ANNUAL PERFORMANCE REPORT

IDEA Part B

FFY 2007 (2007 – 2008)

Submitted 2.2.2009

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Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The SEA staff developed the Part B Annual Performance Report (APR) reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, the Iowa Department of Education staff, and the Iowa Behavioral Alliance.

Consistent with comments in the FFY 2006 (2006-2007) Response Table from OSEP, for Indicator 1, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2008), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

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 June 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/.

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))

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

The percent of youth with IEPs graduating from high school compared to the percent of all youth graduating from high school with a regular diploma is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable rigorous targets ranging from a gap of 11.7% to 9.2% for the six-year State Performance Plan.

Graduation in the State of Iowa is defined as (1) a student who has received a regular diploma who completed all unmodified district graduation requirements in the standard number of four years, or (2) students receiving a regular diploma from an alternative placement within the district,

or who have had the requirements modified in accordance with a disability. Students who have finished the high school program but did not earn a diploma, or earned a certificate of attendance or other credential in lieu of a diploma are not considered graduates (Iowa NCLB Accountability Workbook).

Graduation is calculated as the number of students who graduated with a regular high school diploma divided by the total number of 12th graders and multiplying by 100. The measurement for the graduation gap is calculated as:

([Number of Total Graduates/Total Enrollment] x 100) – ([Number of IEP Graduates/IEP Enrollment] x 100).

FFY	Measurable and Rigorous Target
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 10.70%.

Actual Target Data for FFY 2007 (2007-2008):

Actual target data for Indicator B1 for FFY 2007 (2007-2008) are summarized in Figure B1.1.

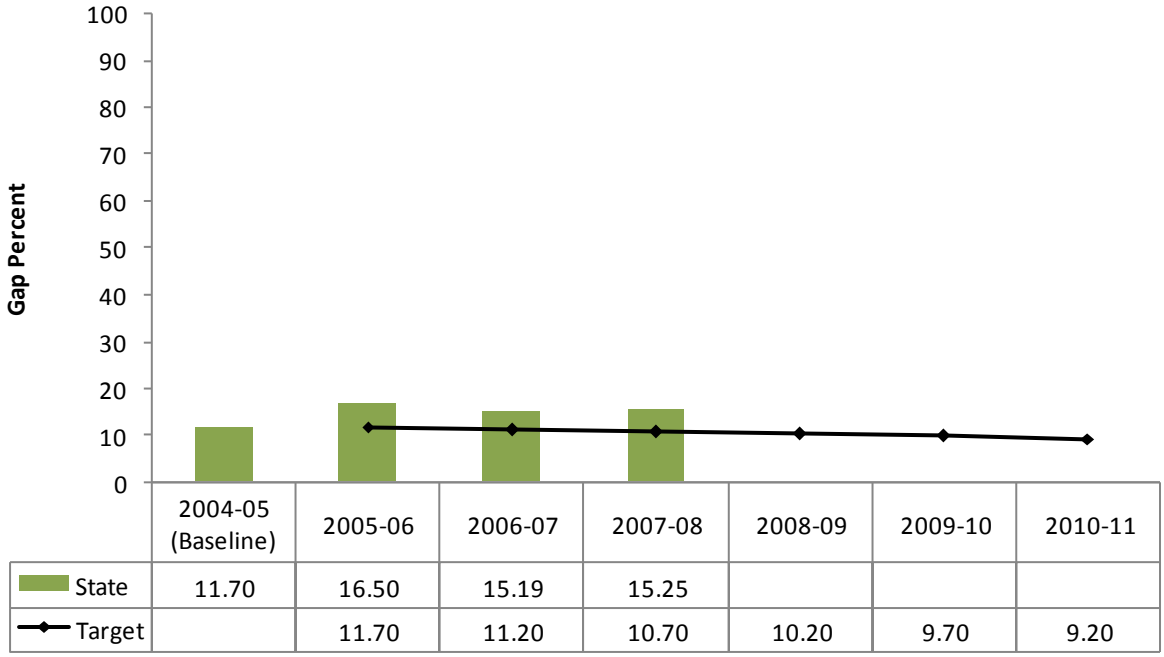


Figure B1.1. Gap between percent of youth with IEPs graduating high school with a regular diploma and percent of all youth graduating high school with a regular diploma. *Source. Iowa Department of Education Project EASIER , FFY 2004 (2004-2005) through FFY 2007 (2007-2008).*

As depicted in Figure B1.1, Iowa did not meet the target for Indicator 1 for FFY 2007 (2007-2008). The actual target data was a gap of 15.25%, while the measureable and rigorous target was

10.70%. The data in FFY 2007 (2007-2008) represent slippage of 0.06% from the data reported for FFY 2006 (2006-2007).

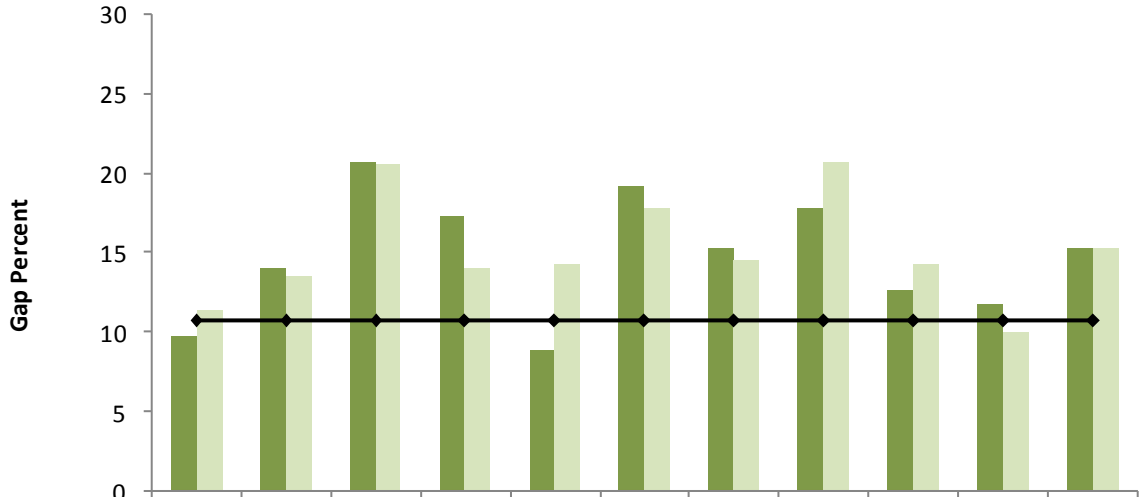
Table B1.1 provides numbers and percentages for each AEA and the State for: (a) Number of Youth with IEPs Graduating with a Regular Diploma, (b) 12th Grade IEP Enrollment, (c) Percentage of Youth with IEPs Graduating with a Regular Diploma (d) Number of All Youth Graduating with a Regular Diploma, (e) 12th Grade All Youth Enrollment, (f) Percentage of All Youth Graduating with a Regular Diploma, and (g) Gap Between Percentage All Youth Graduating with a Regular Diploma and Percentage of Youth with IEPs Graduating with a Regular Diploma for FFY 2007 (2007-2008). (Note: AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document.)

Table B1.1
Gap Between Students with IEPs Graduating with a Regular Diploma and All Youth Graduating with a Regular Diploma, by AEA, for FFY 2007 (2007-2008)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) Number of youth with IEPs graduating with a regular high school diploma	311	585	246	360	574	916	323	273	94	388	4070
(b) Number of youth with IEPs enrolled, grade 12	383	758	375	487	767	1310	443	386	119	537	5565
(c) Percent of youth with IEPs graduating with a regular high school diploma	81.20	77.18	65.60	73.92	74.84	69.92	72.91	70.73	78.99	72.25	73.14
(d) Number of all youth graduating with a regular high school diploma	2590	4788	2567	3319	4557	8178	2849	2210	771	2743	34572
(e) Number of all youth enrolled, grade 12	2799	5282	2979	3773	5114	9324	3258	2420	827	3338	39114
(f) Percent of all youth graduating with a regular high school diploma	92.53	90.65	86.17	87.97	89.11	87.71	87.45	91.32	93.23	82.17	88.39
(g) Gap between percent of all youth and percent of youth with IEPs graduating with a regular high school diploma	11.33	13.47	20.57	14.05	14.27	17.79	14.53	20.60	14.24	9.92	15.25

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

Figure B1.2 depicts performance for each AEA and the State of Iowa in FFY 2006 (2006-2007) and 2007 (2007-2008), against the FFY 2007 (2007-2008) target of 10.70%.



	1	7	8	9	10	11	12	13	14	15	State
2006-07	9.72	13.99	20.67	17.27	8.86	19.09	15.20	17.74	12.55	11.72	15.19
2007-08	11.33	13.47	20.57	14.05	14.27	17.79	14.53	20.60	14.24	9.92	15.25
Target	10.70	10.70	10.70	10.70	10.70	10.70	10.70	10.70	10.70	10.70	10.70

Figure B1.2. Gap between percent of youth with IEPs graduating high school with a regular diploma and percent of youth graduating high school with a regular diploma, by AEA. *Source. Iowa Department of Education Project EASIER, FFY 2006 (2006-2007), and FFY 2007 (2007-2008). Note: the Y-Axis of the graph has been restricted in range from 0-30% so that year to year changes are visible.*

Table B1.1 and Figure B1.2 indicate that for FFY 2007 (2007-2008), 1 of 10 AEAs (AEA 15) met the Measurable and Rigorous Target of 10.70%. This represents a decrease from FFY 2006 (2006-2007) when 2 of 10 AEAs (AEAs 1 and 10) met the measurable and rigorous target of 11.20%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B1.2.

Table B1.2
Improvement Activities Completed for FFY 2007 (2007-2008)

Improvement Activity	Measureable Outcomes	Status / Next Steps
Evaluation. Data were verified within the Project EASIER system.	Improved accuracy of graduation data.	Ongoing for FFY 2008 (2008-2009), repeated annually through FFY 2010 (2010-2011)
Evaluation.. Graduation data were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, AEA High School Reform Consultants, and the Learning Supports Advisory Team. Progress monitoring and outcome data from the Iowa High School Project were analyzed with AEA High School Reform Consultants and SEA staff.	Stakeholders determined that the Iowa High School Project should be restructured to (a) integrate Learning Supports, and (b) explicitly embed Iowa Core Curriculum. It was also determined the project should obtain feedback directly from AEA consultants to inform restructuring efforts in 2008-2009.	Ongoing for FFY 2008 (2008-2009), repeated annually through FFY 2010 (2010-2011)

Improvement Activity	Measureable Outcomes	Status / Next Steps
Provide technical assistance. The Iowa High School Project maintains project supports for 57 high schools. IHSP provides extensive training and direct technical assistance in Rigor and Relevance, Learning Criteria, Gold Seal Lessons, Quadrant D, and Relationships to help grow improvement efforts with a concentration on struggling learners using the Rigor and Relevance framework. This project was suspended briefly from March through August 2008 as (1) SEA worked through significant staff changes and (2) the project worked to address alignment with Iowa's current focus on the Iowa Core Curriculum.	Three high school cadres have been served in this project. Cadre 1 completed Year Two; Cadre 2 completed Year One, and Cadre 3 completed Baseline. Cadre schools attend the Model High School conference sponsored by the International Center for Leadership in Education during their Baseline Year of participation; in addition all Cadres are provided free registration to the state High School Summit. Participating high schools are required to complete the Small Learning Communities Survey, follow Learning Criteria over time, implement the My Voice Survey or an equivalent survey to track student engagement/connectedness, and finally Cadre schools in year one participation must engage in a Case Study experience. Analyses of data are ongoing and used to revise the project and/or provide direct technical assistance to participating schools.	Ongoing for FFY 2008 (2008-2009), repeated annually through FFY 2010 (2010-2011)
Improve systems administration and monitoring. The Resource Management Leadership Team was developed to investigate additional initiatives/technical assistance/programs to support all children/youth and prevent them from dropping out of school. This team was renamed the Learning Supports Advisory Team.	Team members were identified; 5 meetings took place; data were analyzed and reported back to the Learning Supports Advisory Team.	Ongoing through FFY 2010 (2010-2011) with actions developed as indicated through root cause analysis.
Improve systems administration and monitoring. Review of current practices for students to receive a regular high school diploma was completed. Review indicated seven methods available to obtain a regular high school diploma in Iowa.	Multiple barriers (and related solutions) to obtaining a regular high school diploma were identified. Results were used to develop specific actions/activities for FFY 2008; four identified barriers served as critical pieces across graduation, dropout and suspension/expulsion: Alignment between identified need and policies/practices, Grade-level promotion and credit attainment policies/practices, Discipline policies/practices, and Attendance (truancy) policies/practices.	Completed for FFY 2007 (2007-2008).
Improve systems administration and monitoring. The SEA uses graduation data in making annual AEA and LEA determinations.	All LEAs and AEAs were notified of determinations status. One district is being monitored for performance on graduation based on FFY 2006 data. The district has developed a corrective action plan and is receiving technical assistance from the AEA and SEA.	Ongoing for FFY 2008 (2008-2009), repeated through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). The analyses of data form the basis of discussion that follows.

For FFY 2007 (2007-2008), the Actual Target Data for the State of Iowa was a gap of 15.25, while the Measurable and Rigorous Target for FFY 2007 (2007-2008) was 10.70. While Iowa did not meet the target and showed slippage from Actual Target Data obtained in FFY 2006 (2006-2007), the percentage of students with IEPs graduating with a regular high school diploma actually increased from FFY 2006 (2006-2007) to FFY 2007 (2007-2008). In FFY 2006 (2006-2007) 71.92% of students with IEPs graduated with a regular high school diploma, while in FFY 2007 (2007-2008) 73.14% of students with IEPs graduated with a regular high school diploma. While Indicator 1 shows slippage, the SEA attributes this to the measure used of difference between all youth and youth with IEPs, as it necessarily makes the performance of students with IEPs dependent on the performance of all youth. Progress was made in the graduation rate of students with IEPs, which the SEA attributes to consistent focus on graduation as a priority for students with disabilities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

All improvement activities for Indicator B1 are described in the State Performance Plan and in Table B1.2. In anticipation of changes in B1 proposed by OSEP, one improvement activity is proposed for FFY 2008 (2008-2009). The activity is summarized in Table B1.3.

Table B1.3
Improvement Activities Proposed for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. Review changes to data proposed by OSEP and ensure measurement addresses OSEPs definitions, if approved.	3 SEA Staff, SEAP, I-STAR Team	October 2008-June 2009	Capability of reporting on and being in compliance for B1 in FFY 2009 (2009-2010)
Provide technical assistance. Continue with Iowa High School Project core content through 2009-2010: (1) Implement the Iowa High School Summit (annual conference focused on high school reform with over 30 sessions and attendance of more than 1000 teachers, administrators, staff) and provide free registration to Iowa High School Project participants; (2) Provide 2-4 regional trainings based on review of data and high school needs; (3) Conduct Case Study Site Visits at schools in year one participation	2 SEA Staff	July 2008 – June 2009	(1) High School Summit implemented; 34 sessions with anticipated 1150 attendees; Project high schools presenting at and attending Summit (2) High School needs met; increase capacity to understand and implement Rigor, Relevance and Relationship Framework (3) External review of progress provided as a report to schools in year one participation
Restructure the Iowa High School Project. (1) Implement focus group with AEA consultants, (2) Use focus group results to inform restructuring efforts, (3) Integrate Learning Supports, (4) Explicitly embed Iowa Core Curriculum.	3 SEA Staff, AEA High School Consultants	1-2: Fall 2008 3-4: Spring 2009 - Spring 2010	(1) Focus Groups implemented; (2) Results analyzed and used to develop next steps in restructuring (3) Learning Supports integrated (4) Iowa Core Curriculum embedded
Address identified barrier - Alignment between identified need and policies/practices (1) Revise LEA reporting practices related to students at-risk of school failure and monies for programming to support these students (2) Analyze alignment between (a) identified students, (b) appropriate programming to support student success, and (c) resources appropriated. (3) Align revised reporting practices and programming to Iowa's LEA continuous improvement process (4) Use results of alignment analysis to create technical assistance for LEAs (a) appropriately use the reporting process , and (b) appropriately identify students at-risk of school failure with appropriate interventions/strategies supported	3 SEA staff	1-2; July 2008 – June 2009 3; Spring 2009 – 2010 4; Summer 2009 - 2011	(1) Standardized LEA reporting practices related to students at-risk of school failure and monies for programming to support these students; (2) Analysis completed; results used to address (4) (3) Aligned practices across the SEA (4) Technical Assistance created for LEAS; standardized use of LEA reporting practices; increased capacity to identify students and align programming and resources to student need.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
by appropriate resources.			

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The SEA staff developed the Part B Annual Performance Report (APR) reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, the Iowa Department of Education staff, and the Iowa Behavioral Alliance.

Consistent with comments in the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 2, the SEA will report on efforts to improve performance. Specifically, progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2008), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

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 June 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/.

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))

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:

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

The percent of youth with IEPs dropping out of high school compared to the percent of all youth dropping out of high school is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable rigorous targets ranging from a gap of .67% to .50% for the six-year State Performance Plan.

Students who satisfy the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year; or
2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before); and

3. Has not graduated from high school or completed a state or district-approved educational program; and
4. Does not meet any of the following exclusionary conditions:
   a. Transfer to another public school district, private school, or State or district-approved educational program;
   b. Temporary school-recognized absence due to suspension or illness; 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. A student who enrolls in an alternative school administered by a public school district is not considered a dropout.

The dropout rate for all youth 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 and 192).

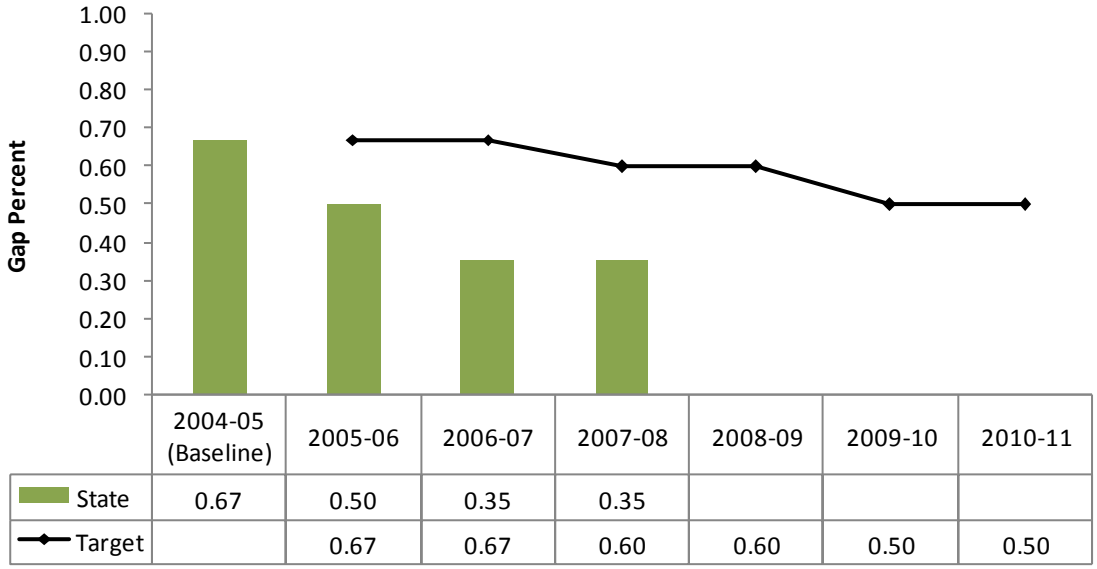
The dropout rate for students with IEPs is calculated by dividing the number of 7-12 grade dropouts with IEPs by the total 7-12 enrollment with IEPs and multiplying by 100. The measurement for the dropout gap is calculated as:

([Number of IEP Dropouts/IEP Enrollment] x 100) - ([Number of Total Dropouts/Total Enrollment] x 100)

FFY	Measurable and Rigorous Target
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%

Actual Target Data for FFY 2007 (2007-2008):

Figure B2.1 depicts the dropout gap for FFY 2004 (2004-2005) through FFY 2007 (2007-2008) and the state six-year measurable and rigorous targets.



	2004-05 (Baseline)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
State	0.67	0.50	0.35	0.35			
Target		0.67	0.67	0.60	0.60	0.50	0.50

Figure B2.1. State Percent Dropout Gap between Students with IEPs and All Students. *Source. Iowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005) through FFY 2007 (2007-2008). Note. Data are graphed on a 1 point Y-axis rather than 100 in order to visualize small changes in data.*

For FFY 2007 (2007-2008), the dropout gap was .35%. Iowa met, and exceeded, the FFY 2007 (2007-2008) measurable and rigorous target of .67%.

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

Data in table B2.1 represent: (a) Number of youth with IEPs (grades 7-12) who dropped out, (b) IEP enrollment in grades 7-12, (c) percent of youth with IEPs (grades 7-12) who dropped out, (d) number of all youth (grades 7-12) who dropped out, (e) number of youth enrolled in grades 7-12, (f) percent of all youth grades 7-12 who dropped out, and (g) the gap between percent of youth with IEPs dropping out and all youth dropping out (Grades 7-12).

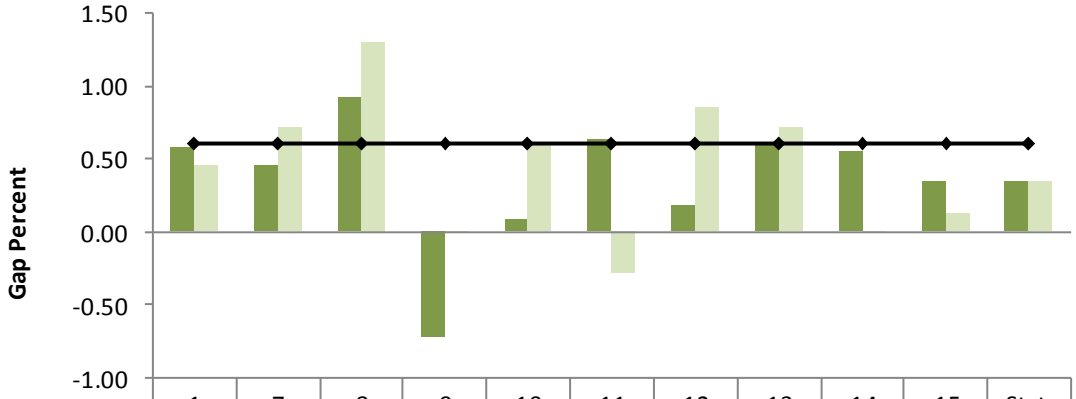
Table B2.1
Dropout Data by AEA Compared to State Target, FFY 2007 (2007-2008)

AEA	1	7	8	9	10	11	12	13	14	15	State
(a) Number of youth with IEPs dropping out	39	129	58	72	104	130	75	74	13	68	762
(b) Number of youth with IEPs enrolled, grades 7-12	2350	4597	2102	2898	4672	8064	2466	2252	811	2837	33049
(c) Percent of youth with IEPs dropping out	1.66	2.81	2.76	2.48	2.23	1.61	3.04	3.29	1.60	2.40	2.31
(d) Number of all youth dropping out	189	642	229	567	498	1040	402	380	78	415	4440
(e) Number of all youth enrolled, grades 7-12	15609	30806	15732	22898	30617	54921	18367	14750	4832	18271	226803
(f) Percent of all youth dropping out	1.21	2.08	1.46	2.48	1.63	1.89	2.19	2.58	1.61	2.27	1.96
(g) Gap between percent of all youth and percent of youth with IEPs dropping out	0.45	0.72	1.30	0.01	0.60	-0.28	0.85	0.71	-0.01	0.13	0.35

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

Table B2.1 and Figure B2.2 indicate that the SEA Measurable Rigorous Target of .60% dropout gap was met by 6 out of 10 of the state's current Area Education Agencies; AEA dropout gap ranged between -.28% to 1.30%. AEAs 11 and 14 reported a negative dropout gap: more general education students dropped out of high school than special education students.

Figure B2.2 shows the dropout gap calculated for FFY 2006 (2006-2007) and FFY 2007 (2007-2008) for each Area Education Agency (AEA) and the State.



	1	7	8	9	10	11	12	13	14	15	State
2006-07	0.58	0.45	0.92	-0.73	0.08	0.63	0.18	0.59	0.55	0.34	0.35
2007-08	0.45	0.72	1.30	0.01	0.60	-0.28	0.85	0.71	-0.01	0.13	0.35
Target	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60	0.60

Figure B2.2. Trend of Percent Dropout Gap Across AEAs and the State, FFY 2005 (2005-**2006) through FFY 2007 (2007-2008).** *Source. Iowa Department of Education Project EASIER Tables, FFY 2005 (2005-2006), FFY 2006 (2006-2007), and FFY 2007 (2007-2008).Note. Data are graphed on a 2.5 point Y-axis rather than 100 in order to visualize small changes in data.*

Summary of Actions of SEA for Indicator 2

Consistent with comments in the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 2, the SEA will report efforts to improve performance. Specifically, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2008), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B2.2.

Table B2.2

Improvement Activities Completed for FFY 2007 (2007-2008)

Improvement Activity	Measureable Outcomes	Status / Next Steps
Improve data collection and reporting. Data were verified within the Project EASIER system.	Improved accuracy of dropout data.	Continuing annually through FFY 2010 (2010-2011)
Improve systems administration and monitoring. Dropout data and progress monitoring/outcome data within the Iowa Collaboration for Youth Development Indicator data across 6 result areas were analyzed with the following key stakeholders: SEA Staff, Learning Supports Coordinators at the Area Education Agencies, and the Learning Supports Advisory Team.	Stakeholders determined that (1) Learning Supports should be defined as activities, strategies, programs, services, initiatives, and structures that are intended to facilitate learning and development of each and every learner to ensure student success in school and in life, and (2) a system of Learning supports should be developed for sustainability; to this end the following products should be developed: (a) Cohesive Intervention Framework to facilitate the organization of school and community resources, programs and services into a comprehensive continuum that support student learning and healthy development. (b) Alignment Document to explicitly show the alignment of data (Learning Supports Result Areas and related Indicators) across systems. (c) Action Planning Tool that provides a structure for planning across projects, including timelines, responsibilities, and products. (d) Learning Supports Implementation Checklist to provide the SEA and AEAs with a self-evaluation tool that results in data to be used when developing a Learning Supports Action Plan and when completing the Iowa Core Curriculum Self-Study. (e) Initiative Alignment Document to begin the process of explicitly embedding the Iowa Core Curriculum into Learning Supports	Continuing through FFY 2010 (2010-2011) Analysis of data occurs annually – actions based on analysis are dynamic and may be different from year to year
Provide technical assistance. The SEA used dropout data in making annual AEA and LEA determinations during FFY 2007 (2007-2008).	All LEAs and AEAs were notified of determinations status. One district is being monitored for performance on dropout based on FFY 2006 data. The district has developed a corrective action plan and is receiving technical assistance from the AEA and SEA.	Annually through FFY 2010 (2010-2011)
Improve systems administration and monitoring. The Resource Management Leadership Team was developed to investigate additional initiatives/technical assistance/programs to support all children/youth and prevent them from dropping out of school. This team was renamed the Learning Supports Advisory Team.	Team members were identified; 5 meetings took place; data were analyzed and reported back to the Learning Supports Advisory Team.	Completed - ongoing through FFY 2010 (2010-2011) with actions developed as indicated through root cause analysis.
Evaluation. Feasibility study of Credit Recovery Program was completed.	It was determined that the development of an Iowa Credit/Component Recovery Program would be feasible; preliminary pilot study structure was developed.	Completed for FFY 2007 (2007-2008)
Evaluation. Pilot study on dropout with Transition Indicator Lead was completed.	Analysis of data to identify factors that may predict dropout status is ongoing.	Pilot completed in FFY 2007 (2007-2008), analysis

Improvement Activity	Measureable Outcomes	Status / Next Steps
		continuing in FFY 2008 (2008-2009)
Provide Technical Assistance. A Dropout Prevention Leadership Summit was implemented as a strategic plan to reduce dropout rates, specifically disproportionate rates.	Community teams from 17 districts participated in the Dropout Summit. Districts were selected for participation based on over-representation of minorities in district dropout and suspension/expulsion rates. Teams were introduced to a community planning process and asked to develop a Dropout/Graduation Action Plan for submission in FFY 2008. Each team was assigned a state-level liaison to serve as a support to the community teams and communicate successes, needs and barriers of these districts to the Iowa Collaboration for Youth Development and Learning Supports Advisory Team. Summit evaluation indicated 66% of Iowa summit attendees responded that the summit was "very good" to "excellent"; 80% of attendees reported that they "agree" or "strongly agree" that the materials distributed at the summit provided valuable information.	Completed in FFY 2007. Direct technical assistance by the liaisons is ongoing

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). The analyses of data form the basis of discussion that follows. Iowa met the state target of 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 being no greater than .67%, with actual target data for FFY 2007 (2007-2008) being 0.35%.

Performance in FFY 2007 (2007-2008) represents no change over performance from FFY 2006 (2006-2007), when actual performance was also 0.35%, also exceeding the measurable and rigorous target for FFY 2006 (2006-2007). While no progress was made in decreasing the gap between the percent of students with IEPs dropping out and the percent of all students dropping out, no slippage occurred. The percent of students with IEPs dropping out statewide increased from 1.92% in FFY 2006 (2006-2007) to 2.31% in FFY 2007 (2007-2008). While an increase in this percentage is not a positive change, the SEA notes that (a) dropout rates among all students also increased significantly from the prior year and (b) the dropout rate of 2.31% for students with disabilities remains very low from a national perspective.

SEA personnel attribute the maintenance of a steady gap between all students and students with disabilities in light of increased dropout rates for all students in Iowa to (a) improved data accuracy at the AEA and LEA levels, (b) increased attention by AEAs and LEAs on graduation/dropout of students with disabilities, and (c) continued public reporting of dropout data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

Proposed activities for FFY 2008 (2008-2009) are discussed in Table B2.3. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2008 (2008-2009) that will allow Iowa to meet measureable and rigorous targets for both FFY 2008 (2008-2009) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B2.2 will continue in FFY 2008 (2008-2009), and are not listed in Table B2.3).

Table B2.3
Proposed Activities for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. Review changes to data proposed by OSEP and ensure measurement addresses OSEPs definitions, if approved.	3 SEA Staff, SEAP, I-STAR Team	October 2008-June 2009	Capability of reporting on and being in compliance for B1 in FFY 2009 (2009-2010)
Engage in three broad goals with related activities to develop/sustain Learning Supports: (1) Establish infrastructure to support the Mission and Vision of state-wide Learning Supports – Develop, pilot, revise and implement: a. Standardized data reporting tools across audience, use and message type; b. A comprehensive list of programs/strategies within Core/Universal, Supplemental/Secondary and Intensive/Tertiary and across the 6 content areas of Learning Supports; c. An online tool to access (b) d. Content and Connections with the Iowa Core Curriculum (2) Establish tools to guide implementation of state-wide Learning Supports – Develop, pilot, revise and implement: a. Systems of Learning Supports Self-Study Guide which includes the Learning Supports Implementation Checklist as recommended by stakeholders b. Systems of Learning Supports Implementation Guide which includes the recommended products from stakeholder input (e.g., Cohesive Intervention Framework, Alignment Document, etc.) (3) Establish communication plan for state-wide Learning Supports – Develop, pilot, revise and implement: a. Standardized communication tools b. Case for change and awareness of Learning Supports c. Annual Conference structure and format d. Website for the general public **e.** Wiki for state-led Learning Supports development/ collaborations	5 SEA staff, AEA Learning Supports Consultants, Learning Supports Advisory Team	Beginning July 2008, ongoing for during of SPP	(1) Infrastructure established and maintained for sustainability (2) Learning Supports Self-Study Guide and Implementation Guide (3) Standardized communication plan established
Evaluation. Address results from the (a) Credit Recovery study and (b) Review of current practices for students to receive a regular high school diploma which indicated the following barrier - <u>Grade-level promotion and credit attainment policies/practices</u> - by developing an **Iowa Credit/Component Recovery (CCR) Program**: (1) Research resources and sustainability needs; (2) Develop Content Strands based on the Iowa Core Curriculum (3) Develop full model to pilot credit/component recovery systems to	3 SEA Staff; CCR state-wide team; Learning Supports Advisory Team	1-July 1, 2008 through June 30, 2009 2-Summer 2009 through 2014 3-July 1, 2008 through June 30, 2009	(1) Resources and sustainability needs identified; results used to plan for the infrastructure for Iowa's CCR Program; (2) Standardized Content Strands for implementation in Iowa's CCR Program (3) Full pilot model to investigate different credit/component

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
investigate options and structures to develop Iowa's CCR Program			systems ready to implement
Program development. Complete Dropout Summit Pilot for 17 Districts identified for participation: (1) Districts submit Dropout/ Graduation Action Plans and receive (a) $2000 for implementation, and (b) free registration to the annual High School Summit (2) State Dropout Summit Team develop and implement state-wide work plan based on District submitted plans (3) Analysis of plans and evaluation results used to restructure technical assistance and programming	2 SEA Staff; Dropout Summit statewide team	July 1, 2008 – June 30, 2009	(1) Districts submit and implement action plans; districts attend Iowa High School Summit; (2) State-wide work plan developed and implemented (3) Analysis of results and restructuring of project

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing (a) trend data, (b) targets, and (c) improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components (a) through (c), and comments were compiled. Stakeholder groups included the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

Consistent with comments in the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 3, the SEA will report on efforts to improve performance. Specifically, progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2008), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

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 June 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/.

Monitoring Priority: FAPE in the LRE

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

A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Adequate Yearly Progress (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))

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

Measurement:

A. Percent = [(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 that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100.

B. Participation rate =

a. Number of children with IEPs in assessed grades;
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 achievement 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 assessed grades;
(b) Number 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);
(c) Number 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);
d. Number 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); and
e. Number 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).

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)].

FFY:

The Federal Fiscal Year on which data are being reported is 2007 (2007-2008).

Measurable and Rigorous Target:

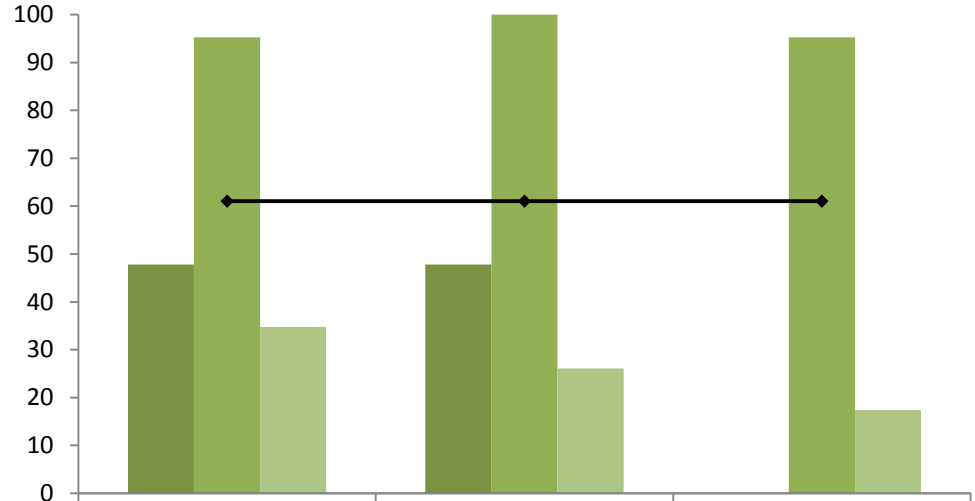
Participation and performance are performance indicators. Therefore, each state was allowed by OSEP to set their own targets from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets for each measurement required by OSEP. Targets for FFY 2007 (2007-2008) are summarized in the table below.

<table>
<tr><th>FFY</th><th>Measurable and Rigorous Target</th></tr>
<tr><td>FFY 2007
(2007-2008)</td><td>
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.
<table>
<tr><th>GRADE</th><th>READING</th><th>MATH</th></tr>
<tr><td>3</td><td>33.97%</td><td>43.36%</td></tr>
<tr><td>4</td><td>38.46%</td><td>46.87%</td></tr>
<tr><td>5</td><td>36.58%</td><td>45.20%</td></tr>
<tr><td>6</td><td>25.26%</td><td>34.92%</td></tr>
<tr><td>7</td><td>25.27%</td><td>31.30%</td></tr>
<tr><td>8</td><td>27.33%</td><td>31.14%</td></tr>
<tr><td>11</td><td>29.98%</td><td>37.53%</td></tr>
</table>
</td></tr>
</table>

Actual Target Data for FFY 2007 (2007-2008):

The first measurement (A) of Indicator 3 is the percent of districts meeting AYP for the subgroup of students with disabilities (SWD).

Data summarizing number of districts in Iowa meeting minimum cell size requirements, and the number of those districts meeting Adequate Yearly Progress (AYP) in reading and math, are summarized in Figure B3.1 and in Table B3.1.



	Reading	Math	Reading and Math
FFY 2005 (2005-06)	47.82	47.82	
FFY 2006 (2006-07)	95.24	100	95.24
FFY 2007 (2007-08)	34.78	26.09	17.39
Target	61.00	61.00	61.00

Figure B3.1. Percent of Districts with Minimum 'n' that Met Adequate Yearly Progress, FFY 2006 (2006-2007) through FFY 2007 (FFY 2007-2008), Against State Target. *Source. Iowa Department of Education AYP Database, FFY 2005 (2006-2007) through FFY 2007 (2007-2008).*

Table B3.1
Districts Meeting AYP in Reading and Math for Students with Disabilities

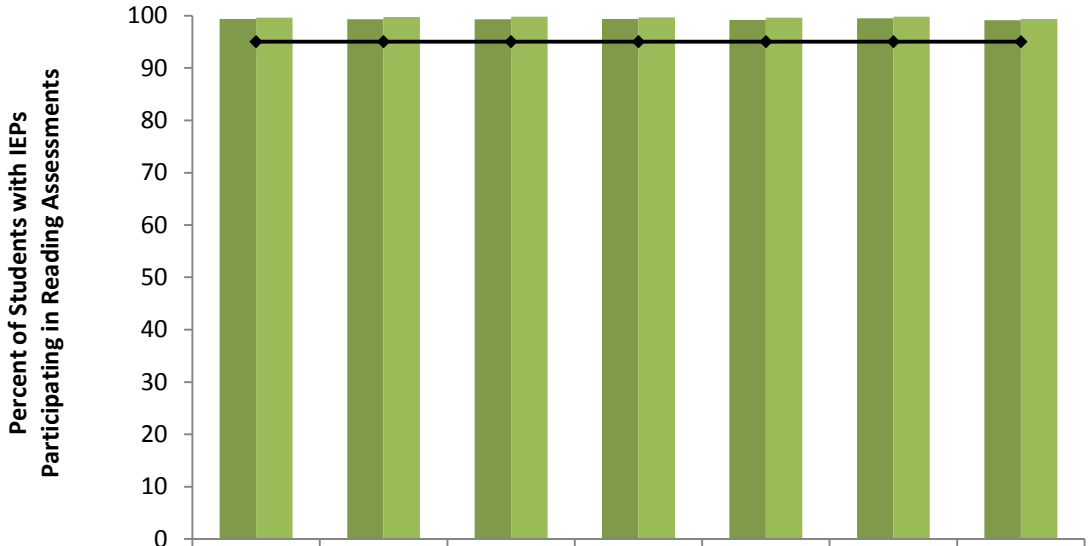
Districts Meeting AYP for SWD	Met AYP for SWD Reading	Met AYP for SWD Math	Met AYP for SWD Reading and Math
23 districts met "N" of 30 in grade spans 3-5, 6-8, and 11	8 of 23 districts 34.78%	6 of 23 districts 26.09%	4 of 23 districts 17.39%

Source. Iowa Department of Education AYP Database, FFY 2007 (2007-2008).

For reading, for math, and for reading and math, the State did not meet the target for Indicator 3(A) of 61% of districts meeting AYP for the disability subgroup (students with IEPs). Eight of 23 districts (34.78%) met AYP for students with disabilities in the area of reading. Six of 23 districts (26.09%) met AYP for students with disabilities in the area of math. Four of 23 districts (17.39%) met AYP for students with disabilities in both reading and math.

The second measurement (B) of Indicator 3 is the participation of students with disabilities in statewide assessments of reading and math. Participation is defined as: (a) participating in regular assessment with no accommodations; (b) participating in regular assessment with accommodations; (c) participating in alternate assessment against grade level standards; or (d) participating in alternate assessment against alternate achievement standards.

Data on participation in statewide reading assessments are summarized in Figure B3.2 and in Table B3.2. Data on participation in statewide math assessments are summarized in Figure B3.3 and Table B3.3.



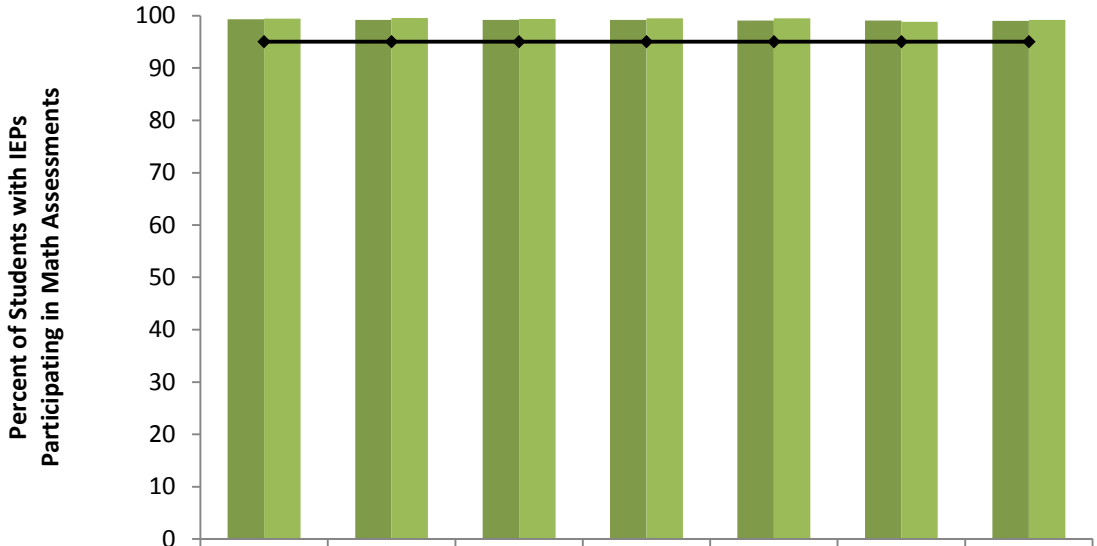
	3	4	5	6	7	8	11
FFY 2006 (2006-07)	99.39	99.34	99.3	99.37	99.22	99.51	99.12
FFY 2007 (2007-08)	99.62	99.77	99.82	99.70	99.66	99.83	99.40
Target	95.00	95.00	95.00	95.00	95.00	95.00	95.00

Figure B3.2 Participation Rate in Reading, FFY 2006 (2006-2007) through FFY 2007 (FFY 2007-2008), Against State Target.
Source. Information Management System, FFY 2006 (2006-2007) through FFY 2007 (2007-2008); Iowa Department of Education AYP Database, FFY 2006 (2006-2007) through FFY 2007 (2007-2008).

Table B3.2
FFY 2007 (2007-2008) Participation Rates in Statewide Assessments: Reading

	Grades						
	3	**4**	**5**	**6**	**7**	**8**	**11**
(a) # of children with IEPs in assessed grades	4264	4761	5061	5003	5068	5273	4703
(b) # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	1126 26.41%	995 20.90%	869 17.17%	734 14.67%	680 13.42%	681 12.91%	754 16.03%
(c) # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2904 68.11%	3536 74.27%	3963 78.30%	4067 81.29%	4150 81.89%	4373 82.93%	3721 79.12%
(d) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0	0	0	0	0	0	0
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	218 5.11%	219 4.60%	220 4.35%	187 3.74%	221 4.36%	210 3.98%	200 4.25%
(f) Children included in “a” but not included in “b”, “c”, “d”, or “e” above	16	11	9	15	17	9	28
(g) Overall Participation Rate [=(b+c+d+e)/a]	4248 99.62%	4750 99.77%	5052 99.82%	4988 99.70%	5051 99.66%	5264 99.83%	4675 99.40%

Source. Information Management System, FFY 2007 (2007-2008); Iowa Department of Education AYP Database, FFY 2007 (2007-2008).



	3	4	5	6	7	8	11
FFY 2006 (2006-07)	99.30	99.18	99.20	99.21	99.06	99.08	99.00
FFY 2007 (2007-08)	99.46	99.60	99.37	99.50	99.51	98.84	99.19
Target	95.00	95.00	95.00	95.00	95.00	95.00	95.00

Figure B3.3 Participation Rate in Math, FFY 2006 (2006-2007) through FFY 2007 (FFY 2007-2008), Against State Target. *Source. Information Management System, FFY 2006 (2006-2007) through FFY 2007 (2007-2008); Iowa Department of Education AYP Database, FFY 2006 (2006-2007) through FFY 2007 (2007-2008).*

Table B3.3
FFY 2007 (2007-2008) Participation Rates in Statewide Assessments: Mathematics

	Grades						
	3	4	5	6	7	8	11
(a) # of children with IEPs in assessed grades	4264	4761	5061	5003	5068	5273	4703
(b) # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	1121 26.29%	991 20.81%	871 17.21%	735 14.69%	677 13.36%	676 12.82%	755 16.05%
(c) # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2903 68.08%	3533 74.21%	3942 77.89%	4055 81.05%	4146 81.81%	4331 82.14%	3709 78.86%
(d) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0	0	0	0	0	0	0
(e) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	217 5.09%	218 4.58%	216 4.27%	188 3.76%	220 4.34%	205 3.89%	201 4.27%
(f) Children included in “a” but not included in “b”, “c”, “d”, or “e” above	23	19	32	25	25	61	38
(g) Overall Participation Rate [=(b+c+d+e)/a]	4241 99.46%	4742 99.60%	5029 99.37%	4978 99.50%	5043 99.51%	5212 98.84%	4665 99.19%

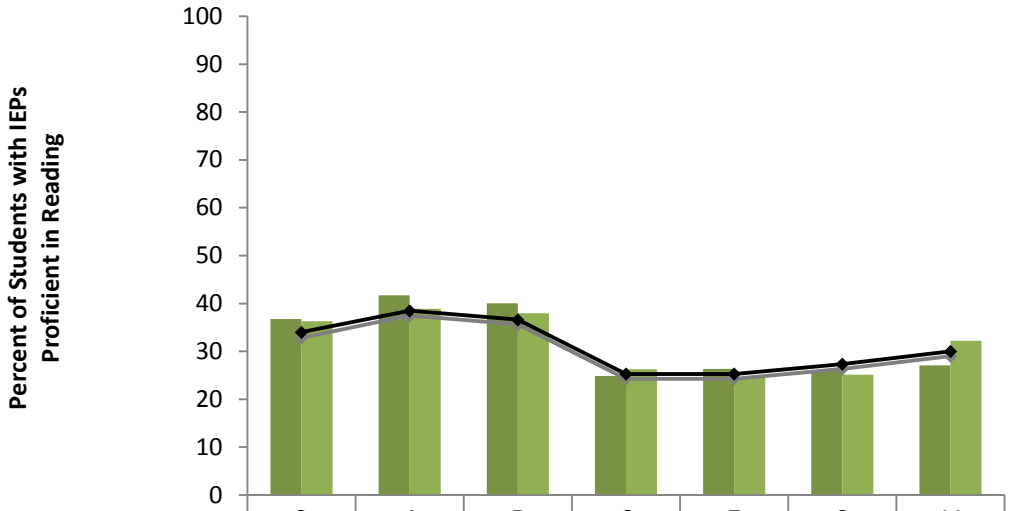
Source. Information Management System, FFY 2007 (2007-2008); Iowa Department of Education AYP Database, FFY 2007 (2007-2008).

For FFY 2007 (2007-2008), the State of Iowa exceeded measurable and rigorous targets for participation rates in reading and math, at all grade levels.

In reading for FFY 2007 (2007-2008), when compared to participation rates in FFY 2006 (2006-2007), participation rates improved in all grades. In math for FFY 2007 (2007-2008), when compared to participation rates in FFY 2006 (2006-2007), participation rates improved in all grades except grade 8.

The third measurement (C) of Indicator 3 is the performance of students with disabilities in statewide assessments of reading and math. Reading performance is summarized in Figures B3.4 and Table B3.4, while math performance is summarized in Figures B3.5 and Table B3.5.

Figure B3.4 summarizes the trend for reading performance of students with disabilities from FFY 2006 (2006-2007) to FFY 2007 (2007-2008).



	3	4	5	6	7	8	11
FFY 2006 (2006-07)	36.75	41.68	40.01	24.86	26.36	25.93	27.06
FFY 2007 (2007-08)	36.28	38.92	37.96	26.24	24.55	25.11	32.19
State Target FFY 2006 (2006-07)	32.8	37.46	35.58	24.26	24.27	26.33	28.98
State Target FFY 2007 (2007-08)	33.97	38.46	36.58	25.26	25.27	27.33	29.98

Figure B3.4. Percent of Students with Disabilities Proficient on Regular and Alternate Assessments, Reading, FFY 2006 (2006-2007) through FFY 2007 (2007-2008), Grades 3-8 and 11. *Source. Information Management System, FFY 2006 (2006-2007) through FFY 2007 (2007-2008); Iowa Department of Education AYP Database, FFY 2006 (2006-2007) through FFY 2007 (2007-2008).*

Table B3.4 presents FFY 2007 (2007-2008) reading performance data for children with disabilities regarding: (a) the number of children with IEPs in assessed grades; (b) the number and percent of children proficient in the regular assessment with no accommodations; (c) the number and percent of children proficient in the regular assessment with accommodations; (d) the number and percent of children proficient in the alternate assessment against grade level achievement standards; (e) the number and percent of children proficient in the alternate assessment against alternate achievement standards; (f) the number of children included in a but not b, c, d or e, and (g) the overall number and percent of children proficient.

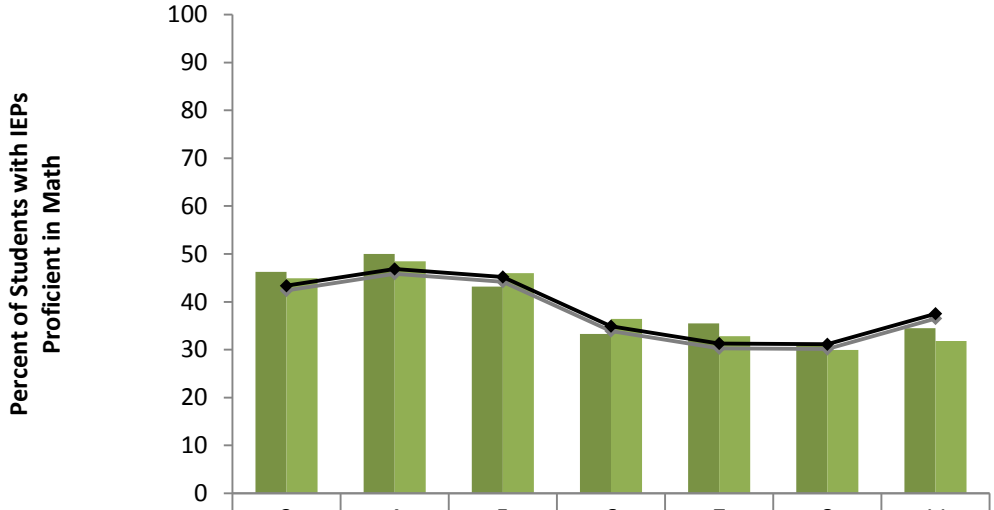
Table B3.4
Performance of Children with Disabilities in Reading, Regular and Alternate Assessment

	Grades						
	3	4	5	6	7	8	11
(a) # of children with IEPs in assessed grades	4264	4761	5061	5003	5068	5273	4703
(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)	384 9.01%	372 7.81%	317 6.26%	180 3.60%	155 3.06%	161 3.05%	236 5.02%
(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)	989 23.19%	1322 27.77%	1446 28.57%	995 19.89%	946 18.67%	1034 19.61%	1166 24.79%
(d) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100)	0	0	0	0	0	0	0
(e) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100)	174 4.08%	159 3.34%	158 3.12%	138 2.76%	143 2.82%	129 2.45%	112 2.38%
(f) Children included in “a” but not included in “b”, “c”, “d”, or “e” above	2717	2908	3140	3690	3824	3949	3189
(g) Overall Percent [=(b+c+d+e)/a]	1547 36.28%	1853 38.92%	1921 37.96%	1313 26.24%	1244 24.55%	1324 25.11%	1514 32.19%

Source. Iowa Department of Education AYP Database, FFY 2005 (2005-2006) through FFY 2007 (2007-2008).

