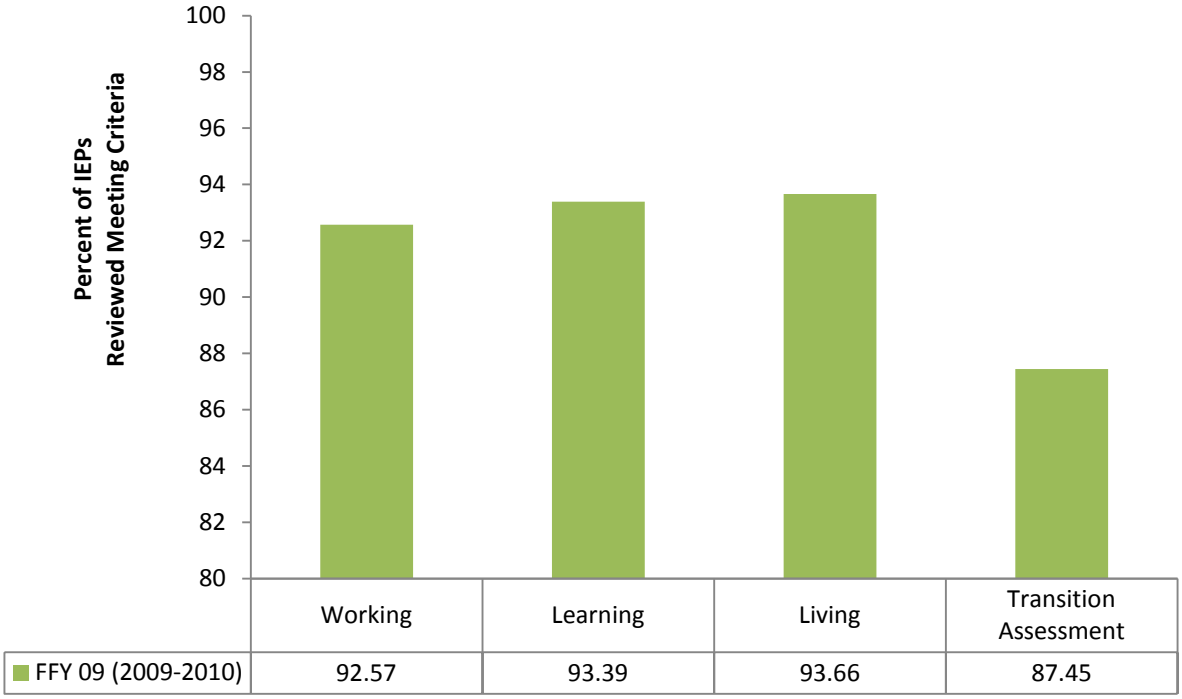


Figure B13.3. Specific Areas in Transition Assessment, FFY 2009 (2009-2010). *Source. Iowa ISTAR System, FFY 2009 (2009-2010).*

Figure B13.3 addresses quality of Transition Assessments. Iowa's criteria for the Transition Assessment critical element requires that all three sub-elements (working, learning, and living) are present. If any of these sub-elements are not present the IEP will be scored as not meeting the Transition Assessment critical element.

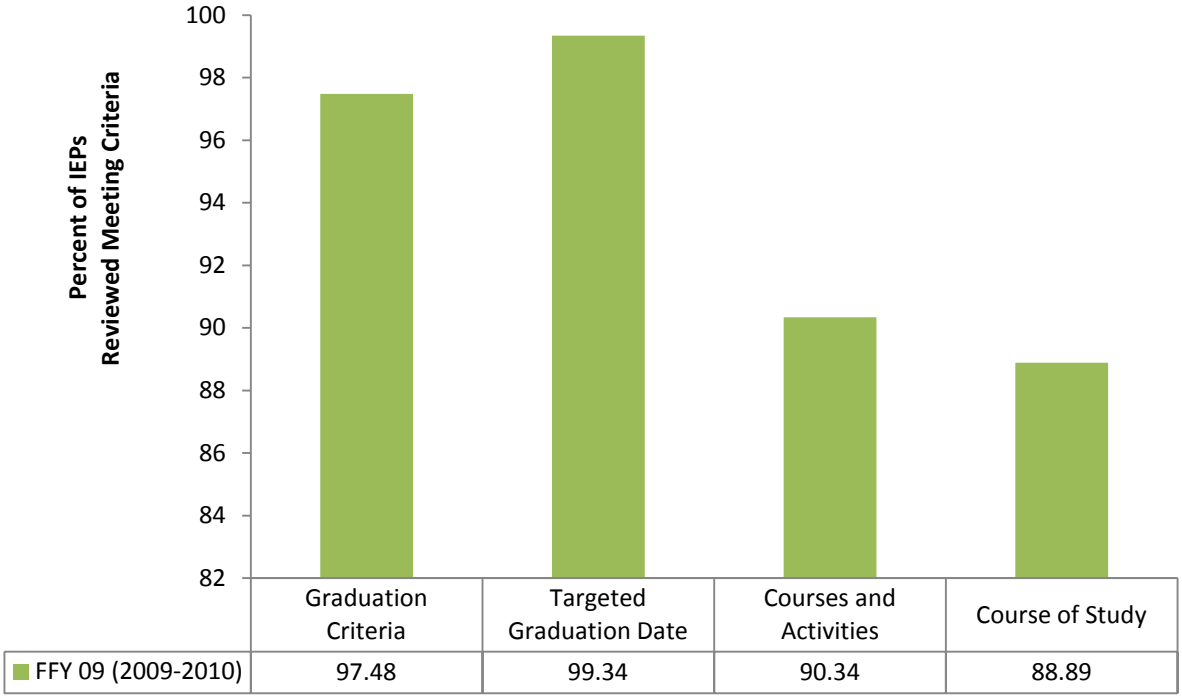


Figure B13.4. Specific Areas in Course of Study, FFY 2009 (2009-2010). *Source. Iowa ISTAR System, FFY 2009 (2009-2010).*

Iowa's criteria for the Course of Study critical element requires that all three sub-elements (graduation criteria, graduation date, and courses and activities) are present. If any of these sub-elements are not present the IEP will be scored as not meeting the Course of Study critical element.

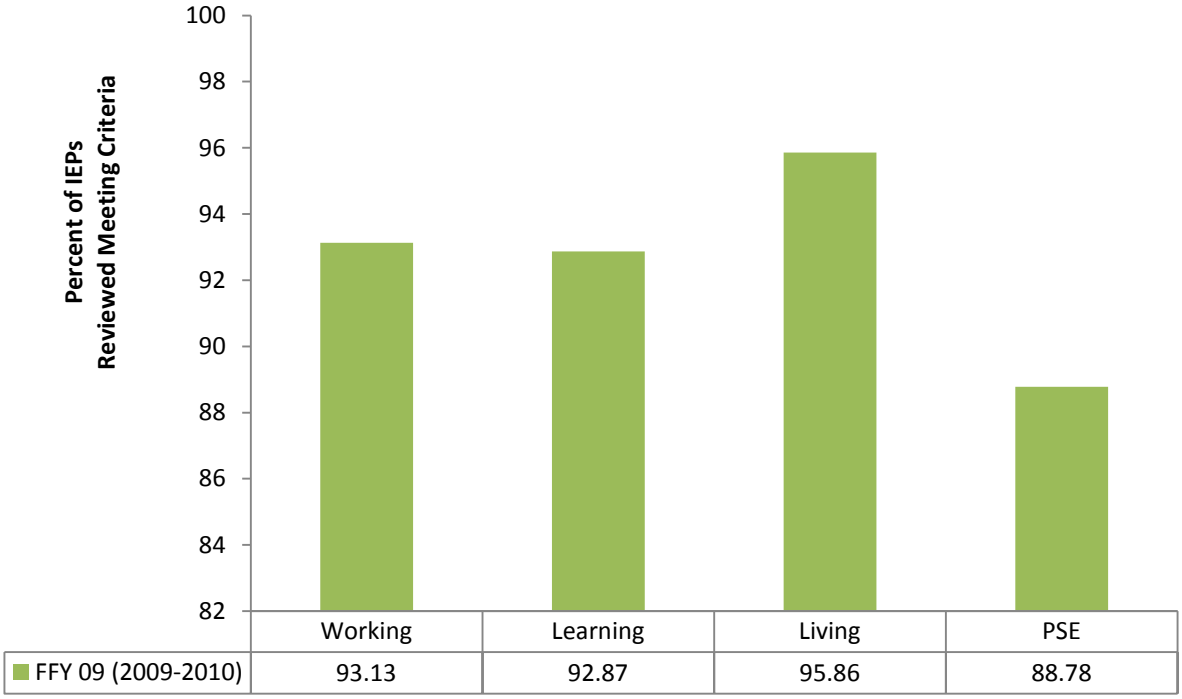


Figure B13.5 Specific Areas in Post-Secondary Expectations, FFY 2009 (2009-2010). *Source. Iowa ISTAR System, FFY 2009 (2009-2010).*

Iowa's criteria for the Postsecondary Expectations critical element requires that all three sub-elements (working, learning, and living) are present. If any of these sub-elements are not present the IEP will be scored as not meeting the Postsecondary Expectations critical element.

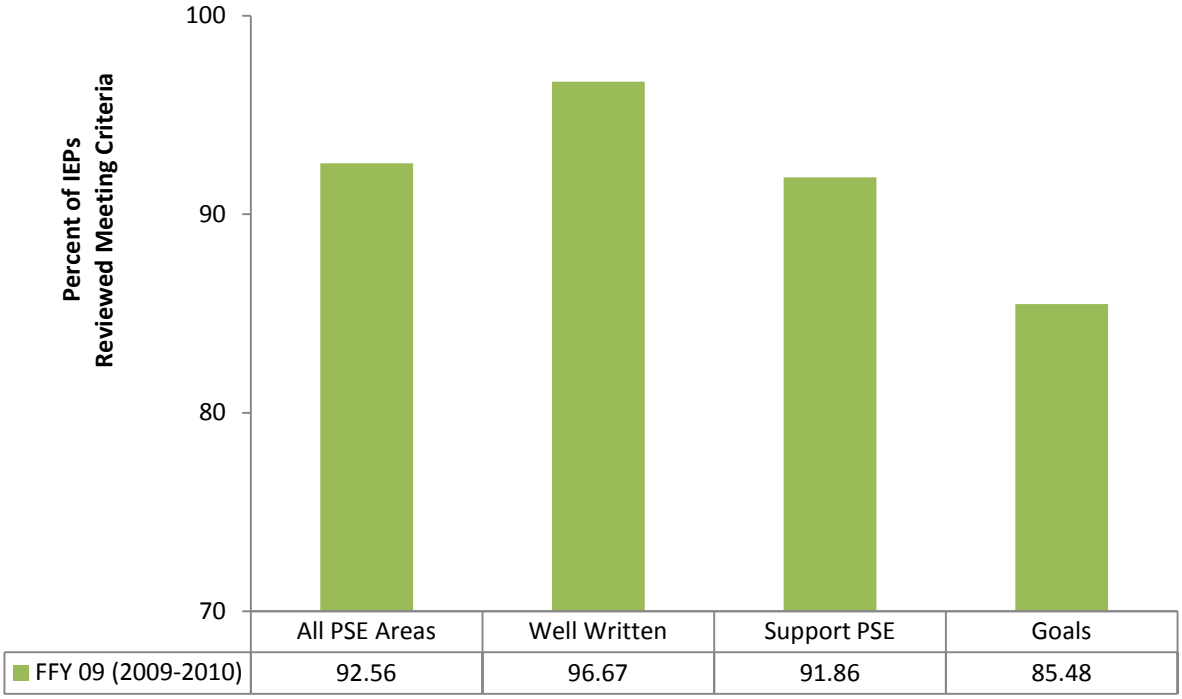


Figure B13.6. Specific Areas in Well Written Goals, FFY 2009 (2009-2010). *Source. Iowa ISTAR System, FFY 2009 (2009-2010).*

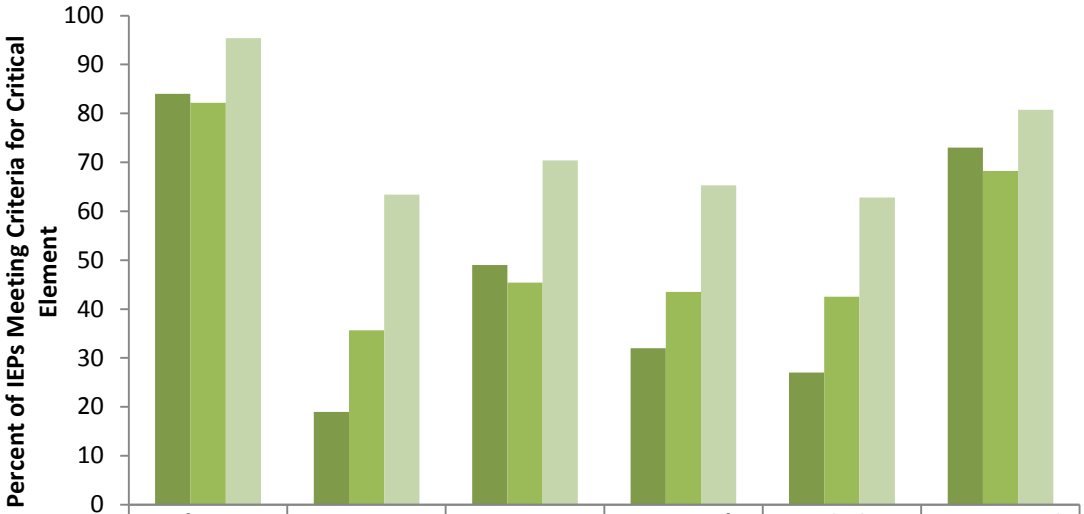
Iowa's criteria for the Goals critical element requires that all three sub-elements (PSE areas, well-written goals, and goals that support PSE) are present. If any of these sub-elements are not present the IEP was scored as not meeting the Goals critical element.

