STATE PERFORMANCE PLAN

IDEA Part B

FFY 2006 – FFY 2010 (2006 – 2011)

Reflects Changes made for FFY 2007 (2007-2008)

Dated 2.1.2009

State of Iowa
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Part B State Performance Plan (SPP) for State of Iowa
FFY 2006-2010 (Updated 2-1-2009)

Table of Contents: **Page**

SPP Comprehensive Chart of OSEP Requirements

Introduction

Overview of State Performance Plan Development 1

Monitoring Priority: FAPE in the LRE

Indicator 1: Graduation 6

Indicator 2: Dropout 12

Indicator 3: Participation and Performance 19

Indicator 4(A): Suspension and Expulsion 43

Indicator 5: Least Restrictive Environment 6-21 49

Indicator 6: Least Restrictive Environment 3-5 55

Indicator 7: Early Childhood Outcomes 60

Indicator 7: Early Childhood Outcomes (SEA revised, 2/1/09) 74

Indicator 8: Parent Involvement 88

Monitoring Priority: Disproportionality

Indicator 9: Disproportionality 97

Indicator 10: Disproportionality-Disability Category 105

Monitoring Priority: General Supervision

Indicator 11: Child Find 107

Indicator 12: Transition C to B 113

Indicator 13: Secondary Transition – IEP 117

Indicator 14: Secondary Transition – One Year Out 126

Indicator 15: Monitoring 154

Indicator 16: Complaints 159

Indicator 17: Hearings 164

Indicator 18: Resolution Sessions 168

Indicator 19: Mediations 172

Indicator 20: Timely and Accurate Data 176

Appendices:

Appendix A: Dispute Resolution Table 7 FFY 2007 (2007-2008) 180

Appendix B: Letters 181

Part B SPP/APR Indicator Overview: Feb 08 Submission

Indicator	Data Source			Template to be Used for Feb 08	Report on FFY 06 performance of LEAs in 08
	618	Mon/Data System	Other (e.g., survey)		
1. Graduation	X		X	APR	X
2. Drop out	X		X	APR	X
3. Assessment	X			APR	X
4A. Suspension/Expulsion	X	X		APR	X
4B. Sus/Exp-race/ethnicity				None *	
5. LRE	X			APR	X
6. Preschool LRE				None *	
7. Preschool Outcomes			X Sampling OK	Progress data & improvement activities SPP	
8. Parent Involvement			X Sampling OK	APR	X
9. Disproportionality-spec ed	X	X		APR	X
10. Disproportionality-category	X	X		APR	X
11. Child find		X		APR	X
12. EC transition		X		APR	X
13. PS transition		X		APR	X
14. PS Outcomes			X Sampling OK	SPP	
15. Gen supervision		X		APR	
16. Complaint timelines	X			APR	
17. Hearing timelines	X			APR	
18. Resolution session	X			APR	
19. Mediation	X			APR	
20. Timely/accurate data			X	APR	

*State can indicate in APR that reporting is not required pursuant to the Instructions for the FFY 2006 SPP/APR.

Indicator	OSEP Approval Letter received for SPP (12-2-05) and OSEP Response Letter [FFY 2005 (2005-2006)]	SPP Indicator Update	Page Number
B1: Graduation	Accepted SPP. Performance and Activity Updates.	No revisions in SPP. APR submitted.	
B2: Dropout	Accepted SPP. Performance and Activity Updates.	No revisions in SPP. APR submitted.	
B3: Participation and Performance A. AYP B. Participation Rate C. Proficiency Rate	Accepted SPP. Performance and Activity Updates.	No revisions in SPP. APR submitted.	
B4(A): Suspension and Expulsion	Demonstration of Review of Policies, Procedures, and Practices	Addressed in APR	APR page 47
B4(B): Suspension and Expulsion Race/Ethnicity	Indicator not addressed per OSEP Instructions.	Content Deleted from prior SPP	
B5: Least Restrictive Environment 6-21	Accepted SPP. Performance and Activity Updates.	No revisions in SPP. APR submitted.	
B6: Least Restrictive Environment 3-5	Status Pending-No changes until further notice from OSEP	No revisions in SPP. APR placeholder submitted	
B7: Early Childhood Outcomes A. Social-emotional B. Knowledge and skill C. Appropriate behavior	SPP with data	New: OSEP required entry data	SPP/APR submission pages 68-82. Also in this SPP pages 65-78.
B8: Parent Involvement	Accepted SPP. Performance and Activity Updates.	No revisions in SPP. APR submitted.	
B9: Disproportionality	New Measurement and Overview of How State Determines Inappropriate Identification	New SPP proposed. APR submitted	APR pages 109-100. SPP proposed APR pages 114-199. Also in this SPP pages 88-95.
B10: Disproportionality -Disability Category	Approved	None	

Indicator	OSEP Approval Letter received for SPP (12-2-05) and OSEP Response Letter [FFY 2005 (2005-2006)]	SPP Indicator Update	Page Number
B11: Child Find	Accepted SPP. Performance and Activity Updates.	No revisions in SPP. APR submitted.	
B12: Transition C to B	Inaccurate calculation	No revisions in SPP. Correction in APR	APR page 139
B13: Secondary Transition–IEP	Approved	No revisions in SPP. APR submitted.	
B14: Secondary Transition–One Year Out	SPP format with data.	SPP Format with data.	SPP/APR Submission page 160-187. Also in this SPP pages 117-144
B15: Monitoring	Noncompliance reported by district rather than finding	No revisions in SPP. Correction in APR.	APR page 192.
B16: Complaints	Accepted SPP. Performance and Activity Updates.	No revisions in SPP. APR submitted.	
B17: Hearings	Accepted SPP. Performance and Activity Updates.	No revisions in SPP. APR submitted.	
B18: Resolution Sessions	State has not reached minimum N for setting targets	Improvement activities summarized in APR.	
B19: Mediations	Accepted SPP. Performance and Activity Updates.	Proposed changes to SPP targets to represent a range. APR submitted.	APR pages 220-221, 223-226 (Proposed SPP). This SPP pages 163-166.
B20: Timely and Accurate Data	Valid and reliable data not provided	No revisions in SPP. Correction in APR.	APR pages 228-230, 234.

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 2005-2010

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 compared to percent of all youth in the State graduating with a regular diploma.

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

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue / Description of System or Process:

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) a student receiving regular diplomas 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 (The Condition of Education Report, 2005).

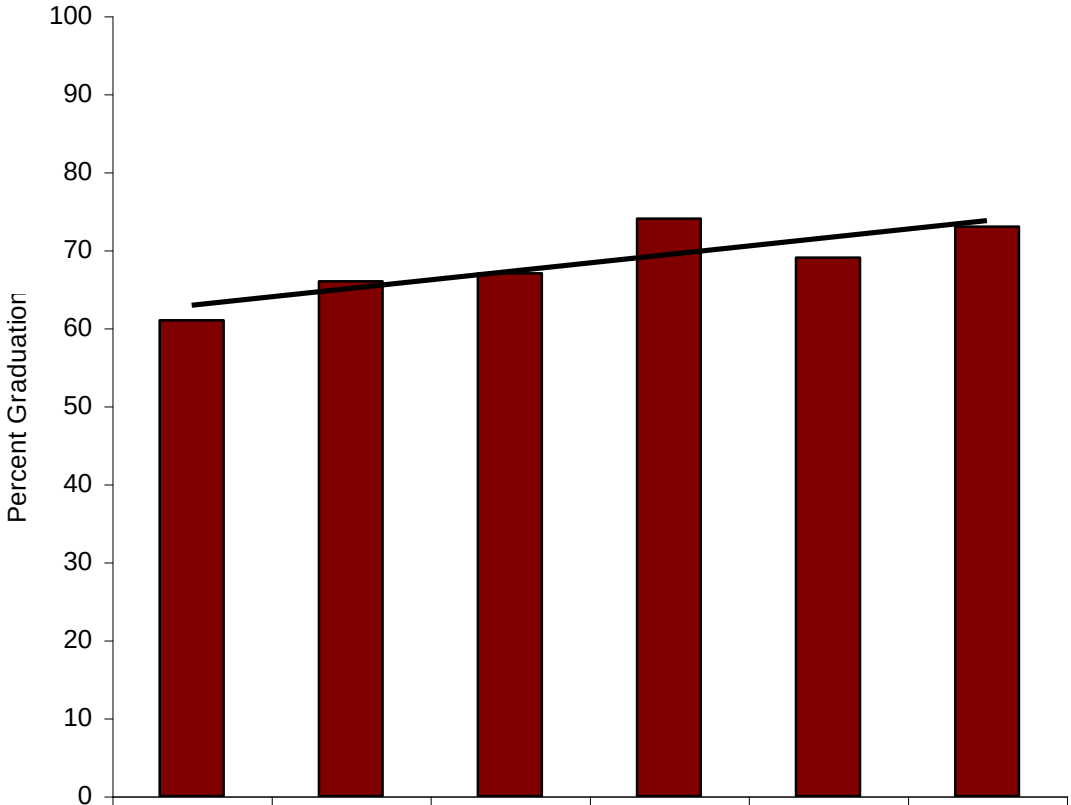
In the past, graduation data collection, analysis and reporting for youth with IEPs have been a shared responsibility between two systems: Information Management System (IMS) and the Basic Educational Data Survey (BEDS) system. IMS contains data on youth with IEPs only; BEDS contains data for all youth. 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[3], and (2) all youth using the BEDS data, based on the Iowa Department of Education definition.

In FFY 2003 (2003-2004) and previous years, high school graduation rate was calculated by dividing the number of high school regular diploma recipients in a given year by the estimated number of ninth graders four years previous. The estimated ninth grade enrollment is the sum of the number of high school regular diploma recipients in that year and dropouts over the four series year period. More specifically, the total dropouts include the number of dropouts in grade 9 in year one, the number of dropouts in grade 10 in year two, the number of dropouts in grade 11 in year three, and the number of dropouts in grade 12 in year four.

[3] 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.

Trend data in B1.1 indicate the percent of graduates with IEPs receiving high school diplomas calculated using the OSEP definitions as presented in the FFY 2003 (2003-2004) APR. Trend data are provided for a span of six years from FFY 1998 (1998-1999) to FFY 2003 (2003-2004).

Figure B1.1. Trend Data: Percent Graduation Rate for Youth with IEPs Using OSEP Definitions.



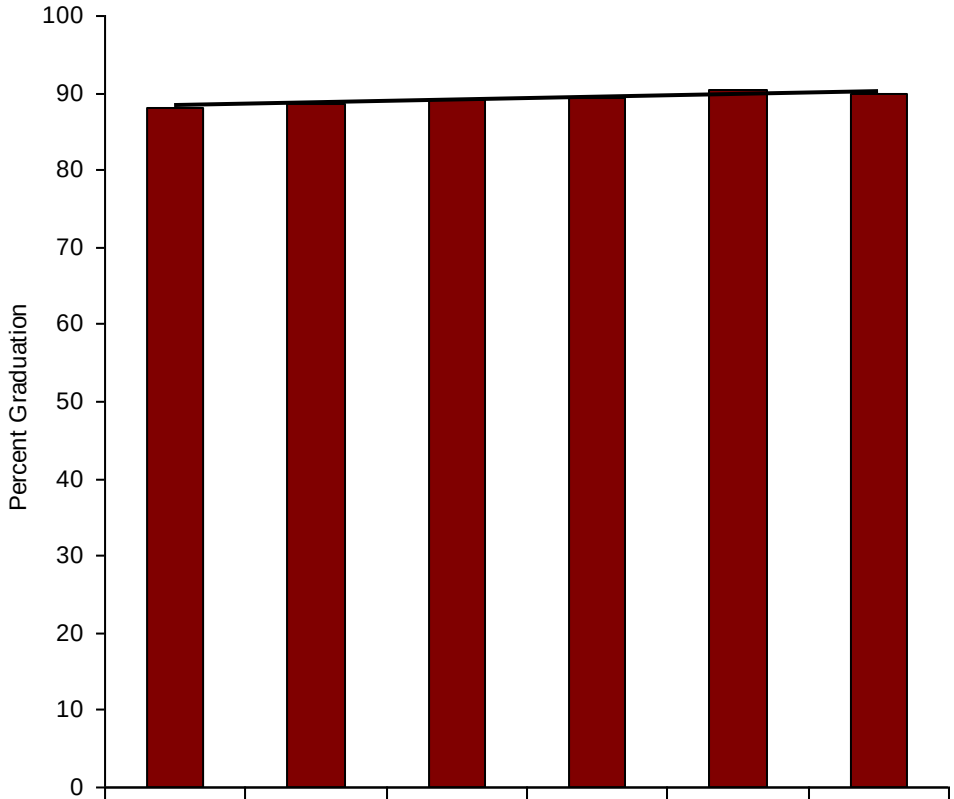
	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Graduation	61	66	67	74	69	73

Source. Iowa 618 Exit Table, FFY 1998 (1998-1999) through FFY 2003 (2003-2004).

Trend data in Figure B1.1 indicate a gradual increase in the percent of graduates with regular high school diplomas among youth with IEPs. The graduation rate has increased from 61% in FFY 1998 (1998-1999) to 73% in FFY 2003 (2003-2004), representing a 12% increase over six years.

Figure B1.2 shows the percent of four-year high school[4] graduation rates using the Iowa Department of Education definition and calculation: Number of high school graduates in a given year divided by the estimated number of ninth graders from the previous four years.

Figure B1.2. Trend Data: Percent Graduation for Youth With and Without IEPs Using the Iowa Department of Education Definition.



	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Graduation	88.2	88.7	89.2	89.4	90.4	89.8

Source. Iowa Department of Education, FFY 1998 (1998-1999) through FFY 2003 (2003-2004).

Trend data in Figure B1.2 indicate that the public high school graduation rate (youth with and without IEPs) has increased from 88.2% in FFY 1998 (1998-1999) to 89.8% in FFY 2003 (2003-2004), an increase of 1.6% over six years.

Based on these data, the SEA engaged in the following activities in the FFY 2004 (2004-2005) year: (1) Established and implemented a statewide workgroup to identify trends and issues, and collected information on positive strategies to increase graduation rates for youth with IEPs, and (2) Collaborated with Project EASIER staff to establish a common database for students with and without disabilities.

As previously indicated, an accurate comparison between youth with and without disabilities has not been possible. Iowa has been working toward a seamless system to establish a common database for all students that would allow disaggregated data for youth with and without IEPs- Project EASIER. The Project EASIER system has been piloted; the first full year of implementation was FFY 2004 (2004-2005). Data for comparison are now available and are considered baseline.

[4] Public high school definition used by the SEA.

Project EASIER allows the SEA to employ a consistent formula for graduation. In FFY 2004 (2004-2005) and subsequent years, the formula is simply the number of students who graduated with a regular high school diploma divided by the total number of 12th graders.

Baseline Data for FFY 2004 (2004-2005):

Table B1.1 provides graduation data as the percent of youth with IEPs graduating from high school with a regular diploma and the percent of all youth in the State graduating with a regular diploma.

Table B1.1.
Percent of Youth with IEPs and Percent of all Youth Graduating with Regular Diplomas.

Student Group	Percent Graduation
Youth with IEPs	80.4
All Youth	92.1

Source. Iowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005).

Baseline for the percent of youth with IEPs who graduate with a regular high school diploma compared to the percent of all youth graduating with a regular diploma is **11.7%**, or 92.1 minus 80.4.

Discussion of Baseline Data:

Trend data in Figures B1.1 and B1.2 indicate Iowa has increased graduation rates. Baseline data indicate the graduation gap is at 11.7%.

Based on (1) trend data and current baseline data that indicate youth with IEPs have increased graduation rates and currently have a graduation gap of 11.7% as compared to all youth, (2) graduation targets must reflect NCLB graduation targets, and (3) broad stakeholder input, Measurable / Rigorous Targets were set as described below. Iowa anticipates that youth with IEPs will have a graduation rate of 95% by the year 2014.

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%.**
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%.**
2007 (2007-2008)	**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 10.7%.**
2008 (2008-2009)	**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 10.2%.**

FFY	Measurable and Rigorous Target
2009 (2009-2010)	**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 9.7%.**
2010 (2010-2011)	**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 9.2%.**

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 next six years.

Improvement Activity B1: Graduation	Resources	Timeline
1) **Research (Statewide systemic issues and specific AEA and district issues)**. a) Gather, report, and analyze graduation data with collaborative partners.	Special Education Advisory Panel, SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team Part B Funding ESEA Funding SIG	Annually
2) **Planning (Statewide systemic issues and specific AEA and district issues)**. a) Develop research-based professional development to provide to Area Education Agencies and local school districts to address graduation performance. Examples include: Learning Supports, Positive Behavioral Supports, and state supported initiatives in reading, mathematics, and science such as KU Struggling Readers Project, the Iowa Transition Project, and the High School Reform Project. b) Develop Technical Assistance to targeted Area Education Agencies to assist local school districts in the selection of research-based practices for the development of graduation improvement plans. Examples include: Learning Supports, Positive Behavioral Supports, and state supported initiatives in reading, mathematics, and science such as KU Struggling Readers Project, the Iowa Transition Project, and the High School Reform Project.	SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team Part B Funding ESEA Funding SIG Reading First Grant	2005-2006

3) **Professional Development and Implementation**. a) Provide professional development to Area Education Agencies to assist local school districts in the implementation of graduation improvement plans. Examples include: Learning Supports, Positive Behavioral Supports, and state supported initiatives in reading, mathematics, and science such as KU Struggling Readers Project, the Iowa Transition Project, and the High School Reform Project. b) Provide Technical Assistance to targeted Area Education Agencies to assist local school districts in the implementation of graduation improvement plans.	SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team Part B Funding ESEA Funding SIG Reading First Grant	2006-2011
4) **Evaluation and Progress Monitoring**. a) Gather, report and analyze implementation results of graduation plans with collaborative partners. b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of graduation plans.	SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team Part B Funding ESEA Funding Reading First Grant	2007-2011
5) **Revision to Practice**. a) Provide Technical Assistance to Area Education Agencies to assist local school districts in data-driven revisions to graduation plans. b) Provide professional development to Area Education Agencies to assist local school districts in the implementation of data-driven revisions to graduation plans.	SEA Staff (Special Education, Instructional Services & School Improvement) Part B Funding ESEA Funding Reading First Grant	2008-2011

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

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 compared to the percent of all youth in the State dropping out of high school.

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

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

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; or
3. Has not graduated from high school or completed a State or district-approved educational program; or
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, or
   c) Death.

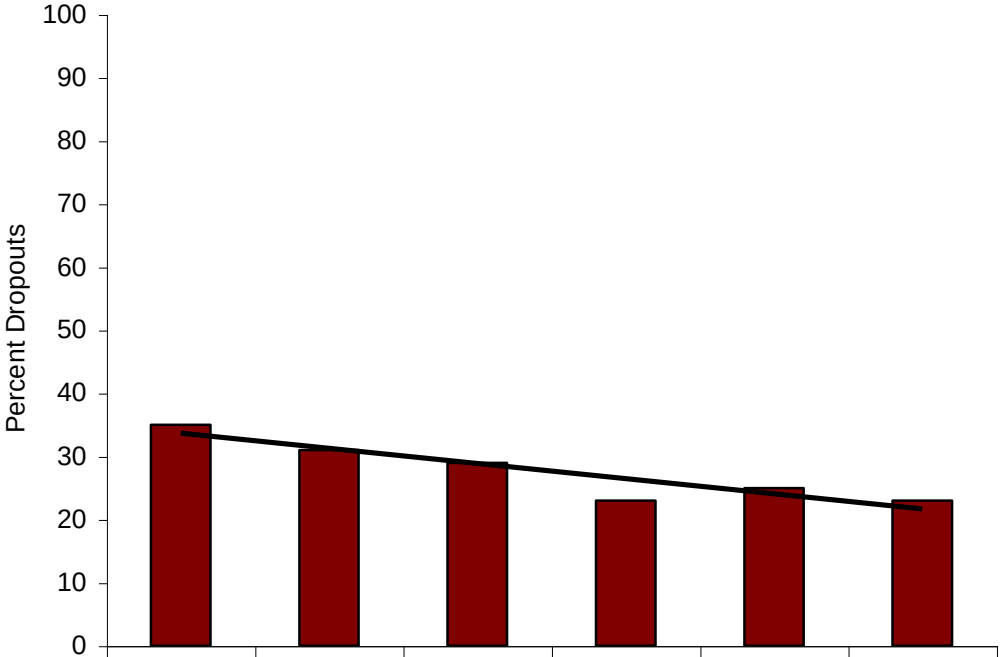
A student who left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However a student who enrolls in an alternative school administered by a public school district is not considered a dropout. The dropout rate is calculated by dividing the number of 7-12 grade dropouts by the total 7-12 enrollment and multiplying by 100 (The Condition of Education Report, 2005. pp. 188-189 & 192).

In the past, dropout 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 dropout data in two ways: (1) youth with IEPs based on OSEP definition[5] , and (2) all youth based on the Iowa Department of Education definition (using BEDS data).

[5] OSEP definition is the Number of dropouts / Number of school leavers; School leavers is defined as the Number of diploma recipients + Dropouts + Certificate recipients + Maximum age + Students who have died.

Figure B2.1 indicates the percent of dropouts with IEPs calculated using the OSEP definition; trend data are provided for a span of six years from FFY 1998 (1998-1999) to FFY 2003 (2003-2004).

Figure B2.1. Trend Data: Dropout Rate for Youth with IEPs Using the OSEP Definition.



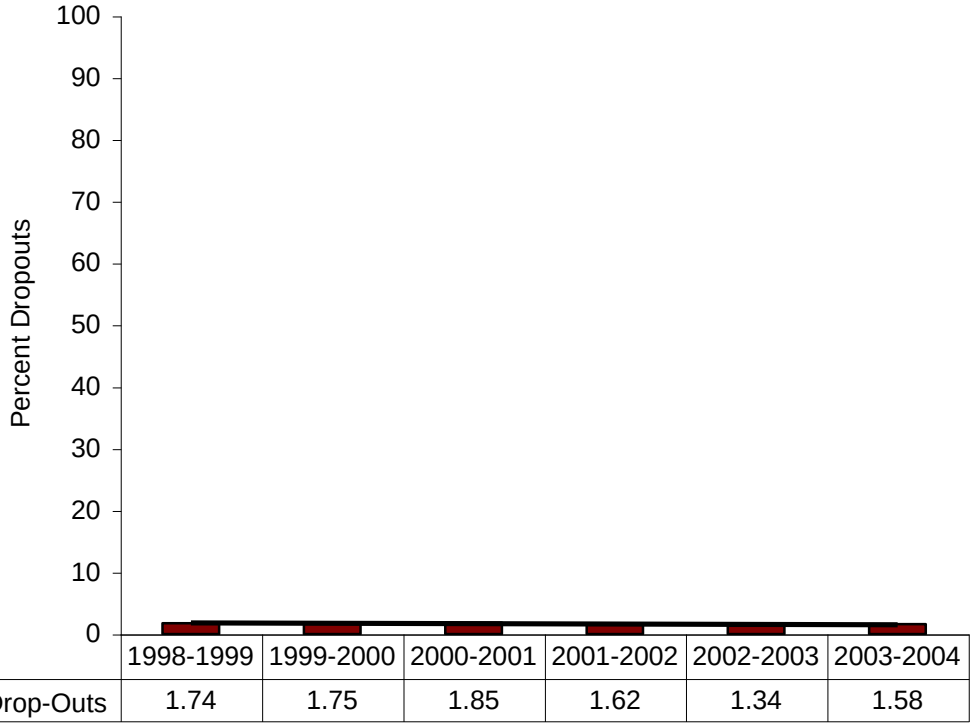
	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Dropout	35	31	29	23	25	23

Source. Iowa 618 Exit Table, FFY 1998 (1998-1999) through FFY 2003 (2003-2004).

Trend data in Figure B2.1 indicate a gradual decrease in the percent of dropouts among youth with IEPs. The dropout rate has decreased from 35% in FFY 1998 (1998-1999) to 23% in FFY 2003 (2003-2004), a decrease of 12% over six years.

Figure B2.2 shows the percent of seventh through twelfth grade dropouts using the Iowa Department of Education definition.

Figure B2.2. Trend Data: Dropout Rate for all Youth Using the Iowa Department of Education Definition.



Source. Iowa Department of Education, FFY 1998 (1998-1999) through FFY 2003 (2003-2004).

Trend data in Figure B2.2 indicate that the public high school dropout rate (all youth) has decreased from 1.74% in FFY 1998 (1998-1999) to 1.58% in FFY 2003 (2003-2004), a decrease of .16% over six years.

Based on these data, the SEA engaged in the following activities in the FFY 2004 (2004-2005) year: (1) Identified schools implementing effective interventions to decrease dropout rates and (2) Interviewed administrators and key implementers of identified program sites and analyzed results to share with AEAs and districts.

Trend data in Figures B2.1 and B2.2 indicate Iowa has decreased dropout rates. Based on these data, the dropout gap between students with and without disabilities has decreased across six years. The dropout gap in FFY 1998 (1998-1999) was at 33.26%[6]. The dropout gap in FFY 2003 (2003-2004) was 21.42%[7]. The gap has experienced an overall steady decrease over the six years at 11.84%. Further, dropout rates for students with disabilities have decreased 12% over six years from 35% to 23%.

As previously indicated, an accurate comparison between youth with and without disabilities has not been possible. Iowa has been working toward a seamless system to establish a common database for all students that would allow disaggregated data for youth with and without IEPs: Project EASIER.

[6] The dropout gap in 1998-1999 was calculated as the percent dropout using the OSEP definition minus the percent dropout using the SEA definition or 35-1.74.
[7] The dropout gap in 2003-2004 was calculated as the percent dropout using the OSEP definition minus the percent dropout using the SEA definition or 23-1.58.

The Project EASIER system has been piloted; the first full year of implementation was FFY 2004 (2004-2005). Data for comparison are now available and are considered baseline.

The dropout formula continues to be calculated as dividing the number of 7-12 grade dropouts by the total 7-12 enrollment and multiplying by 100.

Baseline Data for FFY 2004 (2004-2005):

Table B2.1 provides dropout data as 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.

Table B2.1.
Percent of Youth with IEPs and Percent of all Youth Dropping Out of High School.

Student Group	Percent Dropping Out
Youth with IEPs	2.12
All Youth	1.45

Source. Iowa Department of Education Project EASIER Tables, 2004 (2004-2005).

Baseline for the percent of youth with IEPs who graduate with a regular high school diploma compared to the percent of all youth graduating with a regular diploma is **.67%** or 2.12 minus 1.45.

Discussion of Baseline Data:

Trend data in Figures B2.1 and B2.2 indicate Iowa has decreased dropout rates. Baseline data indicate the dropout gap is at .67%.

Based on (1) trend data and current baseline data that indicate youth with IEPs have decreased dropout rates and currently have a dropout gap of .67% as compared to all youth, (2) dropout targets must reflect the trajectory of graduation targets, and (3) broad stakeholder input, Measurable / Rigorous Targets were set as described below.

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%.**
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%.**
2007 (2007-2008)	**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 .60%.**
2008 (2008-2009)	**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 .60%.**

FFY	Measurable and Rigorous Target
2009 (2009-2010)	**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 .50%.**
2010 (2010-2011)	**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 .50%.**

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 data, the following strategies will be completed over the next six years. Activities may change based on FFY 2004 (2004-2005) data that will allow accurate comparisons between students with and without disabilities.

Improvement Activity B2: Dropout	Resources	Timeline
1) **Research (Statewide systemic issues and specific AEA and district issues)**. a) Gather, report, and analyze dropout data with collaborative partners.	Special Education Advisory Panel, SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team Part B Funding ESEA Funding SIG	Annually

2) **Planning (Statewide systemic issues and specific AEA and district issues)**. a) Develop research-based professional development to provide to Area Education Agencies and local school districts to address dropout performance. Examples of professional development include: Learning Supports, Positive Behavioral Supports, and State supported initiatives in reading, mathematics, and science such as KU Struggling Readers Project, the Iowa Transition Project, and the High School Reform Project. b) Develop Technical Assistance to targeted Area Education Agencies to assist local school districts in the selection of research-based practices for the development of dropout improvement plans. Examples of research-based practices include: Learning Supports, Positive Behavioral Supports, and State supported initiatives in reading, mathematics, and science such as KU Struggling Readers Project, the Iowa Transition Project, and the High School Reform Project.	SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team Part B Funding ESEA Funding SIG Reading First Grant	2005-2006

3) **Professional Development and Implementation**. a) Provide professional development to Area Education Agencies to assist local school districts in the implementation of dropout improvement plans. Examples of professional development include: Learning Supports, Positive Behavioral Supports, and State supported initiatives in reading, mathematics, and science such as KU Struggling Readers Project, the Iowa Transition Project, and the High School Reform Project. b) Provide Technical Assistance to targeted Area Education Agencies to assist local school districts in the implementation of dropout improvement plans.	SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team Part B Funding ESEA Funding SIG Reading First Grant	2006-2011
4) **Evaluation and Progress Monitoring**. a) Gather, report and analyze implementation results of dropout plans with collaborative partners. b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of dropout plans.	SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team Part B Funding ESEA Funding Reading First Grant	2007-2011
5) **Revision to Practice**. a) Provide Technical Assistance to Area Education Agencies to assist local school districts in data-driven revisions to dropout plans. b) Provide professional development to Area Education Agencies to assist local school districts in the implementation of data-driven revisions to dropout plans.	SEA Staff (Special Education, Instructional Services & School Improvement) Part B Funding ESEA Funding Reading First Grant	2008-2011

Part B State Performance Plan (SPP) for FFY 2005-2011

Overview of the State Performance Plan Development:

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

(Note: Indicator 3 of the State Performance Plan was revised and being re-submitted for February 1, 2007, see justification in **Overview section**).

Monitoring Priority: FAPE in the LRE

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

A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup;

B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards; and

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

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

Measurement:

A. Percent = Number of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total number of districts in the State times 100.

B. Participation rate =

a. Number of children with IEPs in grades assessed;
b. Number of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
c. Number of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
d. Number of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
e. Number of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

C. Proficiency rate =

a. Number of children with IEPs in grades assessed;
b. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
c. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
d. Number of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
e. Number of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

Overview of Issue / Description of System or Process:

Indicator 3 (Participation and Performance) of the State Performance Plan (SPP) is being resubmitted to the Office of Special Education Programs (OSEP) for two reasons. First, baseline data and targets are being added in Participation and Performance for Grades 3, 5, 6, and 7 for FFY 2005 (2005-2006). Second, data used to generate performance targets in Grades 4, 8, and 11 in FFY 2004 (2004-2005) are being resubmitted since prior data did not include proficiency of students on alternate assessments in the numerator, and excluded students not meeting Full Academic Year provisions in the denominator. As specified in the OSEP General and Part B Annual Performance Report (APR) FAQs, #6, "Can a State change its baseline data?" the answer is, "A State can change its baseline data under these limited circumstances and needs to include justification. The State's FFY 2004 (2004-2005) baseline data in SPP was inaccurate and the State is correcting it." Clarification on baseline and new targets are provided in subsection C under the heading, **Discussion of Baseline Data.**

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,[8] 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.

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[9]. 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[10]), (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 (4, 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 (4, 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).

In regards to 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

[8] 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.
[9] Grades 4, 8, 11 are the only grades required by Iowa Administrative Code up to FFY 2005 (2005-2006).
[10] 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.

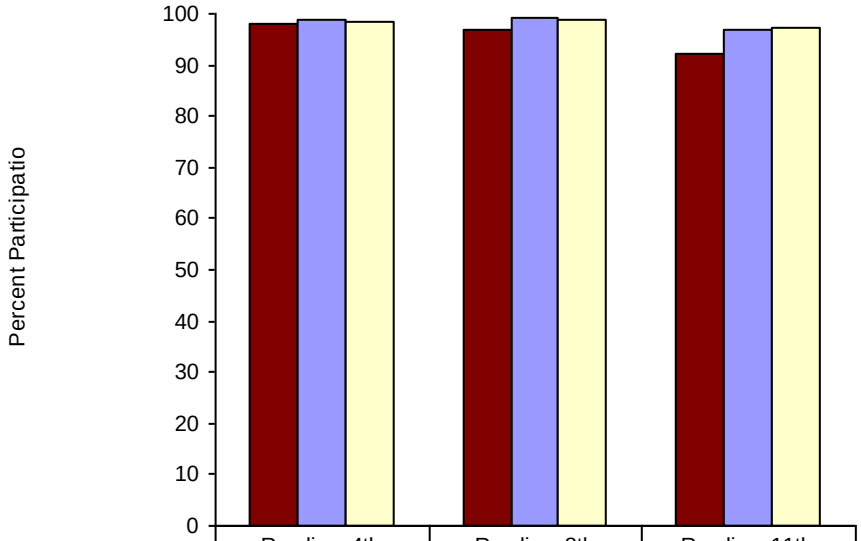
school, district and state level. Students who participate in the Iowa alternate assessment are included in the calculation of participation and proficiency rates. *Proficiency scores of students participating in any alternate assessment that compares student performance with alternate achievement standards 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).

A. AYP for disability subgroup. The percent of districts meeting the State's AYP objectives for progress for disability subgroup is calculated by dividing the number of districts meeting the State's AYP for progress for disability subgroup that meet the minimum size requirement by the total number of districts meeting the minimum size requirement of N=30 in Grades 4, 8, and 11.

B. Participation rate for children with IEPs. Trend data regarding participation rates in reading assessments are presented in Figure B3.1. Participation rates were calculated by dividing the sum of (1) students participating in regular assessments in the full academic year, (2) students participating in regular assessments not in the full academic year, and (3) students participating in alternate assessments, by the total number of students with disabilities.

Trend data in Figure B3.1 indicate the participation rates for students with disabilities increased from FFY 2002 (2002-2003) to FFY 2003 (2003-2004) across all grade levels in the area of reading, and maintained or decreased slightly from FFY 2003 (2003-2004) to FFY 2004 (2004-2005).

Figure B3.1. Percent Participation in Reading Assessment for Students with Disabilities.