In reading, for FFY 2007 (2007-2008), the State of Iowa achieved or exceeded the target established for Grades 3, 4, 5, 6, and 11. The State of Iowa did not make targets established for Grades 7 and 8. Performance in reading for FFY 2007 (2007-2008) improved from performance in reading for FFY 2006 (2006-2007) for Grades 6 and 11.

Figure B3.5 summarizes trend for mathematics performance of students with disabilities from FFY 2006 (2006-2007) to FFY 2007 (2007-2008).



	3	4	5	6	7	8	11
FFY 2006 (2006-07)	46.24	50.02	43.20	33.32	35.52	30.83	34.50
FFY 2007 (2007-08)	44.91	48.44	45.98	36.44	32.83	29.95	31.79
State Target FFY 2006 (2006-07)	42.36	45.87	44.20	33.92	30.30	30.14	36.53
State Target FFY 2007 (2007-08)	43.36	46.87	45.20	34.92	31.30	31.14	37.53

Figure B3.5. Percent of Students with Disabilities Proficient on Regular and Alternate Assessments, Math, FFY 2005 (2005-2006) through FFY 2007 (2007-2008), Grades 3-8 and 11. *Source. Information Management System, FFY 2005 (2005-2006) through FFY 2007 (2007-2008); Iowa Department of Education AYP Database, FFY 2005 (2005-2006) through FFY 2007 (2007-2008).*

Table B3.5 presents FFY 2007 (2007-2008) math performance data for children with disabilities regarding: (a) the number of children with IEPs in assessed grades; (b) the number and percent of children proficient in the regular assessment with no accommodations; (c) the number and percent of children proficient in the regular assessment with accommodations; (d) the number and percent of children proficient in the alternate assessment against grade level achievement standards; (e) the number and percent of children proficient in the alternate assessment against alternate achievement standards; (f) the number of children included in a but not b, c, d or e, and (g) the overall number and percent of children proficient.

Table B3.5
Performance of Children with Disabilities in Mathematics, Regular and Alternate Assessment

	Grades						
	3	4	5	6	7	8	11
(a) # of children with IEPs in assessed grades	4264	4761	5061	5003	5068	5273	4703
(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)	493 11.56%	472 9.91%	397 7.84%	261 5.22%	214 4.22%	199 3.77%	232 4.93%
(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)	1277 29.95%	1684 35.37%	1797 35.51%	1441 28.80%	1310 25.85%	1274 24.16%	1139 24.22%
(d) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100)	0	0	0	0	0	0	0
(e) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100)	145 3.40%	150 3.15%	133 2.63%	121 2.42%	140 2.76%	106 2.01%	124 2.64%
(f) Children included in “a” but not included in “b”, “c”, “d”, or “e” above	2349	2455	2734	3180	3404	3694	3208
(g) Overall Percent [=(b+c+d+e)/a]	1915 44.91%	2306 48.44%	2327 45.98%	1823 36.44%	1664 32.83%	1579 29.95%	1495 31.79%

Source. Iowa Department of Education AYP Database, FFY 2005 (2005-2006) through FFY 2007 (2007-2008).

In math, for FFY 2007 (2007-2008), the State of Iowa achieved or exceeded the target established for Grades 3, 4, 5, 6, and 7. The State of Iowa did not make targets established for Grades 8 and 11. Performance in math for FFY 2007 (2007-2008) improved from performance in math for FFY 2006 (2006-2007) for Grades 5 and 6.

Summary of Expected Actions of SEA for Indicator 3

Consistent with comments in the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 3, the SEA will report on efforts to improve performance. Specifically, the SEA will progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2008), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B3.6.

Table B3.6
Improvement Activities Completed for FFY 2007 (2007-2008)

Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. Data are gathered though Iowa's Project Easier and through Iowa's Special Education Information Management System	Performance data for Iowa districts was available for analysis for Indicator 3A. Participation and performance data on students with IEPs were available for analysis for all LEAs, AEAs, and at the state level.	Annually through FFY 2010 (2010-2011)
Provide technical assistance. The SEA analyzed the ITP data at the state, AEA and LEA levels and determined that students with IEPs were below target in most grades and most content areas.	State-level reading and math initiatives in the original SPP were reviewed for research base suggesting applicability to students with IEPs, including Collaborative Strategic Reading (CSR), Concept Oriented Reading Instruction (CORI), Question and Answer Relationship (QAR), Second Chance Reading (SCR), the University of Kansas (KU) Content Literacy Continuum, and Every Student Counts. Instructional initiatives such as Collaborative/Consultative Teaching and Instruction Decision Making were also reviewed. The reviews indicated that students with IEPs could benefit from all activities.	Annually through FFY 2010 (2010-2011)
Provide technical assistance. The SEA facilitated a process by which AEAs were required to complete action plans for improving results around reading and math participation and performance if they did not meet the targets in FFY 2007 (2007-2008).	The SEA provided each AEA with targeted technical assistance throughout the school year. AEAs leadership teams were paired with "critical friends" in the SEA to assist them with data analysis and concerns.	Annually through FFY 2010 (2010-2011)
Evaluation. The Iowa Alternate Assessment was enhanced to more accurately measure student performance.	Data were gathered on the technical adequacy of the assessment.	Ongoing for FFY 2008 (2008-2009). Alternate assessment 2% investigated

Activity	Measureable Outcomes	Status/Next Steps
Provide training/professional development. During the 2007/2008 school year, staff from ten schools in five districts engaged in Concept-Oriented Reading Instruction (CORI) training. Five middle schools participated. Twenty-five middle school teachers participated.	Five administrators, 25 teachers, and 4 consultants participated in 5 days of initial training summer 2007 plus 5 follow up sessions throughout the 2007/2008 school year. Four additional sessions were held for schools involved in CORI for the second year. Train-the-trainer sessions held for participants involved in CORI for 3 years and who had met the criteria to become CORI trainers in Iowa. Three people met these criteria. The criteria were established by the developers of CORI, Dr. Emily Swan and Dr. John Guthrie. • SDRT pre/post test (see PERL for scores) • Teachers submitted weekly planning lessons • Classrooms formative assessments throughout CORI units based on content area	Ongoing for FFY 2007 (2008-2009)
Provide training/professional development. During the 2007/2008 school year, administrators, teachers, professors, and AEA consultants engaged in Question Answer Relationships (QAR) training. Training staff to train was initiated. The targets of this activity were middle and high schools. Seven middle schools participated and 3 high schools participated. Thirty middle school staff, 15 high school, and 5 higher education educators engaged in this activity.	Six administrators, 45 teachers, 2 AEA consultants, and 5 professors participated in 3 days of training June 19-21, 2007 and 4 follow up sessions throughout the 2007/2008 school year. Training staff to train was initiated July 2008 with 3 follow up sessions throughout the 2008/2009 school year. • SDRT pre/post tests (see PERL website) • Individual teacher classroom assessments • Teacher lesson plans submitted to trainer	Ongoing for FFY 2008 (2008-2009)
Provide training/professional development. During the 2007/2008 school year, staff from 111 school districts participated in the Second Chance Reading program (SCR).	Sixty administrators, 275 teachers, 21 Area Education Agencies (AEA) from 111 school districts participated in Second Chance Reading (SCR). There are thirteen new train- the-trainers. Training takes place during the summer and during the school year. SEA staff conducted analyses of ITBS and Stanford Diagnostic Reading Test (SDRT) data from participating schools. SDRT data indicated that reading comprehension scores improved modestly from Fall to Spring of FFY 2007 (2007-2008).	Ongoing for FFY 2008 (2008-2009)
Provide training/professional development. During the 2007/2008 school year, 97 teachers statewide were trained in the use of the University of Kansas Strategic Instruction Model (KU-SIM).	Forty-one school districts and 5 private accredited schools have been trained in one or more Learning Strategies and/or Content Enhancement Routines. This includes 33 elementary schools, 33 middle schools, and 31 secondary schools. A conservative count of the number of staff involved in this activity includes 163 elementary staff, 70 middle school staff, and 69 secondary staff. No less than 24 administrators engaged in this activity. Thirty-five consultants engaged in this activity. The SEA consultant spent 40 days providing on-site technical assistance. There are 18 new participants for 2008-09: 11 in Learning Strategies and 8 in Content Enhancement. Eight are teachers or administrators in school districts and 10 are consultants for AEAs. Regional Train-the-Trainer professional development including 4-5 days of Professional Development during the school year and 5 Professional Development days will take place in the summer. Participants must then complete a portfolio showing implementation and knowledge of the University of Kansas Strategic Instruction Model.	Ongoing for FFY 2007 (2008-2009)

Activity	Measureable Outcomes	Status/Next Steps
Provide technical assistance. During the 2007/2008 school year, Iowa's Reading First program, which offers opportunities for the lowest performing schools in Iowa with the highest number and percentage of students in poverty to implement a research-based comprehensive reading program, was continued. Forty-two districts engaged in this activity. One-hundred elementary school participated.	Five SEA consultants provided on-site technical assistance to participating schools. In Cohort 1, from FFY 2003 (2003-2004) through FFY 2008 (2007-2008), the gap in reading performance on the ITBS between students without disabilities and students with disabilities narrowed 4% in Grade 3 and widened by 1% in Grade 4. In Cohort 2, from FFY 2007 (2006-2007) through FFY 2008 (2007-2008), the gap in reading performance on the ITBS between students without disabilities and students with disabilities narrowed 1% in Grade 3 and by 8% in Grade 4. The number of students without disabilities participating in the activity was 19,121. The number of students with disabilities participating in the activity was 2, 686. Twenty-four Iowa districts Reading First funds have expired.	Ongoing for FFY 2007 (2008-2009)

<table>
<tr><th>Activity</th><th>Measureable Outcomes</th><th>Status/Next Steps</th></tr>
<tr>
<td>Provide technical assistance. During the 2007/2008 school year, Every Student Counts (ESC) completed year four. The theme of year four was assessment and in particular assessment for learning. The strategies taught were: Teaching for Understanding, Problem Based Instructional Tasks (PBIT), and Meaningful Distributed Practice (MDP). Elementary and middle schools' content focus was number and operations. The high schools' content focus was the Iowa Core Curriculum and Quantitative Literacy.</td>
<td>Ten AEAs provided staff to be trained in implementing strategies for Every Student Counts. One-hundred sixty-eight schools and 321 out of 447 (72%) teachers of mathematics attended ESC professional development. One hundred forty-four of 168 (86%) building principals supported the ESC training. AEAs reported that 44 of those administrators allocated time and support, 60 provided scheduled time for collaboration and 90 provided support for their teachers to participate in ESC. The schools trained represent 56,828 students (49,375 without IEPs and 7,453 with IEPs). School year 06-07 is baseline information. Total number of students was 32,254. This is the first year of professional development in the area of mathematics.

Twenty-four administrators do not participate in ESC training. Training was provided by AEA staff to schools with an average number of Professional Development days for the elementary being 2, an average of 4 days of Professional Development at the middle school level, and an average of 3 Professional Development days for the high school level. For 149 of the schools, AEAs reported an average of 6 hours of technical assistance in addition to the professional development days.

The AEAs reported that in this first year of Professional Development, teachers were implementing Teaching for Understanding about 28% of the time. One-hundred thirty-five teachers' lessons were analyzed: 107 implemented a launch; 109 implemented Explore; 97 implemented Summarize; 27 implemented Check for Understanding; 27 implemented Reflection; 27 implemented Modify; and 22 had all features of a PBIT. Of 121 Meaningful Distributed Practices (MDP) analyzed, 105 used ITBS/ITED; 12 used alternate assessment; 50 used classroom observations; and 7 used multiple sources of information to determine the MDP focus. The AEAs reported that 72% of the math teachers in the participating buildings attended ESC training. Sixty-five percent of these teachers implemented PBIT and MDP first semester; 89.6% implemented either PBIT or MDP first semester; 64% implemented PBITs and MDPs second semester; and 88% implemented either a PBIT or MDP; and 64.4% implemented both PBIT and MDPs for the full year.
<table>
<tr><th></th><th>06-07 Proficient</th><th>06-07 Not Proficient</th><th>07-08 Proficient</th><th>07-08 Not Proficient</th></tr>
<tr><td>All Students</td><td>23946</td><td>4073</td><td>32284</td><td>8841</td></tr>
<tr><td>Students w/IEP</td><td>1441 (6%)</td><td>2630 (7%)</td><td>1900 (6%)</td><td>3500 (4%)</td></tr>
</table>
There were new improvement activities completed from July 1, 2007 to June 30, 2008. Cognitively Guided Instruction (CGI), professional development that trains teachers to listen and understand students' mathematical thinking and plan instruction, was given to AEA math consultants, classroom teachers grades K-5, and school administrators. Twenty-nine participants are in year-one training; 63 in year two training; and 23 in year three training. A book study, Teaching Mathematics to Middle School Students with Learning Difficulties, was offered through an ICN (video presentation) class for special education and general education teachers of mathematics. Sixty-five teachers and math consultants attended the class at 35 ICN sites throughout the state. Five teachers continued their study of the Solve It! Strategy throughout the 07-08 school year.

The ICN activity will be ongoing to increase the knowledge of teachers of mathematics and provide current best practices in teaching struggling students and students with special needs. CGI professional development from the Department of Education will be continued through 2011 for those participants in year-one training in 07-08. Future CGI training will come through the trained trainers.</td>
<td>Ongoing for FFY 2008 (2008-2009) AEAs will be expected to provide ESC training throughout the 08-09 school year. Data will be kept on students who have had teachers trained in ESC.</td>
</tr>
</table>

Activity	Measureable Outcomes	Status/Next Steps
Provide technical assistance. During the 2007/2008 school year, Math Series II was implemented. The purpose for this series is to learn current pedagogy and methodology for teaching mathematics to students with disabilities. This was done through a book study, *Teaching Mathematic Meaningfully: Solutions for Reaching Struggling Learners*, by David Allsopp, et al.	All AEA math consultants participated in a monthly book study.	Next step is to put this in a module and offer it for credit to all teachers in Iowa.
Provide training/professional development. During the 2007/2008 school year, year 4 of implementation continued for Cognitively Guided Instruction (CGI), a framework for elementary school teachers to integrate CGI into math instruction.	Ninety-one teachers, administrators, and AEA consultants attended CGI training. Fifty-four participants are continuing with advanced levels of professional development. Twenty-seven participants are continuing with the second level. Participants are starting to provide professional development in their respective district or AEA. Fourteen teachers and AEA consultants attended the advanced training (2nd year) and 18 teachers and administrators participated in the advance plus training (3rd year).	Ongoing for FFY 2007 (2008-2009)

<table>
<tr><th>Activity</th><th>Measureable Outcomes</th><th>Status/Next Steps</th></tr>
<tr><td>Provide technical assistance. During the 2007/2008 school year, support to AEAs in Instructional Decision Making was provided through coaches. IDM is a state-wide initiative designed to help AEAs and LEAs use data to improve instructional efforts. Work has begun with the Iowa Core Curriculum work group on common language and helping the field see the connections between the two. A survey was conducted in the Spring of 08 to find out where LEAs are in their implementation of IDM.</td>
<td>Each AEA has an IDM coach to support school districts use of data in aligning curriculum, instruction, and assessments. All state-level initiatives in reading, science, and math incorporate principles of IDM in training.

Survey Results:
736 people from various schools responded to the survey.

Number of years school has been involved with IDM.
<table>
<tr><th>1st year</th><th>2nd year</th><th>3rd year</th><th>4th year</th><th>5th year</th></tr>
<tr><td>22.7%</td><td>23.1%</td><td>25.3%</td><td>14.5%</td><td>14.4%</td></tr>
<tr><td>167</td><td>170</td><td>186</td><td>107</td><td>106</td></tr>
</table>
<table>
<tr><th></th><th>Implemented/ Routinely Practiced</th><th>In Development</th><th>Not started/ Don't know</th></tr>
<tr><td>Assessment
Use of data for instructional decisions</td><td>67%</td><td>20%</td><td>10%</td></tr>
<tr><td>Curriculum
Using same standards and benchmarks as gen. ed. for students less than proficient</td><td>71%</td><td>18%</td><td>11%</td></tr>
<tr><td>Differentiated Instruction Practices</td><td>59%</td><td>30%</td><td>11%</td></tr>
<tr><td>Instruction
Core meeting 80% of most students</td><td>63%</td><td>21%</td><td>16%</td></tr>
<tr><td>Identify students who need assistance</td><td>71%</td><td>20%</td><td>9%</td></tr>
<tr><td>Grouping occurs</td><td>69%</td><td>19%</td><td>11%</td></tr>
<tr><td>Supplemental/Intensive cycle occurs in addition to the core</td><td>66%</td><td>17%</td><td>17%</td></tr>
<tr><td>Supplemental/Intensive is meeting the instructional needs</td><td>56%</td><td>22%</td><td>22%</td></tr>
</table>
In Curriculum, about 71% are implementing or routinely practicing using the same standards and benchmarks for students who are less than proficient. 59% are implementing or routinely practicing Differentiated Instruction practices.</td>
<td>Create AEA IDM teams to further the work of IDM; fade out the coaches; continue work with ICC to better align all the work; provide AEA IDM teams Technical Assistance to further their work with LEAs in moving IDM forward; and create IDM evaluation tool.</td></tr>
<tr><td>Provide technical assistance. During the 2006/2007 school year, 2 state-wide trainings were provided to administrators and teachers (including general and special educators) on collaborative teaching</td><td>Over 200 principals and teachers attended training. CSR, ESC, and Math Series I, initiatives described above, incorporated principles of collaborative and consultative teaching, into professional development.</td><td>Ongoing for FFY 2007 (2007-2008)</td></tr>
<tr><td>Program development. A statewide survey on collaborative teaching was developed and administered to assess teacher skill needs. The survey results are providing information on where to focus future technical assistance.</td><td>1300 completed surveys were returned and analyzed. Analyzed themes included needs for additional leadership development, training on the consultative model, and training on Universal Design for Learning and Differentiated Instruction. The survey results are providing information on where to focus future technical assistance.</td><td>Ongoing for FFY 2007 (2007-2008)</td></tr>
</table>

Activity	Measureable Outcomes	Status/Next Steps
Provide technical assistance. Collaborative teaching was incorporated into Iowa's Federal IDEA 2007 State Personnel Development Grant (SPDG) that focuses on skill building and academic access to assist secondary students with individualized education programs to transition to adult living, learning, and working.	The IDEA SPDG calls for summer institutes in each of the next 5 years to bring together general and special education teachers and other service providers for skill building in all transition issues including collaborative teaching.	Ongoing for FFY 2007 (2007-2008)
Provide technical assistance. Continued dissemination of Collaborative Teaching DVD which features 8 Iowa school sites that utilize collaborative teaching	Approximately 50 additional Collaborative Teaching DVDs were disseminated in response to requests from Iowa educational agencies.	Ongoing for FFY 2008 (2008-2009)
Improve data collection and reporting. Iowa's teacher data system (Basic Educational Data System Survey) was updated to verify highly qualified teacher requirements under IDEA and NCLB. A component of the update was to incorporate a data field for collaborative and consultative teaching	A total of 99.38 percent of Iowa's teachers met the highly qualified definitions under IDEA and NCLB as reported through the new data verification system.	Ongoing for FFY 2008 (2008-2009)
Provide technical assistance. Universal Design for Learning (UDL) training was provided to all directors of Iowa's AEAs and opened to all Iowa Department of Education consultants. The skills embedded in UDL are a key component of collaborative teaching.	All directors of Iowa's AEAs have been trained in Universal Design for Learning. Approximately 50 consultants from the Iowa Department of Education have been trained in Universal Design for Learning.	Ongoing for FFY 2008 (2008-2009)
Provide technical assistance. Continued dissemination of information regarding approaches to specially designed instruction, differentiated instruction, Universal Design for Learning, and other related skill variants for collaborative teaching	Approximately 500 informational handouts regarding approaches to specially designed instruction, differentiated instruction, Universal Design for Learning, and other related skill variants for collaborative teaching.	Ongoing for FFY 2008 (2008-2009)
Improve systems administration and monitoring. The SEA provides AEAs and LEAs with data on achievement of students with disabilities.	All LEAs and AEAs were notified of determinations status.	Ongoing for FFY 2008 (2008-2009)

Activity	Measureable Outcomes	Status/Next Steps
Program development. AEA Administration and Iowa Department of Education partnered in root cause analysis of low achievement for students with disabilities and students from impoverished backgrounds. Three study groups were formed.	A vision for improved achievement for all students but in particular students with IEPs and students from impoverished backgrounds, was crafted and agreed upon by AEAs and the IDE. A plan for studying schools with higher achievement of the subgroups IEP and SES was formulated and initial steps to obtain data were taken. A database of DE sponsored initiatives, their purpose, cost, and effect, was created.	Database has been created and is being populated. Conversations on next steps are on-going. The Iowa Core Curriculum and the role of Instructional Decision-Making and other initiatives, are discussion points.
Program development. The Iowa Core Curriculum articulates content standards and learning progressions expected of all students in Iowa in a variety of content areas.	An evaluation plan is being crafted for the Iowa Core, the expected outcome is more use of formative assessment at all levels of the system, IEPs aligned with the Iowa Core, formative assessments aligned to the Iowa Core, and differentiated instruction and supplemental strategies in place so that all students can be taught to achieve at grade level.	All consultants in the Department are aligning work to support the Iowa Core. Learning progressions representative of floor access to the general curriculum must be identified and ways to measure these skills ongoing need to be developed.

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). The analyses of data form the basis of discussion that follows.

On Indicator 3A, slippage is attributed to a significant increase in the targets required to be met in order to meet AYP in Iowa for FFY 2007 (2007-2008). Prior to this year the target lines for performance were relatively smooth, and districts had a decreasingly difficult challenge in meeting AYP over the last few years. As of FFY 2007, the targets increased significantly, making it very difficult for districts to meet AYP, even with the implementation of Iowa's Growth Model.

On Indicator 3B, performance maintained in FFY 2007 (2007-2008) and no discussion of progress or slippage is warranted.

Indicator 3C data have maintained from FFY 2006 (2006-2007) to FFY 2007 (2007-2008) for reading and improved from FFY 2006 (2006-2007) to FFY 2007 (2007-2008) for math. The SEA attributes this maintenance and improvement to activities coordinated at the SEA level with Iowa's AEAs and LEAs. Continued validation and attention to data, (at the SEA, AEA, and LEA levels) have resulted in targeted activities to improve reading and math performance of all students, including students with disabilities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

After 2 years of building capacity of the AEAs to lead the work of Collaborative Strategic Reading, the SEA is transferring implementation from the SEA to AEAs, for FFY 2007 (2007-2008). Professional development materials are provided by the SEA in print and video formats for AEAs and LEAs who continue to engage in the work. Hence, for SPP/APR reporting for FFY 2007 (2007-2008), CSR will not be included.

Proposed activities for FFY 2008 (2008-2009) are discussed in Table B3.7. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2008 (2008-2009) that will allow Iowa to meet measureable and rigorous targets for both FFY 2008 (2008-2009) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B3.6 will continue in FFY 2008 (2008-2009), and are not listed in Table B3.7).

Table B3.7

Proposed Activities for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Clarify/examine/develop policies and procedures. Examine alignment between general education resources and special education resources and where supplemental supports in general education can be enhanced	Indicator 3 lead, Reading and Math instructional consultants, Standards-based IEP consultants, Iowa Core Curriculum consultants, Instructional Decision-making consultants	March 2009-June 2010	Supplemental reading and math programs or supports for LEAs to use with students at-risk for not achieving at grade level achievement standard, with improved achievement for students outside of Part B resources.
Clarify/examine/develop policies and procedures. Examine instructional practices for students on IEPs and determine how to enhance instruction	Indicator 3 lead, Reading and Math instructional consultants, Standards-based IEP consultants, Iowa Core Curriculum consultants, Instructional Decision-making consultants	March 2009-June 2010	Improved performance of students with disabilities on the general assessment with or without accommodations.
Clarify/examine/develop policies and procedures. Study viability of 2% Alternate Assessment. Develop Standards-based IEPs and progress monitoring tools aligned with Iowa Core Curriculum.	Alternate Assessment team, Indicator 3 lead, Reading and Math instructional consultants, Standards-based IEP consultants, Iowa Core Curriculum consultants, Instructional Decision-making consultants	July 2008-June 2010	Improved instruction for students with IEPs achieving below grade level achievement standard; decision-making criteria for IEP teams on when instructional changes are needed and on test participation. Validation of 2% alternate (if developed).
Clarify/examine/develop policies and procedures. IEPs need to link to grade level content standards and service provision must align with research-based practices. Changes to instruction need to be made when student performance falls below a goal line representative of the lowest grade level achievement standard considered	Bureau of Student and Family Support Service Consultants with lead of 1 Administrative Consultant, IDM Consultants, Indicator 3 Consultant	January 2009-July 2009 for policy development. Ongoing for practice support.	Policies and practices to support improved achievement for students with disabilities. Increased exiting from IEP services. IEPs aligned with grade level content standards. Instructional decisions made on response to instruction data.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
acceptable to constitute access to the general curriculum			

Iowa 618 Table 6 FFY 2007 (2007-2008)

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

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

PAGE 1 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 08/31/2009

STATE: IA - IOWA

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT[1]

DATE OF ENROLLMENT COUNT: 10/1/2007

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4264	34477
4	4761	34264
5	5061	34201
6	5003	34294
7	5068	34872
8	5273	35663
HIGH SCHOOL (SPECIFY GRADE:) 11	4703	36332

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

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

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OMB NO. 1820-0659
FORM EXPIRES: 08/31/2009

STATE: IA - IOWA

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS	
GRADE LEVEL	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)
3	4024	2903
4	4524	3533
5	4813	3942
6	4790	4055
7	4823	4146
8	5007	4331
HIGH SCHOOL : 11	4464	3709

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TABLE 6

OMB NO. 1820-0659

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

FORM EXPIRES: 08/31/2009

2007-2008

STATE: IA - IOWA

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	217	0	0	217
4	218	0	0	218
5	216	0	0	216
6	188	0	0	188
7	220	0	0	220
8	205	0	0	205
HIGH SCHOOL : 11	201	0	0	201

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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2007-2008

STATE: IA - IOWA

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
			STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID[1](5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	PARENTAL EXEMPTION (7)	ABSENT (8)	EXEMPT FOR OTHER REASONS[2] (9)
3	0	0	0	23	0
4	0	0	0	19	0
5	0	0	0	32	0
6	0	0	2	23	0
7	0	0	0	25	0
8	0	0	0	61	0
HIGH SCHOOL : 11	0	0	0	38	0

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OMB NO. 1820-0659

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
		Non-Proficient	Proficient								
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10A ROW TOTAL[1]
3		2254	1770								4024
4		2368	2156								4524
5		2619	2194								4813
6		3088	1702								4790
7		3299	1524								4823
8		3534	1473								5007
HIGH SCHOOL : 11		3093	1371								4464

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

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2007-2008

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL[1]
3											0
4											0
5											0
6											0
7											0
8											0
HIGH SCHOOL : 11											0

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FORM EXPIRES: 08/31/2009

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON **MODIFIED** ACADEMIC ACHIEVEMENT STANDARDS (10C)

GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10C ROW TOTAL[1]	**Number of students included Within the NCLB 2% Cap[2,3]**
3											0	
4											0	
5											0	
6											0	
7											0	
8											0	
HIGH SCHOOL : 11											0	

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)

GRADE LEVEL	TEST NAME	Non-Proficient Achievement Level	Proficient Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10D ROW TOTAL[2]	Number of Students Included Within the NCLB 1% Cap[1]
3		72	145								217	
4		68	150								218	
5		83	133								216	
6		67	121								188	
7		80	140								220	
8		99	106								205	
HIGH SCHOOL : 11		77	124								201	

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 5)[1]	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 6)[1]	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 7)[1]	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 8)[1]	NO VALID SCORE[1,2] (11)	TOTAL[1,3] (12)
3	4024	0	0	217	23	4264
4	4524	0	0	218	19	4761
5	4813	0	0	216	32	5061
6	4790	0	0	188	25	5003
7	4823	0	0	220	25	5068
8	5007	0	0	205	61	5273
HIGH SCHOOL : 11	4464	0	0	201	38	4703

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT[1]

DATE OF ENROLLMENT COUNT: 10/1/02007

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4264	34503
4	4761	34295
5	5061	34211
6	5003	34307
7	5068	34882
8	5273	35685
HIGH SCHOOL (SPECIFY GRADE:) 11	4703	36341

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ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS		
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3	4030	2904	0
4	4531	3536	0
5	4832	3963	0
6	4801	4067	0
7	4830	4150	0
8	5054	4373	0
HIGH SCHOOL : 11	4475	3721	0

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	218	0	0	218
4	219	0	0	219
5	220	0	0	220
6	187	0	0	187
7	221	0	0	221
8	210	0	0	210
HIGH SCHOOL : 11	200	0	0	200

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
			STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
GRADE LEVEL	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID[1](5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	PARENTAL EXEMPTION (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS[2] (9)
3	0	0	0	16	0
4	0	0	0	11	0
5	0	0	0	9	0
6	0	0	2	13	0
7	0	0	0	17	0
8	0	0	0	9	0
HIGH SCHOOL : 11	0	0	0	28	0

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
		Non-Proficient	Proficient								
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10A ROW TOTAL[1]
3		2657	1373								4030
4		2837	1694								4531
5		3069	1763								4832
6		3626	1175								4801
7		3729	1101								4830
8		3859	1195								5054
HIGH SCHOOL : 11		3073	1402								4475

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)

GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL[1]
3											0
4											0
5											0
6											0
7											0
8											0
HIGH SCHOOL : 11											0

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2007-2008

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON **MODIFIED** ACADEMIC ACHIEVEMENT STANDARDS (10C)

GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10C ROW TOTAL[1]	Number of students included Within the NCLB 2% Cap[2,3]
3											0	
4											0	
5											0	
6											0	
7											0	
8											0	
HIGH SCHOOL : 11											0	

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2007-2008

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)												
		Non-Proficient	Proficient									
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10D ROW TOTAL[2]	Number of Students Included Within the NCLB 1% Cap[1]
3		44	174								218	
4		60	159								219	
5		62	158								220	
6		49	138								187	
7		78	143								221	
8		81	129								210	
HIGH SCHOOL : 11		88	112								200	

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

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FORM EXPIRES: 08/31/2009

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SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 14)[1]	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 15)[1]	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 16)[1]	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 17)[1]	NO VALID SCORE[1,2] (11)	TOTAL[1,3] (12)
3	4030	0	0	218	16	4264
4	4531	0	0	219	11	4761
5	4832	0	0	220	9	5061
6	4801	0	0	187	15	5003
7	4830	0	0	221	17	5068
8	5054	0	0	210	9	5273
HIGH SCHOOL : 11	4475	0	0	200	28	4703

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by SEA staff reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, and the Iowa Department of Education staff.

In the OSEP Response Letter to Iowa for FFY 2006 (2006-2007), OSEP reported Iowa's status on Indicator 4 as:

> *The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.*
>
> *The State's FFY 2006 reported data for this indicator are 3.01%. These data represent slippage from the FFY 2005 data of 2.2%.*
>
> *The State did not meet its FFY 2006 target of 1.5%.*

OSEP's Analysis and Next Steps for Iowa included:

> *OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to demonstrate in the FFY 2006 APR, due February 1, 2008, that when it identified significant discrepancies it has reviewed, and if appropriate revised, policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for the LEAs identified as having significant discrepancies in the FFY 2005 APR. The State reported that it developed a review protocol to address the required review and applied the review protocol to the data from FFY 2005 (2005-2006) in 2007-2008 and made findings of noncompliance in 3 key areas (Other Provisions Required for State Eligibility, Suspension and Expulsion Rates, Review and Revision of Policies, Prior Notice by the Public Agency; Content of Notice, and Authority of School Personnel). On page 51 of the FFY 2006 APR, the State reported that in FFY 2005 (2005-2006), eight findings of noncompliance were made, one in each district; in FFY 2006 (2006-2007), five of eight findings were corrected; and no enforcement action was taken in FFY 2006 related to this noncompliance.*
>
> *The State reported that noncompliance in FFY 2005, as a result of the review required by 34 CFR §300.170(b), was partially corrected. The State must demonstrate, in the FFY 2007 APR, due February 1, 2009, that the uncorrected noncompliance was corrected.*
>
> *OSEP looks forward to the State's data demonstrating improvement in performance in the FFY 2007 APR, due February 1, 2009.*
>
> *In reporting on this indicator in the FFY 2007 APR, due February 1, 2008, the State must describe the results of the State's examination of data from FFY 2007 (2007-2008). In addition, the State must describe the review, and if appropriate revision, of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for the LEAs identified with significant discrepancies in FFY 2006, as required by 34 CFR §300.170(b).*

In this APR, Iowa will: (a) report actual target data, (b) describe the results of the State's examination of data from FFY 2007 (2007-2008), (c) describe the review, and if appropriate revision, of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for the LEAs identified with significant discrepancies in FFY 2006, as required by 34 CFR §300.170(b), and (d) report on improvement activities and explain progress or slippage, and (d) justify any changes to targets or improvement activities.

Performance on Indicator 4B is not required to be reported per instructions from OSEP. Measurement and targets on 4B are not included in this APR submission.

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 June 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/.

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

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

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

Measurement:

A. Percent = # of districts 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 # of districts in the State times 100.

Include State's definition of "significant discrepancy."

The percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable rigorous targets ranging from 1.50% to 1.00% of districts identified as having significant discrepancy in suspensions and expulsions over the span of the six-year State Performance Plan. The SEA's definition of significant discrepancy is 2.00% above the state average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. The state uses both in-school and out-of-school suspensions as well as expulsions in making this calculation.

In- school and out-of-school suspension are both defined as an "administrative or school board removal of a student from school classes or activities for disciplinary reasons," with a student still being under the

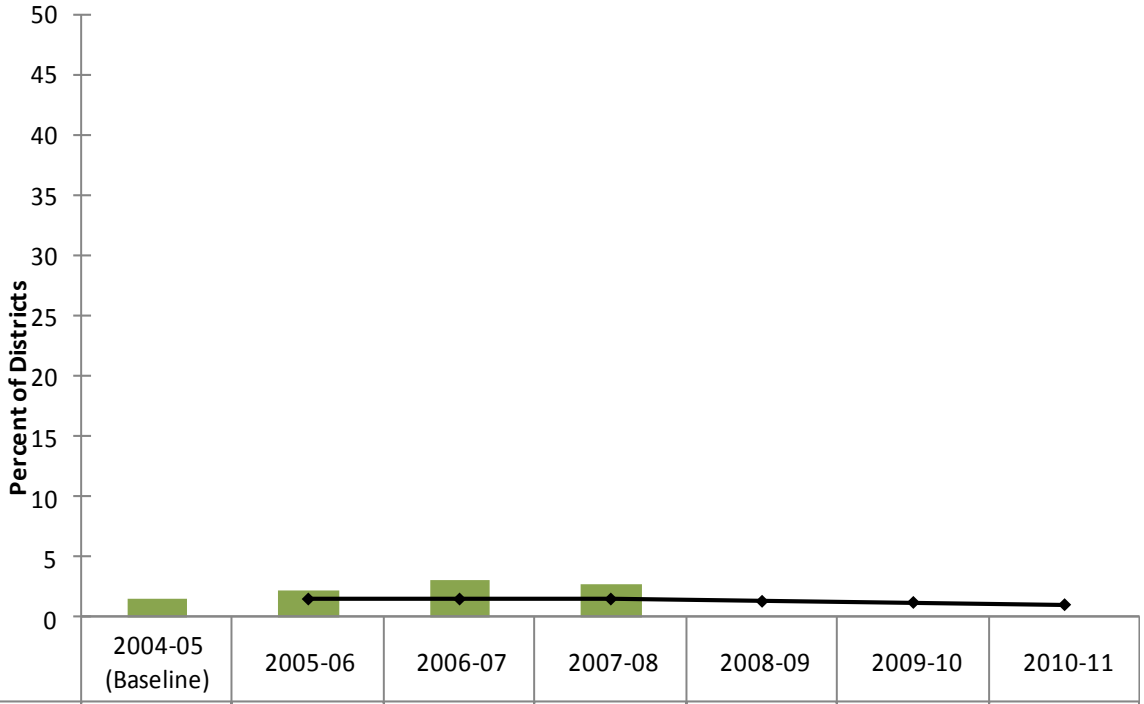
supervision of school officials during an in-school suspension. Expulsion is defined as "a school board removal of a student from school classes and activities for disciplinary reasons," (Collecting and Reporting Juvenile Incident and Discipline Data in Iowa Schools, 2005).

The percent of districts with significant discrepancy is calculated by (1) identifying districts 2.00% or more above of the SEA's rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, (2) dividing the number of districts with this significant discrepancy by the total number of districts in the state, and (3) multiplying by 100.

FFY	Measurable and Rigorous Target
2007 **(2007-2008)**	**A. 1.50% or less of districts are identified as having a significant discrepancy of 2.00% 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 not required by OSEP**

Actual Target Data for FFY 2007 (2007-2008):

Figure B4.1 depicts suspension and expulsion data for FFY 2007 (2007-2008) as the percent of districts identified as having a significant discrepancy of 2.00% above the state average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.



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

Figure B4.1. SEA Percent of Districts Identified with Significant Discrepancy of Suspensions and Expulsions and the SEA Target. *Source. Iowa Department of Education Project EASIER Tables, FFY 2007 (2007-2008).*

Figure B4.1 shows that the SEA did not meet the FFY 2007 (2007-2008) target of 1.50 percent of districts having a significant discrepancy of 2.00% above the state average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, with the actual target data being 2.75% of districts. Performance in FFY 2007 (2007-2008) represents an improvement from FFY 2006 (2006-2007), however.

Table B4.1 provides the actual numbers used to address the measurement for Indicator 4A.

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

Description	Number
(a) Number of students with IEPs enrolled, ages 6-21	63332
(b) Number of Students with IEPs suspended or expelled for greater than 10 days	650
(c) State average percent of students with IEPs suspended or expelled for greater than 10 days [c = (b/a) * 100]	1.03
(d) Threshold for significant discrepancy = state average + 2.00% (Percent = c+2.00)	3.03
(e) Number of districts with an average suspension/expulsion rate greater than the threshold (d)	10
(f) Total number of districts	364
(g) B4 Percent = e/f*100	2.75

Source. Iowa Department of Education Project EASIER Tables, FFY 2007 (2007-2008) and Iowa 618 Table 4, FFY 2007 (2007-2008).

State Review of Policies, Procedures, and Practices Relating to the Development and Implementation of IEPs, the Use of Positive Behavioral Interventions and Supports, and Procedural Safeguards to Ensure Compliance with Part B of the IDEA as Required by 34 CFR §300.170(b)

In Fall of FFY 2007 (2007-2008), Iowa's process for reviewing district policies, procedures, and practices was revised and applied to districts identified in the FFY 2006 (2006-2007) data. Data for FFY 2007 (2007-2008) were available in October 2008, and the review will be applied to districts identified in the FFY 2007 (2007-2008) data by June 30, 2009. The revision of Iowa's review process is included in its entirety and the end of Indicator 4, in addition to the original review process. The review process from FFY 2006 (2006-2007) included the following steps:

(1) File review of individual students with IEPs with greater than 10 days of suspension/expulsion
(2) Written interview question protocol
(3) Formal document review

In order to further aid districts in their action planning process, districts identified as noncompliant for FFY 2007 (2007-2008) in the area of suspension/expulsion will participate in a three-tiered review and action planning process which includes:

(1) A formal document review
(2) A file review of individual students with IEPs who have had 10 or more days of suspension/expulsion
(3) Analysis of the data from tiers one and two and the development of a District Action Plan

(4) Assignment of a contact person at the Iowa Department of Education

A description of the three-tiered process follows.

Three-Tiered Approach to LEA Review and Action Planning for Suspension and Expulsion

Tier One

1. Document Review will be completed by LEA and AEA staff. An ICN will be provided for districts explaining the Document .

Tier Two

2. IEP File Review will be completed by LEA and AEA staff members. Training on the file review template will be included in the above ICN sessions. Reviews will be conducted on files from the previous year for identified students. The purpose is to review IEP components related to discipline and behavior, as well as the development and implementation of the identified students' IEPs.

Tier Three

3. An analysis of the data gathered through tiers one and two is then conducted and a District Action Plan is completed. The required Action Plan tool is provided. This tool provides guidance on the completion of the analysis and the contents of District Action Plan.

Department of Ed. Contacts

In support of LEAs and AEAs, each identified distinct will be assigned a DE contact person. This person will be able to assist districts if questions arise about the review process or action plans. The DE Contacts will be following up with districts on their District Action Plans during the year. The DE contacts will provide support and can assist with linking districts with DE resources and upcoming learning opportunities. DE Contacts will submit a summary at the end of the year to the DE describing the growth made on actions and with student Suspension/Expulsion data.

Results from the review of policies, procedures and practices conducted by the SEA for districts identified as significantly discrepant for FFY 2006 (2006-2007) are provided in Table B4.2. Review areas were rated as Compliant (C) or Noncompliant (N).

Table B4.2
Findings for Indicator B4, FFY 2006 (2006-2007)

Compliance Requirement	*Number of Programs Monitored*	*Number of Programs Reviewed*	*Number of Findings*
Review and Revision of Policies 34 CFR § 300.170(b)	*364*	*11*	*7*
Prior Notice by the Public Agency 34 CFR § 300.503	*364*	*11*	*0*
Authority of School Personnel 34 CFR § 300.530	*364*	*11*	*8*

Source. Iowa Project EASIER, FFY 2006 (2006-2007) AND Indicator B4 Review Protocol FFY 2007 (2007-2008).

Data in Table B4.2 indicate that for FFY 2006 (2006-2007) 7 of 11 districts were found to be noncompliant in the policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards (41.170 [2]-Suspension and expulsion rates. Review and revision of policies). As corrective action, the SEA required the district to review and revise policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards within 45 days of receipt of the report of noncompliance. The State will review revisions to policies, procedures, and practices made by LEAs to ensure corrections were completed no later than 1 year from the date on which findings were identified.

Zero out of 11 districts were noncompliant in providing prior written notice for students involved in change of placements consistent with the discipline provisions of IDEA 2004 (41.503- Prior notice by the public agency; content of notice). As corrective action, the SEA required the District to develop a procedure for giving parents prior written notice for students involved in change of placements consistent with the discipline provisions of IDEA 2004 within 45 days of receipt of the report of noncompliance.

Eight of 11 districts were found noncompliant in establishing a procedure for the training of staff regarding the discipline provisions of IDEA 2004 (41.530 Authority of school personnel). As corrective action, the SEA required the district to review and revise district's policies, procedures and practices regarding the discipline provisions of IDEA 2004 within 45 days of receipt of the report of noncompliance.

Summary of Corrective Actions of SEA for Indicator 4

In the Response Letter to Iowa for the FFY 2006 (2006-2007) APR, OSEP provided specific instructions to Iowa to correct Indicator 4. Most of the corrective actions have been discussed in the text above. However, for clarity, each required action, and the remedy, is presented in Table B4.3.

Table B4.3
Side-by-Side of OSEP Instruction in FFY 2006 Response Letter to Iowa, and Iowa Corrective Action Even Though Corrective Action Occurred in FFY 2007 (2007-2008)

OSEP Instruction	Iowa Remedy
The State reported that noncompliance in FFY 2005, as a result of the review required by 34 CFR §300.170(b), was partially corrected. The State must demonstrate, in the FFY 2007 APR, due February 1, 2009, that the uncorrected noncompliance was corrected.	The SEA ensured that all noncompliance from FFY 2005 was subsequently corrected by (a) ensuring that the district(s) for which findings were issued no longer exceeded the state average for suspensions/expulsions of students with disabilities and/or (b) ensuring that the district(s) implemented a corrective action plan.
In reporting on this indicator in the FFY 2007 APR, due February 1, 2008, the State must describe the results of the State's examination of data from FFY 2007 (2007-2008). In addition, the State must describe the review, and if appropriate revision, of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for the LEAs identified with significant discrepancies in FFY 2006, as required by 34 CFR §300.170(b).	Data reported for Indicator 4A in this submission if the APR are for FFY 2007, meeting the requirement that the state describe the results of data for FFY 2007. The review of policies, procedures and practices described in this submission of the APR is for LEAs identified with significant discrepancies in FFY 2006, meeting the requirement that the state describe the review.

Source: OSEP Letter to Iowa. Iowa APR for FFY 2006 (2006-2007)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B4.4.

Table B4.4
Improvement Activities Completed for FFY 2007 (2007-2008)

Improvement Activity	Measureable Outcomes	Status / Next Steps
Improve data collection and reporting. Data were verified within the Project EASIER system.	Improved accuracy of suspension and expulsion data.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011).
Improve systems administration and monitoring. Suspension and expulsion data, as well as progress Monitoring/outcome data from School-wide Positive Behavioral Supports, and the Challenging Behavior Project, were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, statewide PBIS Leadership Team, and Learning Supports Advisory Team.	Stakeholders determined that (1) the Challenging Behavior Project should continue based on current statewide needs while a plan for restructuring is developed to focus on capacity building for professionals who work with children/youth with challenging behaviors, and (2) Universal programming within PBIS has been successful and subsequent efforts should focus on secondary and tertiary levels of support. Further, as the administration of PBIS was moved from the Iowa Behavioral Alliance to the SEA, it was suggested that the SEA engage in a program review and use results to restructure and/or strengthen PBIS efforts.	Analysis of data occurs annually – actions based on analysis are dynamic and may be different from year to year
Provide technical assistance. The Challenging Behavior Project provides comprehensive services for children with developmental disabilities who need consultation regarding significant behavioral needs. This service helps children, families and schools find effective ways to manage behavioral difficulties. The SEA provides funds to Center for Disabilities and Development for consultation to assist specific students, as well as for training opportunities to build and maintain the skills of parents, and school teams who serve students with challenging behaviors.	During FFY 2007, 296 students were enrolled in the *Consultation Service for Students with Challenging Behavior-CBS*, with referrals from each of the ten Area Education Agencies, and participation from 98 school districts in the state. During these 12 months, 97 students graduated from this consultation service based on recommendations from the CBS behavioral consultation team and/or members of the local school team, allowing students to participate in additional assessments via these consultations.	Ongoing for FFY 2008 (2008-2009) and evaluated annually.

Improvement Activity	Measureable Outcomes	Status / Next Steps
Provide technical assistance. Participating PBIS schools maintained training and implementation in school-wide positive behavior supports. Two 2-day Train-the-Trainer professional development sessions were conducted; a 2-day coaches training was conducted; the annual PBIS conference was held in September 2007; planning for the 2008 PBIS conference began in late Spring 2008 to take place in Fall 2008. In January 2008, the administration of PBIS was moved from the Iowa Behavioral Alliance whose staff of 5 had been directing efforts since 2003, to the SEA.	PBS sites implementing with fidelity (School Evaluation Tool mean at or above 80%) experienced an increase of 739 administration hours saved and 1663 instructional hours saved at a combined total of over 2400 hours of time saved. Office Discipline Referrals indicate a decreasing trend across each year of implementation of PBS.	Ongoing activity for FFY 2008 (2008-2009) and evaluated annually.
Provide technical assistance. The SEA uses suspension and expulsion data in making annual AEA and LEA determinations.	All LEAs and AEAs were notified of determinations status. Three school districts found to be in need of assistance for FFY 2006 data were significantly discrepant for Indicator 4A.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011).
Collaboration/coordination. The Resource Management Leadership Team was developed to investigate additional initiatives/technical assistance/programs to support all children/youth and maintain student attendance/presence in school. This team was renamed the Learning Supports Advisory Team.	Team members were identified; 5 meetings took place; data were analyzed.	Completed – meetings will be ongoing; actions will be dynamic
Program development. Analysis of necessary systems and development of pilot for Mental Health Wrap-Around Services. Iowa Department of Education submitted a successful application to the State Grant to Integrate School and Mental Health Systems CDFA: 84:215M – Project LINCS: "Linking Iowa's Networks for Child/Youth Supports." 6 pilot sites were selected for implementation of wraparound embedded within Iowa's PBIS structure.	Grant was awarded; 6 pilot sites were selected based on the following criteria: (1) School Evaluation Tool (treatment integrity tool within PBS) score at a mean of 80%; (2) Geographic location; (3) School demographic representation; (4) Access to mental health services	Grant obtained and pilot site selection completed in FFY 2007; Grant implementation and analyses ongoing through 2009-2010.
Clarify/examine/develop policies and procedures. Refinement of LEA Review process for suspensions and expulsions; Engage in continued review for LEAs determined to be in need of review of policies, procedures and practices	Review protocol completed in August 2008 (FFY 2008 [2008-2009]) and 2 schools are undergoing policy and practice reviews in Fall 2008	Protocol was not completed in FFY 2007 (2007-2008) but was completed and implemented in FFY 2008 (2008-2009), and is included at the conclusion of this Indicator.

Improvement Activity	Measureable Outcomes	Status / Next Steps
Provide training/professional development. Training materials were indicated to be developed in the following areas: (1) Conducting Functional Behavioral Assessments and developing aligned Behavioral Intervention Plans, (2) Discipline procedures, (3) Documentation/application of Manifestation Determination, (4) Implementation of Positive behavioral interventions and supports and crises plans.	Due to staff turnover, the structure and content for technical assistance was developed, however the training materials were not developed. Materials are scheduled to be developed in 2008-2009.	Proposed Completion in FFY 2008 (2008-2009)

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). The analyses of data form the basis of discussion that follows.

The state percent of districts identified as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year decreased from 3.01% in FFY 2006 (2006-2007) to 2.75 in FFY 2007 (2007-2008). This 0.26% decrease, from 11 districts to 10 districts, is attributed to (a) continued efforts by the SEA to provide technical assistance to both AEAs and LEAs regarding discipline, (b) continued efforts by the SEA to promote the adoption of PBS in districts, (c) continued efforts by the SEA to help districts understand discipline data.

Per the Part B State Performance Plan questions and answers (revised 11/23/05), and the OSEP SPP/APR conference call held on 12/13/2007, SEAs are required to report for Indicator B4 the following specifics around correction of noncompliance:

1. What analysis was conducted to determine where noncompliance was occurring?
2. Why was noncompliance occurring?
3. What changes in policies, procedures and practices were determined necessary?
4. How does the state know that timely correction occurred?
5. If timely correction did not occur, what enforcement actions were taken by the state?