Discussion of Baseline Data:

Stakeholder groups with representatives of individuals with disabilities, parents, educators, administrators, private adult providers, Iowa Vocational Rehabilitation Services, Department of Human Services, and higher education met to review the data, set priorities, and suggest improvement activities. The information provided is a summary of their input.

The baseline data indicated that 66.48% of the reviewed IEPs addressed all six Critical Elements. The percent of IEPs addressing each of the individual Critical Elements, however, ranged from 85.48% to 98.03% (see Table B13.2). The two Critical Elements most present in IEPS were Interests and Preferences (98.03%) and services and supports (89.11%). Course of Study and Postsecondary Expectations were present in 88.89% and 88.78%of the IEPs, respectively. Transition assessments met criteria in 87.45% of the IEPs and 85.48% of the IEPS had goals that met criteria for Indicator 13. Further examination of the aggregated critical elements (see Tables B13.3 – B13.6), shows that over 90% of all IEPs met the sub-elements criteria for B13.

Indeed, the overall data has shown an increasing trend line since it was first collected in FFY O5. Indicator B13 was 35.23% in FFY 07 up from 5% in FFY 05. Table B13.8 displays the growth in each of the Critical Elements using the previous definition. (The only changes in Iowa's definition were to add student invitation to Critical Element 1: Preferences and Interests and adjust the evidence needed for adult agency/organization in Critical Element 5: Services and Supports. These were very slight changes to an already rigorous definition, increasing the ability to comparisons across time.)



	Preferences and Interests	Transition Assessments	PSE	Course of Study	Goals that Support PSE	Services and Supports
FFY 05 (2005-2006)	84.00	19.00	49.00	32.00	27.00	73.00
FFY 06 (2006-2007)	82.20	35.66	45.40	43.54	42.54	68.24
FFY 07 (2007-2008)	95.39	63.39	70.40	65.28	62.83	80.72

Figure B13.8. Ratings of Six Critical Elements for FFY 2005 (2005-2006) through FFY 2007 (2007-2008). *Source. Iowa ISTAR System, FFY 2007 (2007-2008).*

Stakeholder review of these data focused on the discrepancy between the lower overall percentage of IEPs that met the aggregated Indicator 13 calculation (66.48%) and the higher percentages of the Critical Elements (85.48% – 98.03%) and the higher percentages of the sub-elements (90.34% - 99.34%). It was determined that the discrepancy reflected IEP teams' increased understanding of the necessary transition components and also their difficulty in aligning the components throughout the IEP. The group also requested further analysis of the data to identify any patterns of low and high scoring districts and AEAs as well as an examination of potential "data creep" – or movement away from original criteria.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Not applicable.**
2006 (2006-2007)	**100% of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.**
2007 (2007-2008)	**100% of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.**
2008	**Not applicable.**

(2008-2009)	
2009 (2009-2010)	**100% of youth aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those goals, and annual IEP goals related to the student's transition service needs. There will also be evidence that the student was invited to the IEP team meeting where transition services were discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with prior consent.**
2010 (2010-2011)	**100% of youth aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those goals, and annual IEP goals related to the student's transition service needs. There will also be evidence that the student was invited to the IEP team meeting where transition services were discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with prior consent.**
2011 (2011-2012)	**100% of youth aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those goals, and annual IEP goals related to the student's transition service needs. There will also be evidence that the student was invited to the IEP team meeting where transition services were discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with prior consent.**
2012 (2012-2013)	**100% of youth aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those goals, and annual IEP goals related to the student's transition service needs. There will also be evidence that the student was invited to the IEP team meeting where transition services were discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with prior consent.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection. Update training materials to reflect improved practice. Develop state reliability procedures. Develop "recalibration" procedures.	DE transition consultant, Independent contractor	FFY10 and ongoing as needed to June, 30 2013.	Actual materials and procedures, increased consistency across and within AEAs, Increased B13,
Program development. Gather and analyze needs assessment data for issues of practice in transition assessments (skills	DE transition consultant and others as relevant (e.g.,	FFY10 and ongoing as needed to June,	Alignment of initiatives aimed at improving secondary services

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
and service delivery issues).	severe cognitive, behavior) Independent contractor(s)	30 2013.	
Provide Technical assistance. Develop tools to assist in the integration of transition components for development of course of study and annual goals and supports.	DE transition consultant and others as relevant (e.g., severe cognitive, behavior) Independent contractor(s)	FFY10 and ongoing as needed to June, 30 2013.	Improved cohesiveness of IEPs, improved relevance and rigor of services and supports resulting in increased graduation and postsecondary attendance and employment
Provide Technical assistance. Provide Technical Assistance to Area Education Agencies to understand the integration of transition components for development of course of study and annual goals and supports.	DE transition consultant and others as relevant (e.g., severe cognitive, behavior) Independent contractor(s), AEA content coaches	FFY10 and ongoing as needed to June, 30 2013.	Increased amount, consistency and quality of professional development on course of study and annual goals/supports

Indicator B13 Measurement

Item No.	Review Questions	Yes	No	NA	*Criteria for response*
T20. **§300.43(a)(2)** Also §300.321(b)(2) **Indicator B13** **Age Group C only**	Does the IEP include the student's preferences or interests?				**Yes** = Preferences or interests of the student are listed. (Interests = things that evoke curiosity. Preferences = things chosen over others). **No** = No interests or preferences are listed **OR** items listed are not the student's.
T21a. **§300.320(b)(1)** **Indicator B13** **Age Group C only**	Does the IEP document that the postsecondary area of **living** has been sufficiently assessed and information used as basis of transition planning?				**Yes** = Specific data related to the student's living skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the postsecondary area of living as it relates to student's postsecondary expectations for living was done. **No** = No specific data are listed **OR** the source or method of data collection is missing **OR** data are insufficient to determine that the post-secondary area of living has been assessed.
T21b. **§300.320(b)(1)** **Indicator B13** **Age Group C only**	Does the IEP document that the postsecondary area of **learning** has been sufficiently assessed and information used as basis of transition planning?				**Yes** = Specific data related to the student's learning skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the postsecondary area of learning as it relates to student's postsecondary expectations for learning was done. **No** = No specific data are listed **OR** the source or method of data collection is missing **OR** data are insufficient to determine that the postsecondary area of learning has been assessed.
T21c. **§300.320(b)(1)** **Indicator B13** **Age Group C only**	Does the IEP document that the postsecondary area of **working** has been sufficiently assessed and information used as basis of transition planning?				**Yes** = Specific data related to the student's working skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the postsecondary area of working as it relates to student's postsecondary expectations for working was done. **No** = No specific data are listed **OR** the source or method of data collection is missing **OR** data are insufficient to determine that the post-secondary area of working has been assessed.
T22a. **§300.320(b)(1)** Also §300.43(a)(1)	Is there a postsecondary expectation of				**Yes** = Postsecondary expectations statement incorporates observable post school outcomes in the area of living that

Indicator B13 **Age Group C only**	**living** that projects beyond high school, is consistent with available assessment information and is observable?				are consistent with available transition assessment data. **No** = Area is not stated as an observable behavior **OR** is not addressed or addressed vaguely **OR** is inconsistent with available transition assessment data.

Item No.	Review Questions	Yes	No	NA	*Criteria for response*
T22b. **§300.321(b)(1)** Also §300.43(a)(1) **Indicator B13** **Age Group C only**	Is there a post-secondary expectation of **learning** that projects beyond high school, is consistent with available assessment information and is observable?				**Yes** = Postsecondary expectations statement incorporates observable post school outcomes in the area of learning that are consistent with available transition assessment data. **No** = Area is not stated as an observable behavior **OR** is not addressed or addressed vaguely **OR** is inconsistent with available transition assessment data.
T22c. **§300.321(b)(1)** Also §300.43(a)(1) **Indicator B13** **Age Group C only**	Is there a postsecondary expectation of **working** that projects beyond high school, is consistent with available assessment information and is observable?				**Yes** = Postsecondary expectations/vision statement incorporates observable post school outcomes in the area of working that are consistent with available transition assessment data. **No** = Area is not stated as an observable behavior OR is not addressed or addressed vaguely OR is inconsistent with available transition assessment data.
T23a. **§300.320(b)(2)** **Indicator B13** **Age Group C only**	Does the course of study identify graduation criteria?				**Yes** = Graduation requirements are clearly documented and the means are defined. **No** = Graduation requirements and means are not documented, unclear or vague.
T23b. **§300.320(b)(2)** **Indicator B13** **Age Group C only**	Does the course of study identify a targeted graduation date?				**Yes** = Graduation date is documented. **No** = Graduation date is not documented.
T23c. **§300.320(b)(2)** **Indicator B13** **Age Group C only**	Does the course of study project courses and activities necessary to pursue the				**Yes** = Courses and activities, if needed, are listed and project to the targeted graduation date. **No** = Needed courses and activities are not listed or are vague.

	postsecondary expectations?				
T24a. **§300.320(b)(2)** Also §300.43(a)(2) **Indicator B13** **Age Group C only**	Do all the annual goals support pursuit of postsecondary expectations?				**Yes** = Each goal listed addresses a need listed in the PLAAFP and is necessary for the student to pursue targeted post-secondary expectations. **No** = One or more goals listed do not reflect a need listed in the PLAFFP or will not be necessary for the student to pursue targeted post-secondary expectations.
T24b. **§300.320(b)(2)** Also §300.43(a)(2) **Indicator B13** **Age Group C only**	Are **all** the annual goals well written?				**Yes** = Evidence reviewed shows that all goals state the condition(s), skill or behavior, and criterion, including timeline. **No** = Evidence reviewed shows one or more goals are missing the condition, skill, behavior, or criterion, including timeline.

Item No.	Review Questions	Yes	No	NA	*Criteria for response*
T24c. **§300.320(b)(2)** Also §300.43(a)(2) **Indicator B13** **Age Group C only**	Are there goals, services or activities for every postsecondary area (Living, Learning, and Working)?				**Yes** = Each postsecondary area of living, learning, and working is addressed through goals, services or activities. **(If Yes, skip to T25)** **No** = One or more postsecondary area does not have a goal, service, or activity.
T24d. **§300.320(b)(2)** Also §300.43(a)(2) **Indicator B13** **Age Group C only**	If not, is there justification in the PLAAFP?				**Yes** = Rationale for not needing services, supports or activities is listed in the PLAAFP and based on assessment information for each post-secondary area missing in question T24c. **No** = No rationale is listed for each postsecondary area not addressed through services, supports and activities **OR** rationale is not based on assessment data.
T25. **§300.320(b)(2)** Also §300.43(a)(2) **Indicator B13** **Age Group C only**	Are there specific statements describing the services and supports necessary to accomplish the annual goals and activities and to meet all				**Yes** = Each service, activity and support marked "yes" has a narrative description on Page F that clearly indicates the amount of resources to be committed, a description of time allocated, a description of services to be provided (not a list), **AND** there is clarity of services. **No** = Not all services, activities and supports have a description on Page F **OR** descriptions are vague.

	needs identified in the PLAAFP?				
SS51. §300.321(a) Indicators B5, B6 Age Group A, B, C	Were the following required participants invited to the meeting: • The parents of the eligible individual, • At least one general education teacher, • At least one special education teacher, • A representative of the district who is qualified to provide or supervise the provision of specially designed instruction, AND • An individual who can interpret the instructional implications of evaluation results?				**Yes = All participants required to attend the meeting were listed on the Meeting Notice form (or included in the other appropriate documentation of meeting notification) or excusal form.** **No = All participants required to attend the meeting were not listed on the Meeting Notice form (or included in the other appropriate documentation of meeting notification) or excusal form.**
SS51a §300.321(b)(3) Indicator B13	For this secondary transition-aged				**Yes = Meeting Notice form (or other appropriate documentation of meeting notification) indicates that, if**

Age Group C only	student, was a representative of a participating agency invited to the meeting with prior consent of the parent or student who has reached the age of majority, if applicable?				**applicable, representatives of participating agencies were invited to the meeting with prior consent of the parent or age-of-majority student. No = Meeting Notice form (or other appropriate documentation of meeting notification) indicates that, if applicable, representatives of participating agencies were NOT invited to the meeting with prior consent of the parent or age-of-majority student OR invited without prior consent OR no documentation of meeting notification exists.**
Item No.	Review Questions	Yes	No	NA	**Criteria for Response**
SS52. §300.321(a)(7) Indicator B13 Age Group C only	Was the student invited to attend the IEP meeting? (age 14 and above)				**Yes = Student's name is listed on the completed Meeting Notice or the student's meeting notification is otherwise appropriately documented. No = Student's name is NOT listed on the completed Meeting Notice or documentation of student's meeting notification is absent.**

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

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

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

Measurement:

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

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

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

Overview of Issue/Description of System or Process:

Iowa has worked on the development of a post-school results data collection system since completing its OSEP self-assessment in 2000. Stakeholder groups identified desired standards and indicators, drafted survey instruments, designed data collection procedures and piloted them with representative districts. The process was designed to be an integral part of a district's broader school improvement process and includes comparisons between data of students with disabilities and data of students without disabilities. Data collection for the post-school results actually occurs twice: once in the senior year and again one year following exit. Districts conduct the post-school results surveys once every five years in accordance with the schedule of their broader school improvement cycle. A district is required to administer the senior exit survey in the spring two years preceding the site visit. Then, in spring / summer of the year preceding the site visit, the district is required to administer the one-year follow-up survey. Methodological procedures for both administrations are described below. Results from the one-year follow-up survey are used in determining the calculation for Indicator B14.