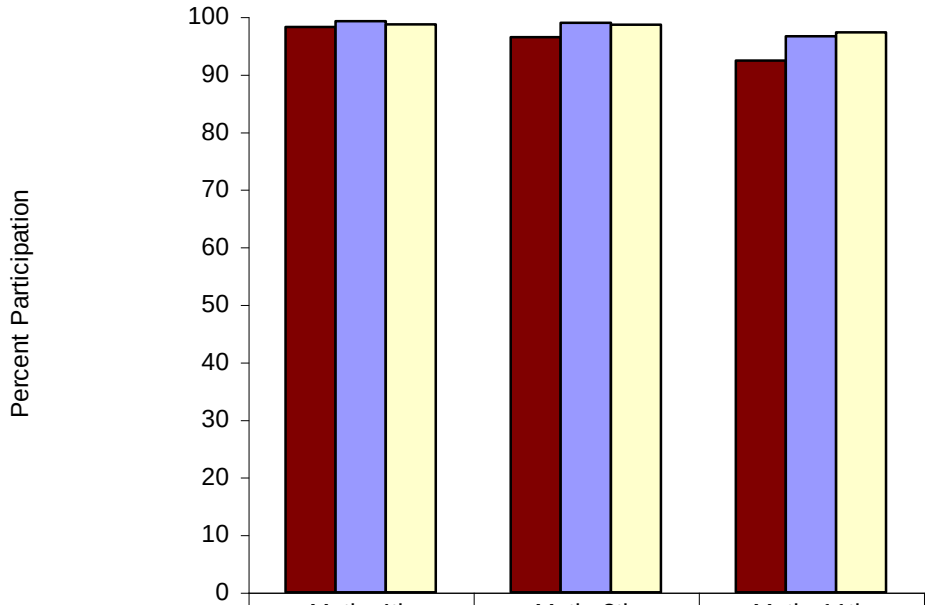


	Reading: 4th	Reading: 8th	Reading: 11th
FFY 2002 (2002-2003)	98	97.02	92.06
FFY 2003 (2003-2004)	98.74	99.13	97.07
FFY 2004 (2004-2005)	98.39	98.87	97.22

Source. Iowa Information Management System, FFY 2002 (2002-2003) through FFY 2004 (2004-2005); Iowa Department of Education AYP Database, FFY 2002 (2002-2003) through FFY 2004 (2004-2005).

Trend data in Figure B3.2 indicate the participation rates for students with disabilities increased from FFY 2002 (2002-2003) to FFY 2003 (2003-2004) across all grade levels in the area of mathematics. Participation rates in math in FFY 2004 (2004-2005) maintained or decreased slightly from participation rates in math in FFY 2003 (2003-2004).

Figure B3.2. Percent Mathematics Participation for Students with Disabilities.



	Math: 4th	Math: 8th	Math: 11th
FFY 2002 (2002-2003)	98.23	96.42	92.4
FFY 2003 (2003-2004)	99.23	98.93	96.58
FFY 2004 (2004-2005)	98.65	98.6	97.25

Source. Information Management System, FFY 2002 (2002-2003) through FFY 2004 (2004-2005); Iowa Department of Education AYP Database, FFY 2002 (2002-2003) through FFY 2004 (2004-2005).

C. Proficiency rate for children with IEPs. Trend data regarding the percent of students with disabilities who are proficient in regular and alternate assessments in the areas of reading and math are presented in Figure B3.3. Percent proficient was calculated by dividing the number of students proficient by the number of students with IEPs.

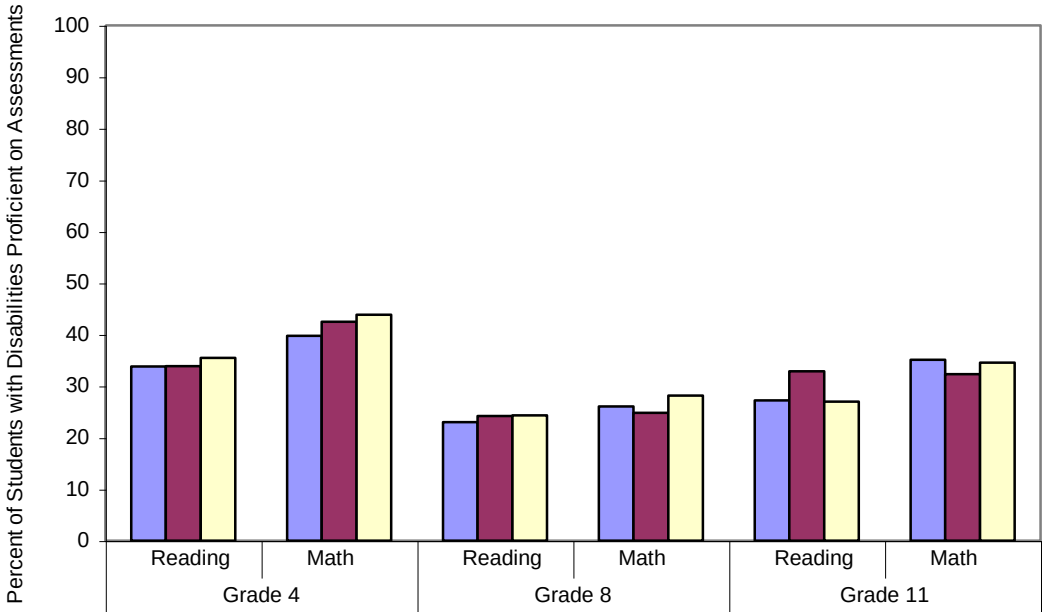
Trend data presented in Figure B3.3 in reading for Grade 4 indicated no increase in performance from FFY 2002 (2002-2003) to FFY 2003 (2003-2004), with a slight increase in performance FFY 2004 (2004-2005) when compared to FFY 2003 (2003-2004). In math for Grade 4, performance trend has increased annually for students with disabilities.

In reading for Grade 8, performance improved from FFY 2002 (2002-2003) to FFY 2003 (2003-2004), and remained stable from FFY 2003 (2003-2004) to FFY 2004 (2004-2005). Math performance in FFY 2004 (2004-2005) was higher than performance reported in FFY 2002 (2002-2003) and FFY 2003 (2003-2004).

In reading for Grade 11, performance in FFY 2003 (2003-2004) was highest. Performance in FFY 2002-2004 (FFY 2002-2003 and FFY 2003-2004) and FFY 2004 (2004-2005) was at the same level, and both years' performance was lower than what was observed in FFY 2003 (2003-2004).

In math for Grade 4, performance has improved steadily from FFY 2002 (2002-2003) through FFY 2004 (2004-2005). Math for Grade 8 decreased in FFY 2003 (2003-2004) from performance levels achieved in FFY 2002 (2002-2003), but increased in FFY 2004 (2004-2005). In math for Grade 11, performance in FFY 2002 (2002-2003) was about the same as performance observed in FFY 2004 (2004-2005), with both years' performance higher than performance in FFY 2003 (2003-2004).

Figure B3.3. Percent of Students with Disabilities Proficient on Regular and Alternate Assessments.



	Grade 4 Reading	Grade 4 Math	Grade 8 Reading	Grade 8 Math	Grade 11 Reading	Grade 11 Math
FFY 2002 (2002-2003)	33.83	39.78	23.01	26.07	27.23	35.12
FFY 2003 (2003-2004)	33.85	42.48	24.22	24.79	32.87	32.31
FFY 2004 (2004-2005)	35.46	43.87	24.33	28.14	26.98	34.53

Source. Information Management System, FFY 2002 (2002-2003) through FFY 2003 (2003-2004); Iowa Department of Education AYP Database, FFY 2002 (2002-2003) through FFY 2003 (2003-2004).

Based on data from participation and performance, the SEA engaged in the following activities in FFY 2004 (2004-2005) and continued in the FFY 2005 (2005-2006) school year: (1) expanded the Every Student Counts initiative to K-12 to improve math performance of all students; (2) added Reading Strand I and Strand II (KU Strategies) for struggling readers to the State-Wide Reading Team Initiative to improve reading performance for all students; (3) established a committee to examine solutions for non-readers; (4) conducted and analyzed results from focus groups to improve Iowa's Alternate Assessment process; (5) provided targeted technical assistance in the implementation of Alternate Assessment; and (6) expanded implementation of the Iowa Instructional Decision-Making Model.

Baseline Data for FFY 2004 (2004-2005):

A. AYP for disability subgroup. There are currently 20 districts that meet the minimum requirement of N=30 in Grades 4, 8 and 11. Sixty percent of districts, or 12 divided by a total of 20 districts, met the State's AYP objectives for progress for disability subgroup in FFY 2004 (2004-2005).

B. Participation rate for children with IEPs. Data on participation in statewide reading assessments are shown in Tables B3.1 and B3.2. For Table B3.1, data on participation in reading assessments for Grades 4, 8, and 11 during FFY 2004 (2004-2005), are summarized.

Table B3.1.
Participation Rates in Statewide Assessments: Reading Grades 4, 8, and 11.

Participation	Grade 4	Grade 8	Grade 11
(a) # of children with IEPs in grades assessed;	4594	6014	4682
(b) and (c) # of children with IEPs in regular assessment with or without accommodations (percent = b divided by a times 100);	4314 (93.90)	5713 (94.99)	4313 (92.12)
(d) # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100);	0	0	0
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).	206 (4.48)	233 (3.87)	239 (5.10)
(f) Students with IEPs Participation Rate (percent = b + c + d + e divided by a times 100)	98.39	98.87	97.22
(g) Students with IEPs who did not take Assessments (percent = (g/a)*100)	74 (1.16%)	68 (1.13%)	130 (2.78%)

Source. 618 data tables FFY 2004 (2004-2005).

For students in Grades 3, 5, 6, and 7, data on participation were obtained in FFY 2005 (2005-2006). The data are summarized in Table B3.2.

Table B3.2.
Participation Rates in Statewide Assessments: Reading, Grades 3, 5, 6, and 7.

Participation	Grade 3	Grade 5	Grade 6	Grade 7
(a) # of children with IEPs in assessed grades	4157	4983	5224	5664
(b) Full Academic Year: # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	937 (22.5%)	607 (12.2%)	646 (12.4%)	666 (11.8%)
(c) Full Academic Year: # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2657 (63.9%)	3768 (75.6%)	3946 (75.5%)	4327 (76.4%)
(d) # of children with IEPs participating with or without accommodations who did not meet Full Academic Year (percent = [(d) divided by (a)] times 100)	311 (7.5%)	355 (7.1%)	380 (7.3%)	387 (6.8%)
(e) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0	0	0	0
(f) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	206 (5.0%)	216 (4.3%)	210 (4.0%)	258 (4.6%)
(g) Children with IEPs Participation Rate [=(b+c+d+e+f)/a]	98.9%	99.3%	99.2%	99.5%
(h) # of children with IEPs not assessed for other reasons (percent = [(h) divided by (a)] times 100	46 (1.1%)	37 (0.7%)	42 (0.8%)	26 (0.5%)

Source. 618 data tables FFY 2005 (2005-2006).

Data on participation in statewide mathematics in Grades 4, 8, and 11 are shown in Table B3.3.

Table B3.3.
Participation Rates in Statewide Assessments: Mathematics, Grades 4, 8, and 11.

Participation	Grade 4	Grade 8	Grade 11
(a) # of children with IEPs in grades assessed;	4589	6010	4683
(b) and (c) # of children with IEPs in regular assessment with or without accommodations (percent = b divided by a times 100);	4324 (94.25)	5694 (94.74)	4317 (92.18)
(d) # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100);	0	0	0
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).	203 (4.42)	232 (3.86)	237 (5.06)
(f) Students with IEPs Participation Rate (percent = b + c + d + e divided by a times 100)	98.65	98.60	97.25
(g) Students with IEPs who did not take Assessments (percent = (g/a)*100)	62 (1.35)	84 (1.40)	129 (2.75)

Source. 618 data tables FFY 2004 (2004-2005).

Data on participation in statewide mathematics in Grades 3, 5, 6, and 7 are shown in Table B3.4.

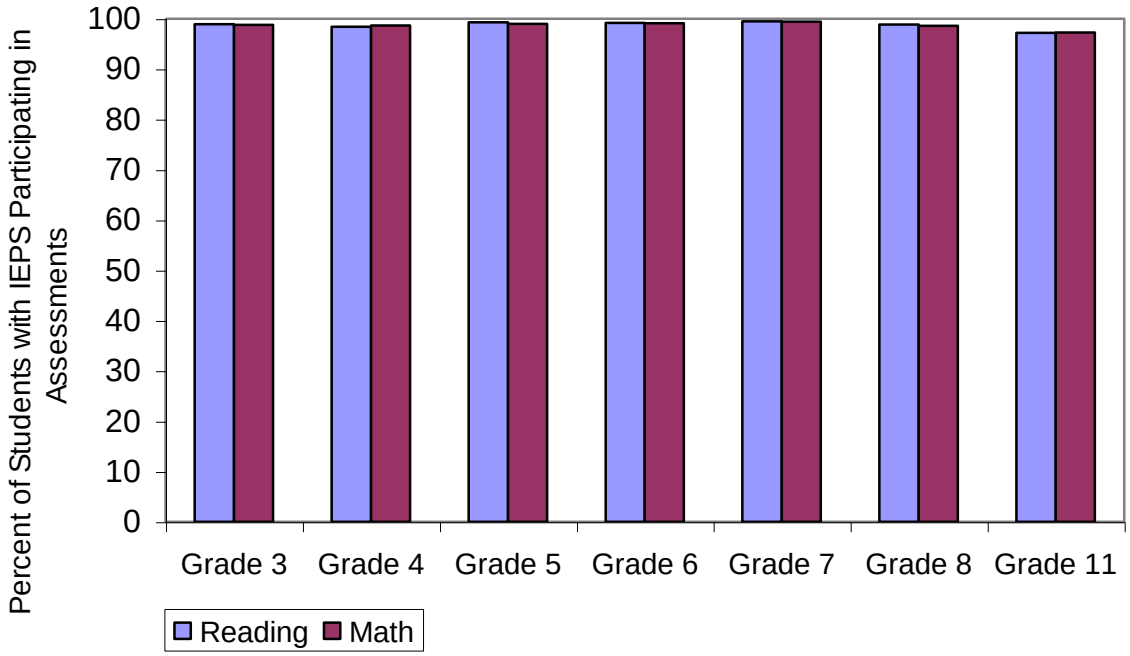
Table B3.4.
Participation Rates in Statewide Assessments: Mathematics, Grades 3, 5, 6, and 7.

Participation	**Grade 3**	**Grade 5**	**Grade 6**	**Grade 7**
(a) # of children with IEPs in assessed grades	4156	4982	5213	5659
(b) Full Academic Year: # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	932 (22.4%)	603 (12.1%)	643 (12.3%)	663 (11.7%)
(c) Full Academic Year: # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2659 (64.0%)	3762 (75.5%)	3932 (75.4%)	4317 (76.3%)
(d) # of children with IEPs participating with or without accommodations who did not meet Full Academic Year (percent = [(d) divided by (a)] times 100)	312 (7.5%)	354 (7.1%)	381 (7.3%)	388 (6.9%)
(e) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0	0	0	0
(f) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	205 (4.9%)	215 (4.3%)	210 (4.0%)	258 (4.6%)
(g) Children with IEPs Participation Rate [=(b+c+d+e+f)/a]	98.8	99.0	99.1	99.4
(h) # of children with IEPs not assessed for other reasons (percent = [(h) divided by (a)] times 100	48 (1.2%)	48 (1.0%)	47 (0.9%)	33 (0.6%)

Source. 618 data tables FFY 2005 (2005-2006).

The participation rate for students with IEPs is presented in Figure B3.4. Participation rates are calculated by dividing the sum of (1) students with IEPs in regular assessment with or without accommodations, (2) students with IEPs in alternate assessment against grade level achievement standards (3) students with IEPs in alternate assessments against alternate achievement standards, by the total number of students with disabilities, quantity times 100.

Figure B3.4. Participation Rate for Students with Disabilities.



Note: Grades 4, 8, and 11 data are participation rates from FFY 2004 (2004-2005). Grades 3, 5, 6, and 7 participation rates are from FFY 2005 (2005-2006).
Source. Iowa Department of Education AYP Database, FFY 2004 (2004-2005) and FFY 2005 (2005-2006)

C. Proficiency rate for children with IEPs. Table B3.5 presents reading performance data for students with disabilities in Grades 4, 8, and 11 for FFY 2004 (2004-2005), regarding (1) the number of children with IEPs in assessed grades in the regular assessment, (2) the number and percentage of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with or with no accommodations, (3) the number and percentage of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards, (4) the number and percentage of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards, (5) the percentage of children with IEPs proficient in FFY 2004 (2004-2005) in the State's accountability system, and (6) the number and percentage of children with IEPs who were not tested.

Table B3.5.
Performance of Students with Disabilities in Regular and Alternate Assessment.

	Proficiency	Grades						
		3	**4**	**5**	**6**	**7**	**8**	**11**
(a)	# of children with IEPs in assessed grades in the regular assessment;	Not Tested	4594	Not Tested	Not Tested	Not Tested	6014	4682
(b)	# of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with or with no accommodations (percent = [(b) divided by (a)] times 100);	Not Tested	1452 (31.61%)	Not Tested	Not Tested	Not Tested	1278 (21.25%)	1067 (22.79%)
(c)	# of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(c) divided by (a)] times 100);	0	0	0	0	0	0	0
(d)	# of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(d) divided by (a)] times 100).		177 (3.85%)				185 (3.08%)	196 (4.19%)
(e)	FFY 2004 (2004-2005) Percent Proficient [(b + c + d) divided by (a)].		35.46%				24.33%	26.98%
(f)	# of children with IEPs not assessed for other reasons (percent = (f/a)*100)		74 (1.61%)				68 (1.13%)	130 (2.78%)

Source. Iowa Department of Education AYP Database, FFY 2004 (2004-2005).

Table B3.6 presents reading performance data for students with disabilities in Grades 3, 5, 6, and 7 regarding (1) the number of children with IEPs in assessed grades in the regular assessment, (2) the number and percentage of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with or with no accommodations, (3) the number and percentage of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards, (4) the number and percentage of children with

IEPs in assessed grades who are proficient or above as measured against alternate achievement standards, (5) the percentage of children with IEPs proficient in FFY 2005 (2005-2006) in the State's accountability system, and (6) the number and percentage of children with IEPs who were not tested.

Table B3.6.
Performance of Students with Disabilities in Grades 3, 5, 6, and 7, on Reading Assessment.

	Grades			
Proficiency	**3**	**5**	**6**	**7**
(a) # of children with IEPs	4157	4983	5224	5664
(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);	589 (14.2%)	376 (7.5%)	285 (5.5%)	251 (4.4%)
(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);	560 (13.5%)	1152 (23.1%)	744 (14.2%)	849 (15.0%)
(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
(e) # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).	180 (4.3%)	195 (3.9%)	186 (3.6%)	218 (3.8%)
(f) FFY 2005 (2005-2006) Percent Proficient [(b + c + d + e) divided by (a)].	31.97	34.58	23.26	23.27
(g) # of children not assessed for other reasons (percent = ((g/a)*100))	46 (1.11%)	37 (.74%)	42 (.80%)	26 (.46%)

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

Table B3.7 presents mathematics performance data for students with disabilities in Grades 4, 8, and 11, in FFY 2004 (2004-2005), regarding (1) the number of children with IEPs in assessed grades in the regular assessment, (2) the number and percentage of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with or with no accommodations, (3) the number and percentage of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards, (4) the number and percentage of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards, (5) the percentage of children with IEPs proficient in FFY 2004 (2004-2005) in the State's accountability system, and (6) the number and percentage of children with IEPs who were not tested.

Table B3.7.
Performance of Students with Disabilities in Regular and Alternate Assessment: FFY 2004 (2004-2005).

Proficiency	**Grades**						
	3	**4**	**5**	**6**	**7**	**8**	**11**
(a) # of children with IEPs in assessed grades in the regular assessment;	Not Tested	4589	Not Tested	Not Tested	Not Tested	6010	4683
(b) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with or with no accommodations (percent = [(b) divided by (a)] times 100);	Not Tested	1844 (40.18%)	Not Tested	Not Tested	Not Tested	1503 (25.01%)	1423 (30.39%)
(c) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(c) divided by (a)] times 100);	0	0	0	0	0	0	0
(d) # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(d) divided by (a)] times 100).		169 (3.68%)				188 (3.13%)	194 (4.14%)
(e) FFY 2004 (2004-2005) Percent Proficient [(b + c + d) divided by (a)].		43.87%				28.14%	34.53%
(f) # of children with IEPs not assessed for other reasons (percent = (f/a)*100)		62 (1.35%)				84 (1.40%)	129 (2.75%)

Source. Iowa Department of Education AYP Database, FFY 2004 (2004-2005).

Table B3.8 presents mathematics performance data for students with disabilities in Grades 3, 5, 6, and 7 regarding (1) the number of children with IEPs in assessed grades in the regular assessment, (2) the number and percentage of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with or with no accommodations, (3) the number and percentage of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards, (4) the number and percentage of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards, (5) the percentage of children with IEPs proficient in FFY 2005 (2005-2006) in the State's accountability system, and (6) the number and percentage of children with IEPs who were not tested.

Table B3.8.
Performance of Students with Disabilities in Grades 3, 5, 6, and 7, on Math Assessment, FFY 2005 (2005-2006).

Proficiency	**Grades**			
	3	**5**	**6**	**7**
(a) # of children with IEPs	4156	4982	5213	5659
(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);	624 (15.0%)	368 (7.4%)	301 (5.8%)	263 (4.6%)
(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);	915 (22.0%)	1593 (32.0%)	1229 (23.6%)	1177 (20.8%)
(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
(e) # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).	180 (4.3%)	191 (3.8%)	186 (3.6%)	218 (3.9%)
(f) FFY 2005 (2005-2006) Percent Proficient [(b + c + d + e) divided by (a)].	41.36	43.20	32.92	29.30
(g) # of children not assessed for other reasons (percent = ((g/a)*100))	48 (1.2%)	48 (1.0%)	47 (0.9%)	33 (0.6%)

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

Discussion of Baseline Data:

A. AYP for disability subgroup. Currently, 40% of districts do not meet AYP specifically for disability subgroup.

The SEA anticipates that the number of districts eligible for AYP will significantly increase in FFY 2007 (2007-2008) as grades are collapsed and subgroups are increased in the AYP formula. As grades are collapsed from 4, 8, and 11 to 3-5, 6-8 and 11, the number of districts included in AYP will increase substantially based on inclusion criteria of N=30 for performance and N=40 for participation; this will directly affect the number of districts unable to meet AYP specifically due to disability subgroup.

Based on (1) current data that indicate 60% of districts make AYP, and (2) broad stakeholder input, Measurable / Rigorous Targets were set as described in the following subsections. The target begins at 60% and increases to 64% in the final year.

B. Participation rate for children with IEPs. Current data provided in Tables B3.1, B3.2, B3.3, B3.4, and Figures B3.1, B3.2, and B3.4 indicate that participation rates for children with IEPs remain well above the NCLB target of 95% participation across grade and content area. Participation rates for students with IEPs in 4th-grade and 8th-grade are above 98%; participation rates are above 97% for students with IEPs in 11th-grade. Based on (1) trend data from FFY 2002 (2002-2003) through FFY 2003 (2003-2004) and current data that indicate students with disabilities participate in reading and mathematics assessments at a high rate, (2) participation targets must reflect NCLB targets, and (3) broad stakeholder input, Measurable / Rigorous Targets for participation were set at 95%.

C. Proficiency rate for children with IEPs. Reading performance data for students with disabilities in Grades 4, 8, and 11, FFY 2004 (2004-2005) are presented in Table B3.5. Reading Performance data for Grades 3, 5, 6, and 7 for FFY 2005 (2005-2006) are presented in Table B3.6. Data indicate reading performance on regular and alternate assessments for 8th-grade students at 24.33% is below the percent proficiency for both grades 4 and 11 at 35.46% and 26.98%, respectively. Data indicate performance in reading in Grades 3, 5, 6, and 7 ranges from 23.26% (Grade 6) to 34.58% (Grade 5). Figure B3.3 depicts performance trend data over time for Grades 4, 8, and 11. The assessment framework used in determining proficiency in FFY 2002 (2002-2003) and FFY 2003 (2003-2004) was different from the better aligned assessment framework used to calculate proficiency in FFY 2004 (2004-2005), and the FFY 2002 (2002-2003) and FFY 2003 (2003-2004) data may be slightly inflated. Hence the gains depicted may actually be larger and the dips depicted may actually be lower than observed.

Table B3.7 indicates mathematics performance for students with disabilities in 4th-grade at 43.87%, 8th grade performance at 28.14%, and 11th grade performance at 34.53%. Comparing these data to trend data in Figure B3.6, mathematics proficiency has increased in Grades 4 and 8, and is about the same at Grade 11, when compared to FFY 2002 (2002-2003). Data in Table B3.8 indicate math performance for Grades 3, 5, 6, and 7 ranged from 29.30% (Grade 7) through 43.20% (Grade 5).

Based on (a) trend data from FFY 2002 (2002-2003) through FFY 2003 (2003-2004), data from FFY 2004 (2004-2005) for Grades 4, 8, and 11, and data from FFY 2005 (2005-2006) for Grades 3, 5, 6, and 7, that indicate students with disabilities increase performance at approximately 1-3% each year, and (b) broad stakeholder input, Measurable / Rigorous Targets are set as described below for each grade and content area. Specifically, targets for each grade and content area increase one percentage point each year from baseline data.

The baseline data reported in the FFY 2004 (2004-2005) State Performance Plan for Iowa for Indicator 3 for performance proficiency in Reading were: Grade 4, 39.5%; Grade 8, 26.8%; and Grade 11, 30.1%. The corrected percent proficient for Reading are lower than was reported in the original submission, and targets were recalculated to reflect what is reported in the SPP.

The baseline data reported in the FFY 2004 (2004-2005) State Performance Plan for Iowa for Indicator 3 for performance proficiency in Math were: Grade 4, 48.8%; Grade 8, 31.1%; and Grade 11, 38.5%. The corrected percent proficient for Math are lower than was reported in the original submission, and targets were recalculated and reported in the SPP.

For example, baseline performance in 4th grade reading and mathematics is 35.46% and 43.87%, respectively. In FFY 2005 (2005-2006), percent proficient for 4th grade reading and mathematics is set at one percentage point higher in each content area, or 36.46% and 44.87%. Targets were set for other grades using the same method.

<table>
<tr><th>FFY</th><th>Measurable and Rigorous Target</th></tr>
<tr><td>FFY 2005
(2005-2006)</td><td>
A. 60% of districts meet the State's AYP objectives for progress for the disability subgroup (children with IEPs).
B. 95% of students with IEPs participate in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
C. For each of the following grade level and content area targets, students with disabilities are proficient or above as measured by the (1) regular assessment with no accommodations, (2) regular assessment with accommodations, (3) alternate assessment against grade level standards, and (4) alternate achievement standards.
<table>
<tr><th>GRADE</th><th>READING</th><th>MATH</th></tr>
<tr><td>3[1]</td><td></td><td></td></tr>
<tr><td>4</td><td>36.46%</td><td>44.87%</td></tr>
<tr><td>5[1]</td><td></td><td></td></tr>
<tr><td>6[1]</td><td></td><td></td></tr>
<tr><td>7[1]</td><td></td><td></td></tr>
<tr><td>8</td><td>25.33%</td><td>29.14%</td></tr>
<tr><td>11</td><td>27.98%</td><td>35.53%</td></tr>
</table>
[1] Baseline established FFY 2005 (2005-2006)
</td></tr>
</table>

FFY	Measurable and Rigorous Target
FFY 2006 (2006-2007)	A. 60% of districts meet the State's AYP objectives for progress for the disability subgroup (children with IEPs). B. 95% of students with IEPs participate in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. For each of the following grade level and content area targets, students with disabilities are proficient or above as measured by the (1) regular assessment with no accommodations, (2) regular assessment with accommodations, (3) alternate assessment against grade level standards, and (4) alternate achievement standards.

GRADE	READING	MATH
3	32.97%	42.36%
4	37.46%	45.87%
5	35.58%	44.20%
6	24.26%	33.92%
7	24.27%	30.30%
8	26.33%	30.14%
11	28.98%	36.53%

FFY	Measurable and Rigorous Target
FFY 2007 (2007-2008)	A. 61% of districts meet the State's AYP objectives for progress for the disability subgroup (children with IEPs). B. 95% of students with IEPs participate in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. For each of the following grade level and content area targets, students with disabilities are proficient or above as measured by the (1) regular assessment with no accommodations, (2) regular assessment with accommodations, (3) alternate assessment against grade level standards, and (4) alternate achievement standards.

GRADE	READING	MATH
3	33.97%	43.36%
4	38.46%	46.87%
5	36.58%	45.20%
6	25.26%	34.92%
7	25.27%	31.30%
8	27.33%	31.14%
11	29.98%	37.53%

FFY	Measurable and Rigorous Target
FFY 2008 (2008-2009)	A. 62% of districts meet the State's AYP objectives for progress for the disability subgroup (children with IEPs). B. 95% of students with IEPs participate in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. For each of the following grade level and content area targets, students with disabilities are proficient or above as measured by the (1) regular assessment with no accommodations, (2) regular assessment with accommodations, (3) alternate assessment against grade level standards, and (4) alternate achievement standards.

GRADE	READING	MATH
3	34.97%	44.36%
4	39.46%	47.87%
5	37.58%	46.20%
6	26.26%	35.92%
7	26.27%	32.30%
8	28.33%	32.14%
11	30.98%	38.53%

FFY	Measurable and Rigorous Target
FFY 2009 (2009-2010)	A. 63% of districts meet the State's AYP objectives for progress for the disability subgroup (children with IEPs). B. 95% of students with IEPs participate in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. For each of the following grade level and content area targets, students with disabilities are proficient or above as measured by the (1) regular assessment with no accommodations, (2) regular assessment with accommodations, (3) alternate assessment against grade level standards, and (4) alternate achievement standards.

GRADE	READING	MATH
3	35.97%	45.36%
4	40.46%	48.87%
5	38.58%	47.20%
6	27.26%	36.92%
7	27.27%	33.30%
8	29.33%	33.14%
11	31.98%	39.53%

FFY	Measurable and Rigorous Target
FFY 2010 (2010-2011)	A. 64% of districts meet the State's AYP objectives for progress for the disability subgroup (children with IEPs). B. 95% of students with IEPs participate in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. For each of the following grade level and content area targets, students with disabilities are proficient or above as measured by the (1) regular assessment with no accommodations, (2) regular assessment with accommodations, (3) alternate assessment against grade level standards, and (4) alternate achievement standards.

GRADE	READING	MATH
3	36.97%	46.36%
4	41.46%	49.87%
5	39.58%	48.20%
6	28.26%	37.92%
7	28.27%	34.30%
8	30.33%	34.14%
11	32.98%	40.53%

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 data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity B3.A: AYP for Disability Subgroup	Resources	Timeline
1) **Research (Statewide systemic issues and specific AEA and district issues)**. a) Gather, report, and analyze AYP data with collaborative partners.	Special Education Advisory Panel, SEA Staff (Special Education & School Improvement), Area Education Agencies Part B Funding ESEA Funding	Annually
2) **Planning (Statewide systemic issues and specific AEA and district issues)**. a) Design research-based professional development for Area Education Agencies aligned with the Schools in Need of Assistance (SINA) process for schools not meeting AYP for disability subgroup.	SEA Staff (Special Education & School Improvement), Area Education Agencies, SINA Iowa Support Teams Part B Funding ESEA Funding	2005-2006
3) **Professional Development and Implementation**. a) Provide Technical Assistance to targeted Area Education Agencies to implement the alignment of the SINA process for schools not meeting AYP for disability subgroup.	SEA Staff (Special Education & School Improvement), Area Education Agencies, SINA Iowa Support Teams Part B Funding ESEA Funding	2006-2011
4) **Evaluation and Progress Monitoring**. a) Gather, report and analyze implementation results of the SINA process for schools not meeting AYP for disability subgroup with collaborative partners. b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of the SINA process for schools not meeting AYP for disability subgroup.	SEA Staff (Special Education & School Improvement), Area Education Agencies, SINA Iowa Support Teams Part B Funding ESEA Funding	2007-2011
5) **Revision to Practice**. a) Provide Technical Assistance to Area Education Agencies in data-driven revisions to the SINA process. b) Provide professional development to Area Education Agencies to implement data-driven revisions to the SINA process.	SEA Staff (Special Education & School Improvement), Area Education Agencies, SINA Iowa Support Teams Part B Funding ESEA Funding	2008-2011

Improvement Activity B3.B: Participation	Resources	Timeline
1) **Research (Statewide systemic issues and specific AEA and district issues)**. a) Gather, report, and analyze participation data with collaborative partners.	Special Education Advisory Panel, SEA Staff (Special Education & School Improvement), Area Education Agencies, Statewide Alternate Assessment Team Part B Funding ESEA Funding	Annually
2) **Revision to Practice**. a) Provide Technical Assistance for any Area Education Agency not meeting the participation target. b) Provide professional development to Area Education Agencies to implement data-driven revisions to local school district participation plans.	SEA Staff (Special Education & School Improvement), Area Education Agencies, Statewide Alternate Assessment Team Part B Funding ESEA Funding	Annually

Improvement Activity B3.C: Performance	Resources	Timeline
1) **Research (Statewide systemic issues and specific AEA and district issues)**. a) Gather, report, and analyze performance data with collaborative partners.	Special Education Advisory Panel, SEA Staff (Special Education, Instructional Services & School Improvement), Area Education Agencies, Statewide Alternate Assessment Team, Transition Work Team Part B Funding ESEA Funding SIG Deaf-Blind Grant	Annually
2) **Planning (Statewide systemic issues and specific AEA and district issues)**. a) Design research-based professional development to provide to Area Education Agencies and local school districts to address performance in reading and math. Examples include: State supported initiatives in reading and mathematics such as the Statewide Reading Team, KU Struggling Readers Project, Every Student Counts Team, High School Reform Project, Instructional Decision Making Team, Project for Students with Multiple Impairments, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Collaboration and co-teaching in general education, Self-advocacy. b) Design Technical Assistance to targeted Area Education Agencies to assist local school districts in the selection of research-based practices for the development of performance improvement plans. Examples include: State supported initiatives in reading and mathematics such as the Statewide Reading Team, KU Struggling Readers Project, Every Student Counts Team, High School Reform Project, Instructional Decision Making Team, Project for Students with Multiple Impairments, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Collaboration and co-teaching in general education, Self-advocacy.	SEA Staff (Special Education, Instructional Services & School Improvement), Area Education Agencies, SINA Iowa Support Teams, ILLSA, NCEO, Regents, Transition Work Team Part B Funding ESEA Funding SIG Deaf-Blind Grant Reading First Grant	2005-2006

3) **Professional Development and Implementation**. a) Provide professional development to Area Education Agencies to assist local school districts in the implementation of performance improvement plans. Examples include: State supported initiatives in reading and math such as the Statewide Reading Team, KU Struggling Readers Project, Every Student Counts Team, High School Reform Project, Instructional Decision Making Team, Project for Students with Multiple Impairments, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Collaboration and co-teaching in general education, Self-advocacy. b) Provide Technical Assistance to targeted Area Education Agencies to assist local school districts in the implementation of performance improvement plans. Examples include: State supported initiatives in reading and math such as the Statewide Reading Team, KU Struggling Readers Project, Every Student Counts Team, High School Reform Project, Instructional Decision Making Team, Project for Students with Multiple Impairments, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Collaboration and co-teaching in general education, Self-advocacy.	SEA Staff (Special Education, Instructional Services & School Improvement), Area Education Agencies, SINA Iowa Support Teams, ILLSA, NCEO, Regents, Transition Work Team Part B Funding ESEA Funding SIG Deaf-Blind Grant Reading First Grant	2006-2011
4) **Evaluation and Progress Monitoring**. a) Gather, report and analyze implementation results of performance plans with collaborative partners. b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of performance plans.	SEA Staff (Special Education, Instructional Services & School Improvement), Area Education Agencies, SINA Iowa Support Teams, ILLSA, NCEO, Regents, Transition Work Team Part B Funding ESEA Funding Deaf-Blind Grant Reading First Grant	2007-2011
5) **Revision to Practice**. a) Provide Technical Assistance to Area Education Agencies to assist local school districts in data-driven revisions to performance plans. b) Provide professional development to Area Education Agencies to assist local school districts in the implementation of data-driven revisions to performance plans.	SEA Staff (Special Education, Instructional Services & School Improvement), Area Education Agencies, SINA Iowa Support Teams, ILLSA, NCEO, Regents, Transition Work Team Part B Funding ESEA Funding Deaf-Blind Grant Reading First Grant	2008-2011

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

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 identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

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

Measurement:

A. Percent = number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by number of districts in the State times 100.
B. Percent = number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by number of districts in the State times 100.