1. The SEA uses data from Project EASIER to track the number of students with IEPs suspended and expelled for greater than 10 days by district to determine (a) the statewide rate of suspensions and expulsions, and (b) district rates of suspensions and expulsions. The percent of districts with significant discrepancy was then calculated by (1) identifying districts above 2% of the SEA's rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, (2) dividing the number of districts with this significant discrepancy by the total number of districts in the state, and (3) multiplying by 100. The SEA conducts a review of policies, procedures, and practices in order to determine noncompliance for districts identified as exceeding the state's average by more than 2%.

2. The SEA did not report on the reasons for noncompliance for FFY 2006 (2006-2007) data in the February 1, 2008 submission of the APR due to the timing of the review process in that year. To complete that analysis, the SEA determined that for data from FFY 2006 (2006-2007), districts were considered noncompliant in this area primarily due to (a) the lack of review and revision of policies, procedures and practices relating to the development and implementation of IEPs, (b) the use of positive behavioral interventions and supports (PBIS), and procedural safeguards, and (c) training of staff regarding the discipline provisions of IDEA 2004 and PBIS. Due to the timing of the receipt of discipline data, the review of policies, procedures and practices for districts identified as having a significant discrepancy for FFY 2007 (2007-2008) has not yet been completed. The review will be completed and the correction of noncompliance will be reported on in the FFY 2008 (2008-2009) submission of the APR due February 1, 2010.

3. For FFY 2006 (2006-2007), districts (a) reviewed and revised policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, (b) developed a procedure for giving parents prior written notice for students involved in change of placements consistent with the discipline provisions of IDEA 2004, and (c) reviewed and revised district policies, procedures and practices regarding the discipline provisions of IDEA 2004.

4. As part of a corrective action plan, districts are required to provide evidence to the SEA that any required corrections were completed and when the corrections were completed.

5. Districts not completing corrective actions in a timely manner will be cited by the SEA as noncompliant, and repeat offenders may have portions of their Part B funds withheld.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

Proposed activities for FFY 2008 (2008-2009) are discussed in Table B4.5.

(Note: Activities listed as ongoing in Table B4.4 will continue in FFY 2008 (2008-2009), and are not listed in Table B4.5).

Table B4.5
Improvement Activities Proposed for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. Review changes to data proposed by OSEP and ensure measurement addresses OSEPs definitions, if approved.	SEA Staff, SEAP, I-STAR team	October 2008-June 2009	Capability of reporting on and being in compliance for B4B in FFY 2009 (2009-2010)
Program development. Restructure/strengthen PBIS: (1) Complete a comprehensive PBIS program review (2) Use results of program review to restructure/strengthen Iowa's PBIS initiative (3) Establish standardized and online core content training for statewide PBIS trainers;	3 SEA Staff; PBIS Leadership Team; AEA PBIS Consultants	Spring 2009 – Fall 2009	(1) Completed review (2) Results used to inform SEA of gaps, needs, and strengths of the statewide PBIS system; results used to develop technical assistance and sustainability of efforts (3) Standardized and accessible core content training across the state
Program development. Restructure/strengthen secondary level of supports: (1) Develop a comprehensive list of programs/strategies within Supplemental/ Secondary supports across the 6 content areas of Learning Supports; (2) Develop an online tool to access (1)	3 SEA Consultants, PBIS Leadership Team, Learning Supports Advisory Team, AEA Learning Supports Coordinators	Spring 2009-Spring 2010	(1) Comprehensive list of programs/strategies for secondary supports completed (2) Comprehensive list accessible (3) Results of PBIS program review analyzed and recommendations to PBIS Leadership Team for consideration in technical assistance and sustainability of efforts

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
(3) Use results of PBIS program review to address secondary level of supports			
Program development. Restructure/strengthen tertiary level of supports specific to discipline and behavior through the implementation of 4 goals which all contain similar activities [(a)Develop/ implement content materials, (b)Develop online support materials and training, (c) Develop evaluation processes/ materials]: (1) Establish standardized/online procedures manual training [which includes seclusion and restraint]; (2) Establish Awareness Campaign (3) Establish professional development (Skill building 1 and Skill building 2) to develop skills across general and special educators to support students with or at-risk of behavioral problems (4) Establish Technical Assistance Consultant (TAC) Professional Development to develop behavioral specialists within the AEA In addition: (5) Develop a comprehensive list of programs/strategies within Intensive/Tertiary Supports across the 6 content areas of Learning Supports; (6) Develop an online tool to access (5) (7) Use results of PBIS program review to address secondary level of supports	2 SEA staff; Tertiary supports team; PBIS Leadership Team; Learning Supports Advisory Team	July 2008-June 2009 1 & 2-materials developed 3- materials for Skill Building 1 developed 4-2009-2014 (see Challenging Behavior below) Spring 2009-Spring 2010 5 through 7	(1) Procedures Manual Training developed (online access and training implemented in FFY 2009) (2) Awareness campaign developed (dissemination in FFY 2009) (3) Professional development materials for Skill Building 1 completed (4) Targeted training and support developed for Lead Technical Assistance Consultants and AEA TAC Teams (see Challenging Behavior below) (5) Comprehensive list of programs/strategies for secondary supports completed (6) Comprehensive list accessible (7) Results of PBIS program review analyzed and recommendations to PBIS Leadership Team for consideration in technical assistance and sustainability of efforts
Program development. Restructure the Challenging Behavior Project through Goal 4 above, Establish Technical Assistance Consultant Professional	3 SEA Staff; Challenging Behavior Team; PBIS Leadership Team; Learning Supports Advisory Team	(1) Spring 2009 and ongoing (2) Fall 2009-2014 (3) Spring 2010-2014	(1) 3-tiered partnership established and collaboration ongoing (2) Beginning structure for TAC specialists developed (3) No outcomes for anticipated for FFY 2008

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Development: (1) Establish 3-teired partnership to implement appropriate behavioral supports; (2) Develop and implement TAC specialized content and practicum/ internship curricula (3) Develop/implement evaluation processes/materials			
Program development. Continue Project LINCS: (1) Strengthen cross-agency/organization collaboration (through the Learning Supports Advisory Team) (2) Develop linguistically appropriate and culturally competent guidelines (3) Establish a statewide Crisis Intervention Program (4) Establish a Family-Centered, School-based Mental Health Wraparound Model (5) Evaluate collaborative processes, training/TA and impact on system-level responsiveness to mental health needs	3 SEA staff; Project LINCS pilot site leadership team; Learning Supports Advisory Team with specific collaboration with Department of Human Services and Criminal Juvenile Justice Planning.	July 2008 – May 2010	Overall - Increased number of educational personnel trained in the referral of students with mental health needs. Specifically - (1) Established cross-agency/organization collaboration to continue to develop tertiary system for mental health supports (2) Completed linguistically and culturally competent guidelines (3) Established crisis intervention program by Fall 2009 (4) 6 pilot sites with established wrap processes by 2009-2010 (5) Results from evaluation used to develop state-wide tertiary system for mental health supports within schools by 2010-2011

State of Iowa Department of Education

LEA Review for Suspension and Expulsion

2006-2007 School Year

September, 2007

Bureau of Student and Family Support Services

Iowa Department of Education

Discipline – Suspension and Expulsion

Suspension and expulsion rates refer to the number of students with disabilities suspended or expelled for greater than 10 days. Out-of-school suspension is, "instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the child continues to receive services according to his/her IEP."

Expulsion is, "an action taken by the district removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with district policy. Includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365." (OSEP Data Fact Sheet-Discipline: October 2006).

Reviewing Suspension and Expulsion

There are three areas for reviewing suspension and expulsion involving the review and revision of policies, procedures and practices: (1) the development and implementation of IEPs, (2) the use of positive behavioral interventions and supports, and (3) procedural safeguards.

Districts identified as noncompliant in the area of suspension/expulsion will participate in a three-tiered review process which includes: (1) a formal document review; (2) a file review of individual students with IEPs who have had 10 or more days of suspension/expulsion; and (3) written interview question protocol to be completed by LEA administrators, LEA general and special education teachers, and AEA support staff.

Three-Tiered Approach to LEA Review for Suspension and Expulsion

4. Document Review will be completed by DE staff. All requested materials must be sent by LEA to the DE.

5. IEP File Review will be completed by assigned AEA staff members who have been trained by the DE staff on file review template. Reviews will be conducted on files from the previous year for identified students. The purpose is to review IEP components related to discipline and behavior, as well as the development and implementation of the identified students' IEPs.

6. Written interview question protocol will be completed by LEA and AEA staff. When completed, questions will be sent to DE staff. DE staff will be responsible for the review of these questions. Written interview questions are designed to determine alignment between policies, procedures, and practices to compel students to remain in school.

Document Review

The document review is designed to review and align policies across the following school documents: school board policies, student handbook and District Career Development Plan. DE representatives will conduct the review to assure policies and practices compel students to remain in school and the policies and practices align in order to provide parsimonious information to school and community.

The following documents must be sent to the address provided below:

(1) School Board Policy;
(2) Student Handbook;
(3) District Career Development Plan

Iowa Department of Education
Bureau of Student and Family Support Services
Grimes State Office Building
400 E 14th
Des Moines, IA 50319-0146

Document Review

School Board Policy Review

- ❑ Graduation requirements
- ❑ Student responsibility and discipline, including attendance
  - o Attendance
  - o Use of tobacco
  - o Use or possession of alcoholic beverages or any controlled substances
  - o Harassment of or by students and staff
  - o Violent, destructive, and seriously disruptive behavior
  - o Suspension, expulsion, emergency removal, and physical restraint
  - o Weapons
  - o Out-of-school behavior
  - o Participation in extracurricular activities
  - o Academic progress
  - o Citizenship
- ❑ Policy to ensure that students are free from discriminatory practices in the educational program
- ❑ Policies related to the provision of special education and related services
  - o Provision of a free and appropriate public education
  - o Provision of special education and related services
  - o Provision of special education and related services in the least restrictive environment
  - o Protecting the confidentiality of personally identifiable information
  - o Graduation requirements for eligible individuals
  - o Requirements for administration of medications, including a written dedication administration record
  - o Special health services
- ❑ Documentation that the Board of Education provides special education programs and services for its resident children that comply with rules of the State Board of Education implementing Iowa Code chapters 256, 256B, 273, and 280.281
  - o Letter from the AEA Education Agency Special Education Director indicating the district is in compliance
- ❑ Documents which address the provisions for meeting the needs of at-risk students
  - o Valid and systemic procedures and criteria to identify at-risk students throughout the district's school-age population
  - o Determination of appropriate ongoing educational strategies for alternative options education programs
- ❑ Documents pertaining to Title IV-A
  - o A crisis management plan and security procedures for the time when students are at school and on their way to and from school
  - o A code of conduct policy for all students that clearly delineates the responsibilities of students, teachers, and administrators in maintaining a safe, drug-free school environment

Document Review

Student Handbook Review

- ❑ Attendance Policies
- ❑ Tardy Policies
- ❑ Discipline Policies
- ❑ School violence and fighting Policy
- ❑ School Suspensions (detentions and Saturday school)
- ❑ Good Conduct Rule
- ❑ Truancy Policies

District Career Development Plan

- ❑ Professional development is provided to all instructional staff, aligns with district goals, and is based on student and other needs data
- ❑ Professional development is focused on instruction, curriculum, and assessment

IEP File Review

The file review is designed to review the IEP of identified individual students with greater than 10 days of suspensions/expulsions. Reviews will be conducted on IEP from the previous year for identified students. The purpose is to review IEP components related to discipline and behavior, as well as the development and implementation of the identified students' IEP.

IEP File Review

- ❑ Goal(s) listed in the area of behavior
- ❑ Positive Behavioral Interventions and Supports considered and addressed in IEP
- ❑ Functional Behavioral Assessment needed and conducted
- ❑ Results of Functional Behavioral Assessment
- ❑ Behavioral Intervention Plan needed and developed
- ❑ Alignment of Function and Intervention Plan
- ❑ Manifestation Determination conducted
- ❑ Results of Manifestation Determination aligned with function, intervention plan, and behavior goal
- ❑ Crisis Plan appropriate to individual student

Written Interview Question Protocol

Written interview questions are designed to determine alignment between policies, procedures and practices to compel students to remain in school.

You may use additional paper to answer each question. Collate answers for each staff (administrator, general educator, special educator, and AEA support staff) and send to the address provided below:

Iowa Department of Education
Bureau of Student and Family Support Services
Grimes State Office Building
400 E 14th
Des Moines, IA 50319-0146

LEA Administrator Questions

1. Describe the process for selecting topics for professional development.
2. Describe the supports teachers receive in the development and implementation of the IEP.
3. Describe the decision-making process for determining the use of a functional behavioral assessment and behavioral intervention plan.
4. What process is used for manifestation determination?
5. Describe the use of positive behavioral interventions and supports.
6. What policies, practices, and procedures are implemented to ensure procedural safeguards for students with multiple suspensions?
7. How do you ensure the alignment of School Board Policies and the Student Handbooks?

General and Special Education Teacher Questions

1. Describe how topics for professional development are selected.
2. What supports do you receive in the development and implementation of the IEP?
3. Describe the decision-making process for determining the use of a functional behavioral assessment and behavioral intervention plan.
4. Describe how you would conduct a functional behavioral assessment and develop a behavioral intervention plan.
5. What process is used for manifestation determination?
6. Describe the use of positive behavioral interventions and supports.
7. How are positive behavioral interventions and supports implemented?
8. What policies, practices, and procedures are implemented to ensure procedural safeguards for students with multiple suspensions?

AEA Support Staff Questions

1. Describe how you support districts in selecting topics for professional development.
2. What supports do you provide in the development and implementation of the IEP?
3. Describe the decision-making process for determining the use of a functional behavioral assessment and behavioral intervention plan.
4. Describe how you support teachers in conducting a functional behavioral assessment and developing a behavioral intervention plan.
5. What process does the district implement in conducting manifestation determinations?
6. Describe how you support the use of positive behavioral interventions and supports.
7. How do you support the district in the development of policies, practices, and procedures which are implemented to ensure procedural safeguards for students with multiple suspensions?

LEA Administrators Written Interview Questions	
Question	**Written Response**
1) Describe the process for selecting topics for professional development.	
2) Describe the supports teachers receive in the development and implementation of the IEP.	
3) Describe the decision-making process for determining the use of a functional behavioral assessment and a behavioral intervention plan.	
4) What process is used for manifestation determinations?	
5) Describe the use of positive behavioral interventions and supports.	
6) What policies, practices, and procedures are implemented to ensure procedural safeguards for students with multiple suspensions?	
7) How do you ensure the alignment of School Board Policies and the Student Handbooks?	
8) Other:	

General Education Teachers Written Interview Questions	
Question	**Written Response**
1. Describe how topics for professional development are selected.	
2. What supports do you receive in the development and implementation of the IEP?	
3. Describe the decision-making process for determining the use of a functional behavioral assessment and a behavioral intervention plan.	
4. Describe how you would conduct a functional behavioral assessment and develop a behavioral intervention plan.	
5. What process is used for manifestation determinations?	
6. Describe the use of positive behavioral interventions and supports.	

7. How are positive behavioral interventions and supports implemented?	
8. What policies, practices, and procedures are implemented to ensure procedural safeguards for students with multiple suspensions?	
9. Other:	

Special Education Teachers Written Interview Questions	
Question	**Written Response**
1. Describe how topics for professional development are selected.	
2. What supports do you receive in the development and implementation of the IEP?	
3. Describe the decision-making process for determining the use of a functional behavioral assessment and a behavioral intervention plan.	
4. Describe how you would conduct a functional behavioral assessment and develop a behavioral intervention plan.	
5. What process is used for manifestation determinations?	
6. Describe the use of positive behavioral interventions and supports.	
7. How are positive behavioral interventions and supports implemented?	
8. What policies, practices, and procedures are implemented to ensure procedural safeguards for students with multiple suspensions?	

State of Iowa Department of Education

Suspension and Expulsion

2008-2009 School Year

September, 2008

Bureau of Student and Family Support Services

Iowa Department of Education

Discipline – Suspension and Expulsion

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

Expulsion is, "an action taken by the district removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with district policy. Includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365." (OSEP Data Fact Sheet-Discipline: October 2006).

Reviewing Suspension and Expulsion

The Department of Education has identified certain activities that assist districts in looking at the root causes for a higher than desirable rate of Suspension/Expulsion. There are three areas for analysis of suspension and expulsion. The three areas that are addressed involve the review and revision of (1) district policies, (2) procedures and (3) practices. This review is conducted by looking at the development and implementation of IEPs, the use of positive behavioral interventions and supports, and implementation of procedural safeguards.

Districts identified as noncompliant in the area of suspension/expulsion will participate in a three-tiered review and action planning process which includes: (1) a formal document review, (2) a file review of individual students with IEPs who have had 10 or more days of suspension/expulsion, and (3) analysis of the data from tiers one and two and the development of a District Action Plan.

Three-Tiered Approach to LEA Review and Action Planning for Suspension and Expulsion

Tier One

7. Document Review will be completed by LEA and AEA staff. An ICN will be provided for districts explaining the Document Review **(ICN dates are Sept. 29thth from 1:00-2:30 or Oct. 2nd from 1:00-2:30, you only need to attend one.) The location of the viewing sites is included in this envelope.**

Tier Two

8. IEP File Review will be completed by LEA and AEA staff members, training on the file review template will be included in the above ICN sessions. Reviews will be conducted on files from the previous year for identified students. The purpose is to review IEP components related to discipline and behavior, as well as the development and implementation of the identified students' IEPs.

Tier Three

9. An analysis of the data gathered through tiers one and two is then conducted and a District Action Plan is completed. The required Action Plan tool is provided. This tool provides guidance on the completion of the analysis and the contents of District Action Plan.

Department of Ed. Contacts

In support of LEAs and AEAs, each identified distinct will be assigned a DE contact person this school year. This person will be able to assist districts if questions arise about the review process or action plans. The DE Contacts will be following up with districts on their District Action Plans during the year. The DE contacts will provide support and can assist with linking districts with DE resources and upcoming learning opportunities. DE Contacts will submit a summary at the end of the year to the DE describing the growth made on actions and with student Suspension/Expulsion data.

Tier One

Document Review
This is to be completed by designated LEA and AEA staff. The document review is designed to review and align policies across the following school documents: school board policies and student handbook. School district administrative personnel and teaching staff along with AEA personnel will conduct the review to assure policies and practices compel students to remain in school and the policies and practices align in order to provide parsimonious information to school and community. You will complete the following: **The School Board Policy Review and Student Handbook Review and Comparison Chart**. Use the information from the chart to assist you in completing the District Action Plan.

Tier One

School Board Policy & Student Handbook Review and Comparison Chart

The following items will apply only to School Board Policies. Review your policies and answer the following questions:

- ❑ Policy to ensure that students are free from discriminatory practices in the educational program- Is it present? y/n

- ❑ Policies related to the provision of special education and related services-
  Provision of a free and appropriate public education. Is it present? y/n
  Provision of special education and related services. Is it present? y/n
  Provision of special education and related services in the least restrictive environment. Is it present? y/n
  Protecting the confidentiality of personally identifiable information. Is present? y/n
  Graduation requirements for eligible individuals. Is it present? y/n
  Requirements for administration of medications, including a written dedication administration Record. Is it present? y/n
  Special health services. Policy is present. y/n

- ❑ Documentation that the Board of Education provides special education programs and services for its resident children that comply with rules of the State Board of Education implementing Iowa Code chapters 256, 256B, 273, and 280.281-
  Letter from the AEA Education Agency Special Education Director indicating the district is in compliance. Is it present? y/n

  Documents which address the provisions for meeting the needs of at-risk students-
  Valid and systemic procedures and criteria to identify at-risk students throughout the district's school-age population. Are these present and up to date? y/n
  Determination of appropriate ongoing educational strategies for alternative options education programs. Are there documents that demonstrate this? y/n

- ❑ Documents pertaining to Title IV-A
  A crisis management plan and security procedures for the time when students are at school and on their way to and from school. Are there up-to-date documents? y/n
  A code of conduct policy for all students that clearly delineates the responsibilities of students, teachers and administrators in maintaining a safe, drug-free school environment.
  Policy is present. y/n

What do you do with this information?

If you answered no to any of the above you may need to go back and address those areas.

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

Issue	School Board Policy	Student Handbook
Graduation requirements-		

Are they clearly stated?

Requirements meet current state mandates? Not applicable

Student responsibility and discipline, including attendance-See chart below.
SBP= School Board Policies
SH= Student Handbook

Issue	A Is it addressed? Answer yes or no.		B Is it worded positively? Answer yes or no.		C Has the district identified a way to address this proactively so that issues can be avoided? Answer yes or no.		D If an issue occurs- is it dealt with positively or punitively? Indicate positive (+) punitive (-).	E **Complete this column if you are a PBS site or are utilizing other Positive Behavior strategies.** Do your policies reflect the Positive Behavior philosophies that you are now implementing? Answer yes or no.
	SBP	SH	SBP	SH	SBP	SH		
Attendance – tardy policy Attendance-truancy policy Use of tobacco Use or possession of alcoholic beverages or any controlled substance Harassment of or by students and staff								
	SBP	SH	SBP	SH	SBP	SH		
Violent, destructive, and seriously disruptive behavior								

Suspension, expulsion, emergency removal, and physical restraint Weapons

Out-of-school behavior

Participation in extracurricular activities

Academic progress

Citizenship

Upon completion of this chart go back and :

1. **Highlight any that you answered No in columns A through C. Decide if or how this needs to be addressed in your District Plan.**
2. **Look in column D for any you found to be punitive versus positive and highlight. Decide if or how this needs to be addressed in your District Plan.**
3. **Look for non-alignment between your answers to your School Board Policies and Student Handbook and determine the implications. Decide if or how this needs to be addressed in your District Plan.**
4. **If you completed column E look for non-alignment.**

What do you do next?

- ✓ **Complete your analysis of the Tier One information and combine this information with the information gathered in the Tier Two - IEP File Review.**

Final Step-

- ✓ **Complete your District Action Plan. The required form for the District Action Plan is provided.**

The analysis and completion of the Distinct Action Plan is a collaborative effort between the LEA and AEA.

Additional Questions- please answer:

Are you currently a PBS building? If yes, for how long?

Are you currently implementing other forms of school-wide behavioral initiatives? If yes describe.

Tier Two	*IEP File Review*

This is to be completed by designated LEA and AEA staff.

The file review is designed to review the IEP of identified individual students with 10 or more days of suspensions/expulsions. Reviews will be conducted on IEPs from the previous year for identified students. The purpose is to review IEP components related to discipline and behavior, as well as the development and implementation of the identified students' IEP.

IEP File Review

Review the student's IEP and check for the presence of each of the following.
Circle Y or N

- ❑ Goal(s) listed in the area of behavior. Y/N
- ❑ Positive Behavioral Interventions and Supports considered and addressed in IEP. Y/N
- ❑ Functional Behavioral Assessment needed and conducted. Y/N
- ❑ Results of Functional Behavioral Assessment. Y/N
- ❑ Behavioral Intervention Plan needed and developed. Y/N
- ❑ Alignment of Function and Intervention Plan. Y/N
- ❑ Manifestation Determination conducted. Y/N
- ❑ Results of Manifestation Determination aligned with function, intervention plan, and behavior goal. Y/N
- ❑ Documentation/records of any prior student suspensions if applicable. Y/N

:

Tier Two- Procedures and Practices

IEP File Review Results

After reviewing the files for each student and completing the checklist enter your data in this chart.

This information will be used in your analysis and then development of your District Plan.

Item	Indicate the number of yes scores over the total possible for that item.
Goal(s) listed in the area of behavior	
Positive Behavioral Interventions and Supports considered and addressed in IEP Functional Behavioral Assessment needed and conducted Results of Functional Behavioral Assessment	
Behavioral Intervention Plan needed and developed. Alignment of Function and Intervention Plan.	
Results of Manifestation Determination aligned with function, intervention plan, and behavior goal Documentation/records of any prior student suspensions if applicable	

What do we do with this information?

You will need to include in your District Action Plan how you will address any areas of concern with your procedures and or practices.

A District Plan might address this by :
1. Determining the professional learning and or technical assistance that will be planned and delivered to staff in the next year.
2. Correction of individual IEPs if needed.

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Plan Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components and comments were compiled. Least Restrictive Environment (LRE) data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and the Iowa Department of Education staff.

In the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 5, commentary indicated Iowa was compliant with measurement and rigorous target requirements. Hence, the SEA will report on efforts to improve performance. Specifically, progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2008), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

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 June 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/.

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))

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

Measurement:

A. Percent = Number of children with IEPs removed from regular class less than 21% of the day divided by the total # 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 # 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.

Measurable and Rigorous Target:

The provision of children/youth with IEPs provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets for the three subcomponents of this indicator.

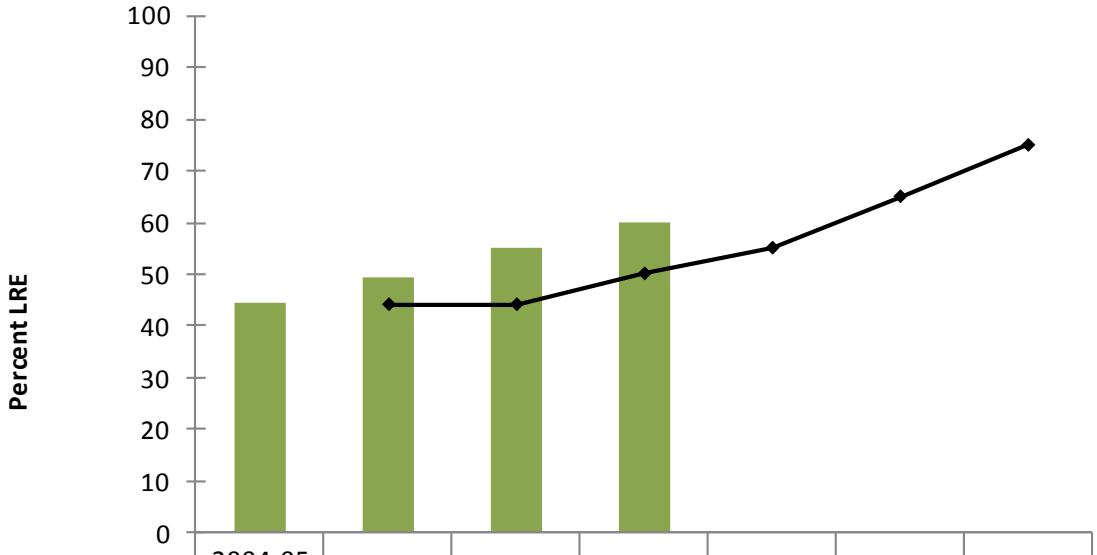
FFY	Measurable and Rigorous Target
2007 (2007-2008)	**A. 50.00% of children with IEPs ages 6-21 are removed from the regular class less than 21% of the day.** **B. 13.00% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.** **C. 3.70% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.**

Actual Target Data for FFY 2007 (2007-2008):

Iowa's process of General Supervision ensures that decisions about placement are based on the needs of each individual child. Iowa's State Rules of Special Education, Area Education Agency Procedures Manuals for Special Education, and District Plans for Special Education, all contain provisions about decision-making for eligibility for special education services, and on goals and services that constitute a free appropriate public education in the least restrictive setting being made by a team of individuals, including parents, based on the unique needs of each child.

Data reported below are generated from Iowa's Information Management System for Special Education (IMS) and are identical to data reported in Iowa's 618 Table 3 on the Implementation of FAPE Requirements for 2007-2008. These data are valid and reliable and reflect Iowa's special education count date of October 27, 2007 (which falls between October 1 and December 1, 2007). Data represent all students, as sampling is not allowed for Indicator B5.

Figure B5.1 presents the State baseline, measureable and rigorous targets, and actual target data through FFY 2007 (2007-2008) for the percent of children with IEPs aged six through 21 removed from the regular class less than 21% of the day.

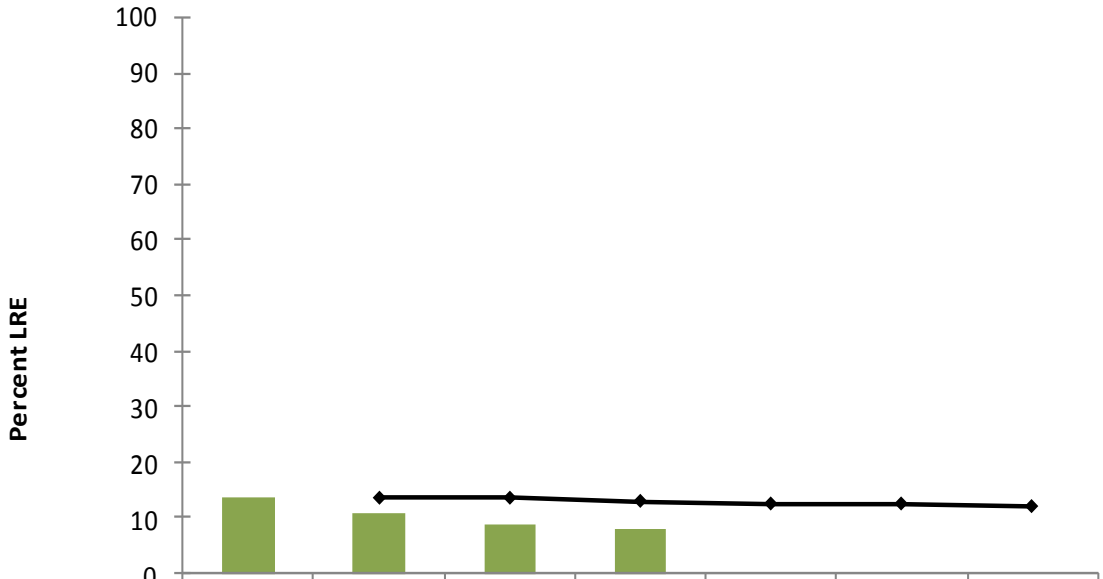


	2004-05 (Baseline)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Removed < 21%	44.35	49.00	55.05	59.97			
Target		44.00	44.00	50.00	55.00	65.00	75.00

Figure B5.1. SEA Percent of Children with IEPs Ages 6-21 Removed from Regular Class Less Than 21% of the Day. *Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2007 (2007-2008), Iowa 618 Table 3, FFY 2004 (2004-2005) through FFY 2007 (2007-2008).*

Iowa met the state target for Indicator 5A for FFY 2007 (2007-2008). Results of the State data indicate an increase from 55.05% of children who remained in general education at least 80% of the day in FFY 2006 (2006-2007) to 59.97% in FFY 2007 (2007-2008).

Figure B5.2 presents the State baseline, targets, and data through FFY 2007 (2007-2008) for the percent of children with IEPs ages 6 through 21 removed from regular class greater than 60% of the day.

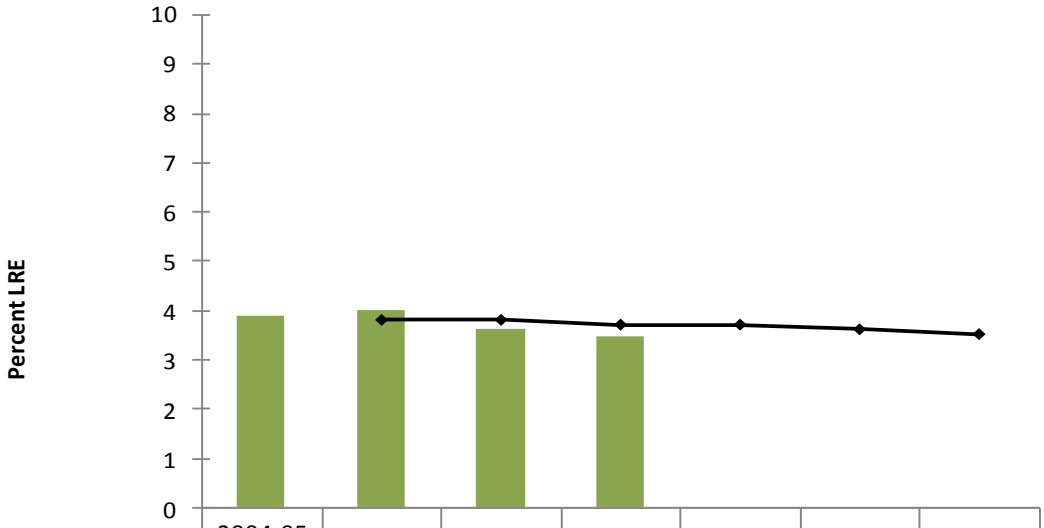


	2004-05 (Baseline)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Removed > 60%	13.61	10.80	9.09	8.03			
Target		13.60	13.60	13.00	12.50	12.50	12.00

Figure B5.2. SEA Percent of Children with IEPs Ages 6-21 Removed from Regular Class Greater Than 60% of the Day. *Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2007 (2007-2008), Iowa 618 Table 3, FFY 2004 (2004-2005) through FFY 2007 (2007-2008).*

Iowa met the target for Indicator 5B for FFY 2007 (2007-2008). Results of the State data indicate a decrease from 9.09% of children in general education less than 40% of the day in FFY 2006 (2006-2007) to 8.03% in FFY 2007 (2007-2008).

Figure B5.3 presents the State baseline, targets, and data through FFY 2007 (2007-2008) for the percent of children with IEPs ages six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.



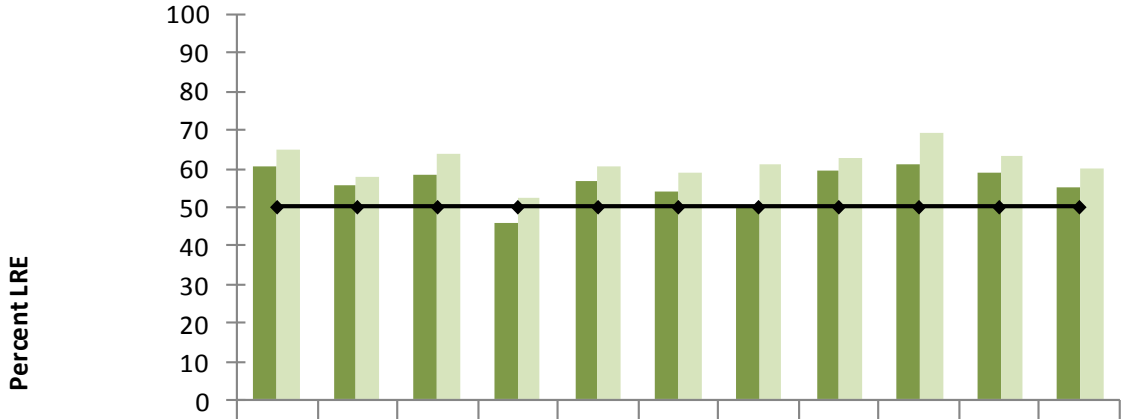
	2004-05 (Baseline)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Separate Schools	3.89	4.00	3.60	3.47			
Target		3.80	3.80	3.70	3.70	3.60	3.50

Figure B5.3. State Percent of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements. *Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2007 (2007-2008), Iowa 618 Table 3, FFY 2004 (2004-2005) through FFY 2007 (2007-2008).*

Iowa met the target for Indicator 5C for FFY 2007 (2007-2008). Results of the State data indicate a decrease from 3.60% of children in residential and separate facilities in FFY 2006 (2006-2007) to 3.47% in FFY 2007 (2007-2008).

Indicator 5 data were analyzed by regions. The following three figures and tables summarize AEA-level results of measurements 5A, 5B, and 5C. (Note: AEAs are the subrecipients of Part B funds in the state of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, per the State Eligibility Document.)

Figure B5.4 depicts AEA measureable and rigorous targets and actual target data for FFY 2006 (2006-2007) through FFY 2007 (2007-2008) for the percent of children with IEPs ages six through 21 removed from regular class less than 21% of the day. All AEAs exceeded the target in FFY 2007 (2007-2008).



	1	7	8	9	10	11	12	13	14	15	State
2006-07	60.08	55.21	58.02	45.49	56.63	53.93	50.21	59.49	61.10	58.70	55.05
2007-08	64.78	57.71	63.54	52.20	60.32	58.79	60.83	62.65	69.01	63.12	59.97
2007-08 Target	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00

Figure B5.4. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Removed from Regular Class Less Than 21% of the Day, by AEA. *Source. Iowa Information Management System, FFY 2006 (2006-2007) through FFY 2007 (2007-2008), and Iowa 618 Table 3, FFY 2006 (2006-2007) through FFY 2007 (2007-2008).*

Table B5.1 provides raw numbers and percents for FFY 2007 (2007-2008), of children and youth with IEPs ages 6-21 removed from the regular education class less than 21% of the day, by AEA and for the State.

Table B5.1
AEA and SEA Number and Percentage of Children with IEPs Ages 6-21 Removed from Regular Class Less Than 21% of the Day

AEA	1	7	8	9	10	11	12	13	14	15	State
N Setting	2779	5457	2525	2990	5272	9037	2889	2548	1107	3378	37982
N Total	4290	9456	3974	5728	8740	15372	4749	4067	1604	5352	63332
Percentage	64.78	57.71	63.54	52.20	60.32	58.79	60.83	62.65	69.01	63.12	59.97

Source. Iowa Information Management System, FFY 2007 (2007-2008), and Iowa Table 3, FFY 2007 (2007-2008).

Results in Table B5.1 are consistent with the measurement, and no explanation of variance is required.

Figure B5.5 presents the AEA measureable and rigorous target and actual target data for FFY 2006 (2006-2007) through 2007 (2007-2008) for the percent of children with IEPs ages six through 21 removed from the regular class greater than 60% of the day. Nine of the 10 AEAs met the target in FFY 2007 (2007-2008), which represents no change from FFY 2006 (2006-2007).

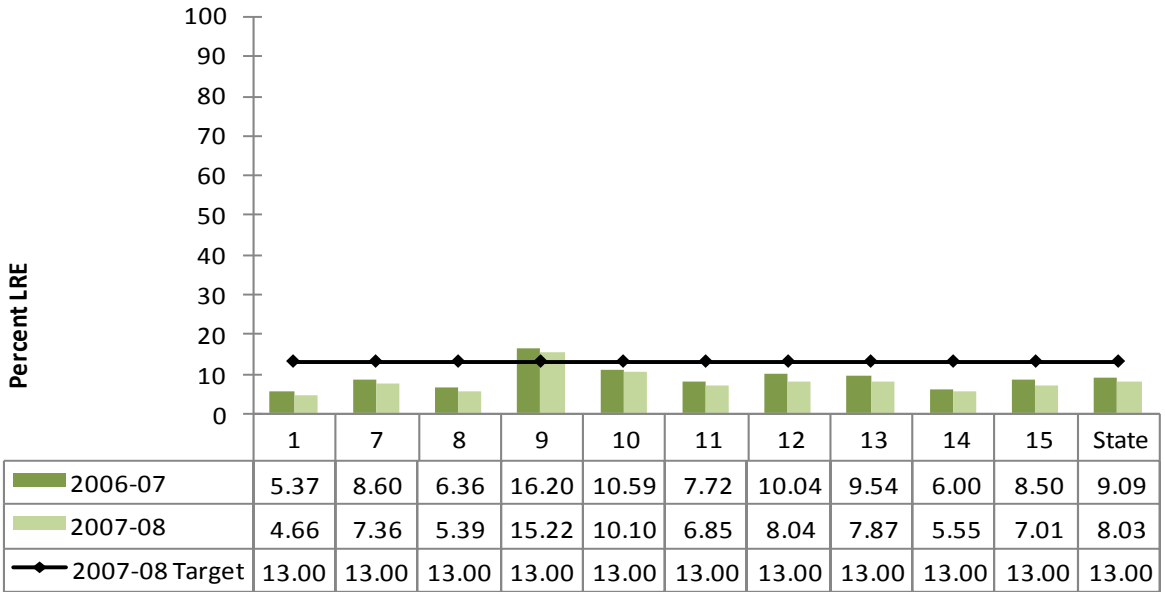


Figure B5.5. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Removed from Regular Class Greater Than 60% of the Day, by AEA. *Source. Iowa Information Management System, FFY 2006 (2006-2007) through FFY 2007 (2007-2008), and Iowa 618 Table 3, FFY 2006 (2006-2007) through FFY 2007 (2007-2008).*

Table B5.2 provides raw numbers and percents, at the AEA and State levels, of children and youth with IEPs ages 6-21 removed from the regular education class greater than 60% of the day.

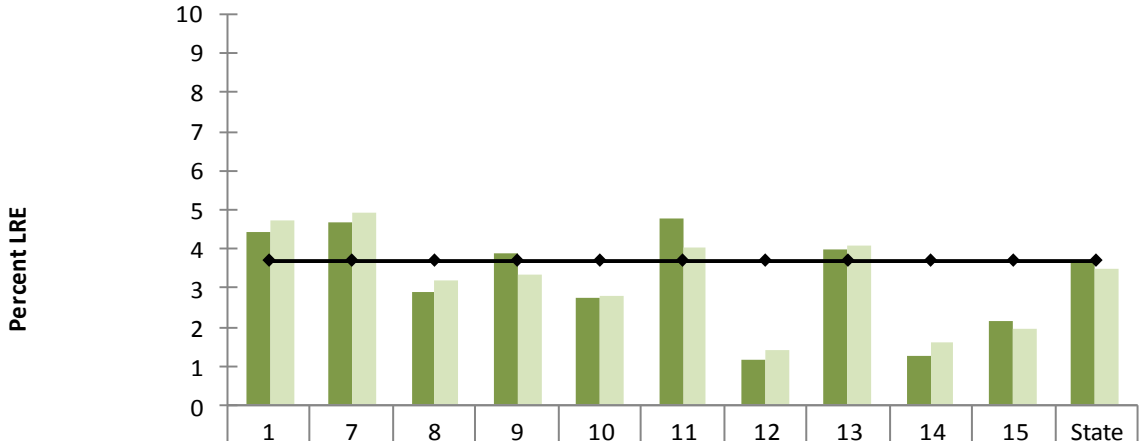
Table B5.2
AEA and SEA Number and Percentage of Children with IEPs Ages 6-21 Removed from Regular Class Greater Than 60% of the Day

AEA	1	7	8	9	10	11	12	13	14	15	State
N Setting	200	696	214	872	883	1053	382	320	89	375	5084
N Total	4290	9456	3974	5728	8740	15372	4749	4067	1604	5352	63332
Percentage	4.66	7.36	5.39	15.22	10.10	6.85	8.04	7.87	5.55	7.01	8.03

Source. Iowa Information Management System, FFY 2007 (2007-2008) and Iowa 618 Table 3, FFY 2007 (2007-2008).

Results in Table B5.2 are consistent with the measurement, and no explanation of variance is required.

Figure B5.6 summarizes AEA measureable and rigorous targets and actual target data for FFY 2006 (2006-2007) through FFY 2007 (2007-2008) for the percent of children with disabilities ages six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements. Six of 10 AEAs met the target in FFY 2007 (2007-2008), which represents no change from FFY 2006 (2006-2007).



	1	7	8	9	10	11	12	13	14	15	State
2006-07	4.40	4.64	2.86	3.88	2.73	4.75	1.16	3.98	1.26	2.15	3.6
2007-08	4.69	4.91	3.15	3.32	2.77	4.00	1.39	4.08	1.56	1.91	3.47
2007-08 Target	3.70	3.70	3.70	3.70	3.70	3.70	3.70	3.70	3.70	3.70	3.70

Figure B5.6. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements, for AEAs and the State of Iowa.
Source. Iowa Information Management System, FFY 2006 (2006-2007) through FFY 2007 (2007-2008), and Iowa 618 Table 3, FFY 2006 (2006-2007) through FFY 2007 (2007-2008).

Table B5.3 summarizes raw numbers and percents of children and youth with IEPs ages 6-21 served in public or private separate schools, residential placements, or homebound or hospital placements, for each AEA and for the State of Iowa.

Table B5.3
AEA and SEA Number and Percentage of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements

AEA	1	7	8	9	10	11	12	13	14	15	State
N Setting	201	464	125	190	242	615	66	166	25	102	2196
N Total	4290	9456	3974	5728	8740	15372	4749	4067	1604	5352	63332
Percentage	4.69	4.91	3.15	3.32	2.77	4.00	1.39	4.08	1.56	1.91	3.47

Source. Iowa Information Management System, FFY 2007 (2007-2008) and Iowa 618 Table 3, FFY 2007 (2007-2008).

Results in Table B5.3 are consistent with the measurement, and no explanation of variance is required.

Summary of Expected Actions of SEA for Indicator 5

Consistent with comments in the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 5, the SEA will report on efforts to improve performance. Specifically, progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2008), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B5.4.

Table B5.4
Improvement Activities Completed for FFY 2007 (2007-2008)

Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. Analysis of data indicated that IEP teams were not calculating LRE accurately or reliably. Over 20 training sessions were provided for over 100 AEA consultants and administrators, LEA administrators, and data entry personnel statewide. Training covered LRE calculations and correct data entry procedures. .	Subsequent desk audits conducted by the SEA verified and ensured the accuracy of every student's LRE information.	Training is provided to new staff as needed. Annual desk audits will continue through FFY 2010 (2010-2011).
Clarify/examine/develop policies and procedures. SEA facilitated "data days" for Area Education Agencies to allow AEAs to prioritize actions at the AEA level and to assist local school districts in implementation of LRE improvement plans.	"Data Days" occurred June 17-18, 2008. All AEAs interpreted results of LRE data. AEAs 9, 10, 12, and 13 crafted action plans for Indicator B5A. AEAs 9 and 13 crafted action plans for Indicator B5B. AEAs 1, 9, and 13 crafted action plans for Indicator B5C.	"Data Days" will be held annually through FFY 2010 (2010-2011).
Clarify/examine/develop policies and procedures. SEA's system of compliance monitoring identified and provided for the correction of problems in LRE calculation.	LEAs and AEAs used compliance data to improve LRE.	LRE calculations will be verified through compliance monitoring annually through FFY 2010 (2010-2011).
Program development. SEA reviewed literature to identify practices likely to affect LRE (for example, accelerated learning, instructional practices, universal design for learning, and response to intervention).	LRE review protocol for self assessment developed.	Undergoing review and integration into I-STAR system. Ongoing for FFY 2008 (2008-2009).

Activity	Measureable Outcomes	Status/Next Steps
Clarify/examine/develop policies and procedures. SEA reviewed literature to identify practices likely to affect LRE (for example, accelerated learning, instructional practices, universal design for learning, and response to intervention).	White paper addressing provision of continuum of service in small and remote school districts developed.	Plan for dissemination for FFY 2008 (2008-2009).
Clarify/examine/develop policies and procedures. SEA used the SEAP as a stakeholder group to analyze root-cause factors effecting LRE.	State, AEA and LEA data brought to SEAP for root cause analysis and recommendations for further study.	Ongoing for FFY 2008 (2008-2009).
Clarify/examine/develop policies and procedures. SEA examined LRE of neighboring states. SEA proposed to examine policies, procedures and practices of districts in Iowa with exemplary LRE data.	The North Central Regional Resource Center assisted the SEA in obtaining information used to craft the LEA self-assessment The examination of districts in Iowa with exemplary LRE data did not occur in FFY 2007 (2007-2008) and is proposed for FFY 2008 (2008-2009) in Table B5.5.	Completed in FFY 2007 (2007-2008)
Collaboration/coordination. A cross-agency team (Education, Public Health, Child Health Specialty Clinics, etc) convened to study continuum of services for students with severe mental health needs.	Stakeholders have been identified and initial meetings occurred in FFY2007 (2007-2008). Outcomes for meetings in FFY 2008 (2008-2009) are being developed.	Ongoing for FFY 2008 (2008-2009)

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008).

Iowa met the measureable and rigorous state target for percent of children removed from the regular class less than 21% of the day, with actual target data for FFY 2007 (2007-2008) being 59.97%, an improvement from actual target data obtained during FFY 2006 (2006-2007). SEA personnel attribute progress on measurement 5A to: (a) improved data accuracy at the AEA and LEA levels, (b) increased attention to LRE at the IEP team level, and (c) continued public reporting of LRE data.

Iowa met the measureable and rigorous state target for percent of children removed from the regular class greater than 60% of the day, with actual target data for FFY 2007 (2007-2008) being 8.03%, an improvement from actual target data obtained during FFY 2006 (2006-2007). SEA personnel explain progress on measurement 5B to: (a) improved data accuracy at the AEA and LEA levels, (b) increased attention to LRE at the IEP team level, and (c) continued public reporting of LRE data.

Iowa met the measureable and rigorous state target for percent of students served in public or private separate schools, residential placements, or homebound or hospital placements with actual target data for FFY 2007 (2007-2008) being 3.47%, an improvement from actual target data obtained during FFY 2006 (2006-2007). SEA personnel explain progress on measurement 5C to: (a) improved data accuracy at the AEA and LEA levels, (b) increased attention to LRE at the IEP team level, and (c) continued public reporting of LRE data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

Proposed activities for FFY 2008 (2008-2009) are discussed in Table B5.5. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2008 (2008-2009) that will allow Iowa to meet measureable and rigorous targets for both FFY 2008 (2008-2009) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B5.4 will continue in FFY 2008 (2008-2009), and are not listed in Table B5.5).

Table B5.5
Proposed Activities for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Clarify/examine/develop policies and procedures. SEA to examine policies, procedures and practices of districts in Iowa with exemplary LRE data.	1 SEA consultant	January 2009 - June 30, 2009	Information from schools on practices that positively impact LRE.

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

In the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 6, commentary from OSEP to States was that Reporting on Indicator 6 was not required for the FFY 2006 APR. The Indicator Measurement Table for the February 2, 2009 submission suggests that States are to report performance against targets.

However, in the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet, OSEP clarifies that:

By February 2, 2009, States must submit:

1) 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.
2) The State's FFY 2007 Part B APR, which must contain actual target data from FFY 2007 and other responsive APR information for Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20. For Indicators 1 and 2, States are not required to report the percent of all youth graduating or dropping out. ***States need not report on Indicator 6 for FFY 2007*** (emphasis added).
3) Information to address any deficiencies identified in OSEP's letter responding to the States February 1, 2008 SPP/APR.

Therefore, consistent with #2 above, Iowa is not reporting on Indicator B6 for FFY 2007 (2007-2008).

Monitoring Priority: 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.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009)

Consistent with OSEP's guidance on Indicator 6, states need not report on Indicator 6 for FFY 2007.

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 June 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:

1. Report using SPP template.
2. 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.
3. States are not required to report baseline and targets until February 2010.
4. 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:

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

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

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

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

Measurement:

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 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).[1]

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.

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

[1] 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 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[2] (IEP Team members) and Methodological[3] (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.

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

[2] Investigator Triangulation is the use of multiple, rather than a single, observer to come to an understanding of data (Denzin, 1970).
[3] 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.

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.