States are required to provide a narrative that defines competitive employment as applicable to Indicator B14. Stakeholder groups reviewed possible definitions of competitive employment and corresponding formulas, including the definition provided through the Rehabilitation Act. Based on their input, in Iowa competitive employment is defined as work (i) In the competitive labor market that is performed on a full-time basis (at least 35 hours); (ii) in an integrated setting; and (iii) for which an individual is compensated at or above the minimum wage. Postsecondary school includes any full- or part-time postsecondary classes including (a) 4-year private or public institution, (b) 2-year private or public institution, (c) other adult or community education. Full- or part-time enrollment is self-reported, as criteria for full-time enrollment varies from postsecondary institution to institution.

Collection and Analysis of Baseline Data

District sampling procedures. Districts collect Part B Indicator 14 data as part of Iowa's compliance monitoring cycle, which begins with the submission of a Comprehensive School Improvement Plan in Year 1 and culminates with a site visit in Year 5. Each of Iowa's 365 districts is required to address all components of the compliance cycle within a five-year period. Indicator B14 data are collected in Year 4 of the compliance cycle through the administration of the one-year follow-up survey. Districts are required to participate in the One Year Follow-up Interview. District participation in training activities is reviewed and non-participants are contacted. Districts that still refuse to participate will be cited for noncompliance during their school improvement visit.

To ensure a balanced representation of the State across each year of the 5-Year cycle, the Department of Education hired Dr. Michael Larsen as an advisor. Dr. Larsen has a doctorate in statistics from Harvard University and is a professor in statistics at Iowa State University. He has worked at Stanford University, Gallup, The U.S. Bureau of Census and the University of Chicago and is eminently qualified to advise the Department.

Dr. Larsen's analysis of district assignments to the school improvement schedule indicated that the overall State representation is balanced across the years. However, slight adjustments in districts' assigned years would improve distributions across the years for comparisons *within an area education agency* (AEA). Dr. Larsen also advised that weighting procedures done in analysis could also remedy the slight imbalance for an AEA analysis across years. Weighting the results will also allow for a representative sample across Iowa including race / ethnicity and gender. The Department of Education decided to maintain the district assigned schedule and account for imbalances in the weighted analysis within AEAs. State results will also be adjusted using weighting and aggregation across years since there is not a probability sample using the established school improvement cycle.

Student sampling procedures. Data were collected from two groups of former students: those who had IEPs in high school and those who did not have IEPs in high school. Sample selection procedures were established so that district data are representative of the districts and can be used for district improvement. Sample size was determined based on a 95% confidence interval with a margin of error of not more than 0.05. All students in the class who had IEPs were selected for the district's sample. Districts with more than one high school (n=8 districts) were sampled at the high school level. Sampling of students occurred if the group (IEP, or no IEP) had 70 or more students. If the district had less than 70 students in a group, all students were selected for participation.

For FFY 2006 (2006-2007), a separate study was conducted for dropouts because the original sample did not account for students leaving high school who did not do so by graduating. Sample size was determined based on a 95% confidence interval with a margin of error of not more than 0.05. In subsequent years of the SPP/APR dropouts will be included in the primary sample and a separate study will not be conducted.

Instrumentation. The One-Year follow-up survey consisted of 35 questions regarding participant perceptions of high school, employment status, living arrangements, and postsecondary enrollment status. The survey instrument was developed from a synthesis of published research. (Bruininks, Lewis, & Thurlow, 1988; Hasazi, Gordon, & Roe, 1985; Kortering & Edgar, 1988; Mithaug, Horiuchi, & Fanning, 1985; Sitlington & Frank, 1990; Wehman, Kergel, & Seyfarth, 1985; Wagner, 1993.)

The survey instrument used for the FFY 2006 (2006-2007) sub-study of dropouts consisted of 15 questions regarding the students' reasons for leaving high school and current activities. Employment and postsecondary education questions were exactly the same as those used with the primary One-Year Follow-up Survey and used to calculate Indicator B14 status. Questions from the survey came from those promoted by the National Drop Out Prevention Center, the Post-School Outcomes Center and the Second National Longitudinal Study.

Procedures. The One-Year follow-up survey is administered in Year 4 of the Compliance Monitoring Cycle. It is conducted through a phone interview with the former student or their family member. Persons conducting the interview are district-designated personnel who have been trained to collect the information.

Treatment of non-respondents. Several procedures have been established to minimize the number of non-respondents. First, seniors are asked to provide names and phone numbers where they might be reached one year after high school. Second, districts are instructed to make three attempts to contact individuals. Finally, districts are provided incentive funds for the number of interviews they complete. Currently, they receive a flat rate per interview.

Analysis of data. Data were collected via Iowa's System to Achieve Results (ISTAR), the state's web-based monitoring database, and submitted to the SEA, where they were validated. Missing data and outliers were flagged and verified. Response data for the survey were weighted appropriately by district size to correct for the exclusion of some districts from the sample during each year of the Compliance Monitoring Cycle.

Baseline Data for FFY 2008 (2008-2009) and FFY 2009 (2009-2010):

Baseline data for Indicator B14 for FFY 2008 (2008-2009) and FFY 2009 (2009-2010) are summarized in Figures B14.1 through B14.3. Actual numbers used in the calculations are presented in Table B14.1. Data are provided for both FFY 2008 and FFY 2009 because these are the two data reporting years following the recent changes in measurement to Indicator 14. These were also the most recent data available upon revision of the State Performance Plan.

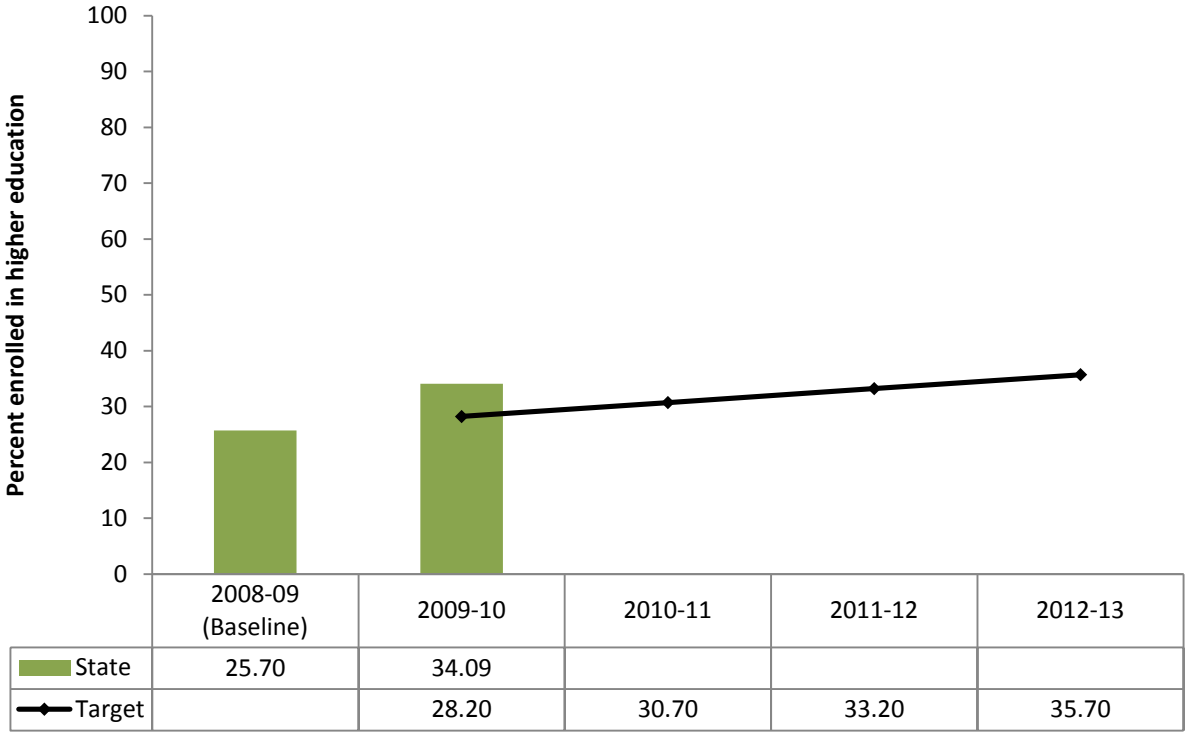


Figure B14.1. Percentage of Youth with IEPs Enrolled in Higher Education Within One Year of Leaving High School.
Source. Iowa's Project EASIER and B14 Indicator Survey Responses, FFY 2008 (2008-2009) and FFY 2009 (2009-2010).

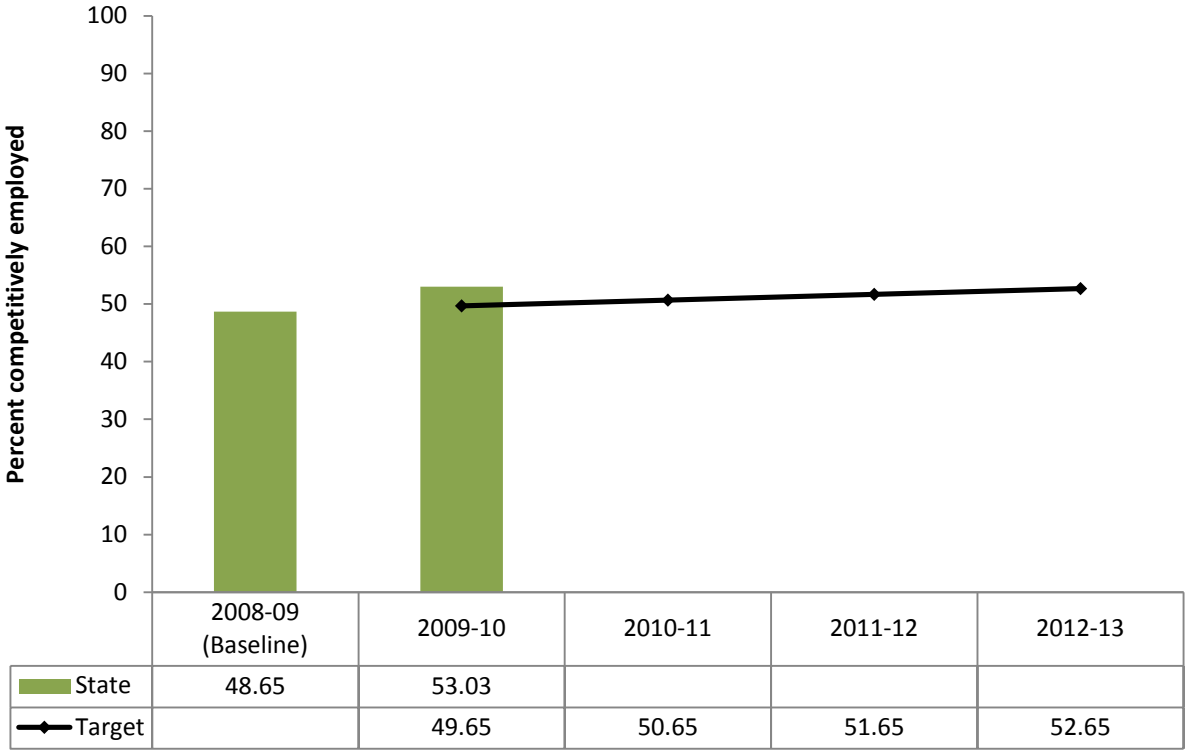


Figure B14.2. Percentage of Youth with IEPs Enrolled in Higher Education or Competitively Employed Within One Year of Leaving High School. *Source. Iowa's Project EASIER and B14 Indicator Survey Responses, FFY 2008 (2008-2009) and FFY 2009 (2009-2010).*