Include State's definition of "significant discrepancy."

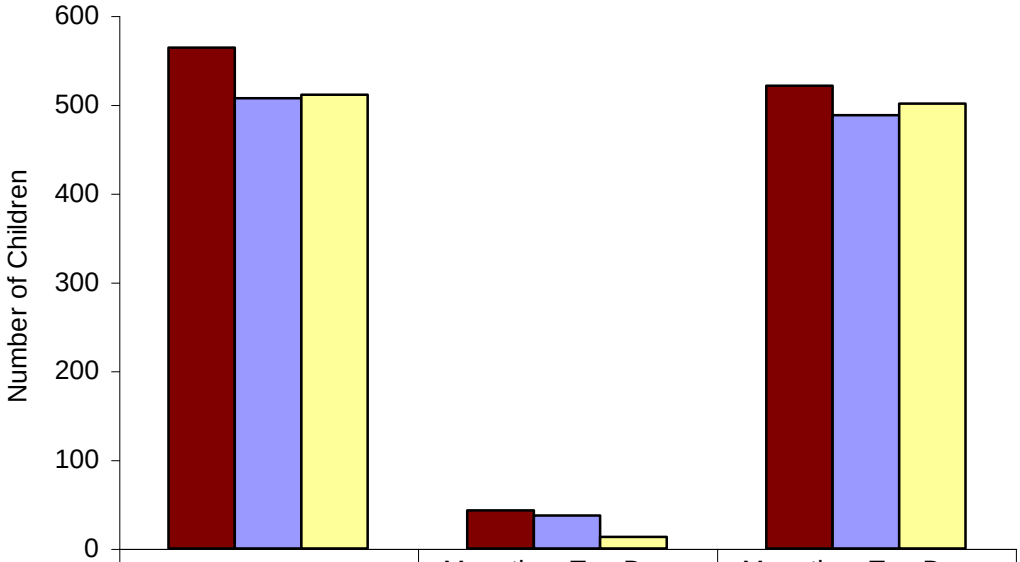
Overview of Issue / Description of System or Process:

Indicator 4.A: Suspensions and Expulsions of Students with Disabilities; Indicator 4.B: Suspensions and Expulsions of Students with Disabilities by Race / Ethnicity. 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).

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).

In FFY 2003 (2003-2004) and in past years, data for suspension and expulsion rates for children with disabilities were analyzed by SEA (Figure B4.1) and then between the AEAs. Figure B4.1 includes information in three categories, (1) Unduplicated count of children, (2) Number of single suspensions / expulsions greater than 10 days (consecutive), and (3) Number of children with multiple suspension / expulsions summing to greater than 10 days (cumulative).

Figure B4.1. Number of Suspensions and Expulsions for Students with Disabilities.



	Unduplicated Count (3a)	More than Ten Days: Consecutive (3b)	More than Ten Days: Cumulative (3c)
2001-2002	564	43	521
2002-2003	507	37	488
2003-2004	511	13	501

Source. Iowa 618 Discipline Table, FFY 2001 (2001-2002) through FFY 2003 (2003-2004).

Statewide trend data in Figure B4.1 indicate fairly stable numbers of suspensions and expulsions for unduplicated and cumulative counts across three years; the count for more than 10 days (consecutive) decreased substantially from 43 in FFY 2001 (2001-2002) to 13 in FFY 2003 (2003-2004).

In the past, AEA suspension and expulsion data were analyzed to determined discrepancy; a "significant discrepancy" has been defined as more than 5% difference between AEAs. There have been no significant discrepancies across AEAs in past years.

Based on this information, the SEA engaged in the following activities in FFY 2004 (2004-2005): (1) provided training for 14 new School-Wide Positive Behavioral Supports sites for a total of 42 statewide sites through the Iowa Behavioral Alliance, (2) expanded implementation of the Iowa Instructional Decision-Making Model, (3) analyzed suspension and expulsion rates 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 for greater than 10 days in a school year divided by the number of districts in the State times 100, and (4) engaged in extensive stakeholder work, the results of which included decreasing the definition of significant discrepancy from 5% to 2% to reduce the number of suspensions / expulsions across districts in the State of Iowa.

4.B: Suspensions and Expulsions of Students with Disabilities by Race / Ethnicity

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.

Baseline Data for FFY 2004 (2004-2005):

Five districts,[11] or 1.36% of Iowa's districts, were identified as having a significant discrepancy of 2% above the State average of .56% in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Discussion of Baseline Data:

Five districts were identified as having a significant discrepancy. The SEA (1) reviewed district policies and procedures, (2) provided technical assistance, and (3) developed follow-up activities to ensure appropriate practices and procedures in this area.

Based on (1) statewide trend data from FFY 2001 (2001-2002) through FFY 2004 (2004-2005) that indicate suspension and expulsion rates have remained stable for students with disabilities for unduplicated and cumulative count but have decreased substantially by consecutive count, (2) trend and current comparison data that indicate only 1.36% of school districts are significantly discrepant from each other in suspension and expulsion rates, and (3) broad stakeholder input, Measurable / Rigorous Targets were set as described below for *Indicator 4.A*. Measurable / Rigorous Targets will be set for *Indicator 4.B.* subsequent to analysis of FFY 2005 (2005-2006) data; FFY 2005 (2005-2006) APR will report these set targets.

[11] There are 367 districts in Iowa in FFY 2004-2005; five of these districts were identified as having a significant discrepancy or 5/367=1.36%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**A. 1.5% or less of districts are identified as having a significant discrepancy of 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.** **B. To be provided in the February 2007 APR.**
2006 (2006-2007)	**A. 1.5% or less of districts are identified as having a significant discrepancy of 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.** **B. Indicator 4B dropped by OSEP**
2007 (2007-2008)	**A. 1.5% or less of districts are identified as having a significant discrepancy of 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.** **B. Indicator 4B dropped by OSEP**
2008 (2008-2009)	**A. 1.3% or less of districts are identified as having a significant discrepancy of 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.** **B. Indicator 4B dropped by OSEP**
2009 (2009-2010)	**A. 1.2% or less of districts are identified as having a significant discrepancy of 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.** **B. Indicator 4B dropped by OSEP**
2010 (2010-2011)	**A. 1% or less of districts are identified as having a significant discrepancy of 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.** **B. Indicator 4B dropped by OSEP**

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 data, the following strategies will be completed over the next six years. Activities may change based on FFY 2004 (2004-2005) data that will allow accurate comparisons between students with and without disabilities.

Improvement Activity B4: Suspensions and Expulsions	Resources	Timeline
1) **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 ESEA Funding SIG	Annually
2) **Planning (Statewide systemic issues and specific AEA and district issues)**. a) Develop research-based professional development to provide to Area Education Agencies and local school districts to address suspension and expulsion performance. Examples of professional development include: Challenging Behaviors, Learning Supports, Positive Behavioral Supports. b) Develop Technical Assistance to targeted Area Education Agencies to assist local school districts in the selection of research-based practices for the development of suspension and expulsion improvement plans. Examples of research-based practices include: Challenging Behaviors, Learning Supports, Positive Behavioral Supports.	SEA Staff (Special Education), University of Iowa Child Psychiatry, Iowa Behavioral Alliance, Area Education Agencies Part B Funding ESEA Funding SIG	2005-2006
3) **Professional Development and Implementation**. a) Provide professional development to Area Education Agencies to assist local school districts in the implementation of suspension and expulsion improvement plans. Examples of professional development include: Challenging Behaviors, Learning Supports, Positive Behavioral Supports. b) Provide Technical Assistance to targeted Area Education Agencies to assist local school districts in the implementation of suspension and expulsion improvement plans.	SEA Staff (Special Education), University of Iowa Child Psychiatry, Iowa Behavioral Alliance, Area Education Agencies Part B Funding ESEA Funding SIG	2006-2011
4) **Evaluation and Progress Monitoring**. a) Gather, report and analyze implementation results of suspension and expulsion plans with collaborative partners. b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of suspension and expulsion plans.	SEA Staff (Special Education), University of Iowa Child Psychiatry, Iowa Behavioral Alliance, Area Education Agencies Part B Funding ESEA Funding	2007-2011

5) **Revision to Practice**. a) Provide Technical Assistance to Area Education Agencies to assist local school districts in data-driven revisions to suspension and expulsion plans. b) Provide professional development to Area Education Agencies to assist local school districts in the implementation of data-driven revisions to suspension and expulsion plans.	SEA Staff (Special Education), University of Iowa Child Psychiatry, Iowa Behavioral Alliance, Area Education Agencies Part B Funding ESEA Funding	2008-2011

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

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 six through 21:

A. Removed from regular class less than 21% of the day;

B. Removed from regular class greater than 60% of the day; or

C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

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

Measurement:

A. Percent = number of children with IEPs removed from regular class less than 21% of the day divided by the total number of students aged six through 21 with IEPs times 100.

B. Percent = number of children with IEPs removed from regular class greater than 60% of the day divided by the total number of students aged six through 21 with IEPs times 100.

C. Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total number of students aged six through 21 with IEPs times 100.

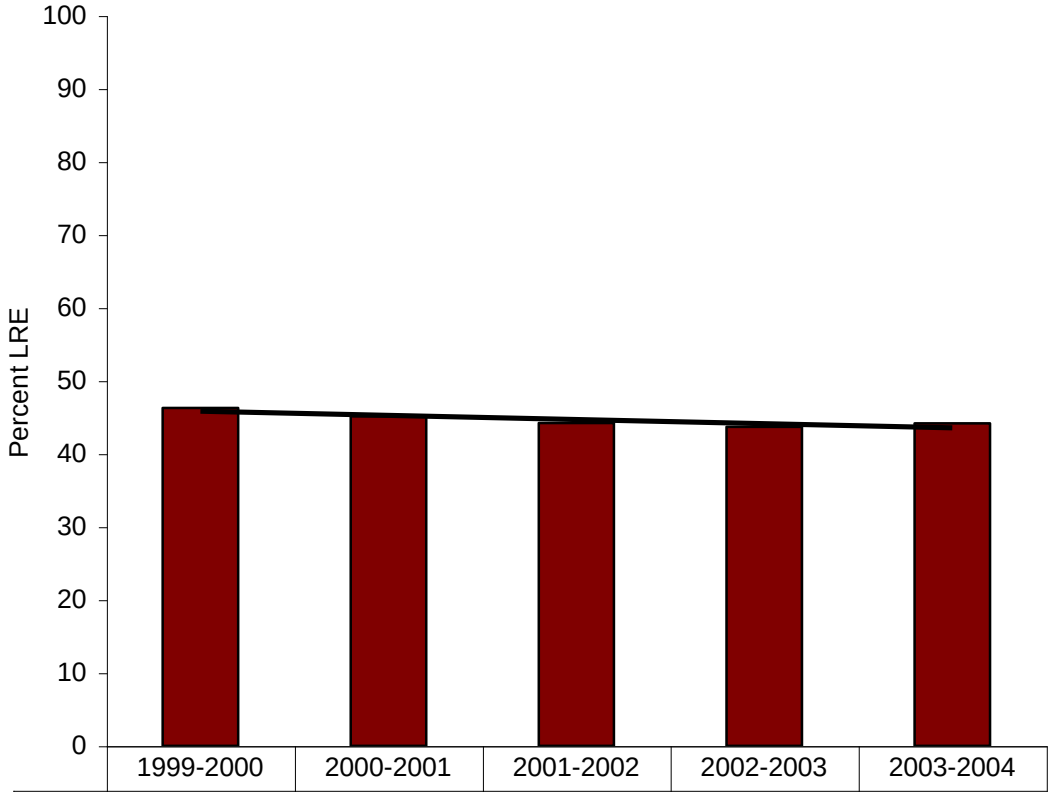
Overview of Issue / Description of System or Process:

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.

In the past, LRE has been reported as the percent of children with disabilities removed from the regular class less than 21% of the day. Based on this percent, LRE trend data from FFY 1999 (1999-2000) through FFY 2003 (2003-2004) are presented in Figure B5.1 as reported in the 2005 APR.

Figure B5.1. Percent of Children with Disabilities Ages 6-21 Served in Least Restrictive Environment.



	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
LRE	46.29	45.15	44.20	43.70	44.17

Source. Iowa 618 LRE Table, FFY 1999 (1999-2000) through FFY 2003 (2003-2004).

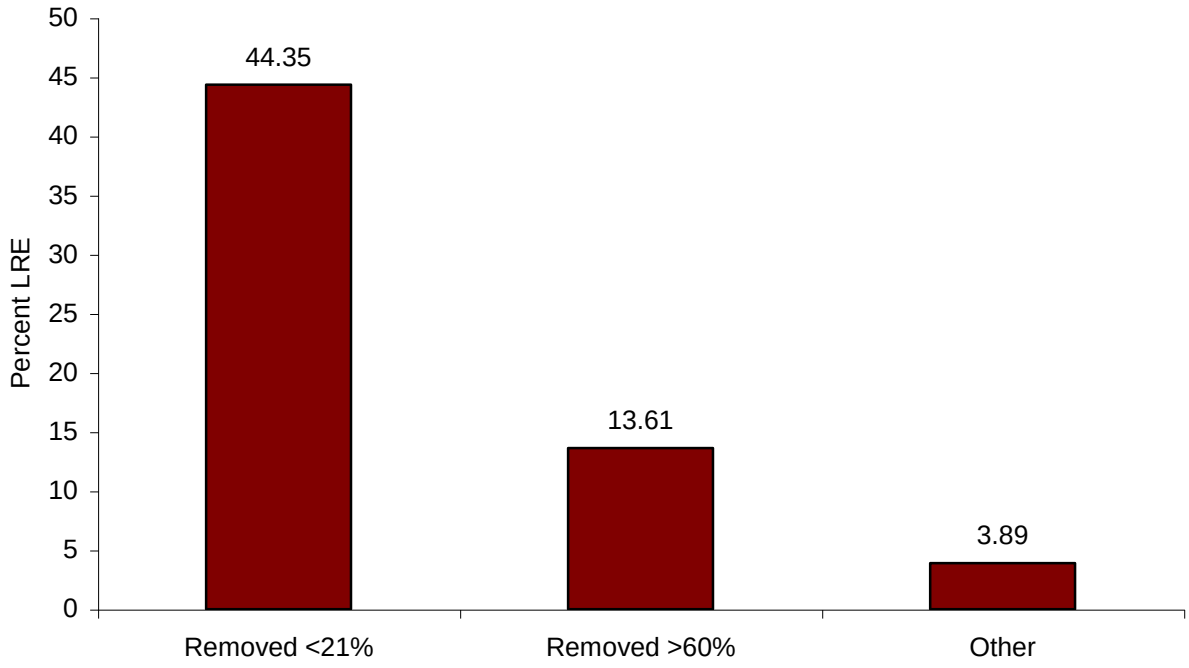
Trend data in Figure B5.1 indicate a stable LRE percent though some slight decrease has occurred across six years. The percent LRE has decreased 2.21%, from 46.29% in FFY 1999 (1999-2000) to 44.17% in FFY 2003 (2003-2004). A major concern was the appropriate documentation of LRE on student IEPs; training occurred throughout the year to facilitate appropriate LRE documentation.

Based on these data, the SEA engaged in the following activities in the FFY 2004 (2004-2005) year: (1) sponsored an LRE Task Force to develop a plan of action to address areas of concern with LRE; and (2) established a workgroup to address LRE as part of the SEA focused monitoring process.

Baseline Data for FFY 2004 (2004-2005):

Baseline data for FFY 2004 (2004-2005) are presented in Figure B5.2: (1) Removed <21% as the percent of students removed from regular class less than 21% of the day, (2) Removed >60% as the percent of students removed from regular class greater than 60% of the day, and (3) Other as the percent of students served in public or private separate schools, residential placements, or homebound or hospital placements.

Figure B5.2. Percent of Children with Disabilities Ages 6-21 Served in Least Restrictive Environment.



Source. Iowa 618 LRE Table, FFY 2004 (2004-2005).

Discussion of Baseline Data:

Data in Figure B5.2 indicate: (1) 44.35% of children with disabilities ages 6-21 are removed from the regular class less than 21% of the day; (2) 13.61% of children with disabilities are removed greater than 60% of the day; and (3) 3.89% of children with disabilities are served in public or private separate schools, residential placements, or homebound or hospital placements.

In summary, trend data and current data indicate Iowa has remained fairly stable (between 44-48%) in the percent of students removed from regular class 21% of the day. Current data available for 60% and other placements are less than 14% and 4%, respectively.

Based on data over the past six years and broad stakeholder input, Measurable / Rigorous Targets were set as described below. As Iowa's LRE has remained consistent, the first two years of Measurable / Rigorous Targets continue to remain at 44%, 13.6% and 3.8%, to allow the SEA and constituents to implement key strategies to effect change. The trend line over the next six years will gradually increase to 75% of children removed from regular class less than 21% of the day. Students removed greater than 60% of the day and served in other settings are reasonably stable populations, therefore percent change will reflect this: percent of students removed greater than 60% of the day will decrease from 13.61 to 12%; percent of students served in public or private separate schools, residential placements, or homebound or hospital placements will decrease from 3.89 to 3.5%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**A. 44% of children with IEPs ages 6-21 are removed from the regular class less than 21% of the day.** **B. 13.6% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.** **C. 3.8% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.**
2006 (2006-2007)	**A. 44% of children with IEPs ages 6-21 are removed from the regular class less than 21% of the day.** **B. 13.6% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.** **C. 3.8% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.**
2007 (2007-2008)	**A. 50% of children with IEPs ages 6-21 are removed from the regular class less than 21% of the day.** **B. 13.0% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.** **C. 3.7% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.**
2008 (2008-2009)	**A. 55% of children with IEPs ages 6-21 are removed from the regular class less than 21% of the day.** **B. 12.5% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.** **C. 3.7% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.**
2009 (2009-2010)	**A. 65% of children with IEPs ages 6-21 are removed from the regular class less than 21% of the day.** **B. 12.5% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.** **C. 3.6% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.**
2010 (2010-2011)	**A. 75% of children with IEPs ages 6-21 are removed from the regular class less than 21% of the day.** **B. 12.0% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.** **C. 3.5% of children are served in public or private separate schools, residential placements, or homebound or 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 data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity B5: Least Restrictive Environment 6-21	Resources	Timeline
1) **Research (Statewide systemic issues and specific AEA and district issues)**. a) Gather, report, and analyze LRE data with collaborative partners.	Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts Part B Funding	Annually
2) **Planning (Statewide systemic issues and specific AEA and district issues)**. a) Design research-based professional development to provide to Area Education Agencies and local school districts to address LRE decisions and implementation. Examples of professional development include: LRE Decisions and IEP Development, Differentiated Instruction, Inclusion Practices, Collaboration and Co-Teaching Strategies, Assistive Technology, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Project for Students with Multiple Impairments, Statewide Mental Health Project. b) Design Technical Assistance to targeted Area Education Agencies to assist local school districts in the selection of research-based practices for the development of LRE improvement plans. Examples or research-based practices include: LRE Decisions and IEP Development, Differentiated Instruction, Inclusion Practices, Collaboration and Co-Teaching Strategies, Assistive Technology, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Project for Students with Multiple Impairments, Statewide Mental Health Project.	SEA Staff (Special Education and Instructional Services), Board of Educational Examiners, Institutes of Higher Education, Area Education Agencies, Local School Districts, Regents Institutions, Iowa Program for Assistive Technology, Iowa Alternate Assessment Group, Accommodations Workgroup Part B Funding Deaf-Blind Grant	2005-2006

3) **Professional Development and Implementation**. a) Provide professional development to Area Education Agencies to assist local school districts in the implementation of LRE improvement plans. Examples include: LRE Decisions and IEP Development, Differentiated Instruction, Inclusion Practices, Collaboration and Co-Teaching Strategies, Assistive Technology, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Project for Students with Multiple Impairments, Statewide Mental Health Project. b) Provide Technical Assistance to targeted Area Education Agencies to assist local school districts in the implementation of LRE improvement plans. Examples include: LRE Decisions and IEP Development, Differentiated Instruction, Inclusion Practices, Collaboration and Co-Teaching Strategies, Assistive Technology, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Project for Students with Multiple Impairments, Statewide Mental Health Project.	SEA Staff (Special Education and Instructional Services), Board of Educational Examiners, Institutes of Higher Education, Area Education Agencies, Local School Districts, Regents Institutions, Iowa Program for Assistive Technology, Iowa Alternate Assessment Group, Accommodations Workgroup Part B Funding Deaf-Blind Grant	2006-2011
4) **Evaluation and Progress Monitoring**. a) Gather, report and analyze implementation results of LRE improvement plans with collaborative partners. b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of LRE improvement plans.	SEA Staff (Special Education and Instructional Services), Board of Educational Examiners, Institutes of Higher Education, Area Education Agencies, Local School Districts, Regents Institutions, Iowa Program for Assistive Technology, Iowa Alternate Assessment Group, Accommodations Workgroup Part B Funding Deaf-Blind Grant	2007-2011
5) **Revision to Practice**. a) Provide Technical Assistance to Area Education Agencies in data-driven revisions to LRE improvement plans. b) Provide professional development to Area Education Agencies to implement data-driven revisions to LRE improvement plans.	SEA Staff (Special Education and Instructional Services) Part B Funding Deaf-Blind Grant	2008-2011

Part B State Performance Plan (SPP) for FFY 2006-2010

The Content Below was Submitted in FFY 2005 (2005-2006) and is included until further notice and instruction from OSEP

Overview of the State Performance Plan Development:

Please see pages 1-5 of the State Performance Plan found at http://www.iowa.gov/educate/content/view/614/592/ for an overview of State Performance Plan Development.

In the Office of Special Education Programs (OSEP) Response Table to Iowa for FFY 2005 (2005-2006), OSEP summarizes that (a) the State's FFY 2005 reported data for this indicator are 42%; these are the same as the State's FFY 2004 baseline data of 42%; the State did not meet its FFY 2005 target of 45%, and (b) due to changes in the 618 State-reported data collection, this indicator will change for the FFY 2006 Annual Performance Report (APR), due February 1, 2008. States will be required to describe how they will collect valid and reliable data to provide baseline and targets in the FFY 2007 APR, due February 1, 2009.

This SPP addresses comments, analysis, and next steps from OSEP and describes how Iowa will collect valid and reliable data to provide baseline and measureable and rigorous targets in the FFY 2007 (2007-2008) APR, due February 1, 2009.

In addition, the State Education Agency (SEA) will have the most recent SPP and APR available on the Iowa Department of Education website, to meet the requirement that SEAs report to the public on the state's progress and/or slippage in meeting the targets found in the SPP and the performance of each Area Education Agency (AEA) and Local Education Agency (LEA) with respect to the targets in the SPP. The SPP containing updated information on Indicators B6, B7, B14, and B18 will be posted on the Iowa Department of Education website no later than March 15, 2008. Additional dissemination efforts include a notice to Iowa's school leaders of the availability of the documents through the *School Leader Update* disseminated to all public school and accredited non-public school administrators in Iowa, and through in-person meetings with the Special Education Advisory Panel (SEAP), and the Joint Directors of Iowa's AEAs.

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (*e.g.*, early childhood settings, home, and part-time early childhood / part-time early childhood special education settings).

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

Measurement:

Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

Overview of Issue / Description of System or Process:

Iowa, as a birth mandate state, has had Early Childhood Special Education (ECSE) classrooms since the mid-1970s. These classrooms were traditionally self-contained with eight students, one teacher, and one teacher assistant. They were originally operated by the State's 15 Area Education Agencies (AEAs) and were gradually turned over to the local school districts. At this time all but a few programs in AEAs 4 and

267 are operated by the districts. In the early 1990s some AEAs and districts began to look at inclusive ECSE programs. In 1996 the Iowa Department of Education developed and implemented "3-4-5 Thrive" which was a guide to serving Iowa's preschoolers with IEPs in the least restrictive environment (LRE).

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, and any other personnel appropriate to the development and discussion of goals. 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.

Although Iowa's System supports the development of appropriate and effective IEPs, there are some challenges for LRE 3-5. One of the main challenges to preschool LRE in Iowa is the lack of quality in our preschools. In March of 2004 only 18.55% of Iowa's preschool settings met quality standards as defined by meeting National Association of the Education of Young Children (NAEYC) accreditation and/or meeting Head Start Performance Standards. Staffing teams are often reluctant to place preschoolers in community-based early childhood programs because of a concern with the quality of the programs. Iowa's Quality Preschool Program Standards (QPPS) were developed by the Iowa Department of Education (DE) in 2004. In June of 2004 the DE received a federal State Improvement Grant to assist with the systematic implementation of these standards. Presently, 147 early childhood programs and six community colleges are involved.

Another challenge is the strong history of ECSE programs in our state. Staffing teams, school districts, and parents often do not explore options other than the district-run self-contained ECSE classroom. Other early childhood agencies, (*i.e*. Head Start, Child Care Resource & Referral, Community Empowerment Areas, etc.) are not always aware that their settings are an option for preschoolers with IEPs. The SEA has begun work to increase the number of preschool settings in our state that meet quality preschool standards and to educate AEAs, districts, parents, institutes of higher education, and early childhood agencies on LRE settings for preschoolers, as well as best practices for implementing LRE for preschoolers.

Baseline Data:

In FFY 2006 (2006-2007) OSEP changed the 618 Table categories for LRE reporting for children ages 3-5. Therefore, this SPP does not contain baseline data.

Discussion of Baseline Data:

In FFY 2006 (2006-2007) OSEP changed the 618 Table categories for LRE reporting for children ages 3-5. Therefore, this SPP does not contain baseline data or measureable and rigorous targets. Consistent with guidance from OSEP, the SPP contains improvement activities to collect valid and reliable data to provide baseline and targets in the FFY 2007 (2007-2008) APR due February 1, 2009.

FFY:

The Federal Fiscal Year for which this SPP is filed is FFY 2006 (2006-2007). There are no data being report for FFY 2006 (2006-2007) for Indicator B6.

Measureable and Rigorous Target:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**45% of preschool children with IEPs received special education and related services in settings with typically developing peers.**
2006 (2006-2007)	**In FFY 2006 (2006-2007) OSEP changed the 618 Table categories for LRE reporting for children ages 3-5. Therefore, this SPP does not contain measurable and rigorous targets.**
2007 (2007-2008)	**Baseline to be established in FFY 2007 (2007-2008).**
2008 (2008-2009)	**To Be Established in FFY 2007 (2007-2008).**
2009 (2009-2010)	**To Be Established in FFY 2007 (2007-2008).**
2010 (2010-2011)	**To Be Established in FFY 2007 (2007-2008).**

Improvement Activities / Timelines / Resources:

The following activities, timelines, and resources are proposed for FFY 2006 (2006-2007) to collect valid and reliable data regarding LRE for children ages 3-5 years so that baseline data and measurable and rigorous targets can be reported in the FFY 2007 (2007-2008) APR that is due February 1, 2009.

Data analyzed through the SPP/APR reporting process will be used by the SEA to determine enhancements to activities on an annual basis, to improve performance for this indicator, for the duration of the SPP (FFY 2010 [2010-2011]).

Proposed Activity	Proposed Timelines	Proposed Personnel Resources	Anticipated Outcomes	Projected Duration
Verification of data. Procedures are developed to assist data entry personnel to enter into IMS the LRE information from IEPs of children ages 3-5.	July 1, 2007– September 30, 2007	Data Team, IMS personnel and Indicator Lead	Accurate and timely information regarding LRE for children ages 3-5 will continue to be collected so that baseline data and measurable and rigorous targets can be reported in the FFY 2007 (2007-2008) APR that is due February 1, 2009.	Annual Enhancements through FFY 2010 (2010-2011).
Verification of data. SEA data team will develop procedures for the collection and quarterly validation and verification of LRE data for children ages 3-5.	January 1, 2008 – June 30, 2008	Data Team and Indicator Lead	Quarterly validation reports ensure accurate and timely data regarding LRE for children 3-5 so that baseline data and measurable and rigorous targets can be reported in the FFY 2007 (2007-2008) APR that is due February 1, 2009.	Annual Enhancements through FFY 2010 (2010-2011).
Analysis of policies, procedures and practices. SEA has developed policies, procedures and matching practices to ensure information collected regarding LRE for children ages 3-5 meets federal requirements/definitions.	July 1, 2007 – September 30, 2007	1 SEA Consultant, AEA Directors of Special Education, Early Childhood Special Education Leadership Team, Speech-Language Pathologist Leadership Team	All AEAs will implement procedures, policies and practices to ensure that data collected for LRE for children 3-5 is accurate and timely and meets federal requirements/definitions so that baseline data and measurable and rigorous targets can be reported in the FFY 2007 (2007-2008) APR.	Annual Enhancements through FFY 2010 (2010-2011).
Technical assistance. The Early Childhood Leadership Team and other AEA trainers will train all Early Childhood Special Education	July 1, 2007 – September 30, 2007	1 SEA Consultant	All AEAs will implement procedures, policies and practices to ensure that data collected for LRE for children 3-5 is accurate and timely and	Annual Enhancements through FFY 2010 (2010-2011).

Proposed Activity	Proposed Timelines	Proposed Personnel Resources	Anticipated Outcomes	Projected Duration
teachers and support staff on adopted procedures, policies, and practices regarding data collected for LRE for children ages 3-5.			meets federal requirements/definitions so that baseline data and measurable and rigorous targets can be reported in the FFY 2007 (2007-2008) APR that is due February 1, 2009.	
Technical assistance. AEA data entry personnel will be trained on data entry for LRE of children ages 3-5 to ensure data entered into and extracted from IMS are timely and accurate and meet federal requirements/definitions.	July 1, 2007 – June 30, 2007 (monthly meetings)	Two SEA staff, and IMS personnel	All AEAs will implement procedures, policies and practices to ensure that data collected for LRE for children 3-5 is accurate and timely and meets federal requirements/definitions so that baseline data and measurable and rigorous targets can be reported in the FFY 2007 (2007-2008) APR that is due February 1, 2009.	Annual Enhancements through FFY 2010 (2010-2011).
Ongoing monitoring and enforcement as needed. The SEA uses data from LRE for children ages 3-5 in making annual AEA and LEA determinations.	July 1, 2007 – June 30, 2008	Six SEA staff	All LEAs and AEAs will be notified of determination status.	Annual Enhancements through FFY 2010 (2010-2011).

Part B State Performance Plan (SPP) for FFY 2006-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 of the State Performance Plan, FFY 2006 (2006-2010), for State Performance Plan Development. The current SPP is found at: www.iowa.gov/educate/content/view/614/592/.

A State Performance Plan (SPP) for Indicator 7 was submitted to the Office of Special Education Programs February 1, 2007. This indicator is being re-submitted February 1, 2008, following requirements of the Office of Special Education Programs.

According to the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid* (11/9/07), supplementing the June 15, 2007 Response Table, states are to address Indicator 7 using the following guidelines:

1. Report using SPP template;
2. Ensure and describe how the SPP data are valid and reliable (see 300.601[b] and Indicator 20);
3. Not to report baseline and targets until February 2010; and
4. Include improvement activities to cover all of the remaining years of the SPP.

This SPP is filed on the SPP template, hence, the first requirement has been met. In addition, the third requirement has been met, as Iowa is not reporting on baseline and targets for FFY 2006 (2006-2007).

This SPP describes how Iowa ensures SPP data are valid and reliable to meet the second requirement, and details the improvement activities implemented and to be implemented through FFY 2010 (2010-2011)(to meet the fourth requirement).

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category&sectionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

For more information on programs and services to support early childhood education of Iowa's young children, go to:
http://www.iowa.gov/educate/content/section/24/1016/.

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 6-year State Performance Plan and each Annual Performance Report.

Measurement:

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

a. Percent of preschool children who did not improve functioning = [(number of preschool children who did not improve functioning) divided by the (number 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 = [(number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (number 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 = [(number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (number 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 = [(number of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(number of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.

If a + b + c + d +e does not sum to 100%, explain the difference.

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

a. Percent of preschool children who did not improve functioning = [(number of preschool children who did not improve functioning) divided by the (number 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 = [(number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (number 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 = [(number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (number 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 = [(number of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(number of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

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

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

If a + b + c + d + e does not sum to 100%, explain the difference.

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 (yes, emerging, no) 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 (Reach/Maintain, Improve or Did Not Improve Functioning) 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 3 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 1 of 5 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* ensures valid 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 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 between ages 3 through 5 years, 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 entitled: *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 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 referred to as *IEP Results*, and ongoing child assessments. *IEP Results* is a systematic process to monitor progress of performance on Individualized Education Program (IEP) goals for children, ages 3 - 5. 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.

A crosswalk was completed between the *IEP Results* and *ECO* to align both with the OSEP indicator that *preschool children with IEPs demonstrate improved*:

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

Table B7.1 shows the IEP Results and Early Childhood Outcomes alignment used to measure the OSEP indicator and progress for preschool children.

Table B7.1
Alignment of the OSEP Indicator to IEP Results and Early Childhood Outcomes Measures

OSEP Indicator	IEP Results	Early Childhood Outcomes (ECO)
Positive Social-Emotional Skills (including social relationships)	Personal and Social Adjustment (Copes with Challenges, Frustrations and Stressors; Positive Self-Image; Gets Along with Others) Contribution and Citizenship (Complies with age appropriate rules, limits, routines; Participates / contributes as part of group)	Positive Social Relationships (Relating with adults; relating with other children; following rules related to groups or interacting with others (if older than 18 months)
Acquisition and use of knowledge and skills (including early language / communication / early literacy)	Academic and Functional Literacy (Problem Solving; Critical Thinking; Reading; Comprehension; Phonological awareness; Print concepts; Basic Math; Numerical concepts, Written Language; Fine Motor; Communication; Articulation; Functional Communication; Fluency; Language; Literacy)	Acquiring and Using Knowledge and Skills (Thinking, reasoning, remembering, and problem solving; understanding symbols; understanding the physical and social worlds)
Use of appropriate behaviors to meet their needs	Physical Health (Applies basic safety, fitness, health care concepts) Responsibility and Independence (Gets about in the environment; Responsible for Self; Daily Living Skills)	Taking Appropriate Action to Meet Needs (Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.); contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects-if older than 24 months); getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)

Source. IEP Results, FFY 2004 (2004-2005); ECO Child Outcomes Summary Form, FFY 2005 (2005-2006).