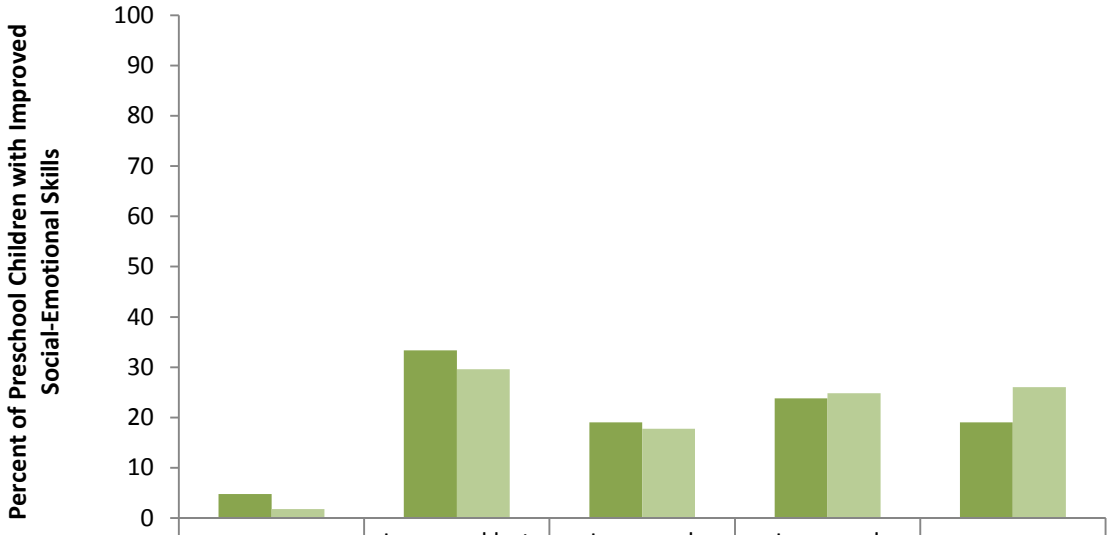
- *Who will conduct the assessments?* Qualified personnel in the RTI and Eligibility Determination process as described in IDEA 2004 and the *Iowa Administrative Rules for Special Education*. The IEP Team, including parents, is involved in gathering information about children's functioning compared to 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)

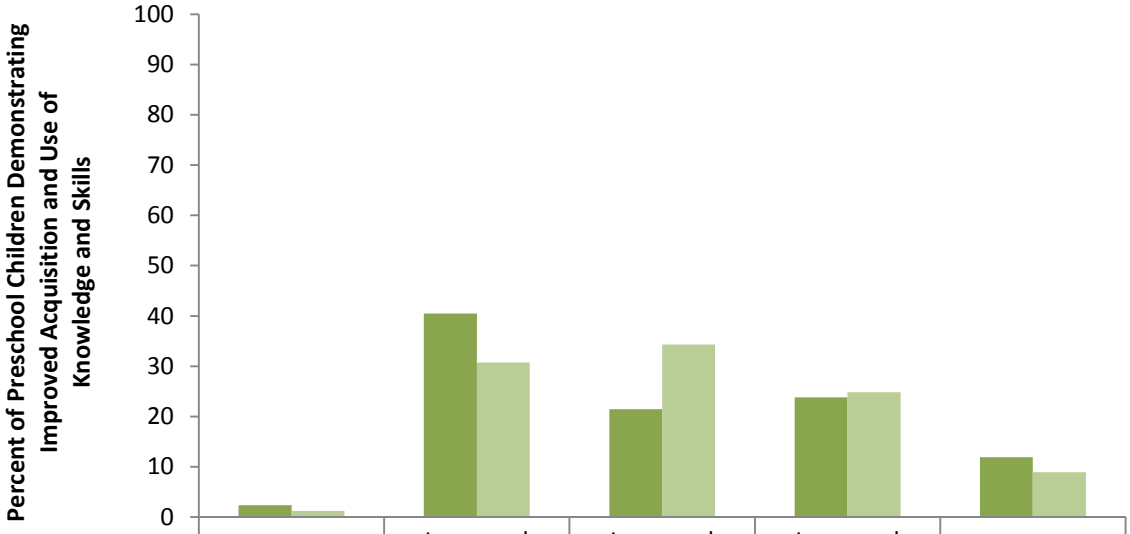
Table B7.1
SEA Number and Percent of Preschool Children with IEPs who Demonstrate Improved Positive Social-Emotional Skills

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.



	Did Not Improve	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained
FFY 2006 (2006-07)	2.38	40.48	21.43	23.81	11.90
FFY 2007 (2007-08)	1.18	30.77	34.32	24.85	8.88

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.

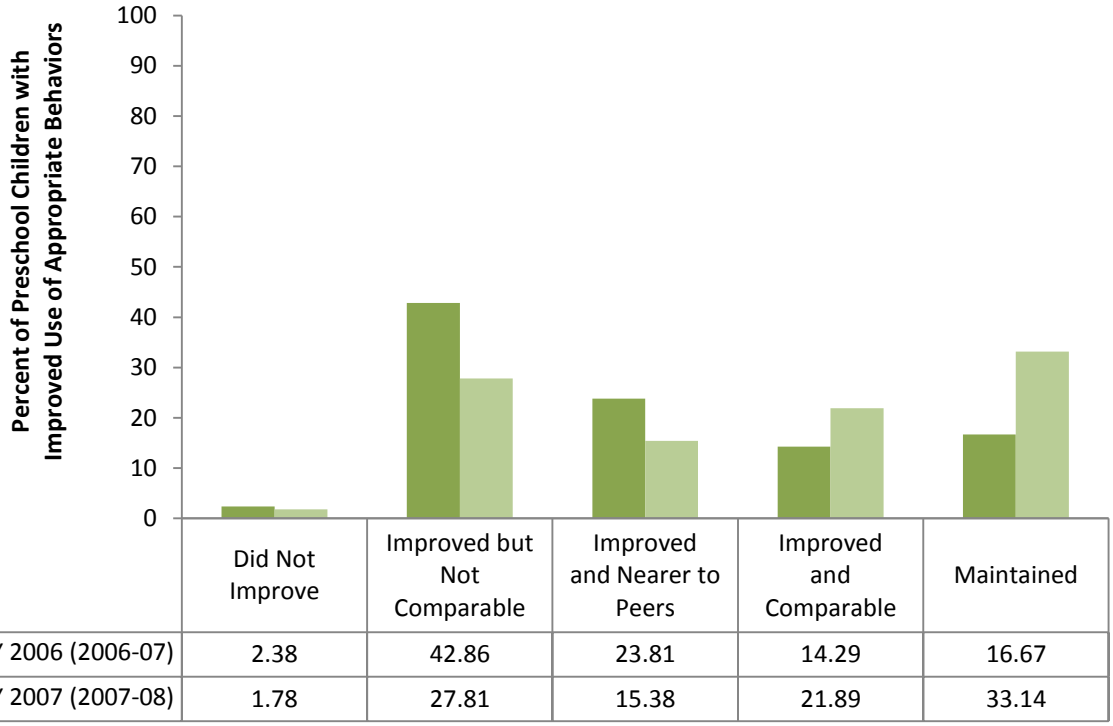


Figure B7.3. SEA Percent of Preschool Children with IEPs who Demonstrate Improved Use of Appropriate Behaviors to Meet their Needs. *Source. Information Management System Data Report, FFY 2006 (2006-2007) through FFY2007 (2007-2008).*

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 measurement in the percent of children who (d) improved functioning to reach a level comparable to same-age peers and (e) maintained functioning at a level comparable to same-age peers. In the Acquisition and Use of Knowledge and Skills measurement, there were increases in the percent of children who (c) improved functioning to a level nearer to same-aged peers and in the percent of children who (d) improved functioning to reach a level comparable to same-age peers. In the measurement of Use of Appropriate Behaviors to Meet Their Needs, there were increases in the percent of children who (d) improved functioning to reach a level comparable to same-age peers and in the percent of children who (e) maintained functioning at a level comparable to same-aged 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
Clarify/examine/develop policies and procedures. 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)
Clarify/examine/develop policies and procedures.* 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)
Improve data collection and reporting. 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)
Improve data collection and reporting. 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)
Improve data collection and reporting. 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
Provide 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)
Provide 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)
Provide 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)
Provide 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)
Improve data collection and reporting.* 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 Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components and comments were compiled. Least Restrictive Environment (LRE) data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and the Iowa Department of Education staff.

In the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 8, commentary from OSEP was that *OSEP appreciates the State's efforts to improve performance.* Hence, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2008), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

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 June 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/.

Monitoring Priority: FAPE in the LRE

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

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

Measurement: Percent = [(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.

Measurable and Rigorous Target:

The provision of children / youth with IEPs provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets for the three subcomponents of this indicator.

For FFY 2007 (2007-2008), the measurable and rigorous targets are summarized below.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	**A. 75.50% 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.** **B. 64.00% 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.**

Actual Target Data for FFY 2007 (2007-2008):

Data reported below are generated from Iowa's I-STAR system. These data have been determined valid and reliable based on the integrity of the sampling methodology, survey response rates and representativeness of the samples they are based upon. The actual surveys used to generate the data are included at the conclusion of Indicator B8 as Appendix A.

States are allowed to select a sample of parents to receive the 619 and school-age surveys 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: (a) the sampling procedures followed, and (b) similarity or differences of the sample to the population of students with disabilities. 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 in Iowa's SPP for Indicator 8, updated for FFY 2006, and outlined here.

In order to obtain the sample for FFY 2007 (2007-2008) a representative sample of parents of children with IEPs was drawn from each AEA proportionately by population. Sample size was determined using a 95% level of confidence with a 10% margin of error. The sample was drawn with a high level of confidence in order to ensure representativeness, and responses were later assessed for representativeness by age, race and gender (see tables B8.1 – B8.6). (Please note that Iowa does not collect information on disability category.)

In addition to the necessary sample size, an alternate sample of 30% was drawn to be used, if necessary, when repeated attempts to contact the original selected parent(s) failed.

A response rate of 100% was achieved using the original and alternate samples together.

Survey responses that included missing answers or answers marked "not applicable" were included in the data analyses, but the missing data points were not included in either the numerator or denominator in determining the overall opinion of the respondent. Missing data were deleted pair-wise rather than list-wise.

Selection bias was avoided to the largest possible extent by randomizing the selection of participants, giving the contact information of potential participants to personnel administering the survey in random order, and providing a script to personnel administering the survey. 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 B8.1 – B8.6).

Survey response data for FFY 2007 (2007-2008) were assessed for similarity or difference of the sample to the population of students with disabilities. Tables B8.1, B8.2 and B8.3 present the representativeness of survey responses by age (B8.1), race/ethnicity (B8.2), and gender (B8.3) for the 619 survey (ages 3-5). Tables B8.4, B8.5 and B8.6 present analogous data for the school-aged survey (ages 6-21) with respect to age (B8.4), race/ethnicity (B8.5), and gender (B8.6).

In analyzing the data, the Iowa Department of Education interprets that the 619 survey responses (ages 3-5) were representative of the population by race/ethnicity and gender, but not by age. Parents of three-year-olds were over-sampled by 23.55%, parents of four-year-olds were over-sampled by 15.48%, and parents of five-year-olds were under-sampled by 39.03%.

For the school-age survey, the Iowa Department of Education interprets that the sample was sufficiently representative of the population for general inference to be made, though the sample was less representative by race/ethnicity and gender than by age. Parents of Caucasian students were oversampled by 5.16%, while parents of African-American students were under-sampled by 4.18%.

Table B8.1
Representativeness of Survey Responses by Age, 619

Age			
Population Percent			
3	4	5	TOTAL
23.13	33.74	43.14	100
Response Percent			
3	4	5	TOTAL
46.67	49.21	4.11	100
Percent Difference			
3	4	5	
23.55	15.48	-39.03	

Source. Iowa's Information Management System and I-Star System, FFY 2007 (2007-2008).
Note. N=820.

Table B8.2
Representativeness of Survey Responses by Race/Ethnicity, 619

Race/Ethnicity					
Population Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
1.53	5.88	6.97	0.41	85.22	100
Response Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.97	3.99	7.86	0.48	86.70	100
Percent Difference					
Asian	African-American	Hispanic	American-Indian	Caucasian	
-0.57	-1.89	0.89	0.07	1.48	

Source. Iowa's Information Management System and I-Star System, FFY 2007 (2007-2008).
Note N=820.

Table B8.3
Representativeness of Survey Responses by Gender, 619

Gender		
Population Percent		
Female	Male	TOTAL
30.84	69.16	100
Response Percent		
Female	Male	TOTAL
30.35	69.65	100
Percent Difference		
Female	Male	
-0.49	0.49	

Source. Iowa's Information Management System and I-Star System, FFY 2007 (2007-2008).
Note N=820.

Table B8.4
Representativeness of Survey Responses by Age, School Age

Age																
Population Percent																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
5.12	5.91	6.90	7.94	8.08	8.21	8.25	8.77	8.79	9.39	8.93	8.22	3.84	1.16	0.42	0.06	100
Response Percent																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
3.04	8.18	7.87	8.92	9.34	9.13	7.35	7.66	7.66	8.50	6.72	8.39	5.14	1.36	0.73	0.00	100
Percent Difference																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
-2.07	2.28	0.97	0.98	1.26	0.92	-0.90	-1.11	-1.13	-0.89	-2.22	0.18	1.30	0.20	0.31	-0.06	

Source. Iowa's Information Management System and I-Star System, FFY 2007 (2007-2008).
Note. N=951.

Table B8.5
Representativeness of Survey Responses by Race/Ethnicity, School Age

Race/Ethnicity					
Population Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.95	9.22	6.11	0.63	83.09	100
Response Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
1.05	5.04	5.14	0.52	88.25	100
Percent Difference					
Asian	African-American	Hispanic	American-Indian	Caucasian	
0.10	-4.18	-0.97	-0.11	5.16	

Source. Iowa's Information Management System and I-Star System, FFY 2007 (2007-2008).
Note. N=951.

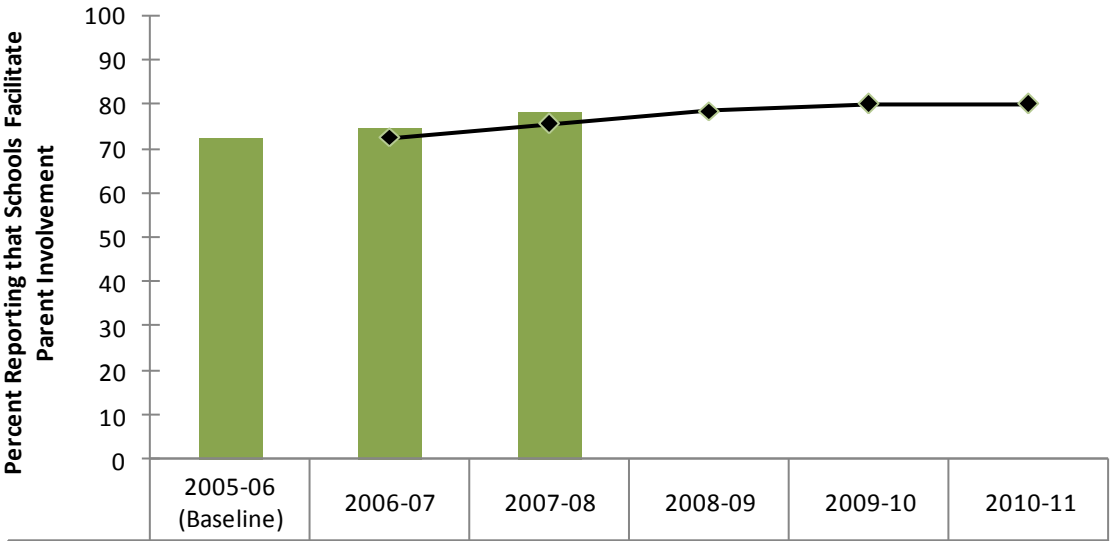
Table B8.6
Representativeness of Survey Responses by Gender, School Age

Gender		
Population Percent		
Female	Male	TOTAL
35.71	64.29	100
Response Percent		
Female	Male	TOTAL
31.58	68.42	100
Percent Difference		
Female	Male	
-4.13	4.13	

Source. Iowa's Information Management System and I-Star System, FFY 2007 (2007-2008).
Note. N=951.

Figure B8.1 presents the State baseline, measureable and rigorous targets and actual target data through FFY 2007 (2007-2208) for the percentage of parents with a child (ages three to five) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target data from FFY 2006 (2006-2007) indicated that 74.60% of parents with a child (ages three to five) receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, while in FFY 2007 (2007-2008) the percentage increased to 78.05.



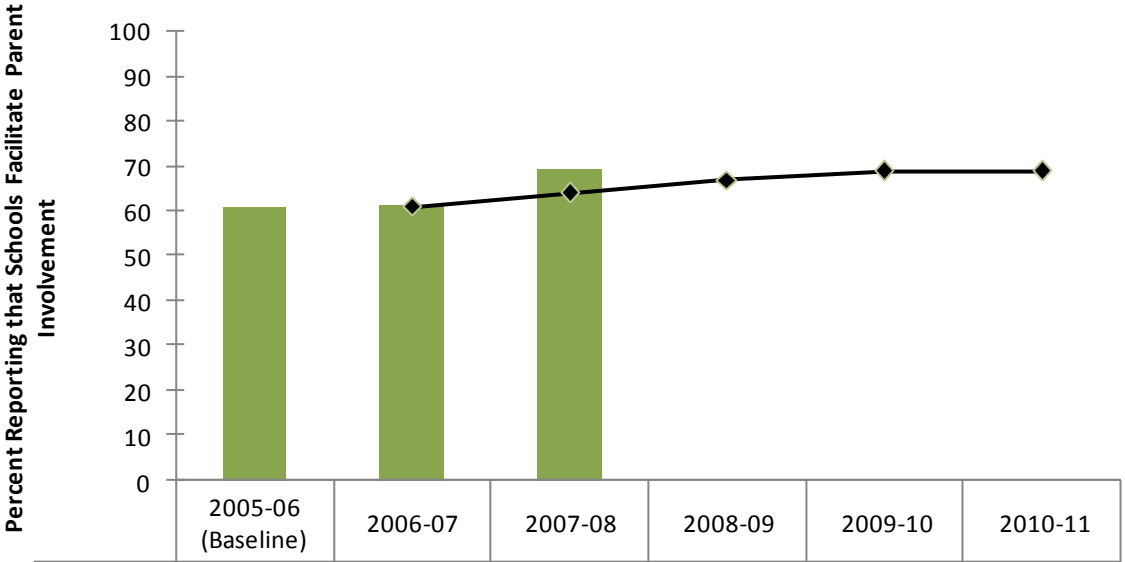
	2005-06 (Baseline)	2006-07	2007-08	2008-09	2009-10	2010-11
State	72.50	74.60	78.05			
Target		72.50	75.50	78.50	80.00	80.00

Figure B8.1. Trend for Percentage of Parents with a Child (ages 3 to 5) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities.
Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2007 (2007-2008).

The State of Iowa met its measurable and rigorous target for measurement 8A, for FFY 2007 (2007-2008) and showed improvement of 3.45% from FFY 2006 (2006-2007).

Figure B8.2 presents the State baseline, measureable and rigorous targets and actual target data through FFY 2007 (2007-2008) for the percentage of parents with children/youth (ages 6 to 21) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target data from FFY 2006 (2006-2007) indicated that 61.46% of parents with children/youth (ages 6 to 21) receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, while in FFY 2007 (2007-2008) the percentage increased to 69.09.

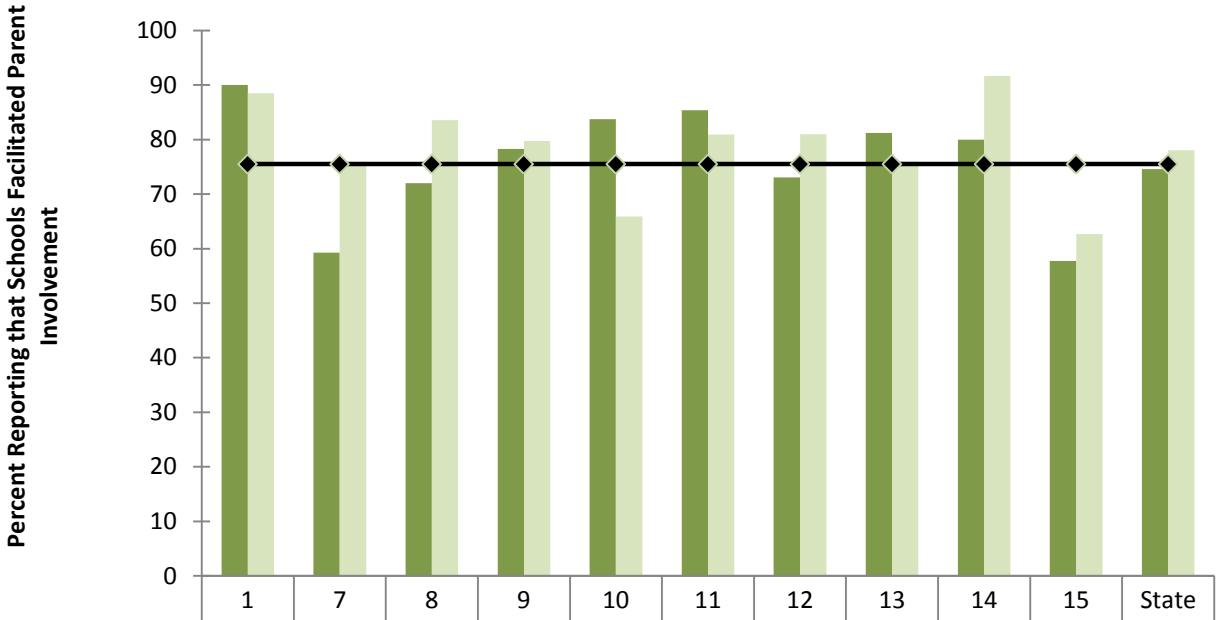


	2005-06 (Baseline)	2006-07	2007-08	2008-09	2009-10	2010-11
State	61.00	61.46	69.09			
Target		61.00	64.00	67.00	69.00	69.00

Figure B8.2. Trend for Percentage of Parents with Children / Youth (ages 6 to 21) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities. *Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2007 (2007-2008).*

The State of Iowa met its measurable and rigorous target for measurement 8B, for FFY 2007 (2007-2008) and showed improvement of 7.63% from FFY 2006 (2006-2007).

Figure B8.3 presents the percentage of parents with a child (ages three to five) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities, disaggregated by AEA.

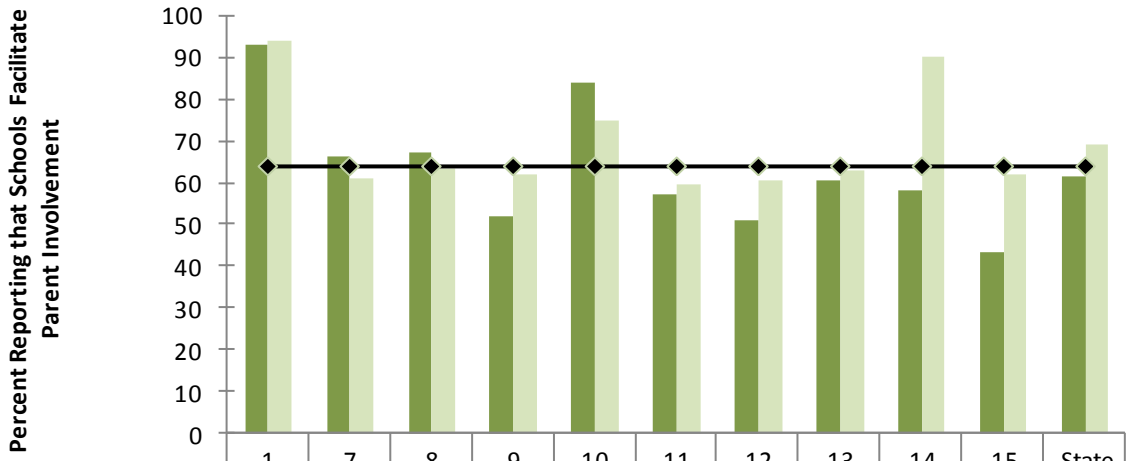


	1	7	8	9	10	11	12	13	14	15	State
2006-07	90.00	59.30	72.00	78.31	83.72	85.39	73.08	81.25	80.00	57.72	74.60
2007-08	88.51	75.51	83.56	79.76	65.91	80.90	81.01	75.95	91.67	62.65	78.05
Target	75.50	75.50	75.50	75.50	75.50	75.50	75.50	75.50	75.50	75.50	75.50

Figure B8.3. Trend for Percentage of Parents with a Child (ages three to five) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities, Disaggregated at the AEA level. *Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2007 (2007-2008).*

In FFY 2007 (2007-2008) 8 of 10 AEAs (80.00%) met or exceeded the State measurable and rigorous target for percentage of parents reporting facilitation of involvement for children ages 3-5.

Figure B8.4 presents the percentage of parents with children / youth (ages 6 to 21) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities, disaggregated by AEA.



	1	7	8	9	10	11	12	13	14	15	State
2006-07	92.63	66.32	67.02	52.08	84.04	57.29	51.06	60.64	58.24	43.39	61.46
2007-08	94.00	61.05	63.16	62.11	74.74	59.38	60.64	62.77	90.22	62.11	69.09
2007-08 Target	64.00	64.00	64.00	64.00	64.00	64.00	64.00	64.00	64.00	64.00	64.00

Figure B8.4. Trend for Percentage of Parents with Children / Youth (ages 6 to 21) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities, Disaggregated at the AEA level. *Source. Iowa I-STAR System, FFY 2005 (2005-2006) through FFY 2007 (2007-2008).*

In FFY 2007 (2007-2008) 3 of 10 AEAs (30.00%) met or exceeded the State measurable and rigorous target for percentage of parents reporting facilitation of involvement for school-age children.

Table B8.7 presents the actual numbers used in calculating the percentages for the 619 survey by AEA for the State. Table B8.8 presents analogous information for the school-age survey.

Data are consistent with measurement, and no explanation of variance is required.

Table B8.7
Number and Percent of Survey Responses, 619, by AEA and State

AEA	1	7	8	9	10	11	12	13	14	15	State
N Agree	77	74	61	67	58	72	64	60	55	52	640
N Response	87	98	73	84	88	89	79	79	60	83	820
Percent	88.51	75.51	83.56	79.76	65.91	80.90	81.01	75.95	91.67	62.65	78.05

Source. Iowa's Information Management System and I-Star System, FFY 2007 (2007-2008).

Table B8.8
Number and Percent of Survey Responses, School-Age, by AEA and State

AEA	1	7	8	9	10	11	12	13	14	15	State
N Agree	94	58	60	59	71	57	57	59	83	59	657
N Response	100	95	95	95	95	96	94	94	92	95	951
Percent	94.00	61.05	63.16	62.11	74.74	59.38	60.64	62.77	90.22	62.11	69.09

Source. Iowa's Information Management System and I-Star System, FFY 2007 (2007-2008).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B8.9.

Table B8.9
Improvement Activities Completed for FFY 2007 (2007-2008)

Activity	Measureable Outcomes	Status / Next Steps
Improve data collection and reporting. The SEA developed and implemented a data sampling plan to collect information on school facilitation of parental involvement in order to improve student success.	Sampling plan provided data determined to be representative of Iowa parents with children on IEPs.	Sampling validated annually through FFY 2010 (2010-2011)
Improve data collection and reporting. The SEA utilized a survey developed by NCSEAM to answer the question of whether schools facilitate parental involvement as a means of improving services and supports for children on IEPs.	Survey provided data determined to be representative of Iowa parents with children on IEPs.	Continued administration for Indicator B8 through FFY 2010 (2010-2011)
Improve systems administration and monitoring. The SEA analyzed data at the AEA and state levels.	Data were compared against the state averages to determine if areas assessed were problematic.	Continued administration for Indicator B8 through FFY 2010 (2010-2011)
Provide technical assistance. The SEA provided training on survey administration and processes through the Parent-Educator Connection, Iowa's organization of parents and educators working together to serve the LEAs in their region to provide opportunities to build partnerships through communication, education and collaboration to improve educational services and results for children on IEPs.	Surveyors effectively administered survey to parents.	Continued administration for Indicator B8 through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). The State of Iowa improved in percentage of parents (children 3 to 5) reporting that the school facilitated involvement, from FFY 2006 (2006-2007) to FFY 2007 (2007-2008), and met the measurable and rigorous target for FFY 2007 (2007-2008). The SEA explains this progress through continued improvement in parent perceptions at the AEA and regional levels, with some AEAs needing to attend to parent report data.

The State of Iowa improved in percentage of parents (children 6 to 21) reporting that the school facilitated involvement, from FFY 2006 (2006-2007) to FFY 2007 (2007-2008), and met the measurable and

rigorous target for FFY 2007 (2007-2008). The SEA explains this progress through continued improvement in parent perceptions at the AEA levels, with most AEAs needing to attend to parent report data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

Proposed activities for FFY 2008 (2008-2009) are discussed in Table B8.10. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2008 (2008-2009) that will allow Iowa to meet measureable and rigorous targets for both FFY 2008 (2008-2009) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B8.9 will continue in FFY 2008 (2008-2009), and are not listed in Table B8.10).

Table B8.10
Proposed Activities for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide technical assistance. SEA will facilitate meetings with Parent-Educator Connection Coordinators to promote consistent practices across the state to support family-educator partnerships in schools and AEAs.	1 SEA Staff, 40 Parent-Educator Connection (PEC) Coordinators	July 1, 2008 – June 30, 2009	Parents and educators partner to support success of students with IEPs in school. Parents report greater levels of agreement for Indicator B8.
Provide technical assistance. SEA will distribute and prepare for the implementation of the NCSEAM guide: Improving Relationships and Results: Building Family School Partnerships	1 SEA Staff, 40 Parent-Educator Connection (PEC) Coordinators	November 1, 2008 – June 30, 2009	Trainings will be held beginning in FFY 2008 (2008-2009) and continuing through FFY 2009 (2009-2010). Ten of ten AEAs will have at least one training with LEAs by June 30, 2009.
Evaluation. SEA will revise requirements for submission of year end reports from PEC Coordinators to include documentation of interaction with parents.	1 SEA Staff, 40 Parent-Educator Connection (PEC) Coordinators	July 1, 2008 – August 15, 2009	The SEA will have information on activities conducted, number of people contacted/impacted, and the effect on Indicator B8.

2008-2009 Parent Survey - Preschool Special Education

		Survey Code Number	
Completed:			
Interviewer			
***Student Name:** *First* *Last*			
***Parent Name:** *First* *Last*			
Mailing address *Street, City, State and ZIP*			
Attending district:			
Phone Number: *Include area code*		***Alternate number:*** ***Include area code***	
Email address1		***Email2***	
Attempt dates:			
1	***2***	***3***	
Preferred date and time to call back			
Notes:			
Entered into web system		**By**	
Entered into computer			
Data Entry person		**Refused survey:**	

This is a survey for parents of children receiving preschool special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with preschool special education over the past year. You may skip any item that you feel does not apply to you or your child.

Preschool Special Education Partnership Efforts and Quality of Services								
	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly disagree	N/A	Don't Know
1. I am part of the IEP/IFSP decision-making process.	❑	❑	❑	❑	❑	❑	❑	❑
2. My recommendations are included on the IEP/IFSP.	❑	❑	❑	❑	❑	❑	❑	❑
3. My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	❑	❑	❑	❑	❑	❑	❑	❑
4. My child's evaluation report was written using words I understand.	❑	❑	❑	❑	❑	❑	❑	❑
5. The preschool special education program involves parents in evaluations of whether preschool special education is effective.	❑	❑	❑	❑	❑	❑	❑	❑
6. I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	❑	❑	❑	❑	❑	❑	❑	❑

Preschool Special Education Partnership Efforts and Quality of Services								
	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly disagree	N/A	Don't Know
People from preschool special education, including teachers and other service providers:								
7. -provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	❑	❑	❑	❑	❑	❑	❑	❑
8. -are available to speak with me.	❑	❑	❑	❑	❑	❑	❑	❑
9. - treat me as an equal team member.	❑	❑	❑	❑	❑	❑	❑	❑
10. - encourage me to participate in the decision-making process.	❑	❑	❑	❑	❑	❑	❑	❑
11. -respect my culture.	❑	❑	❑	❑	❑	❑	❑	❑
12. -value my ideas.	❑	❑	❑	❑	❑	❑	❑	❑
13. -ensure that I have fully understood my rights related to preschool special education.	❑	❑	❑	❑	❑	❑	❑	❑
14. -communicate regularly with me regarding my child's progress on IEP/IFSP goals.	❑	❑	❑	❑	❑	❑	❑	❑
15. -give me options concerning my child's services and supports.	❑	❑	❑	❑	❑	❑	❑	❑
16. -provide me with strategies to deal with my child's behavior.	❑	❑	❑	❑	❑	❑	❑	❑
17. -give me enough information to know if my child is making progress.	❑	❑	❑	❑	❑	❑	❑	❑
18. -give me information about the approaches they use to help my child learn.	❑	❑	❑	❑	❑	❑	❑	❑
19. -give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers,	❑	❑	❑	❑	❑	❑	❑	❑
20. -offer parents training about preschool special education.	❑	❑	❑	❑	❑	❑	❑	❑
21. -offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	❑	❑	❑	❑	❑	❑	❑	❑

22. -explain what options parents have if they disagree with a decision made by the preschool special education program.	❑	❑	❑	❑	❑	❑	❑	❑

Preschool Special Education Partnership Efforts and Quality of Services								
	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly disagree	N/A	Don't Know
People from preschool special education, including teachers and other service providers:								
23. -give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	❑	❑	❑	❑	❑	❑	❑	❑
24. -offer supports for parents to participate in training workshops.	❑	❑	❑	❑	❑	❑	❑	❑
25. -connect families with one another for mutual support.	❑	❑	❑	❑	❑	❑	❑	❑

*As of today, how old is your child?
Options are:
under 3;
between 3-4;
Between 4-5;
5 and older

*What is your child's race/ethnicity?
Options are:
White/Caucasian;
Black/African American;
Hispanic;
Asian/ Pacific Islander;
American Indian/ AK native;
Multi-racial;
Refuse/Don't know

Thank you very much for your input.

Do you have any other comments your wish to provide to the program?

2008-2009 Parent Survey – K-12 Special Education

		Survey Code Number	
Completed:			
Interviewer			
***Student Name:** First Last			
***Parent Name:** First Last			
***Mailing address** *Street, City, State and ZIP*			
***Attending district:**			
***Phone Numbers:** *Include area code*		***Alternate number:** *Include area code*	
Email address1		**Email2**	
Attempt dates:			
1	***2***	***3***	
Preferred date and time to call back			
Notes:			
Entered into web system by		**Refused survey**	

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. **You may skip any item that you feel does not apply to you or your child.**

		Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly disagree	N/A	Don't Know
Schools efforts to partner with parents									
1.	I am considered an equal partner with teachers and other professionals in planning my child's program.	❑	❑	❑	❑	❑	❑	❑	❑
2.	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	❑	❑	❑	❑	❑	❑	❑	❑
3.	At the IEP meeting, we discussed how my child would participate in statewide assessments.	❑	❑	❑	❑	❑	❑	❑	❑
4.	At the IEP meeting, we discussed accommodations and modifications that my child would need.	❑	❑	❑	❑	❑	❑	❑	❑
5.	All of my concerns and recommendations were documented on the IEP.	❑	❑	❑	❑	❑	❑	❑	❑
6.	Written justification was given for the extent that my child would not receive services in the regular classroom.	❑	❑	❑	❑	❑	❑	❑	❑

7.	I was given information about organizations that offer support for parents of students with disabilities.	❑	❑	❑	❑	❑	❑	❑	❑
8.	I have been asked for my opinion about how well special education services are meeting my child's needs.	❑	❑	❑	❑	❑	❑	❑	❑
		Very Strongly Agree	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Very Strongly disagree**	**N/A**	**Don't Know**
9.	My child's evaluation report is written in terms I understand.	❑	❑	❑	❑	❑	❑	❑	❑
10.	Written information I receive is written in an understandable way.	❑	❑	❑	❑	❑	❑	❑	❑
11.	Teachers are available to speak with me.	❑	❑	❑	❑	❑	❑	❑	❑
12.	Teachers treat me as a team member	❑	❑	❑	❑	❑	❑	❑	❑
❑	***Teachers and administrators***								
13.	-seek out parent input.	❑	❑	❑	❑	❑	❑	❑	❑
14.	-show sensitivity to the needs of students with disabilities and their families.	❑	❑	❑	❑	❑	❑	❑	❑
15.	-encourage me to participate in the decision-making process.	❑	❑	❑	❑	❑	❑	❑	❑
16.	-respect my cultural heritage.	❑	❑	❑	❑	❑	❑	❑	❑
17.	-ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents]	❑	❑	❑	❑	❑	❑	❑	❑
❑	***The school:***								
18.	- has a person on staff who is available to answer parents' questions.	❑	❑	❑	❑	❑	❑	❑	❑
19.	- communicates regularly with me regarding my child's progress on IEP goals.	❑	❑	❑	❑	❑	❑	❑	❑
20.	- gives me choices with regard to services that address my child's needs.	❑	❑	❑	❑	❑	❑	❑	❑
21.	- offers parents training about special education issues.	❑	❑	❑	❑	❑	❑	❑	❑
22.	- offers parents a variety of ways to communicate with teachers.	❑	❑	❑	❑	❑	❑	❑	❑
23.	- gives parents the help they may need to play an active role in their child's education.	❑	❑	❑	❑	❑	❑	❑	❑
24.	- provides information on agencies that can assist my child in the transition from school.	❑	❑	❑	❑	❑	❑	❑	❑

25.	- explains what options parents have if they disagree with a decision of the school.	❑	❑	❑	❑	❑	❑	❑	❑

***As of today, how old is your child?** ***In what grade is your child?** Options – K-12 ***At what age did your child begin to receive Early ACCESS or special education services?** Under 1; birth – age 2; Age 3-5; Age 6-8; Age 9-12; Age 13-17; Age 18+	***What is your child's race/ethnicity?** Select from list: White/Caucasian; Black/African American; Hispanic; Asian/ Pacific Islander; American Indian/ AK native; Multi-racial; Refuse/Don't know
Thank you very much for your input.	Do you have any other comments your wish to provide to the program?

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by SEA staff reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, and the Iowa Department of Education staff.

In the FFY 2006 (2006-2007) Response Letter to Iowa, OSEP analyzed Iowa's data for Indicator 9 from FFY 2006 (2006-2007) and summarized Iowa's effort to address Indicator B9:

> *OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, information demonstrating that it has examined data for FFY 2005 and FFY 2006 for both overrepresentation and underrepresentation of races and ethnicities in special education and related services. The State has provided the required data and OSEP accepts the data submitted. Additionally, OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, information on how it made the determination for the 3 districts identified with disproportionate representation in the FFY 2005 APR. The State provided the required information.*
>
> *OSEP appreciates the State's efforts regarding this indicator.*

Hence, Iowa will report on the measurement for FFY 2007 (2007-2008) and results of improvement activities.

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 June 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/.

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.

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

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

State Definition of Disproportionate Representation. Consistent with the Disproportionality: Discussion of SPP/APR Response Table Language (North Central Regional Resource Center), in response to the OSEP Analysis/Next Steps in the Iowa Part B FFY 2005 SPP/APR Response Table, and in accordance with 34 CFR § 300.600 (d) (3), 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.

Measurement of Disproportionate Representation. In FFY 2007 (2007-2008) Iowa changed calculations used to determine "disproportionate representation" from the composition index to a weighted risk ratio and risk gap. Changing this definition provided *multiple measures* on which to examine disproportionate representation.

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

The race/ethnicity categories used for analysis 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 ten students with IEPs in the ethnic group of interest, but fewer than ten students with IEPs in the comparison group. The alternate risk ratio is calculated by modifying the above equation so that the district-level risk for the racial/ethnic group (R_j) is divided by the state-level risk for all other students.

The risk gap is calculated as:

Risk gap = Weighted risk ratio_i – Weighted risk $\text{ratio}_{\text{caucasian}}$

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

Determining if Disproportionate Representation is Due to Inappropriate Practices.
Iowa has a multi-tiered process for reviewing policies, procedures, and practices to determine if disproportionate representation is due to inappropriate identification practices.

The process in place uses multiple methods (desk audit, interview, survey, self-study) on multiple sources (policies, procedures, practices). 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, an 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 the 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 the relationship between the AEA and LEA staff. Teams at the school building level provide information on school culture and climate related to diversity, cultural sensitivity, data-based decision-making, accommodative practices, and general building climate.

An SEA team reviews all data and determines if policies and practices required by federal legislation and by Iowa statute, are present. The team then determines if practices associated with appropriate identification are present in sufficient quantity and quality. AEAs are notified of results of the review, of any corrective actions needed, timelines for corrective actions, and proof needed to demonstrate compliance with the corrective actions.

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
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

Actual Target Data for FFY 2007 (2007-2008):

Data analyzed for FFY 2007 (2007-2008) are the same data reported to OSEP for Iowa's 618 Table 1: Report of Children With Disabilities Receiving Special Education Under Part B of the IDEA for 2007-2008. The actual numbers used in the calculations are summarized in Table B9.1.

Table B9.1
Raw Numbers Used to Generate Calculations, FFY 2007 (2007-2008)

	Race/Ethnicity									
	African American		Hispanic		Asian		Native American		White	
	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL	IEP	TOTAL
AEA 1	190	858	69	597	21	318	5	73	4005	28542
AEA 267	929	4141	628	4247	61	850	73	731	7766	52984
AEA 8	163	802	322	2285	53	584	18	85	3417	27470
AEA 9	770	4476	473	4502	47	940	20	250	4416	37423
AEA 10	1342	5232	324	2161	96	1785	35	252	6945	55146
AEA 11	1843	7870	1044	8076	209	3789	38	378	12238	100916
AEA 12	234	1203	587	5140	50	803	168	871	3711	30044
AEA 13	95	599	164	1442	26	246	28	150	3753	27371
AEA 14	15	83	69	426	10	83	2	29	1508	9137
AEA 15	256	1416	192	1685	27	468	14	86	4863	33583
State of Iowa	5837	26680	3872	30561	600	9866	401	2905	52622	402616

Source: Iowa 618 Table 1, FFY 2007 (2007-2008) AND Iowa Project EASIER FFY 2007.

Table B9.2 summarizes AEA-level data for disproportionate representation, for FFY 2007 (2007-2008). Categories of disproportionate representation, based on Iowa's definition of over- and under-representation, are highlighted. AEAs requiring reviews of policies, procedures, and practices, are also highlighted.

Table B9.2
Weighted-risk Ratio (Alternate Risk Ratio), and Risk Gap, for AEA and State, by Subgroup, FFY 2007 (2007-2008)

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

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

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

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

WRR = Weighted Risk Ratio
GAP = Risk Gap
ALT = Alternate Risk Ratio

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

For FFY 2007 (2007-2008), 1 of 10 AEAs had disproportionate representation of African-American students (over-represented), meaning the AEA met or exceeded the criteria of weighted risk ratio or alternate risk ratio greater than 2.00 and risk gap greater than 1.00. The SEA must demonstrate how the SEA engaged in reviews of policies, procedures, and practices to determine if disproportionate overrepresentation was a result of inappropriate identification.

Zero of 10 AEAs (0%) met or exceeded the criteria of weighted risk ratio or alternate risk ratio less than 0.25 and risk gap less than -1.00. For FFY 2007 (2007-2008), no AEAs (0%) had disproportionate under-representation.

For the AEA demonstrating overrepresentation, the SEA engaged in a review of policies at the state level using desk audits, a review of policies of AEAs using desk audits, and practices in AEAs and school buildings were studied using a survey of child-find and research-supported practices required of all AEA and LEA staff in the effected AEAs.

Summary of Process Used to Determine if Disproportionality was Due to Inappropriate Practice.

State Policy. The State of Iowa has policies and procedures designed to prevent inappropriate overidentification or disproportionate representation by race and ethnicity of children with disabilities, consistent with 34 CFR § 300.8, 20 U. S. C. 1418 (d), 20 U. S. C 1412 (a) (24), 34 CFR § 300.173. The State of Iowa and has procedures requiring use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining: whether the child is a child with a disability, and the content of the child's IEP, consistent with 20 U. S. C. 1414 (b) (2); 34 CFR § 300.304 (b). The State of Iowa has policies ensuring that assessments and other evaluation materials used to assess a child under 20 U. S. C. 1414 (b) are selected and administered so as not to be discriminatory on a racial or cultural basis, are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, and other requirements for assessment in all areas of suspected disability, by trained and knowledgeable personnel (20 U. S. C. 1414 (b) (3)); 34 CFR § 300.304 (c). The State of Iowa has policies that determination that the child has a disability and the educational needs of the child shall be made by a group of qualified professionals and the parent, in accordance with § 300.306 (b), 20 U. S. C. 1414 (b) (4), 34 CFR § 300.306 (a). The State of Iowa has policies that, in making a determination of eligibility, a child shall not be determined to be a child with a disability if the determinant factor for such determination is: lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in Section 1208 (3) of the Elementary and Secondary Education Act of 1965); lack of appropriate instruction in math; or limited English proficiency and if the child does not otherwise meet the eligibility criteria under 34 CFR § 300.8 (a) [20 U. S. C. 1414 (b) (5); 34 CFR § 300.306 (b)]. The State of Iowa has policies that, in interpreting evaluation data for the purpose of determining if a child is a child with a disability under § 300.8, and the educational needs of the child, each public agency must draw upon information from a variety of sources, and ensure that information from all these sources is documented and carefully considered [20 U. S. C. 1414 (c); 34 CFR § 300.306 (c)].

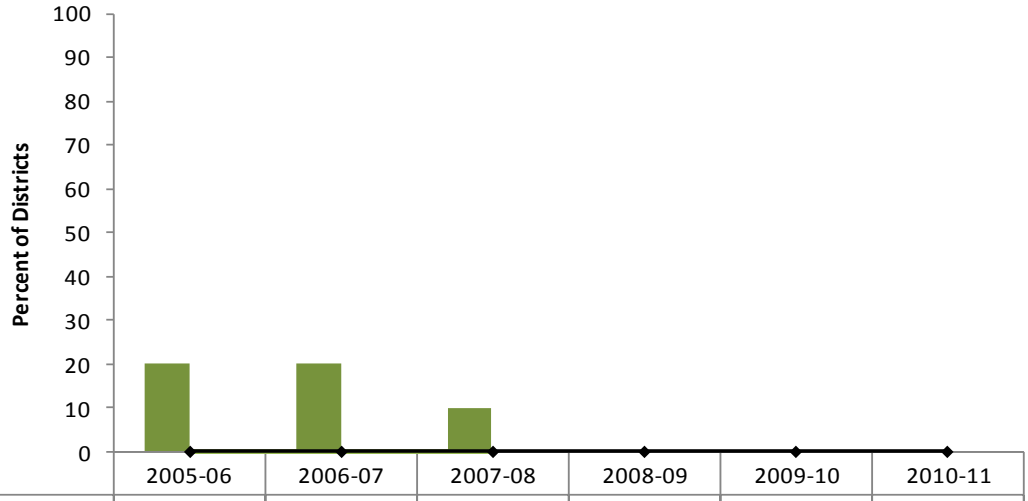
AEA Procedures. The procedures manual of the Area Education Agency was reviewed for compliance with Iowa Administrative Rules of Special Education. No problems were found with AEA procedures.

AEA and LEA Child-Find Practices. Because the AEA identified with disproportionate representation had been identified in both FFYs 2005 (2005-2006) and 2006 (2006-2007), and reviews of AEA practices and LEA practices occurred in FFY 2007 (2007-2008) for the FFY 2006 (2006-2007) APR submission, AEA administrators were asked to review the data and determine if there was reason to suspect data would be different if additional surveys were gathered. The AEA Special Education Director provided assurance that the AEA Professional Development practices were implemented as described, and that the LEA data was not likely to be different given that practices had not changed from the period in which data were gathered to present. The data from LEAs, gathered in FFY 2007 (2007-2008) but reported with Indicator B9 results for FFY 2006 (2006-2007), is summarized briefly. District personnel reported having a process for completing general education interventions in 99%-100% of buildings surveyed (responses from AEA staff assigned to 163 of 170 buildings in AEA 10 [95.88%], LEA response rate of 65.88%).

Because the AEA in question was an AEA with multiple years of disproportionate representation, the SEA developed a more targeted survey of AEA practices, based on the result of an Improvement Activity described in Table B9.3. The survey was completed by AEA teams, and asked about intervention, evaluation, and placement practices for students of African-American background compared to students from Caucasian background. The survey validated high levels of practices designed to support at-risk learners without IDEA resources, as well as staff perceptions that exclusionary factors were sufficiently considered in decision-making. In addition, there was no evidence that students of different racial backgrounds presenting with similar performance problems, were treated differentially in identification, evaluation, or placement.

Overall, data did not indicate inappropriate practices. In fact, data supported innovative practices being implemented at high levels. The SEA did not issue a finding of noncompliance for Indicator 9. The SEA is working with the AEA to understand why disproportionate representation continues in this AEA despite the presence of innovative instructional resource alignment and assessment practices.

Figure B9.1 summarizes the percentage of districts with disproportionate over or underidentification, and the percentage of AEAs with disproportionate representation due to inappropriate practices for FFY 2005 (2005-2006) through FFY 2007 (2007-2008).



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

Figure B9.1. Percent of AEAs with Disproportionate Over- and Under-Representation of Racial or Ethnic Subgroups in Special Education, and Percent of Disproportionate Representation Due to Inappropriate Practices. *Source. Iowa Information Management System and Iowa Project EASIER, FFY 2005 (2005-2006) through FFY 2007 (2007-2008).*

For FFY 2007 (2007-2008), Iowa met the measurable and rigorous target for Indicator 9.

This conclusion is based on the analyses of policies, procedures, and practices, at the State, AEA and LEA levels, for FFY 2007 (2007-2008). The analyses found that 0% of AEAs had over-representation as a result of inappropriate identification. No AEAs has disproportionate under-identification, therefore 0% of AEAs had underrepresentation as a result of inappropriate identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities Completed in 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B9.3.

Table B9.3
Improvement Activities Completed for FFY 2007 (2007-2008)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. Data were verified within IMS system.	Improved accuracy of disproportionality data.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. A work group including Dan Reschly, Mike Sharpe, Maureen Hawes, LEA administration, Iowa's PTIC, and AEA Administration, met in May of 2008 to develop AEA and LEA protocols for addressing disproportionality.	Behaviors in schools and AEAs that could be self-studied or reviewed in case reviews, were identified.	Ongoing for FFY 2008 (2008-2009) as an Iowa Department of Education Work Team effort.
Provide technical assistance. The SEA supported AEAs in writing action plans for addressing disproportionate representation and appropriate identification practices.	All AEAs wrote action plans defining supports needed and actions to be taken in FFY 2007 (2007-2008), to address disproportionate representation and to provide local schools with technical assistance for significant disproportionality.	Completed for FFY 2007 (2007-2008). Annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). The analyses of data form the basis of discussion that follows. Iowa met the FFY 2007 (2007-2008) measurable and rigorous target for percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification, with 0% (0 of 1) of AEAs found to have disproportionate overrepresentation due to inappropriate practices.

There was no change in the number of AEAs identified as having disproportionate representation due to inappropriate identification in FFY 2007 (2007-2008) when compared to the numbers of districts with disproportionality due to inappropriate identification using data from FFY 2006 (2006-2007).

Per OSEP requirements set forth in the December 13, 2007 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2007 (2007-2008):

1. What analysis was conducted to determine where noncompliance was occurring?
2. Why was noncompliance occurring?
3. What changes in policies, procedures and practices were determined necessary?
4. How does the state know that timely correction occurred?
5. If timely correction did not occur, what enforcement actions were taken by the state?

In FFY 2007 (2007-2008), an analysis of weighted risk-ratio, risk gap, and alternate risk-ratio, was conducted to determine where disproportionate representation occurred.

When thresholds for disproportionate over- and under-identification occurred, policies, procedures, and practices were reviewed to determine if disproportionate representation was due to inappropriate identification.

For Indicator 9, there were no corrective actions needed for FFY 2007 (2007-2008). Hence, the state did not take enforcement actions.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

Proposed activities for FFY 2008 (2008-2009) are discussed in Table B9.4. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2008 (2008-2009) that will allow Iowa to meet measureable and rigorous targets for both FFY 2008 (2008-2009) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B9.3 will continue in FFY 2008 (2008-2009), and are not listed in Table B9.4).