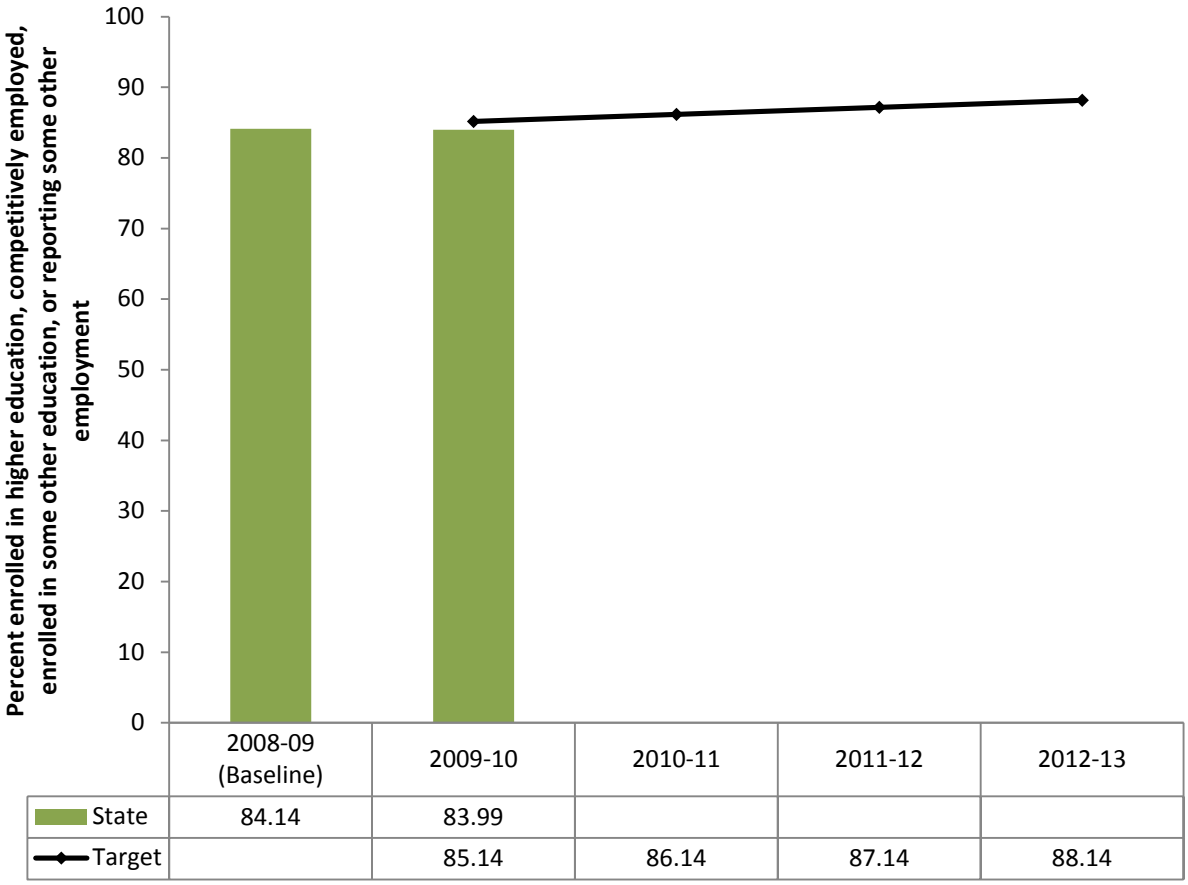


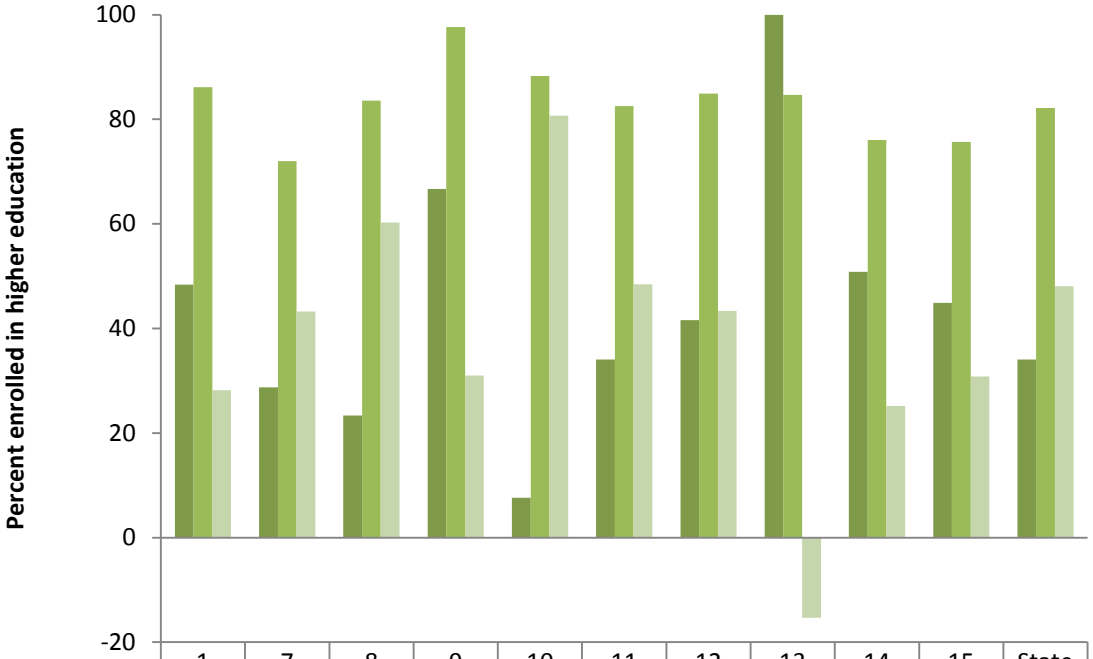
Figure B14.3. Percentage of Youth with IEPs Enrolled in Higher Education or Some Other Postsecondary Education or Training, or Competitively Employed or in Some Other Employment Within One Year of Leaving High School. *Source. Iowa's Project EASIER and B14 Indicator Survey Responses, FFY 2008 (2008-2009) and FFY 2009 (2009-2010).*

Table B14.1
Weighted and Unweighted Numbers Used in Calculation for Indicator 14 for Students with IEPs, FFY 2008 and 2009

Measure	FFY 2008 unweighted	FFY 2008 weighted	FFY 2009 unweighted	FFY 2009 weighted
Higher education (1.)	129	896.81	117	1138.92
Competitively employed (2.)	101	800.78	64	632.55
Other education (3.)	24	344.15	14	523.91
Other employment (4.)	88	894.45	53	510.30
Not engaged	52	553.41	61	534.85
Total leavers	394	3489.60	309	3340.53

Source. Iowa's Project EASIER, and B14 Indicator Survey Responses, FFY 2008 (2008-2009)and FFY 2009 (2009-2010)

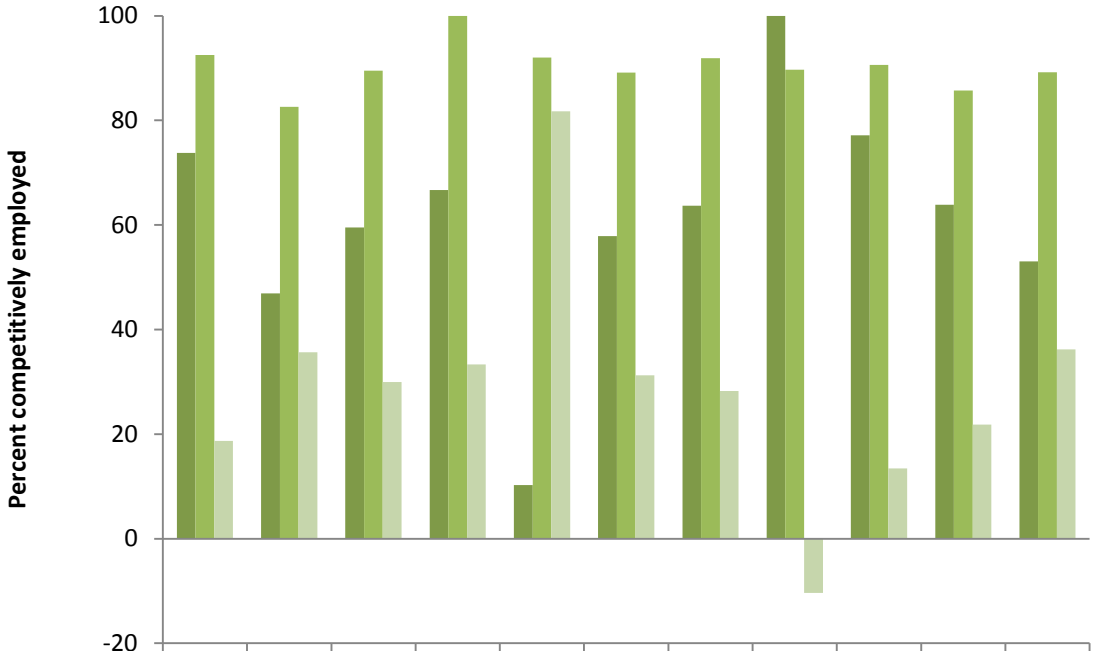
Figure B14.4 presents state and AEA data for FFY 2009 on the percent of students who did and did not have IEPs who were enrolled in higher education within one year of leaving high school. The difference between the percentages for students with and without IEPs is also presented.



	1	7	8	9	10	11	12	13	14	15	State
IEP	48.39	28.71	23.37	66.67	7.62	34.07	41.56	100.00	50.83	44.90	34.09
No IEP	86.13	71.98	83.60	97.67	88.29	82.54	84.94	84.67	76.03	75.69	82.17
Difference	28.20	43.27	60.23	31.00	80.67	48.47	43.38	-15.33	25.20	30.79	48.08

Figure B14.4. Percentage of Youth with and without IEPs Enrolled in Higher Education, State and AEA. *Source. Iowa's Project EASIER, FFY 2009 (2009-2010) and B14 Indicator Survey Responses FFY 2009 (2009-2010).*

Figure B14.5 presents state and AEA data for FFY 2009 on the percent of students who did and did not have IEPs who were enrolled in higher education or competitively employed within one year of leaving high school. The difference between the percentages for students with and without IEPs is also presented.



	1	7	8	9	10	11	12	13	14	15	State
IEP	73.79	46.94	59.53	66.67	10.28	57.87	63.68	100.00	77.17	63.87	53.03
No IEP	92.50	82.58	89.51	100.00	92.00	89.13	91.90	89.66	90.58	85.72	89.21
Difference	18.71	35.64	29.98	33.33	81.72	31.26	28.22	-10.34	13.41	21.85	36.18

Figure B14.5. Percentage of Youth with and without IEPs Enrolled in Higher Education or Competitively Employed, State and AEA. *Source. Iowa's Project EASIER, FFY 2009 (2009-2010) and B14 Indicator Survey Responses FFY 2009 (2009-2010).*

Figure B14.6 presents state and AEA data for FFY 2009 on the percent of students who did and did not have IEPs who were enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school. The difference between the percentages for students with and without IEPs is also presented.

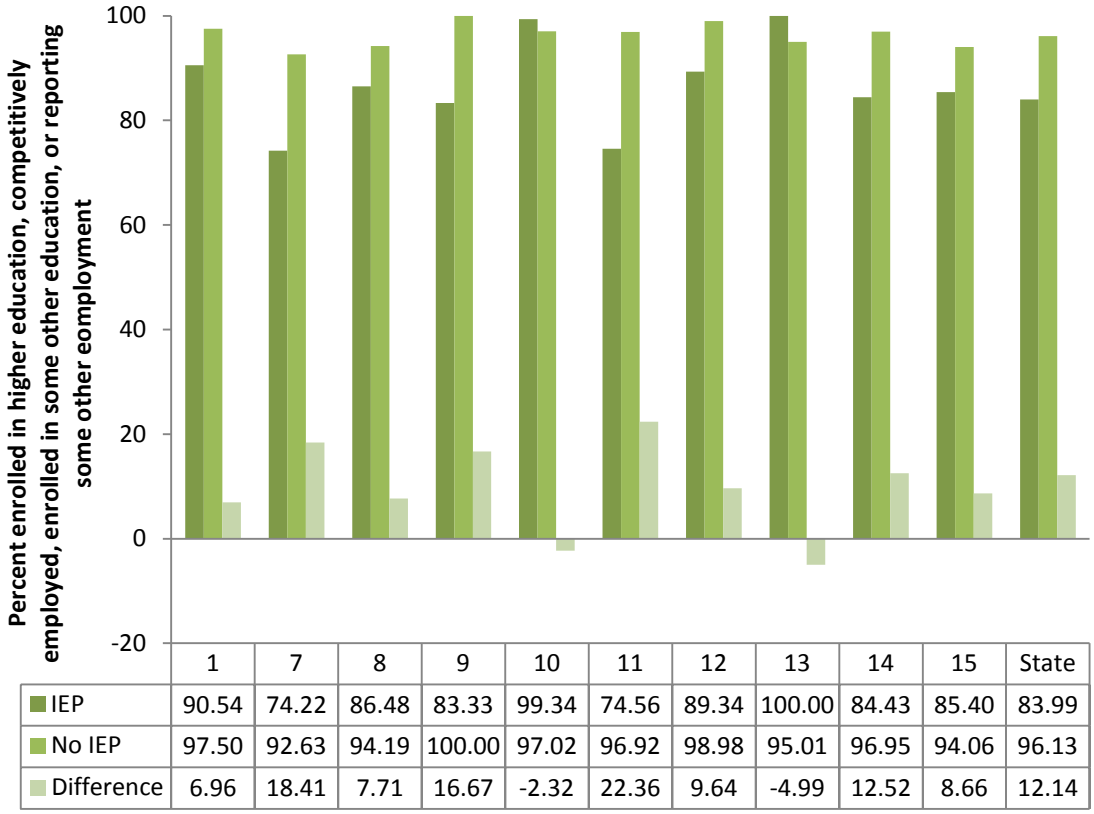


Figure B14.6. Percentage of Youth with and without IEPs Enrolled in Higher Education or Some Other Postsecondary Education or Training, or Competitively Employed or in Some Other Employment, State and AEA. *Source. Iowa's Project EASIER, FFY 2009 (2009-2010) and B14 Indicator Survey Responses FFY 2009 (2009-2010).*

Tables B14.5 and B14.6 present the raw numbers (weighted and unweighted) used in calculating the percentages for students with IEPs presented in Figures B14.1 through B14.6. Tables B14.7 and B14.8 present the raw numbers (weighted and unweighted) used in calculating the percentages for students without IEPs presented in Figures B14.4 through B14.6.

Table B14.5
Weighted Numbers Used in Calculation for Indicator 14 for Students with IEPs, State and AEA

	1	7	8	9	10	11	12	13	14	15	State
Higher education (1.)	92.48	136.54	28.06	39.47	37.65	319.15	245.93	42.27	37.06	160.31	1138.92
Competitively employed (2.)	48.53	86.64	43.40	0.00	13.15	222.96	130.94	0.00	19.20	67.73	632.55
Other education (3.)	13.28	26.50	7.92	0.00	436.62	5.12	25.17	0.00	0.00	9.30	523.91
Other employment (4.)	18.74	103.22	24.43	9.87	3.28	151.23	126.69	0.00	5.29	67.55	510.30

Not engaged	18.08	122.59	16.23	9.87	3.27	238.25	63.07	0.00	11.35	52.14	534.85
Total leavers	191.11	475.49	120.04	59.21	493.97	936.71	591.80	42.27	72.90	357.03	3340.53

Source. Iowa's Project EASIER, FFY 2009 (2009-2010) and B14 Indicator Survey Responses FFY 2009 (2009-2010).

Table B14.6
Unweighted Numbers Used in Calculation for Indicator 14 for Students with IEPs, State and AEA

	1	7	8	9	10	11	12	13	14	15	State
Higher education (1.)	10	20	4	4	11	26	24	3	7	8	117
Competitively employed (2.)	4	9	6	0	5	20	14	0	3	3	64
Other education (3.)	2	3	1	0	3	1	3	0	0	1	14
Other employment (4.)	3	14	3	1	1	17	10	0	1	3	53
Not engaged	1	21	2	1	1	19	8	0	2	6	61
Total leavers	20	67	16	6	21	83	59	3	13	21	309

Source. Iowa's Project EASIER, FFY 2009 (2009-2010) and B14 Indicator Survey Responses FFY 2009 (2009-2010).