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. All preschool children who met the following criteria were included in ECO: (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 2006 [2006-2007] for reporting in SPP due February 1, 2008). 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: *R*ecord reviews, *I*nterviews, *O*bservations and *T*ests/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).[12]

Determination of ECO Entry Point Status. 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, Entering, and Reporting of ECO Entry Point Status. Documenting Entry Point status was the IEP Team's responsibility to complete the ECO Summary form to document results at the IEP meeting.

Entering documented results from the ECO Summary form into Iowa's central database system for special education (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

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

Analysis of ECO Progress Point data (FFY 2006 [2006-2007] for reporting SPP due February 1, 2008). Data at the Progress Point were obtained by *R*ecord reviews, *I*nterviews, *O*bservations and *T*ests/Assessments (*RIOT*). This included, but was not limited to, a review of Entry Point data, results of IEP Results, 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 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 meeting. The IEP Team analyzed data from IEP Results to determine a student's status in: (1) Progress on Goals[13] (2) Comparison of performance to peers or standards,[14] and (3) Level of independence in performance.[15] Additionally, the IEP Team was responsible for gathering and analyzing data that were needed to determine childrens' progress in the three ECO areas, regardless of the areas addressed on a child's IEP. Data from IEP Results and early childhood outcomes, documented directly on IEPs, were used immediately in ongoing program development for each student.

Determination of ECO Progress Point Data. 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, Entering, and Reporting of ECO Progress Point Status. Documenting ECO Progress Point data were completed by the IEP Team completing the ECO Summary form and documented results at the time of the IEP meeting.

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[13] Goal performance indicates child progress toward achieving the outcome based on improvement in performance.
[14] Comparison of performance to peers or standards indicates child performance as compared to same age peers or developmental milestones.
[15] Level of independence in performance indicates the level of independence in completing outcome areas in various settings/routines/environments.

Entering documented results from the ECO Summary form into Iowa's central database system for special education (Information Management System-IMS) was completed by trained data entry personnel. IMS established data parameters, and does 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.

Use of Early Childhood Outcomes Progress Data. Data on ECO, documented directly on a student's IEP on the ECO Summary form, were used immediately in ongoing program development for each child.

Technical Assistance for specified staff to support data collection, reporting and use. During FFY 2006 (2006–2007), the SEA trained staff from AEAs on the process for completing the revised ECO Summary form. The AEA staff were responsible for providing the training and support 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, IEP Results and the Iowa Early Learning Standards and benchmarks. This alignment provided operational definitions so 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 2006 (2006-2007), 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 six months; and (3) Exited early childhood special education services before July 1, 2007. Early Childhood Outcomes data were gathered upon entering Part B early childhood special education services and at the annual IEP meeting thereafter, up to exiting early childhood special education services.

The use of Investigator[16] (IEP Team members) and Methodological[17] (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). IEP Results and 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 students' 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, IEP Results Technical Assistance Papers 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.

[16] Investigator Triangulation is the use of multiple, rather than a single, observer to come to an understanding of data (Denzin, 1970).
[17] 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.

Iowa's process for assuring reliable and valid data are also captured through answers to 5 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 six months, and exited early childhood special education services prior to July 1, 2007.
- *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 referred to as *IEP Results*, 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.
- *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.

For FFY 2006 (2006 – 2007), Iowa's accountability system was revised based on a change in OSEP data reporting requirements in order to measure progress for the percentage of preschool children that demonstrated improved functioning in each of the three outcome areas in February 2008. Specifically, the data collection system was revised to gather data on each child in terms of the following:

a. Percent of preschool children who did not improve functioning;
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers;
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it;
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers; and
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.

Baseline Data for FFY 2006 (2006-2007):

Data reported for the FFY 2006 (2006-2007) submission of the SPP are preliminary progress data. Baseline data will be reported in FFY 2009 (2009-2010).

The first year of progress data for children exiting early childhood special education services in FFY 2006 (2006-2007) are presented in Figures B7.1, B7.2 and B7.3, as well as Tables B7.2, B7.3 and B7.4.

Figure B7.1 illustrates the percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (measurement A) across reporting categories a through e. Table B7.2 provides the corresponding n sizes for measurement A.

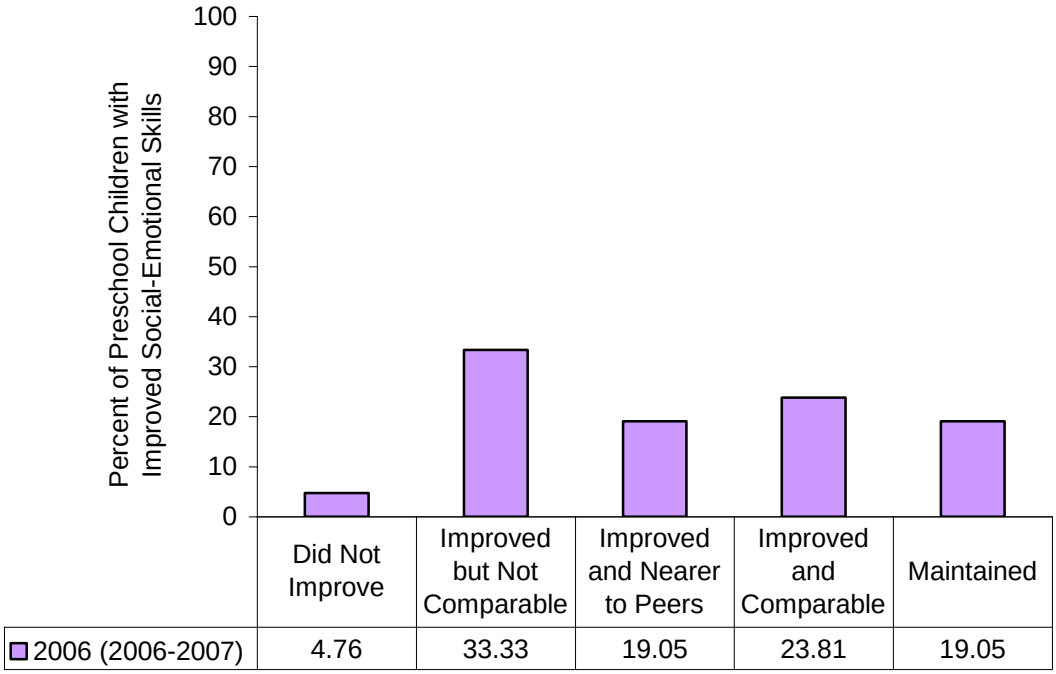


Figure B7.1 SEA Percent of Preschool Children with IEPs who Demonstrate Improved Positive Social-Emotional Skills.
Source. Information Management System Data Report, FFY 2006 (2006-2007).

Table B7.2
SEA Number and Percent of Preschool Children with IEPs who Demonstrate Improved Positive Social-Emotional Skills

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	2	14	8	10	8	42
Percent	4.76	33.33	19.05	23.81	19.05	100

Source. Information Management System Data Report, FFY 2006 (2006-2007).

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Figure B7.2 illustrates the percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (measurement B) across reporting categories a through e. Table B7.3 provides the corresponding n sizes for measurement B.

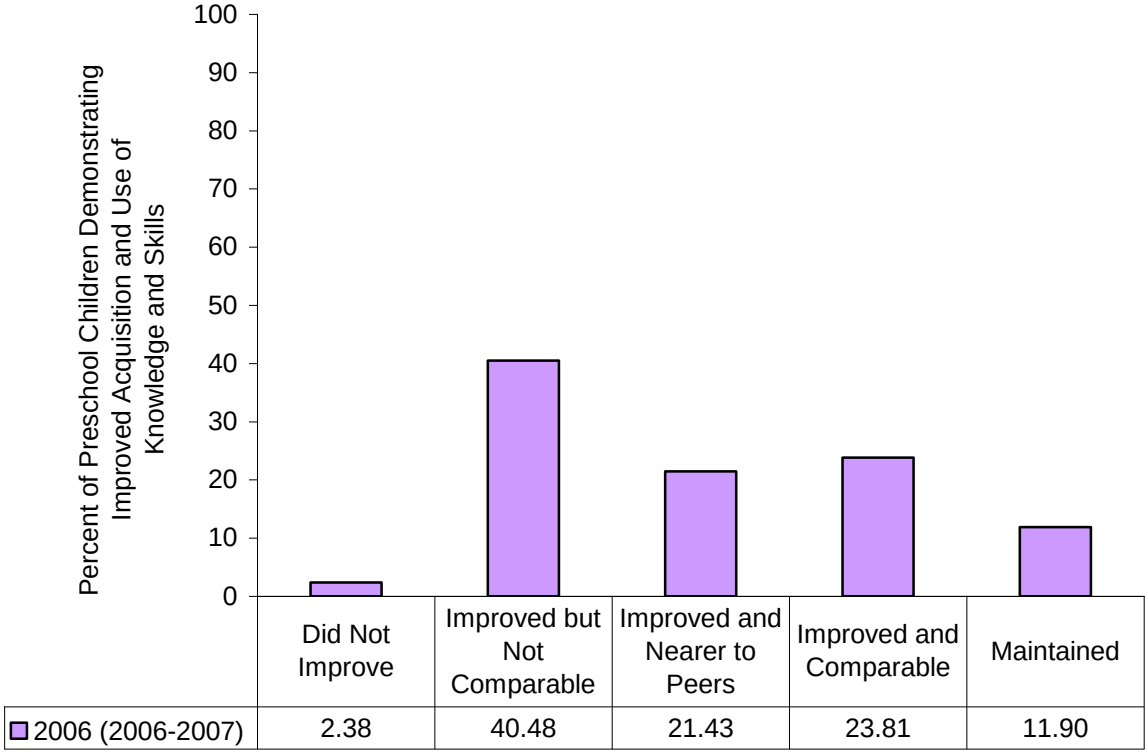


Figure B7.2 SEA Percent of Preschool Children with IEPs who Demonstrate Improved Acquisition and Use of Knowledge and Skills. *Source. Information Management System Data Report, FFY 2006 (2006-2007).*

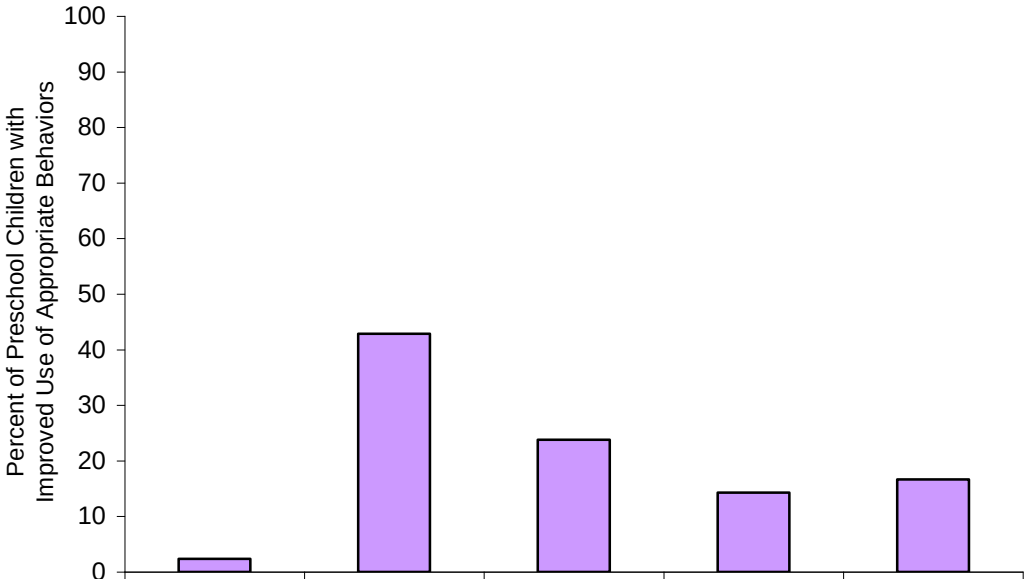
Table B7.3
SEA Number and Percent of Preschool Children with IEPs who Demonstrate Improved Acquisition and Use of Knowledge and Skills

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	1	17	9	10	5	42
Percent	2.38	40.48	21.43	23.81	11.90	100

Source. Information Management System Data Report, FFY 2006 (2006-2007).

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Figure B7.3 illustrates the percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs (measurement C) across reporting categories a through e. Table B7.4 provides the corresponding n sizes for measurement C.



	Not Improved	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained
2006 (2006-2007)	2.38	42.86	23.81	14.29	16.67

Figure B7.3 SEA Percent of Preschool Children with IEPs who Demonstrate Improved Use of Appropriate Behaviors to Meet their Needs. *Source. Information Management System Data Report, FFY 2006 (2006-2007).*

Table B7.4
SEA Number and Percent of Preschool Children with IEPs who Demonstrate Improved Use of Appropriate Behaviors to Meet their Needs

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	1	18	10	6	7	42
Percent	2.38	42.86	23.81	14.29	16.67	100

Source. Information Management System Data Report, FFY 2006 (2006-2007).

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Discussion of Baseline Data:

Progress data reported in the February 2010 SPP will be considered baseline data. As described in the Overview of Issue/Description of System or Process section, the SEA collects data on each of the three ECO areas for preschool children based on the revised measurement categories for every child whom enters early childhood special education services after June 30, 2006. The status of preschool children entering special education in FFY 2005 (2005-2006) was based on the previous three measurement categories.

Children entering early childhood special education during FFY 2005 (2005- 2006) will not be included in the ECO data because entry data on these children did not provide sufficient information to determine their progress based on the 5 measurement categories established by OSEP in FFY 2006 (2006-2007).

Progress data was available for 42 children in FFY 2006 (2006-2007); however, the proportions of children in the reporting measurement categories may not be representative of children participating in early childhood special education services. The length of time the children in the report participated in services ranged from 6.05 - 10.22 months. The age range for children in the report ranged from 3.09 through 5.70 years. Most of the children who had entry data in FFY 2006 (2006-2007) are still participating in early childhood special education services, and will have exit data no sooner than FFY 2007 (2007-2008).

Of the 42 children included in the progress data reported for FFY 2006 (2006-2007), the largest single percentage of children in each measurement (A,B,C) are included in category b: children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers. Some children in each measurement did not improve functioning (category a), while the remainder of children experienced improvement sufficient to change the developmental trajectory (categories c and d).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	Not Applicable.
2007 (2007-2008)	Not Applicable.
2008 (2008-2009)	Targets will be set based on baseline data.
2009 (2009-2010)	Progress will be assessed with respect to baseline data.
2010 (2010-2011)	Progress will be assessed with respect to baseline data.

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) current data, the improvement activities that were described throughout previous sections have been implemented during the FFY 2006 (2006-2007).

Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Improvement activities for FFY 2007 (2007-2008), and the projected duration of the activities in relation to the SPP, are detailed in Table B7.5.

Table B7.5
Proposed Activities for FFY 2007 (2007-2008) through Duration of SPP (FFY 2010 [2010-2011])

Activity	Personnel Resources Committed	Outcomes	Status	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 for FFY 2007 (2007-2008)	Completed 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.	Began in FFY 2007 (2007-2008)	Through FFY 2010 (2010-2011)
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.	Began in FFY 2006 (2006-2007) and ongoing for FFY 2007 (2007-2008)	Through FFY 2010 (2010-2011)
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.	Began in FFY 2006 (2006-2007) and ongoing for FFY 2007 (2007-2008)	Through FFY 2010 (2010-2011)
Technical assistance. Present a preliminary guidance document on evaluation and assessment procedures to AEA personnel.	Two SEA staff	Consistent statewide evaluation and assessment procedures for identifying children ages 3 – 21 with special needs.	Began in FFY 2006 (2006-2007) and ongoing for FFY 2007 (2007-2008)	Through FFY 2010 (2010-2011)
Technical assistance. Provide professional development to AEAs and LEAs to implement procedures for evaluation, assessment and curriculum.	One SEA staff and Contracted Personnel	Trained AEA and LEA personnel.	Began in FFY 2006 (2006-2007) and ongoing for FFY 2007 (2007-2008)	Through FFY 2010 (2010-2011)

The State Performance Plan for Indicator B7 was revised in FFY 2007 (2007-2008). The revised version is appended below.

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

Overview of the State Performance Plan Development:

In the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet, by February 1, 2009, States must submit, for Indicator B7:

> *…progress data and improvement activities for Indicator 7 (using the SPP template). In addition, the State must indicate where, on its Web site, a complete copy of the State's revised SPP is available.*

This SPP is filed on the SPP template; hence the first requirement has been met. In addition, the third requirement has been met, as Iowa is not reporting on baseline and targets for FFY 2007 (2007-2008).

Please see pages 1-5 of the State Performance Plan, FFY 2007 (2005-2010), for State Performance Plan Development. The current SPP is found at: www.iowa.gov/educate/content/view/614/592/.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category&sectionid=22&id=552&Itemid=592) sometime after Feb 1, 2009 but no later than April 2, 2009, the FFY 2007 (2007-2008) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2007 (2007-2008) response letter to Iowa expected for receipt prior to July 1, 2009.

Performance of AEAs and LEAs on appropriate indicators will be posted by April 2, 2009. AEA profiles are posted at: http://www.iowa.gov/educate/content/view/599/586/, district profiles are posted at: http://www.iowa.gov/educate/content/view/600/586/.

For more information on programs and services to support early childhood education of Iowa's young children, go to:
http://www.iowa.gov/educate/content/section/24/1016/.

A State Performance Plan (SPP) for Indicator 7 was submitted to the Office of Special Education Programs February 1, 2007. This indicator is being re-submitted February 1, 2009, following requirements of the Office of Special Education Programs.

According to the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid* for FFY 2007, States are to address Indicator 7 using the following guidelines:

5. Report using SPP template.
6. States are required to ensure the SPP data are valid and reliable (see 300.601[b] and Indicator 20). States should describe how they ensure that these data are valid and reliable.
7. States are not required to report baseline and targets until February 2010.
8. Improvement activities need to cover all of the remaining years of the SPP.

This SPP is filed on the SPP template; hence requirement 1 has been met. Requirement 3 has been met, as Iowa is not reporting on baseline and targets for FFY 2006 (2006-2007). This SPP describes how Iowa ensures SPP data are valid and reliable for Indicator 7, and details the improvement activities implemented and to be implemented through FFY 2010 (2010-2011).

Monitoring Priority: FAPE in the LRE

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

D. Positive social-emotional skills (including social relationships);
E. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
F. 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:

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

f. Percent of preschool children who did not improve functioning = [(number of preschool children who did not improve functioning) divided by the (number of preschool children with IEPs assessed)] times 100.
g. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
h. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (number of preschool children with IEPs assessed)] times 100.
i. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(number of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
j. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(number of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.

If a + b + c + d +e does not sum to 100%, explain the difference.

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

f. Percent of preschool children who did not improve functioning = [(number of preschool children who did not improve functioning) divided by the (number of preschool children with IEPs assessed)] times 100.
g. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
h. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (number of preschool children with IEPs assessed)] times 100.
i. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(number of preschool children who improved functioning to reach a

level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.

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

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

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

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

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

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

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

If a + b + c + d + e does not sum to 100%, explain the difference.

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 using the 7-point outcome rating scale.

To ensure quality professional development for ECO, the SEA used the 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 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 2007 [2007-2008] for reporting in SPP due February 2, 2009).

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).[18]

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 IEP meeting.

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

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 2007 [2007-2008] for reporting SPP due February 2, 2009).

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 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 meeting. 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. Data from the IEP and early childhood outcomes were used immediately in ongoing program development for each student.

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 time of the IEP meeting.

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 does 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.

Data on ECO, documented directly on a student's IEP on the ECO Summary form, were used immediately in ongoing program development for each child.

Technical Assistance for specified staff to support data collection, reporting and use. During FFY 2006 (2006–2007), the SEA trained staff from AEAs on the process for completing the revised ECO Summary form. The AEA staff were responsible for providing the training and support 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 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 2007 (2007-2008), 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 between July 1, 2007 and June 30, 2008. Early Childhood Outcomes data were gathered upon entering Part B early childhood special education services and at the annual IEP meeting thereafter, up to exiting early childhood special education services.

The use of Investigator[19] (IEP Team members) and Methodological[20] (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 students' 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.

[19] Investigator Triangulation is the use of multiple, rather than a single, observer to come to an understanding of data (Denzin, 1970).

[20] 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.

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

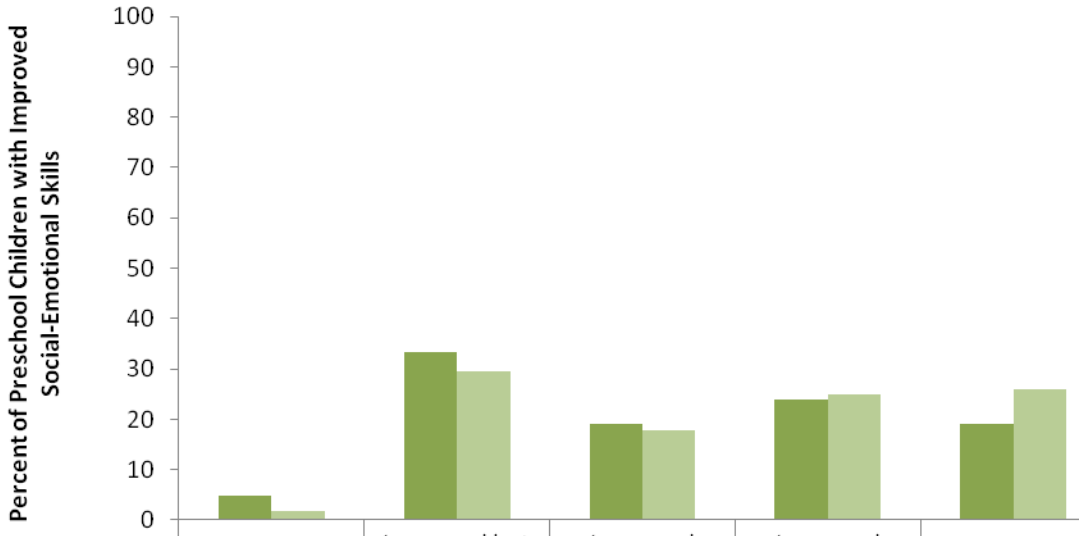
- *Who will be included in the measurement*? All preschool children who are determined eligible for special education after June 30, 2006, received early childhood special education services on an IEP for at least 6 months, and exited early childhood special education services between July 1, 2007 and June 30, 2008.
- *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.
- *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 2007 (2007-2008):

Data reported for the FFY 2007 (2007-2008) submission of the SPP are progress data. Baseline data will be reported in FFY 2009 (2009-2010).

Progress data for children exiting early childhood special education services from FFY 2006 (2006-2007) through FFY 2007 (2007-2008) are presented in Figures B7.1, B7.2 and B7.3. Actual numbers used in the calculations are presented in Tables B7.2, B7.3 and B7.4.

Figure B7.1 illustrates the percent of preschool children with IEPs who demonstrated improved positive social-emotional skills (Measurement A) across reporting categories a through e. Table B7.1 provides the corresponding n sizes for Measurement A.



	Did Not Improve	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained
FFY 2006 (2006-07)	4.76	33.33	19.05	23.81	19.05
FFY 2007 (2007-08)	1.78	29.59	17.75	24.85	26.04

Figure B7.1 SEA Percent of Preschool Children with IEPs who Demonstrate Improved Positive Social-Emotional Skills.
Source. Information Management System Data Report, FFY 2006 (2006-2007) through FFY 2007 (2007-2008)

Table B7.1
SEA Number and Percent of Preschool Children with IEPs who Demonstrate Improved Positive Social-Emotional Skills

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	3	50	30	42	44	169
Percent	1.78	29.59	17.75	24.85	26.04	100

Source. Information Management System Data Report, FFY 2007 (2007-2008).

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Figure B7.2 illustrates the percent of preschool children with IEPs who demonstrated improved acquisition and use of knowledge and skills (Measurement B) across reporting categories a through e. Table B7.2 provides the corresponding n sizes for Measurement B.

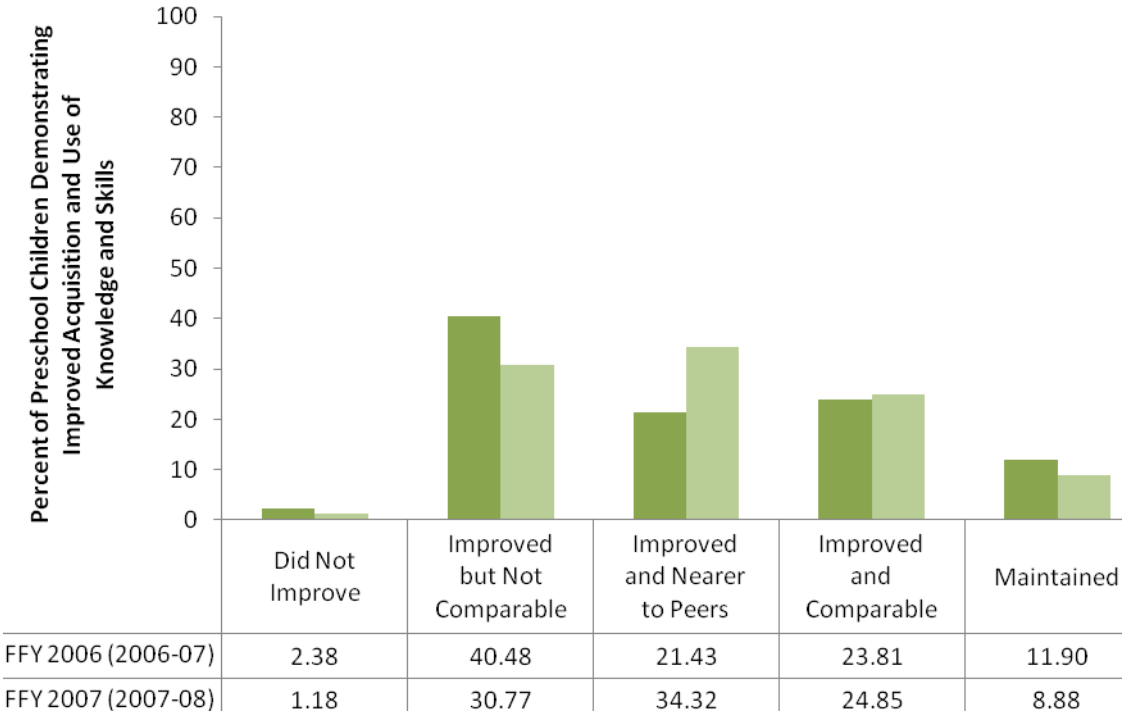


Figure B7.2. SEA Percent of Preschool Children with IEPs who Demonstrate Improved Acquisition and Use of Knowledge and Skills. *Source. Information Management System Data Report, FFY 2006 (2006-2007) through FFY 2007 (2007-2008).*

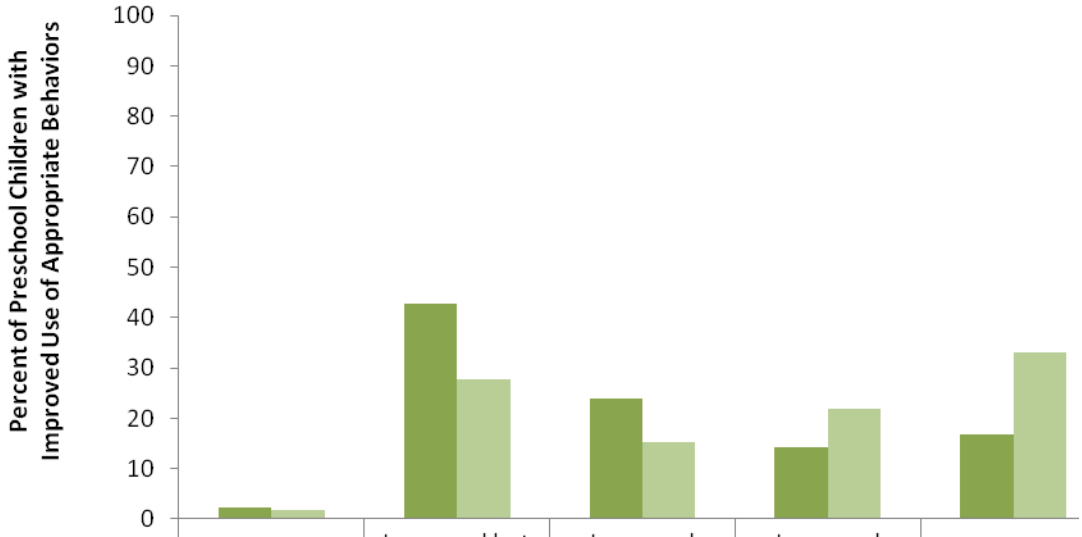
Table B7.2
SEA Number and Percent of Preschool Children with IEPs who Demonstrate Improved Acquisition and Use of Knowledge and Skills

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	2	52	58	42	15	169
Percent	1.18	30.77	34.32	24.85	8.88	100

Source. Information Management System Data Report, FFY 2007 (2007-2008).

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Figure B7.3 illustrates the percent of preschool children with IEPs who demonstrated improved use of appropriate behaviors to meet their needs (Measurement C) across reporting categories a through e. Table B7.3 provides the corresponding n sizes for Measurement C.



	Did Not Improve	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained
FFY 2006 (2006-07)	2.38	42.86	23.81	14.29	16.67
FFY 2007 (2007-08)	1.78	27.81	15.38	21.89	33.14

Figure B7.3. SEA Percent of Preschool Children with IEPs who Demonstrate Improved Use of Appropriate Behaviors to Meet their Needs. *Source. Information Management System Data Report, FFY 2006 (2006-2007) through FFY2007 (2007-2008).*

Table B7.3
SEA Number and Percent of Preschool Children with IEPs who Demonstrate Improved Use of Appropriate Behaviors to Meet their Needs

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	3	47	26	37	56	169
Percent	1.78	27.81	15.38	21.89	33.14	100

Source. Information Management System Data Report, FFY 2007 (2007-2008).

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Discussion of Baseline Data:

Progress data reported in the February 2010 SPP will be considered baseline data. As described in the Overview of Issue/Description of System or Process section, the SEA collects data on each of the three ECO areas for preschool children based on the revised measurement categories for every child whom enters early childhood special education services after June 30, 2006. The status of preschool children entering special education in FFY 2005 (2005 – 2006) was based on the previous three measurement categories.
Children entering early childhood special education during FFY 2005 (2005 – 2006) will not be included in the ECO data because entry data on these children did not provide sufficient information to determine their progress based on the five measurement categories established by OSEP in FFY 2006 (2006-2007).

Progress data was available for 169 children in FFY 2007 (2007-2008); however, the proportions of children in the reporting measurement categories may not be representative of children participating in early childhood special education services. While the number of children for whom data were available for FFY 2007 (2007-2008) increased from FFY 2006 (2006-2007), many children who entered in FFY 2006 (2006-2007) are still participating in early childhood special education services and will have exit data in subsequent years. The length of time the children in the report participated in services ranged from 6.05 – 22.54 months. The age range for children in the report ranged from 3.09 through 5.87 years.

For the 169 children included in the progress data reported for FFY 2007 (2007-2008), increases from FFY 2006 (2006-2007) were evident in the Social-Emotional Skills category in the percent of children who maintained their entry status and the percent of children who improved to a level comparable to same-age peers. In the Acquisition and Use of Knowledge and Skills category, there were increases in the percent of children who improved nearer to peers and the percent of children who improved to a level comparable to same-age peers. In the Use of Appropriate Behaviors category, there were increases in the percent in the percent of children who maintained their entry status and the percent of children who improved to a level comparable to same-age peers.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	Not Applicable.
2007 (2007-2008)	Not Applicable.
2008 (2008-2009)	Targets will be set based on baseline data.
2009 (2009-2010)	Progress will be assessed with respect to baseline data.
2010 (2010-2011)	Progress will be assessed with respect to baseline data.

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) current data, the improvement activities that were described throughout previous sections have been implemented during the FFY 2007 (2007-2008).

Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Improvement activities for FFY 2007 (2007-2008), and the projected duration of the activities in relation to the SPP, are detailed in Table B7.4.

Table B7.4

Proposed Activities for FFY 2007 (2007-2008) through Duration of SPP (FFY 2010 [2010-2011])

Activity	Personnel Resources Committed	Outcomes	Status	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 in FFY 2007 (2007-2008)	Completed FFY 2007 (2007-2008)
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	Began in FFY 2007 (2007-2008) and ongoing for FFY 2008 (2008 – 2009)	Through FFY 2010 (2010-2011)
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.	Targeted for implementation starting FFY 2007 (2007-2008); actual implementation for FFY 2008 (2008-2009)	Through FFY 2010 (2010-2011)
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.	Began in FFY 2006 (2006-2007), ongoing for FFY 2007 (2007-2008) and continuing in FFY 2008 (2008-2009)	Through FFY 2010 (2010-2011)
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.	Began in FFY 2006 (2006-2007), ongoing for FFY 2007 (2007-2008) and continuing in FFY 2008 (2008-2009)	Through FFY 2010 (2010-2011)

Activity	Personnel Resources Committed	Outcomes	Status	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	Began in FFY 2006 (2006-2007), ongoing for FFY 2007 (2007-2008) and continuing in FFY 2008 (2008-2009)	Procedures manual targeted for completion July 1, 2009. Technical assistance continuing through FFY 2010 (2010-2011)
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.	Began in FFY 2006 (2006-2007), ongoing for FFY 2007 (2007-2008) and continuing in FFY 2008 (2008-2009)	Through FFY 2010 (2010-2011)
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	Began in FFY 2007 (2007-2008) and ongoing for FFY 2008 (2008 – 2009)	Through FFY 2010 (2010-2011)
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	Developed FFY 2007 (2007-2008), posted in FFY 2008 (2008 – 2009)	Revisions as needed through FFY 2010 (2010-2011)
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	Began December 2007 and ongoing for FFY 2008 (2008-2009)	Through FFY 2010 (2010-2011)

* Indicates activities not included in the FFY 2006 (2006-2007) SPP submitted February 1, 2008. All other activities have been either completed as indicated or continue as summarized in the table.

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

Overview of the State Performance Plan Development:

Indicator 8 of the State Performance Plan is being submitted as a new indicator, February 1, 2007, as required by the Office of Special Education Programs (OSEP).

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))

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 = Number 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 number 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 new measure for collection and analysis of results, Iowa has a 23-year history of for 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 newsletters, 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.

Table B8.1 shows trend data for the type and number of activities provided by the PEC Coordinators in conjunction with the AEA system to support families, children, youth and schools. The effectiveness of services and family supports no doubt impacts results of due process indicators (see State Performance Plan Indicators 16-19).