Table B9.4
Proposed Activities for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Provide technical assistance. Study professional literature to determine factors associated with disproportionality and factors associated with inappropriate identification practices	Disproportionality Team	July 1, 2008-June 30, 2009	Development of protocol for review of policies, procedures, and practices for determination of disproportionate representation resulting from inappropriate identification and to assist schools with disproportionality including significant disproportionality.
Evaluation. Iowa's data team will study LEA and AEA factors predicting a weighted risk ratio of 2.0 or higher.	Data Team	November 2008-March 2009	Identify factors that can be intervened upon, at the LEA and AEA levels, that predict high weighted risk-ratios.
Provide technical assistance. The State Disproportionality Work Group will be reconvened to analyze data, determine problem areas, and align technical assistance to address problems.	3 SEA staff	April 1, 2008 – June 30, 2011	Action plans on state-level technical assistance for addressing disproportionality and disproportionate representation, will be developed annually.

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.

Disproportionality Protocol A2: Review of AEA Professional Development Efforts

AEA Staff 1:_____

AEA Staff 2:_____

AEA Staff 3:_____

Date(s) in which form was completed:

Part 1.

1. What training is provided to AEA special education staff about data-based decision-making and supporting districts' use of school-wide data to allocate resources?

2. Is there evidence that content of training was taught to mastery? If yes, summarize results of training.

3. Is there evidence that content of training is implemented? If yes, summarize implementation data.

4. What evidence exists that the AEA adopted the Eligibility Criteria?

5. Summarize evidence that the eligibility criteria have been taught to staff

6. Does the AEA have a systematic process to review quality of interventions being conducted by AEA staff? If yes, what are the results of the most recent review process?

7. What changes in professional development and support to AEA staff are being considered, that might impact the weighted risk-ratio?

Part 2. Actions, if any, resulting from self-study

Actions	Timelines	Person(s) Responsible	√ when complete

Send copy of completed form to Bureau Chief, Student and Family Support Services, Iowa Department of Education, Grimes State Office Building, Des Moines, IA, 50319

Disproportionality Protocol A3: Review of AEA Practices

AEA:_____
District:___ Building: _____
How many AEA Team Members were involved with completion of this form?___

1. How does the school building identify students as at-risk for academic or behavior failure?
   - ☐ Systematic screening data (DIBELS, CBM, PBIS)
   - ☐ Teacher referral

2. Does the school have a process for implementing general education interventions?
   - ☐ Yes
   - ☐ No

3. Which of the following best describes general education intervention development?
   - ☐ The building does not have a formal general education intervention process
   - ☐ Interventions are a function of teachers brainstorming solutions
   - ☐ Interventions are based on diagnostic data and problem analysis of the behavior of concern
   - ☐ Interventions consist of a packaged intervention with or without a scientific research base
   - ☐ Other:_____

4. Which of the following best describes standards used for goal setting of interventions?
   - ☐ Intervention goals are set using 25th percentile of district or AEA norms
   - ☐ Intervention goals are set using 50th percentile of district or AEA norms
   - ☐ Published growth rates intended to "catch-up" performance to that of peers (for example, Fuchs et al.)
   - ☐ Published growth rates that raise performance but are not intended to "catch-up" performance
   - ☐ Performance defined by classroom or district expectations (for example, for on-task behavior)
   - ☐ Other:_____

5. In this building, there are general education interventions that teachers implement, and there are entitlement interventions that AEA staff implement that are different from the general education interventions used by school staff.
   - ☐ Agree
   - ☐ Disagree
6. In this building, the general opinion of the teachers is that interventions are effective in solving students' problems
   - ☐ Agree

☐Disagree

7. Which of the following best describes how interventions used for entitlement determinations are implemented?
   ☐ Interventions are implemented by general education teachers
   ☐ Interventions are implemented by special education teachers
   ☐ Interventions are implemented by AEA staff
   ☐Other

8. In developing interventions, how are cultural differences evaluated and considered?
   ☐The student's performance against others in the same racial group is considered
   ☐The performance of students who are members of racial subgroups is compared to the performance of all students
   ☐Materials are presented in the student's primary language
   ☐Interventions are evaluated for effectiveness for specific racial or ethnic groups
   ☐Cultural considerations are neither evaluated nor considered
   ☐Other
9. In developing interventions, how is lack of appropriate instruction evaluated and considered?
   ☐The district's core programming is evaluated against standards for content (big ideas in reading and math)
   ☐The district's core programming is evaluated against standards for minutes of implementation
   ☐The student's opportunities to respond and engaged time is compared to peers through systematic observation
   ☐The student's attendance and mobility are considered in determining opportunity to learn content

10. In the typical case, interventions are implemented for long enough duration to detect changes in student performance as a function of modified instruction (6-8 weeks).
    ☐Yes
    ☐No

11. Teachers implementing interventions graph student performance
    ☐Yes
    ☐No

12. In the typical case, changes to interventions are made prior to consideration of exploring entitlement for special education.
    ☐Yes
    ☐No

13. At the end of an intervention, if a student's performance is at or above the goal, the student is usually not eligible for special education support.
    ☐Yes
    ☐No

14. In the typical case, the instructional strategies needed to improve academic or behavior functioning, have been validated during the intervention process, meaning that teachers know what content to teach, what materials to use in instruction, how many minutes per day to teach, and how to evaluate progress.
    - ☐ Yes
    - ☐ No

15. How are intervention data used in IEP development? (check all that apply)
    - ☐ Results are not used
    - ☐ PLAAFP information is generated from the intervention
    - ☐ Frequency of and minutes of services are estimated based on intervention outcome
    - ☐ Other:
    - ☐ Other:

16. Of the cases in which AEA staff are primary partners, either in intervention development or implementation or both, estimate how many students typically end up as an entitled individual:
    - ☐ 0-10%
    - ☐ 11-25%
    - ☐ 26-50%
    - ☐ 51-74%
    - ☐ 75% or higher

17. In this district, AEA staff are pressured by school districts to staff students into special education even if the intervention was successful in “normalizing” student performance
    - ☐ Yes
    - ☐ No

18. In this district, most often, AEA staff succumb to district pressures and staff students for an IEP who may not really need the IEP
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ I don’t know
    - ☐ Disagree
    - ☐ Strongly Disagree

Self-Study of School Practices

AEA:_____

School District Name:_____ Building Name:_____

Who assisted with completion of the self-study?

☐Building Principal ☐Central Office Administration ☐General Education Teachers ☐Guidance Counselor

☐Assistance Team Chairperson ☐At-risk Coordinator ☐Special Education Teachers ☐AEA Staff

1. General Education Intervention Practices (Select best descriptor)

☐Students are determined in need of special education by examining response to intervention

☐A general education intervention process is used in our building but is viewed as a hoop for special education entitlement

☐General education interventions are completed by AEA staff, not by teachers

☐We do not have a general education intervention process in our building

2. Continuua of instructional or behavior supports (Select best descriptor)

☐We have supplemental reading, math, writing, and behavior (social skills programs) that are provided to students not identified as having disabilities but are at-risk

☐We have 3 of 4 supplemental programs: reading, math, writing, or behavior, but not all 4, provided to students who do not have disabilities but are at-risk

☐We have 1or 2 of 4 supplemental programs: reading, math,writing, or behavior, but not all 4, provided to students who do not have disabilities but are at-risk

☐We have no supplemental programs for students at-risk other than special education

3. Use of data for determining needs (Select best descriptor)

☐Students are determined to be candidates for supplemental assistance by analyzing building-level data by content area and determining which students need what level of supplemental support. If special education entitlement is explored, this supplemental support is the student's general education intervention.

☐Students are determined to be candidates for supplemental assistance by analyzing building-level data by content area and determining which students need what level of supplemental support. If general education entitlement is explored, the AEA completes additional interventions.

☐Students are referred to a building assistance team, student learning team, or other assistance team, if teachers suspect problems.

☐ Students are referred directly to AEA staff if teachers suspect disabilities.

4. Cultural Sensitivity (Select best descriptor)

☐At least annually, teachers receive training on cultural sensitivity

☐New teachers to the district receive training on cultural sensitivity but returning teachers do not.

☐There is no systematic component for presenting cultural sensitivity issues to teachers

5. Professional Development (Select best descriptor)

- ☐ Teachers are provided with strategies that address academic or behavior problems. These strategies can be integrated into general classroom instructional plans.
- ☐ Teachers are not provided with strategies that address academic or behavior problems.
- ☐ Most teachers in our building think that strategies for academic or behavior problems are the purview of special education teachers and should not be included in general professional development.

6. Belief Systems Around Supporting Students with Disabilities (Select best descriptor)

- ☐ Our staff believes that even when a student is found not eligible for special education, there are strategies outside of special education resources that can be implemented for a student.
- ☐ Our staff believes that, if students are not found eligible for special education, continuing in general education without any supports, is appropriate
- ☐ Our teachers or administration believe that, even when data indicate students do not need special education resources, the AEA should support entitlement of that student for special education.
- ☐ Our staff believes that general education interventions can be successful for many students and prevent need for special education support.
- ☐ Our staff believes that all students for whom general education interventions are implemented, should be entitled to special education supports

Review Practices for Districts with 2 Consecutive Years Exceeding Threshold

1. State Review of Policies
2. Review of AEA Procedures
3. AEA Reviews data from Year 1

   a. If professional development plan is not current, AEA provides update. Otherwise AEA provides letter that professional development plan is current

   b. SEA reviews school-level data with AEA and determines if historical events have occurred that are likely to have changed results of data already gathered in Year 1. If yes, new data are gathered from schools. If no, data gathered during Year 1 are used as part of the Year 2 analysis of data. If the AEA ends up as a 3-consecutive year AEA, data from LEAs will be gathered at that time.

   c. AEA teams complete the survey on assessment practices for all school buildings within the boundaries of the AEA.

   d. AEA administration assures the SEA that disproportionality is being addressed with LEA leadership to make the LEA leaders aware of the issue and to provide LEAs with information about practices resulting in disproportionate representation and about practices that might be inappropriate.

2008-2009 AEA Staff Disproportionality Survey

This survey is for AEA teams. The survey captures information on practices that impact disproportionate
representation.

Which AEA do you work for?
Please check all that apply.

AEA 1
AEA 267
AEA 8
AEA 9
AEA 10
AEA 11
AEA 12
AEA 13
AEA 14
Great Prairie AEA (15 & 16)

What district (LEA) does the response reflect? [Note: it would be helpful for data aggregation if you typed in
the full district name: West Overshoe Consolidated School District, rather than West Overshoe or West
Overshoe CSD]
Please write your answer in the space below.

What is the name of the school building?
Please write your answer in the space below.
.....

1. The building is required to provide evidence that supplemental intervention was provided and implemented
prior to suspecting disability or referring for evaluation
Please pick one of the answers below.

Yes
No

In this building, supplemental services are more accommodative in nature or are not instructionally rigorous to
truly change academic performance over short time frames.
Please pick one of the answers below.

Agree
Disagree

2. When a student is referred for evaluation, the evaluation team examines whether or not the performance
leading to the referral is unusual compared to others in the classroom
Please pick one of the answers below.

Yes
No

3. When a student is referred for evaluation, if the child is determined to be an eligible individual, the IEP uses

intervention data to determine the kinds of services needed by the student
Please pick one of the answers below.
Yes-IEP services logically flow from intervention data
No-IEP services do not build on intervention data

4. When a student is referred for evaluation, if the child is determined to be an eligible individual, the IEP uses
intervention data to determine the least restrictive setting in which the IEP can be implemented
Please pick one of the answers below or add your own.
Yes-intervention data and services provided on an IEP are similar
No-IEP services are based on what the Special Education teacher does for most children and are not
aligned to intervention data
Other
.....
5. The team has evaluated at least one student from the race of "African American" in the past year
Please pick one of the answers below.
Yes
No

The Department of Education recognizes that practices vary somewhat for each student and that decision making often has an "it depends" response.
When answering questions 6 and beyond, consider the "typical" assessment, evaluation, and decision-making practices that the team used for students in the building being rated.

6. When an African-American student is suspected of having a disability, the IEP team examines and judges
the extent to which scientifically-proven core instruction (academics or behavior) was provided to that student
Please pick one of the answers below.
Yes
No

If the core program was not research-based, the IEP team determined on average that the student (s) cannot
be student(s) with disabilities
Please pick one of the answers below.
Yes
No
7. When an African-American student was suspected of having a disability, the evaluation team examined and judged the extent to which cultural factors accounted for differences in performance when compared to expectations in the school.
Please pick one of the answers below.
Yes
No

If there were cultural factors that accounted for the student's performance differences, the evaluation team
determined (on average) that the student was not a student with a disability
Please pick one of the answers below.
Yes
No

8. When an African-American student was suspected of having a disability, the IEP team examined the extent to which attendance, mobility, or other factors impacting opportunity to benefit from instruction, effected performance.
Please pick one of the answers below.
Yes
No

If during the initial evaluation, performance of an African-American student suspected of having a disability was attributed to lack of instructional opportunity and not a disability, the IEP team determined that the student did not have a disability and did not need an IEP.
Please pick one of the answers below.
Yes
No

9. For African-American students referred for evaluation, the IEP team examined whether or not the performance leading to the referral was consistent and reliable for the student (the student had a history of similar academic or behavior performance over time or in different settings)
Please pick one of the answers below.
Yes
No

For African-American students referred for evaluation, if the team determined that the behavior for which the student was referred (academics, behavior, motor, communication, other) was not validated to be a problem over time or across settings, the team determined that the student did not have a disability and was not eligible for an IEP.
Please pick one of the answers below.
Yes
No

10. When an African-American student was referred for evaluation, the IEP team examined whether or not many other students in the classroom, building, or district were performing similarly to the performance of the referred student.
Please pick one of the answers below.
Yes
No

If many other students were performing similarly to the referred child of African-American background, the IEP

team concluded that the child is not eligible for an IEP and that resources other than IEP resources needed to be used by the school to address the problem.
Please pick one of the answers below.
Yes
No

11. When an African-American student was identified as an eligible individual, the IEP team used intervention data to determine the kinds of services needed by the student in terms of goals and/or type of and amount of instructional or related service.
Please pick one of the answers below.
Yes- IEP services logically flow from intervention data
No- IEP services do not build on intervention data

12. When an African-American student was identified as an eligible individual, the IEP team used intervention data to determine the least restrictive setting in which the IEP would be implemented
Please pick one of the answers below.
Yes-intervention data and services provided on an IEP are similar
No-IEP services are based on what the Special Education teacher does for most children and are not aligned to intervention data
Page 4 of 6

13. There are 2 students, one Caucasian, the other African-American. Both students are performing below district expectations and are on intervention plans.
There are differences between the African-American student and the Caucasian student in terms of intervention rigor, weeks of intervention, quality of progress monitoring data, or data-based decision-making.
Please pick one of the answers below.
Agree
Disagree

14. In developing intervention goals or for special education evaluation, AEA teams ask parents about cultural differences and the kinds of performance considered acceptable to the family or community.
Please pick one of the answers below.
Yes
No

15. The academic performance of African American students referred for IEP evaluation is significantly lower than Caucasian students referred for evaluation.
Please pick one of the answers below.
Yes
No

Have you seen achievement data for the building to validate that achievement differences exist between African American students and Caucasian students, or are you making an educated guess?
Please pick one of the answers below or add your own.
We have seen achievement data (ITBS, ITED, NWEA/MAP, CBM, DIBELS, BRI, etc.)

We are making an educated guess based on things teachers have said
Other
.....
.....
Page 5 of 6
16. A Caucasian student and an African-American student, displaying similarly low academic performance or
similarly disruptive behavior, are equally likely to be identified as needing an IEP
Please pick one of the answers below.
Yes
No. The Caucasian student is more likely to be identified as needing an IEP in academics but not behavior
No. The African-American student is more likely to be identified as needing an IEP in academics but not behavior
No. The Caucasian student is more likely to be identified as needing an IEP in behavior but not academics
No. The African-American student is more likely to be identified as needing an IEP in behavior but not academics
No. The Caucasian student is more likely to be identified as needing an IEP in academics and behavior
No. The African-American student is more likely to be identified as needing an IEP in academics and behavior
17. A Caucasian student and an African-American student, displaying similarly low academic performance or similarly disruptive behavior, are likely to have IEPs with similar services and similar LRE
Please pick one of the answers below.

Yes. Services for 2 similar students are likely to be similar regardless of race
No. The Caucasian student is likely to have more access to general education
No. The African American student is likely to have more access to general education

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Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

In the OSEP Response Letter to Iowa for FFY 2006 (2006-2007) OSEP reports that:

The State is not required to report baseline data for this indicator.

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.

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
2007 (2007-2008)	

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. The 60-day timeline data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and the Iowa Department of Education staff.

In the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 11, the OSEP Analysis/Next Steps were summarized as:

> *The State reported that noncompliance identified in FFY 2005 with the timely evaluations requirements in 34 CFR §300.301(c)(1) was corrected in a timely manner.*
>
> *The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 1, 2009, demonstrating that the State is in compliance with the requirements in 34 CFR §300.301(c)(1), including reporting correction of the noncompliance identified in the FFY 2006 APR.*

Hence, in this APR, the SEA will (a) report actual target data for FFY 2007 (2007-2008), (b) describe improvement activities in the SPP that were implemented in FFY 2007 (2007-2008) to impact the actual target data, (c) describe progress or slippage on the required measurement including the state's analysis of where problems were occurring and why problems were occurring, the changes in procedures and/or practices occurring from the data analysis, the verification process for Indicator 11, verification that noncompliance was corrected where noncompliance could be corrected, and enforcement activities, and (d) will describe revisions in targets and improvement activities to be reported on for FFY 2008 (2008-2009).

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 June 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/.

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.

Measurable and Rigorous Target:

The provision for children who were evaluated and eligibility-determined within 60 days after parental consent to evaluate was received by the public agency is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of children with parental consent to evaluate will be evaluated and eligibility-determined within 60 days (or State established timeline).

Actual Target Data for FFY 2007 (2007-2008):

The State of Iowa uses the date of receipt of consent by the public agency, as the date for starting the 60-day calendar for completion of the evaluation and eligibility determination. The State uses date of eligibility determination as the date for stopping the calendar for calculating timeline of evaluation and eligibility determination. At all pertinent times, Iowa's definition of 60-day timeline is identical to the federal definition contained in the 2004 IDEA amendments and the 2006 IDEA regulations.

Data reported below were generated from Iowa's Information Management System. The data reflect all children and youth in Iowa who were evaluated for determination of eligibility for an IEP, during FFY 2007 (2007-2008). The data were entered into the database by trained personnel, using the federal definition for 60-day timeline for evaluation and eligibility determination (initial evaluations). The data taken from the monitoring system are based on actual (not an average) number of days. The number of children with parental consent to evaluate, the 60-day timeline calculation, range of days beyond the timeline when eligibility was determined, and reasons for delay, are reported for FFY 2007 (2007-2008).

Figure B11.1 depicts the SEA baseline data from FFY 2005 (2005-2006) through actual target data for FFY 2007 (2007-2008).

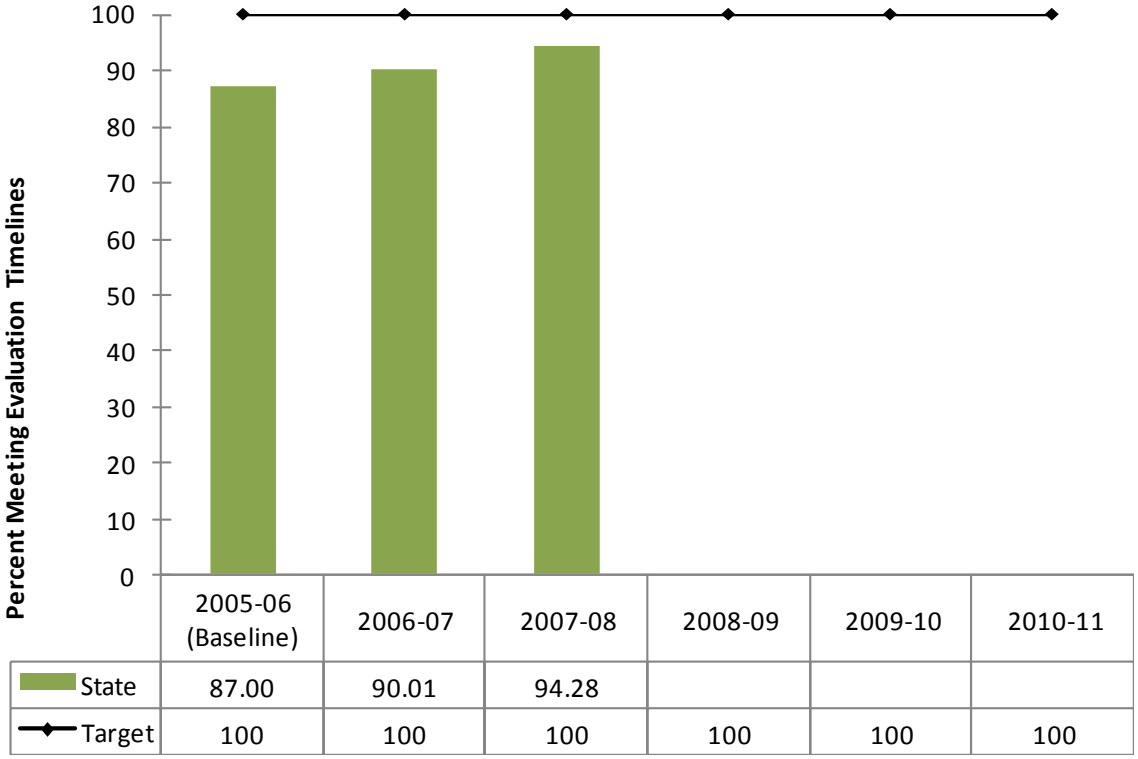


Figure B11.1. Percent of SEA Evaluations Meeting the 60-Day Timeline Requirement. *Source. Iowa Information Management System, FFY 2005 (2005-2006) through FFY 2007 (2007-2008).*

Iowa did not meet the measureable and rigorous target for FFY 2007 (2007-2008) for Indicator B11. The percent of SEA evaluations meeting the 60-day evaluation timeline for FFY 2007 (2007-2008) is 94.28%. Performance for FFY 2007 (2007-2008) is below the OSEP target of 100%, but shows improvement from the actual target data of 90.01% obtained during FFY 2006 (2006-2007).

Table B11.1 contains the actual numbers for each of the OSEP measures (a, b, and c). Specifically, data are reported for (a) the number of children with parental consent to evaluate, (b) number of children determined not eligible whose evaluations and eligibility were completed within the 60-day timeline, and (c) the number of children determined eligible whose evaluations and eligibility were determined within the 60-day timeline. For the sake of continuity of reporting in table format, Iowa summarizes the percent as (d) [(number of children not eligible whose evaluations and eligibility determinations were completed within 60-days plus the number of children determined eligible whose evaluations and eligibility determinations were completed within 60 days) divided by the total number of children for whom parental consent to evaluate was received] multiplied by 100.

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.	6524
b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days.	377
c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days.	5774
Children included in a but not included in b or c	373
d. Percent = b + c divided by a times 100. 377+ 5774 = 6151 divided by 6524=.9428 .9428 times 100 = 94.28	
	94.28%

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

Table B11.1 summarizes data depicted in Figure B11.1, showing that Iowa did not meet the measureable and rigorous target for FFY 2007 (2007-2008) for Indicator B11. The number of children and youth in FFY 2007 (2007-2008) who were evaluated and eligibility determined within the 60-day timeline was 6151 of 6524 (94.28%). Three-hundred-seventy-three children received parental consent to evaluate, but the evaluation and eligibility determination was not made within 60 days of receipt by the public agency. Of those 373 children, 336 were determined eligible outside the 60 day timeline and received an IEP, and 37 were determined not eligible. The data reported are consistent with the measurement, and no explanation of variance is required.

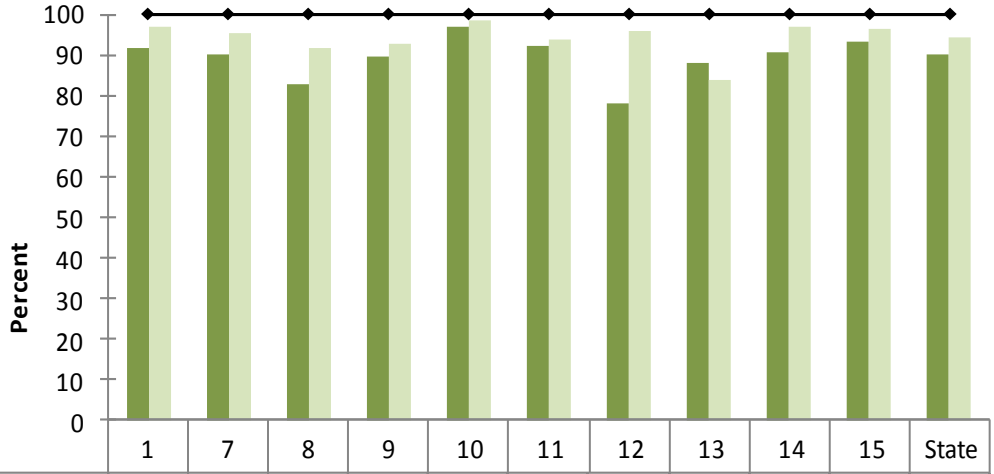
Table B11.2 provides the reason and range of days beyond the 60-day evaluation timeline.

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

Reason	Number of cases
Family reason	165
Child's hospitalization/long-term illness	2
Mutual agreement	168
Natural disaster	6
No valid reason	32
Total	**373**
Range of days beyond 60-day timeline when meeting was held	
1-166 days	

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

Results of FFY 2007 (2007-2008) percent of evaluations completed and eligibility determinations made within 60-days are further analyzed at the Area Education Agency (AEA) level. These results are depicted in Figure B11.2.



	1	7	8	9	10	11	12	13	14	15	State
2006-07	91.74	89.80	82.87	89.48	96.99	91.97	78.20	87.81	90.53	93.11	90.01
2007-08	97.10	95.09	91.48	92.89	98.33	93.65	96.03	83.56	96.90	96.19	94.28
Target	100	100	100	100	100	100	100	100	100	100	100

Figure B11.2. Evaluation Timelines met, by AEA and State, Compared to Target (FFY 2007 [2007-2008]). *Source. Iowa Information Management System, FFY 2006 (2006-2007) through FFY 2007 (2007-2008).*

The data depicted in Figure B11.2 suggest that 0 of 10 AEAs met the measureable and rigorous target of 100% of evaluations completed and eligibility determined within 60-days for FFY 2007 (2007-2008). Table B11.3 provides raw numbers used in the calculations for Figure B11.2.

Table B11.3
AEA Number for Each Required Measure for (a), (b), and (c) and Timely Evaluation

AEA										
1	7	8	9	10	11	12	13	14	15	State
(A) Number of children for whom parental consent to evaluate was received										
517	1018	446	675	779	1418	605	438	129	499	6524
(B) Number determined not eligible whose evaluations and eligibility determinations were completed within 60 days										
45	37	23	45	6	61	71	33	3	53	377
(C) Number determined eligible whose evaluations and eligibility determinations were completed within 60 days										
457	931	385	582	760	1267	510	333	122	427	5774
Number included in A but not in B or C										
15	50	38	48	13	90	24	72	4	19	373
(D) Percent = ((B + C)/ A) * 100										
97.10	95.09	91.48	92.89	98.33	93.65	96.03	83.56	96.90	96.19	94.28

Source. Iowa Information Management System FFY 2007 (2007-2008).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B11.4.

Table B11.4
Improvement Activities Completed for FFY 2007 (2007-2008)

Improvement Activity	Measureable Outcomes	Status / Next Steps
Improve data collection and reporting. SEA data team distributed 60-day timeline data to AEAs for validation and verification.	Improved accuracy of meeting dates, referral dates and delay reasons entered in 60-day timeline data files.	New staff will receive information annually through FFY 2010 (2010-2011).
Provide technical assistance. The Eligibility Data Worksheet was revised to include all required elements for an accurate 60-day evaluation timeline calculation. AEA administrators, consultants and data entry personnel were trained to use this form.	All AEAs have adopted uniform procedures regarding 60-day evaluation timeline and IMS data entry relevant to the timeline calculation.	New staff will receive information annually through FFY 2010 (2010-2011). Refresher training for veteran staff will be held as indicated by data analysis and verification.
Improve data collection and reporting. SEA data team will develop procedures for the quarterly validation and verification of 60-day evaluation timeline data.	Improved accuracy of start dates, stop dates, and delay reasons entered in 60-day timeline data files.	Completed for FFY 2007 (2007-2008), to be implemented ongoing through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. AEAs will develop a statewide special education procedures manual encompassing 60-day evaluation timeline requirements.	All AEAs will develop procedures regarding 60-day evaluation timeline that remain consistent with the federal definition.	All AEAs have adopted the 60-day evaluation timeline that is consistent with the federal definition. The statewide special education procedures manual is still in development and has not been finalized.
Provide technical assistance. All special education teachers in Iowa and AEA support staff will be provided information regarding the 60-day evaluation timeline requirement via the Web IEP DVD.	Data on 60-day evaluation timelines collected via the Web IEP will be accurate and reliable.	Completed for FFY 2007 (2007-2008). Content to be infused in all training modules on IEP writing.
Provide technical assistance. Clarification will be provided to AEA Directors of Special Education regarding the completion of 60-day evaluation timelines irrespective of reasons for delay.	AEA staff will complete more evaluations within 60 days.	Completed for FFY 2007 (2007-2008).
Provide technical assistance. SEA facilitated root causes analysis for all AEAs at annual "Data Days" meeting in June 2008.	While AEAs examined data around all indicators, 8 of 10 AEAs wrote action plans around Indicator 11.	Completed for FFY 2007 (2007-08), to be implemented ongoing through FFY 2010 (2010-2011).

Explanation of Progress or Slippage. Iowa did not meet the target of 100% compliance, but showed progress from FFY 2006 (2006-2007). In FFY 2006 (2006-2007) the percent of SEA evaluations meeting the 60-day timeline requirement was 90.01%, while in FFY 2007 (2007-2008) the actual target data increased to 94.28%.

SEA personnel attribute this improvement to: (a) increased awareness and understanding of 60-day evaluation timeline requirements, (b) better defined procedures through the revised forms, e.g., Eligibility Data Worksheet, and (c) continued public reporting of 60-day evaluation timeline data. SEA personnel attribute the lack of goal attainment to AEA staff not recognizing that, even with a valid reason, the 60-day timeline cannot be exceeded for evaluation and eligibility determination. While SEA personnel are

encouraged by progress on this indicator, analysis of AEA data indicates that targeted technical assistance is necessary in some areas of the state in order for the state to meet the target.

Per the Part B State Performance Plan (SPP) Questions and Answers (revised 11-23-05) and the OSEP SPP/APR Conference call held on 12/13/2007, SEAs are required to report for Indicator B11 specifics around noncompliance.

1. The SEA uses data from the state database tracking special education evaluation and placement data, to determine the extent to which 60-day timelines are being met in the state, and to determine which AEAs are and are not meeting the 60-day timeline. Written findings were not issued during FFY 2007 (2007-2008). Subsequent to the 2008 NAC and Part B Data Managers Meetings and the October 17, 2008 memorandum regarding correction of noncompliance, written findings of noncompliance based on FFY 2007 data will be issued no later than February 16, 2009.

2. In FFY 2006 (2006-2007) the SEA provided technical assistance to AEAs to clarify that the state definition of 60-day timeline is consistent with the federal definition, and to clarify that, even with a valid reason, the 60-day evaluation and determination timeline must be met. The state provided technical assistance to AEA staff to indicate the date the consent was received by the public agency is the correct date for starting the 60-day timeline. The state provided training to data entry staff within the AEAs, to ensure that the correct date was being recorded into the database. Because of continued issues with indicator 11, in FFY 2007 (2007-2008) the SEA surveyed AEA directors of special education and data entry personnel to determine the root cause of noncompliance. The SEA found within and between region differences in how the “Date Received by Public Agency” was recorded. The SEA clarified policy to AEAs around this issue.

3. As a result of the root cause analyses, the SEA implemented two changes in policies and practices. First, a data verification procedure was implemented in which a report is generated quarterly for each AEA to identify students exceeding the 60-day timeline or who have missing or invalid data. Second, in FFY 2008 (2008-09) the SEA defined “Date Received by Public Agency” as the date the LEA or AEA staff member received the consent form, not the date the form was signed by the parent.

4. In FFY 2006 the SEA made 619 findings of noncompliance related to the 60-day timeline, 100% of which were corrected as soon as possible but no later than one year from identification. Evaluations were conducted and eligibility determined for the students for whom 60-day timelines were exceeded. All eligible individuals received IEPs and services consistent with Iowa Special Education Rules, therefore child-specific noncompliance was corrected. While systemic noncompliance continues, Iowa will know that such noncompliance has been corrected when the indicator measure reaches the target of 100%.

5. Child specific noncompliance was corrected, and no enforcement actions were needed. Because findings regarding systemic noncompliance were not issued based on FFY 2007 (2007-2008) data until FFY 2008, no enforcement actions have been taken. If not corrected as soon as possible, but no later than one year from identification, Iowa will require each AEA that remains out of compliance to complete a corrective action plan addressing Indicator 11.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

As this is a compliance indicator, there will be no revisions to the measureable and rigorous target of 100%.

Proposed activities for FFY 2008 (2008-2009) are presented in Table B11.5. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2008 (2008-2009) that will allow Iowa to meet measureable and rigorous targets for both FFY 2008 (2008-2009) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B11.4 will continue in FFY 2008 (2008-2009), and are not listed in Table B11.5).

Table B11.5
Proposed Activities for FFY 2008 (2008-2009)

Proposed Activity	Proposed Resources	Proposed Timelines	Anticipated Outcomes
Provide technical assistance. Survey information gathered by the AEA directors of special education with input from AEA staff, indicated a need for ongoing clarification and assistance to ensure uniformity in understanding data requirements and exclusionary issues.	AEA special education directors DE staff persons	July 1, 2008 – June 30, 2009 training and updates	Improved accuracy of start, stop dates as well as accurate reasons for delay entered in 60-day timeline and data fields.
Improve data collection and reporting. Procedures for the use of quarterly data reports will be reviewed with AEAs at June 2009 “Data Days”.	One SEA Staff, IMS Programmer	November 1, 2008 – June 30, 2009	Increased focus on Indicator 11 data. Increased validity and reliability of data. Root cause analysis at AEA level.
Provide technical assistance. SEA will require a corrective action plan around Indicator 11 for any AEA remaining out of compliance at the systemic level. This will be facilitated at the June 2009 “Data Days”.	Three SEA Staff	June 1, 2009 – June 30, 2011	Actual data for Indicator B11 will increase to 100%.

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration and the Iowa Department of Education staff.

In the FFY 2006 (2006-2007) Response Letter to Iowa, OSEP summarized Iowa's data for FFY 2006 (2006-2007) as follows:

> *The State reported that noncompliance identified in FFY 2005 with the early childhood transition requirements in 34 CFR §300.124(b) was corrected in a timely manner.*
>
> *OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, data that reflect all required measurements for this indicator. The State has provided the required data and OSEP accepts the data submitted.*
>
> *The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 1, 2009, demonstrating that the State is in compliance with the requirements in 34 CFR §300.124(b), including reporting correction of the noncompliance identified in the FFY 2006 APR.*

In the FFY 2007 (2007-2008) APR for Indicator B12, Iowa will report progress data, explain progress or slippage, and summarize improvement activities contributing to inclusion of data in the FFY 2007 (2007-2008) APR compliant with the requirements of 34 CFR §300.124.

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 June 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/.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

Measurement:

a. 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.
d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

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.

Measurable and Rigorous Target:

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) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% 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.

Actual Target Data for FFY 2007 (2007-2008):

Table B12.2 summarizes actual target data for FFY 2007 (2007-2008).

Table B12.2
State Totals for Number and Percent of Children Served in Part C and Referred to Part B, Determined Ineligible for Part B, Determined Eligible for Part B and for whom Parent Refusal to Provide Consent Caused Delay

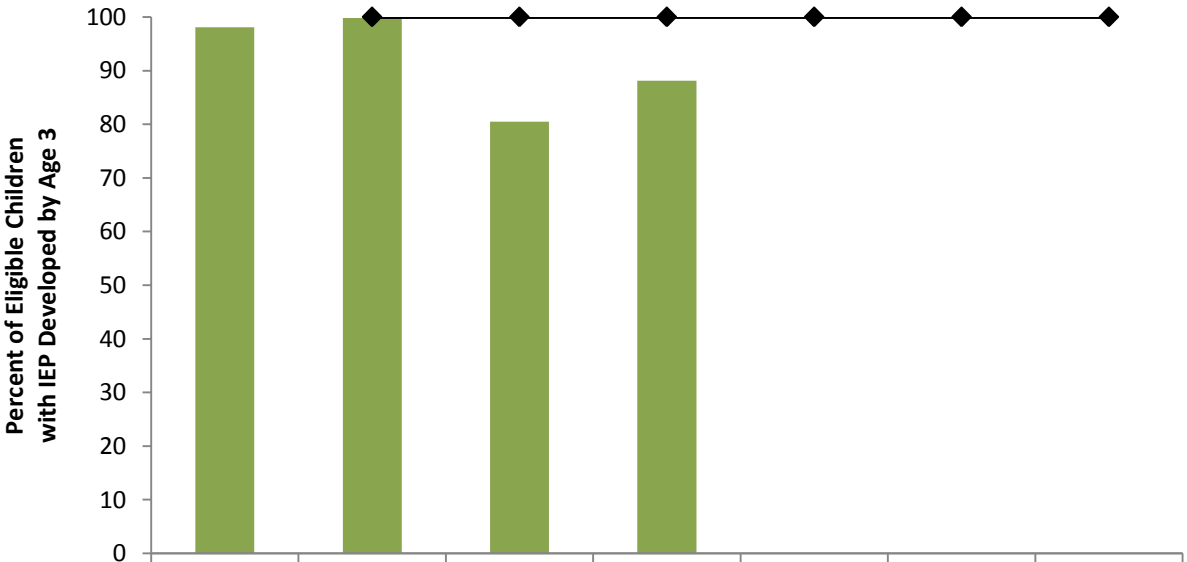
Effective Transition Measure	Number
a. Number of children who have been served in Part C and referred to Part B for eligibility determination.	1010
b. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	0
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	890
d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	4
Percent = c divided by (a – b) times 100. Percent = 890 divided by (1010 – 0) times 100.	88.12%

Note:120 children were included in a but not b or c, of whom 4 had delay caused by parent refusal to provide consent. Reasons for delay for all 120 children are reported in Table B12.3.

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

Results of data in Table B12.2 indicate the measurable and rigorous target of 100% was not met for FFY 2007 (2007-2008). Data show that 88.12% of children referred by Part C prior to age three were found eligible for Part B and had an IEP developed and implemented by their third birthdays. Actual target data for FFY 2007 (2007-2008) increased from the FFY 2006 (2006-2007) actual target data of 80.50%.

Figure B12.1 summarizes the state of Iowa trend from FFY 2004 (2004-2005) to FFY 2007 (2007-2008), for percent of children who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.



	2004-05 (Baseline)	2005-06	2006-07	2007-08	2008-09	2009-2010	2010-11
State	98.10	99.83	80.50	88.12			
Target		100	100	100	100	100	100

Figure B.12.1. Percent of Eligible Children with IEP Developed and Implemented by Age 3, FFY 2004 (2004-2005) through FFY 2006 (2006-2007). *Source: Iowa's Information Management System, FFY 2004 (2004-2005) - FFY 2007 (2007-2008).*

Iowa has not met the measurable and rigorous target for any of FFY 2004 (2004-2005), FFY 2005 (2005-2006), FFY 2006 (2006-2007), or FFY 2007 (2007-2008) for Indicator 12.

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

Table B12.3 summarizes information on number of children included in measure “A” of effective transition, but not in measure “B” or “C” and the range of delays beyond the third birthday.

Table B12.3
Children Included in “A” but not in “B” or “C” and Range of Delays Beyond Third Birthday

Reason	Number of Cases
Family Reason	53
Child’s Hospitalization/Long-term Illness	4
Mutual Agreement	44
Moved	1
No Valid Reason	14
Parent Refusal	4
Total	120
Range of days beyond third birthday when eligibility was determined	
4 – 410 Days	

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

Table B12.4 provides information for all measures of effective transition for the State and for each Area Education Agency (AEA) in Iowa for FFY 2007 (2007-2008), while figure B12.2 illustrates trend information by AEA for FFY 2006 (2006-2007) and FFY 2007 (2007-2008).

Table B12.4
Number of Children Served in Part C and Referred to Part B, Determined Ineligible for Part B, Determined Eligible for Part B and for whom Parent Refusal to Provide Consent Caused Delay

AEA and State Totals										
1	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**State**
(A) Served in Part C Referred to Part B										
59	162	53	103	145	231	98	66	13	80	1010
(B) Referred to Part B Not Eligible										
0	0	0	0	0	0	0	0	0	0	0
(C) Eligible with IEP Developed and Implemented by Age 3										
58	127	46	96	104	217	91	64	12	75	890
(D) Parent Refusal for Consent Caused Delay in Evaluation/Initial Services										
0	1	0	0	0	1	2	0	0	0	4
Number Included in A but not in B or C										
1	35	7	7	41	14	7	2	1	5	120
(E) Percent = C Divided by (A - B) * 100										
98.31	78.4	86.79	93.2	71.72	93.94	92.86	96.97	92.31	93.75	88.12

Source: Iowa's Information Management System, FFY 2007 (2007-2008).

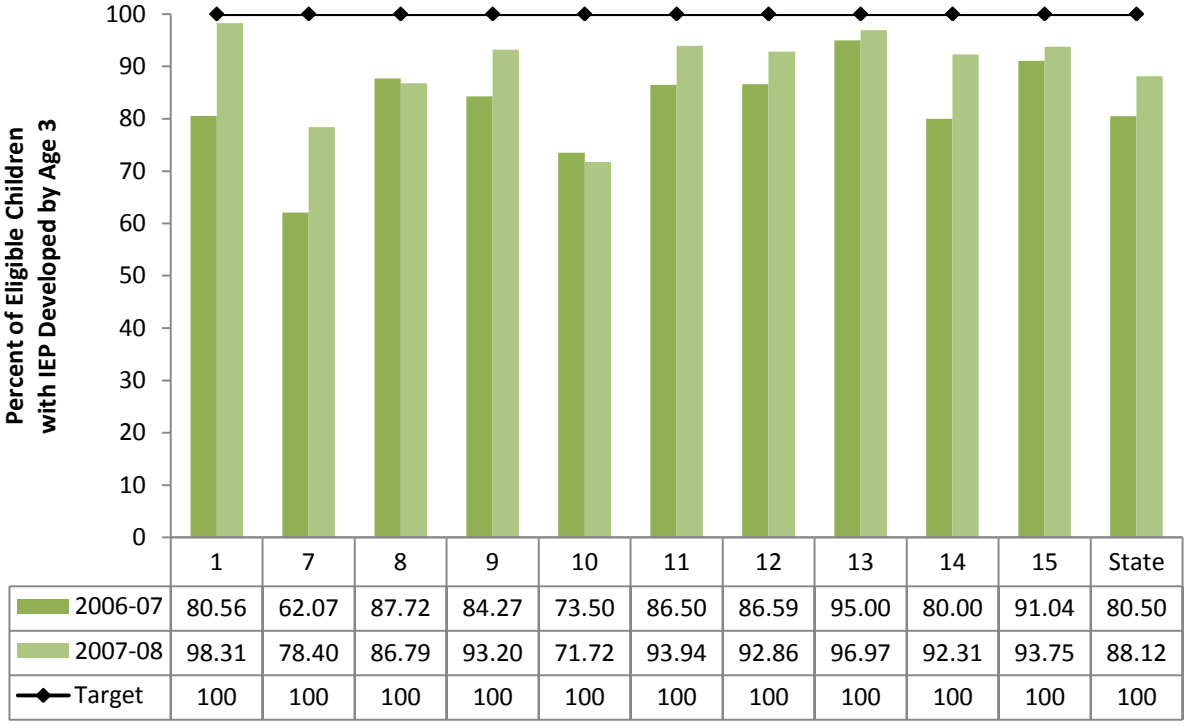


Figure B.12.2. Trend of Percent of Eligible Children with IEP Developed and Implemented by Age 3, by AEA and for the State of Iowa. *Source: Iowa's Information Management System, FFY 2006 (2006-2007) - FFY 2007 (2007-2008).*

In FFY 2006 (2006-2007), 0 of 10 AEAs met the measurable and rigorous target for Indicator 12. In FFY 2007 (2007-2008), 0 of 10 AEAs met the measurable and rigorous target for Indicator 12.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B12.6.

Table B12.6
Improvement Activities Completed for FFY 2007 (2007-2008)

Activity	Measureable Outcomes	Status / Next steps
Improve data collection and reporting. Primary progress for improving data collection and accuracy were attributed to the revision and the implementation of systematic procedures of the SEA's Information Management System (IMS). Analysis of data from the SEA's IMS indicated inappropriate exit codes had been assigned when children exited Part C. As a result, the SEA completed revisions to the system data collection procedures including a revision of the exit code definitions. The SEA has requested additional IMS data collection revisions in order to capture the number of days beyond the child's third birthday eligibility determination and IEP development is not implemented, and the reason for the delay. (This is to facilitate electronic versus hand tallying of State data.)	Data for analysis and reporting are reliable and valid.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)
Improve data collection and reporting. Data were analyzed by regional grantee liaisons and coordinators to identify regional and systemic issues regarding exit codes definitions and program implications.	The SEA determined that additional guidance was needed regarding the selection of certain exit codes. The SEA and AEAs identified a transition workgroup to develop guidance on this topic. Data analysis was used to inform AEA improvement plans.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)
Improve data collection and reporting. Changes were made to the Eligibility Data Worksheet in the Web IEP and IMS to reflect the measurement of Indicator 12.	Iowa's data for Indicator 12 reflect the Part B measurement table.	Completed for FFY 2007 (2007-2008).
Provide technical assistance. The SEA engaged the services of the North Central Regional Resource Center (RRC) to revise the training content and to assist with the development of statewide training regarding transition procedures.	Web-based training for services coordinators, IFSP and IEP teams was initiated in June 2007. As of December 31, 2007, AEA service coordinators had completed online training.	Ongoing for FFY 2008 (2008-2009). Need for state level training will be reviewed annually throughout the FFY 2004 (2005-2010) SPP.

Activity	Measureable Outcomes	Status / Next steps
Provide technical assistance. The SEA provided training to data personnel regarding appropriate use of Part C exit codes	More student records (approximately 99%) are correctly coded with an appropriate Part C exit code prior to data verification.	Refresher training in data entry provided as needed through FFY 2010 (2010-2011).
Provide technical assistance. The SEA provided thorough implementation guidance and training materials on the statewide transition policy and procedures that was adopted by all AEAs.	AEA adoption of unified policies and procedures and subsequent TA provided by the SEA led to greater statewide alignment with IDEA 2004 requirements and more accurate transition data.	Ongoing for FFY 2008 (2008-2009). Ongoing annually through FFY 2010 (2010-2011).
Provide technical assistance. SEA implemented statewide training for approved AEA trainers addressing service coordinator roles and responsibilities in the transition process.	Statewide training was implemented for service coordinators.	Ongoing for FFY 2008 (2008-2009).
Improve data collection and reporting. SEA data team began to develop procedures for the quarterly validation and verification of transition data.	Accuracy of IMS exit data was improved prior to verification.	Ongoing for FFY 2008 (2008-2009).
Improve data collection and reporting. SEA data team distributed transition data to AEAs for validation and verification.	Exit codes and delay reasons for children leaving Part C were verified.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011).
Evaluation. SEA collaborated with the RRC to review and analyze web-based training evaluation data.	Evaluation data was used to assess effectiveness of training and plan ongoing support. It was determined that participants receiving the training passed the post-test.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011).
Provide technical assistance. SEA collaborated with transition workgroup to develop targeted exit code guidance.	More accurate selection of exit codes.	Completed for FFY 2007 (2007-2008).
Provide technical assistance. SEA facilitated development and began implementation of parent information and training materials in partnership with the AEA Parent Educator Connection and Early Access regional leadership.	AEAs have materials with which to provide parents to inform them of their rights and of the transition process.	Ongoing for FFY 2008 (2008-2009).
Provide technical assistance. SEA proposed development and implementation of training to analyze and effectively address reasons for delay in evaluation and the development of an IEP by the third birthday.	Technical assistance was provided to data entry personnel and an action plan for further analysis and training was developed.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011).
Improve systems administration and monitoring. SEA monitored related requirements through Iowa's system of general supervision.	SEA identified and corrected noncompliance associated with transition requirements.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011).
Improve systems administration and monitoring. SEA monitored alignment of AEA improvement plans and transition data.	SEA identified necessary TA and targeted TA to specific AEAs. All AEAs reviewed Indicator 12 data. All AEAs developed and implemented action plans related to transition.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011).

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). Iowa experienced an increase in this indicator from 80.50% in FFY 2006 (2006-2007) to 88.12% in FFY 2007 (2007-2008). The SEA attributes this progress to (a) increased emphasis by the SEA and AEAs on accurate data collection and reporting practices around Indicator 12, and (b) increased emphasis by the SEA on the importance of timely and effective transition.

Per the Part B State Performance Plan (SPP) Questions and Answers (revised 11-23-05) and the OSEP SPP/APR Conference call held on 12/13/2007, SEAs are required to report for Indicator B12 specifics around noncompliance.

1. The SEA uses data from the state database tracking special education evaluation and placement data, to determine the extent to which timelines regarding transition from Part C to Part B are being met in the state, and to determine which AEAs are and are not meeting the timelines. Written findings were not issued during FFY 2007 (2007-2008). Subsequent to the 2008 NAC and Part B Data Managers Meetings and the October 17, 2008 memorandum regarding correction of noncompliance, written findings of noncompliance based on FFY 2007 data will be issued no later than February 16, 2009.

2. In FFY 2007 (2007-2008) the SEA provided technical assistance to AEAs to clarify that eligibility determinations must be made and IEPs developed and implemented for children transitioning from Part C to Part B by the third birthday regardless of the outcome of the eligibility determination and regardless of the 60-day timeline requirement. The SEA also provided assistance to IMS data entry personnel to emphasize the importance of Indicator 12 data and to encourage consistent data collection procedures across AEAs.

3. As a result of the root cause analyses, the SEA implemented a change in data collection in policy and practice statewide. Data collection procedures in IMS were amended to obtain transition data that precisely reflects the Part B measurement table.

4. In FFY 2006 the SEA made 181 findings of noncompliance related to transition from Part C to Part B, 100% of which were corrected as soon as possible but no later than one year from identification. Eligibility was determined and IEPs developed and implemented for all students for whom the deadline of the third birthday had passed. All eligible individuals received IEPs and services consistent with Iowa Special Education Rules, therefore child-specific noncompliance was corrected. While systemic noncompliance continues, Iowa will know that such noncompliance has been corrected when the indicator measure reaches the target of 100%.

5. Child specific noncompliance was corrected, and no enforcement actions were needed. Because findings regarding systemic noncompliance were not issued based on FFY 2007 (2007-2008) data until FFY 2008, no enforcement actions have been taken. If noncompliance is not corrected as soon as possible, but no later than one year from identification, Iowa will require each AEA that remains out of compliance to complete a corrective action plan around Indicator 12.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Proposed activities for FFY 2008 (2008-2009) are discussed in Table B12.7. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2008 (2008-2009) that will allow Iowa to meet measureable and rigorous targets for both FFY 2008 (2008-2009) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B12.6 will continue in FFY 2008 (2008-2009), and are not listed in Table B12.7).