Table B14.7
Weighted Numbers Used in Calculation for Indicator 14 for Students without IEPs, State and AEA

	1	7	8	9	10	11	12	13	14	15	State
Higher education (1.)	4704.58	9172.66	4696.83	4865.73	6115.95	25832.62	3984.39	2919.29	1433.93	4800.29	68526.27
Competitively employed (2.)	347.77	1351.68	331.61	116.27	257.23	2062.80	326.43	172.12	274.35	636.05	5876.31
Other education (3.)	182.05	235.47	0.00	0.00	68.58	387.51	93.28	61.49	31.30	222.88	1282.56
Other employment (4.)	91.02	1045.17	263.27	0.00	279.23	2051.21	238.66	122.98	88.86	306.11	4486.51
Not engaged	136.58	939.17	326.29	0.00	206.45	964.43	47.92	172.12	57.56	376.67	3227.19
Total leavers	5462.00	12744.15	5618.00	4982.00	6927.44	31298.57	4690.68	3448.00	1886.00	6342.00	83398.84

Source. Iowa's Project EASIER, FFY 2009 (2009-2010) and B14 Indicator Survey Responses FFY 2009 (2009-2010).

Table B14.8
Unweighted Numbers Used in Calculation for Indicator 14 for Students without IEPs, State and AEA

	1	7	8	9	10	11	12	13	14	15	State
Higher education (1.)	74	256	71	41	173	282	82	33	49	64	1125
Competitively employed (2.)	5	35	3	1	7	19	7	2	6	8	93
Other education (3.)	4	6	0	0	2	6	2	1	1	3	25
Other employment (4.)	2	27	4	0	8	15	7	2	3	4	72
Not engaged	5	39	9	0	14	20	8	4	5	9	113
Total leavers	88	336	83	42	196	327	99	40	61	84	1356

Source. Iowa's Project EASIER, FFY 2009 (2009-2010) and B14 Indicator Survey Responses FFY 2009 (2009-2010).

Iowa uses weighted numbers to calculate percentages for Indicator 14. The calculations for Indicators 14A, 14B, and 14C are shown below:

14A = (1138.92/3340.53)*100 = 34.09

14B = ((1138.92+632.55)/3340.53)*100 = 53.03

14C = ((1138.92+632.55+523.91+510.30)/3340.53)*100 = 83.99

Discussion of Baseline and Target Data:

The percentage of youth enrolled in some type of postsecondary school(Measure A) increased from the baseline of 25.70 to 34.09. This exceeds the target of 28.20%. The percentage of youth with IEPs enrolled in higher education or competitively employed within one year of leaving high school (Measure B) also increased from the baseline of 48.65% to 53.03%. This exceeds the target of 49.65%. The percentage of youth enrolled in higher education or some other postsecondary education or training, or competitively employed in some other employment within one year of leaving high school (Measure C), however, decreased slightly from the baseline of 84.14% to 83.99%. This was lower than the target of 85.14.

Further analysis of the data for Measures A and B indicated that the increases were the result of individuals shifting within the criteria of the measures themselves. Measure A, for example, increased because more individuals went to a two-year or four-year college rather than adult education (16.6% in FFY 08 and 8.8% in FFY 09). Also, the percentage of individuals completing a term increased from 86.7% in FFY 08 to 87.8% in FFY 09. The percentage of people who were not engaged in education or employment within one year of leaving high school actually increased slightly from 15.86% to 16.01%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Not applicable**
2006 (2006-2007)	**Not applicable**
2007 (2007-2008)	**66.19 percent of youth who had IEPs who are no longer in secondary school are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.**
2008 (2008-2009)	**Not applicable**
2009 (2009-2010)	**B14A: 28.20 percent of leavers will be enrolled in higher education** **B14B: 49.65 percent of leavers will be enrolled in higher education or**

	competitively employed **B14C: 85.14 percent of leavers will be enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment**
2010 (2010-2011)	**B14A: 32.20 percent of leavers will be enrolled in higher education** **B14B: 53.65 percent of leavers will be enrolled in higher education or competitively employed** **B14C: 86.14 percent of leavers will be enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment**
2011 (2011-2012)	**B14A: 34.70 percent of leavers will be enrolled in higher education** **B14B: 57.65 percent of leavers will be enrolled in higher education or competitively employed** **B14C: 87.14 percent of leavers will be enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment**
2012 (2012-2013)	**B14A: 38.70 percent of leavers will be enrolled in higher education** **B14B: 61.65 percent of leavers will be enrolled in higher education or competitively employed** **B14C: 88.14 percent of leavers will be enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. The SEA will review the senior exit and one-year follow-up surveys to account for student participation in community college and other college level courses while in high school. Revise	1 SEA staff Stakeholder work group	July 1, 2009 – June 30, 2013	The SEA will have more complete and accurate data on college coursework.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
as needed.			
Improve data collection and reporting. The SEA will conduct analyses of survey data to ensure representativeness of all leavers.	DE staff	July 1, 2009 – June 30, 2013	Data will be reliable and valid.
Improve data collection and reporting. The SEA will identify and implement strategies to increase response rate.	DE staff	July 1, 2009 – June 30, 2013	Data will be reliable and valid.
Improve data collection and reporting. The SEA will identify and implement strategies to increase participation of students who exit from grades 9 – 11 within the general data collection process.	DE staff	July 1, 2009 – June 30, 2013	Data will be reliable and valid.
Improve data collection and reporting. The SEA will gather, report, and analyze Indicator B13 and B14 data with collaborative partners.	DE staff Collaborative Partners	July 1, 2009 – June 30, 2013	Awareness of need for, and ownership of, improvement will increase.
Improve data collection and reporting. The SEA will review the senior exit and one-year follow-up surveys to account for student participation in community college and other college level courses while in high school.	DE staff Collaborative Partners Contractor	July 1, 2009 – June 30, 2013	Increased accuracy of data related to participation of youth with disabilities in postsecondary education.
Improve systems administration and monitoring. The SEA will analyze data of students who are not competitively employed or attending postsecondary to identify what they are doing, who they are, and needed supports.	DE staff Collaborative Partners Contractor	July 1, 2009 – June 30, 2013	Identification of needed supports and activities.
Improve systems administration and monitoring. The SEA will further analyze postsecondary data to	DE staff Collaborative Partners Contractor	July 1, 2009 – June 30, 2013	Identification of needed supports and activities.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
identify characteristics of attenders and nonattenders, postsecondary success and needed supports.			
Improve systems administration and monitoring. The SEA will further analyze employment data to determine quality of employment and needed supports.	DE staff Collaborative Partners Contractor	July 1, 2009 – June 30, 2013	Identification of needed supports and activities.
Provide technical assistance. The SEA will develop tools to increase AEA and LEA access to and use of data.	DE staff Collaborative Partners Contractor	July 1, 2009 – June 30, 2013	Increased understanding of need and use of improvement strategies.
Provide technical assistance. The SEA will develop tools and provide technical assistance to AEAs, LEAs, families, students, and Disability Support Services Providers to increase access to accommodations at the postsecondary level.	DE staff Collaborative Partners Contractors	July 1, 2009 – June 30, 2013	Increased percentage of youth in Measure A.
Clarify/examine/develop policies and procedures. Partner with other agencies and organizations to identify competitive employment definition similarities, differences and statewide needs.	DE transition consultant, IVRS, DD Council, other stakeholders Outside facilitator	July 1, 2009 – June 30, 2013	Identify state needs and develop state partnership goals and activities
Clarify/examine/develop policies and procedures. Identify and develop strategies for improving employment preparation of youth with autism spectrum disorders.	DE Autism consultant, DE Transition consultant, IVRS and other stakeholders	July 1, 2009 – June 30, 2013	Identify state needs and develop next steps

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement: Percent of noncompliance corrected within one year of identification:

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

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

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

Overview of Issue/Description of System or Process:

Iowa's Part B general supervision system is multifaceted. The components include: 1) support practices that improve educational outcomes for students; 2) use of multiple methods to identify and correct noncompliance within one year; and 3) mechanisms to encourage and support improvement and enforce compliance.

Dispute Resolution. The State utilizes a system for dispute resolution including both informal and formal mechanisms. Resolution Facilitation is a way to resolve differences instead of, or before use of, formal proceedings provided by the State. The SEA has written procedures for resolving any complaint, including a complaint filed by an organization or individual from another state. The SEA has widely disseminated these procedures to parents and other interested individuals, including the Iowa Parent Training and Information Center, Iowa Protection and Advocacy, independent living centers and other appropriate entities. A Resolution Facilitator assists in resolving differences between parents, schools and private service providers. Mediation is voluntary on the part of all parties and conducted by a qualified and impartial mediator who is trained in effective mediation techniques. Mediation can occur at any time, even prior to the filing of a due process hearing request. Whenever a due process hearing request is filed, the parties involved in the dispute have an opportunity for an impartial due process hearing.

Monitoring - Area Education Agencies (intermediate agencies). Utilizing a five-year cycle, the SEA conducts accreditation visits to each of Iowa's 11 Area Education Agencies (10 AEAs as of July 1, 2007.) Two AEAs receive an accreditation visit each year. During this visit AEA documents are reviewed and internal (AEA staff) and external (Staff from school districts served by the AEA) interviews are held that relate to the agency's five-year Comprehensive Improvement Plan and the services the agency provides in accordance with the eight required standards and one optional standard outlined in Chapter 72 of the Iowa Code. During the accreditation process, the special education services the agency provides are a

part of each of the eight required standards. Prior to an AEA Accreditation site visit the AEA must complete a written self-assessment study regarding the services provided by the agency. A targeted interview is held with special education staff; topics discussed during this interview include the agency's State Performance Plan indicator data, LEA (district) special education procedural compliance data, and other AEA data used by the Iowa Department of Education to make the accreditation determination regarding the agency.

Monitoring - Local Education Agencies (school districts). Utilizing a five-year cycle, the SEA conducts accreditation visits to each of Iowa's 365 public school districts. Approximately 20% of public school districts receive an accreditation visit each year. Districts have been assigned a specific year in the cycle for the on-site visit, with the cycle being maintained over time. Each year a balance of small, large, rural and urban districts are visited. This cycle was established and has been maintained for approximately 10 years, with special education being integrated into the process for five years. The Accreditation Site Visit process includes Iowa Chapter 12, Equity, Special Education and Title Programs.

The year prior to a site visit, each district completes a special education procedural compliance review related to the implementation of IDEA. Data are collected through a Web-based tool, with a report developed for each district to identify individual student noncompliance and whether or not the issues are identified as a system level issue. If noncompliance is identified as a system level issue, the district must write a Corrective Action Plan (CAP) and submit it to the AEA for approval prior to implementation. The AEA then monitors and verifies the correction of individual noncompliance as well as the implementation of the CAP. Individual student noncompliance is to be corrected within 60 school days and system level CAPs are to be fully implemented as soon as possible, but no later than one year from date of notification. After the AEA verifies that all corrections have been made, documentation is submitted to the SEA.

During the integrated site visit, multiple interviews take place on a variety of topics. The on-site visit allows for conversations to occur regarding student performance and implementation of the special education practices in the district. Interview groups include community partners, parents, teachers, school board, district administrators, and support staff. One of the interviews allows for district staff to be interviewed with a specific focus on special education practices and district level special education data. A comprehensive report written to the district identifies strengths, recommendations and any noncompliance in all of the areas reviewed during the site visit. Any special education noncompliance identified during the site visit must be corrected as soon as possible, but no later than one year from date of notification.

Baseline Data for FFY 2006 (2006-2007) through FFY 2009 (2009-2010):

Baseline data for Indicator B15 for FFY 2006 (2006-2007) through FFY 2009 (2008-2009) are summarized in Figure B15.1. The number of findings of noncompliance used in the calculations for each year is shown in Table B15.1. Data are provided for FFY 2006 through FFY 2009 measurement and targets for Indicator 15 have not changed and Iowa has been consistently reporting findings using the correct definition since FFY 2006.

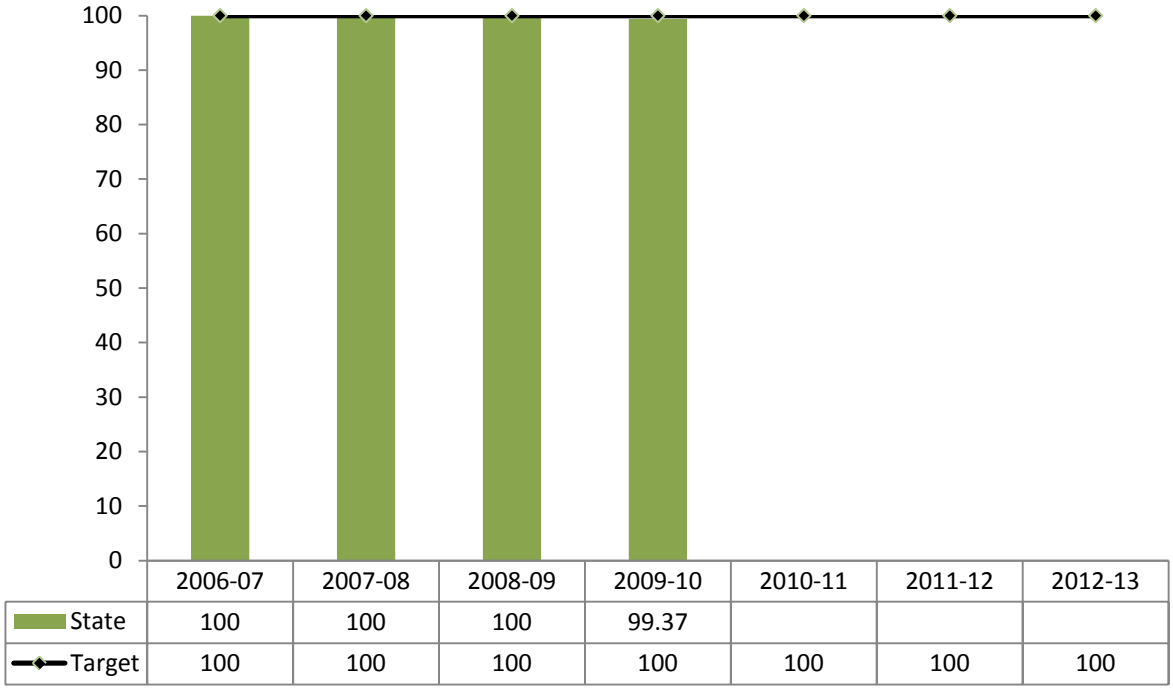


Figure B15.1. State Percent of Identified Noncompliance Corrected No Later than One Year from Identification. *Source: SEA Monitoring Database, FFY 2006 (2006-2007) through FFY 2009 (2009-2010).*

Table B15.1
State Total Findings of Noncompliance
and Percent Corrected Within One Year, FFY 2006 through 2009

	FFY			
Measure	**2006**	**2007**	**2008**	**2009**
Number of findings	794	15562	14753	7487
Number corrected as soon as possible but no later than one year from identification	794	15562	14753	7440
Percent corrected	100	100	100	99.37

Source: SEA Monitoring Database, FFY 2006 (2006-2007) through FFY 2009 (2009-2010).