Table B8.1.
Number and Type of Parent Educator Connection Family Capacity Building Activities.

Family Capacity Building Activity	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Contacts	25,284	27,174	32,489	19,337	25,539	28,155
Trainings Offered	277	213	340	180	176	205
People Trained	5,186	6,254	7,479	4,992	5,426	8,585
IEP Meetings	947	896	998	1,046	903	824
IFSP Meetings	*	*	*	55	213	128
PEC Conference Attendance	630	466	508	389	410	557

Source. AEA Parent Educator Connection Final Reports, FFY 1999 (1999-2000) through FFY 2005 (2005-2006).
Note. Data regarding IFSP meetings were not documented separately from IEP meetings until the FFY 2003 (2003-2004).

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 that is currently being developed.)

The 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 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.

The first year of implementation, the SEA obtained data representative of the State and the individual AEAs. Also during this year, the SEA built capacity to obtain data representative of each district in Iowa for the subsequent three years. Therefore, during years one and two, the surveys were administered to a random sample of parents representative of age, race, gender and socio-economic status at the SEA and AEA levels. At the same time, SEA capacity was established across years three to five to collect, analyze and report data from a representative sample at the district level. By year five, parent involvement data will be reported for 100% of the districts in each region. NCRRC analyzed and reported the information on the Parent Involvement Surveys by aggregating and disaggregating the data as appropriate to the five-year plan and as related to the SEA, AEA and district.

It should be noted that Iowa has integrated general supervision responsibilities of special education compliance monitoring within the general school improvement accreditation process for the fifth consecutive year (see Indicator 15). Parent Survey information will be collected once every five years at the Local Educational Agency (LEA) level in accordance with the schedule of their broader school improvement cycle. Both the school age and preschool parent surveys will be administered in each district during the self-assessment year. Methodological procedures for this assessment are described as follows.

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 year one and year two. For years three to five, a representative sample of parents of children / youth with disabilities (ages three to five and grades K-12) in the attending district will be selected for the sample, beginning with a pilot AEA and over time adding the remaining AEAs to gather the parent survey data from 20% of the districts every year. 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 a district, 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.

The sample size for each AEA and children / youth (ages three to five and grades K-12) are summarized in Table B8.2 and B8.3, respectively. The sampling plan called for randomly selecting children / youth and having their parents complete the survey questionnaire. The random samples were drawn from Iowa's special education electronic database, the Information Management System (IMS). In the fall of 2005, there were 4,861 children ages three to five (minus kindergarteners) with active IEPs, and 64,767 children/youth in grades K-12 with active IEPs in Iowa.

Table B8.1.
Number of IEPs and Sample Size by AEA and State: Ages 3-5 Population.

AEA	Number of IEPs Ages 3-5	Sample Size
01	389	57
04	131	45
07	735	62
08	287	55
09	496	59
10	738	62
11	863	62
12	266	54
13	371	57
14	112	42
15	275	54
16	196	50
State Total	4861	594

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

Table B8.2.
Number of IEPs and Sample Size by AEA and State: K-12 Population.

AEA	Number of Children/Youth with IEPs	Sample Size
01	4601	66
04	1365	64
07	9740	67
08	4384	66
09	6099	67
10	9383	67
11	16028	67
12	3675	66
13	4445	66
14	1685	65
15	3045	66
16	2685	66
State Total	67242	793

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

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 50-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. Parents received a letter prior to responding to the survey, which described the purpose and use of the survey information. The randomized sampling was generated at the State level. Data were collected at the AEA and district level with AEA and PEC personnel determining which method worked the best in each grouping within each year.

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; a parent completing the scale on the web at a school function or at home in an individual manner; 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 apprized of the level of confidentiality and anonymity with their participation.

Analysis of Data. The data for parent involvement is collected on the web with the raw numbers and the percentage breakdown of the responses. In years one and two, the information was aggregated by AEA and State. In years three through six, the information can be aggregated by State, AEA, and district. 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, AEAs, or districts will be noted as needing additional support depending on their position relative to the established mean. The AEAs and district will hold 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 for two years. For years three through six, representation will shift to districts so there can be feedback to the districts. Raw data will be collected annually and the data analyzed and reported through internal processes at the SEA.

When will the measurement occur? Measurement will occur each year, with the first year of FFY 2005 (2005-2006). 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. For two years, the sample will be of the AEAs, and an aggregate that can represent the state. After the first two years, local districts will engage in a self-assessment process within the school improvement cycle in year three to six until the 20% target of districts in each AEA will be assessed during this five-year process.

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

How will data be analyzed? In having the data to set a mean for the responses, it will be possible to analyze the State, region (AEA), and each district. There will be a point from which to measure performance in regard to the parent involvement indicator.

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):

Children with disabilities - ages three to five. The 50-item scale for the parents of preschoolers survey was administered through the AEA PEC Coordinators in Iowa. A phone survey was conducted using a list of child / youth names generated through the information management system that was random and representative of the AEA and state. The 621 phone interviews were conducted between January and June. The raw data were entered unto a web system that compiled the raw data and then, the data were analyzed by the North Central Regional Resource Center. Using a method of analysis that examined each individual survey, it was demonstrated that 72.5% of the parents surveyed reported 'schools facilitated parent involvement as a means of improving services and results for children with disabilities.' Therefore, a baseline of 72.5% was established as the parent measure for the population of parents who have children with disabilities ages three to five.

Children with disabilities - ages K-12. The 25-item scale for parents of children / youth with disabilities, K-12 was administered through the AEA PEC Coordinators in Iowa. A phone survey was conducted using a list of child / youth identification numbers generated through the IMS that was random and representative of the State and AEA. The 726 phone interviews were conducted between January and April. The raw data were entered unto a web system that compiled the raw data and then, the data were analyzed by the North Central Regional Resource Center. Using a method of analysis that examined each individual survey, it was demonstrated that 61% of the parents surveyed reported schools facilitated parent involvement as a means of improving services and results for children with disabilities. Therefore, a baseline of 61% was established as the parent measure for the population of parents who have children with disabilities who are in grades K-12.

According to NCRRC research data analysis staff, Dr. Tom Delaney, results from both the *Iowa Part B Survey* and the *Iowa 619 Survey* were analyzed using a method adapted from evaluation studies of parent satisfaction with the services provided by community mental health centers in Kentucky and Virginia by Brunk, Riley, and their colleagues (Brunk & Ferriss, 2006; Brunk, Koch, & McCall, 2000; Riley, Stromberg, & Clark, 2005). By calculating each survey respondent's average position or level of agreement across all survey items, it was possible to determine the proportion of respondents whose average level of agreement across all items, and to the question of school facilitation of parent involvement in general, were in a range defined as representing "agreement." Specifically, scores of 1 through 6 were assigned to each of the six levels of agreement, *i.e.* "Very Strongly Disagree" through "Very Strongly Agree." An average score across all items was calculated for each respondent. General agreement was defined as an average score equal to or greater than 4.0. The percentage of respondents whose average score was equal to or greater than 4.0 was subsequently calculated. This proportional percentage represented the percent of parents with a child / youth receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

The administration of the NCSEAM surveys for the three to five population and the K-12 population, the compilation of the data from both surveys and analysis of the data by NCRRC established the baseline for this indicator.

Discussion of Baseline Data:

Stakeholder input and guidance from the North Central Regional Resource Center (NCRRC) were used to set the targets. Iowa's Special Education Advisory Panel actively participated in the process to set the trajectory for this indicator the next five years. During the course of looking at and discussing the data results, the Iowa Special Education Advisory Panel made several important observations. There was conversation regarding the type of methodology used to present the data. A decision was made to go with the reported model of analysis used because of the apparent straight forwardness of the method and the ability to clearly understand what the resultant numbers meant. The Advisory Panel felt that the method that was used took into account every individual survey in a clear manner. One part of the discussion focused on the ease of conveying the meaning of the analysis and the baseline to a broad group of constituents There was a rich discussion about how to set targets on this indicator based on the fact that

it is a perception / opinion survey that could represent an attitude, and how difficult it would be to move or change attitudes or opinions. The Advisory Panel ultimately decided to set an ambitious target for the future, knowing that there would be room for re-examining the data and the trends, but to have high expectations for improvement was an important stance. There was a discussion of the difficulty of setting a marker based on one year of data. The SEA staff shared the possibility of using the application of a *moving median* (data is reviewed with three years of data and the low and high scores omitted, leaving the median data point) to analyze and interpret SEA targets. This would involve reviewing data over a three-year time span before changing set targets.

There was also a discussion of reporting one target for parent involvement versus using the two targets; one for the three to five age preschoolers and another for the K-12 system. The decision was made to report two targets at this point in time. This decision was based on the benefits of looking at Iowa's three separate administered special education funds across Part C (Birth to 3), 619 (preschoolers ages three to five) and Part B (school age 6 to 21) systems. The SEA results for the percent of parent involvement declines as the age of the child / youth increases. The Part C percent of parent involvement begins in the higher 90% range, then declines to 72.5% with the 619 system and continues the downward trend to 61% with the Part B school age system. There were some lively discussions about what this could mean as well as what needs to be done differently to demonstrate a more stable and consistent trend line.

FFY	Measurable and Rigorous Target
2005 (2005-2006) (Baseline)	• **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.**

FFY	Measurable and Rigorous Target
	• 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.

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 next five years.

Improvement Activity B8: Parent Involvement	Resources	Timeline
1) **Research (Statewide systemic concerns)**. a) Gather, report and analyze adequate and appropriate Parent Survey information, 619 and K-12. b) Gather, report and analyze SEA building capacity to support the collection, analysis and reporting of the Parent Survey information within the SEA.	State Education Agency staff, Area Education Agency staff, Parent Educator Connection Coordinators, Special Education Advisory Panel, and ASK Resource Center (PTI) Part B and 619 funding	Annually
2) **Planning (Statewide systemic concerns)**. a) Review and modify process for administration of the NCSEAM parent surveys, 619 and K-12 to accommodate the shift to the districts within the school improvement cycle. b) With the PEC and stakeholders, design activities, services, information and formats, which will address the information, obtained through the parent survey.	State Education Agency staff, Area Education Agency staff, Parent Educator Connection Coordinators, Special Education Advisory Panel, and ASK Resource Center (PTI) Part B and 619 funding	2005-2011
3) **Professional Development and Implementation**. a) Identify and provide needed professional development for the PEC staff in relationship to the needs recognized through the parent survey. b) Identify and provide the training that would support families and educators at the state, AEA and district level.	State Education Agency staff, Area Education Agency staff, Parent Educator Connection Coordinators, Special Education Advisory Panel, and ASK Resource Center (PTI) Part B and 619 funding	2006-2011
4) **Revision to Practice**. a) Annual administration, analysis and reporting of the Parent Survey data to stakeholders and decision makers. b) Use the data to determine needs and activities.	State Education Agency staff, Area Education Agency staff, Parent Educator Connection Coordinators, Special Education Advisory Panel, and ASK Resource Center (PTI) Part B and 619 funding	2006-2011

Part B State Performance Plan (SPP) for FFY 2006-2010

Overview of the State Performance Plan Development:

Indicator 9 of the State Performance Plan is being submitted for revision, February 1, 2008, to reflect measurement changes and procedural updates on determining if disproportionate representation was due to inappropriate identification.

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 = [(Number 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 (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 special education and related services was the result of inappropriate identification, *e.g.,* monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue / Description of System or Process:

In FFY 2003 (2003-2004), the Iowa SEA used three methods to analyze data regarding disproportionality in the percentage of students with disabilities receiving special education: (1) composition index; (2) risk index; and (3) risk ratio. Although all three methods were reported, the SEA used the composition index cutoff of +10% to identify over-representation for District and AEA Equity Reviews. Specifically, a difference of 10% or more than the percent of the group observed in the total student enrollment constitutes overrepresentation. During the FFY 2005 (2005-2006) school year, the State Special Education Eligibility Standards were revised to address disproportionate representation issues that would result through the evaluation process.

OSEP has expressed concern over use of the composition index, and Iowa has revised its SPP in FFY 2006 (2006-2007) to reflect a definition using weighted risk ratio, alternate risk ratio, and risk gap in determining 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), the Iowa defines "disproportionate representation" as occurring when one or more of the following statements are true, for any of the five ethnicities examined:

A. Overrepresentation occurs when the weighted risk ratio or alternate risk ratio is greater than 2.00 and the risk gap is greater than 1.00.
B. Underrepresentation occurs when the weighted risk ratio or alternate risk ratio is less than 0.25 and the risk gap is less than -1.00.

In defining disproportionate representation to include an index of underrepresentation, Iowa has addressed OSEP's concern that *the State only considers data on overrepresentation of racial and ethnic groups in special education and related services. Indicator 9, pursuant to 34 CFR §300.600(d)(3), requires States to identify disproportionate representation, both overrepresentation and underrepresentation, of racial and ethnic groups in special education and related services.*

Iowa changed calculations used to determine "disproportionate representation" from composition index to weighted risk ratio and risk gap. Iowa has addressed OSEP's concern *that the State identifies disproportionate representation using the composition index cutoff of +10% to identify overrepresentation for District and AEA Equity Reviews.*

Changing definition provides an added advantage of weighted risk ratio and risk gap provide *multiple measures* on which disproportionate representation is examined.

In applying the weighted risk ratio, 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 with low ethnic enrollment, making the weighted risk ratio and the risk gap more appropriate measurement strategies for disproportionate representation.

As summarized in OSEP's Response Letter to Iowa:

> *Under 34 CFR §300.600(d)(3) a State may, in reviewing data for each race ethnicity category, do so in a statistically appropriate manner, and may set an "n" size that applies to all racial and ethnic groups, but it must review data for all race and ethnic groups meeting that "n" size that are present in any of its LEAs.*

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.

Pursuant to the Disproportionality: Discussion of SPP/APR Response Table Language (North Central Regional Resource Center), The OSEP Analysis/Next Steps in the Iowa Part B FFY 2005 SPP/APR Response Table, and 34 CFR § 300.600 (d) (3), data on overrepresentation and underrepresentation were analyzed retroactive to FFY 2005 (2005-2006).

The race/ethnicity categories used were: African American, Hispanic, Asian, American Indian and Caucasian. 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 10 students with IEPs in the ethnic group of interest, but fewer than 10 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.

The risk gap is calculated as:

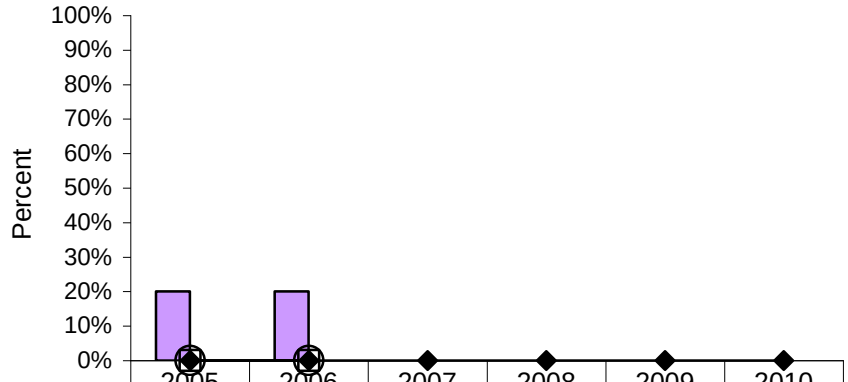
$$\text{Risk gap} = \text{Weighted risk ratio}_i - \text{Weighted risk ratio}_{caucasian}$$

Disproportionate representation as a function of inappropriate identification practices is determined by desk audits of State policies for alignment with federal requirements, desk audits of child-find practices of Area Education Agencies, desk audit of district policies on provision of special education, AEA self-study on preparation of staff for cultural sensitivity and diversity, and through surveys of evaluation practices of Area Education Agency and school district personnel. AEA surveys target prereferral practices including extent to which data are used in generating referrals for special education evaluation, presence of and quality of building assistance teams, assistance provided by AEA staff, school culture on prereferral practices, special education placement rates of children who completed interventions in general education, use of intervention data in IEP development, and relationship between the AEA and LEA staff. Teams at the school building level provide information on school culture and climate toward diversity, cultural sensitivity, data-based decision-making, accommodative practices, and general building climate.

Baseline Data for FFY 2005 (2005-2006) and Actual Target Data for FFY 2006 (2006-2007):

Figure B9.1 depicts the percentage of AEAs with disproportionate representation for FFY 2005 (2005-2006) and FFY 2006 (2006-2007), the percentage of AEAs with disproportionate representation due to inappropriate practices, and the State measureable and rigorous targets for the duration of the SPP.

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.



	2005 (2005-2006)	2006 (2006-2007)	2007 (2007-2008)	2008 (2008-2009)	2009 (2009-2010)	2010 (2010-2011)
Overidentification	20.00%	20.00%				
Underidentification	0.00%	0.00%				
Overid. Inapp. Practices	0.00%	0.00%				
Underid. Inapp. Practices	0.00%	0.00%				
Target	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Source. Information Management System and Project EASIER, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

Discussion of Baseline Data:

AEAs with Disproportionate Identification had policies, procedures, and practices reviewed. As summarized in Figure B9.1, no AEAs had disproportionate representation due to inappropriate identification, for FFY 2005 (2005-2006) or for FFY 2006 (2006-2007).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Not applicable**
2006 (2006-2007)	**0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.**
2007 (2007-2008)	**0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.**

FFY	Measurable and Rigorous Target
2008 (2008-2009)	**0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.**
2009 (2009-2010)	**0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.**
2010 (2010-2011)	**0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a 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 data and the results of current baseline data, the following strategies will be completed over the next six years.

Table B9.8
Improvement Activities for Indicator B9, Disproportionality, FFY 2008 (2008-2009) – FFY 2010 (2010-2011)

Improvement Activity B9: Disproportionality	Resources	Timeline
6) **Research (Statewide systemic issues and specific AEA and district issues)**. b) Gather, report, and analyze data with collaborative partners. For example, a stakeholder committee will be organized to analyze the data.	Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts Part B Funding	Annually
7) **Planning (Statewide systemic issues and specific AEA and district issues)**. c) Design research-based professional development to Area Education Agencies and local school districts that address disproportionate representation and cultural diversity/competency issues in assessment and eligibility determination. For example, review the contents of the NCCRESt Rubric and Planning Guide and the NCRRC Data Toolkit to see if this material would form the basis of SEA technical assistance. d) Design Technical assistance to Area Education Agencies to assist local school districts in developing appropriate policies, procedures, and practices to ensure disproportionate representation does not occur. For example, infuse cultural competency concept work into ongoing SEA initiatives such as Positive Behavior Support and General Education Interventions.	Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts Part B Funding North Central Regional Resource Center (NCRRC) The National Center for Culturally Responsive Educational Systems (NCCRESt)	2006-2011

Improvement Activity B9: Disproportionality	Resources	Timeline
8) **Professional Development and Implementation**. c) Provide professional development to Area Education Agencies to assist local school districts in the implementation of appropriate polices, procedures, and practices regarding assessment and eligibility. d) Provide Technical Assistance to targeted Area Education Agencies to assist local school districts in the implementation of appropriate polices, procedures, and practices regarding assessment and eligibility.	Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts Part B Funding	2007-2011
9) **Evaluation and Progress Monitoring**. c) Gather and evaluate data about the implementation of appropriate policies, procedures, and practices in the areas of assessment and eligibility and diversity / cultural competency practices of with collaborative partners; correct identified non-compliance in a timely manner. d) Prescribe how districts, which have been determined to have disproportionate representation, spend 15% of the district's Part B Early Intervening Funds to provide comprehensive coordinated early intervening services to serve children in the local education agency, particularly children in those groups that have disproportionate representation.	Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts Part B Funding	2007-2011
10) **Revision to Practice**. c) Provide Technical Assistance to Area Education Agencies in data-driven revisions to practice. d) Provide professional development to Area Education Agencies to practice.	Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts Part B Funding	2008-2011

The table above represents the end-point for the proposed SPP for Iowa for Indicator 9. To conclude the APR, references used to support this APR, and a description of the protocol for generating information on appropriate practices, are provided.

References

Gamm, S. (2007). *Disproportionality in Special Education: Where and Why Overidentification of Minority Students Occurs*. LRP Publications.

Kozleski, E. B., & Zion, S. (2006). *Preventing Disproportionality by Strengthening District Policies and Procedures – An Assessment and Strategic Planning Process*. Downloaded August 1, 2007 from www.nccrest.org.

Summary of Review Protocol for Disproportionality
Policies, Procedures, & Practices

A 3-part review of policies, procedures, and practices at the State, AEA, and LEA levels is implemented for AEAs exceeding the threshold of risk ratio and risk gap used to flag over- or under-identification of subgroups, including Caucasian, as being disproportionately represented.

The review provides data for determination of whether or not the disproportionate representation was due to inappropriate identification practices.

Part 1
Review of State Policies

A review of Iowa Rules using the checklist in *Disproportionality Protocol 1: State Review of Policies, Procedures and Practices Action Form* is documentation of compliance with the related requirements of the monitoring priorities for Indicator 9.

Part 2
Review of AEA Policies/Procedures
Review of LEA Policies

The SEA makes a determination of whether or not disproportionate representation occurred due to inappropriate policies. The determination is supported with data generated using Protocol A1 (AEA Policies) and L1 (sufficiency of LEA policies).

Protocol A1 examines alignment of AEA policies and procedures with State rules and federal regulations, while Protocol L2 examines alignment of district special education policies with AEA procedures, State rules, and federal regulations.

Part 3
Review of AEA Practices
Review of LEA Practices

The SEA makes a determination of whether or not disproportionate representation occurred due to inappropriate practices. The determination is supported with data generated using Protocols A2 (AEA Professional Development Practices,) A3 (AEA Data-based decision-making practices) and L2 (Attitudes and Practices Contributing to Disproportionate Representation).

AEA practices are evaluated using Protocol A2 (AEA Professional Development Practices,) and A3 (AEA Data-based decision-making practices). Reviews include desk audits of training manuals and professional development and support in data-based decision-making and culturally sensitive assessment and instructional practices, are reviewed. Questionnaires and surveys are used to generate data for evaluating quantity and quality of practices related to prevention (general education interventions, school-wide academic and positive behavior supports), and to appropriate assessment practices (ambitious intervention goals, data-based decision-making, cultural sensitivity, exclusionary factors, intervention timelines and effects).

Inappropriate Identification practices is also judged using Protocol L1 (Self Study on School-Based Practices). School buildings within AEAs identified as having disproportionate representation designate a team to complete protocol L1. Data are examined for practices related to prevention, school-wide academic and behavior supports, attitudes towards students at-risk of academic or social-emotional failure, culturally sensitive practices, and attitudes toward supporting students with IEPs or students at-risk of academic or social emotional failure who do not have IEPs.

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

Overview of the State Performance Plan Development:

Indicator 10 of the State Performance Plan is being submitted as a new indicator, February 1, 2007, as required by the Office of Special Education Programs (OSEP).

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

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.

Overview of Issue / Description of System or Process:

During the late 1980's Iowa recreated its special education delivery system. As part of this renewal Iowa worked directly with the Office of Special Education programs (OSEP): (1) to ensure the legality of Iowa using "non-categorical" rather than specific disability labels for students eligible for special education services in Iowa; and (2) to determine the most appropriate way to complete federal data tables requiring information to be disaggregated by specific disability labels.

To this end, the Director of OSEP provided assurance of the legality of not using specific disability labels (Letter: G. Thomas Bellamy, Ph. D., 1989). Subsequent to the assurance, SEA and OSEP worked collaboratively to establish the most appropriate method to complete data tables requiring specific labels: An historical approach (using specific disability information from 1986-1988) to determine approximate percentages for each disability category. A follow-up letter regarding this issue was submitted in 1994 (Letter: Thomas B. Irvin, 1994).

The SEA has closely monitored the validity of the historical approach. Over the years Iowa's demographics have changed and in 2002 the SEA conducted a study to continue to determine the most appropriate and representative percentages. Study results provided new estimations for each disability category that Iowa now uses for federal reporting.

Baseline Data for FFY 2005 (2005-2006)

Due to the agreement with OSEP (see above) Iowa is not reporting baseline data.

Discussion of Baseline Data:

Not Applicable.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Not Applicable.**
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**

Improvement Activities / Timelines / Resources:

Not Applicable.

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

Overview of the State Performance Plan Development:

Indicator 11 of the State Performance Plan is being submitted as a new indicator, February 1, 2007, as required by the Office of Special Education Programs (OSEP).

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

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility-determined within 60 days (or State established timeline).

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

Measurement:

a. Number of children for which parental consent to evaluate was received.
b. Number determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
c. Number determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = b + c 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.

In FFY 2005 (2005-2006), the Student for Whom a Consent for Evaluation was Signed, But Will Not Receive an Individualized Education Program form was created. 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.

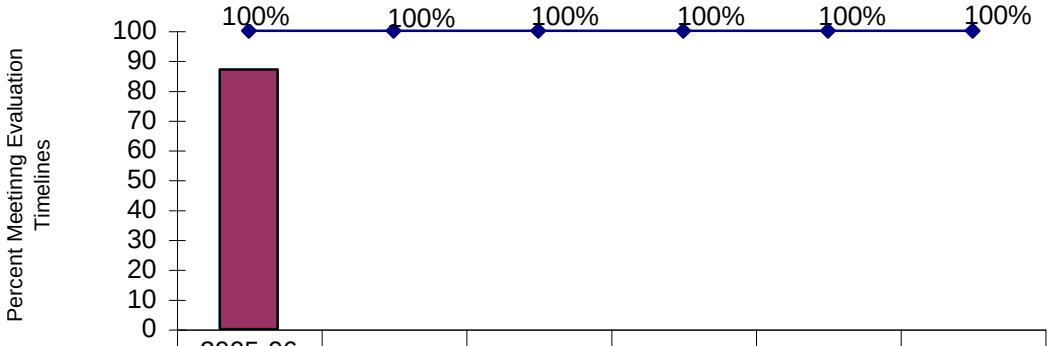
In FFY 2005 (2005-2006), revisions were implemented in IMS to ensure data accuracy in the area of Child Find Part B: (1) the addition of a field in which to enter the date for the consent for evaluation; (2) embed a calculation of 60-day timeline using the specified stop and start dates; and (3) the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

Baseline Data for FFY 2005 (2005-2006):

The number of children with parental consent to evaluate, the 60-day timeline calculation and reasons for delay are reported as baseline data. Specifically, data for each child were analyzed and reported as (1) the number of children with parental consent to evaluate, (2) number of children determined not eligible within the 60-day timeline, (3) the number of children determined eligible within the 60-day timeline, and (4) number of children not eligible plus the number of children eligible divided by the total number of children with parental consent to evaluated multiplied by 100. In the case of delay, both the reason for

delays and the range of days beyond the timeline were reported. Figure B11.1 shows the SEA baseline data for FFY 2005 (2005-2006). The SEA met 87% for the baseline and was below the OSEP target of 100%.

Figure B11.1. Percent of SEA Evaluations Meeting the 60-Day Timeline Requirement.



	2005-06 (Baseline)	2006-07	2007-08	2008-09	2009-10	2010-11
State	87					
Target	100	100	100	100	100	100

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

Table B11.1 shows the number for each of the OSEP measures (a, b, and c). The number of children and youth evaluated within the 60-day timeline was 1,569 of 1,797.

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

60-Day Timeline Measure	Number
a. # of children for whom parental consent to evaluate was received.	1797
b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days.	12
c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days.	1557
Children included in a but not included in b or c	228
• # Children with delays and a reason (205)	
• # Children with delays and no reason (23)	
Percent = b + c divided by a times 100.	87.31%

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

Table B11.2 provides the reason for delay in meeting the 60-day timeline. Also, the range of days beyond the 60-day timeline is provided for each type of reason.

Table B11.2.
Reason and Range of Days Beyond 60-Day Evaluation.

Reason for Delay in Meeting Timeline	Range of Days Beyond Timeline
Family	1-156
Hospitalization	5-157
Moved	10-136
Personnel	1-122
School Break	1-127
Other	2-130
Total Range	1-157

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

Discussion of Baseline Data:

Baseline data results indicated the SEA is 13% below the measurable and rigorous target of 100% set by OSEP. The SEA has identified two areas of concern for not meeting the target for this indicator. First, despite having a common definition for the 60-day timeline, procedures for collection varied across AEAs. The SEA determined that a statewide procedure for collecting these data should be implemented. It was noted that "reason for delay in exceeding the 60-day timeline" was not documented on all IEPs. Second, data reports were not generated quickly enough to identify potential problems early on in this process. The data need to be reviewed at least quarterly by the SEA and AEA to ensure that the data is verified in a more timely and accurate manner. Analysis of data by individual AEAs and number of days for reason of delay needs further study.

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.**

FFY	Measurable and Rigorous Target
2010 (2010-2011)	**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 data and the results of current baseline data, the following strategies will be completed over the next five years.

Improvement Activity B11: 60-Day Timeline	Resources	Timeline
6) **Research (Statewide systemic issues and specific AEA and district issues)**. a) Gather, report, and analyze performance data with collaborative partners.	SEA staff and Area Education Agency staff Part B Funding	Annually
7) **Planning (Statewide systemic issues and specific AEA and district issues)**. a) Develop a statewide procedure for accurately collecting and recording 60-day timeline data. b) Design research-based professional development to provide to Area Education Agencies and local school districts to address data driven concerns in understanding and implementing the 60-day timeline requirements. c) Design Technical Assistance to targeted Area Education Agencies to address data driven concerns in understanding and implementing the 60-day timeline requirements.	SEA staff and Area Education Agency staff Part B Funding	2006 -2011
8) **Professional Development and Implementation**. a) Develop agreement among AEAs for use of a statewide procedure to accurately collect and record 60-day timeline data. b) Provide professional development to Area Education Agency IEP team members to ensure consistent understanding and implementation of 60-day timeline requirements. c) Provide professional development to Area Education Agency data entry personnel to ensure consistent understanding and implementation of 60-day timeline requirements. d) Provide Technical Assistance to targeted Area Education Agencies that have data that indicate target goals are not being met.	SEA staff and Area Education Agency staff Part B Funding	2006-2011

9) **Evaluation and Progress Monitoring**. a) Gather, analyze and report implementation results of performance plans with collaborative partners on an ongoing basis. b) Provide Technical Assistance to Area Education Agencies in the interpretation of 60-day timeline evaluation results, including reasons for exceeding the timeline.	SEA staff and Area Education Agency staff Part B Funding	2006-2011
10) **Revision to Practice**. a) Provide Technical Assistance to Area Education Agencies in data-driven revisions that need to be made to ensure that initial evaluations are completed within 60-days. b) Provide professional development to Area Education Agencies in the implementation of data-driven revisions for implementation within the AEA and local school districts.	SEA staff and Area Education Agency staff Part B Funding	2006-2011

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

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))

Measurement:

a. Number of children who have been served in Part C and referred to Part B for eligibility determination.
b. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.

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

Percent = c divided by a – b 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, districts, IFSP teams, IEP teams, and parents in ensuring a smooth transition from Part C to Part B. The Administrative Rules for 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) district 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 ages 3-5 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.

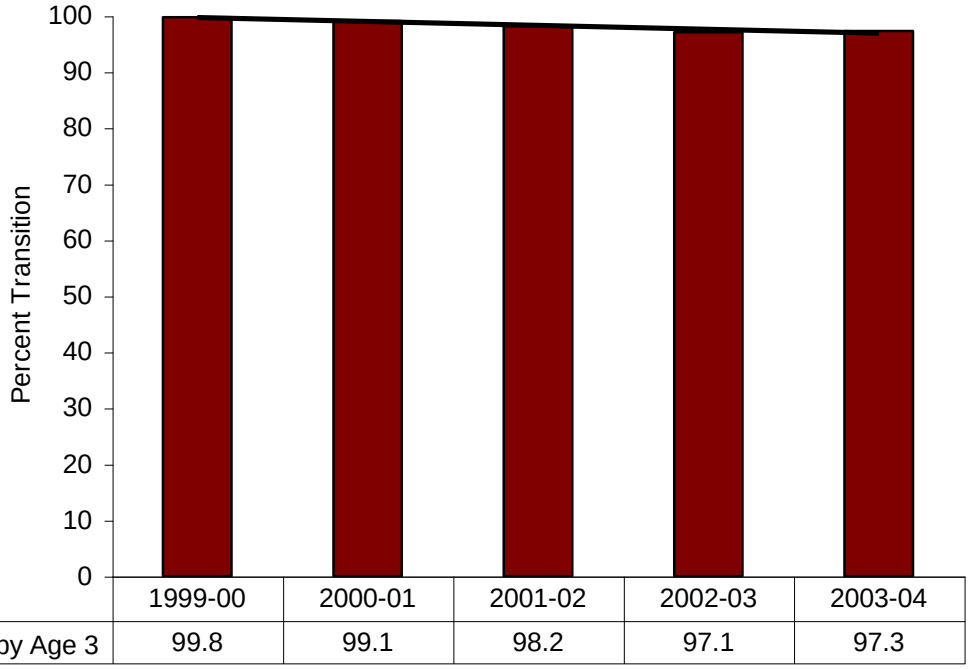
In order to achieve the target for children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays, Iowa needs to provide technical assistance to address the needs of service coordinators, IEP teams, and district staff. Other elements of the system such as the Part B rules may need to be revised to clearly delineate the responsibilities of AEAs, districts, 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):

Baseline data for FFY 2004 (2004-2005) are presented in Figure B12.2 for each AEA and the SEA as the total percent of children exiting Part C with eligibility determined by age three. Total percent is calculated by adding the following exit categories within and across AEAs, and dividing by the total number of children exiting by age three across and within AEAs: Eligible for B; Not Eligible-Exit to other Program; and Not Eligible-Exit no Referrals.

Table B12.2.
Total Percent of Children Determined at Age Three by AEA and State.

	1	4	7	8	9	10	11	12	13	14	15	16	STATE
Determined by 3	100	100	100	96.67	100	100	93.44	100	100	100	88.89	100	98.10

Source. Iowa 618 Exit Table, FFY 2004 (2004-2005).

Discussion of Baseline Data:

Data in Table B12.2 indicate 98.1% of children referred by Part C have eligibility determined for Part B by age three. The SEA previously considered eligibility determination to include IEP development and implementation. In reviewing the data, the Lead Agency was concerned results may not be representative of current practice of the AEAs. Given this concern, the SEA has revised the Self-Assessment to include explicit directions and training to support the appropriate data collection. The SEA is anticipating baseline data will need to be resubmitted in future reporting.