Table B12.7
Proposed Activities for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve systems administration and monitoring. SEA will facilitate the development and implementation of the statewide procedures manuals for Parts B and C.	Part C Team, Early ACCESS Leadership Group, Part B Eligibility Steering Committee, Part B Child Find Procedures Workgroup	July 1, 2008 – June 30, 2009	All AEAs will have uniform procedures around transition.

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing (a) trend data, (b) targets, and (c) improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding components (a) through (c), and comments were compiled.

Stakeholder groups made up of representatives of individuals with disabilities, parents, educators, administrators, private adult care providers, Iowa Vocational Rehabilitation Services, Department of Human Services, and higher education met to review the data, set priorities, and suggest improvement activities. Additional input was sought from stakeholder groups including the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

In the FFY 2006 (2006-2007) Response Letter to Iowa, OSEP summarized Iowa's data for FFY 2006 (2006-2007) as follows:

> *The State's FFY 2006 reported data for this indicator are 15.08%. These data represent progress from the FFY 2005 data of 5%.*
>
> *The State did not meet its FFY 2006 target of 100%.*
>
> *The State reported that all findings of noncompliance identified in FFY 2005 related to this indicator were corrected in a timely manner.*

In the analysis/next steps for Iowa for Indicator 13, OSEP wrote that

> *The State reported that noncompliance identified in FFY 2005 with the secondary transition requirements in 34 CFR §300.320(b) was corrected in a timely manner.*
>
> *The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 1, 2009, demonstrating that the State is in compliance with the requirements in 34 CFR §300.320(b), including reporting correction of the noncompliance identified in the FFY 2006 APR.*

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 June 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/.

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))

FFY	Measurable and Rigorous Target
FFY 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.**

Actual Target Data for FFY 2007 (2007-2008):

States are allowed to select a sample of IEPs to be reviewed in order to obtain data 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 in Iowa's SPP for Indicator 13, updated for FFY 2006, and outlined here.

In order to obtain the sample for FFY 2007 (2007-2008) IEPs were randomly selected at the district level from the population of students with disabilities ages 14 and older in districts in the self-assessment year of Iowa's school improvement cycle. (Please note that Iowa Code requires that transition planning begin by age 14, rather than age 16, as stipulated by IDEA.) Sample size was determined using a 95% confidence interval with a margin of error of +/-10%. The sample was drawn with stringent confidence intervals because of the magnitude of decision-making based on the data. The sample was drawn to ensure representativeness. Responses were later assessed to validate the sample on representativeness by age, race and gender (see tables B13.1 – B13.3). (Please note that Iowa does not collect information on disability category).

If, over time, the actual use of data by stakeholder groups is applied to lower-stakes decisions, the confidence interval about the sample may be adjusted accordingly.

The sample was drawn from districts in the self-assessment year within Iowa's school improvement cycle in FFY 2007 (2007-2008). These schools are scheduled for a future site visit during FFY 2008 (2008-2009).

Data collection team members received training and passed three reliability checks with at least 75% accuracy prior to data collection. A response rate of 100% was achieved. The survey instrumentation (for Iowa, variable operationalization and data collection score-sheets) are included at the conclusion of Indicator B13.

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

Sample data for FFY 2007 (2007-2008) were assessed for similarity or difference of the sample to the population of students with disabilities ages 14-21. Tables B13.1, B13.2 and B13.3 present the

representativeness of the sample of IEPs reviewed with respect to age, race/ethnicity and gender, respectively.

Table B13.1
Representativeness of IEPs Sampled by Age

Age								
Population Percent								
14	15	16	17	18	19	20	21	TOTAL
21.52	23.01	21.89	20.13	9.42	2.84	1.03	0.15	100
Response Percent								
14	15	16	17	18	19	20	21	TOTAL
20.80	23.16	23.85	20.69	8.70	2.00	0.66	0.14	100
Percent Difference								
14	15	16	17	18	19	20	21	
-0.72	0.15	1.96	0.56	-0.72	-0.84	-0.37	-0.02	

Source. Iowa Information Management System and ISTAR System, FFY 2007 (2007-2008).

Across ages, the percentage of IEPs sampled ranged from undersampling of 0.84 percent (age 19) to oversampling of 1.96 percent (age 16). The representativeness of the sample by age is generally improved from FFY 2006 (2006-2007). The SEA interpreted the data in Table B13.1 as supportive of sufficient stratification and representation by age.

Table B13.2
Representativeness of IEPs Sampled by Race/Ethnicity

Race/Ethnicity					
Population Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.87	9.65	5.17	0.76	83.56	100
Response Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.77	5.02	3.16	0.41	90.64	100
Percent Difference					
Asian	African-American	Hispanic	American-Indian	Caucasian	
-0.10	-4.63	-2.02	-0.35	7.09	

Source. Iowa Information Management System and ISTAR System, FFY 2007 (2007-2008).

Across subgroups of race, the percentage of IEPs sampled ranged from undersampling of 4.63 percent (African-American) to oversampling of 7.09 percent (Caucasian). The SEA interpreted the data in Table B13.2 as supportive of sufficient stratification and representation by race/ethnicity.

Table B13.3
Representativeness of IEPs Sampled by Gender

Gender		
Population Percent		
Female	Male	TOTAL
36.69	63.31	100
Response Percent		
Female	Male	TOTAL
36.00	64.00	100
Percent Difference		
Female	Male	
-0.69	0.69	

Source. Iowa Information Management System and ISTAR System, FFY 2007 (2007-2008).

Across subgroups of gender, the percentage of IEPs sampled ranged from undersampling of 0.69 percent (female) to oversampling of 0.69 percent (male). The SEA interpreted the data in Table B13.3 as supportive of sufficient stratification and representation by gender.

Taken as a whole, Tables B13.1, B13.2, and B13.3 suggest that the sample resulted in representative data from which general inferences can be drawn.

Table B13.4 contains the raw numbers of IEPs reviewed in order to generate the actual target data for FFY 2007 (2007-2008). In conducting the data analysis for Indicator 13 the Ns were weighted according to AEA population, as described in the State Performance Plan.

Table B13.4
Numbers of IEPs Reviewed by AEA, FFY 2007 (2007-2008)

AEA	1	7	8	9	10	11	12	13	14	15	State
N	512	500	241	301	491	860	99	182	123	335	3644
Percent of total reviewed	14.05	13.72	6.61	8.26	13.47	23.60	2.72	4.99	3.38	9.19	100

Source. Iowa Information Management System FFY 2007 (2007-2008).

Actual target data for FFY 2007 (2007-2008) for Indicator 13 is depicted in Figure B13.1. Data from FFY 2005 (2005-2006), and the State measurable and rigorous targets through FFY 2010 (2010-2011), are also depicted in Figure B13.1.

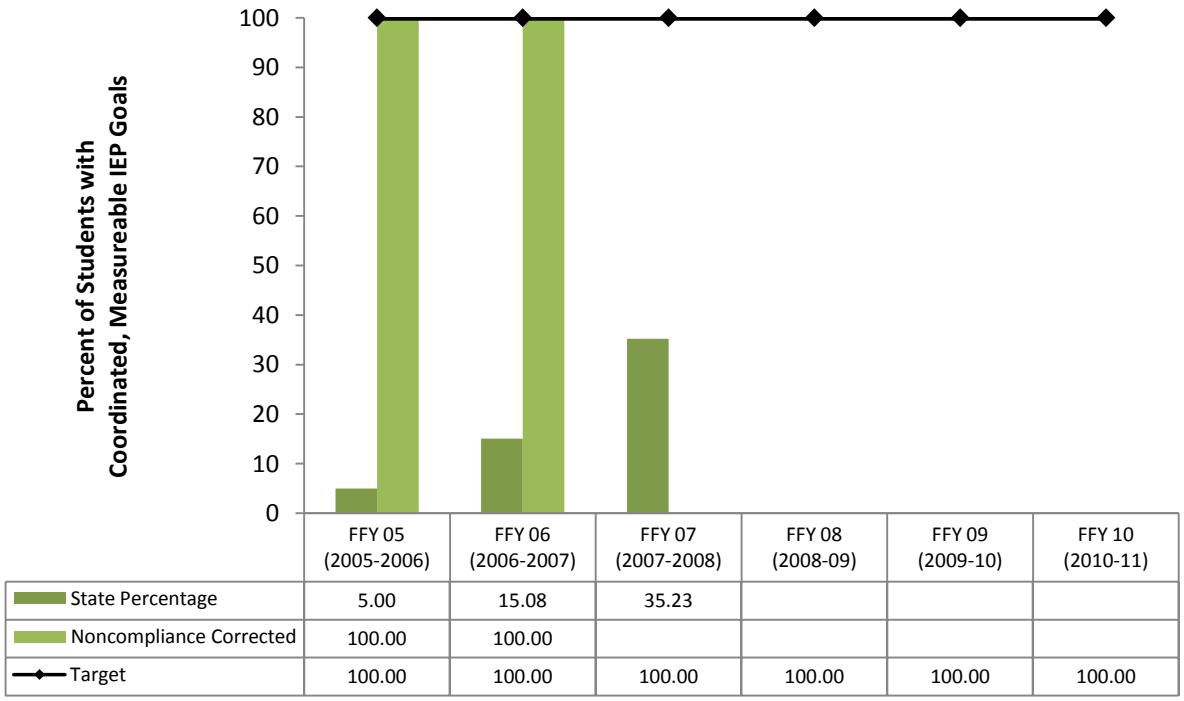


Figure B13.1. Two-year Comparison and State Targets of Percent of IEPs with Coordinated, Measurable, Annual IEP Goals. Source. *Iowa ISTAR System, FFY 2007 (2007-2008).*

Iowa did not meet the measurable and rigorous target for Indicator 13 for FFY 2007 (2007-2008), with 35.23 percent of IEPs including coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet post-secondary goals.

Table B13.5 provides raw numbers (weighted and unweighted) used in calculating the percentages reported in Figure B13.1. Iowa's B13 percentage for FFY is calculated as:

B13 = (weighted n B13/weighted n IEPs reviewed) * 100 = (1623761.72/4608682.67)*100 = 35.23%

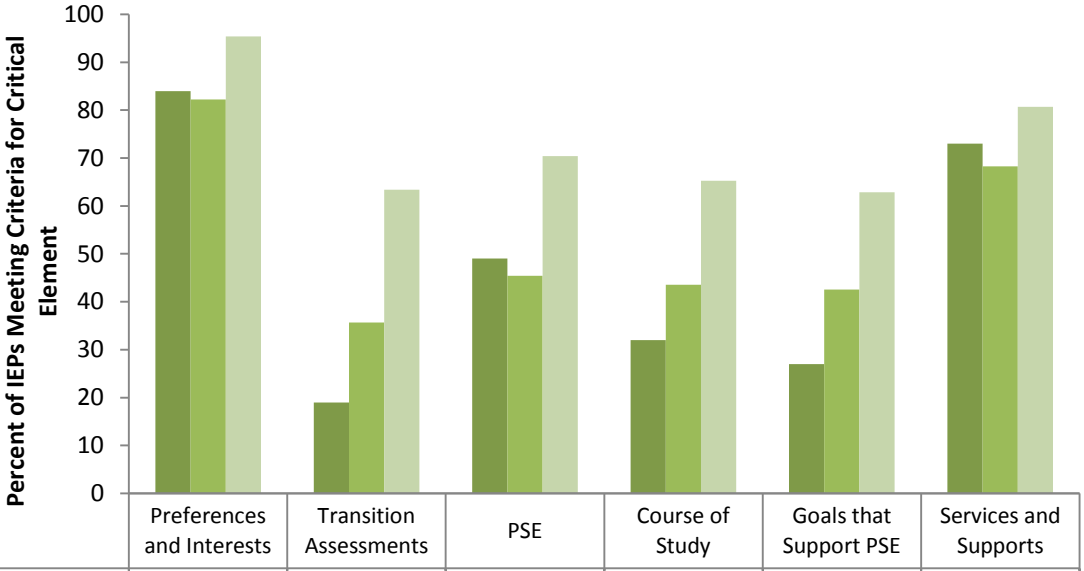
Table B13.5
Actual Numbers Used, FFY 2007 (2007-2008)

	Unweighted	Weighted
Number of IEPs with Coordinated, Measurable IEP Goals	1288	1623761.72
Number of IEPs reviewed	3728	4608682.67
Percent	34.55	35.23

Source. Iowa Information Management System FFY 2007 (2007-2008).

Data in FFY 2007 (2007-2008) represent a significant increase from data obtained in FFY 2006 (2006-2007). In FFY 2007 there was a 133% increase in the percent of IEPs rated as having coordinated, measurable, annual IEP goals and transition services that would reasonably enable students to meet post-secondary goals.

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

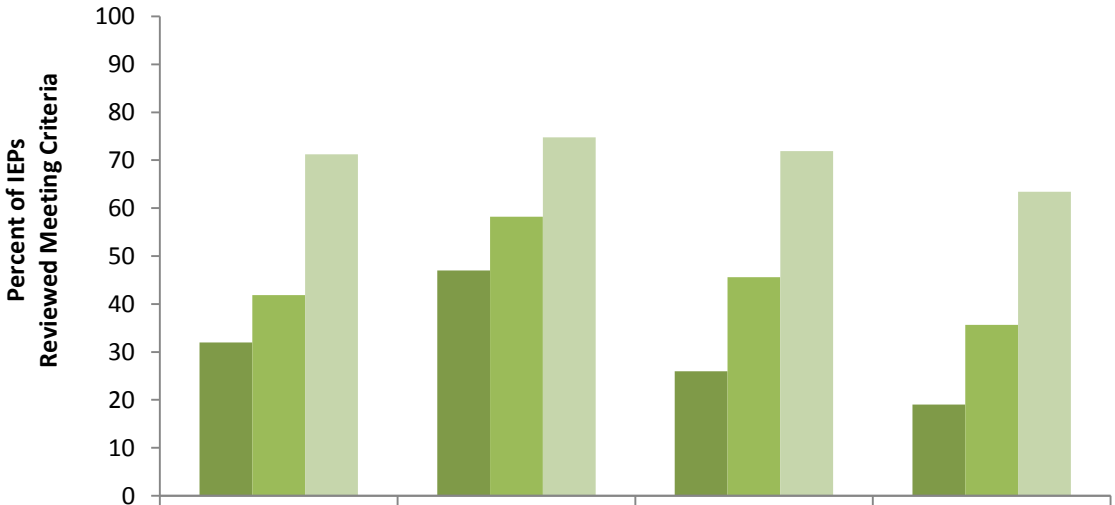


	Preferences and Interests	Transition Assessments	PSE	Course of Study	Goals that Support PSE	Services and Supports
FFY 05 (2005-2006)	84.00	19.00	49.00	32.00	27.00	73.00
FFY 06 (2006-2007)	82.20	35.66	45.40	43.54	42.54	68.24
FFY 07 (2007-2008)	95.39	63.39	70.40	65.28	62.83	80.72

Figure B13.2. Ratings of Six Critical Elements for FFY 2005 (2005-2006) through FFY 2007 (2007-2008). *Source. Iowa ISTAR System, FFY 2007 (2007-2008).*

Figure B13.2 reflects increases in the quality of IEPs for all six critical elements: (a) preferences and interests (increasing 16.05% to 95.39% in FFY 2007); b) transition assessments (increasing 77.76% to 63.39% in FFY 2007); (c) postsecondary expectations (increasing 55.07% to 70.40% in FFY 2007); (d) course of study (increasing 49.93% to 65.28% in FFY2007); (e) goals (increasing 47.70% to 62.83 in FFY 2007); and (f) services, supports and linkages (increasing 18.82% to 80.72% in FFY 2007).

Figures B13.3, B13.4, B13.5, and B13.6 depict specific improvements in critical elements in FFY 2007 (2007-2008) when compared to FFY 2006 (2006-2007).

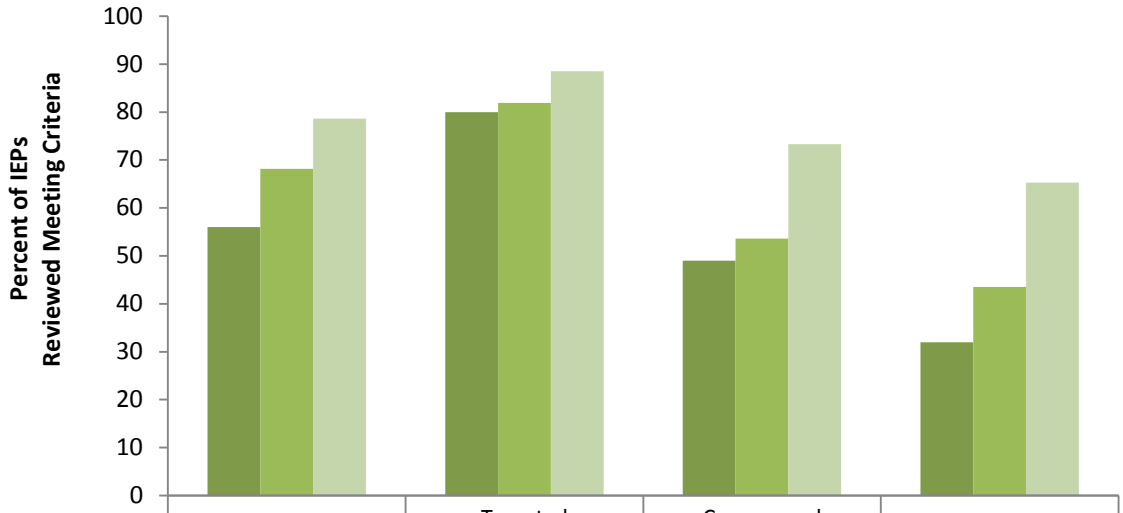


	Working	Learning	Living	Transition Assessment
FFY 05 (2005-2006)	32.00	47.00	26.00	19.00
FFY 06 (2006-2007)	41.86	58.19	45.62	35.66
FFY 07 (2007-2008)	71.25	74.75	71.88	63.39

Figure B13.3. Specific Areas of Improvements in Transition Assessment, FFY 2007 (2007-2008) compared to prior years.
Source. Iowa ISTAR System, FFY 2007 (2007-2008).

Figure B13.3 addresses quality of Transition Assessments. Iowa's criteria for the Transition Assessment critical element requires that all three sub-elements (working, learning, and living) are present. If any of these sub-elements are not present the IEP will be scored as not meeting the Transition Assessment critical element. While 63.39 percent of all IEPs reviewed had assessments for all three areas, data for FFY 2007 (2007-2008) also suggest that IEP teams are providing an increasingly comprehensive examination of all three postsecondary areas. The biggest increase was in the area of postsecondary working which increased from 41.86 percent to 71.25 percent.

Figure B13.4 summarizes differences in ratings for Course of Study in FFY 2007 (2007-2008) compared to FFY 2005 (2005-2006).

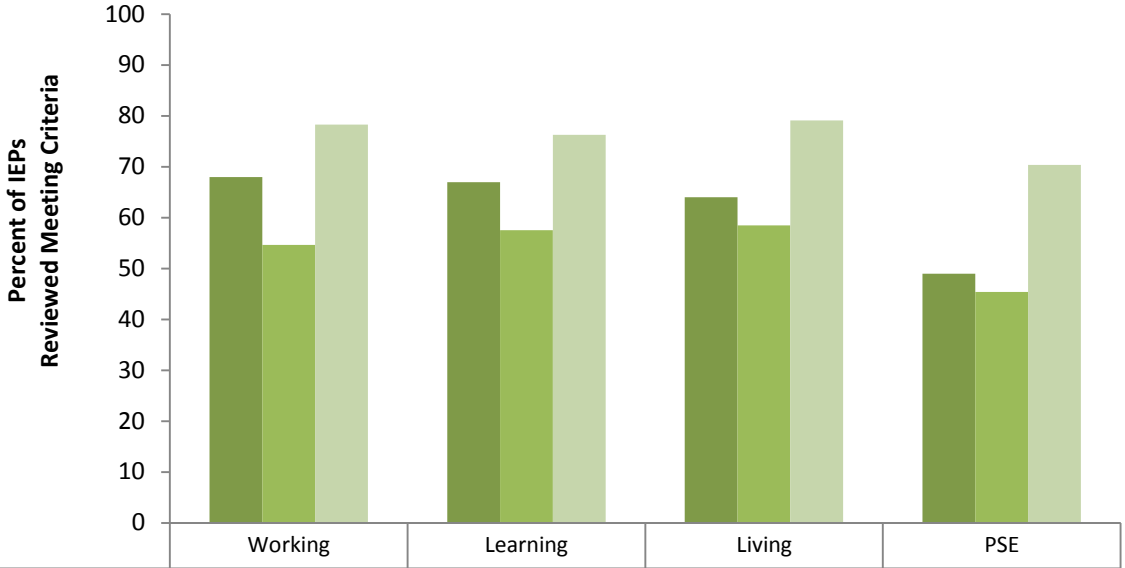


	Graduation Criteria	Targeted Graduation Date	Courses and Activities	Course of Study
FFY 05 (2005-2006)	56.00	80.00	49.00	32.00
FFY 06 (2006-2007)	68.15	81.91	53.62	43.54
FFY 07 (2007-2008)	78.65	88.49	73.33	65.28

Figure B13.4. Specific Areas of Improvement in Course of Study, FFY 2007 (2007-2008) compared to prior years *Source. Iowa ISTAR System, FFY 2007 (2007-2008).*

Iowa's criteria for the Course of Study critical element requires that all three sub-elements (graduation criteria, graduation date, and courses and activities) are present. If any of these sub-elements are not present the IEP will be scored as not meeting the Course of Study critical element. The greatest increase was observed in the area of inclusion of courses and activities from 53.62% in FFY 2006 (2006-07) to 73.33% in FFY 2007 (2007-08). Smaller increases were observed in the inclusion of targeted graduation date and graduation criteria.

Figure B13.5 depicts changes in the area of Post-Secondary Expectations in FFY 2007 (2007-2008) compared to FFY 2006 (2006-2007).

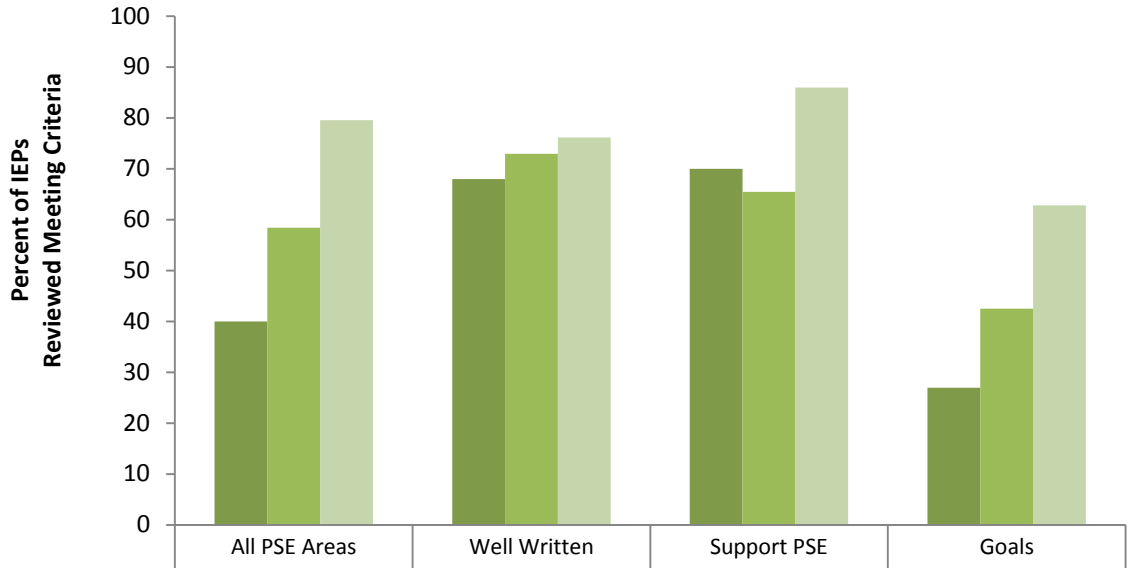


	Working	Learning	Living	PSE
FFY 05 (2005-2006)	68.00	67.00	64.00	49.00
FFY 06 (2006-2007)	54.68	57.57	58.46	45.40
FFY 07 (2007-2008)	78.32	76.27	79.12	70.40

Figure B13.5. Specific Areas of Improvement (or Decline) in Post-Secondary Expectations, FFY 2007 (2007-2008) compared to prior years. *Source. Iowa ISTAR System, FFY 2007 (2007-2008).*

Iowa's criteria for the Postsecondary Expectations critical element requires that all three sub-elements (working, learning, and living) are present. If any of these sub-elements are not present the IEP will be scored as not meeting the Postsecondary Expectations critical element. Working, Learning, and Living, all observed significant increases in FFY 2007 (2007-2008) compared to results from FFY 2006 (2006-2007).

Figure B13.6 depicts changes in the area of Well Written Goals in FFY 2007 (2007-2008) compared to FFY 2006 (2006-2007).



	All PSE Areas	Well Written	Support PSE	Goals
FFY 05 (2005-2006)	40.00	68.00	70.00	27.00
FFY 06 (2006-2007)	58.43	72.94	65.49	42.54
FFY 07 (2007-2008)	79.54	76.18	86.00	62.83

Figure B13.6. Specific Areas of Improvement (or Decline) in Well Written Goals, FFY 2007 (2007-2008) compared to prior years. *Source. Iowa ISTAR System, FFY 2007 (2007-2008).*

Iowa's criteria for the Goals critical element requires that all three sub-elements (PSE areas, well-written goals, and goals that support PSE) are present. If any of these sub-elements are not present the IEP will be scored as not meeting the Goals critical element. All sub-elements increased in FFY 2007 (2007-2008) from FFY 2006 (2006-2007).

Description of Corrective Actions Taken by the SEA:

Table B13.6 summarizes the corrections of IEPs from FFY 2006, with Critical Element, percentages of IEPs judged sufficient for that critical element in FFY 2006, and percentages of IEPs judged sufficient for that critical element after correction during FFY 2007 (2007-2008).

Iowa reports that 100% of IEPs noncompliant in FFY 2006 (2006-2007) were corrected in FFY 2007 (2007-2008), so that 100% of IEPs for FFY 2006 (2006-2007) are now compliant with the requirements of 34 CFR §300.320(b).

Table B13.6
Percentage of IEPs from FFY 2006 (2006-2007) Compliant for Each Critical Element, and Percent of Same IEPs Compliant after Correction in FFY 2007 (2007-2008)

Critical Element:	Percentage of IEPs Compliant FFY 2006	Percentage of IEPs from FFY 2006 Compliant after Correction FFY 2007
Preferences and Interests	82.21	100
Transition Assessments	35.56	100
Post-secondary Expectations	45.40	100
Course of Study	43.54	100
Goals that Support PSE	42.54	100
Services and Supports	68.24	100
All Elements	15.08	100

Source. Iowa ISTAR System, FFY 2007 (2007-2008).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B13.7.

Table B13.7
Improvement Activities Completed for FFY 2007 (2007-2008)

Activity	Measureable Outcomes	Status / Next Steps
Improve data collection and reporting. Gather, report, and analyze Indicator B13 data with collaborative partners.	AEA and LEA staff continue to be certified to collect data. Data for Indicator 13 were gathered, verified, and reports were generated through I-STAR. An additional 333 people were certified, raising the number to 610 statewide. For informational purposes, a discussion of the I-STAR data verification process is included with Indicator 15.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)
Program development. Gather and analyze needs assessment data for issues of practice in transition assessments (skills and service delivery issues).	From the needs assessment, areas in need of skill development, and tools and resources needed to complete transition assessments, were identified. These areas needing skill development, and resources, are described further in activities captured in *technical assistance*. Data from the needs assessment were used for the development of the State of Iowa State Personnel Development Grant (SPDG) submission to OSEP.	Ongoing for FFY 2008 (2008-2009) and targeted for completion in FFY 2009 (2009-2010)

Activity	Measureable Outcomes	Status / Next Steps
Provide technical assistance. Develop tools to assist in the administration, interpretation and application of transition assessments for transition planning and service delivery.	A transition assessment web tool was developed and launched in January. Trainings using the web tool have occurred throughout the state and nationally. Between January 1, 2008 and June 30, 2008 there have been a total of 8,673 visitors to the web site, of whom 5,942 (68.5%) were unique visitors. That's an average number of 1,445.5 visitors per month. Visitors viewed a total of 48,299 pages. Only 1 out of 3 visitors exited the site after landing on it. About 2 out of 3 remained on the site and viewed two or more pages. The average page view per visit is 5.79. We interpret this to mean that the site is offering information that is interesting to visitors. The most viewed page is the Methods and Tools page which constitutes about 32% of all page views. Information related to the assessment of attitudes/habits in the postsecondary area of living was the least accessed.	Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011).
Provide Ttechnical assistance. Provide Technical Assistance to Area Education Agencies to understand documentation of transition assessments in the IEP.	A total of 36 "Transition Assessment Content Coaches" were recruited to learn deep knowledge and develop deep skills related to transition assessments. This includes up to two people from each Area Education Agency (AEA) and each UEN, two people from the Parent Training and Information Center and two people from Iowa Vocational Rehabilitation Services. The Content Coaches serve as the respective agency's primary contact(s) for transition assessment. Dr. Pat Sitlington was hired to facilitate this small learning community. The group met monthly through video conferencing, face-to-face meetings and phone conversations. Content for the learning community was based on the needs assessment provided last year. A baseline assessment was completed prior to starting the learning community and is scheduled to be repeated in FFY 08. Topics include: planning the assessment process, assessment methods, assessment areas, analyzing postsecondary environments and involving postsecondary educators. The learning materials will be used by the content coaches in their respective agencies/regions in FFY08.	Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011).

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008).

Data were provided to stakeholders for explanation of progress, and stakeholders believed that the increase in quality of transition assessments could be explained by the SEA-sponsored activities around transition assessment as reflected in the SPP activities. Progress was attributed specifically to the design of the transition assessment model and corresponding training activities.

Per OSEP requirements set forth in the December 13, 2007 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2006 (2006-2007):

6. What analysis was conducted to determine where noncompliance was occurring?
7. Why was noncompliance occurring?
8. What changes in policies, procedures and practices were determined necessary?
9. How does the state know that timely correction occurred?
10. If timely correction did not occur, what enforcement actions were taken by the state?

The SEA determined where noncompliance was occurring by sampling IEPs. IEPs were rated for presence or absence on criteria established for each of 6 critical elements relevant to Indicator 13 (Preferences and Interests, Transition Assessments, Post-secondary Expectations, Course of Study, Goals that Support Post-secondary expectations, and Services and Supports). While the data for FFY 2006 (2006-2007) are summarized in (a) the SPP for Iowa and (b) Table B13.6, and (c) Figures B13.1 through B13.6 under FFY 2006 (2006-2007), for readers' convenience, Table B13.8 summarizes original compliance and percent corrected in FFY 2007 (2007-2008), for each critical element.

Table B13.8
FFY 2006 (2006-2007) Percent IEPs Compliant, and Corrected Totals

Critical Element	All Elements	Preferences and Interests	Transition Assessments	Post-Secondary Expectations	Course of Study	Goals that Support PSE	Services and Supports
Percent Compliance (original)	15.08	82.21	35.66	45.40	43.54	42.54	68.24
Percent Compliance (corrected)	100	100	100	100	100	100	100
Percent Timely Corrected	100	100	100	100	100	100	100

The SEA analyzes data with two stakeholder groups in order to determine reasons for noncompliance and suggest revisions to policies, procedures and practices. Stakeholder groups were generally pleased with improvements in transition assessment and linked progress to SEA resources and AEA/LEA activities. Stakeholder groups engaged in root cause analysis and suggested that while IEP teams are administering transition assessments they may need additional supports around using assessment data to develop course of study, goals, supports, services, and linkages. Stakeholder groups determined that changes in policies and procedures were not necessary. Targeted changes in practices were recommended and are reflected in the improvement activities listed in Table 13.7.

To verify that IEPs were in compliance, all IEPs sampled and reviewed were returned to IEP teams for correction of all critical elements rated out-of-compliance for each IEP. AEAs verify and document correction in ISTAR. The state reviews ISTAR records to ensure that IEPs identified as noncompliant in FFY 2006 (2006-2007) were corrected as soon as possible but no later than one year from identification.

When compliance findings are identified through Iowa's general supervision system and not corrected as soon as possible but no later than one year from identification, Iowa requires that enforcement actions be taken. All IEP noncompliance on critical elements is corrected by IEP teams and validated by AEA personnel. Districts refusing to correct IEPs must submit a corrective action plan to the AEA. AEAs notify the SEA when districts refuse to submit corrective action plans, or when the district's corrective action plan is not being implemented. While the SEA may conduct a review of districts based on data, AEA staff are required to verify full implementation of the corrective action plan within one year. Documentation from district and AEA staff provide the SEA with evidence that noncompliance was corrected.

In FFY 2007 (2007-2008), all noncompliance was corrected as soon as possible but no later than one year from identification, and the SEA was not required to implement enforcement activities around Indicator B13.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

There are no revisions to proposed targets, improvement activities, timelines, or resources for FFY 2008 (2008-2009).

Iowa Department of Education
Indicator B13 Data Collection

Critical Element 1: Interests and Preferences

What: Interests and/or preferences as they relate to post-secondary areas
Typical statements begin: Jesse likes . . . , Clayton chooses . . . , or LaTisha wants. . .

Likely location: Page B- "*Strengths, interests and preferences of this individual*

Other possible locations: Post-secondary Expectations

Critical Element 2: Transition Assessments

What: For each area of living, learning, and working:

1. **Specific data.** Information related to strengths/needs for *each* post-secondary area and targeted post-secondary expectation (living, learning, and working).
   - Data are sufficient to determine if there is a need for transition services in the specific post-secondary area as it relates to the student's targeted post-secondary expectation in that area (e.g., full time employment).
   - If services are needed, data are specific enough to write a goal or activity.
   - If there is no need for services in a post-secondary area, the data are sufficient to determine that there is no need for transition services in that post-secondary area.

2. **Source of the data**. The IEP should include information that names the method of assessment (e.g., classroom observation, student interview) or the specific name of the assessment tool.

3. **Each post-secondary area has been assessed.**
   Data are sufficient to determine that an assessment of the post-secondary area was made.

Likely Location: Anywhere on page B

Other Locations: *Current Functioning* on page D

Critical Element 3: Post-Secondary Expectations

What: A statement for each area of living, learning, and working that:

1. Projects beyond high school.

2. Is based on assessment information

3. Is observable

Likely Location: **Must** be in the appropriate section on page B *(Based on . . . describe the postsecondary expectations . . .)*

If the section refers you back to the vision statement – that is acceptable. If the statements appear in the vision statement but the PSE section is blank– it does not meet criteria.

Critical Element 4: Course of Study

What: Projects to the anticipated end of high school, based on needs and includes:

1. Targeted graduation date;
2. Graduation requirements; and
3. Courses and activities necessary to pursue student's PSE.

Likely Location: *Course of Study* on page B

Critical Element 5: Annual Goals

What: 1. All goals support pursuit of post-secondary expectations

2. All goals meet the requirements of a well written goal

3. All areas of post-secondary expectations have a goal or service/activity or justification.

Likely Location: Page D of IEP

Other Locations: To determine if goals support pursuit of PSE you will need to refer back to page B. If not all PSE areas are addressed, or if needs identified in PLAAFP are not addressed by goals, you will need to review page F (supports, services and activities).

Critical Element 6: Supports, Services, Activities, Linkages

What: Services and supports are appropriate and sufficient for duration of the IEP as determined by:

1. Specific descriptive statements (e.g., anticipated frequency, setting and duration of each service, activity and support.)
2. All needs identified on Page B are addressed through goals and/or services, activities and/or supports.

Likely Location: Page F of the IEP.

Other Locations: Will need to examine entire IEP to see if services identified are sufficient.

Information on PAGE B, D and F of the IEP: Post Secondary Transition

Item No.	Review Questions	Yes	No	NA	Criteria for response
T20. **Age Group C**	Does the IEP include the student's preferences or interests as they relate to areas of post-secondary expectations (living, learning and working) and that they will be helpful for planning transition services?				**Yes =** Preferences or interests of the student are listed. (Interests= things that evoke curiosity. Preferences = things chosen over others). **No =** No listing of interests or preferences, or items listed are not the student's.
T21a. **Age Group C**	Does the IEP document that the post-secondary area of living has been sufficiently assessed and information used as basis of transition planning?				**Yes =** Specific data related to the student's living skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of living as it relates to student's post-secondary expectations for living was done. **No** = No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of living has been assessed.
T21b. **Age Group C**	Does the IEP document that the post-secondary area of learning has been sufficiently assessed and information used as basis of transition planning?				**Yes =** Specific data related to the student's learning skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of learning as it relates to student's post-secondary expectations for learning was done. **No** = No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of learning has been assessed.
T21c. **Age Group C**	Does the IEP document that the post-secondary area of working has been sufficiently assessed and information used as basis of transition planning?				**Yes =** Specific data related to the student's working skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of working as it relates to student's post-secondary expectations for working was done. **No** = No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of working has been assessed.
T22a. **Age Group C**	Is there a post-secondary expectation of living that projects beyond high school, based on assessment information and is observable?				**Yes** = Postsecondary expectations incorporates observable post school outcomes in the area of living. **No** = Area is not stated as an observable behavior, not addressed or addressed vaguely.
T22b. **Age Group C**	Is there a post-secondary expectation of learning that projects beyond high school, is based on assessment information and is observable?				**Yes** = Postsecondary expectations/vision statement incorporates observable post school outcomes in the area of life long learning. **No** = Area is not stated as an observable behavior, not addressed or addressed vaguely.
T22c. **Age Group C**	Is there a post-secondary expectation of working that projects beyond high school, based on assessment information and is observable?				**Yes** = Postsecondary expectations/vision statement incorporates observable post school outcomes in the area of work/employment. **No** = Area is not stated as an observable behavior, not addressed or addressed vaguely.
Item No.	**Review Questions**	**Yes**	**No**	**NA**	**Criteria for response**
T23a. **Age Group C**	Does the course of study identify a targeted graduation date?				**Yes =** The graduation requirements are clearly documented. **No =** The graduation requirements are not documented, unclear or vague.
T23b. **Age Group C**	Does the course of study identify graduation criteria?				**Yes =** The graduation date is documented. **No =** The graduation date is not documented.
T23c. **Age Group C**	Does the course of study project courses and activities necessary to pursue the post-secondary expectations?				**Yes** = Courses and activities, if needed, are listed and project to the targeted graduation date. **No =** Needed courses and activities are not listed or vague**.**

Item No.	Review Questions	Yes	No	NA	Criteria for response
T24a. **Age Group C**	Do all the annual goals support pursuit of post-secondary expectations?				**Yes** = Each goal listed addresses a need listed in the PLAAFP and will assist the student to pursue targeted post-secondary expectations. **No** = One or more goals listed do not reflect a need listed in the PLAFFP or will not be necessary for the student to pursue targeted post-secondary expectations.
T24b. **Age Group C**	Are all the annual goals well written?				**Yes** = Evidence reviewed shows that the goal states the condition(s), skill or behavior, and criterion. **No** = Evidence reviewed shows no condition(s) described in the goal, skill or behavior, and criterion.
T24c. **Age Group C**	Are there goals, services or activities for every post-secondary area?				**Yes** = Each post-secondary area of living, learning, and working is addressed through goals, services or activities. **No** = One or more post-secondary area does not have a goal, service, or activity.
T24d. **Age Group C**	If not, is there justification in the PLAAFP?				**Yes** = Rationale for not needing services, supports or activities is listed in the PLAAFP and based on assessment information for each post-secondary area missing in question 24c. **No** = No rationale is listed for each post-secondary area not addressed through services, supports and activities, or rationale is not based on assessment data. **NA** = All three post-secondary areas are addressed by goals, services or activities.
T25. **Age Group C**	Are there specific statements describing the services and supports necessary to accomplish the annual goals and activities and to meet all needs identified in the PLAAFP?				**Yes =** Each service, activity and support marked “yes” has a narrative description on Page F that clearly indicates the amount of resources to be committed. **No =** Not all services, activities and supports have a description on Page F or are vague.

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing (a) trend data, (b) targets, and (c) improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding components (a) through (c), and comments were compiled.

Stakeholder groups made up of representatives of individuals with disabilities, parents, educators, administrators, private adult care providers, Iowa Vocational Rehabilitation Services, Department of Human Services, and higher education met to review the data, set priorities, and suggest improvement activities. Additional input was sought from stakeholder groups including the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

In the FFY 2006 (2006-2007) Response Letter to Iowa, OSEP summarized Iowa's data for FFY 2006 (2006-2007) as follows:

> *The State provided baseline data, targets and improvement activities for this indicator in its SPP and OSEP accepts the SPP for this indicator.*
>
> *The State's FFY 2006 reported baseline data for this indicator are 66.19%.*

In the analysis/next steps for Iowa for Indicator 14, OSEP wrote that

> *OSEP looks forward to reviewing the State's data in the FFY 2007 APR, due February 1, 2009.*

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 June 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/.

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)

FFY	Measurable and Rigorous Target
2007 (2007-2008)	**66.29% 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.**

Actual Target Data for FFY 2007 (2007-2008):

States are allowed to select a sample of IEPs to be reviewed in order to obtain data 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. 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. The sampling method used is described in detail in Iowa's SPP for Indicator 14, submitted for FFY 2006, and outlined here.

District sampling procedures. The sample was drawn from districts in the self-assessment year within Iowa's school improvement cycle in FFY 2007 (2007-2008). These schools are scheduled for a future site visit during FFY 2008 (2008-2009). All districts participate at least one time in every 5-year period.

To ensure a balanced representation of the State across each year of the 5-Year cycle, the Department of Education hired Dr. Michael Larsen of the Iowa State University Department of Statistics as an advisor. Dr. Larsen's analysis of district assignments to the school improvement schedule indicated that the overall State representation is balanced across the years. Dr. Larsen also determined that a slight imbalance in representation *within* Area Education Agencies (AEAs) could be remedied by making minor adjustments in districts' assigned years or by weighting the data during analysis to correct for the imbalance. 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 within AEAs by using weighted analysis procedures. State results will also be adjusted using weighting during analysis because there is not a probability mechanism employed in selecting districts for participation using the established school improvement cycle. (Iowa's sampling plan for Indicator 14 has been reviewed and approved by OSEP. For documentation please see *Appendix A*.)

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 level with a ten percent margin of error. 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. Dropouts were included in the sample.

Data were collected and entered by AEA staff and returned to the SEA, where they were validated. Missing data and outliers were flagged and verified.

Selection bias was avoided to the largest possible extent by drawing a representative sample of participants at a high level of confidence and conducting the analysis only after weighting the data properly.

Sample data for FFY 2007 (2007-2008) were assessed for similarity or difference of the sample to the population of students with disabilities. Tables B14.1, B14.2 and B14.3 present the representativeness of the sample of IEPs reviewed with respect to age, race/ethnicity and gender, respectively.

Table B14.1
Representativeness of Participants Sampled by Age

Age								
Population Percent								
14	15	16	17	18	19	20	21	TOTAL
0.15	0.03	0.28	2.35	66.95	28.12	1.42	0.70	100
Response Percent								
14	15	16	17	18	19	20	21	TOTAL
0.00	0.23	0.45	1.14	52.73	37.73	3.86	3.86	100
Percent Difference								
14	15	16	17	18	19	20	21	
-0.15	0.20	0.17	-1.21	-14.22	9.61	2.44	3.16	

Source. Iowa Information Management System and ISTAR System, FFY 2007 (2007-2008).

Across ages, the percentage of participants ranged from undersampling of 14.22 percent (age 18) to oversampling of 9.61 percent (age 19). The SEA interpreted the data in Table B14.2 to indicate insufficient stratification and representation by age.

Table B14.2
Representativeness of Participants Sampled by Race/Ethnicity

Race/Ethnicity					
Population Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
1.43	1.82	2.27	0.35	94.12	100
Response Percent					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
1.14	2.27	2.05	0.91	93.64	100
Percent Difference					
Asian	African-American	Hispanic	American-Indian	Caucasian	
-0.29	0.45	-0.22	0.56	-0.48	

Source. Iowa Information Management System and ISTAR System, FFY 2007 (2007-2008).

Across subgroups of race, the percentage of participants sampled ranged from undersampling of 0.48 percent (Caucasian) to oversampling of 0.56 percent (American-Indian). The SEA interpreted the data in Table B14.2 as supportive of sufficient stratification and representation by race/ethnicity.

Table B14.3
Representativeness of IEPs Sampled by Gender

Gender		
Population Percent		
Female	Male	TOTAL
47.84	52.16	100
Response Percent		
Female	Male	TOTAL
32.73	67.27	100
Percent Difference		
-15.11	15.11	
-14.96	14.96	

Source. Iowa Information Management System and ISTAR System, FFY 2007 (2007-2008).

Across subgroups of gender, the percentage of IEPs sampled ranged from undersampling of 14.96 percent (female) to oversampling of 14.96 percent (male). The SEA interpreted the data in Table B14.3 to indicate insufficient stratification and representation by gender.

Taken as a whole, Tables B14.1, B14.2, and B14.3 suggest that the sample resulted in data that do not accurately represent the population of interest.

Table B14.4 contains the raw numbers of participants interviewed in order to generate the actual target data for FFY 2007 (2007-2008). In conducting the data analysis for Indicator 14 the Ns were weighted according to AEA population, as described in the State Performance Plan.

Table B14.4
Response rate by AEA, FFY 2007 (2007-2008)

	1	7	8	9	10	11	12	13	14	15	State
N Responses	49	84	35	24	55	66	19	34	23	53	442
N Targeted	145	116	73	90	109	143	23	47	38	92	876
Response Rate	33.79	72.41	47.95	26.67	50.46	46.15	82.61	72.34	60.53	57.61	50.46

Source. Iowa's Project EASIER FFY 2007 (2007-2008) and B14 Indicator Survey Responses FFY 2007 (2007-2008).

Actual target data for FFY 2007 (2007-2008) for Indicator 14 is depicted in Figure B14.1. Data from FFY 2006 (2006-2007), and the State measurable and rigorous targets through FFY 2010 (2010-2011), are also depicted in Figure B14.1.

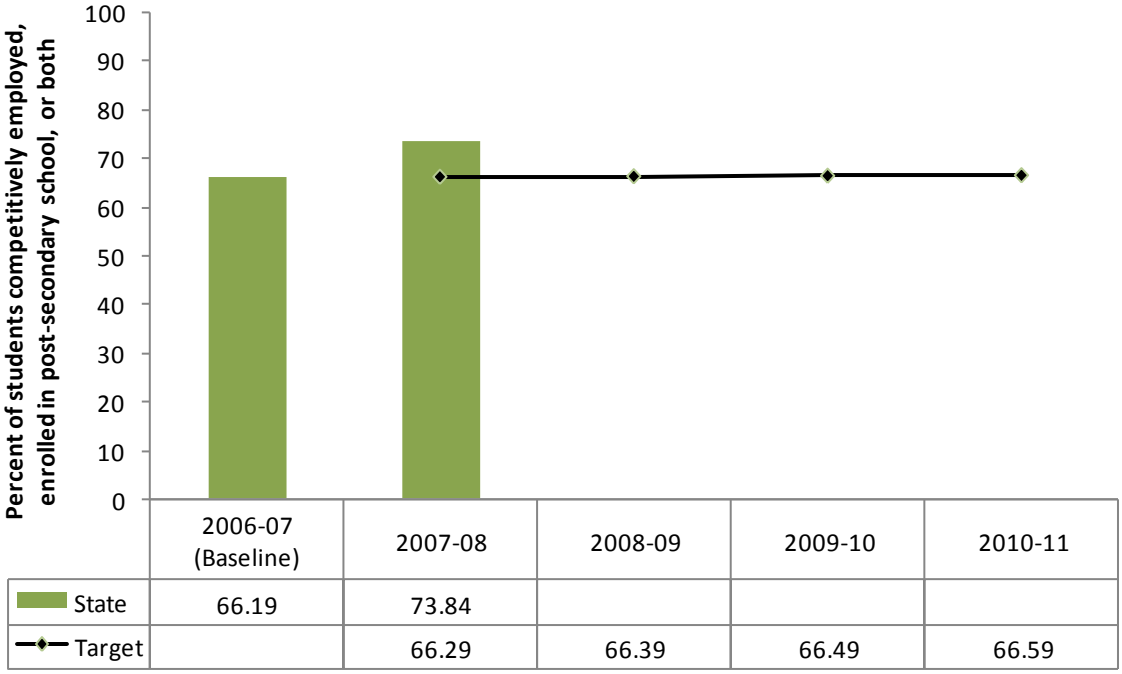


Figure B14.1. Percentage of Youth with IEPs Who had IEPs who are Competitively Employed, Enrolled in Post-Secondary School, or Both. *Source. Iowa's Project EASIER, FFY 2007 (2007-2008) and B14 Indicator Survey Responses FFY 2007 (2007-2008).*

Iowa exceeded the measurable and rigorous target for Indicator 14 for FFY 2007 (2007-2008), with 73.84 percent of youth with IEPs who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Table B14.5 provides the raw numbers (weighted and unweighted) used in calculating the percentages reported in Figures B14.1 and B14.2. Iowa's B14 percentage is calculated as:

B14 = (weighted n B14/weighted n leavers surveyed) * 100 = (9235.31/12507.67)*100 = 73.84%

Table B14.5
Unweighted and Weighted Numbers Used in Calculation for Indicator 14 and Subcomponents, State

	Indicator 14	Work Only	School Only	Neither
Unweighted N	319/441	91/441	146/441	122/441
Weighted N	9235.31/12507.67	1336.86/12507.67	4634.77/12507.67	3272.37/12507.67
Weighted %	73.84	10.69	37.06	26.16

Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2007 (2007-2008).

Figure B14.2 depicts performance for the State of Iowa on Indicator 14 and for the percentage of participants with IEPs who are (a) competitively employed only, (b) enrolled in postsecondary school only (c) neither competitively employed or enrolled in postsecondary school, and (d) both competitively employed and enrolled in postsecondary school.