Discussion of Baseline Data:

Data from FFY 2006 to FFY 2009 indicate that Iowa's General Supervision system identifies and corrects noncompliance as soon as possible but no later than one year form identification. In FFY 2006 the number of findings was equated with the number of LEAs cited for noncompliance, which explains the low number of findings relative to other years. Once findings were appropriately counted, FFY 2007 and FFY 2008 saw approximately 15,000 individual level findings. The number of findings in FFY 2009 decreased significantly due to increased compliance with secondary transition requirements on the IEP. The percent of findings corrected decreased slightly in FFY 2009 due to full implementation of OSEP Memorandum 09-02, including the requirement that each LEA

demonstrating noncompliance must be determined to be correctly implementing the specific regulatory requirements (i.e. reach 100% compliance in subsequent sampling).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.**
2006 (2006-2007)	**General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.**
2007 (2007-2008)	**General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.**
2008 (2008-2009)	**General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.**
2009 (2009-2010)	**General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.**
2010 (2010-2011)	**General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.**
2011 (2011-2012)	**General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.**
2012 (2012-2013)	**General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. Compliance items within I-STAR will be updated as needed based on any new OSEP requirements.	1 SEA consultant	July 1, 2010-June 30, 2012	SEA will adapt web-based file review tool to collect data as needed to fulfill any new OSEP requirements.
Provide technical assistance. The SEA and AEA stakeholder group will provide training to LEAs on I-STAR updates related to OSEP requirements.	1 SEA consultant and stakeholder group	July 1, 2010-June 30, 2012	LEAs will understand I-STAR changes to ensure accurate data collection.
Improve data collection and reporting. The requirement for verification of correction of Prong 2, i.e. that the LEA is correctly implementing the specific regulatory requirement, will be programmed into Iowa's I-STAR system.	2 SEA consultants, contractors	July 1, 2010-June 30, 2012	Data on the second prong of verification of correction will be valid and reliable.
Provide technical assistance. The SEA will provide training to the AEAs on General Supervision responsibilities.	1 SEA consultant	January 1, 2011-June 30, 2012	AEAs will understand their responsibilities with respect to General Supervision under Part B of IDEA, including identification and correction of noncompliance.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports[12] issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances[13] with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from data included in 618 Table 7.

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

Percent = Number of complaints with reports issued within timelines + number of complaints with reports issued within extended timelines divided by number of complaints with reports issued times 100.

Overview of Issue/Description of System or Process:

Complaint procedures adhere to all of the requirements of 34 CFR §§ 300.151-.153, as reflected in Iowa Administrative Code (IAC) rules 281—41.151.-153. When a complaint is filed at the SEA, the complainant is informed of the mediation options for resolving disputes.

If the complainant forgoes the mediation options to pursue the complaint process, the following occurs:

- A copy of the complaint is sent to the appropriate AEA Special Education Director for a response;
- The response is sent to the SEA, the district and the complainant;
- The SEA contacts the complainant, who is provided the opportunity to submit additional information to the SEA;
- The SEA conducts an investigation, targeting any differences between the response submitted by the Director and the additional information submitted by the complainant;

[12] OSEP used the language, "reports issued that were resolved" to mean that "A written decision was provided by the SEA to the complainant and public agency regarding alleged violations of a requirement of Part B of IDEA." (618 Table 7 Instructions)

[13] OSEP requires each state to define "exceptional circumstances" in its procedures. Iowa included these examples:
(1) The unavailability of necessary parties or information may hinder the investigation;
(2) Either the agency or the complainant submits additional data that changes the course of the investigation; or
(3) The complainant submits large volumes of additional information on a later date making it impossible to review and stay within the timeline.

- Based on this investigation, the SEA submits a final decision that is disseminated to the complainant, the district and the AEA; If noncompliance is found, a Corrective Action Plan is developed and submitted to the SEA, AEA and the complainant;
- The Corrective Action Plan and timelines are implemented and monitored by the AEA and the SEA; and
- Sanctions are given if a Corrective Action Plan is not implemented in a timely manner. as outlined in state rules 281—41.222, 41.600, and 41.603 *et seq.*

If a need exists for an extension past 60 calendar days, the Complaint Officer shall write a letter to the complainant providing the rationale, with copies being provided to the AEA Special Education Director and the Superintendent. The extension will be used only if exceptional circumstances exist concerning a particular complaint. When possible, the complainant will be contacted to discuss a mutual understanding of a deadline.

Examples of exceptional circumstances include:

- The investigation is hindered by the unavailability of necessary parties or information;
- Either the agency or complainant submits additional data that changes the course of the investigation; and/or
- The complainant submits large volumes of additional information at a date making it impossible to review and stay within the timeline.

Baseline Data for FFY 2004 (2004-2005) through FFY 2009 (2009-2010):

Baseline data for Indicator B16 for FFY 2004 (2004-2005) through FFY 2009 (2009-2010) are summarized in Figure B16.1. Actual numbers used in the calculations are provided in Table B16.1. Data are provided for both FFY 2004 through FFY 2009 because the measurement for Indicator B16 has remained consistent since the development of the State Performance Plan in FFY 2004.

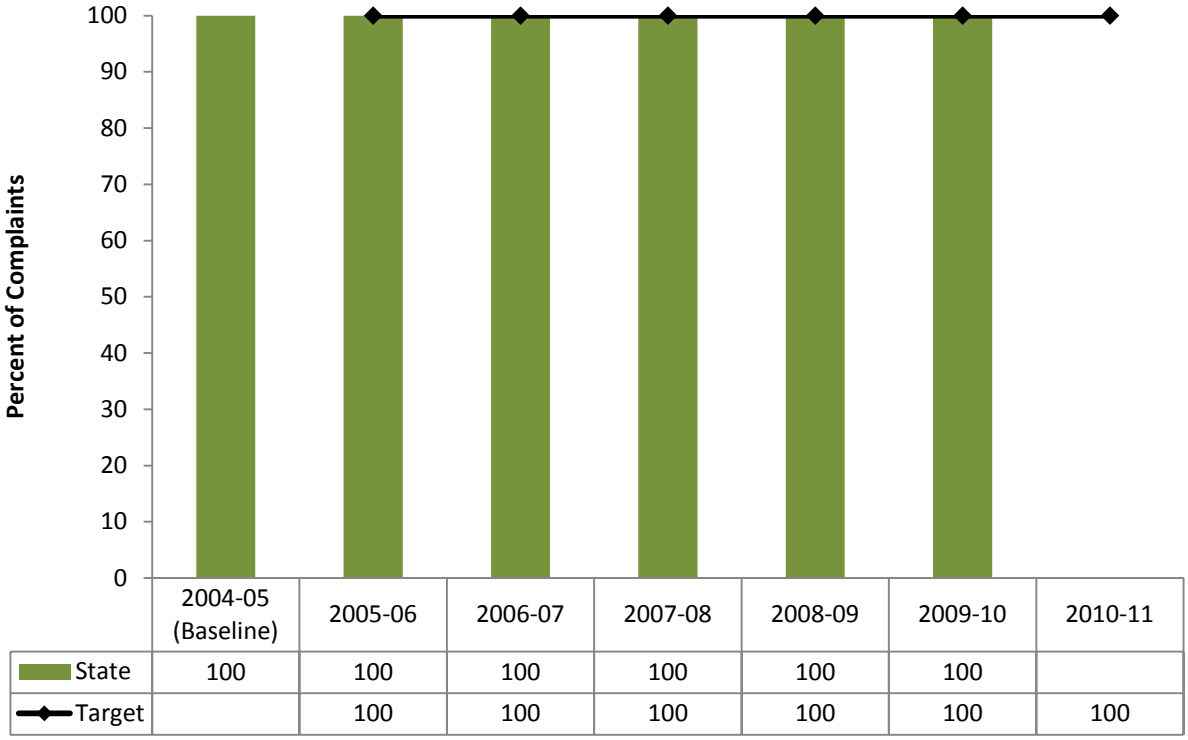


Figure B16.1. Percent of Iowa Complaints Meeting Timelines for FFY 2004 – FFY 2009. *Source. Iowa Department of Education Complaint Data Reports, FFY 2004 (2004-2005) - FFY 2009 (2009-2010).*

Table B16.1
Formal Complaints for FFY 2004 through FFY 2009

	FFY					
	2004	**2005**	**2006**	**2007**	**2008**	**2009**
Number of Complaints Meeting Timeline	2	3	1	1	2	7
Number of Complaints	2	3	1	1	2	7
Percent	100	100	100	100	100	100

Source. Iowa Department of Education Complaint Data Reports, FFY 2004 (2004-2005) - FFY 2009 (2009-2010).

Discussion of Baseline Data:

As illustrated in Figure B16.1, the State target was met for FFY 2009 (2009-2010). Results of data indicated the SEA maintained the OSEP target of 100% from baseline through FFY 2009 (2009-2010).

Table B16.1 shows the number of complaints occurring and timelines met based on SEA data from FFY 2004 (2004-2005) through FFY 2009 (2009-2010). Data for Indicator 16 are reflected in Section A of 618 Table 7, which match the data in this report.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2006 (2006-2007)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2007 (2007-2008)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2008 (2008-2009)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2009 (2009-2010)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2010 (2010-2011)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2011 (2011-2012)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2012 (2012-2013)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Clarify/examine/develop policies and procedures. The SEA will revise parts of the complaint procedures that have been unique to Iowa.	3 SEA staff	July 1, 2009 – June 30, 2010	Revision may eliminate the appearance of a conflict of interest.
Improve data collection and reporting. The SEA will maintain a data system to document and track complaints filed including monitoring of timelines and results.	3 SEA staff	Ongoing through FFY 2012 (2012-2013)	Data for analysis and reporting are reliable and valid.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer[14] at the request of either party or in the case of an expedited hearing, within the required timelines.

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from Section C of 618 Table 7.

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by (3.2)] times 100.

Percent = Number of hearing decisions within timeline + decisions within extended timeline divided by hearings held times 100.

Overview of Issue/Description of System or Process:

The due process hearing requirements in Iowa align with the requirements set forth by the IDEA. Likewise, the 45-day timeline requirements are imbedded into the Iowa Administrative Rules of Special Education. Due process hearing procedures are written by the Iowa Department of Education and these procedures are reviewed on an ongoing basis by the Iowa Department of Education staff and the ALJs to ensure that these rules are enforced.

Baseline Data for FFY 2004 (2004-2005) through FFY 2009 (2009-2010):

Baseline data for Indicator B17 for FFY 2004 (2004-2005) through FFY 2009 (2009-2010) are summarized in Figure B17.1. Actual numbers used in the calculations are provided in Table B17.1. Data are provided for FFY 2004 (2004-2005) through FFY 2009 (2009-2010) because the measurement for Indicator B17 has remained consistent since the development of the State Performance Plan in FFY 2004.

[14] In Iowa, an administrative law judge (ALJ), instead of a "hearing officer," is the person responsible for conducting a due process hearing.