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.**

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 data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity: B12	Resources	Timeline
1) **Research (Statewide systemic concerns and specific AEA concerns)**. a) Gather, report, and analyze transition file review and exit data with collaborative partners.	Special Education Advisory Panel, SEA staff (Special Education), Area Education Agencies Part B funding	Annually
2) **Planning (Statewide systemic concerns and specific AEA concerns)**. a) Design research-based professional development to provide to AEAs to address transition planning for children exiting Part C who are eligible for Part B. b) Develop research-based Technical Assistance to targeted AEAs to develop transition planning improvement plans.	SEA staff (Special Education), Area Education Agencies Part B funding	2005-2007
3) **Professional Development and Implementation**. a) Provide professional development to AEAs to address statewide systemic issues. For example: completing the self-assessment, implementation guidance, service coordination training, and policy regarding transition planning. b) Provide Technical Assistance to targeted Regional Grantees to implement appropriate transition practices.	SEA staff (Special Education), Area Education Agencies Part B funding	2006-2011
4) **Evaluation and Progress Monitoring**. a) Gather, report and analyze transition file review and exit data with collaborative partners. b) Provide Technical Assistance to AEAs in the interpretation of implementation results of transition data.	SEA staff (Special Education), Area Education Agencies Part B funding	2005-2011
5) **Revision to Practice**. a) Provide Technical Assistance to AEAs in data-driven revisions to address transition planning. b) Provide professional development to AEAs to implement data-driven revisions to address transition planning.	SEA staff (Special Education) Part B funding	2005-2011
6) **Verification**. a) Verify improvement of transition planning through the monitoring system.	SEA staff (Special Education) Part B funding	2005-2011

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

Overview of the State Performance Plan Development:

Indicator 13 of the State Performance Plan is being submitted as a new indicator, February 1, 2007, as required by the Office of Special Education Programs (OSEP).

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

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

Measurement:

Percent = Number of youth with disabilities 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 divided by number of youth with an IEP age 16 and above times 100.

Overview of Issue / Description of System or Process:

For this baseline year, IEPs were randomly selected for two age groups; students ages 14 and 15 and students ages 16 and older because Iowa Code requires transition planning to begin earlier (by age 14) than is required by IDEA 2004 (by age 16). IEPs were selected from both age groups using 95% confidence intervals for a single proportion in a single district with margin of error +/- 10%. A comparison of both groups data revealed no significant differences between the two age groups. The SEA decided, therefore, to report on the aggregate group of students ages 14 and older. This will ultimately reduce the data collection burden on LEAs and AEAs.

Data for Indicator 13 were collected from a review of IEPs of students ages 14 and older in districts that were in the self-assessment year within Iowa's school improvement cycle. The baseline data reported here were collected from the 64 districts (100%) scheduled for a future site visit in FFY 2006 (2006-2007).

The teams that collected data included at least one Area Education Agency staff member, and others who may have included teachers, guidance counselors, school administrators, transition consultants, and work experience coordinators. Each data collector received training and passed three reliability checks with at least 75% accuracy prior to data collection.

To determine whether an IEP met criteria for Indicator 13, the IEP was reviewed for six critical elements. IEPs that met criteria for **all** six elements were scored as meeting criteria for Indicator 13. The six critical elements and the behavioral descriptions used for measurement are provided below:

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

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 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.

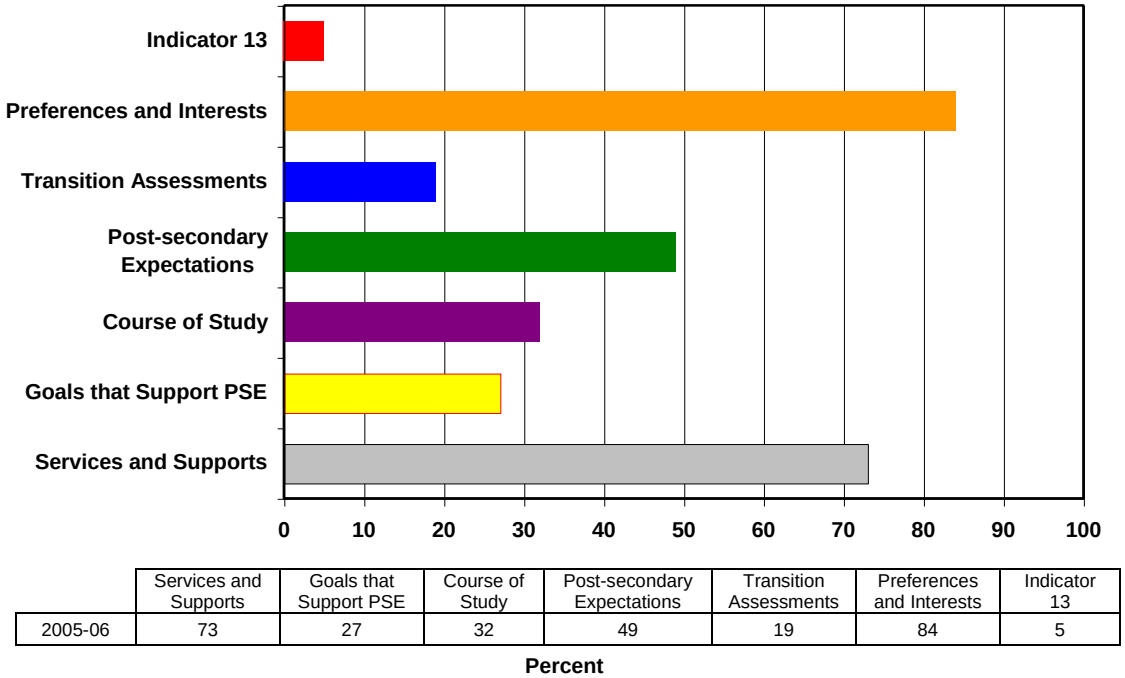
*Critical Element 6: Services, supports, and activities. S*tatements must specifically describe the services, supports and activities necessary to meet the needs identified through the transition assessment.

Data were entered by the Area Education Agency staff and returned to the Department of Education. Department of Education staff then reviewed and verified the data. Data verification included a check for missing data and for data that appeared to lie outside the typical response for that variable. If data outliers were identified for any one district or Area Education Agency, the data collectors for the data under review were contacted and asked to verify the data. Once the data were verified, they were sent to Dr. Michael Larsen at Iowa State University for verification of sample representation and analysis. Dr. Larsen has a doctorate in statistics from Harvard University and is a professor in statistics at Iowa State. He has worked at Stanford University, Gallup, The U.S. Bureau of Census, and the University of Chicago and is imminently qualified to perform this analysis. Dr. Larsen weighted the baseline data so that they are representative across Iowa including race / ethnicity and gender.

Baseline Data for FFY 2005 (2005-2006):

The weighted results of the IEP file review for Indicator B-13 and Iowa's Six Critical Elements of Transition are displayed in Figure B13.1. (Note: frequency data are not presented in the figures due to post-stratification weighting). Results indicated that 5% of the IEPs met all Six Critical Elements. Four of the Six Critical Elements represent a composite of sub-elements (transition assessments, post-secondary expectations, course-of-study, and goals). The other two Critical Elements (preferences and interests; and services and supports) are not composite scores. Each of the four Critical Elements that are composite scores was disaggregated for further analysis. Figures B13.2 – B13.5 display these data.

Figure B13.1. Weighted Percentages for IEPs Meeting Criteria for 6 Critical Elements of Transition.

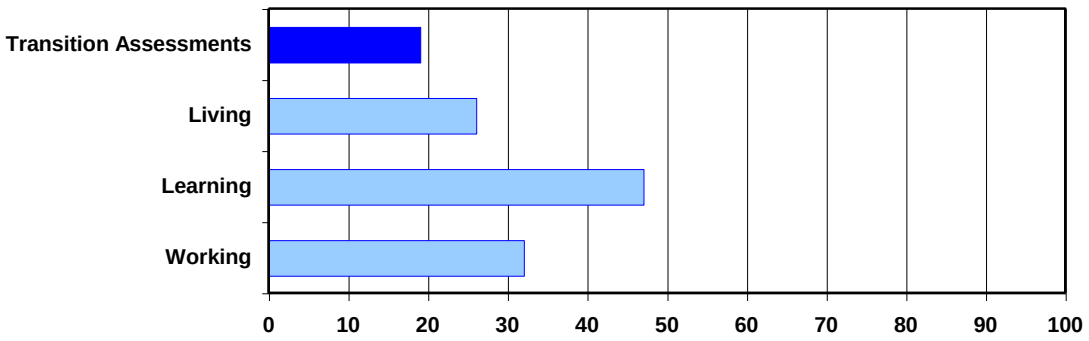


	Services and Supports	Goals that Support PSE	Course of Study	Post-secondary Expectations	Transition Assessments	Preferences and Interests	Indicator 13
2005-06	73	27	32	49	19	84	5

Source. IEP File Review, June of 2006.

In order for an IEP to meet criteria for transition assessments it must have included assessment information for each post-secondary area of living, learning, and working. Data were collected for each of these areas individually. In each area, the assessment information needed to include specific data, the source of the data, and have sufficient information to know that the post-secondary area had been assessed. If any one of these criteria were missing for any of the post-secondary areas, the IEP was scored "no" for transition assessment, but credited for the post-secondary areas where assessment information did meet criteria. Figure B13.2 displays the percentage of IEPs that included assessment information for post-secondary living, learning and working. Results indicated that while 19% of the IEPs included assessment information in all three post-secondary areas (living, learning, and working), a greater percentage of IEPs assessed at least one of the post-secondary areas. Post-secondary learning was the area most likely to be assessed (47%), followed by working (32%) and living (26%).

Figure B13.2. Percentage of IEPs Addressing Transition Assessment Areas.

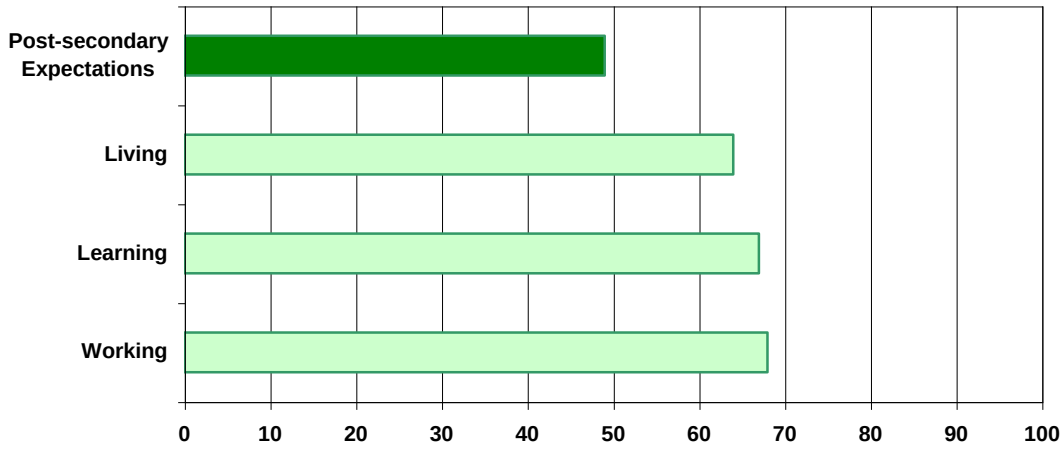


	Working	Learning	Living	Transition Assessments
2005-06	32	47	26	19

Source. IEP File Review, June of 2006.

Similarly, in order for an IEP to meet criteria for post-secondary expectations, it needed to include a statement for each post-secondary area of living, learning, and working. If there was not a post-secondary expectation for any one post-secondary area, the IEP was scored "no" for post-secondary expectations, but credited for the post-secondary areas where a statement did meet criteria. The post-secondary statement needed to project past high school, be based on assessment information and be observable. As can be seen in Figure B13.3, 49% of the IEPs had statements that met these criteria for each of the three post-secondary areas. A greater percentage of IEPs, however, included post-secondary expectations that met criteria in at least one of the post-secondary areas (68% for working, 67% for learning, and 64% for living).

Figure B13.3. Percentage of IEPs Addressing Post-Secondary Expectations.

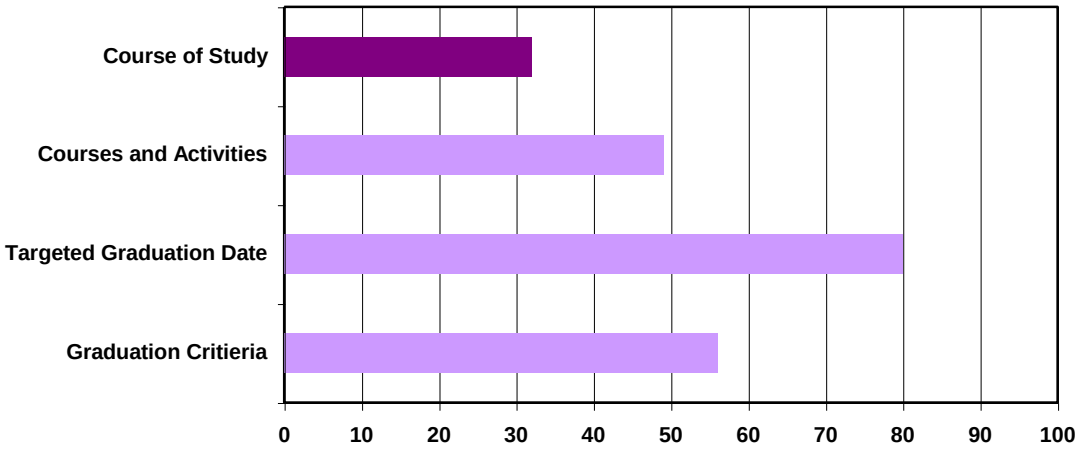


	Working	Learning	Living	Post-secondary Expectations
2005-06	68%	67%	64%	49%

Source. IEP File Review, June of 2006.

The IEP was considered as meeting criteria for course of study if the course of study included three things. It must have included: 1) a target graduation date; 2) the graduation requirements for the student; and 3) courses and activities necessary to pursue the student's post-secondary expectations. Figure B13.4 depicts the percentage of IEPs that met each sub-element for course of study. Results indicated that although 32% of the IEPs included a course of study that met all three criteria, almost 50% of the IEPs met at least one criterion. The most likely criterion to be included in the IEP was a targeted graduation data (80%), then graduation criteria (56%), then courses and activities (49%).

Figure B13.4. Percentage of IEPs Addressing Course of Study.

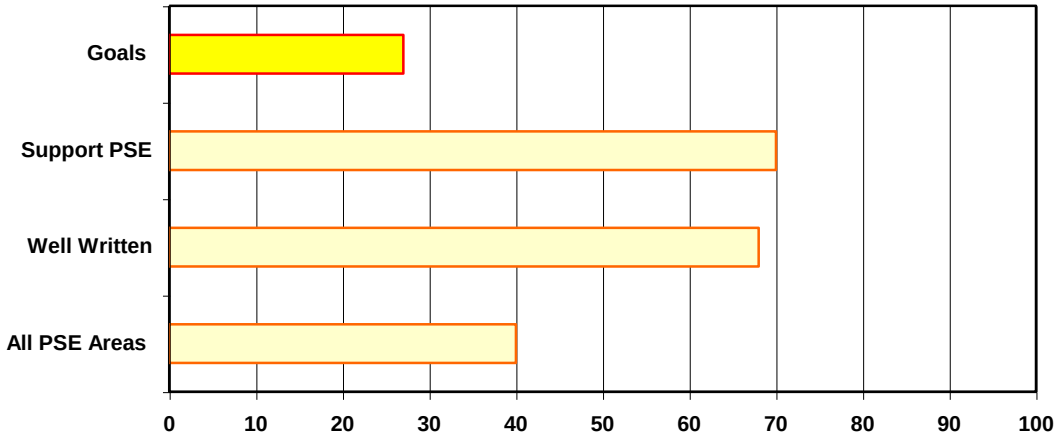


	Graduation Criteria	Targeted Graduation Date	Courses and Activities	Course of Study
2005-06	56%	80%	49%	32%

Source. IEP File Review, June of 2006.

Annual goals in the IEP also must meet three sub-elements in order to be counted for Indicator 13. All the goals must support pursuit of the student's post-secondary expectations and they must be well-written (condition, behavior and criterion). If there were no goals, supports or services identified for any post-secondary area, the assessment information had to clearly demonstrate that there was no need for special education in that post-secondary area. As can be seen in Figure B13.5, 27% of the IEPs met all three criteria. A majority of IEPS (70%) had goals that supported the pursuit of the student's post-secondary expectations. Another 68% of the IEPs had well-written goals and 40% of the IEPs had goals that addressed all post-secondary areas or clearly identified that there were no needs in a particular post-secondary area.

Figure B13.5. Percentage of IEPs that Addressed Annual Goals.



	All PSE Areas	Well Written	Support PSE	Goals
2005-06	40%	68%	70%	27%

Source: IEP File Review, June of 2006.

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 only five percent of the IEPs reviewed addressed all six Critical Elements. As can be seen in Figure B13.1, the percentage of IEPs that met any one Critical Element varied considerably. The two Critical Elements most present in IEPs were Interests and Preferences (84%) and Supports and Services (73%). Only 19% of the IEPs met criteria for transition assessments. The small percent of IEPs that met criteria for transition assessments was the predominant area of concern for the stakeholder groups. They unanimously selected this area as their first priority for improvement. The remainder of the discussion of the baseline data, therefore, will focus on analysis of the transition assessment data.

Further analysis of the transition assessment data indicated that IEPs were more likely to include assessments for the post-secondary area of learning than for living or working (see Figure B13.2). The stakeholder groups suggested a number of possible reasons for the small number of IEPs that met criteria for transition assessments.

The groups suggested that documentation of effort might be one factor that influenced the data. In order to collect reliable data, the behavioral descriptions for transition assessments were very rigorous. The assessment information in the IEP had to include the source of the data and specific assessment data that were sufficient enough to judge that the post-secondary area had been assessed. These specifications represent the first time that the SEA had explicitly described documentation requirements for transition assessments. Therefore, the groups surmised that at least some of the non-compliant IEPs represented missing documentation rather than missing practice.

The stakeholder groups also acknowledged that some of the noncompliance represented missing practice. The baseline data were not specific enough to distinguish the actual percentage, but using their experiences as background, the stakeholder group identified two possible reasons that transition assessments were not provided: 1) lack of knowledge/skill; and/or 2) service delivery issues. Lack of knowledge and/or skills could be related to administration, interpretation or application of assessments,

including progress monitoring. The groups also suggested that service delivery issues arise when the system is such that the people are not assigned responsibility for transition assessments or do not have the opportunity to conduct transition assessments.

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 (2008-2009)	**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.**
2009 (2009-2010)	**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.**
2010 (2010-2011)	**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.**

Improvement Activities / Timelines / Resources:

A stakeholder group 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 and provide input for improvement activities. The suggestions provided by the stakeholder group were then reviewed and refined by the Special Education Advisory Panel. The improvement activities and timelines listed here are the result of their work and will be completed over the next six years.

Improvement Activity B13.A: Effective Transition	Resources	Timeline
6) **Research (Statewide systemic issues and specific AEA and district issues)**.		
a) Gather, report, and analyze Indicator B13 data with collaborative partners.	Special Education Advisory Panel, SEA Staff (Special Education & School Improvement), Area Education Agencies	Annually
b) Gather and analyze needs assessment data for issues of practice in transition assessments (skills and service delivery issues).	Part B Funding ESEA Funding	2007-2009
c) Analyze existing Technical Assistance Network to identify best outreach strategies and capacity needs.		2007-2008
7) **Planning (Statewide systemic issues and specific AEA and district issues)**.		
a) Design a state model for transition assessments.	SEA Staff (Special Education & School Improvement), Area Education Agencies,	2006-2007
b) Revise state IEP form to further emphasize 6 Critical Elements.	Part B Funding ESEA Funding	2006-2007
c) Develop and implement procedures to correct non-compliant IEPs.		2006-2007, ongoing
d) Using needs assessment data (Activity 1.c), identify strategies and resources to refine and increase capacity of statewide technical assistance network.		2008-2009
8) **Professional Development and Implementation**.		
a) Develop tools to assist in the administration, interpretation and application of transition assessments for transition planning and service delivery.	SEA Staff (Special Education & School Improvement), Area Education Agencies	2006-2011
b) Provide Technical Assistance to Area Education Agencies to understand documentation of transition assessments in the IEP.	Part B Funding ESEA Funding	2006-2011
c) Provide technical assistance, based on needs assessment data (see #1) for addressing issues of practice in the area of transition assessments.		2007-2011
d) Refine and increase capacity of technical assistance network so that it can develop and provide professional development and technical assistance as necessary for areas other than transition assessment as identified by stakeholder review of data.		2008-2011

9) **Evaluation and Progress Monitoring**. a) Gather, analyze and report implementation results of the transition assessment professional development. b) Develop and implement procedures to evaluate capacity and effectiveness of statewide technical assistance network.	SEA Staff (Special Education & School Improvement), Area Education Agencies, Part B Funding ESEA Funding	2007-2011 2007-2011

Part B State Performance Plan (SPP) for FFY 2006-2010

Overview of the State Performance Plan Development:

Indicator 14 of the State Performance Plan is being submitted as a new indicator, February 1, 2008, as required by the Office of Special Education Programs (OSEP).

Per the Part B SPP/APR Indicator Overview provided by OSEP, in the February 1, 2008 submission of the SPP/APR Indicator 14 is included as an SPP. States are allowed to sample. There are no districts in Iowa with a student population greater than 50,000, so there are no districts that are required to be included in the sample every year. States are not required to report on the FFY 2006 (2006-2007) performance of LEAs in an APR submission due February 1, 2008.

In addition, OSEP stated in the Iowa Part B FFY 2005 SPP/APR Response Table, Analysis / Next Steps for Iowa for the February 1, 2008 SPP submission for Indicator B14:

> *The State provided a plan that describes how data will be collected. The State must provide baseline data, targets, and improvement activities with the FFY 2006 APR, due February 1, 2008.*

The SEA will report to the public baseline data and established "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category&sectionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Additional overview of the State Performance Plan Development relevant to all indicators is found on pages 1-5 of the SPP found at the web address listed in the previous paragraph.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percentage of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

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

Measurement:

Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary 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. The data were collected by The Center for Survey Statistics and Methodologies at Iowa State University and analyzed by SEA personnel. Response data for the graduate 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. Response data for the dropout survey were not weighted.

Discussion of Baseline Data:

States are allowed to select a sample of students (or their representatives) to receive the One-Year Follow-Up Survey from which data are obtained for this indicator. As described on page two of the General Instructions, States must provide a description of the sampling methodology outlining how the design will yield valid and reliable estimates. The description must include the: (a) sampling procedures followed (e.g., random/stratified, forms validation); and (b) similarity or differences of the sample to the population of students with disabilities (e.g., how all aspects of the population such as disability category, race, age, gender, etc. will be represented). The description must also include how the State Education Agency addresses any problems with: (1) response rates; (2) missing data; and (3) selection bias. The sampling method used is described in detail above.
There were no missing data for the One-Year Follow-Up Survey because all questions required a valid answer. The response rate for the survey of graduates was 54.82% (256 of 467 possible participants), and the response rate for the survey of dropouts was 16.84% (66 of 392 possible participants).

Selection bias was avoided to the largest possible extent by following the sampling plan described above. Response data were then analyzed to determine the extent to which bias based on age, race or gender were pervasive in the data (see tables B14.1 – B14.6).

Survey response data for FFY 2006 (2006-2007) were assessed for similarity or difference of the sample to the population of students with disabilities. Data on representativeness of the sample of graduates are included in Tables B14.1 (age), B14.2 (race/ethnicity), and B14.3 (gender). Data on representativeness of the sample for dropouts are included in Tables B14.4 (age), B14.5 (race/ethnicity), and B14.6 (gender).

Table B14.1
Representativeness of Sample of Graduates by Age

Age						
Population Percent						
16	17	18	19	20	21	TOTAL
25.70	24.05	21.09	17.12	8.65	3.39	100
Response Percent						
16	17	18	19	20	21	TOTAL
0.39	57.42	35.94	4.30	1.95	0.00	100
Percent Difference						
16	17	18	19	20	21	
-25.31	33.37	14.85	-12.83	-6.69	-3.39	

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

Table B14.2
Representativeness of Sample of Graduates by Race/Ethnicity

Race/Ethnicity					
Population Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.98	8.03	3.86	0.75	86.37	100.00
Response Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.78	5.08	1.95	0.78	91.41	100.00
Percent Difference					
Asian	African-American	Hispanic	American-Indian	Caucasian	
-0.20	-2.96	-1.91	0.03	5.04	

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

Table B14.3
Representativeness of Sample of Graduates by Gender

Gender		
Population Percent		
Female	Male	TOTAL
35.25	64.75	100.00
Response Percent		
Female	Male	TOTAL
37.50	62.50	100.00
Percent Difference		
Female	Male	
2.25	-2.25	

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

Table B14.4
Representativeness of Sample of Dropouts by Age

Age						
Population Percent						
16	17	18	19	20	21	TOTAL
25.70	24.05	21.09	17.12	8.65	3.39	100.00
Response Percent						
16	17	18	19	20	21	TOTAL
27.27	33.33	30.30	7.58	1.52	0.00	100.00
Percent Difference						
16	17	18	19	20	21	
1.57	9.29	9.21	-9.55	-7.13	-3.39	

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

Table B14.5
Representativeness of Sample of Dropouts by Race/Ethnicity

Race/Ethnicity					
Population Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.98	8.03	3.86	0.75	86.37	100.00
Response Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
3.03	13.64	3.03	0.00	80.30	100.00
Percent Difference					
Asian	African-American	Hispanic	American-Indian	Caucasian	
2.05	5.60	-0.83	-0.75	-6.07	

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

Table B14.6
Representativeness of Sample of Dropouts by Gender

Gender		
Population Percent		
Female	Male	TOTAL
35.25	64.75	100.00
Response Percent		
Female	Male	TOTAL
34.85	65.15	100.00
Percent Difference		
Female	Male	
-0.40	0.40	

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

In analyzing the data, the Iowa Department of Education interprets that the One-Year Follow-Up Survey responses for graduates are only marginally representative of the population by age, but representative by race/ethnicity and gender. For the survey of dropouts, the Iowa Department of Education interprets that the sample was sufficiently representative of the population for general inferences to be made.

SEA personnel attribute the discrepancies by age for graduates to the administration of the survey tool at two separate times, once for graduates, and once for dropouts. When the survey was administered to graduates the sample included artificially high numbers of students ages 18 and above, while the sample of dropouts included a more balanced range of ages. In future years of the SPP/APR all students to whom the survey is administered will be included in one sample in order to correct for this discrepancy.

Baseline Performance. Baseline data for percentage of youth who had IEPs who are no longer in secondary school who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school are summarized in Figure B14.1 (graduates) and B14.2 (dropouts). Data for both graduates and drop-outs include a breakout of (a) competitively employed or enrolled in postsecondary school, or both, (b) working only, (c) going to school only, and (d) neither working nor going to school per the definition of employment or enrollment above.

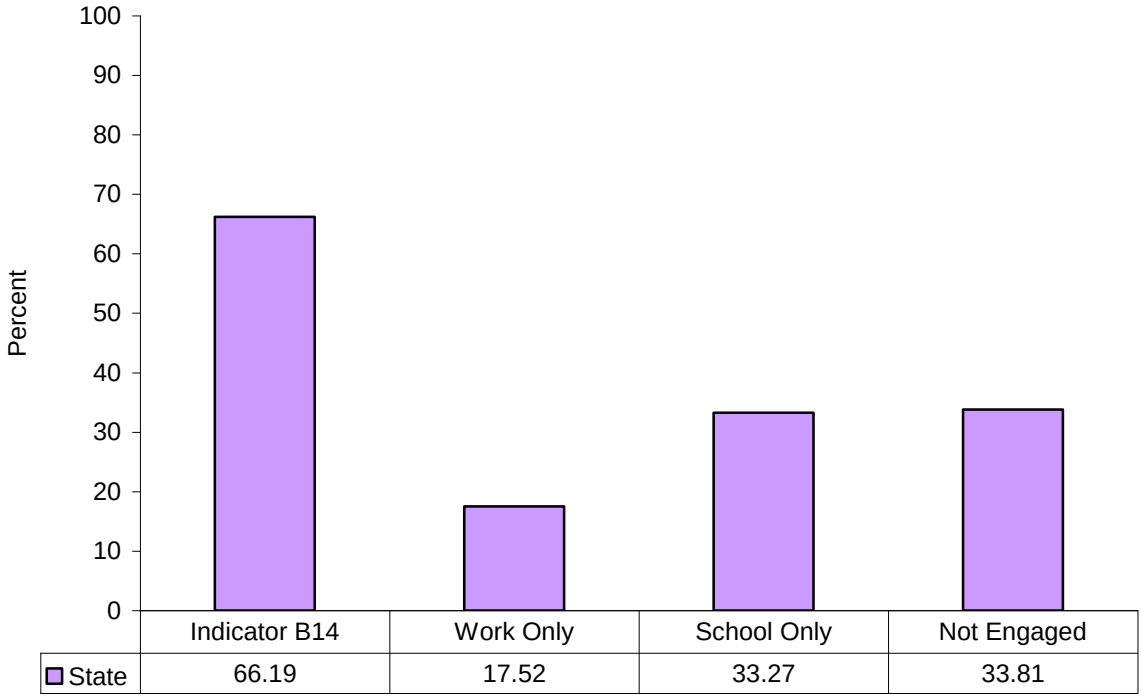


Figure B14.1. Percentage of Youth with IEPs Who have Graduated Who are (a) Competitively Employed, Enrolled in Post-Secondary School, or both (b) Working Only, (c) Attending School Only, or (d) Neither Working nor Attending School.
Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

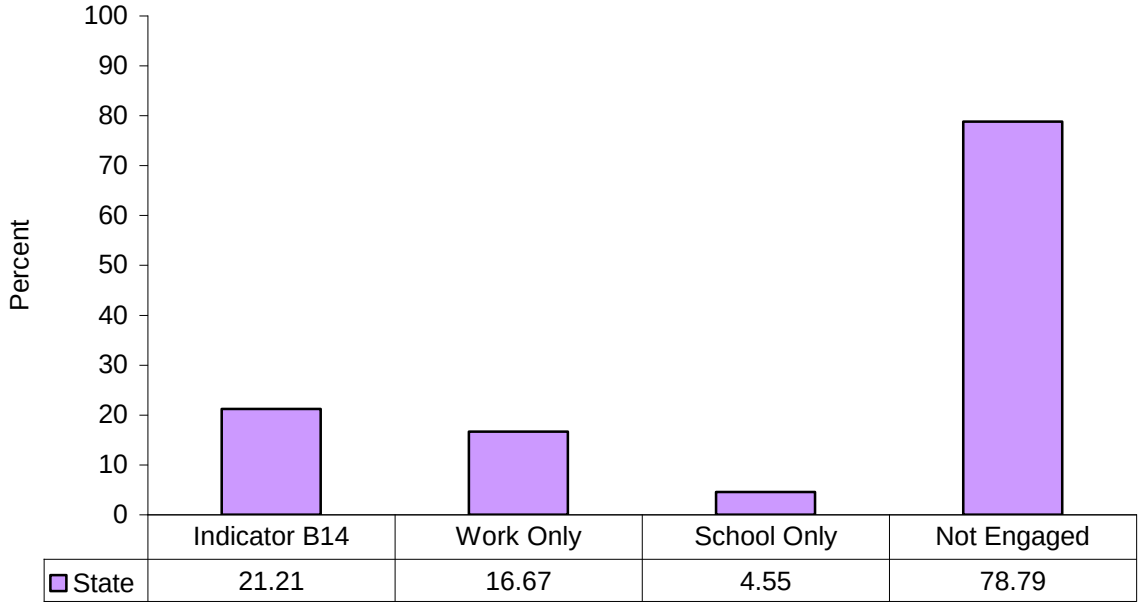


Figure B14.2. Percentage of Youth with IEPs Who have Dropped Out Who are (a) Competitively Employed, Enrolled in Post-Secondary School, or both, (b) Working Only, (c) Attending School Only, or (d) Neither Working nor Attending School.
Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

The percent of youth who had IEPs who are no longer in secondary school who are competitively employed, enrolled in some type of postsecondary school, or both, for FFY 2006 (2006-2007) was 66.19% (graduates), 21.21% (dropouts). Because the samples for graduates and dropouts were drawn independently the data presented in Figures B14.1 and B14.2 cannot be aggregated. For FFY 2006 (2006-2007) graduates and dropouts did not have an equal probability of being chosen for the sample. This will be corrected for FFY 2007 (2007-2008). Baseline data and targets for Indicator B14 for FFY 2006 (2006-2007) will be set using data obtained from graduates. (See figure B14.5.)

In order to provide OSEP with raw numbers used to calculate the percentages for Indicator B14, Table B14.7 summarizes, by AEA, the number and percent of youth with IEPs who have graduated who are competitively employed or enrolled in postsecondary school. The percent of graduates with IEPs who are competitively employed or enrolled in postsecondary school ranges from 50.00% (AEA 14) to 100% (AEA 15)

Table B14.7
Number and Percent of Youth with IEPs who have Graduated and are Competitively Employed, Enrolled in Postsecondary School, or Both (AEA and State Totals)

AEA	1	7	8	9	10	11	12	13	14	15	State
N	19	49	15	8	90	28	29	12	4	2	256
Percent	73.19	45.53	63.25	86.99	66.90	74.84	82.39	77.80	50.00	100	66.19

Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

Table B14.8 summarizes, by AEA, the number and percent of youth with IEPs who have dropped out who are competitively employed or enrolled in postsecondary school. The percent of dropouts with IEPs who are competitively employed or enrolled in postsecondary school ranges from 0.00% (AEA 9 and AEA 14) to 50.00% (AEA 12).

Table B14.8
Number and Percent of Youth with IEPs who have Dropped Out and are Competitively Employed, Enrolled in Postsecondary School, or Both (AEA and State Totals)

AEA	1	7	8	9	10	11	12	13	14	15	State
N	3	10	9	4	9	20	2	4	1	4	66
Percent	33.33	40.00	22.22	0.00	22.22	10.00	50.00	25.00	0.00	25.00	21.21

Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

Figure B14.3 depicts performance of each AEA and the State of Iowa, on percentage of graduates with IEPs who are competitively employed or enrolled in postsecondary school. Three AEAs are below the State average, 7 AEAs are above the State average.