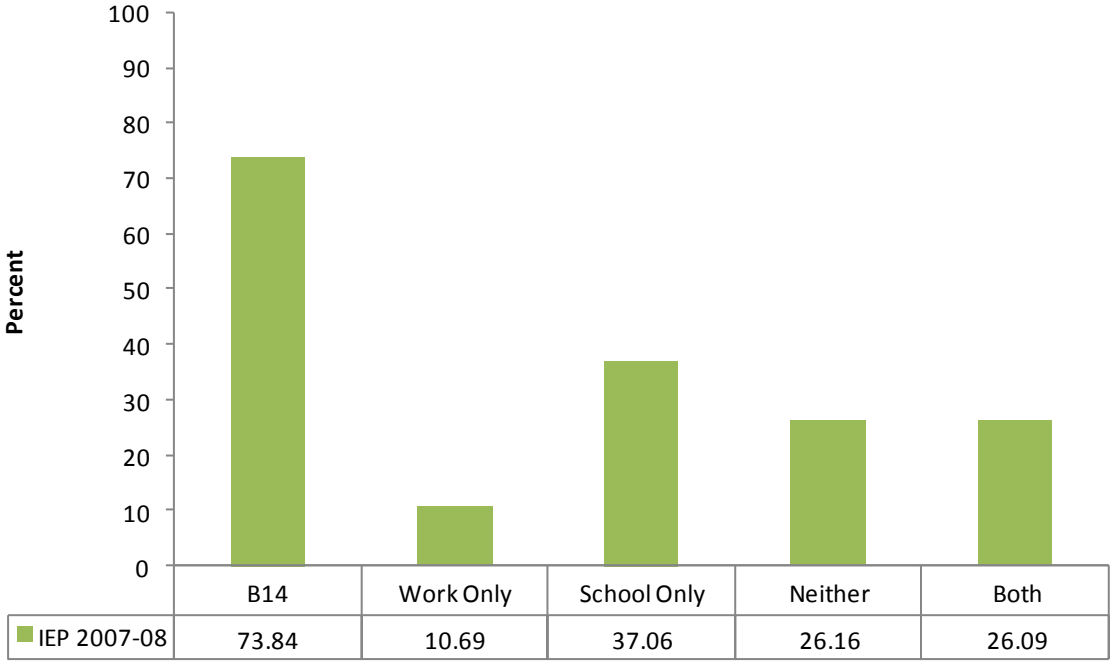
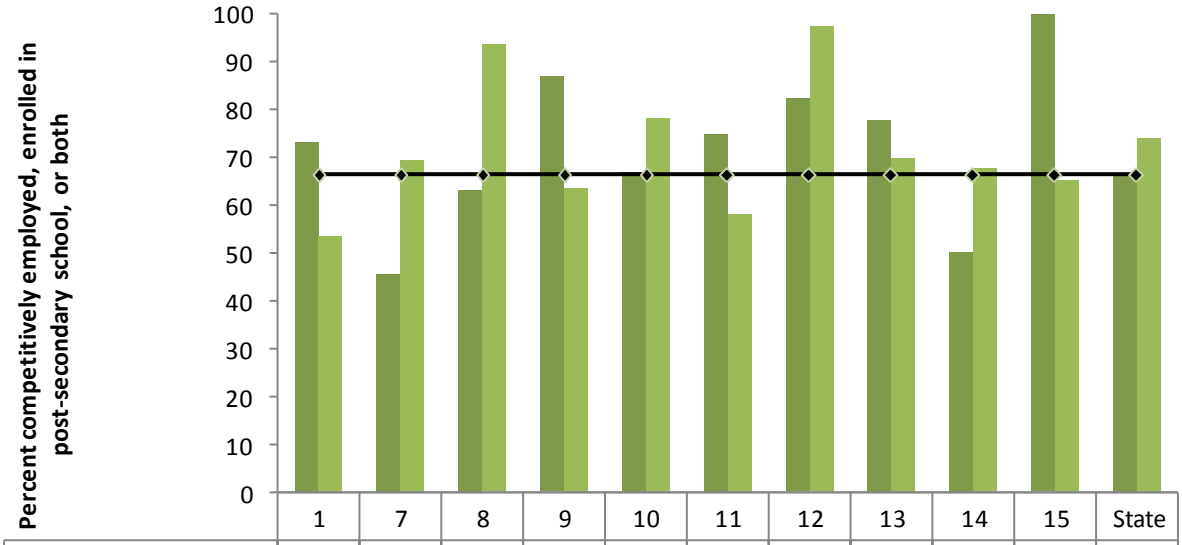


Figure B14.2. Percentage of Youth with IEPs Who had IEPs who were (a) Competitively Employed, Enrolled in Post-Secondary School, or both, (b) Working Only, (c) Attending School Only, (d) Neither. *Source. Iowa's Project EASIER, FFY 2007 (2007-2008) and B14 Indicator Survey Responses FFY 2007 (2007-2008).*

Figure B14.3 depicts performance for the State of Iowa and for AEAs on Indicator 14 for FFY 2006 (2006-2007) and FFY 2007 (2007-2008). For FFY 2007 6 of 10 AEAs met or exceeded the measurable and rigorous target for the percent of students who had IEPs who are competitively employed, enrolled in postsecondary school, or both.



	1	7	8	9	10	11	12	13	14	15	State
2006-07 (Baseline)	73.19	45.53	63.25	86.99	66.90	74.84	82.39	77.80	50.00	100	66.19
2007-08	53.64	69.43	93.49	63.50	78.26	58.05	97.50	70.01	67.89	65.42	73.84
Target	66.29	66.29	66.29	66.29	66.29	66.29	66.29	66.29	66.29	66.29	66.29

Figure B14.3. Percentage of Youth with IEPs Who had IEPs who are Competitively Employed, Enrolled in Post-Secondary School, or Both, State and AEA. *Source. Iowa's Project EASIER, FFY 2007 (2007-2008) and B14 Indicator Survey Responses FFY 2007 (2007-2008).*

Table B14.6 provides raw numbers (weighted and unweighted) used in calculating the percentages in Figure B14.3.

Table B14.6
Unweighted and Weighted Numbers Used in Calculation for Indicator 14, State and AEA

	1	7	8	9	10	11	12	13	14	15	State
Unweighted N	32/49	60/84	28/35	18/34	45/55	47/65	14/19	27/34	15/23	33/53	319/441
Weighted N	748.25/ 1394.98	294.81/ 424.61	1962.65/ 2099.21	1756.09/ 2765.37	365.64/ 467.24	131.81/ 227.08	1659.98/ 1702.51	137.62/ 196.57	1797.42/ 2647.68	381.04/ 582.42	9235.31/ 12507.67
Weighted %	53.64	69.43	93.49	63.50	78.26	58.05	97.50	70.01	67.89	65.42	73.84

Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2007 (2007-2008).

Figure B14.4 presents state and AEA data for FFY 2007 on the percent of students who did and did not have IEPs who were competitively employed, enrolled in postsecondary school, or both, within one year of leaving. The difference between the percentages for students with and without IEPs is also presented.

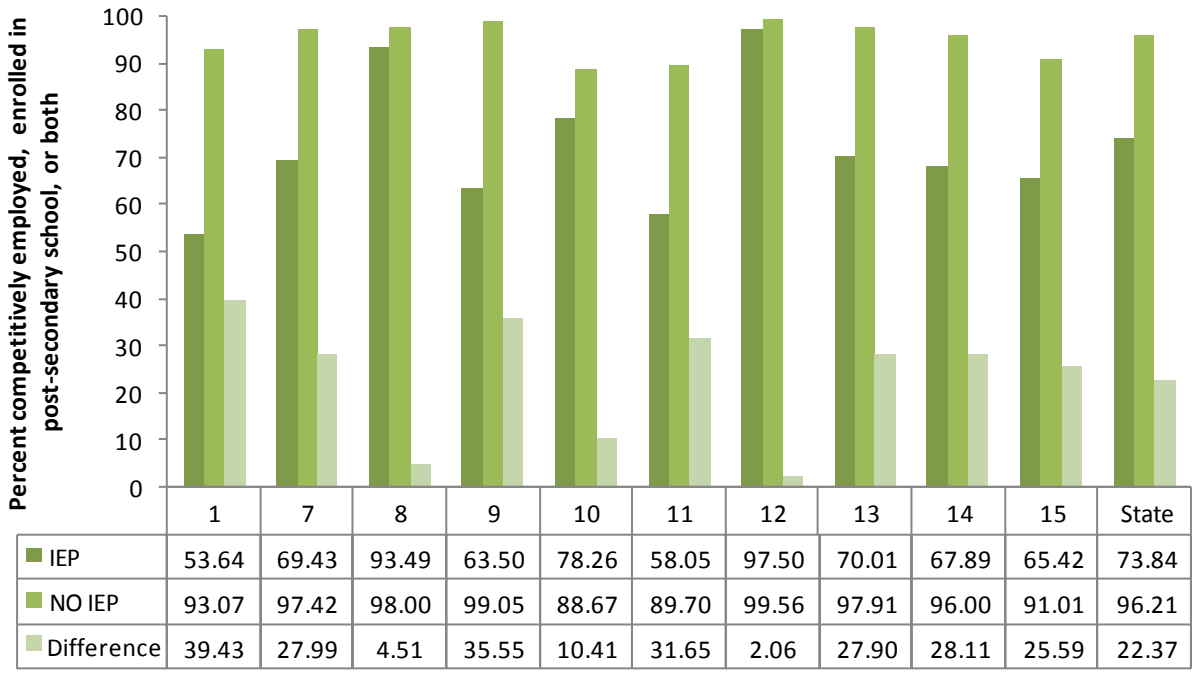


Figure B14.4. Percentage of Youth with and without IEPs Who had IEPs Who Competitively Employed, Enrolled in Post-Secondary School, or Both, State and AEA. *Source. Iowa's Project EASIER, FFY 2007 (2007-2008) and B14 Indicator Survey Responses FFY 2007 (2007-2008).*

Table B14.7 presents the raw numbers (weighted and unweighted) used in calculating the percentages for students without IEPs presented in Figure B14.4.

Table B14.7
Unweighted and Weighted Numbers Used in Calculation for Indicator 14 for Students without IEPs, State and AEA

	1	7	8	9	10	11	12	13	14	15	State
Unweighted N	254/276	636/683	246/254	183/190	432/442	485/521	126/134	316/325	119/126	278/299	3075/3250
Weighted N	9394.81/ 10094.67	2644.10/ 2714.00	6804.79/ 6943.62	13934.86/ 14068.38	2897.36/ 3267.72	2520.30/ 2809.82	11862.98/ 11914.87	2430.81/ 2482.70	25286.54/ 26339.15	3431.35/ 3770.46	81207.93/ 84405.39
Weighted %	93.07	97.42	98.00	99.05	88.67	89.70	99.56	97.91	96.00	91.01	96.21

Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2007 (2007-2008).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B14.8.

Table B14.8
Improvement Activities Completed for FFY 2007 (2007-2008)

Activity	Measureable Outcomes	Status / Next Steps
Improve data collection and reporting. Analysis of survey data to ensure representativeness of all leavers	Samples were drawn to ensure representativeness of all leavers. Representativeness of responders is described in text of Indicator B14.	Ongoing through June 20, 2011
Improve data collection and reporting. Identify and implement strategies to increase response rate.	Provided incentive funds for districts with 80% response rate. Provided districts with mechanism to monitor their response rates during data collection. Response rates described in text of Indicator B14. Although the 50.46% response rate is slightly lower than last year (54.82%)– this year's sample was inclusive of students who dropped out of school who are typically harder to reach.	July 1, 2006 – June 30, 2007, ongoing as needed
Improve data collection and reporting. Identify and implement strategies to increase participation of students who exit from grades 9 – 11 within the general data collection process.	Inclusion of students with and without disabilities in general data collection (no need for sub-study).	July 1, 2006 – June 30, 2007, ongoing as needed
Improve data collection and reporting. Gather, report, and analyze Indicator B13 and B14 data with collaborative partners.	Web tool device for district collecting and reporting was designed. Presentations with IVRS, Governor's DD Council, SEAP, Postsecondary Providers, Parents and other stakeholders were completed.	Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011).
Improve systems administration and monitoring. 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.	Contract established with Dr. Pat Sitlington to complete analysis and interpretation.	Data to be analyzed annually and used in planning. Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011).
Improve systems administration and monitoring. Further analyze postsecondary data to identify characteristics of attenders and nonattenders, postsecondary success and needed supports.	Contract established with Dr. Pat Sitlington to complete analysis and interpretation.	Data to be analyzed annually and used in planning. Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011).
Improve systems administration and monitoring. Further analyze employment data to determine quality of employment and needed supports.	Contract established with Dr. Pat Sitlington to complete analysis and interpretation.	Data to be analyzed annually and used in planning. Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011).
Clarify/examine/develop policies and procedures. Actual target data will be used to determine areas in which policies and practice changes are needed.	The SEA has a process for identifying needs and allocating resources.	Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011).
Provide technical assistance. Develop tools to increase AEA and LEA access to and use of data.	Contract established with SRI to develop a logic model for decision-making and to analyze Iowa data to determine patterns of variables according to logic model. Logic model completed and key variables and data sources identified. A set of questions for AEAs deep analysis of data drafted and piloted with 2 AEAs.	Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011).
Provide technical assistance. The SEA will provide technical assistance derived from data analyses, to partnering agencies and stakeholder groups.	Indicator data will improve	Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011).

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008).

Any influence on the increased percentage of students who were competitively employed, engaged in postsecondary education or both had to occur prior to the students' exit in FFY 2006. Therefore, none of the improvement activities described above as occurring in FFY 2007 influenced the increase in FFY 2007 Indicator B-14 data. Stakeholder groups, however, hypothesized several activities which might have contributed to the increase. First, these students exited from schools that would have received two years of improvement activities focused on Indicator B-13. Second, another state activity has emphasized increased access of youth with disabilities to postsecondary education through improved sharing of information between high schools and Iowa postsecondary institutions. Finally, Iowa Vocational Rehabilitation Services began implementation of a redesigned delivery system that engages rehabilitation counselors with students by their sophomore year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

There are no revisions to proposed targets / improvement activities / timelines / resources for FFY 2008 (2008-2009).

2007-2008 Drop Out Questionnaire

Opening

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? ○ Yes ○ No

If no, ask to speak with parent/guardian.

1b According to our records, (you/your child) dropped out of high school before graduating, is that correct? ○ Yes ○ No

If no, verify correct person. Note comment. Skips to close.

2 Since dropping out, have (you/your child) attended school somewhere? ○ Yes ○ No

3 What type of school is/was it?

- ○ High School
- ○ Alternative School
- ○ Trade school (job corps/CNA training/beauty school etc)
- ○ College (either 2 or 4 year)

4a Why did (you/your child) return to school? Was it because (you/your child) wanted to get a high school diploma or GED? ○ Yes ○ No

4b School staff talked (you/your child) into it? ○ Yes ○ No

4c Parents talked (you/your child) into it? ○ Yes ○ No

4d Probation requirement? ○ Yes ○ No

4e Circumstances changed? (e.g., child birth, felt better, no longer in jail) ○ Yes ○ No

4f Something else? ○ Yes ○ No

Add Comment

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

- ☐ Job reasons
- ☐ Family Obligations
- ☐ Have kids
- ☐ Got too far behind in classes, couldn't catch up and graduate with peers
- ☐ Frequent absences, suspensions
- ☐ Classes too hard
- ☐ Teachers/staff
- ☐ No friends in school (friends all dropped out or graduated)
- ☐ Just don't like school/was bored
- ☐ Felt bullied, harassed, made fun of
- ☐ Alcohol or other substance use
- ☐ Mental health issues
- ☐ Some other reason

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

- ☐ Nothing
- ☐ More support from teachers, principals
- ☐ More support from home
- ☐ Different class offerings
- ☐ More relevant classes
- ☐ Different school hours
- ☐ Something else

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

- ☐ No one
- ☐ Parent
- ☐ Friend
- ☐ Teacher
- ☐ Advisor/Caseworker
- ☐ School guidance counselor
- ☐ Principal
- ☐ Secretary or other school support staff
- ☐ School nurse
- ☐ Someone else

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

- Yes
- No

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

- Yes
- No

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

- Laid off from a job
- Fired
- Unable to find work
- Disabled
- In a mental health program
- Incarcerated (jail)
- Full-time homemaker/parent
- Student
- In job training
- Difficulties with transportation
- Other reason

11 Approximately how many hours per week (do you/your child) work at your job? (If more than one job, please total across all jobs.)

- 1 – 8 hours per week
- 9 – 16 hours per week
- 17 – 24 hours per week
- 25 – 34 hours per week
- 35 or more hours per week

12 Which one of the following categories best describes the type of work you do at your primary job?

- Assembly or production
- Agriculture, Natural Resources
- Clerical or Office work

- Construction
- Family and personal services, such as day care
- Health care
- Maintenance
- Military
- Recreation Fitness, Summer Recreation, Camps, Health Club
- Restaurant or food service
- Retail Sales
- Other

13 How much do you /your child make at your job? (If more than one job, At your highest paying job.)

- Less than minimum wage
- Minimum wage ($7.25 / hr)
- More than minimum wage
- Do not know

14a As part of the job, (do you/does your child) get paid vacation or sick leave? Yes No

14b Health insurance? Yes No

14c Retirement benefits? Yes No

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

- None of them
- One or two of them
- Most of them
- Don't know

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

Yes

No

Closing, Contact information

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

1 Year Follow-Up Survey
Spring/Summer 2008

Sponsored by: Iowa Department of Education

Student First Name

Student Last Name

Welcome:

Thank you for taking this survey. If you took the Senior Exit Survey last year before leaving school, you may remember that the Iowa State Department of Education is seeking information to improve students' transition to life after high school. All responses have been and will be kept completely confidential. No names will ever be used in our results.
Some of the questions will be similar to last year. This first section for example asks about your perception of high school.

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

	1 Not well at all	2 Not very well	3 Pretty well	4 Very well
1a How well do you think your high school experience has prepared you to decide what you want to do after high school?	○	○	○	○
1b How well do you think your high school experience has informed you about possible careers and job opportunities?	○	○	○	○
1c How well do you think your high school experience has prepared you to find and keep a job?	○	○	○	○
1d How well do you think your high school experience has prepared you for further education?	○	○	○	○

	1 Not well at all	2 Not very well	3 Pretty well	4 Very well
1e How well do you think your high school experience has prepared you for living on your own?	○	○	○	○
1f How well do you think your high school experience has prepared you to manage your personal finances?	○	○	○	○
1g How well do you think your high school experience has provided you with specific job or occupational skills?	○	○	○	○

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

- ○ High school diploma
- ○ GED
- ○ Did not receive high school diploma or GED
- ○ Do not know

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

○ Yes ○ No

3c Did you get the help or services that you needed?

- Yes, for all areas of need
- Yes, for some areas of need
- No

3d Which reason best describes why you did not get the help?

- Services were not helpful
- Did not apply for services
- Did not qualify for services
- Do not know
- Other

3e Who helped you find those services?

- I found it on my own
- Family member
- Friend
- High school teacher or other high school staff (such as guidance counselor, school social worker)
- Agency staff
- Other

4a Do you currently need community or government assistance for further education, jobs, or living arrangements? Yes No

The next items ask about your work experiences after high school.

5a We are interested in work history next. Are you currently working in a paid job, not including work around the house? Yes No

7 How many jobs do you currently have?

- 1 job
- 2 jobs
- 3 or more jobs

8 Approximately how many hours per week do you work at your job? (If more than one job, please total across all jobs.)

- 1 – 8 hours per week
- 9 – 16 hours per week
- 17 – 24 hours per week
- 25 – 34 hours per week
- More than 35 hours per week

9 Which one of the following categories best describes the type of work you do at your primary job?

- Assembly or production
- Agriculture, Natural Resources
- Clerical or office work
- Construction
- Family and personal services, such as day care
- Health care
- Maintenance
- Military
- Recreation Fitness, Summer Recreation, Camps, Health Club
- Restaurant or food service
- Retail sales
- Other

10 How much do you make at your job? (If more than one job, At your highest paying job.)

- I make less than minimum wage
- I make minimum wage ($7.25 / hr)
- I make more than minimum wage
- Do not know

11a As part of your job (any job) do you get paid vacation and/or sick leave? Yes No

11b As part of your job (any job) do you get health insurance? Yes No

11c As part of your job (any job) do you get retirement benefits? Yes No

12 At your job, how many of the other workers have disabilities?

- none of them
- one or two of them
- most of them
- don't know

13 How well do you get along with your co-workers?

- always have problems
- often have problems
- sometimes have problems
- usually get along
- always get along

14 How well do you get along with your boss(es)?

- always have problems
- often have problems
- sometimes have problems
- usually get along
- always get along

15a Is working at your current primary type job your long term goal? Yes No

16a Do you plan to attend school sometime in the future? Yes No

16b What is the highest level of education that you would like to obtain?

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

16c Have you taken classes of any kind since you left high school? Yes No

21 During the last few weeks, how have you spent most of your time when you weren't working or going to school? (Check all that apply.)

- visiting with family members
- visiting with friends
- talking with friends on the telephone
- watching television or videos
- listening to music
- exercise, participate in sports or other athletic activity
- other

22 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. ○ Yes ○ No

23 Do you have a driver's license? ○ Yes ○ No

24 Do you usually have money that you can decide how to spend? ○ Yes ○ No

25 Do you have your own checking account? ○ Yes ○ No

26 Do you have a savings account? ○ Yes ○ No

27 Do you have a credit card or charge account in your own name? ○ Yes ○ No

28 Do you earn enough to support yourself without financial help from your family or government benefit programs? ○ Yes ○ No

29 Do you have medical insurance? ○ Yes ○ No

30 During most of the past year, where did you live?

- ○ in your own apartment/home
- ○ with your family
- ○ in student housing (such as a dormitory or residence hall)
- ○ in an apartment or group residence that provides special assistance
- ○ in military housing/barracks
- ○ in another arrangment

31 During most of the past year, did you live in Iowa? ○ Yes ○ No

32a How happy are you with your life as a young adult? Would you say you are:

- Generally UNhappy
- or generally happy?

We are done with the content questions. We would like to contact you again in four years after you have been out of high school for five years.

Please update or give us new contact information for you and two other people who will always know where you are. This information will be kept completely confidential and will only be used to help us locate you in the future. When the study is finished, contact information will be destroyed.

Your Cell Phone **Please provide your cell phone number.**

Save Answer

Your Home Phone **Please provide your home phone number.**

Save Answer

Your Email **Please provide an email address where we can contact you.**

Save Answer

Your Address **Please provide your mailing address including street, city, state and zip.**

Save Answer

Contact information for two people who will know where you are.

Contact 1 Name **First and last name, in that order:**

Save Answer

Contact 1 Relation **What is their relationship to you?**

** Select Item

Contact 1 Relation: Other **What is their relation to you?**

Save Answer

Contact 1 Cell Phone Cell phone number of your first contact.

Save Answer

Contact 1 Home Phone Home phone number of your first contact.

Save Answer

Contact 1 Work Phone Work phone number of your first contact.

Save Answer

Contact 1 Email 1 Please provide an email address where we can contact this person.

Save Answer

Contact 1 Email 2 If available, please provide a second email address where we can contact this person.

Save Answer

Contact 1 Address At what mailing address can we reach this person? Please provide street, city, state and zip.

Save Answer

Contact 2 Name First and last name

Save Answer

Contact 2 Relation What is their relationship to you?

Contact 2 Relation: Other What is their relation to you?

Save Answer

Contact 2 Cell Phone Cell phone number of your second contact.

Save Answer

Contact 2 Home Phone Home phone number of your second contact.

Save Answer

Contact 2 Work Phone Work phone number of your second contact.

Save Answer

Contact 2 Email 1 Email of your second contact.

Save Answer

Contact 2 Email 2 If available, second email address of your second contact.

Save Answer

Contact 2 Address Street, city, state, and zip of second contact.

Save Answer

We are done. Do you have any comments you want to share regarding this survey? (The Department of Education contact for this survey is barbara.guy@iowa.gov)

The Iowa Department of Education thanks you very much for your time and cooperation. We wish you success and look forward to talking with you in the future.

Interviewer

33 Who provided information for this form?

☑ Student ☐ Parent ☐ Other

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components and comments were compiled. AEA and District noncompliance data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Statewide Area Education Agency (AEA) Monitoring Workgroup, and the Iowa Department of Education staff.

In the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 15, OSEP stated

> *The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.*
>
> *The State's FFY 2006 reported data for this indicator are 100%. These data represent progress from the FFY 2005 data of 97%.*
>
> *The State met its FFY 2006 target of 100%.*
>
> *The State reported that of the 794 findings identified in FFY 2005 (2005-2006), 100% were corrected as soon as possible but no later than one year from identification.*

OSEP's Analysis and Next Steps for Iowa were:

> *OSEP appreciates the State's efforts in timely correcting noncompliance identified under this indicator in accordance with 20 U.S.C. 1232d(b)(3)(E) and 34 CFR §§300.149 and 300.600.*
>
> *OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, the number of findings of noncompliance it identified in FFY 2005 that were corrected in FFY 2006 and disaggregate by APR indicator the status of timely correction of the noncompliance findings identified by the State during FFY 2005. The State has provided the required data and OSEP accepts the data submitted.*
>
> *In responding to Indicators 11, 12 and 13 in the FFY 2007 APR, due February 1, 2009, the State must specifically identify and address the noncompliance identified in this table under that indicator.*

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 June 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/.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

a. Number of findings of noncompliance
b. Number 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.

Measurable and Rigorous Target:

The provision of effective general supervision and the identification and correction of noncompliance as soon as possible but in no case later than one year from identification is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
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.**

Actual Target Data for FFY 2007 (2007-2008):

Data reported below are generated from Iowa's Information Management System for Special Education (IMS) and Iowa's Monitoring Database. Data have been verified and determined valid and reliable for noncompliance identified in FFY 2006 (2006-2007) and corrected in FFY 2007 (2007-2008).

Identification and correction of district noncompliance was monitored by AEAs and the SEA. During FFY 2006 (2006-2007), each district identified for a site visit in the subsequent school year used a statewide self-assessment tool to conduct IEP file reviews on a random sample of two files per teacher or a minimum of 10 files of their total number of eligible children served. Additionally, the districts engaging in a site visit during FFY 2006 (2006-2007) were reviewed for noncompliance. Table B15.1 reports the total number of findings of noncompliance identified during FFY 2006 (2006-2007) through site visits, self-assessment, desk audits and due process proceedings and corrected within one year of identification.

Table B15.1
State Total Findings of Noncompliance in
FFY 2007 (2007-2008) and Percent Corrected Within One Year

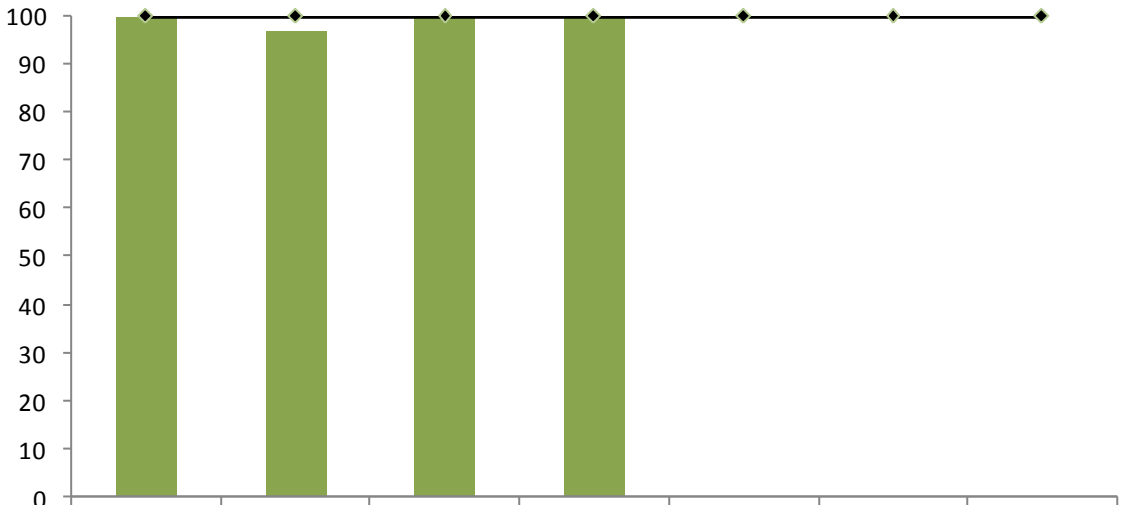
Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school. 14. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	71	2039	2039
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
5. Percent of children with IEPs aged 6 through 21 -educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	66	891	891
	Dispute Resolution: Complaints, Hearings	0	0	0
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	50	263	263
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
identification.	Other			
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	619	619
	Dispute Resolution: Complaints, Hearings	0	0	0
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	181	181
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	68	11569	11569
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			15562	15562
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100

Source. FFY 2007 (2007-2008): SEA Monitoring Database, Site Visit Reports, Desk Audits, Due Process Database.

As summarized in Table B15.1, there were 15562 findings of noncompliance identified statewide through onsite visits, self-assessments, desk audits and due process procedures. Of the 15562 total findings, 100 percent were corrected no later than one year from identification. Correction of these findings was verified by the SEA.

For FFY 2007 (2007-2008), the percentage of findings identified and corrected no later than one year from identification is summarized in Figure B15.1.



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
State	100	97.00	100	100			
Target	100	100	100	100	100	100	100

Figure B15.1. State Percent of Identified Noncompliance Corrected No Later than One Year from Identification. *Source: SEA Monitoring Database, FFY 2004 (2004-2005) through FFY 2007 (2007-2008).*

Iowa met the measureable and rigorous target for Indicator 15 for FFY 2007 (2007-2008), with 100% of findings corrected and correction verified no later than one year from identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B15.2.

Table B15.2
Improvement Activities Completed for FFY 2007 (2007-2008)

Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. The SEA, through the use of a contractor, developed a web based data system to monitor data collection, generate reports, and track correction of noncompliance.	Valid and reliable data were collected and reported at the AEA and District levels for indicators: Parent Involvement (B8), Effective Transition Part B (B13), General Supervision Monitoring (B15), Family Centered Services (C4) and General Supervision Monitoring (C9). AEAs and Districts received reports identifying noncompliance and a list of students with noncompliance that must be corrected. Districts and AEAs tracked and recorded corrections of individual student noncompliance and wrote and tracked activities for Corrective Action Plan (CAP).	Ongoing for FFY 2008 (2008-2009) through FFY 2010 (2010-2011)

Activity	Measureable Outcomes	Status/Next Steps
Clarify/examine/develop policies and procedures. SEA staff engaged stakeholders in process of reviewing and revising procedures and practices for general supervision.	Several specific items were altered in the self-assessment process. Sampling methodology was discussed and revised to include related services only IEPs.	Ongoing for FFY 2008 (2008-2009) through FFY 2010 (2010-2011)
Provide technical assistance. The SEA and contractor provided training to AEA consultants on the operation of the I-STAR system.	AEA staff were trained on the operation of the I-STAR system to ensure the timely correction of noncompliance.	Ongoing for FFY 2008 (2008-2009) through FFY 2010 (2010-2011)
Provide technical assistance. The SEA provided training to AEA consultants and LEA staff on reports generated by the I-STAR system.	AEA and LEA staff effectively utilize the reports generated through the I-STAR system to timely address noncompliance issues.	Ongoing for FFY 2008 (2008-2009) through FFY 2010 (2010-2011)
Provide technical assistance. The SEA further integrated compliance reviews from I-STAR into the school improvement compliance review process	School accreditation and special education monitoring processes are integrated activities and are formative in nature so that systems change can be addressed and monitored for effect. All components of a District's education process is addressed in the District's Comprehensive School Improvement Plan (CSIP).	Ongoing for FFY 2008 (2008-2009) through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. The SEA analyzed current corrective action plans submitted by districts to improve the quality of corrective action plans.	There will be corrective action plans with evidence of root-cause analysis and observable actions designed to effect positive trends in data on indicator for which corrective action plan was submitted.	Ongoing for FFY 2008 (2008-2009) through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). The analyses of data form the basis of discussion that follows.

Iowa met the measurable and rigorous state target for percent of noncompliance corrected within one year of identification, with actual target data reported for FFY 2007 (2007-2008) being 100%. SEA personnel attribute maintenance on Indicator 15 to: (a) increased attention to compliance with the Iowa State Performance Plan by AEAs and LEAs, (b) the implementation of a standardized system for data collection and monitoring the correction of noncompliance and (c) revised reporting of data by finding rather than district.

Per OSEP requirements set forth in the December 13, 2007 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2006 (2006-2007):

11. What analysis was conducted to determine where noncompliance was occurring?
12. Why was noncompliance occurring?
13. What changes in policies, procedures and practices were determined necessary?
14. How does the state know that timely correction occurred?
15. If timely correction did not occur, what enforcement actions were taken by the state?

Iowa analyzed data from all components of the general supervision system, including on-site visits, self-assessments, desk audits, and dispute resolution. Data are collected from AEAs and Districts through on site visits and self-assessments on a five-year monitoring cycle. In FFY 2006 (2006-2007), a total of 75 programs were monitored. Each year 40% of Districts, 40% of AEAs, and 20% of separate facilities participate in some form of monitoring activity, and over a five year cycle 100% of programs in the state are monitored through an on-site visit and self-assessment.

The SEA determined that noncompliance was occurring because of inconsistent practices in the implementation of AEA procedures with regard to IEP development. The SEA determined that better alignment of procedures across all AEAs would contribute to more consistent, compliant IEP development. The SEA also determined that improved programming of the Web IEP system would contribute to more accurate and compliant IEP development.

In FFY 2006 (2006-2007) the SEA monitored 75 programs and identified 15562 findings of noncompliance. Of the 15562 findings identified in FFY 2006 (2006-2007), 15562, or 100%, were corrected as soon as possible but no later than one year from identification. Correction of district noncompliance was verified by AEAs, after which confirmation was sent to the SEA and the district. No AEA noncompliance was identified in FFY 2006 (2006-2007).

When compliance findings are identified through Iowa's general supervision system and not corrected as soon as possible but no later than one year from identification, Iowa requires that enforcement actions be taken. All individual student noncompliance is corrected by teachers and validated by two AEA personnel and the AEA director of special education. Systemic noncompliance is identified by evaluating district compliance levels with respect to thresholds for systemic noncompliance. The threshold for systemic noncompliance is 95.00% except in some areas of postsecondary transition where it is set at 75.00%. Districts below the threshold are required to write a corrective action plan. AEA staff verify full implementation of the corrective action plan within one year. Documentation from district and AEA staff provide the SEA with evidence that noncompliance was corrected.

In FFY 2006 (2006-2007), 100% of individual noncompliance was corrected as soon as possible but no later than one year from identification. Districts that do not correct to 100% within one year are required to write a corrective action plan regardless of the level of noncompliance (systemic or nonsystemic), and the AEA engages in monitoring of implementation of the plan.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

Proposed activities for FFY 2008 (2009-2009) are summarized in Table B15.3. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2008 (2008-2009) that will allow Iowa to meet measureable and rigorous targets for both FFY 2008 (2008-2009) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B15.2 will continue in FFY 2008 (2008-2009), and are not listed in Table B15.3).

Table B15.3
Proposed Activities for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. The SEA will revise sampling plans to represent 95% a confidence level with 10% margin of error	2 SEA consultants	July 1, 2008 – June 30, 2009	Samples drawn for compliance reviews can be generalized at the State, AEA and district levels with higher levels of confidence.

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and state-contracted special education mediators.

Consistent with comments in the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 16, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2007), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All state mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

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 June 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/.

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[4] with respect to a particular complaint.

[4] OSEP requires each state to define "exceptional circumstances" in its procedures. Iowa included these examples:
(1) The unavailability of necessary parties or information may hinder the investigation;

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from rows included in 618 Table 7 (included at the conclusion of text for Indicator 16).

Measurement:

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

Percent = Number of complaints with reports issued within timelines + number of complaints with reports issued within extended timelines divided by number of complaints with reports issued times 100.

Measurable and Rigorous Target:

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) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100.

FFY	Measurable and Rigorous Target
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 particular complaint.**

(2) Either the agency or the complainant submits additional data that changes the course of the investigation; or
(3) The complainant submits large volumes of additional information on a later date making it impossible to review and stay within the timeline.

Actual Target Data for FFY 2007 (2007-2008):

In calculating B16, Iowa used the *Calculated Indicator Values for Annual Performance Reporting* from CADRE. The worksheet for Indicators B16-B19 is attached at the conclusion of each of Indicators B16-B19 following OSEP Table 7.

Figure B16.1 shows the State Education Agency's (SEA) baseline, annual performance for each FFY through FFY 2007 (2007-2008), and the target for the percent of signed written complaints with reports within the required timeline for complaints received between July 1, 2007, and June 30, 2008.

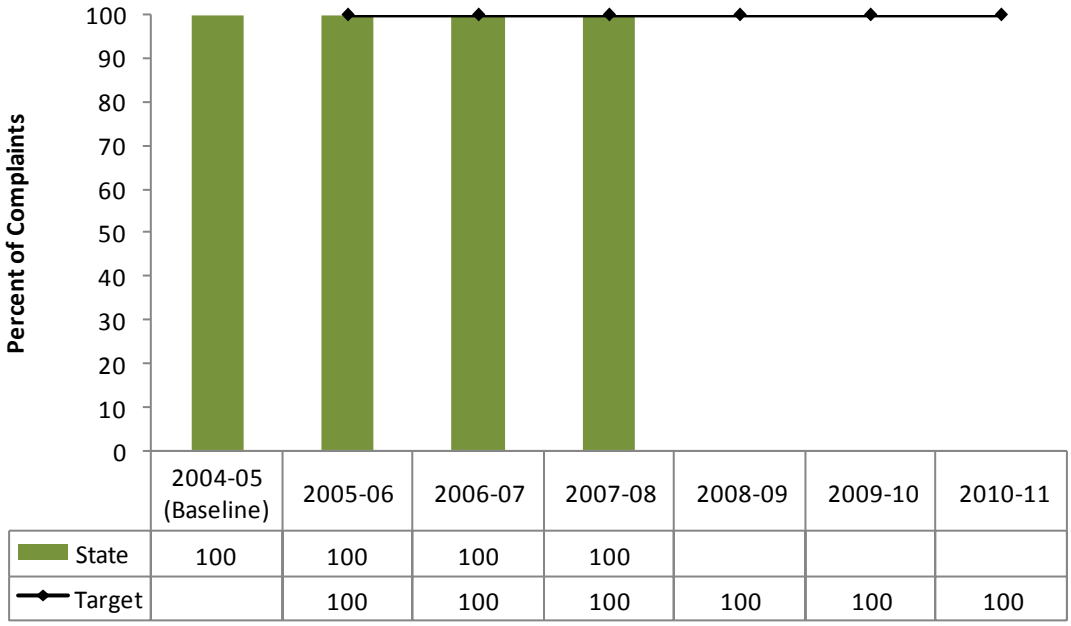


Figure B16.1. ***Percent of Iowa Complaints That Met Timelines for FFY 2004 – FFY 2007.*** *Source. Iowa Department of Education Complaint Data Reports, FFY 2004 (2004-2005) - FFY 2007 (2007-2008).*

As noted in Figure B16.1, the State target was met for FFY 2007 (2007-2008). Results of data indicated the SEA maintained the OSEP target of 100% from baseline through the third year's target.

Table B16.1 shows the number of complaint occurrences and timelines of SEA data for FFY 2007 (2007-2008).

The required OSEP Table 7, *Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act* can be found after the *Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008)* section of Indicator 16. OSEP Table 7, Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act is found at the conclusion of Indicator 16. Data for Indicator 16 are reflected in Section A of Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data.

Table B16.1
Formal Complaints and Timelines for FFY 2007 (2007-2008)

Due Process Description	Total Number
(1) Complaints Filed	6
(1.1) Complaints Investigated With Reports Issued (a) Reports With Findings of Noncompliance (1) (b) Reports Within Timeline of 60 Calendar Days (0) (c) Reports Within Allowed Extended Timelines (1)	1
(1.2) Complaints Withdrawn or Dismissed	5
(1.3) Complaints Pending (a) Complaint Pending a Due Process Hearing (0)	0
Measurement = ((1.1b + 1.1c)/1.1)*100 [(1+0)/1]*100	100%

Source. Iowa Department of Education, Bureau of Student and Family Support Services, Bureau Data: Complaints FFY 2007 (2007-2008).

Of the six complaints filed, one complaint was investigated. The other five complaints were resolved, using these processes: three were resolved informally between the parent and LEA/AEA, one complainant dismissed the complaint and switched to a mediation (i.e., preappeal in Iowa), and one dismissed the complaint and requested the AEA Resolution Facilitator process.

The SEA has met the requirements of Indicator B16 for FFY 2007 (2007-2008), with 100% of signed written complaints with reports issued being resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.

Description of Corrective Actions Taken by the SEA:

Because the performance reflected in the Actual Target Data for FFY 2006 (2006-2007) is at 100%, the SEA did not implement corrective actions for Indicator 16. Improvement activities are summarized in the section that follows.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities listed in Table B16.2 were judged best aligned with this Indicator. The same activity might be listed as an improvement activity under another indicator if the activity also targets the measurement of that other indicator, and activities listed under other indicators may have had a preventative effect on this indicator, but were not listed with Indicator B16 because the activity did not specifically address measurement for this indicator.

Improvement Activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B16.2.

Table B16.2
Improvement Activities Completed for FFY 2007 (2007-2008)

Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. The SEA maintains a data system and has procedures to document and track complaints filed including monitoring of timelines and results.	Data for analysis and reporting are reliable and valid.	Ongoing for FFY 2008 (2008-2009) and continuing annually through FFY 2010 (2010-2011)
Improve data collection and reporting. The SEA gathered, reported, and analyzed data to determine the results and effectiveness of the complaint procedures.	The SEA continued to track all complaints filed, regardless of outcome.	Ongoing for FFY 2008 (2008-2009) and continuing annually through FFY 2010 (2010-2011)
Improve data collection and reporting. The SEA will change the data collection system from the present format to I-STAR to better integrate and align the data collection process with the other statewide data collection systems.	Data for analysis and reporting are reliable and valid. The I-STAR system will provide improved data collection.	A decision was made not to use I-STAR and instead design a data collection process in-house for FFY 2008 (2008-2009).

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). The analyses of data form the basis of discussion that follows.

The actual target data obtained for FFY 2007 (2007-2008) reflected that Iowa met the state target of 100% for 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 in FFY 2007 (2007-2008). There is no explanation of progress or slippage for FFY 2007 (2007-2008), because there was no progress or slippage from FFY 2006 (2006-2007).

In addition to the effect of improvement activities listed in Table B16.2, the SEA attributes maintenance in part to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Proposed activities for FFY 2008 (2008-2009) are discussed in Table B16.3. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2008 (2008-2009) that will allow Iowa to meet measureable and rigorous targets for both FFY 2008 (2008-2009) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B16.2 will continue in FFY 2008 (2008-2009), and are not listed in Table B16.3).

Table B16.3
Proposed Activities for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. The SEA will change the data collection system from the present format to an in-house designed Dispute Resolution Data Base.	3 SEA Staff	July 1, 2008 – June 30, 2009	Accessing the data will be more time efficient as queries are made.

U.S. DEPARTMENT OF EDUCATION
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PROGRAMS

TABLE 7

REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2007-08

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

Calculated Indicator Values for Annual Performance Reporting

Complete data entry on all four data entry spreadsheets (Complaints, Mediations, DP Hearings, Expedited Hearings) and submit successfully to Table 7 before reviewing the indicator calculations on this worksheet.

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."*

Calculation from Table 7: { Percent = [(1.1(b) + 1.1(c)) divided by (1.1)] times 100 }	**Indicator 16 =**	**100%**

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."*

Calculation from Table 7: { Percent = [((3.2)(a) + (3.2)(b)) divided by (3.2)] times 100 }	**Indicator 17 =**	**No Hearings Held**

Indicator 18: *"Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements."*

Calculation from Table 7: { Percent = [(3.1)(a) divided by (3.1)] times 100 }	**Indicator 18 =**	**100%**

Indicator 19: *"Percent of mediations held that resulted in mediation agreements."*

Total number of mediations held: Table 7 requires reporting of this number [cell (2.1)]. This value is the sum of the number of mediations held *related to and not related to* due process [cells (2.1)(a) + (2.1)(b)]:	**18**
Total number of mediation agreements: This value is the sum of the number of mediation agreements, whether or not related to a due process hearing [cells (2.1)(a)(i) + (2.1)(b)(i)]:	**16**

Calculation from Table 7: { Percent = [(2.1)(a)(i) + (2.1)(b)(i) divided by (2.1)] times 100 }	**Indicator 19 =**	**89%**

Other Potential Performance Measures
[States may find value in examining these "intermediate indicators" generated from APR Table 7]

THESE CALCULATED MEASURES (RIGHT COLUMN) WILL SHOW "DIV/0!" UNTIL DATA ARE COMPLETE, OR FOR ANY CASE IN WHICH THE DEMONINATOR IN THE CALCULATION (WHAT COMES AFTER "divided by") IS ZERO.
The numbers shown in parentheses under "CALCULATION BASIS" refer to the data element from each data entry spreadsheet [e.g., "(1.1)" refers to the Complaints data entry sheet, cell "(1.1) Complaints with Reports Issued"].

POTENTIAL COMPLAINT SYSTEM PERFORMANCE MEASURES:	CALCULATION BASIS:	VALUE:
Percent of Complaints that result in a completed investigation and report:	(1.1) divided by (1) =	17%
Percent of Reports completed with findings of non-compliance:	(1.1)(a) divided by (1.1) =	100%
Percent of Reports completed that contained no findings of non-compliance:	[(1.1) - (1.1)(a)] divided by (1.1) =	0%
Percent of Reports Completed within Timeline WITHOUT an extension:	[(1.1)(c) divided by [(1.1)(b) + (1.1)(c)] =	0%
Percent of Reports Completed within Timeline WITH approved extension:	[(1.1)(c) divided by [(1.1)(b) + (1.1)(c)] =	100%
Percent of Complaints filed that are withdrawn or dismissed:	(1.2) divided by (1) =	83%
Percent of Complaints pending that are not pending a due process hearing:	[(1.3) - (1.3)(a)] divided by (1) =	0%

POTENTIAL MEDIATION SYSTEM PERFORMANCE MEASURES:		
Percent of Mediation Agreements related to Due Process hearing requests:	(2.1)(a)(i) divided by (2.1)(a) =	100%
Percent of Mediation Agreements not related to Due Process hearing requests:	(2.1)(b)(i) divided by (2.1)(b) =	88%
Percent of Mediation Requests that do not result in mediation:	(2.2) divided by (2) =	44%

POTENTIAL DUE PROCESS HEARING SYSTEM PERFORMANCE MEASURES:		
Percent of Due Process Hearing Requests that resulted a Resolution Session:	(3.1) divided by (3) =	83%
Percent of Due Process Hearing Requests that resulted a Hearing Held:	(3.2) divided by (3) =	0%
Percent of Hearings Completed within Timeline WITHOUT an extension:	(3.2)(a) divided by [(3.2)(a) + (3.2)(b)] =	#DIV/0!
Percent of Hearings Completed within Timeline WITH an extension:	(3.2)(b) divided by [(3.2)(a) + (3.2)(b)] =	#DIV/0!
Percent of Hearings Requests Resolved without a hearing:	(3.3) divided by (3) =	83%
Percent of Requests Resolved without a hearing through a settlement agreement:	(3.1)(a) divided by (3.3) =	100%

POTENTIAL EXPEDITED HEARING SYSTEM PERFORMANCE MEASURES:		
Percent of Expedited Hearing Requests that resulted in a Resolution Session:	(4.1) divided by (4)	#DIV/0!

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and state-contracted special education mediators.

The SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2008), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All state mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

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 June 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/.

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[5] at the request of either party.

[5] In Iowa, an administrative law judge (ALJ), instead of a "hearing officer," is the person responsible for conducting a due process hearing.

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from rows included in 618 Table 7 (included at the conclusion of text for Indicator 17).

Measurement: Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100. Percent = Number of hearing decisions within timeline + decisions within extended timeline divided by hearings held times 100.

Measurable and Rigorous Target:

For 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[1] at the request of either party), the provision of due process hearings is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
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.

Actual Target Data for FFY 2007 (2007-2008):

In calculating B17, Iowa used the *Calculated Indicator Values for Annual Performance Reporting* from CADRE. The worksheet for Indicators B16-B19 is attached at the conclusion of each of Indicators B16-B19 following OSEP Table 7.

Figure B17.1 shows the State Education Agency's (SEA) baseline and actual target data for each FFY through FFY 2007 (2007-2008), and the measurable and rigorous target for each FFY as reported in the SPP. The result from the *Calculated Indicator Values for Annual Performance Reporting* from CADRE is No Hearings Held, and Figure B17.1 reflects as such.

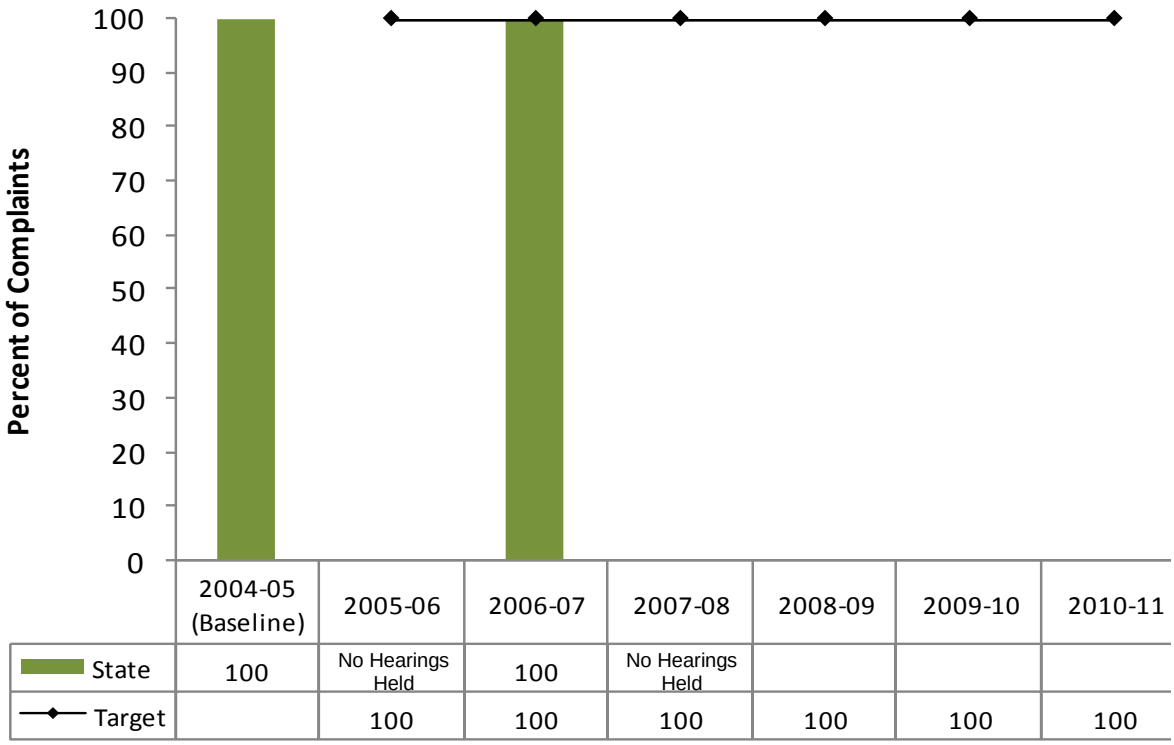

Figure B17.1. Percent of Iowa Fully Adjudicated Due Process Hearings That Met Timelines for Baseline and First and Second Years' Target from FFY 2004 (2004-2005) through FFY 2007 (2007-2008). *Source. Iowa Department of Education Hearing Request Data Reports, FFY 2004 (2004-2005) - FFY 2007 (2007-2008).*

As depicted in Figure B17.1, actual target data for Indicator 17 for FFY 2007 (2007-2008) was that Iowa had no hearings held in FFY 2007 (2007-2008); hence, no measurement is reported.

Table B17.1 reports the number of due process hearing requests and timelines for baseline and annual performance for each FFY through FFY 2007 (2007-2008). OSEP Table 7, *Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act* is found at the conclusion of Indicator 17. Data for Indicator 17 are reflected in Section C of Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data.