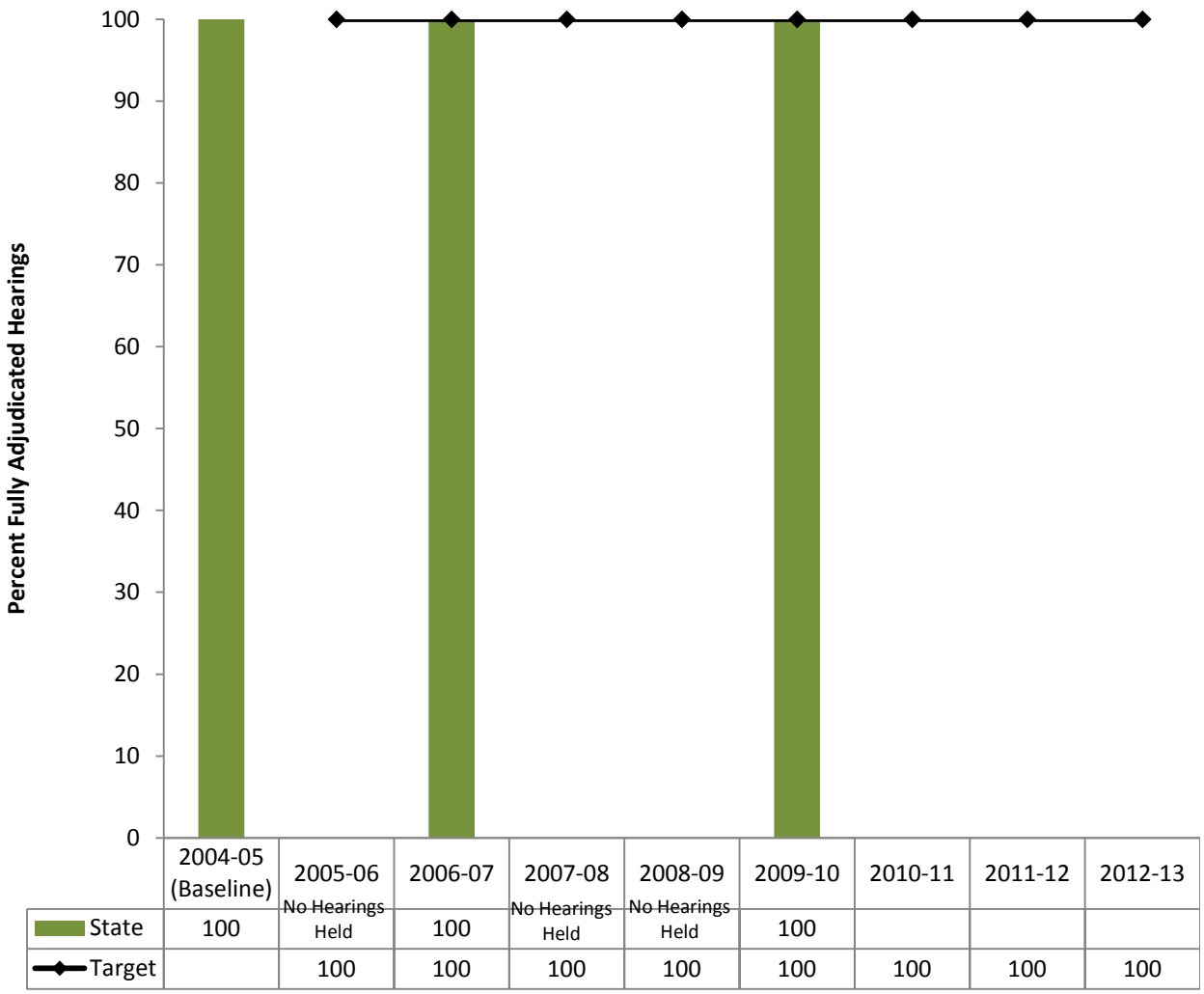


Figure B17.1. Percent of Iowa Fully Adjudicated Due Process Hearings Meeting Timelines for FFY 2004 – FFY 2009.
Source. Iowa Department of Education Hearing Request Data Reports, FFY 2004 (2004-2005) - FFY 2009 (2009-2010).

Table B17.1
Fully Adjudicated Due Process Hearings for FFY 2004 through FFY 2009

	FFY					
	2004	2005	2006	2007	2008	2009
Number of Hearings Meeting Timeline	4	NA	1	NA	NA	1
Number of Hearings	4	NA	1	NA	NA	1
Percent	100	NA	100	NA	NA	100

Source. Iowa Department of Education Hearing Request Data Reports, FFY 2004 (2004-2005) - FFY 2009 (2009-2010).

Discussion of Baseline Data:

As illustrated in Figure B17.1, the State target was met for FFY 2009 (2009-2010). Results of data indicated the SEA maintained the OSEP target of 100% from baseline through FFY 2009 (2009-2010).

Table B17.1 shows the number of hearings held and timelines met based on SEA data from FFY 2004 (2004-2005) through FFY 2009 (2009-2010). As indicated, only one hearing was held and it met the 45-day timeline requirement. Data for Indicator 16 are reflected in Section C of 618 Table 7, which match the data in this report.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.**
2006 (2006-2007)	**100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.**
2007 (2007-2008)	**100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.**
2008 (2008-2009)	**100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.**
2009 (2009-2010)	**100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.**
2010 (2010-2011)	**100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.**
2011 (2011-2012)	**100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing,**

	within the required timelines.
2012 (2012-2013)	**100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Clarify/examine/develop policies and procedures. After the due process complaint (hearing) guidelines are revised, SEA staff will revisit implications for website, *School Leader Update*, and past postings of full decisions.	3 SEA staff	July 1, 2009 – June 30, 2010	Any information disseminated will reflect current adopted guidelines.
Improve data collection and reporting. The SEA will maintain a data system to document and track hearings filed including monitoring of timelines and results.	3 SEA staff	Ongoing through FFY 2012 (2012-2013)	Data for analysis and reporting are reliable and valid.
Provide training/professional development. The SEA will provide quarterly trainings and meetings for all mediators and administrative law judges on State policies and procedures.	2 SEA, 8 contracted mediators, 2 ALJs	Ongoing through FFY 2012 (2012-2013)	State mediators and ALJs will have a consistent understanding and knowledge of State policies and procedures.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

The measurement is derived specifically from rows included in 618 Table 7.

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

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

Percent = Number of resolution session settlement agreements reached divided by number of resolution sessions held times 100.

Overview of Issue/Description of System or Process:

The State Education Agency (SEA) assures that all resolution session requirements of the Individuals with Disabilities Education Act (IDEA) of 2004 are implemented according to congressional intent. A description of the Iowa resolution session system that supports implementation includes the following components:

- A document that compares the differences between the resolution session and the mediation process. This information provides the parent (and other parties) another format to learn about the two options for resolving differences prior to holding a due process hearing.
- A form to be returned to the SEA from the LEA that indicates: (a) a resolution meeting was offered; (b) a resolution meeting was held; (c) outcome of meeting; (d) if all parties jointly waived the resolution session; (e) whether the state mediation was used; (f) if parties jointly wanted to proceed directly to a hearing; or (g) designate “other.”
- A legally binding agreement form that is used if an agreement is reached at the resolution meeting. The signed agreement is required to be sent to the SEA.

A data collection process to ensure the accuracy of this data has been established and implemented for several years, with revisions being made as other information is requested. The data requirements for this indicator were added to meet measurements necessary for the Annual Performance Report.

Baseline Data for FFY 2004 (2004-2005) through FFY 2009 (2009-2010):

Baseline data and targets are not included in this indicator report since the SEA is not required to submit these components if it has fewer than 10 resolution sessions. There has not been a reporting year since FFY 2004 during which Iowa had at least 10 resolution sessions. The SEA will set targets for this indicator if/when at least 10 resolution sessions are held in any year. Data on resolution sessions are reported annually in 618 Table 7: *Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act.*

Discussion of Baseline Data:

No baseline data are reported.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Not Applicable. * (Fewer than 10 resolution sessions were held.)**
2006 (2006-2007)	**Not Applicable.**
2007 (2007-2008)	**Not Applicable.**
2008 (2008-2009)	**Not Applicable.**
2009 (2009-2010)	**Not Applicable.**
2010 (2010-2011)	**Not Applicable.**
2011 (2011-2012)	**Not Applicable.**
2012 (2012-2013)	**Not Applicable.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide training/professional development. The SEA will provide Introduction to Mediation and other resolution options training for the new mediators. Slots will be extended to AEAs, LEAs, Parent Educator staff, and other parent training centers.	3 SEA, 3 trainers	Ongoing through FFY 2012 (2012-2013)	Participants will learn skills to resolve differences. New mediators and resolution facilitators will be trained in the dispute resolution process.
Improve data collection and reporting. The SEA will maintain a data system to document and track hearings filed including monitoring of timelines and results.	3 SEA staff	Ongoing through FFY 2012 (2012-2013)	Data for analysis and reporting are reliable and valid.
Provide training/professional development. The SEA will provide quarterly trainings and meetings for all mediators and administrative law judges on State policies and procedures.	2 SEA, 8 contracted mediators, 2 ALJs	Ongoing through FFY 2012 (2012-2013)	State mediators and ALJs will have a consistent understanding and knowledge of State policies and procedures.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from Section B of 618 Table 7.

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

Percent = Number of mediation agreements related to due process complaints + number of mediation agreements not related to due process divided by number of mediations held times 100.

Overview of Issue/Description of System or Process:

Iowa has two options for resolving disputes through mediation. One option is to offer mediation after a party has filed for a due process hearing. The second option is to offer mediation prior to, or in lieu of, filing for a due process hearing. The latter describes what happens most often in Iowa. As a result, the number of disputes resulting in due process hearings is quite low. In both options, mediation is voluntary and is intended to help the parties come to a mutually agreeable solution.

Iowa has eight state-assigned and state-trained mediators who meet quarterly to discuss issues, review data, receive training, and examine ways to improve the statewide system. Iowa also has trained resolution facilitators who work within each AEA to help prevent and resolve conflict at the earliest stage. Recently, our dispute resolution process was profiled by The National Center on Dispute Resolution in Special Education (CADRE) as being one of four states that have an exemplary system for resolving disputes.

Baseline Data for FFY 2004 (2004-2005) through FFY 2009 (2009-2010):

Baseline data for Indicator B19 for FFY 2004 (2004-2005) through FFY 2009 (2009-2010) are summarized in Figure B19.1. Actual numbers used in the calculations are provided in Table B19.1. Data are provided for FFY 2004 through FFY 2009 because the measurement for Indicator B19 has remained consistent since the development of the State Performance Plan in FFY 2004.

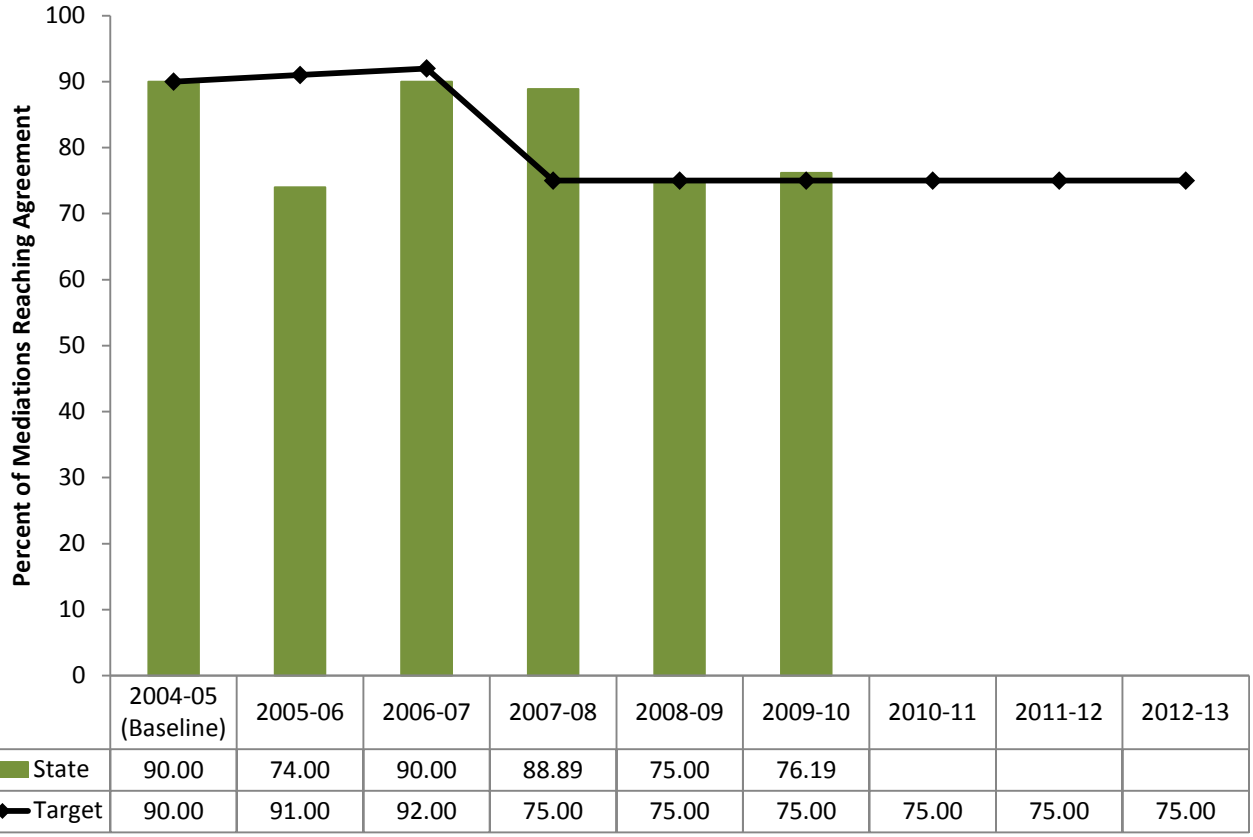


Figure B19.1. Percent of Iowa Mediations Held that Resulted in Agreement. *Source. Iowa Department of Education Mediation Data Reports, FFY 2004 (2004-2005) - FFY 2009 (2009-2010). Note: the targets were changed in the FFY 2007 (2007-2008) APR submitted to OSEP. The actual target range is 75%-85%; however, for graphing purposes the lower threshold was selected for display.*

Table B19.1
Mediations and Agreements Reached, FFY 2004 (2004-2005) through FFY 2009 (2009-2010)

	FFY					
	2004	2005	2006	2007	2008	2009
Number of Mediations Reaching Agreement	28	17	9	16	9	16
Number of Mediations Held	31	23	10	18	12	21
Percent	90.00	74.00	90.00	88.89	75.00	76.19

Source. Iowa Department of Education Mediation Data Reports, FFY 2004 (2004-2005) - FFY 2009 (2009-2010).