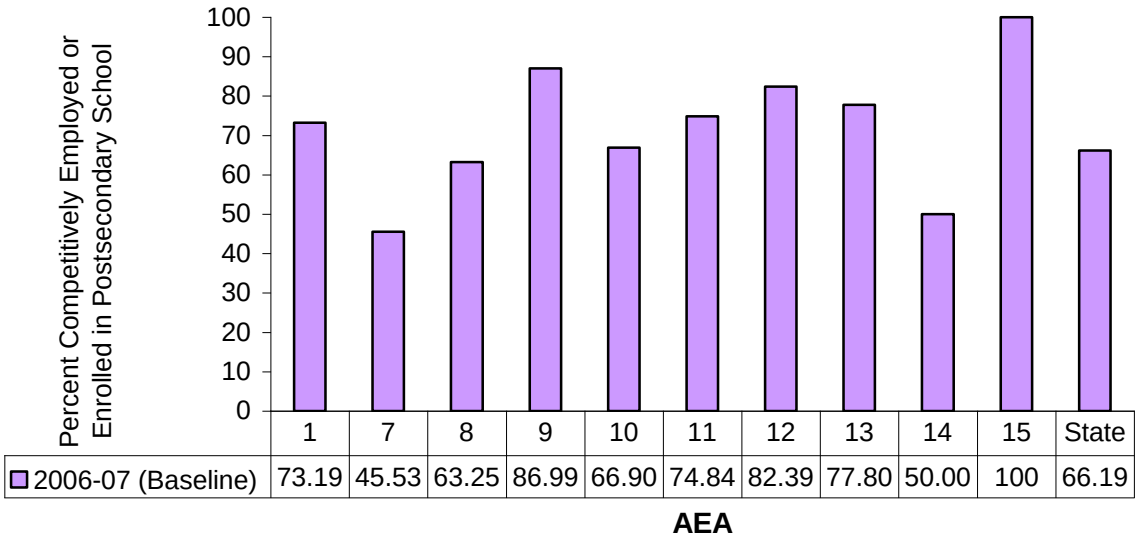
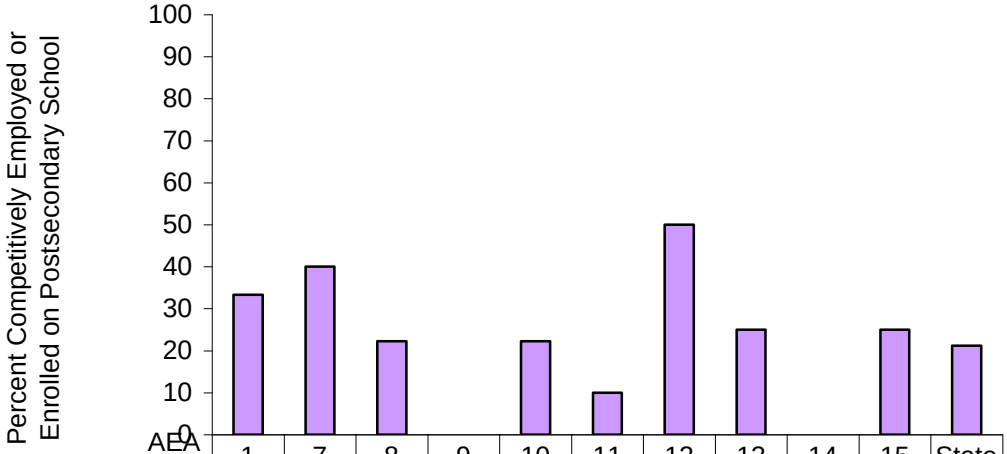


Figure B14.3. Percentage of Youth with IEPs Who have Graduated Who are Competitively Employed, Enrolled in Post-Secondary School, or both (AEA and State Percentages). *Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).*

Figure B14.4 depicts performance of each AEA and the State of Iowa, on percentage of dropouts with IEPs who are competitively employed or enrolled in postsecondary school. Four AEAs are below the State average, six AEAs are above the State average.



AEA	1	7	8	9	10	11	12	13	14	15	State
2006-07 (Baseline)	33.33	40.00	22.22	0.00	22.22	10.00	50.00	25.00	0.00	25.00	21.21

Figure B14.4. Percentage of Youth with IEPs Who have Dropped Out Who are Competitively Employed, Enrolled in Post-Secondary School, or both (AEA and State Percentages). *Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).*

Measurable and Rigorous Target:

Based on stakeholder input and guidance from federal technical assistance centers on postsecondary outcomes, Iowa has set as its targets for FFY 2007 (2007-2008) through FFY 2010 (2010-2011) to maintain baseline levels.

FFY	Measurable and Rigorous Target
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)	**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.**
2009 (2009-2010)	**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.**
2010 (2010-2011)	**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.**

Figure B14.5 depicts FFY 2006 (2006-2007) baseline performance on Indicator B14 and the measurable and rigorous targets for the duration of the SPP (FFY 2010 [2010-2011]).

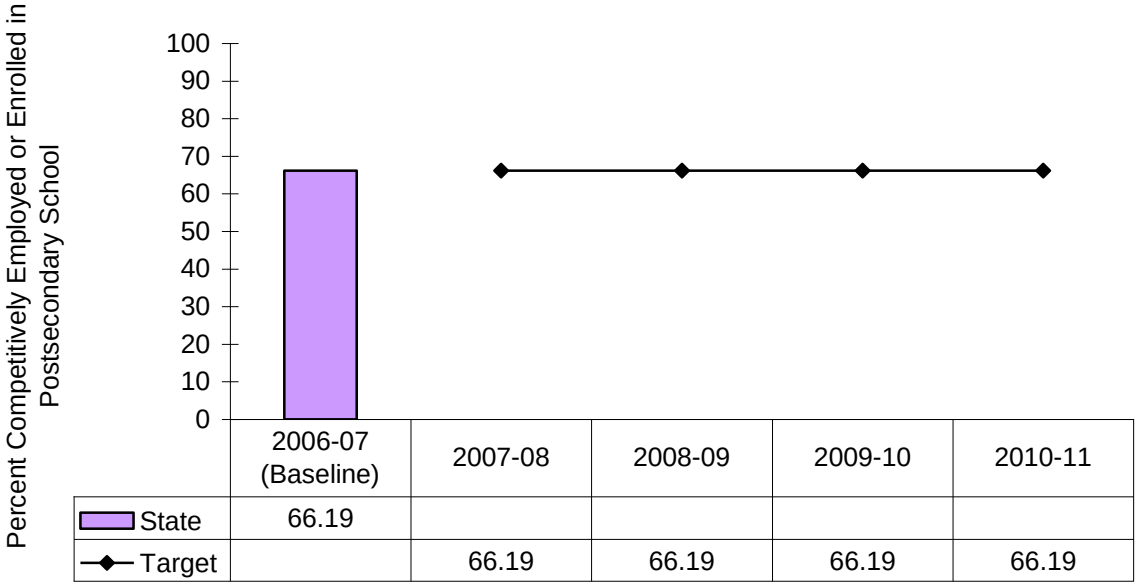


Figure B14.5. State Baseline Data on Indicator B14 and Measurable and Rigorous Targets Through FFY 2010 (2010-2011).
Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

Summary of Actions of SEA for Indicator B14

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 14, the SEA will report baseline data, measurable and rigorous targets, and improvement activities. The text above summarizes baseline data and measurable and rigorous targets.

Prior to reporting on Improvement Activities, Iowa chooses to include comparison data on the Indicator measurement to students who did not have IEPs in high school. These data, also depicted by AEA, help understand the discrepancy in access to employment or education, between students with IEPs and students without IEPs. This discrepancy, examined at State and regional levels, helps identify the magnitude of the problem and helps focus improvement activities.

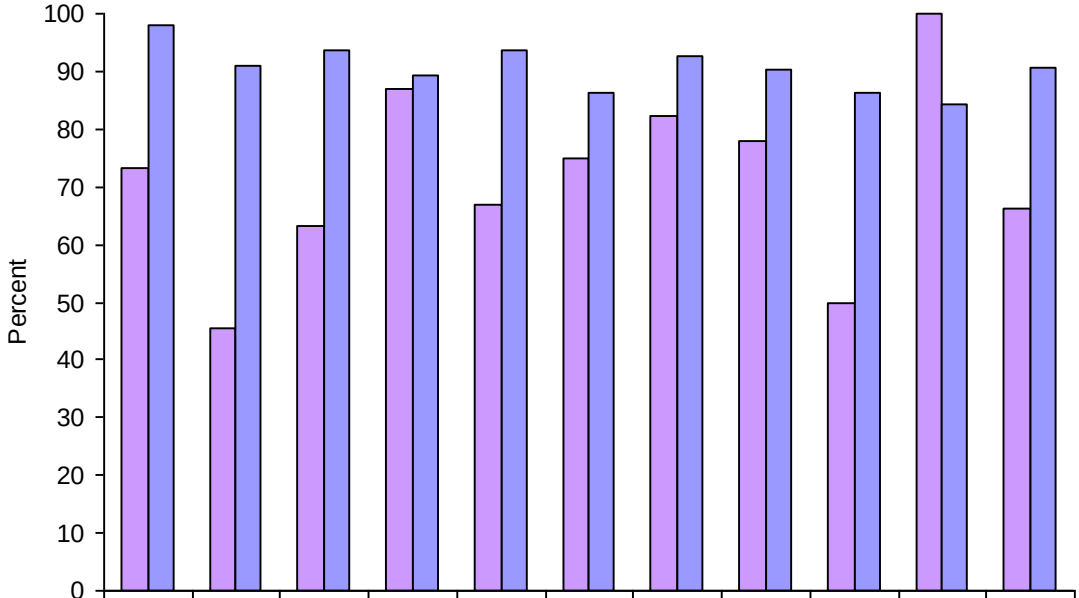
Table B14.9 depicts, by AEA, the number and percent of students who graduated, who did not have IEPs and who are competitively employed or enrolled in postsecondary school, or both.

Table B14.9
Number and Percent of Youth without IEPs who are Competitively Employed, Enrolled in Postsecondary School, or Both (AEA and State Totals)

AEA	1	7	8	9	10	11	12	13	14	15	State
N	222	380	202	313	272	392	293	116	82	61	2333
Percent	98.01	90.81	93.75	89.26	93.71	86.42	92.64	90.26	86.22	84.43	90.74

Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

Figure B14.6 depicts percentage of students with IEPs against percentage of students without IEPs, who are competitively employed, enrolled in postsecondary education, or both, by AEA and for the State of Iowa. For students without IEPs, 90.74% are competitively employed, enrolled in postsecondary school, or both, compared to the baseline data for students with IEPs (66.19%).



	1	7	8	9	10	11	12	13	14	15	State
With IEP	73.19	45.53	63.25	86.99	66.90	74.84	82.39	77.80	50.00	100	66.19
Without IEP	98.01	90.81	93.75	89.26	93.71	86.42	92.64	90.26	86.22	84.43	90.74

Figure B14.6. Percentage of Youth with IEPs vs. Percentage of Youth without IEPS, Who are Competitively Employed, Enrolled in Post-Secondary School, or both (AEA and State Percentages). *Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).*

Figure B14.6 illustrates that, in 9 of 10 AEAs and in the State of Iowa, the percentage of students with IEPs who are competitively employed, enrolled in postsecondary school, or both, is lower than the percentage of students without IEPs who are competitively employed, enrolled in postsecondary school, or both. The anomaly is AEA 15, with 100% of students with IEPs being competitively employed, enrolled in postsecondary school or both, compared with 84.43% of students without IEPs.

Table B14.7 captures that AEA 15 had 2 students in the IEP analysis, and Table B14.9 captures that AEA 15 had 61 students without IEPs in the analysis. The sheer discrepancy in sample size likely accounts for the difference in the data relative to the rest of the State.

Improvement Activities / Timelines / Resources:

Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Table B14.10 summarizes the Improvement Activities, Personnel Resources Committed, Timelines, and Expected Outcomes for impacting Indicator B14.

Improvement Activities will be completed over the next 4 years (concluding in FFY 2010 (2010-2011), and are based on: (a) the data analyses captured above, and (b) broad stakeholder input.

Table B14.10
Improvement Activities, Personnel Resources, Timelines, and Expected Outcomes

Improvement Activity	Personnel Resources Committed	Timelines	Expected Outcomes
Verification of data. Implementation of the sampling plan will be revised to include all necessary participants.	Two SEA personnel	July 1, 2007 – June 30, 2008	Samples will be drawn including all potential participants (both graduates and dropouts) a priori rather than post hoc.
Verification of data. Identify and implement strategies to increase response rate.	DE transition coordinator, DE data management staff,	July 1, 2006 – June 30, 2007, ongoing as needed	Higher response rate
Verification of data. Identify and implement strategies to increase participation of students who exit from grades 9 – 11 within the general data collection process.	DE transition coordinator, DE data management staff,	July 1, 2006 – June 30, 2007, ongoing as needed	Inclusion of students with and without disabilities in general data collection (no need for sub-study).
Verification of data. Gather, report, and analyze Indicator B13 and B14 data with collaborative partners.	DE transition coordinator, DE data management staff,	July 1, 2006 – June, 20, 2011	Written or electronic reports.
Analysis of data to identify concerns. Further 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 transition coordinator, DE data management staff, State stakeholder groups	July 1, 2006 – June 30, 2011	Identification of needed supports including policy changes and technical assistance.
Analysis of data to identify concerns. Further analyze postsecondary data to identify characteristics of attenders and nonattenders, postsecondary success and needed supports.	DE transition coordinator, DE data management staff, State stakeholder groups	July 1, 2006 – June 30, 2011	Identification of needed supports including policy changes and technical assistance.
Analysis of data to identify concerns. Further analyze employment data to determine quality of employment and needed supports.	DE transition coordinator, DE data management staff, State stakeholder groups	July 1, 2006 – June 30, 2011	Identification of needed supports including policy changes and technical assistance. Sufficient data to set priorities for targeted change.

Improvement Activity	Personnel Resources Committed	Timelines	Expected Outcomes
Analysis of policies, procedures and practices. Actual target data will be used to determine areas in which policies and practice changes are needed.	DE staff, partnering agencies, State stakeholder groups	July 1, 2007 – June 30, 2011	The SEA has a process for identifying needs and allocating resources.
Technical assistance. Develop tools to increase AEA and LEA access to and use of data.	DE staff, partnering agencies, State stakeholder groups	July 1, 2006 – June 30, 2011	Increased access and use of data in a timely fashion
Technical assistance. The SEA will provide technical assistance derived from data analyses, to partnering agencies and stakeholder groups.	DE staff, partnering agencies, State stakeholder groups	July 1, 2006 – June 30, 2011	To be determined based on further data analyses listed above.

One-Year Follow-Up Survey Instrument, Graduates

1-Year Follow-Up Survey

Class of 2006

HIGH SCHOOL EXPERIENCE.

1. We are interested in how well you think your high school prepared you for your life after graduation.

[READ QUESTION.]

Would you say not well at all, not very well, pretty well, or very well?

		Not well at all	Not very well	Pretty well	Very well
a.	How well do you think your high school experience prepared you **to decide what you wanted to do after high school?** (Would you say . . .)	1	2	3	4
b.	How well do you think your high school **informed you about possible careers and job opportunities?** (Would you say . . .)	1	2	3	4
c.	How well do you think your high school experience prepared you **to find and keep a job?**	1	2	3	4
d.	How well do you think your high school experience prepared you **for further education?** (Would you say . . .)	1	2	3	4
e.	How well do you think your high school experience prepared you **for living on your own?** (Would you say . . .)	1	2	3	4
f.	How well do you think your high school experience has prepared you **to manage your personal finances?** (Would you say . . .)	1	2	3	4

g.	How well do you think your high school experience has provided you with **specific job or occupational skills?** (Would you say . . .)	1	2	3	4

2. Did you graduate from high school with a diploma or have you completed a GED?

1 = High school diploma
2 = GED
3 = Did not receive high school diploma or GED
4 = Do not know

3. Did you need any community or government assistance for further education, jobs, or living arrangements after you left high school?

1 = Yes
0 = No → **If NO, GO TO Q7a**

4. What type of services did you need? (Circle all that apply)

1 = Finding a job
2 = Getting job training
3 = Financial aide for further education
4 = Other support for further education
5 = Making living arrangements
6 = Special assistance for independent living
7 = Other: (Describe: _____)

5a. Did you get the help or services that you needed?

1 = Yes, for all areas of need

2 = Yes, for some areas of need → **GO TO 5B, BELOW**

0 = No →

5b. Which reason best describes why you did not get the help?

1= Services were not helpful → **GO TO Q6**

2= Did not apply for services
3= Did not qualify for services
4= Do not know
5= Other (_____)

GO TO Q7A

6. Who helped you find those services?

1 = I found it on my own

2 = Family member

3 = Friend

4 = High school teacher or other high school staff (such as guidance counselor, school social worker)

5 = Agency staff

6= Other

7a. Do you currently need community or government assistance for further education, jobs, or living arrangements?

1 = Yes →
0 = No

7b. **IF YES:** What type of services do you need? (Circle all that apply)

1 = Finding a job
2 = Getting job training
3 = Financial aide for further education
4 = Other support for further education
5 = Making living arrangements
6 = Other (Describe:_____)

WORK EXPERIENCES.

8a. We are interested in what you have done during the past year, since you left high school. During the past year, have you had a **paid job**, not including work around the house?

1 = Yes **[IF YES, GO TO Q 9a]**

0 = No →

8b. **IF NO:** Have you **ever** worked at a paid job?

1 = Yes **[IF YES, GO TO Q9b]**
0 = No

8c. What is the main reason that you have never worked at a job?

01 = Unable to find work
02 = Disabled
03 = In a mental health program
04 = Incarcerated (jail)
05 = Full-time homemaker/parent
06 = Student
07 = In job training
08 = Difficulties with transportation
09 = Other reason:_____

GO TO Q16a.

9a. Are you **currently** working at a paid job?

1 = Yes **[IF YES, GO TO Q 9c]**

0 = No →

9b. What is the main reason that you are not currently working?

01 = Laid off from a job
02 = Fired
03 = Unable to find work
04 = Disabled
05 = In a mental health program
06 = Incarcerated (jail)
07 = Full-time homemaker/parent
08 = Student
09 = In job training
10 = Difficulties with transportation
11 = Other reason:_____

GO TO Q16a.

9c. **IF CURRENTLY WORKING:** How many jobs do you **currently** have?

1 = 1 job
2 = 2 jobs
3 = 3 or more jobs

10. Approximately how many total hours per week do you work at your primary job?

1 = 1 – 8 hours per week
2 = 9 – 16 hours per week
3 = 17 – 24 hours per week
4 = 25 – 37 hours per week
5 = More than 37 hours per week

11a. Which one of the following categories best describes the type of work you do at your primary job? Would you say…

[READ OPTIONS. CIRCLE ONLY ONE]

01 = Assembly or production
02 = Agriculture, Natural Resources
03 = Clerical or office work
04 = Construction
05 = Family and personal services, such as day care
06 = Health care
07 = Maintenance
08 = Military
09 = Recreation Fitness, Summer Recreation, Camps, Health Club
10 = Restaurant or food service
11 = Retail sales, or
12 = Something else? (Describe:_____)

11b. About how much are you paid at your primary job?

$ _____ per 1 = Hour
2 = Week
3 = Month
4 = Year

777 = Minimum Wage
999 = Don't Know

12. As part of the job, do you get . . .

		Yes	No
a.	Paid vacation or sick leave?	1	0
b.	Health insurance?	1	0
c.	Retirement benefits?	1	0

13. At your job, how many of the other workers have disabilities? Would you say . . .

    1 = none of them,
    2 = one or two of them,
    3 = most of them, or
    4 = you don't know?

14. How well do you get along with your co-workers? Would you say . . .

    1 = we always have problems
    2 = we often have problems
    3 = we sometimes have problems
    4 = we usually get along, or
    5 = we always get along?

15. How well do you get along with your boss(es)? Would you say . . .

    1 = we always have problems
    2 = we often have problems
    3 = we sometimes have problems
    4 = we usually get along, or
    5 = we always get along?

16a. Is working at your current primary type job your long term goal?

    1 = Yes
    0 = No → 16b. **IF NO:** What are you planning to do to pursue your long-term job goal? Do you plan to . . .

    1 = look for another job,
    2 = pursue education or training,
    3 = work your way up to a higher position, or
    4 = are you unsure?

EDUCATION AFTER HIGH SCHOOL.

17a. Have you taken classes of any kind since you left high school?

1 = Yes **[IF YES, GO TO Q18]**

0 = No →

17b. **IF NO:** Do you plan to attend school sometime in the future?

1 = Yes **[IF YES, GO TO Q21]**
0 = No **[IF NO, GO TO Q22]**

18. What type of school did you attend this past year? **[CIRCLE ALL THAT APPLY]**

1 = A public 4-year college or university
2 = A private 4-year college or university
3 = A public 2 year or community college
4 = A private 2 year college
(e.g. private business or trade school)
5 = Other type of adult or community education

19. Did you attend this school part-time or full-time?

1 = Part-time
2 = Full time

20. Which one of the following is or was your primary area of study or training? **[READ LIST]**

01 = Agriculture, Natural Resources
02 = Arts and Communications
03 = Business, Computers, Marketing
04 = Education
05 = Engineering, Architecture, Industrial Technology
06 = Family and Personal Services
07 = Health Occupations
08 = Law, Government, Public Service
09 = Hospitality or Tourism
10 = Something else (Describe: _____)
11 = Undecided (Don't know)

21. What is the highest level of education that you would like to obtain?

1 = High school diploma, GED
2 = License, certificate, or diploma from a technical, business or trade school
2 = Associate's degree
3 = Bachelor's degree
4 = Graduate degree (Master's, PhD, MD, etc.)
5 = No preference, Don't know

CURRENT LIFE.

22. During the last few weeks, how have you spent most of your time when you weren't working or going to school? **[DON'T READ. CIRCLE ALL THAT APPLY]**

1 = Visiting with family members
2 = Visiting with friends
3 = Talking with friends on the telephone
4 = Watching television or videos
5 = Listening to music
6 = Exercise, participate in sports or other athletic activity
7 = Other, Specify: _____

23. During the past year, have you done any volunteer or community service activities?

This could include community service that is part of a church or other group.

1 = Yes
0 = No

		Yes	No
24.	Do you have a driver's license?	1	0
25.	Do you usually have money that you can decide how to spend?	1	0
26.	Do you have your own checking account?	1	0
27.	Do you have a savings account?	1	0
28.	Do you have a credit card or charge account in your own name?	1	0

29.	Do you earn enough to support yourself without financial help from your family or government benefit programs?	1	0
30.	Do you have medical insurance?	1	0

31. During **most** of the past year, where did you live? Did you live …

1 = in your own apartment/home,
2 = with your family,
3 = in student housing (such as a dormitory or residence hall),
4 = in an apartment or group residence that provides special assistance,
5 = in military housing/barracks, or
6 = in some other arrangement? (Describe: _____)

32. During most of the past year, did you live in Iowa or in another state?

1 = In Iowa
2 = Not in Iowa (in another state or country)

33a. How happy are you with your life as a young adult? Would you say you are . . .

1 = Very unhappy,
2 = Somewhat unhappy,
3 = Somewhat happy, or
4 = Very happy?

33b. **IF 1 or 2, ASK:** Why aren't you happy? Would you say it's due to . . .
[CIRCLE ALL THAT APPLY]

1 = problems with work,
2 = problems with family,
3 = problems with friends,
4 = loneliness,
5 = problems with money
6 = problems with health
7 = boredom, not enough to do,
8 = or something else?
(Specify:_____)

BACKGROUND.

34. **[RECORD STUDENT'S GENDER.]**

1 = Male
2 = Female

35. What is your current age? _____

36. How would you describe your race or ethnic group? You may choose more than one answer. Would you say you are . . .

1 = White,
2 = Black or African American,
3 = Asian or Pacific Islander,
4 = Hispanic or Latino,
5 = American Indian, or
6 = Something else? (Describe: _____)

GO TO FUTURE CONTACT FORM.

INTERVIEWER:

WAS A CONTACT NAME GIVEN?	WHO PROVIDED INFORMATION FOR THIS FORM?
1 = Yes	1 = Student
0 = No	2 = Parent
	3 = Other: _____

FUTURE CONTACT:

Student's Name: _____
(Please print)

Before we finish with the interview, we have one more request. We would like to contact you again four years from now to get your perspective after you have been out of high school for five years. Please give us the name and address of someone who would always know where you are. This information will be kept completely confidential and will only be used to help us locate you for this evaluation. When the study is finished, this information will be destroyed.

SURVEY ID #:		*DATE:* __ __ / __ __ / __ __
STUDENT NAME:		
What is the contact person's name?	First:	Last:
What is this person's relationship to you?	1 = Parent 2 = Brother/Sister 3 = Other Relative 4 = Family Friend 5 = Other:_____	
RECORD GENDER. (ASK IF UNSURE):	1 = Male	2 = Female
Mailing address:		
City:	State:	ZIP:
Phone Number 1:	(__ __ __) __ __ __ - __ __ __ __	***1 = Home 2 = Work 3 = Cell***
Phone Number 2:	(__ __ __) __ __ __ - __ __ __ __	***1 = Home 2 = Work 3 = Cell***
Phone Number 3:	(__ __ __) __ __ __ - __ __ __ __	***1 = Home 2 = Work 3 = Cell***
E-mail address:		

The Iowa Department of Education thanks you very much for your time and cooperation.

One-Year Follow-Up Survey Instrument, Dropouts

Iowa Department of Education
High School Leavers
Pilot Questionnaire

Hello, this is [YOUR NAME] calling for Iowa State University. May I please speak to [SAMPLE NAME]?

> **IF NOT AVAILABLE, PROBE FOR GOOD DAY/TIME TO CALL BACK OR ASK TO SPEAK TO A PARENT/GUARDIAN.**
>
> **(IF *SAMPLE NAME* NO LONGER LIVES THERE, OR IS UNDER AGE 18, WE WILL INTERVIEW PARENT/GUARDIAN.)**

We are calling on behalf of the Iowa Department of Education to talk with people who left high school before graduating, or their parents. I would like to ask you a few questions that will take about 5 minutes. Is this a good time for you?

Before I ask any questions, I want to assure you that any information you provide will be kept strictly confidential and used only for the purposes of this research. Your participation is voluntary and if you feel any question is too personal, you do not have to answer it.

1a. First I need to verify that you are 18 years old or older. Is that correct?

1 = Yes
0 = No [ASK TO SPEAK TO PARENT/GUARDIAN]

1b. According to our records, (you/your child) dropped out of high school before graduating, is that correct?

1 = Yes
0 = No [VERIFY CORRECT PERSON. GO TO CLOSE]

2. (Are you/Is your child) currently attending school again somewhere?

1 = Yes
0 = No [GO TO Q5]

3. (Are you/Is your child) currently attending high school, a trade school, or college?

1 = High School

2 = Trade school (job corps/CNA training/beauty school etc)
3 = College (either 2 or 4 year)

4. Why did (you/your child) return to school? Was it because…

	Yes	No
(you/your child) wanted to graduate?	1	0
school staff talked (you/your child) into it?	1	0
parents talked (you/your child) into it?	1	0
probation requirement?	1	0
circumstances changed? (e.g., child birth, felt better, no longer in jail)	1	0
of something else? (Specify:_____)	1	0

GO TO CLOSE.

5. Why did (you/your child) leave school before graduating? (CIRCLE ALL THAT APPLY)

1 = Job reasons
2 = Have kids
3 = Got too far behind in classes, couldn't catch up and graduate with peers
4 = Frequent absences, suspensions
5 = Classes too hard
6 = Teachers/staff
7 = No friends in school (friends all dropped out or graduated)
8 = Just don't like school
9 = Some other reason (Specify:_____)

6. What would have kept (you/your child) in school? (CIRCLE ALL THAT APPLY)

1 = Nothing
2 = More support from teachers, principals
3 = More support from home
4 = Different class offerings
5 = Something else (Specify:_____)

7. Who did (you/your child) talk to before dropping out of school?
   (CIRCLE ALL THAT APPLY)

   1 = No one
   2 = Parent
   3 = Friend
   4 = Teacher
   5 = School guidance counselor
   6 = Principal
   7 = Someone else (Specify:_____)

8. (Are you/Is your child) currently working at a paid job?

   1 = Yes [IF YES, GO TO Q 11]
   0 = No

9. (Have you/Has your child) worked at a paying job at any time during the past year?

   1 = Yes
   0 = No

10. What is the main reason that (you aren't/your child isn't) currently working?

    01 = Laid off from a job
    02 = Fired
    03 = Unable to find work
    04 = Disabled
    05 = In a mental health program
    06 = Incarcerated (jail)
    07 = Full-time homemaker/parent
    08 = Student
    09 = In job training
    10 = Difficulties with transportation
    11 = Other reason:_____

[GO TO Q 15]

11. Approximately how many total hours per week (do you/does your child) work at (your/his/her) primary job?

    1 = 1 – 8 hours per week
    2 = 9 – 16 hours per week
    3 = 17 – 24 hours per week
    4 = 25 – 37 hours per week
    5 = More than 37 hours per week

12. (Are you/Is your child) paid less than $6.20 an hour, exactly $6.20 an hour or more than $6.20 an hour?

    1 = less than $6.20/hr
    2 = $6.20/hr
    3 = more than $6.20/hr

13. As part of the job, (do you/does your child) get . . .

		Yes	No
a.	Paid vacation or sick leave?	1	0
b.	Health insurance?	1	0
c.	Retirement benefits?	1	0

14. At (your/your child's) job, how many of the other workers have disabilities? Would you say . . .

    1 = none of them,
    2 = one or two of them,
    3 = most of them, or
    4 = you don't know?

15. (Do you/Does your child) plan to attend school again sometime in the future?

    1 = Yes
    0 = No

CLOSE: That's all the information we need. Thank you very much for your time.

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

Overview of the State Performance Plan Development:

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

(Note: Indicator 15 of the State Performance Plan was revised for the February 1, 2007, OSEP submission date. This was a decision of the SEA to provide a more comprehensive overview of the general supervisions system).

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))

Measurement:

Percent of noncompliance corrected within one year of identification:

a. Number of findings of noncompliance
b. Numer of corrections completed as soon as possible but in no case later than one year from identification.

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

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

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 Agency (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. Each district completing a review has to complete a minimum of ten or two2 IEP reviews per teacher. 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 2005 (2005-2006):

Results of baseline data indicate the SEA met 97% accuracy for the provision of a general supervision system (including monitoring, complaints, hearings, etc) that identified and corrected noncompliance as soon as possible but in no case later than one year from identification. Three specific components were used to report these results that included data from:

(1) Dispute resolutions;

(2) Area Education Agencies; and

(3) Local Education Agencies.

Dispute Resolution. No noncompliance was found as a result of a complaint, due process hearing or mediation during FFY 2004 (2004-2005).

Area Education Agency (intermediate agencies). No noncompliance was found in reviewing three AEAs (AEA 4, 9, 11) FFY 2004 (2004-2005).

Local Education Agencies (school districts). Table B15.1 reports the total number of district noncompliance findings identified during the FFY 2004 (2004-2005) self-assessment review and the FFY 2004 (2004-2005) site visits, the total number of district noncompliance corrections within one year as previously identified, and the percent of district corrections made within one year. Overall, eight AEAs met 100% compliance, two AEAs met 90% and above and one AEA met 89% for percent of districts with corrections within one year.

Table B.15.1 Local Education Agency Noncompliance Citations and Percent Corrected Within One Year, FFY 2004 (2004-2005).

	LEA Self-Assessments			LEA Site Visits			LEA Totals		
AEA	# Districts 2004-05 Self-Assessment (A)	# Districts with Findings (B)	# Districts with Corrections (C)	# Districts 2004-05 Site Visits (D)	# Districts with Findings (E)	# Districts with Corrections (F)	Total # Districts with Findings (B + E = G) (G)	Total # Districts with Corrections (C + F=H) (H)	% Districts with Corrections Within One Year (H/G= I) (I)
1	6	6	6	4	4	4	10	10	100%
7	10	10	10	11	9	9	19	19	100%
8	9	9	8	13	3	3	12	11	92%
9	2	2	2	5	0	NA	2	2	100%
10	8	8	7	4	1	1	9	8	89%
11	11	11	10	10	0	NA	11	10	91%
12	5	5	5	6	1	1	6	6	100%
13	3	3	3	9	6	6	9	9	100%
14	5	5	5	3	0	NA	5	5	100%
15	5	5	5	5	4	4	9	9	100%
16	1	1	1	3	1	1	2	2	100%
State	65	65	62	73	29	5	94	91	97%

Source. District Monitoring Data, Site Visits FFY 2004 (2004-2005) and Self-Assessment File Reviews FFY 2004 (2004-2005).

Discussion of Baseline Data:

Dispute Resolution. No noncompliance was found as a result of a complaint, due process hearing or mediation during FFY 2004 (2004-2005).

Area Education Agency (intermediate agencies). No noncompliance was found in reviewing three AEAs (AEA 4, 9, 11) FFY 2004 (2004-2005).

Local Education Agencies (school districts). Table B.15.1 provides the number of districts in the site visit and self-assessment review process in FFY 2004 (2004-2005), total number of districts with findings and total number of districts with corrections as a result of each process and the percentage of districts with correction of noncompliance within the one-year time frame as defined by OSEP and the SEA.

During FFY2004 (2004-2005), 29 of the 73 districts receiving a site visit had noncompliance findings identified during the site visit. All 29 districts with findings corrected the noncompliance issues identified during the site visit. The AEAs worked with the districts to ensure and verify that noncompliance was corrected. The AEAs were required to submit reports and verification of corrections and implementation of corrective action plans to the SEA.

During FFY 2004 (2004-2005), 65 of the 65 districts completing a special education record and file review (Self-Assessment) had noncompliance findings. Districts were required to correct all individual student noncompliance within 60 school days and if a corrective action plan (CAP) was required, they were required to fully implement CAP within one year from the date of notification. Three districts were identified as not correcting identified noncompliance within the required timelines. The AEA in which each of these districts is located was responsible for general supervision and ensuring that these districts met requirements and corrected all noncompliance. Each district was required to rewrite a Corrective Action Plan and implement it with close AEA supervision. The AEA scheduled periodic reviews to ensure all activities were completed by established timelines in the revised corrective action plan. Each district also corrected all individual student noncompliance that was identified in the original review process. Additionally each AEA pulled more files and did periodic reviews to ensure that changes were made at a systemic level. AEAs were required to submit periodic reports to the SEA on the progress the district was making to correct the identified noncompliance.

Three of eleven AEAs did not meet the target of 100% correction of identified noncompliance as soon as possible but in no case later than one year from identification. AEA 8 had one district, AEA 10 had one district and AEA 11 had one district that did not correct identified noncompliance within the required time. Identification of noncompliance occurred during the district self-assessment file review process and during the site visit process. These three AEAs were at 92%, 89% and 91%, with the remainder of the AEAs at 100%. The State percentage of 97% did not meet the OSEP target of 100%.