Table B17.1
Three-year Trend of Requests for Hearings, Decisions Within Timelines, and Decisions with Timeline Extended, FFY 2004 (2004-2005) through FFY 2007 (2007-2008)

Due Process Description	Number Reported (2004-2005)	Number Reported (2005-2006)	Number Reported (2006-2007)	Number Reported (2007-2008)
(3) Hearing Requests	10	15	4	6
(3.2) Hearings Held	4	0	1	0
(a) Decision Within Timeline	0	N/A	0	N/A
(b) Decision With Timeline Extended	4	N/A	1	N/A
Measurement= (3.2(a) + 3.2(b)) divided by (3.2) times 100.	((0+4)/4)*100 100%	((NA+NA)/0)*100 No Hearings Held	((0+1)/1)*100 100%	((NA+NA)/0)*100 No Hearings Held

Source. Iowa Department of Education Hearing Request Data Reports, FFY 2004 (2004-2005) - FFY 2007 (2007-20087).

As depicted in Table B17.1, actual target data for FFY 2007 (2007-2008) was that the SEA had 6 hearing requests. No hearings were held between July 1, 2007, and June 30, 2008, for those requests received during that designated timeframe, either within the 45 day timeline or an extended timeline. Additional data in Table 7 of the OSEP report reflect that there were 5 hearing requests resolved without a hearing. One hearing is pending.

Description of Corrective Actions Taken by the SEA:

The SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2008), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

Because the performance reflected in the Actual Target Data for FFY 2007 (2007-2008) is “No Hearings Held,” the SEA did not implement corrective actions for Indicator 17. Improvement activities are summarized in the section that follows.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities listed in Table B17.2 were judged best aligned with this Indicator. The same activity might be listed as an improvement activity under another indicator if the activity also targets the measurement of that other indicator, and activities listed under other indicators may have had a preventative effect on this indicator, but were not listed with Indicator B17 because the activity did not specifically address measurement for this indicator.

Improvement Activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B17.2.

Table B17.2
Improvement Activities Completed for FFY 2007 (2007-2008)

Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. The SEA maintained a data system and had procedures to document and track due process hearings filed including monitoring of timelines and results.	Data for analysis and reporting are reliable and valid.	Verification of data continues through FFY 2010 (2010-2011), although data system will change in FFY 2008 (2008-2009)
Evaluation. The SEA tracked the outcome of all hearing requests to determine the content of disputes and examined the hearing decision to determine whether a corrective action plan was required.	There were no hearings held in FFY 2007 (2007-2008) hence the SEA did not examine decisions to determine whether a corrective action plan was required.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)
Improve systems administration and monitoring. The SEA analyzed data by region and type of hearing request to determine if the SEA had systemic IDEA 2004 implementation concerns.	The analysis of data indicated there were no systemic concerns from any region.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. The SEA reviewed the State's due process procedures to ensure timelines were met and the stages involved in filing due process requests were comprehensive in meeting participant needs.	The SEA revised the procedures for due process hearings at various stages of the hearing request process based upon the information gathered from the parties involved.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)
Provide Technical assistance. The SEA provided quarterly inservice to all mediators and administrative law judges on State policies and procedures.	Administrative law judges and mediators were trained in how to implement State policy and procedures.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)
Provide Technical assistance. The SEA provided ongoing support to administrative law judges in the form of access to hearing decisions from around the nation, peer review, and conference attendance.	Administrative law judges had up-to-date knowledge on case law.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)

Activity	Measureable Outcomes	Status/Next Steps
Provide Technical assistance. The SEA requested all administrative law judges write a summary of all hearing decisions to be included in the School Leader Update with a website link to the complete decision.	In years in which there are hearings, school leaders receive updated findings that could influence school wide decisions and target needed in-service training at the district level. In FFY 2007 (2007-2008), because no hearings were held, updates to school leaders were not written.	Ongoing for FFY 2008 (2008-2009)
Evaluation. The SEA reviewed the due process hearing data to determine noncompliance and the SEA used this data to fulfill its obligation of monitoring as required in Indicator 15.	There were no hearings in FFY 2007 (2007-2008) and findings do not need to be accounted for in B15. However, the general supervision system assured identified noncompliance issues were corrected as soon as possible but in no case later than one year from identification.	Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)
Improve data collection. The SEA will change the data collection system from the present format to I-STAR to better integrate and align the data collection process with the other statewide data collection systems.	Data for analysis and reporting are reliable and valid. The I-STAR system will provide improved data collection.	A decision was made not to use I-STAR and instead design a data collection process in-house for FFY 2008 (2008-2009).
Clarify/examine/develop policies and procedures. The SEA will amend the Iowa Administrative Code to allow for direct filing of a complaint with the SEA if the due process hearing decision is not being implemented.	The SEA will have a procedure to address a failure to implement the due process hearing decision without involving the court system.	The allowance for a filing of a state complaint if the hearing decision was not implemented was included in the Iowa Administrative Rules of Special Education (and became effective November 14, 2007).

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). The analyses of data form the basis of discussion that follows. Iowa's performance on the measurable and rigorous target for FFY 2007 (2007-2008) of 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 was "No Hearings Held."

Because Iowa has either met the measurable and rigorous target or had no hearings held since the inception of the SPP, there is no explanation of progress nor of slippage, because there was no observed progress or slippage.

In addition to the effect of improvement activities listed in Table B17.2, the SEA attributes maintenance in part to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

Proposed activities for FFY 2008 (2008-2009) are discussed in Table B17.3. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2008 (2008-2009) that will allow Iowa to meet measureable and rigorous targets for both FFY 2008 (2008-2009) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B17.2 will continue in FFY 2008 (2008-2009), and are not listed in Table B17.3).

Table B17.3
Proposed Activities for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. The SEA will change the data collection system from the present format to an in-house designed Dispute Resolution Data Base.	3 SEA Staff	July 1, 2008 – June 30, 2009	Accessing the data will be more time efficient as queries are made and can be integrated with all data for Indicators 16, 17, 18, and 19.
Provide technical assistance. The SEA legal consultant will send a *Weekly Update* e-mail of relevant court cases, OSEP policy letters, and other information considered pertinent for ALJs (and copied to administrative bureau staff).	1 SEA Staff	July 1, 2008 – June 30, 2009	ALJs will stay current of legal issues that could impact them in their capacity as administrative law judges.
Provide technical assistance. The ALJs will receive training about conducting hearings and writing decisions from Judge Eisenhauer, Iowa Court of Appeals.	1 SEA Staff	July 1, 2008 – June 30, 2009	The ALJs may receive information to help them be more efficient and effective while conducting hearings and may be able to improve on writing decisions.

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

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

Calculated Indicator Values for Annual Performance Reporting

Complete data entry on all four data entry spreadsheets (Complaints, Mediations, DP Hearings, Expedited Hearings) and submit successfully to Table 7 before reviewing the indicator calculations on this worksheet.

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."*

Calculation from Table 7: { Percent = [(1.1(b) + 1.1(c)) divided by (1.1)] times 100 }	**Indicator 16 =**	**100%**

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."*

Calculation from Table 7: { Percent = [((3.2)(a) + (3.2)(b)) divided by (3.2)] times 100 }	**Indicator 17 =**	**No Hearings Held**

Indicator 18: *"Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements."*

Calculation from Table 7: { Percent = [(3.1)(a) divided by (3.1)] times 100 }	**Indicator 18 =**	**100%**

Indicator 19: *"Percent of mediations held that resulted in mediation agreements."*

Total number of mediations held: Table 7 requires reporting of this number [cell (2.1)]. This value is the sum of the number of mediations held *related to and not related to* due process [cells (2.1)(a) + (2.1)(b)]:	**18**
Total number of mediation agreements: This value is the sum of the number of mediation agreements, whether or not related to a due process hearing [cells (2.1)(a)(i) + (2.1)(b)(i)]:	**16**

Calculation from Table 7: { Percent = [(2.1)(a)(i) + (2.1)(b)(i) divided by (2.1)] times 100 }	**Indicator 19 =**	**89%**

Other Potential Performance Measures
[States may find value in examining these "intermediate indicators" generated from APR Table 7]

THESE CALCULATED MEASURES (RIGHT COLUMN) WILL SHOW "DIV/0!" UNTIL DATA ARE COMPLETE, OR FOR ANY CASE IN WHICH THE DEMONINATOR IN THE CALCULATION (WHAT COMES AFTER "divided by") IS ZERO.
The numbers shown in parentheses under "CALCULATION BASIS" refer to the data element from each data entry spreadsheet [e.g., "(1.1)" refers to the Complaints data entry sheet, cell "(1.1) Complaints with Reports Issued"].

POTENTIAL COMPLAINT SYSTEM PERFORMANCE MEASURES:	CALCULATION BASIS:	VALUE:
Percent of Complaints that result in a completed investigation and report:	(1.1) divided by (1) =	17%
Percent of Reports completed with findings of non-compliance:	(1.1)(a) divided by (1.1) =	100%
Percent of Reports completed that contained no findings of non-compliance:	[(1.1) - (1.1)(a)] divided by (1.1) =	0%
Percent of Reports Completed within Timeline WITHOUT an extension:	[(1.1)(c) divided by [(1.1)(b) + (1.1)(c)] =	0%
Percent of Reports Completed within Timeline WITH approved extension:	[(1.1)(c) divided by [(1.1)(b) + (1.1)(c)] =	100%
Percent of Complaints filed that are withdrawn or dismissed:	(1.2) divided by (1) =	83%
Percent of Complaints pending that are not pending a due process hearing:	[(1.3) - (1.3)(a)] divided by (1) =	0%

POTENTIAL MEDIATION SYSTEM PERFORMANCE MEASURES:		
Percent of Mediation Agreements related to Due Process hearing requests:	(2.1)(a)(i) divided by (2.1)(a) =	100%
Percent of Mediation Agreements not related to Due Process hearing requests:	(2.1)(b)(i) divided by (2.1)(b) =	88%
Percent of Mediation Requests that do not result in mediation:	(2.2) divided by (2) =	44%

POTENTIAL DUE PROCESS HEARING SYSTEM PERFORMANCE MEASURES:		
Percent of Due Process Hearing Requests that resulted a Resolution Session:	(3.1) divided by (3) =	83%
Percent of Due Process Hearing Requests that resulted a Hearing Held:	(3.2) divided by (3) =	0%
Percent of Hearings Completed within Timeline WITHOUT an extension:	(3.2)(a) divided by [(3.2)(a) + (3.2)(b)] =	#DIV/0!
Percent of Hearings Completed within Timeline WITH an extension:	(3.2)(b) divided by [(3.2)(a) + (3.2)(b)] =	#DIV/0!
Percent of Hearings Requests Resolved without a hearing:	(3.3) divided by (3) =	83%
Percent of Requests Resolved without a hearing through a settlement agreement:	(3.1)(a) divided by (3.3) =	100%

POTENTIAL EXPEDITED HEARING SYSTEM PERFORMANCE MEASURES:		
Percent of Expedited Hearing Requests that resulted in a Resolution Session:	(4.1) divided by (4)	#DIV/0!

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and state-contracted special education mediators.

Consistent with comments in the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 18, the SEA is not required to provide baseline, targets, or improvement activities until any FFY in which 10 or more resolution meetings were held. Hence, in the FFY 2007 (2007-2008) APR, Iowa will not report data, baseline, or targets, because there were 9 or fewer resolutions reported in the actual target data. Though not required, Iowa will report on improvement activities targeted to maintain the number of resolution meetings held.

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All state mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

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 June 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/.

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. The measurement is derived specifically from rows included in 618 Table 7 (included at the conclusion of text for Indicator 18).

(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.

Baseline Data:

Because Iowa has yet to have a FFY in any SPP to-date, with 10 or more resolution meetings, Iowa is not required to report baseline data.

Measurable and Rigorous Target:

For Indicator 18 (Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements), the designated level of performance desired for FFY 2007 (2007-2008), is summarized in the box below.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	**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."**

Actual Target Data:

Six hearings were requested in FFY 2007 (2007-2008). This number reflected four fewer hearing requests when compared to baseline FFY 2004 (2004-2005), nine fewer than FFY 2005 (2005-2006), and two more than requested in FFY 2006 (2006-2007). OSEP Table 7, *Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act* is found at the conclusion of Indicator 18. Data for Indicator 18 are reflected in Section C of Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data. In addition, while the *Calculated Indicator Values for Annual Performance Reporting* (CADRE) was used in preparing B16-B19, because B18 had fewer than 10 resolution meetings, while the calculated value was 100%, the SEA is not required to establish baseline or targets.

Of the six hearing requests filed between July 1, 2007, and June 30, 2008, none resulted in a hearing. The following description provides outcomes of the six hearings requested:

- Five resolution meetings were held; all five reached an agreement.
- One resulted in all parties jointly agreeing to waive the resolution meeting and hold mediation. An agreement was reached.

Description of Corrective Actions Taken by the SEA:

Consistent with comments in the FFY 2006 (2006-2007) Response Letter from OSEP, for Indicator 18, the SEA is not required to provide baseline, targets, or improvement activities until any FFY in which 10 or more resolution meetings were held. Hence, in the FFY 2007 (2007-2008) APR, Iowa will report data and improvement activities, if 10 or more resolutions are reported in the actual target data.

In addition, the SEA used the *Calculated Indicator Values for Annual Performance Reporting* (CADRE), and, while there were fewer than 10 resolutions, the calculation from the template was 100%. The CADRE calculated indicator values are included at the conclusion of B18.

The SEA did not implement corrective actions in FFY 2007 (2007-2008) for Indicator 18. Improvement activities are summarized in the section that follows.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007(2007-2008):

Discussion of Improvement Activities That Occurred for FFY 2007 (2007-2008). Iowa is exceeding OSEPs requirement for Indicator 18 because, although Iowa is not required to report on improvement activities, Iowa has taken a proactive approach on Indicator 18 and has implemented improvement activities on an accelerated schedule from what was reported in the SPP. 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities listed in Table B18.1 were judged best aligned with this Indicator. The same activity might be listed as an improvement activity under another indicator if the activity also targets the measurement of that other indicator. Activities listed under other indicators may have had a preventative effect on this indicator, but were not listed with Indicator B18 because the activity did not specifically address measurement for this indicator.

Improvement activities, Measureable Outcomes, and Status/Next Steps, are summarized in the Table B18.1.

Table B18.1
Improvement Activities Completed for FFY 2007 (2007-2008)

Activity	Outcomes	Status
Provide technical assistance. The AEA provided trainings to LEA staff, parents, and other stakeholder groups focused on appropriate dispute resolution (ADR) options.	The AEA trained stakeholders, offered informational materials, provided parental support, and distributed additional SEA created guidance materials on the dispute resolution process.	In FFY 2007 (2007-2008), few AEAs provided trainings on conflict resolution skills when the SEA stopped funding. The SEA is developing an action plan for continued training in ADR that will cover the duration of the SPP (FFY 2010 [2010-2011]). The activity is described as a new activity for FFY 2008 (2008-2009) in Table B18.2.
Provide technical assistance. The SEA developed a mentoring and coaching system for all AEA Resolution Facilitators.	Opportunities were provided to AEA Resolution Facilitators to be mentored and coached by SEA mediators.	Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)
Provide technical assistance. The SEA provided quarterly inservice to all mediators and administrative law judges on State policies and procedures.	Administrative law judges and mediators were trained in how to implement State policy and procedures.	Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)
Provide technical assistance. The SEA provided ongoing support to administrative law judges in the form of access to hearing decisions from around the nation, peer review, and conference attendance.	Administrative law judges had up-to-date knowledge on case law.	Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)

Activity	Outcomes	Status
Provide technical assistance. The SEA provided AEAs and LEAs with the option of having state mediators serving as facilitators at resolution meetings.	LEAs and AEAs had options on people available to serve as resolution facilitators beyond the AEA resolution facilitator network.	Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)
Improve data collection and reporting. The SEA will change the data collection system from the present format to I-STAR to better integrate and align the data collection process with the other statewide data collection systems.	Data for analysis and reporting are reliable and valid. The I-STAR system will provide improved data collection.	A decision was made not to use I-STAR and instead design a data collection process in-house for FFY 2008 (2008-2009).
Provide technical assistance. The SEA provided a format to better address ways to create solutions through the AEA Resolution Facilitator Process and to improve skill building capacities of the AEA Resolution Facilitator Coordinators.	The creation of additional guidance documents to be utilized by all AEA Resolution Facilitator Coordinators. The development of a communication system to timely address issues arising in the dispute resolution process.	Three ICN sessions were held with AEA Resolution Facilitator Coordinators. Workgroups were formed to address ways to strengthen the AEA Resolution Facilitator process. A draft guidance document was written for the AEA Resolution Facilitator process and one for the resolution meeting when Resolution Facilitators are used, whether from AEAs or selected from the SEA mediators. Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011).

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). No explanation of progress or slippage is needed as Iowa as not yet exceeded 10 requests for resolution meetings.

In addition to the effect of improvement activities listed in Table B18.1, the SEA attributes performance on Indicator 18 to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Proposed activities for FFY 2008 (2008-2009) are discussed in Table B18.2. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2008 (2008-2009) that will allow Iowa to meet measureable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B18.1 will continue in FFY 2008 (2008-2009), and are not listed in Table B18.2).

Table B18.2
Proposed Activities for FFY 2008 (2008-2009)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve data collection and reporting. The SEA will change the data collection system from the present format to an in-house developed system.	3 SEA Staff	July 1, 2008 – June 30, 2009	Improved efficiency in data analysis.
Provide technical assistance. The SEA will provide a format to better address ways to create solutions through the AEA Resolution Facilitator Process and to improve skill building capacities of the AEA Resolution Facilitator Coordinators.	1 SEA staff, AEA Resolution Facilitator Coordinators, SEA mediators, AEA Special Education Director liaison	Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)	A face-to-face meeting will be held with all AEA Resolution Facilitator (RF) Coordinators and mediators. Other ICN sessions will be held. The *Guide for the AEA Resolution Facilitator Process* and the *Guide for the Resolution Meeting* will be disseminated. A logo will be designed to identify with all AEA RF documents and a revised *Preparing for AEA Resolution Facilitator Process* brochure will be available for dissemination. A marketing plan will be in place. The number of requests for hearings, complaints, preappeals, and mediations will remain low. People will be willing to use the AEA Resolution Facilitator process because it helps resolve differences at the earliest level. If a hearing request is made, all parties will use the resolution meeting instead of a mediation or hearing to resolve differences.
Provide technical assistance. The SEA will provide curriculum materials on appropriate dispute resolution to AEAs and Institutes of Higher Education.	1 SEA member, Mediators, 1 ALJ, AEA Director, AEA stakeholders.	October 2008-June 2009	Materials will be available by Summer 2009.
Provide technical assistance. The SEA will develop an action plan for preservice and inservice training in appropriate dispute resolution.	1 SEA member, 1 ALJ, IHEs, LEA, AEA, Resolution facilitator coordinator, other stakeholders	July 1, 2008-June 30, 2009	Options for ADR training will be available at both preservice and inservice levels.

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TABLE 7

REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2007-08

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

Calculated Indicator Values for Annual Performance Reporting

Complete data entry on all four data entry spreadsheets (Complaints, Mediations, DP Hearings, Expedited Hearings) and submit successfully to Table 7 before reviewing the indicator calculations on this worksheet.

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."*

Calculation from Table 7: { Percent = [(1.1(b) + 1.1(c)) divided by (1.1)] times 100 }	**Indicator 16 =**	**100%**

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."*

Calculation from Table 7: { Percent = [((3.2)(a) + (3.2)(b)) divided by (3.2)] times 100 }	**Indicator 17 =**	**No Hearings Held**

Indicator 18: *"Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements."*

Calculation from Table 7: { Percent = [(3.1)(a) divided by (3.1)] times 100 }	**Indicator 18 =**	**100%**

Indicator 19: *"Percent of mediations held that resulted in mediation agreements."*

Total number of mediations held: Table 7 requires reporting of this number [cell (2.1)]. This value is the sum of the number of mediations held *related to and not related to* due process [cells (2.1)(a) + (2.1)(b)]:	**18**
Total number of mediation agreements: This value is the sum of the number of mediation agreements, whether or not related to a due process hearing [cells (2.1)(a)(i) + (2.1)(b)(i)]:	**16**

Calculation from Table 7: { Percent = [(2.1)(a)(i) + (2.1)(b)(i) divided by (2.1)] times 100 }	**Indicator 19 =**	**89%**

Other Potential Performance Measures
[States may find value in examining these "intermediate indicators" generated from APR Table 7]

THESE CALCULATED MEASURES (RIGHT COLUMN) WILL SHOW "DIV/0!" UNTIL DATA ARE COMPLETE, OR FOR ANY CASE IN WHICH THE DEMONINATOR IN THE CALCULATION (WHAT COMES AFTER "divided by") IS ZERO.
The numbers shown in parentheses under "CALCULATION BASIS" refer to the data element from each data entry spreadsheet [e.g., "(1.1)" refers to the Complaints data entry sheet, cell "(1.1) Complaints with Reports Issued"].

POTENTIAL COMPLAINT SYSTEM PERFORMANCE MEASURES:	CALCULATION BASIS:	VALUE:
Percent of Complaints that result in a completed investigation and report:	(1.1) divided by (1) =	17%
Percent of Reports completed with findings of non-compliance:	(1.1)(a) divided by (1.1) =	100%
Percent of Reports completed that contained no findings of non-compliance:	[(1.1) - (1.1)(a)] divided by (1.1) =	0%
Percent of Reports Completed within Timeline WITHOUT an extension:	[(1.1)(c) divided by [(1.1)(b) + (1.1)(c)] =	0%
Percent of Reports Completed within Timeline WITH approved extension:	[(1.1)(c) divided by [(1.1)(b) + (1.1)(c)] =	100%
Percent of Complaints filed that are withdrawn or dismissed:	(1.2) divided by (1) =	83%
Percent of Complaints pending that are not pending a due process hearing:	[(1.3) - (1.3)(a)] divided by (1) =	0%

POTENTIAL MEDIATION SYSTEM PERFORMANCE MEASURES:		
Percent of Mediation Agreements related to Due Process hearing requests:	(2.1)(a)(i) divided by (2.1)(a) =	100%
Percent of Mediation Agreements not related to Due Process hearing requests:	(2.1)(b)(i) divided by (2.1)(b) =	88%
Percent of Mediation Requests that do not result in mediation:	(2.2) divided by (2) =	44%

POTENTIAL DUE PROCESS HEARING SYSTEM PERFORMANCE MEASURES:		
Percent of Due Process Hearing Requests that resulted a Resolution Session:	(3.1) divided by (3) =	83%
Percent of Due Process Hearing Requests that resulted a Hearing Held:	(3.2) divided by (3) =	0%
Percent of Hearings Completed within Timeline WITHOUT an extension:	(3.2)(a) divided by [(3.2)(a) + (3.2)(b)] =	#DIV/0!
Percent of Hearings Completed within Timeline WITH an extension:	(3.2)(b) divided by [(3.2)(a) + (3.2)(b)] =	#DIV/0!
Percent of Hearings Requests Resolved without a hearing:	(3.3) divided by (3) =	83%
Percent of Requests Resolved without a hearing through a settlement agreement:	(3.1)(a) divided by (3.3) =	100%

POTENTIAL EXPEDITED HEARING SYSTEM PERFORMANCE MEASURES:		
Percent of Expedited Hearing Requests that resulted in a Resolution Session:	(4.1) divided by (4)	#DIV/0!

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and state-contracted special education mediators.

In this APR, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2007 (2007-2008), the outcomes of improvement activities implemented in FFY 2007 (2007-2008), and changes to improvement activities to be reported on for FFY 2008 (2008-2009).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All state mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

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 June 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/.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

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

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

The measurement is derived specifically from rows included in 618 Table 7 (included at the conclusion of text for Indicator 19).

Measurement:

Percent = (2.1(a) (i) + 2.1(b)(i)) divided by (2.1) times 100.

Percent = Number of mediation agreements related to due process + number of mediation agreements not related to due process[6] divided by number of mediations held times 100.

Measurable and Rigorous Target:

For Indicator 19 (percent of mediations held that resulted in mediation agreements), the designated level of performance desired for FFY 2007 (2007-2008), is summarized in the box below. The percent of preappeal conferences and mediations held that resulted in mediation agreements is a performance indicator. Therefore, each state was allowed by OSEP to set its own target from baseline data. The SEA, with input from stakeholder groups, revised the target I FFY 2006 (2006-2007) to reflect a range, and OSEP accepted the target.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	**75% - 85% of the preappeal conferences and mediations held will reach an agreement.**

Actual Target Data for FFY 2007 (2007-2008):

Figure B19.1 shows the State Education Agency's (SEA) baseline, actual target data, and measurable and rigorous target for each FFY through FFY 2007 (2007-2008), on the percent of preappeal conferences and mediations held that reached an agreement for those filed between July 1, 2007, and June 30, 2008.

Iowa used the *Calculated Indicator Values for Annual Performance Reporting* from CADRE to calculate the actual target data for FFY 2007 (2007-2008). The calculation is 16/18, which is 88.89%. Iowa's format for APR reporting is to the 2nd decimal. The CADRE calculation reports a rounded number of 89%, and Iowa reports instead the actual target data of 88.89%.

[6] In Iowa mediations not related to due process are called "preappeal conferences."

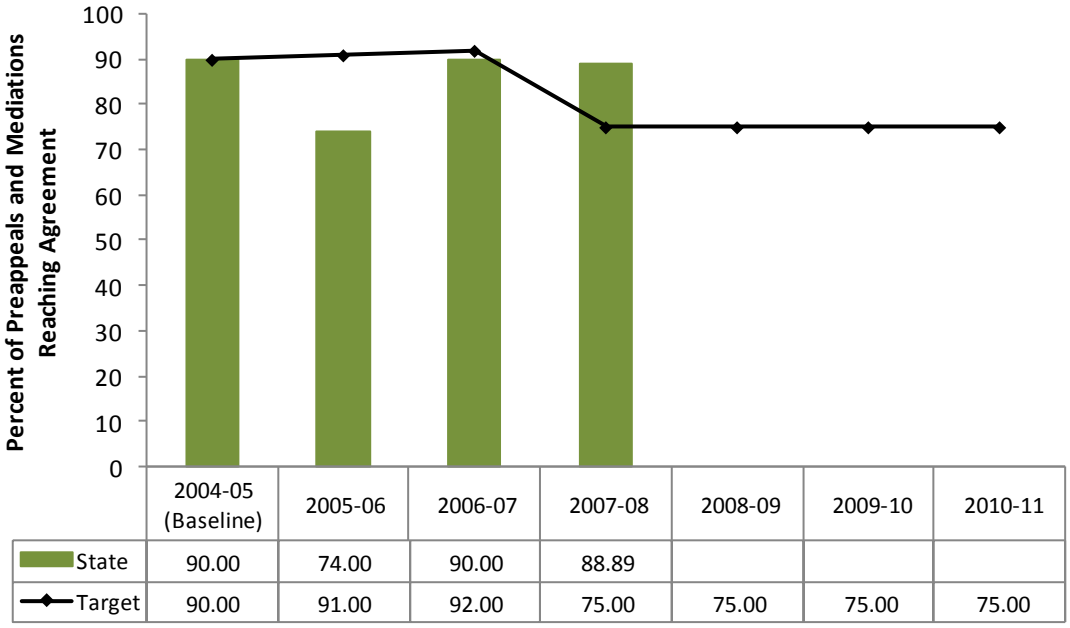

Figure B19.1. Trend for Percent of Iowa Preappeals and Mediations Held that Resulted in Agreement for Baseline and Two Years' Actual Target Data. *Source. Iowa Department of Education Preappeal and Mediation Data Reports, FFY 2004 (2004-2005) - FFY 2007 (2007-2008). Note: the targets were changed in the FFY 2006 (2006-2007) APR submitted to OSEP. The actual target range is 75%-85%; however, for graphing purposes the lower threshold was selected for display.*

As illustrated in Figure B19.1, the state measurable and rigorous target of 75.00% - 85.00% was met for FFY 2007 (2007-2008). Results of data indicated the SEA showed decline from prior years' submission: FFY 2006 (2006-2007) [90.00%] to FFY 2007 (2007-2008) [88.89%].

Table B.19.1 summarizes the total number of mediation requests made, the number held, and the number of agreements reached between July 1, 2007, and June 30, 2008. OSEP Table 7, *Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act* can be found at the end of Indicator 19. Data for Indicator 19 are reflected in Section B of Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data. In addition, the *Calculated Indicator Values for Annual Reporting* (CADRE) is included following Table 7. The reported figure in the CADRE table is 89%, but represents a rounded value. The actual calculation results in 88.89%.

Table B19.1
Mediations and Agreements Reached, FFY 2007 (2007-2008)

Due Process Description	Number Reported (2007-2008)
(2) Mediations Requested	32
(2.1) Mediations	18
(2.1a) Mediations Held Related to Due Process (i) Mediation Agreements Reached (1)	1
(2.1b) Mediations Held Not Related to Due Process (i) Mediation Agreements Reached (15)	17
(2.2) Mediations Not Held (Including Pending)	14
Measurement = Percent = (2.1(a) (i) + 2.1(b)(i)) divided by (2.1) times 100. ((1+15)/18)*100	88.89%

Source. Iowa Department of Education Preappeal and Mediation Reports, FFY 2007 (2007-2008).

Description of Corrective Actions Taken by the SEA:

For Indicator 19, the SEA met the measurable and rigorous target for FFY 2007 (2007-2008) and corrective actions were not required by the SEA.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities That Occurred for 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities listed in Table B19.2 were judged best aligned with this Indicator. The same activity might be listed as an improvement activity under another indicator if the activity also targets the measurement of that other indicator. Activities listed under other indicators may have had a preventative effect on this indicator, but were not listed with Indicator B19 because the activity did not specifically address measurement for this indicator.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B19.2.

Table B19.2
Improvement Activities Completed for FFY 2007 (2007-2008)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Evaluation. The SEA analyzed data collected through a survey of preappeal and mediation participants to determine the effectiveness of the process.	The SEA and mediators identified concerns within the preappeal and mediation process which led to either adjusting preappeal and mediation procedures or continuing with procedures deemed effective.	Ongoing FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)
Evaluation. The SEA analyzed data collected through a three month follow-up survey of preappeal and mediation parents and LEAs to determined whether the written agreements were being implemented.	The SEA identified concerns within the written agreement implementation process which lead to adjusting preappeal and mediation practices or continuing with procedures deemed effective.	Ongoing FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)
Improve systems administration and monitoring The SEA created a form, given to mediators, which was designed to identify systemic issues based on the type of issue identified and whether the issue was resolved.	The SEA did not identify systemic concerns, but addressed issues perceived to be systemic in nature.	Ongoing FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. The SEA analyzed policies, procedures, and practices using a Preappeal and Mediation Work Group which began the analysis of the process at a day-long meeting to identify ways to improve the system.	The SEA did not identify systemic concerns, but addressed issues perceived to be systemic in nature.	Ongoing FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. The SEA reviewed the policies, practices, and procedures on the role of the shepherd in the preappeal and mediation process.	In FFY 2007 (2007-2008), the SEA had state mediator draft a job description of the shepherd to improve the utilization of the shepherd in the preappeal and mediation process. The desired outcome was a written description that can be implemented or rapidly revised. Mediators are required to distribute the job description to all shepherds at the preappeal and mediation. Some AEAs have modified their procedures to include the shepherd's job description in the AEA Resolution Facilitator process.	Ongoing FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)
Provide training/professional development. The SEA provides quarterly inservice to all mediators and administrative law judges on State policies and procedures.	The general supervision system assured identified noncompliance issues were corrected as soon as possible but in no case later than one year from identification.	Ongoing FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). The analyses of data form the basis of discussion that follows. Iowa met the State target of 75% - 85% for percent of mediations held that resulted in mediation agreements in FFY 2007 (2007-2008). Results of data indicated the SEA showed minor slippage from FFY 2006 (2006-2007) [90.00%] to FFY 2007 (2007-2008) [88.89%].

The SEA explains the slippage to the numbers of cases because in FFY 2006 (2006-2007), 10 mediations were conducted with 9 resolved (90%), but in FFY 2007 (2007-2008), the number in the denominator was 18. It is statistically not possible for 90% to be achieved when the denominator is 18, with possible results at best being the 88.89% reported by Iowa (16 of 18), or 94.44 percent had one more case (to then total 17 of 18) reached resolution.

Iowa had one case in which agreement was reached but not signed, and this case was counted as "agreement not reached." The facts of this one case are as follows. The father, in attendance at the mediation, agreed to the decision. After the mediation, the mother, who was not in attendance, later refused to sign the agreement. In calculating Indicator B19, Iowa interprets "agreement reached" as "signed agreement." Had this case been counted as "agreement reached," Iowa's FFY 2007 (2007-2008) performance would have exceeded performance of FFY 2006 (2006-2007), at 94.44%.

Iowa attributes continued performance on this indicator to the training mediators have received, with mediators focusing greater attention on obtaining signatures on the agreements at an earlier stage. In addition, the SEA attributes the numbers of preappeals to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

One mediator has indicated that retirement is pending at the conclusion of FFY2008 (2008-2009). As such, the SEA is proposing one new improvement activity for FFY 2008 (2008-2009) that will continue over the duration of the SPP to address the potential need for training of new mediators. The proposed activity is summarized in Table B19.3. Activities that are described as ongoing in Table B19.2 are not relisted in Table B19.3.

Table B19.3
Improvement Activities Completed for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Improve systems administration and monitoring. Develop a process to select one or two new mediators after the retirement of mediator. Provide mediation training to person/s if lacking the training in effective mediation techniques.	2 SEA staff and mediators	Beginning in FFY 2008 (2008-2009) and applied as needed for duration of SPP.	SEA will be able to contract with mediator/s meeting the requirements outlined in §300.506 to assist with: (1) preappeal conferences and mediations, (2) mentoring/coaching of AEA Resolution Facilitators, (3) serving as Resolution Facilitator during AEA Resolution Facilitator process, or (4) as a facilitator at a resolution meeting.

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TABLE 7

REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2007-08

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

Calculated Indicator Values for Annual Performance Reporting

Complete data entry on all four data entry spreadsheets (Complaints, Mediations, DP Hearings, Expedited Hearings) and submit successfully to Table 7 before reviewing the indicator calculations on this worksheet.

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."*

Calculation from Table 7: { Percent = [(1.1(b) + 1.1(c)) divided by (1.1)] times 100 }	**Indicator 16 =**	**100%**

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."*

Calculation from Table 7: { Percent = [((3.2)(a) + (3.2)(b)) divided by (3.2)] times 100 }	**Indicator 17 =**	**No Hearings Held**

Indicator 18: *"Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements."*

Calculation from Table 7: { Percent = [(3.1)(a) divided by (3.1)] times 100 }	**Indicator 18 =**	**100%**

Indicator 19: *"Percent of mediations held that resulted in mediation agreements."*

Total number of mediations held: Table 7 requires reporting of this number [cell (2.1)]. This value is the sum of the number of mediations held *related to and not related to* due process [cells (2.1)(a) + (2.1)(b)]:	**18**
Total number of mediation agreements: This value is the sum of the number of mediation agreements, whether or not related to a due process hearing [cells (2.1)(a)(i) + (2.1)(b)(i)]:	**16**
Calculation from Table 7: { Percent = [(2.1)(a)(i) + (2.1)(b)(i) divided by (2.1)] times 100 } — **Indicator 19 =**	**89%**

Other Potential Performance Measures
[States may find value in examining these "intermediate indicators" generated from APR Table 7]

THESE CALCULATED MEASURES (RIGHT COLUMN) WILL SHOW "DIV/0!" UNTIL DATA ARE COMPLETE, OR FOR ANY CASE IN WHICH THE DEMONINATOR IN THE CALCULATION (WHAT COMES AFTER "divided by") IS ZERO.
The numbers shown in parentheses under "CALCULATION BASIS" refer to the data element from each data entry spreadsheet [e.g., "(1.1)" refers to the Complaints data entry sheet, cell "(1.1) Complaints with Reports Issued"].

POTENTIAL COMPLAINT SYSTEM PERFORMANCE MEASURES:	CALCULATION BASIS:	VALUE:
Percent of Complaints that result in a completed investigation and report:	(1.1) divided by (1) =	17%
Percent of Reports completed with findings of non-compliance:	(1.1)(a) divided by (1.1) =	100%
Percent of Reports completed that contained no findings of non-compliance:	[(1.1) - (1.1)(a)] divided by (1.1) =	0%
Percent of Reports Completed within Timeline WITHOUT an extension:	[(1.1)(c) divided by [(1.1)(b) + (1.1)(c)] =	0%
Percent of Reports Completed within Timeline WITH approved extension:	[(1.1)(c) divided by [(1.1)(b) + (1.1)(c)] =	100%
Percent of Complaints filed that are withdrawn or dismissed:	(1.2) divided by (1) =	83%
Percent of Complaints pending that are not pending a due process hearing:	[(1.3) - (1.3)(a)] divided by (1) =	0%

POTENTIAL MEDIATION SYSTEM PERFORMANCE MEASURES:		
Percent of Mediation Agreements related to Due Process hearing requests:	(2.1)(a)(i) divided by (2.1)(a) =	100%
Percent of Mediation Agreements not related to Due Process hearing requests:	(2.1)(b)(i) divided by (2.1)(b) =	88%
Percent of Mediation Requests that do not result in mediation:	(2.2) divided by (2) =	44%

POTENTIAL DUE PROCESS HEARING SYSTEM PERFORMANCE MEASURES:		
Percent of Due Process Hearing Requests that resulted a Resolution Session:	(3.1) divided by (3) =	83%
Percent of Due Process Hearing Requests that resulted a Hearing Held:	(3.2) divided by (3) =	0%
Percent of Hearings Completed within Timeline WITHOUT an extension:	(3.2)(a) divided by [(3.2)(a) + (3.2)(b)] =	#DIV/0!
Percent of Hearings Completed within Timeline WITH an extension:	(3.2)(b) divided by [(3.2)(a) + (3.2)(b)] =	#DIV/0!
Percent of Hearings Requests Resolved without a hearing:	(3.3) divided by (3) =	83%
Percent of Requests Resolved without a hearing through a settlement agreement:	(3.1)(a) divided by (3.3) =	100%

POTENTIAL EXPEDITED HEARING SYSTEM PERFORMANCE MEASURES:		
Percent of Expedited Hearing Requests that resulted in a Resolution Session:	(4.1) divided by (4)	#DIV/0!

Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by Iowa Department of Education (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components, and comments were compiled. Stakeholder groups included the state Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration and liaisons, and SEA staff.

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. Additional input was sought from stakeholder groups including the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

In the FFY 2006 (2006-2007) *Response Letter to Iowa*, OSEP analyzed Iowa's data for Indicator 20 from FFY 2006 (2006-2007). OSEP reported that Iowa's Status for Indicator 20 was:

> *The State's FFY 2006 reported data for this indicator are 100%.*
>
> *The State met its FFY 2006 target of 100%.*

In addition, OSEP Analysis/Next Steps for Iowa included:

> *OSEP appreciates the State's efforts in achieving compliance with IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b).*

In this APR, Iowa will demonstrate: (a) report actual target data for FFY 2007 (2007-2008), (b) summarize improvement activities, (e) explain progress and slippage, and (f) report on how the State identifies noncompliance and validates that corrective actions occurred.

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 June 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/.

Monitoring Priority: Effective General Supervision Part B Timely and Accurate

Indicator 20: State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

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

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

Measurement:

State reported data, including 618 data and annual performance reports, are:

A. Submitted on or before due dates (February 1 for child count, including race and ethnicity, setting & services; November 1 for exiting, and February 1 for Annual Performance Reports); and

B. Accurate (describe mechanisms for ensuring accuracy).

The provision of timely and accurate data (618 and State Performance Plan and Annual Performance Report) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**

Actual Target Data for FFY 2007 (2007-2008):

In the FFY 2007 (2007-2008), the SEA monitored the timeliness and accurateness of data collected and analyzed for 618 Data Tables, FFY 2007 (2007-2008) State Performance Plan and the FFY 2007 (2007-2008) Annual Performance Report through ongoing verification and validation reports as provided by Iowa's Information Management System (IMS). The SEA and AEA personnel conducted desk audits and selected onsite reviews of needed data. Table B20.1 summarizes timely and accurate data for FFY 2007 (2007-2008).

Table B20.1
SEA Type and Number of Reports Submitted to OSEP for Timely and Accurate Data, FFY 2007 (2007-2008)

Part B Indicator 20 - SPP/APR Data			
APR Indicator	**Valid and reliable**	**Correct calculation**	**Total**
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	38
APR Score Calculation	**Timely Submission Points** (5 pts for submission of APR/SPP by February 2, 2009)		5
	Grand Total		43

Part B Indicator 20 - 618 Data					
Table	**Timely**	**Complete Data**	**Passed Edit Check**	**Responded to Date Note Requests**	**Total**
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				Subtotal	23
	Weighted Total (subtotal X 1.87 ; round ≤.49 down and ≥ .50 up to whole number)				43

Indicator #20 Calculation					
			A. APR Total	43	
			B. 618 Total	43	
			C. Grand Total	86	
Percent of timely and accurate data = (C divided by 86 times 100)			(C) / (86) X 100 =		100

Source. 618 Data Tables, Annual performance Report, State Performance Plan and Part B Grant Application for FFY 2007 (2007-2008).

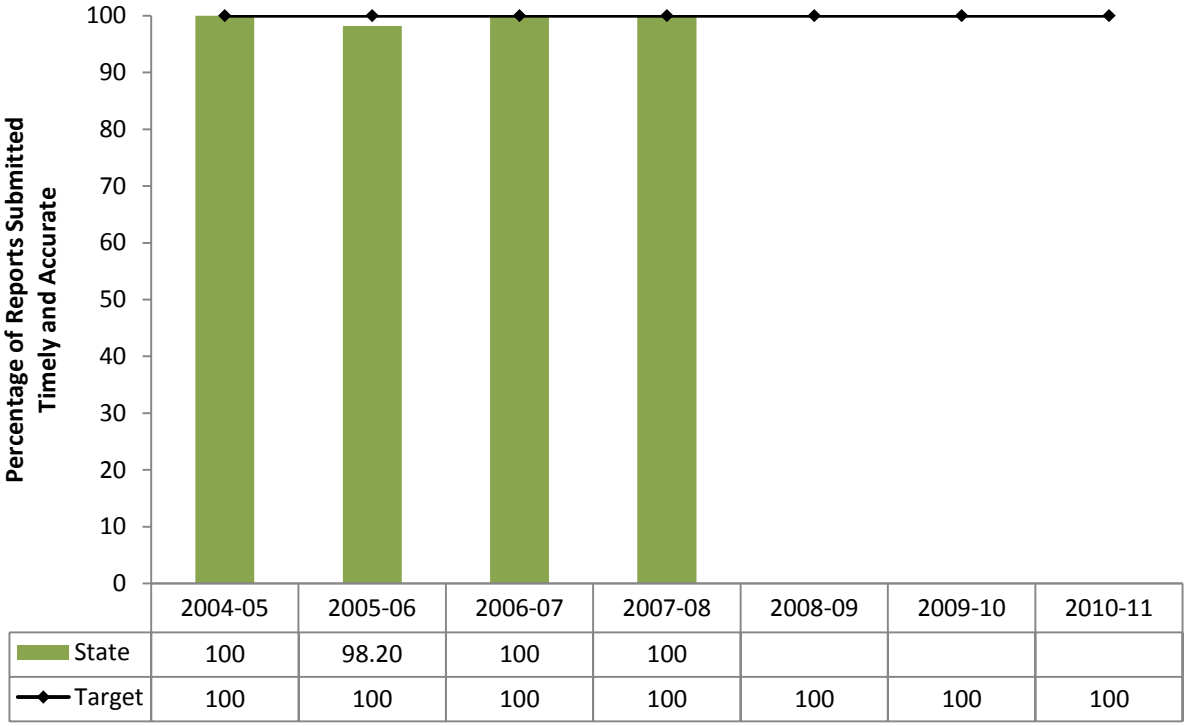

Figure B20.1. SEA Percent for Submitting Timely and Accurate Data for Required OSEP Reports. *Source. 618 Data Tables, State Performance Plan and Annual Performance Reports, FFY 2007 (2007-2008).*

As depicted in Table B20.1 and in Figure B20.1, for FFY 2007 (2007-2008), Iowa met the measureable and rigorous target for Indicator 20, with 100% of required reports filed with OSEP in a timely manner and with accurate data.

Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities Completed in 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.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. While activities have not changed, the headings used to describe each activity were changed to match the Improvement Activity headings in the APR Checklists.

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B20.2.

Table B20.2
Improvement Activities Completed for FFY 2007 (2007-2008)

Improvement Activity	Measureable Outcomes	Status/Next Steps
Improve data collection and reporting. The SEA implements a 4-step data verification process for data entry. **Step 1**. AEA IMS data entry personnel are trained to review IEPs for completeness and consistency. If needed, IEP team members are contacted for specific data or the IEP is returned for corrections. **Step 2**. The data entry system has built in checks for duplicate data or for correcting required fields being left blank **Step 3.** AEAs received verification reports on data. The Verification Report is monitored by the SEA to ensure that AEAs regularly access and review potential errors during the two critical seasons for data entry (count/setting and exit). **Step 4.** SEA data personnel periodically review IMS, personnel, and discipline data and contact IMS and AEA staff with specific accuracy issues above and beyond the Verification Report to rectify any data abnormalities.	Improved accuracy of IMS data.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Improve data collection and reporting. Indicator leads and data analysts met 1-3 times over the course of the FFY to ensure data were accurate.	Accurate data for analysis for all Indicators.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Improve data collection and reporting. Data were sent to AEAs for verification for Indicators B4, B7, B11 and B12.	Accurate data for analysis for all Indicators	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Improve data collection. OSEP analysis/next steps, measurement table, and APR checklist were used to write APR reports.	Required data elements included for each Indicator.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Improve data collection and reporting. OSEP tables were checked against APR data for accuracy.	No Indicator using 618 or other required data table (Indicators 16-19) had a measurement variance requiring explanation.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Clarify/examine/develop policies and procedures. The SEA reviewed data collection policies, procedures, and practices for Indicators 1, 2, 3, 4, 9, 11, 12, 13, 14, 15, and 20.	Data definitions are consistent with OSEP's definitions. Data in IMS, EASIER and ISTAR are collected and entered consistent with Indicator definitions.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Provide technical assistance. The IMS works with AEA data entry staff to ensure consistent and accurate data entry.	Data generated from IMS are accurate	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2007 (2007-2008). The analyses of data form the basis of discussion that follows. Iowa met the FFY 2007 (2007-2008) measurable and rigorous target for timely and accurate data, with 100% of reports submitted being timely and accurate.

The SEA attributes this improvement to (a) more attention paid to measurement table requirements, (b) more frequent data verification process, and (c) consistent understanding of data entry requirements state wide.

Per OSEP requirements set forth in the December 13, 2007 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2007 (2007-2008):

16. What analysis was conducted to determine where noncompliance was occurring?
17. Why was noncompliance occurring?
18. What changes in policies, procedures and practices were determined necessary?
19. How does the state know that timely correction occurred?
20. If timely correction did not occur, what enforcement actions were taken by the state?

In FFY 2007 (2007-2008), a process was implemented so that data for Indicators 11 and 12 were sent to AEAs to verify start and stop dates for consent/placement, and C-to-B eligibility determination.

The SEA maintained the process implemented first in its FFY 2006 (2006-2007) APR submission process to include a multi-tiered review of data and content. Data requiring correction was sent to AEAs for correction.

The SEA knows that timely correction occurred when data is received back from AEAs and the data files are corrected for missing data or outliers.

While not required to be exercised for FFY 2007 (2007-2008), the SEA has a compliance process for citing AEAs and LEAs not in compliance with timely and accurate data.

Explanation of Table 5 Reporting Error.
OSEP requested that Iowa provide in this submission of the APR an explanation for a typographical error that occurred during the submission of 618 Table 5 on Children with Disabilities Subject to Disciplinary Removal for FFY 2007 (2007-2008). In the original submission of Table 5 for 2007-2008 Iowa's EdFacts coordinator mistakenly put a date of 2006-2007 on the file, even though it contained complete and correct data for 2007-2008. When Iowa's EdFacts coordinator noticed this mistake, she coordinator contacted EdFacts partner support. She was asked to resubmit the file with the correct date and directed to have the SEA consultants responsible for the APR provide an explanation for the mistake in Indicator B20. Iowa is EDEN-only for Table 5, so the EdFacts submission was the only record that OSEP received of Iowa's discipline data. Even though the incorrect year was provided in the original file, Iowa maintains that 618 Table 5 was timely and accurate in that the data file was submitted accurately, on time, and in its entirety.

Indicator B20 Reporting for FFY 2007 (2007-2008)
In OSEP's response to Iowa during the week of clarification for the FFY 2007 (2007-2008) APR, Iowa's Indicator 20 percentage was recalculated at 89.7% using the Indicator 20 rubric. Iowa investigated the sources of the discrepancies between OSEP's calculation and Iowa's calculation and discovered the following:

1. The zero under Indicator 13 for Valid and Reliable Data was remedied by providing the actual numbers used in the calculations. We have resubmitted the Indicator 20 rubric with a value of one in this cell.
2. The zeroes under Table 1 (Child Count) and Table 3 (Educational Environments) for Complete Data were errors on the part of the Data Accountability Center (DAC). This was confirmed by DAC on 3/31/2009, and a recalculated 618 portion of the rubric was sent to our state contact by

DAC personnel during the week of clarification. We have resubmitted the Indicator 20 rubric with values of one in these cells.

3. The zeroes under Table 1 (Child Count) and Table 3 (Educational Environments) for Passed Edit Check were errors caused by the transmission of test data rather than Iowa's official data from EdFacts to DAC as of February 1, 2008. This was confirmed by EdFacts partner support on 4/3/2009 and communicated to both DAC and Iowa's state contact. EdFacts subsequently provided DAC with updated copies of Iowa's data for analysis. We have resubmitted the Indicator 20 rubric with values of one in these cells.

In light of these developments, Iowa has resubmitted Indicator 20 as 100% compliant for the timely and accurate submission of data for FFY 2007 (2007-2008).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (2008-2009):

There are no revisions to proposed targets/improvement activities/timelines/resources for FFY 2008 (2008-2009).

Appendix A: Indicator 14 Sampling Plan Approval Letter

From: Corr, Gregg [mailto:Gregg.Corr@ed.gov]
Sent: Thursday, January 22, 2009 9:45 AM
To: Michelson, Lana [ED]
Cc: Mitchell, Kimberly
Subject: B-14 Sampling Plan

Lana,

In the spring of 2008 Iowa was contacted by the Data Accountability Center regarding the State's sampling plan for collecting data for Indicator 14 (Postsecondary Outcomes) in its APR. DAC informed Iowa that it was not able to approve its sampling plan because Iowa selects LEAs based on the State's monitoring cycle, but does not include a probability mechanism for selecting LEAs in each of the years for which data are collected.

Iowa's response was that a probability sample is not used in establishing the school improvement (monitoring) cycle, since the State's cycle was developed prior to the implementation of the sampling plan. Special Education monitoring is part of the State's Comprehensive School Improvement Plan monitoring which encompasses a number of programs and initiatives including Iowa Core Curriculum, Gifted and Talented, At-Risk, Title I, Special Education, Career and Technical Education, Preschool, and Equity.

As a general rule, sampling plans based on monitoring cycles without a probability mechanism are not acceptable. However, OSEP is approving Iowa's sampling plan for the following reasons:

1. Over the 6 year span of the SPP, all LEAs in the State will be sampled.

2. Because no Iowa LEAs have ADMs of 50,000 or more, there are no LEAs that must be sampled every year.

3. Because the State recognizes that the annual variation in the districts available to be included in the sample is imperfect, weighting will be used to adjust the data obtained from sampled LEAs. Small districts sample a census of students with IEPs, while larger districts select a random sample of students.

Please contact me if you have any questions.

Gregg