Discussion of Baseline Data:

As illustrated in Figure B19.1, the state measurable and rigorous target of 75.00% - 85.00% was met for FFY 2009 (2009-2010). Results of data indicated the SEA showed a slight increase from the previous year: FFY 2008 (2008-2009) [75.00] to FFY 2009 (2009-2010) [76.19]. Table B19.1 summarizes the number of mediations held and the number of agreements reached between July 1, 2009 and June 30, 2010. Data for Indicator 19 are reflected in Section B of 618 Table 7and match the data in this report.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**91% of the preappeal conferences and mediations held will reach an agreement.**
2006 (2006-2007)	**92% of the preappeal conferences and mediations held will reach an agreement.**
2007 (2007-2008)	**75% - 85% of mediations held will reach an agreement.**
2008 (2008-2009)	**75% - 85% of mediations held will reach an agreement.**
2009 (2009-2010)	**75% - 85% of mediations held will reach an agreement.**
2010 (2010-2011)	**75% - 85% of mediations held will reach an agreement.**
2011 (2011-2012)	**75% - 85% of mediations held will reach an agreement.**
2012 (2012-2013)	**75% - 85% of mediations held will reach an agreement.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide training/professional development. The SEA will provide Introduction to Mediation and other resolution options training for the new mediators. Slots will be extended to AEAs, LEAs, Parent Educator staff, and other parent training centers.	3 SEA, 3 trainers	Ongoing through FFY 2012 (2012-2013)	Participants will learn skills to resolve differences. New mediators and resolution facilitators will be trained in the dispute resolution process.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Evaluation. The SEA will collect evaluations from participants involved in the mediation process to determine the perceived effectiveness of the mediation process.	2 SEA, 8 contracted mediators	Ongoing through FFY 2012 (2012-2013)	The SEA and mediators will be able to identify concerns within the mediation process which will lead to a more effective process.
Evaluation. The SEA will survey participants involved in the mediation process three months following the mediation meeting to determine whether the written agreements are being implemented.	2 SEA, 8 contracted mediators	Ongoing through FFY 2012 (2012-2013)	The SEA will be able to identify concerns with implementing written agreements that will help improve mediation practices and continue those practices deemed effective.
Provide training/professional development. The SEA will provide quarterly trainings and meetings for all mediators and administrative law judges on State policies and procedures.	2 SEA, 8 contracted mediators, 2 ALJs	Ongoing through FFY 2012 (2012-2013)	State mediators and ALJs will have a consistent understanding and knowledge of State policies and procedures.
Clarify/examine/develop policies and procedures. A written, systematic plan of action for training the newly contracted mediators will be implemented.	2 SEA, 6 contracted mediators	July 2009	This will provide formal guidance for the role of both the mentors (experienced mediators) and the mentees (newly contracted). The newly contracted mediators will fully understand SEA expectations.
Clarify/examine/develop policies and procedures. A document, *A Mediator's Guide to Special Education Preappeal Conferences,* will be written for the newly contracted and experienced mediators.	3 SEA, intern, 6 contracted mediators	Fall 2009	The document will help the new mediators correctly implement the preappeal process (before, during, and after) and will assist the experienced mediators with uniformity.
Clarify/examine/develop policies and procedures. A document, *A Mediator's Guide to Mediation (After a Request for a Hearing)*, will be written for the newly contracted and the experienced mediators.	3 SEA, 6 contracted mediators	Spring 2010	The document will help the new mediators correctly implement the mediation process (before, during, and after) and will assist the experienced mediators with uniformity.
Provide training/professional development. A day-long	3 SEA, 6 contracted mediators, ALJs	Spring 2010	Improvement of the process for preappeal conferences and mediation. It will also provide

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
meeting, *Ways to Improve the Preappeal/Mediation Process,* will be held representing stakeholders involved in the preappeal and mediation process.			confirmation of the elements that need to be retained.
Provide training/professional development. A plan will be developed to increase the number of people receiving conflict resolution training.	3 SEA, contracted mediators, ALJs	Winter-Spring 2010	The number of people completing the trainings will increase and fewer complaints, preappeal conferences, and hearings will be held.

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

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B Timely and Accurate

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

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

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

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

Overview of Issue/Description of System or Process:

Iowa ensures timely and accurate data as mandated in the *Iowa Administrative Rules for Special Education*. Timely is defined as 618 Tables submitted on or before established due dates (February 1 for child count, including race and ethnicity, settings and November 1 for exiting, personnel, discipline). Accurate is defined as providing data that pass data quality checks for validity and reliability.

Iowa's AEAs and the SEA use the Information Management System (IMS) to collect, store, manage, distribute, and report accurate and timely data for all submitted data with the exception of personnel and discipline data. The primary function of the IMS is to provide the AEAs and their constituent districts with data to help them improve delivery of special education and related services in Iowa. Data for personnel are collected at the AEA level, which are submitted to and reviewed and aggregated by the SEA. Discipline data for students with and without disabilities are uploaded by the districts to the State data system, Project EASIER. These data are merged with IMS data via a common state student ID at the SEA and reviewed and aggregated to produce the discipline table. Technical assistance is provided to IEP teams and AEA data entry personnel by staff from IMS, AEAs and the SEA.

Iowa's data system entails data checks at several steps:

Step 1. AEA IMS data entry personnel are trained to review IEPs for completeness and consistency. If needed, IEP team members are contacted for specific data or the IEP is returned for corrections.

Step 2. When data are entered into IMS, several types of automatic data quality messages appear on the IMS screens:

- When a new student is entered the statewide historical database is queried to see if the student may have had an earlier IEP. A list of near matches, based on name and birth date, is provided so that the data person can check to see if the new student was previously served. This routine reduces the risk of the same student having two different IMS ID numbers.

- Some data fields are required before data entry can continue. For example, if the resident district code, gender, ethnicity, birth date, or serve status is left blank, a message appears with a prompt and no further data entry is allowed until a valid value is entered.

- For other data fields, a message appears but data entry may continue. For example, if the LRE value or EC code is left blank, a message advises the operator but data entry continues. These messages are saved and written to a Verification Report (see below).

Step 3. A Verification Report, sorted by AEA, lists data warnings and possible data errors that need to be checked. The report is run in real time so it is continuously updated and available to data entry personnel. The data person reviews the report for his or her respective AEA cross checking against the IEP and following up with AEA and district IEP team members as needed. Types of warnings in the report include possible duplicate students, questionable age / grade combination, questionable LRE / program combination, blank disability code, LRE, or EC code, invalid program / service combination, and invalid full-part time code. The Verification Report is monitored by SEA to ensure that AEAs regularly access and review potential errors during the two critical seasons for data entry (count / LRE and exit).

Step 4. SEA data personnel review IMS, personnel, and discipline data and contact IMS and AEA staff with specific accuracy issues above and beyond the Verification Report to rectify any data abnormalities.

Baseline Data for FFY 2004 (2004-2005) through FFY 2009 (2009-2010):

Baseline data for Indicator B20 for FFY 2004 (2004-2005) through FFY 2009 (2009-2010) are summarized in Figure B20.1. Actual numbers used in the calculations for FFY 2008 (2008-2009) and FFY 2009 (2009-2010) are provided in table B20.1[15]. Data are provided for FFY 2004 through FFY 2009 because the measurement for Indicator B20 has remained consistent since the development of the State Performance Plan in FFY 2004.

[15] Actual numbers are not provided prior to FFY 2008 because the Indicator 20 Rubric was not consistent prior to these years. The rubric was used in the FFY 2007 submission, however.

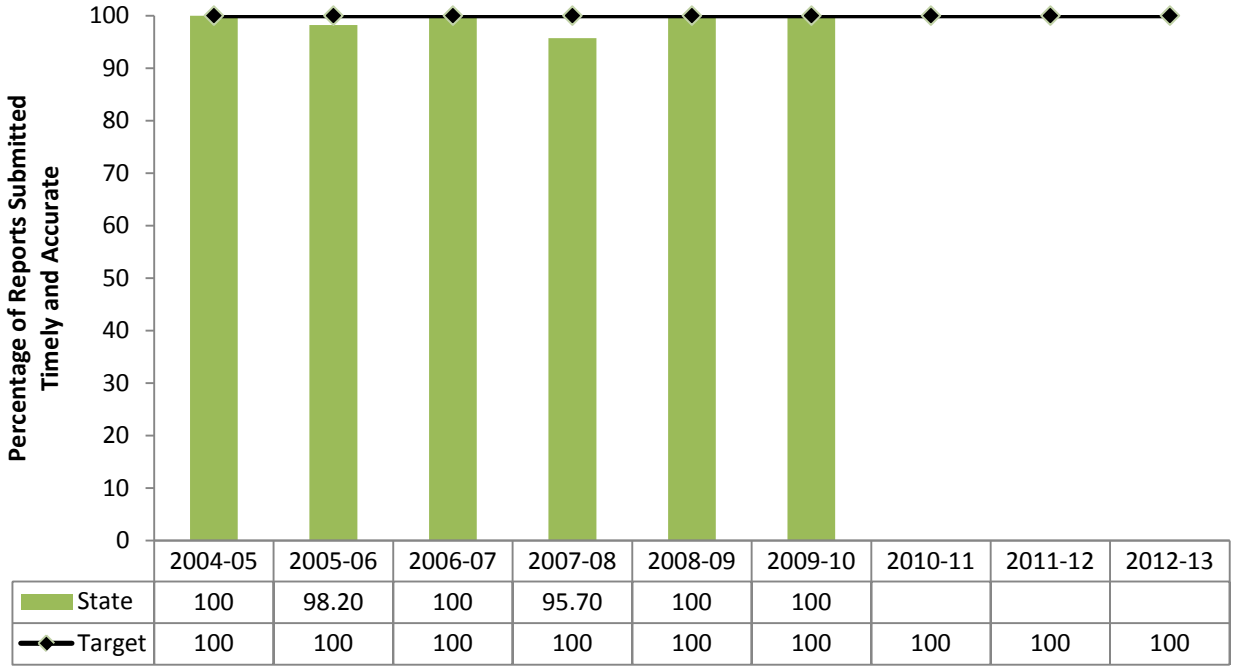


Figure B20.1. SEA Percent for Submitting Timely and Accurate Data for Required OSEP Reports. *Source. 618 Data Tables, State Performance Plan and Annual Performance Reports, FFY 2009 (2009-2010).*

Table B20.1
B20 Rubric Information FFY 2008 and FFY 2009

Measure from B20 Rubric	FFY 2008	FFY 2009
A. APR Grand Total	41.00	43.00
B. 618 Grand Total	39.05	45.00
C. APR Grand Total (A) + 618 Grand Total (B) =	80.05	88.00
Total N/A in APR	0	2
Total N/A in 618	1.9523	0
Base	**80.05**	**88.00**
D. Subtotal (C divided by Base*) =	1.000	1.000
E. Indicator Score (Subtotal D x 100) =	100	100

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2006 (2006-2007)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**

2007 (2007-2008)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2008 (2008-2009)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2009 (2009-2010)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2010 (2010-2011)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2011 (2011-2012)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2012 (2012-2013)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the duration of the State Performance Plan through June 30, 2013.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Clarify/examine/develop policies and procedures. The SEA will review all indicators and 618 data elements to ensure that measurement is aligned with OSEP reporting requirements.	3 SEA Staff	July 1, 2009 – June 30, 2011	Actual data for Indicator B20 will increase to 100%
Improve data collection. The SEA will develop a plan for implementing an audit of special education data systems.	2 SEA Staff	July 1, 2009 – June 30, 2011	The SEA will develop a plan for implementing a data audit to ensure that effective data validation and verification are occurring.
Provide technical Assistance. The SE will develop specific verification and validation reports for Indicator 12 data.	1 SEA staff, 1 IMS staff	September 1, 2009 – June 30, 2010	Actual data for Indicator B12 will increase to 100%
Clarify/examine/develop policies and procedures. The SEA will clarify procedures around Indicator B7.	3 SEA staff, 10 AEA staff	January 1, 2010 – June 30, 2011	ECO data will be more valid and reliable.
Clarify/examine/develop	Two SEA staff, 10	July 1, 2009 –	Race and ethnicity data based

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
policies and procedures. The SEA will develop policies and procedures for the continuing identification of children and students with IEPs using the seven new race and ethnicity codes.	AEA staff	June 30, 2011	on the new codes will remain valid and reliable.
Improve data collection. The SEA implements a 4-step data verification process for data entry. Step 1. AEA IMS data entry personnel are trained to review IEPs for completeness and consistency. If needed, IEP team members are contacted for specific data or the IEP is returned for corrections. Step 2. The data entry system has built-in checks for duplicate data or for correcting required fields being left blank. Step 3. AEAs received verification reports on data. The Verification Report is monitored by the SEA to ensure that AEAs regularly access and review potential errors during the two critical seasons for data entry (count/setting and exit). Step 4. SEA data personnel periodically review IMS, personnel, and discipline data and contact IMS and AEA staff with specific accuracy issues above and beyond the Verification Report to rectify any data abnormalities.	Two SEA staff, 10 AEA staff	Ongoing through FFY 2012 (2012-2013)	IMS data are accurate.
Improve data collection. Indicator leads and data analysts will meet 1-3 times over the course of the FFY to ensure data are accurate.	15 SEA staff	Ongoing through FFY 2012 (2012-2013)	Accurate data for analysis for all Indicators.
Improve data collection. Data	Two SEA staff, 10	Ongoing through FFY	Accurate data for analysis for all Indicators.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
will be sent to AEAs for verification and correction as necessary.	AEA staff	2012 (2012-2013)	
Improve data collection. OSEP analysis/next steps, measurement table, and APR checklist will be used to write APR reports.	1 SEA staff	Ongoing through FFY 2012 (2012-2013)	Required data elements included for each Indicator.
Improve data collection. OSEP tables will be checked against APR and State Report Card data, where applicable, for accuracy.	3 SEA staff	Ongoing through FFY 2012 (2012-2013)	No Indicator using 618, State Report Card or other required data table (Indicators 16-19) will have a measurement variance requiring explanation.
Clarify/examine/develop policies and procedures. The SEA will review data collection policies, procedures, and practices for all Indicators as necessary.	3 SEA staff	Ongoing through FFY 2012 (2012-2013)	Data definitions are consistent with OSEP's definitions. Data in IMS, EASIER and ISTAR are collected and entered consistent with Indicator definitions.
Provide technical Assistance. The IMS will work with AEA data entry staff to ensure consistent and accurate data entry.	Two SEA staff, 10 AEA staff	Ongoing through FFY 2012 (2012-2013)	Data generated from IMS are accurate.