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.**

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 data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity B15: Monitoring	Resources	Timeline
1) **Research (Statewide systemic issues and specific AEA and district issues)**. a) Gather, report, and analyze monitoring data with collaborative partners.	Special Education Advisory Panel, SEA Staff (Special Education, School Improvement), Area Education Agencies, Special Education Advisory Panel, State Monitoring Workgroup, Local school districts Part B Funding	Annually
2) **Planning (Statewide systemic issues and specific AEA and district issues)**. a) Design Web-based system for monitoring data collection, generating reports and tracking progress in correction of noncompliance. b) Design professional development for Area Education Agencies and local school districts to address the results of the analysis of monitoring data. c) Design Technical Assistance for Area Education Agencies to assist local school districts to improve indicator performance.	SEA Staff (Special Education, School Improvement), Area Education Agencies, State Monitoring Workgroup, Local school districts Part B Funding	2006-2011
3) **Professional Development and Implementation**. a) Provide professional development in the use of the Web-based data collection system. b) Provide professional development for Area Education Agencies and local school districts to address consistent implementation of the monitoring process and correction of identified noncompliance.	SEA Staff (Special Education, School Improvement), Area Education Agencies, State Monitoring Workgroup, Local school districts Part B Funding	2005-2011
4) **Evaluation and Progress Monitoring**. a) Gather, report and analyze implementation results of AEA monitoring with local school districts and findings from due process hearings and complaints. b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of the AEA and local district monitoring and findings from due process hearings and complaints.	SEA Staff (Special Education, School Improvement), Area Education Agencies Part B Funding	2005-2011
5) **Verification**. a) Verify improvement of AEA indicator performance through the monitoring system.	SEA Staff (Special Education, School Improvement) Part B Funding	2005-2011

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

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 issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

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

Measurement:
Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue / Description of System or Process:

Complaint procedures adhere to all of the requirements of 34 CFR 300.662 as reflected in Iowa Administrative Code (IAC) 281—41.105. When a complaint is filed at the SEA, the complainant is informed of two mediation options for resolving differences in a manner that promotes cooperative and collaborative relationships: (1) the Resolution Facilitator process; and (2) the Preappeal Conference.

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 to conduct the first round of the investigation; The AEA Special Education Director is asked to participate based on 281—41.9(1)(IAC);
- The Director completes a protocol report on the conclusion of the investigation;
- The report 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 a second investigation, targeting any differences between the report submitted by the Director and the additional information submitted by the complainant;
- 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 281—41.135 (IAC).

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.

Noncompliance is identified as previously described. Specifically, the AEA Special Education Director conducts the first round of the investigation. To facilitate the identification of violations, the Director must delineate each issue to be investigated and develop an individualized, investigative plan. Implementation of the plan includes thorough and comprehensive fact-finding activities as well as the collection and verification of all necessary data. During this process, the district must assist the Director, providing access to any requested documentation, facilities, and staff. Staff must be available for interviews, as needed, and unencumbered by reprisals, implied or otherwise, for providing relevant information.

During the second investigation by the SEA, differences between the Director's report and the additional information submitted by the complainant are examined. If the complainant requests that certain individuals be contacted as part of the investigation, every effort is made to do so. As in the first round of investigation, the district must assist the SEA, providing access to any requested documentation, facilities, and staff.

If noncompliance is indicated, further investigation is conducted in the following areas:

- AEA's written procedures and policies;
- District's policies and procedures;
- SEA's rules and laws;
- SEA due process hearings;
- Pertinent court rulings;
- Iowa Attorney General's opinions; and
- Federal statutes, regulations, OSEP comments, and other OSEP guidance.

The SEA renders a final decision and disseminates this to the complainant, the district and the AEA. The decision addresses any noncompliance which includes the remediation of any violations and the specification of awards of compensatory services or other corrective actions that may be appropriate. If the complaint is substantiated, a Corrective Action Plan is developed and submitted to the SEA, AEA and the complainant. The SEA may develop the plan and provide it to the district, or the district may submit its own action plan. If the district requests the latter option, the SEA reviews the plan and decides whether it is adequate or negotiates until all parties can come to an agreeable plan.

If a failure to provide appropriate services is found, the Department addresses how to remediate the denial of those services. Remediation may include the awarding of compensatory services, monetary reimbursements or other corrective action appropriate to the needs of the child, or to the appropriate future provision of services for all students with disabilities in the district.

The Corrective Action Plan and timelines are implemented and monitored by the AEA and the SEA. Follow-up includes technical assistance, assurance and documentation of adherence to specified timelines, and documentation of the completion of any activities included in the plan. If the Corrective Action Plan does not occur within the prescribed timelines, the SEA implements sanctions as described in 41.135(256B,273,282).

Table B16.1 provides information about formal complaints for the (1) reporting period, July 1 through June 30, and includes, (2) number of complaints, (3) number of complaints with findings, (4) number of complaints with no findings, (5) number of complaints not investigated, withdrawn or with no jurisdiction, (6) number of complaints set aside with issues addressed in hearings, (7) number of complaints with decisions within 60 days, (8) number of complaints resolved beyond 60 days with documented reasons, and (9) number of complaints pending as of August 31.

Table B16.1.
Formal Complaints and Timelines.

Formal Complaints								
(1) Reporting Period	(2) Total Complaints	(3) Findings	(4) No Findings	(5) Not Investi-gated	(6) Issues Addressed in Hearings	(7) Within 60 days	(8) Beyond 60 days with Documen-tation	(9) Pending: August 31
2000-2001	7	1	2	4	0	3	0	0
2001-2002	6	1	3	2	0	3	1	0
2002-2003	5	2	0	3	0	0	1	0
2003-2004	10	2	0	8	0	2	0	0

Source. Iowa Department of Education, Bureau of Children, Family and Community Services, Bureau Data: Complaints FFY 2000 (2000-2001) through FFY 2003 (2003-2004).

Four-year trend data show that historically, few complaints are filed; instead, most people having conflicts pursue the preappeal conference option, *i.e.,* mediation without requesting a due process hearing. During the last four years, a total of 28 complaints were filed. During that timeframe, 11 complaints were investigated. Eight of the 11 were investigated within 60 days, with two complaints requiring an extension because of exceptional circumstances. Only one investigation was conducted 18 calendar days past the 60 days. Part of the problem with meeting the 60-day timeline involved trying to conduct the investigation over Thanksgiving vacation and winter break, in addition to the complexity of the 17 allegations. However, a formal extension was not provided.

Baseline Data for FFY 2004 (2004-2005):

Table B16.2 is the OSEP required Part B Attachment 1 which provides baseline information about formal complaints for the (1) reporting period, July 1 through June 30, and includes, (2) number of complaints, (3) number of complaints with findings, (4) number of complaints with no findings, (5) number of complaints not investigated, withdrawn or with no jurisdiction, (6) number of complaints set aside with issues addressed in hearings, (7) number of complaints with decisions within 60 days, (8) number of complaints resolved beyond 60 days with documented reasons, and (9) number of complaints pending as of August 31.

Table B16.2.
Formal Complaints and Timelines.

Formal Complaints								
(1) Reporting Period	(2) Total Complaints	(3) Findings	(4) No Findings	(5) Not Investi-gated	(6) Issues Addressed in Hearings	(7) Within 60 days	(8) Beyond 60 days with Documen-tation	(9) Pending: August 31
2004-2005	6	0	2	4	0	2	0	0

Source. Iowa Department of Education, Bureau of Children, Family and Community Services, Bureau Data: Complaints FFY 2000-2005.

Discussion of Baseline Data:

During the FFY 2004 (2004-2005) year, six complaints were filed; two of these complaints were investigated and completed within the 60-day timeline without requiring any allowed extensions for exceptional circumstances. In FFY 2003 (2003-2004) and FFY 2004 (2004-2005), 100% of the signed written complaints with reports issued were resolved within a 60-day timeline.

Of the four complaints received but not investigated, all complainants decided to pursue the preappeal conference route instead of the complaint process.

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.**

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 data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity B16: Complaints	Resources	Timeline
1) **Evaluation and Progress Monitoring**. a) Gather, report and analyze implementation results of complaints with collaborative partners. b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of complaints.	Special Education Advisory Panel, SEA Staff (Special Education), SEA Legal Council, Special Education Bureau Chief, Area Education Agency Special Education Directors Part B Funding	Annually
2) **Revision to Practice**. a) Provide Technical Assistance to Area Education Agencies in data-driven revisions to complaint process. b) Provide professional development to Area Education Agencies to implement data-driven revisions to complaint process.	SEA Staff (Special Education), SEA Legal Council, Special Education Bureau Chief, Area Education Agency Special Education Directors Part B Funding	Annually

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

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 fully adjudicated due process hearing requests that 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.

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

Measurement:
Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue / Description of System or Process:

The due process hearing requirements of 34 CFR 300.507 – 300.514 are within 281—41.112 – 41.125 (IAC). Within five business days of receipt of a hearing request, the SEA contacts all pertinent parties to notify the proper school officials in writing of the appeal. An ALJ is assigned, on a rotational basis. The SEA arranges a conference call with all parties; the ALJ presides over the call and is responsible for adhering to timelines. Written decisions from the due process hearing are sent by ALJs to all parties.

For every issue identified in a hearing, the ALJ specifically identifies the prevailing party. The SEA reviews the outcome to determine whether the district or AEA was within compliance or not. The outcomes for each issue addressed in the hearing are entered into the SEA's data system. Year-end reports are written, examining the noncompliance issues and whether the State has any responsibility for future technical assistance activities or for any other appropriate action.

Although the ALJ typically provides direction for the district or AEA regarding future action to correct noncompliance, sometimes he/she continues involvement in the process. Documentation that the action occurred and was implemented as mandated is required. Timelines are provided in the decision for implementation. If a party contacts the SEA because of a belief that implementation did not occur, the SEA schedules a conference call with the appropriate ALJ and all parties, and the ALJ advises the parties in the hearing if future actions are necessary.

Due process hearing procedures are written by the Iowa Department of Education. These procedures are reviewed on an ongoing basis by the department and the ALJs. The ALJs are invited to provide input. Each is provided with current procedures should revisions occur. The specific language in the procedures for addressing continuances requires:

> **If any party desires a continuance, a request (stating the reason and time frame) must be submitted for the ALJ.** The other party must be provided a copy of the request and an opportunity to either agree or contest the request. The ALJ is responsible for either issuing or denying the continuance. The ALJ is also responsible for sending the continuance or denial for continuance to all parties in the case. All continuance decisions including timelines are to be included in the written final due process hearing decision.

During the four annual quarterly inservices with the ALJs and on other occasions throughout the year, the Department continues to stress to them the importance of adhering to the timeline requirements.

Past data on the Due Process Hearing System indicated Iowa adhered to the 45-day timeline and appropriate documentation of any timeline extension. Table B17.1 provides information about due process hearings for the (1) reporting period, July 1 through June 30, and includes, (2) number of hearing requests, (4) number of hearings held, (5) number of decisions issued within the timeline under 34 CFR §300.511, (6) number of decisions within the timeline extended under 34 CFR §300.511, and (7) number of hearings pending as of August 31.

Table B17.1.
Due Process Hearings: Requests, Number Held, and Timelines Met.

Due Process Hearings					
(1) Reporting Period	(2) Hearing Requests	(3) Hearings Held	(4) Decisions within Timeline	(5) Decisions with Timeline Extended	(6) Hearings Pending: August 31:
2000-01	10	3	1	1	0
2001-02	16	3	1	2	0
2002-03	16	3	2	1	0
2003-04	14	4	2	2	1

Source. Iowa Department of Education, Bureau of Children, Family and Community Services, Bureau Data: Due Process Hearings, FFY 2000-2004.

Trend data indicate few due process hearings are held in the State of Iowa. During the last four-year reporting period, a total of 13 hearings were held. Six hearings were held within 45 days (46%), with the ALJs rendering six hearing decisions that were properly extended at the request of either party. Therefore trend data indicate 100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the ALJ at the request of either party.

Based on implementation of the Due Process Hearing System and these data, the SEA engaged in the following activities: (1) maintain procedures, strategies, resources, and staff time so that disputes, differences and conflicts can be resolved in a timely manner at the lowest level possible; and (2) continue to review and analyze all pertinent data pertaining to complaints and hearings.

Baseline Data for FFY 2004 (2004-2005):

Table B17.2 is the OSEP-required Part B Attachment 1 which provides baseline information about due process hearings for the (1) reporting period, July 1 through June 30, and includes, (2) number of hearing requests, (3) number of hearings held, (4) number of decisions issued within the timeline under 34 CFR §300.511, (5) number of decisions within the timeline extended under 34 CFR §300.511, and (6) number of hearings pending as of August 31.

Table B17.2.
Due Process Hearings: Requests, Number Held, and Timelines Met.

Due Process Hearings					
(1) Reporting Period	(2) Hearing Requests	(3) Hearings Held	(4) Decisions within Timeline	(5) Decisions with Timeline Extended	(6) Hearings Pending: August 31:
2004-05	10	4	0	4	

Source. Iowa Department of Education, Bureau of Children, Family and Community Services, Bureau Data: Due Process Hearings, FFY 2004 (2004-2005).

Discussion of Baseline Data:

During the FFY 2004 (2004-2005) year, four hearings were held in the State of Iowa. All four hearing decisions were properly extended at the request of either party. As trend data indicated, current data show 100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the ALJ at the request of either party.

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.**
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.**
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.**
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.**
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.**

FFY	Measurable and Rigorous Target
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.**

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 data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity B17: Hearings	Resources	Timeline
1) **Research (Statewide systemic issues and specific AEA and district issues)**. a) Gather, report, and analyze ALJs' process with collaborative partners.	Special Education Advisory Panel, SEA Staff (Special Education), Administrative Law Judges, Special Education Advisory Panel Part B Funding	2005-2007
2) **Planning (Statewide systemic issues and specific AEA and district issues)**. a) Design Technical Assistance for ALJs meeting the due process hearing 45-day timeline.	SEA Staff (Special Education), Administrative Law Judges, Special Education Advisory Panel Part B Funding	2006-2007
3) **Evaluation and Progress Monitoring**. a) Gather, report and analyze implementation results of due process hearings in 45 days with collaborative partners.	SEA Staff (Special Education), Administrative Law Judges, Special Education Advisory Panel Part B Funding	2006-2011
4) **Revision to Practice**. a) Provide Technical Assistance to ALJs in data-driven revisions to hearing timelines.	SEA Staff (Special Education), Administrative Law Judges, Special Education Advisory Panel Part B Funding	2006-2011
5) **Verification**. a) Verify improvement of due process hearing 45-day timeline through the monitoring system.	SEA Staff (Special Education), Administrative Law Judges, Special Education Advisory Panel Part B Funding	2006-2011

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

Overview of the State Performance Plan Development:

Indicator 18 of the State Performance Plan is being submitted as a new indicator, February 1, 2007, as required by the Office of Special Education Programs (OSEP).

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 and were resolved through resolution session settlement agreements.

(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.

- Upon receipt of a request for a hearing by the parent, SEA sends a packet to the district and to the Area Education Agency (AEA), with a copy to the parent, which includes:

  - A letter describing district and AEA responsibility to offer to convene a resolution session;

  - All pertinent information about the new provisions of IDEA 2004;

  - Forms developed by the SEA in response to the concerns of parent advocacy groups and educators regarding the "legally binding agreement" language: (a) *Agreement to Hold Resolution Session*, (b) Legally Binding Resolution Session Agreement Form (Template), (c) *Example of Legally Binding Resolution Session Agreement Form* (Template), and (d) *Checklist for Legally Binding Resolution Session*.

  - 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."

- The parties are reminded of the responsibility to offer a resolution session. During the conference call they are given the opportunity to use the state mediation process if parties jointly agree in writing to waive the resolution session.

- The SEA arranges a conference call with all parties named in the due process hearing request, the assigned Administrative Law Judge (ALJ), and the assigned SEA contracted mediator. The ALJ initially is the facilitator of the conference call and follows state procedures. The call also allows the opportunity for the establishment of a hearing date, time, and location, in compliance with IDEA 2004 timelines and requirements.
- If an agreement is reached at the resolution meeting, the signed agreement is required to be sent to the SEA.

The collection of accurate data regarding the Iowa resolution session system includes the following:

- The database, established by SEA staff, is updated once a hearing request is received;
- Data reports are compiled and analyzed minimally on a quarterly basis by SEA staff. Stakeholder groups review the year-end report; and
- Data are verified by SEA staff and used to complete OSEP reporting tables submitted with the State Performance Plan.

This data collection process 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.

Iowa has a long-standing history of concentrating statewide efforts and resolving concerns at the earliest and lowest level possible. Prior years of developing this system has involved statewide technical assistance in the following areas:

- Professional development training to support regional personnel learning and effectively implementing conflict resolution strategies;
- Each region providing parent-support personnel on a full time basis to share information and answer questions from parents regarding special education services;
- Guidance materials widely distributed providing information to explain IDEA law and implementation procedures; and
- Annual conferences, periodic audio conferences, and other trainings provided by experts in the field to increase understanding and knowledge of parents, administrators, special educators, general educators, advocacy groups, and legal consultants.

Baseline Data for FFY 2005 (2005-2006):

Baseline data and targets were not included in this indicator report since the SEA was not required to submit these components with fewer than 10 resolution sessions. The required OSEP Table 7, *Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act,* is included in Appendix A.

Discussion of Baseline Data:

Between July 1, 2005, and June 30, 2006, the SEA received 15 due process hearing requests. Of the 15 hearing requests, the LEAs offered resolution sessions 14 times. (One district immediately submitted a motion to the ALJ to dismiss the hearing based on lack of jurisdiction. The appellant eventually requested a dismissal because the issues were resolved.) One-third (5/15) of hearing requests resulted in parties agreeing to participate in a resolution session. Of the five resolution sessions held, four reached a settlement agreement (80% of hearing requests that went to resolution sessions were resolved through written agreements). Of the one not reaching an agreement, the ALJ met with all parties a day before the hearing and assisted parties with writing an agreement. The hearing request was dismissed as part of the agreement.

The following description provides outcomes of the 15 hearings requested between July 1, 2005, and June 30, 2006.

- Five resolution meetings were held and four reached agreement. Of the one not reaching an agreement, the Administrative Law Judge (ALJ) assisted with a written agreement without a formal mediation or hearing.
- Three mediations were held in FFY 2005 (2005-2006) with two reaching agreement. The one not reaching an agreement went to a hearing (held after June 30, 2006). One other mediation was held after June 30, 2006, and an agreement was reached.
- Three other hearing requests were resolved in FFY 2005 (2005-2006) without mediation or resolution meetings. After June 30, 2006, one request was dismissed after a resolution session was offered and declined. The LEA requested dismissal for lack of jurisdiction, and the ALJ dismissed the hearing request. Another case was resolved without either a resolution meeting or mediation.
- One case was still pending and not resolved by June 30, 2006.

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.**

Note. *Part B State Performance Plan Indicator Measurement Table provided by OSEP indicated: "States are not required to establish baseline or targets if the number of resolution sessions is less than 10."

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 data and the results of current baseline data, the following strategies will be completed over the next five years.

Improvement Activity B16: Resolution session	Resources	Timeline
11) **Research (Statewide systemic issues and specific AEA issues).** a) Study and refine data system to track due process: resolution sessions. b) Gather, report, and analyze data for resolution session.	SEA Staff (Special Education, Instructional Services & School Improvement), Area Education Agencies Part B Funding	Annually
12) **Planning (Statewide systemic issues)**. a) Review and revise policies, procedures and practices of due process: resolution sessions. b) Plan ongoing technical assistance trainings and public relations materials; revise as necessary.	SEA Staff (Special Education, Administrative Law Judges, Special Education Advisory Panel Part B Funding	2007-2011
13) **Evaluation and Revision to Practice Trainings.** a) Implement professional development trainings regarding procedures and use of materials with stakeholder groups. b) Gather, report and analyze implementation.	SEA Staff (Special Education), Administrative Law Judges, Special Education Advisory Panel Part B Funding	2007-2011
14) **Verification**. Verify and monitor improvement of due process: resolution session.	SEA Staff (Special Education), administrative Law Judges, Special Education Advisory Panel Part B Funding	2007-2011

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

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))

Measurement:
Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Overview of Issue / Description of System or Process:

Iowa has two options for dispute resolutions that include mediation and Preappeal Conference. Mediation has been available in Iowa since 1976, making Iowa the third state in the nation to offer this option. The Preappeal Conference was instituted in Iowa around 1987 as a pilot project to encourage early resolution of disputes by offering a mediation process prior to any party requesting a hearing.

Mediation. Updated mediation procedures were written and implemented as of July 1, 2005, to meet Sec. 615(e) statute requirements of IDEA 2004. Iowa refers to the word "mediation" when a hearing is requested. Prior to a scheduled hearing date, all parties are asked whether they consent to mediation. An ALJ and mediator are assigned, and a conference call is held. The ALJ facilitates the conversation to (1) determine a date, time, and location, (2) discuss what records need to be included, and (3) address inquiries that may be raised by the parties. The ALJ disconnects from the conversation after all necessary business related to the hearing is completed. The mediator then presides over the discussion for scheduling mediation. Mediators then contact all consenting parties to explain the mediation process, clarify the roles of participants, and address any questions or concerns. (The Resolution Session in Indicator 18 describes its connection to this process.)

Preappeal Conference. The preappeal conference is a mediation process available without a hearing request. With IDEA 2004 this informal process for resolving differences entered a new dimension because of the legally binding settlement agreement language.

The procedures were written and implemented in order to meet IDEA 2004 requirements of Sec. 615(e). A conference call is held to determine the date and location of the conference. Mediators then contact all consenting parties to explain the preappeal conference, clarify the roles of participants, and address any questions or concerns.

For both mediations and preappeal conferences, brochures, templates (regarding developing a legally binding agreement), and pamphlets are mailed to all participants to better prepare them for the process. They are sent a form that they will be asked to sign at the mediation and preappeal conference entitled *Agreement to Mediate*.

The desired outcome of both mediation and a Preappeal Conference is a written legally binding settlement agreement between all parties. A "shepherd" is selected by the participants to oversee each settlement agreement. A written summary of the mediation and preappeal settlement agreement is prepared by the mediator and disseminated to all parties involved within two business days, if possible, following the conference. Evaluations are distributed to the participants at the end

of the mediation and Preappeal Conference process. A follow-up survey is conducted to determine whether the settlement agreement is being implemented.

Mediators have adopted *Standards for Special Education Mediators* that apply to both mediation and the Preappeal Conference. Mediators meet quarterly, review all data collected by the SEA, and continually examine ways to improve the statewide system.

To study and refine the mediation process, the SEA conducts a review of (1) evaluation forms completed on the day of mediation by all parties involved, and (2) follow-up survey results completed three months subsequent to mediation by all parties to determine whether the mediation or preappeal agreement was implemented. If surveys are not returned, the SEA makes phone calls to obtain the information. If contact is still not made, an SEA support staff calls parents in the evenings in an attempt to obtain information. Review of evaluation forms and surveys is conducted quarterly in a joint effort with the SEA, the mediators, and the ALJs. All reviewed data are used at the quarterly meetings of the SEA, mediators and ALJs to improve the system.

Table B19.1 provides information about mediations for the (1) reporting period, July 1 through June 30, and includes, (2) number of mediations not related to hearing requests, (3) number of mediations related to hearing requests, (4) number of mediation agreements not related to hearing requests, (5) number of mediation agreements related to hearing requests, and (6) number of mediations pending as of August 31.

Table B19.1.
Number of Mediations and Mediation Agreements.

Mediations					
	Mediations:		Mediation Agreements:		
(1) Reporting Period	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	(6) Mediations Pending: August 31
2000-2001	21	0	21	NA	0
2001-2002	20	4	20	4	0
2002-2003	33	5	31	5	0
2003-2004	22	12	22	12	0

Source. Iowa Department of Education, Bureau of Children, Family and Community Services, Bureau Data: Preappeal Conferences and Mediations FFY 2000 (2000-2001) through FFY 2003 (2003-2004).

Iowa has had a high success rate for resolving differences for both mediations and preappeal conferences. During FFY 2000 (2000-2001), FFY 2001 (2001-2002), and FFY 2003 (2003-2004) all preappeals (100%) held reached an agreement. During FFY 2002 (2002-2003) the success rate was 94%. All mediations held during the last four years (N=21) have resulted in an agreement being reached 100% of the time.

Based on implementation of the mediation system and these data, the SEA engaged in the following activity: maintain procedures, strategies, resources, and staff time so that disputes, differences and conflicts can be resolved in a timely manner at the lowest level possible.

Baseline Data for FFY 2004 (2004-2005):

Table B19.2 provides information about mediations for the (1) reporting period, July 1 through June 30, and includes, (2) number of mediations not related to hearing requests, (3) number of mediations related to hearing requests, (4) number of mediation agreements not related to hearing requests, (5) number of mediation agreements related to hearing requests, and (6) number of mediations pending as of August 31.

Table B19.2.
Number of Mediations and Mediation Agreements.

Mediations					
	Mediations:		Mediation Agreements:		
(1) Reporting Period	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	(6) Mediations Pending: August 31
2004-2005	31	1	28	1	2

Source. Bureau Data: Mediations, FFY 2004 (2004-2005).

Discussion of Baseline Data:

During the FFY 2004 (2004-2005) year, one mediation was held in the State of Iowa and an agreement was reached (100%). For mediations not related to hearing requests (or what Iowa refers to as Preappeal Conferences) 31 were held and 28 agreements were reached, with 90% of the preappeal conferences reaching an agreement.

Although trend data and current baseline indicate the percent of mediations held and reaching an agreement has been l00% there is some hesitancy with having a target of l00%. For example, during FFY 2004 (2004-2005), there was only one mediation and an agreement was reached. With low numbers, a state is at risk with having wide fluctuations of successful outcomes if reported in percentages. When examining the data over the past five years for mediations not related to hearing requests (i.e., Preappeal Conferences), three years showed l00% reaching agreements, one year was 94% and this past year was 90%. The latter year reflects three Preappeal Conferences not reaching an agreement. The SEA anticipates there may be a decrease in settlement agreements due to the concern expressed by both parent advocacy groups and educators and their attorneys over the new “legally binding” agreement language in the IDEA statute. Although the State’s goal is to have 100% of the preappeal conferences (and mediations) consistently reaching an agreement, there are some circumstances that occur that may prohibit the State from achieving that rigorous of a target.

Initially, Iowa set a measurable and rigorous target for this indicator at above 90% resolution for all years covered by the SPP. However, after 2 years of data, it was found that, due to the small numbers of cases going to mediation, if even only 1 case was not satisfactorily resolved, then Iowa would not reach or surpass the measurable and rigorous target. In addition, OSEP provided guidance to States that, for this Indicator, targets may be set to represent a range.

In FFY 2006 (2006-2007), Iowa changed measurable and rigorous targets for FFY 2007 (2007-2008) and each FFY thereafter through FFY 2010 (2010-2011), to 75%-85% of cases resolved.

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[1] (2007-2008)	**75% - 85% of the preappeal conferences and mediations held will reach an agreement.**
2008[1] (2008-2009)	**75% - 85% of the preappeal conferences and mediations held will reach an agreement**
2009[1] (2009-2010)	**75% - 85% of the preappeal conferences and mediations held will reach an agreement**
2010[1] (2010-2011)	**75% - 85% of the preappeal conferences and mediations held will reach an agreement**

[1]Targets changed and justified in FFY 2006 (2006-2007) APR.

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 data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity B19: Mediations	Resources	Timeline
1) **Evaluation and Progress Monitoring**. a) Gather, report and analyze implementation results of mediations with collaborative partners. b) Provide Technical Assistance to mediators in the interpretation of implementation results of mediation.	Special Education Advisory Panel, SEA Staff (Special Education), Qualified Mediators Part B Funding	Annually
2) **Revision to Practice**. a) Provide Technical Assistance to mediators in data-driven revisions to improve the mediation system. b) Provide professional development to mediators to implement data-driven revisions to improve the mediation system.	SEA Staff (Special Education), Qualified Mediators Part B Funding	2006-2011

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

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 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))

Measurement:

State reported data, including 618 data 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 February 1 for Annual Performance Reports); and
b. Accurate (describe mechanisms for ensuring accuracy).

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 timely data subsequent to several data checks.

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 database 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, AEA 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 warning 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 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.

In FFY 2003 (2003-2004) to FFY 2004 (2004-2005), the Part B data system continued to work with Project EASIER and the IMS to track individual data for students with and without disabilities. Further, the SEA continued to improve data entry procedures by revising data collection forms and database fields, attending the Iowa Communications Network teleconferences among AEA data personnel, and identifying problems, and training data personnel.

In FFY 2002 (2002-2003) and FFY 2003 (2003-2004), five tables were submitted on time. Further, accurate data were provided as described above.

Baseline Data for FFY 2004 (2004-2005):

Five tables were submitted in FFY 2004 (2004-2005); all five tables were submitted on time. Accurate data were provided as described above.

Discussion of Baseline Data:

Timely and accurate data were submitted before established due dates (February 1 for child count, including race and ethnicity, settings and November 1 for exiting, personnel, discipline).

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.

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 data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity B20: Timely and Accurate Data	Resources	Timeline
1) **Research (Statewide systemic concerns and specific AEA and district concerns)**. a) Gather, report, and analyze the accuracy of 618 data with collaborative partners.	Special Education Advisory Panel, SEA Staff (Special Education), Information Management System personnel, Area Education Agencies, Project EASIER personnel; Operations Governance Committee Part B Funding	Annually
2) **Planning (Statewide systemic concerns and specific AEA and district concerns)**. a) Design research-based professional development to provide to AEAs and IEP team members to address the accuracy of 618 data, and new data verification and correction procedures. b) Develop research-based Technical Assistance to targeted AEA personnel and IEP team members to address the accuracy of 618 data, and new data verification and correction procedures.	SEA Staff (Special Education), Information Management System personnel, Area Education Agencies, Project EASIER personnel; Operations Governance Committee Part B Funding	2005-2011
3) **Professional Development and Implementation**. a) Provide professional development AEA personnel and IEP team members to address the accuracy of 618 data, and new data verification and correction procedures. b) Provide Technical Assistance to targeted AEA personnel and IEP team members to address the accuracy of 618 data, and new data verification and correction procedures.	SEA Staff (Special Education), Information Management System personnel, Area Education Agencies, Project EASIER personnel; Operations Governance Committee Part B Funding	2005-2011
4) **Evaluation and Progress Monitoring**. a) Gather, report and analyze implementation results on data accuracy. b) Provide Technical Assistance to AEA personnel in the interpretation of implementation on data accuracy.	SEA Staff (Special Education) Part B Funding	2005-2011
5) **Revision to Practice**. a) Provide Technical Assistance to AEA personnel in data-driven revisions to data accuracy plans. b) Provide professional development to AEA personnel to implement data-driven revisions to data accuracy plans.	SEA Staff (Special Education) Part B Funding	2005-2011

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

TABLE 7

REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2007-08

PAGE 1 OF 1

OMB NO.: 1820-0677

FORM EXPIRES: 08/31/2009

STATE:_____IOWA_____

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	6
(1.1) Complaints with reports issued	1
(a) Reports with findings	1
(b) Reports within timeline	0
(c) Reports within extended timelines	1
(1.2) Complaints withdrawn or dismissed	5
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	32
(2.1) Mediations held	18
(a) Mediations held related to due process complaints	1
(i) Mediation agreements	1
(b) Mediations held not related to due process complaints	17
(i) Mediation agreements	15
(2.2) Mediations not held (including pending)	14

SECTION C: Hearing requests	
(3) Due process complaints total	6
(3.1) Resolution meetings	5
(a) Written settlement agreements	5
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline (include expedited)	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	5

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution meetings	0
(a) Written settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Appendix A: Letters.

Original: Thomas Bellamy, Ph.D., 1989

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES

FEB 17 1989

Tom Burgett, Ph.D.
Assistant Bureau Chief
Iowa Bureau of Special Education
Grimes State Office Building
Des Moines, Iowa 50319

file

Dear Dr. Burgett:

Thank you for your questions regarding requirements under Part B of the Education of the Handicapped Act (EHA-B) regarding the submission by States of child count information and the related issue of identification of individual children with handicaps by disability labels.

Each State that participates in the program funded under EHA-B must ensure that its child count data meets the requirements of sections 611(a)(3), 611(a)(5)(A)(ii), and 618(b) of EHA-B, and its accompanying regulations at 34 CFR §300.751.[1] These provisions require that the State report the number of children with handicaps aged three through 21 who were receiving special education and related services on December 1 of the school year in question. Specifically, the State must submit the number of those handicapped children: (1) within each disability category (as those categories are described in 34 CFR §300.5)[2], and (2) for each year of age (three, four, five, etc.).

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1 The U.S. Department of Education intends to publish in the FEDERAL REGISTER a technical amendment to this regulatory provision to reflect the change made by the Education of the Handicapped Act Amendments of 1986 (Pub. L. 99-457) to Section 618(b)(1) of the Act, which requires that the U.S. Secretary of Education must obtain and report data at least annually on:

> (1) the number of handicapped infants, toddlers, children, and youth in each State receiving a free appropriate public education or early intervention services --
> (A) in age groups 0-2 and 3-5, and
> (B) in age groups 6-11, 12-17, and 18-21, by disability category...

(20 U.S.C. 1418(b)(1))

2 The effect of the change made by Pub. L. 99-457 to the data requirements at 20 U.S.C. 1418(b)(1) is to eliminate the requirement that the number of handicapped children aged birth through five years receiving services be reported by disability category.

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Follow-up: Thomas B. Irvin, 1994

02/09/94 16:23 ☎202 205 9179 OSEP/DAS → IA 002/003

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Dr. Jeananne Hagen
Acting Chief
Bureau of Special Education
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319-0146

FEB -9 1994

Dear Jeananne:

This is in reply to your February 2, 1994, letter regarding the current Federal requirements for counting and reporting children with disabilities under Part B of the Individuals with Disabilities Education Act (Part B). In your letter, you transmitted a copy of an undated letter from Dr. Thomas Bellamy, former Director of the Office of Special Education Programs (OSEP) to Dr. Tom Burgett, formerly with the Iowa Department of Public Instruction, which you indicate was received by your Office early in 1989; and you asked whether "the information contained within the attached policy letter represent[s] OSEP's current interpretation of Federal regulations."

Except for regulatory and statutory changes set out in the following paragraphs, OSEP's position about counting and reporting children with disabilities under Part B -- as set out in the above referenced letter from Dr. Bellamy to Dr. Burgett -- has not changed, and is still in effect.

Specifically, States are currently required to include in their child count report "the number of children with disabilities aged three through five who are receiving FAPE" on December 1 of each year. Thus, for children with disabilities in this age group, child count reporting by disability category is no longer required.

In addition, to implement statutory changes made by Public Law 101-476, the term "children with disabilities" has been substituted for the definition of "handicapped children," and the regulatory citation has been changed from §300.5 to §300.7. The new regulatory definition includes minor changes in terminology, as well as new definitions of separate disability categories for "autism" at §300.7(b)(1) and "traumatic brain injury" at §300.7(b)(12). Public Law 102-119 further amended the definition of "children with disabilities" with respect to children aged three through five to permit, at a State's discretion, inclusion of children experiencing developmental delays, as defined by the State, in one or more specified areas, and who, for that reason, need special education and related services. This statutory change is incorporated in the Department's regulation at §300.7(a)(2).

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02/09/94 16:24 ☎202 205 9179 OSEP/DAS →→→ IA 003/003

Page 2 - Dr. Jeananne Hagen

I hope that the above information has been helpful. If we can be of further assistance, please do not hesitate to contact me or members of my staff.

Sincerely,

Thomas B. Irvin
Acting Director
Division of Assistance to States