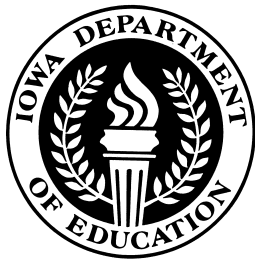




STATE PERFORMANCE PLAN

IDEA Part B



December 2005 – December 2011

State of Iowa
Bureau of Children, Family and Community Services
Grimes State Office Building
Des Moines, Iowa 50319-0146

State of Iowa
Department of Education
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Part B State Performance Plan (SPP) for 2005-2010

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Part B State Performance Plan (SPP) for 2005-2010**Introduction – Iowa’s Education Infrastructure:**

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

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

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

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

In 1974 Iowa established 15 area education agencies. In 2003, five of the agencies merged, which reduced the total number to 12.

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

Overview of the State Performance Plan Development:

The Iowa SEA used an extensive 2-stage participatory planning process to develop the State Performance Plan (SPP). Process steps included:

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

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

Several key stakeholder groups were integral in this stage of the process; group, members, and meeting dates specific to the development of the State Performance Plan are provided in Table 1.

Table 1.

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

Group	Members	Meeting Dates
The Special Education Advisory Panel	<ul style="list-style-type: none"> • Parents of Children with Disabilities • Individuals with a Disability • Teachers • IHE Representatives • State/Local Official of McKinney-Vento Homeless Assistance Act • Administrators of Programs for Children with Disabilities • Private School/Public Charter Representative • Representative from Child Welfare Agency Responsible for Foster Care • Representatives from State Juvenile and Adult Corrections Agencies • Representatives from Parent Advocacy Groups 	September 1, 2005 September 22, 2005
Area Education Agency Special Education Directors	<ul style="list-style-type: none"> • Directors of Special Education for 11 Area Education Agencies¹ 	July 19-20, 2005
Iowa Department of Education Division of Early Childhood, Elementary and Secondary Education Annual Retreat	<ul style="list-style-type: none"> • Representatives of the Bureau of Practitioner Preparation and Licensure • Representatives of the Bureau of Instructional Services • Representatives of the Bureau of Children, Family and Community Services 	August 16, 2005
Area Education Agency Joint Council	<ul style="list-style-type: none"> • Directors of Instructional Services, Special Education, and Media Services for all 12 Area Education Agencies 	September 9, 2005

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

Six Essential Questions. Subsequent to *Stage One*, the SEA established six essential questions that parallel the questions asked by general education in the state in order to (1) focus conversations around outcomes for children with disabilities in Iowa, (2) anchor stakeholder discussions around 6 areas rather than a discrete list of 20 indicators, (3) highlight AEA and district

¹ One AEA Special Education Director was unable to attend, however a representative of this AEA was in attendance

² The final three stakeholder groups were consulted in the development of General Supervision Indicators only

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

Table 2.

Iowa’s Six Essential Questions and Related OSEP Indicators.

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

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

- State Performance Plan Presentation.** The most updated version of the State Performance Plan, Area Education Agency data and Statewide data was presented to key stakeholders, structured around the 6 essential questions.
- Discussion of Targets and Activities.** Discussion of the Targets and Activities focused on: Are the targets/activities valid? Are the targets/activities able to be achieved/implemented? What resources are needed to accomplish the targets and provide the activities? Targets were set; activities were discussed.
- Discussion Recorded.** The discussions regarding the validity and practicality of improvement activities were recorded; changes were made accordingly.

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

Table 3.

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

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

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

- The Iowa Department of Education Website: Published on December 2, 2005 at: <http://www.state.ia.us/educate/ecese/cfcs/index.html>
- Area Education Agency distribution: Mailed on December 2, 2005
- Released to the Public via notice in the newspaper: December 2, 2005
- Provided to the Special Education Advisory Panel: December 2, 2005

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

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

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

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

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

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

Measurement:

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

Overview of Issue/Description of System or Process:

Graduation in the state of Iowa is defined as (1) a student who has received a regular diploma who completed all unmodified district graduation requirements in the standard number of four years, or (2) students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability. Students who have finished the high school program but did not earn a diploma, or earned a certificate of attendance or other credential in lieu of a diploma are not considered graduates (The Condition of Education Report, 2005).

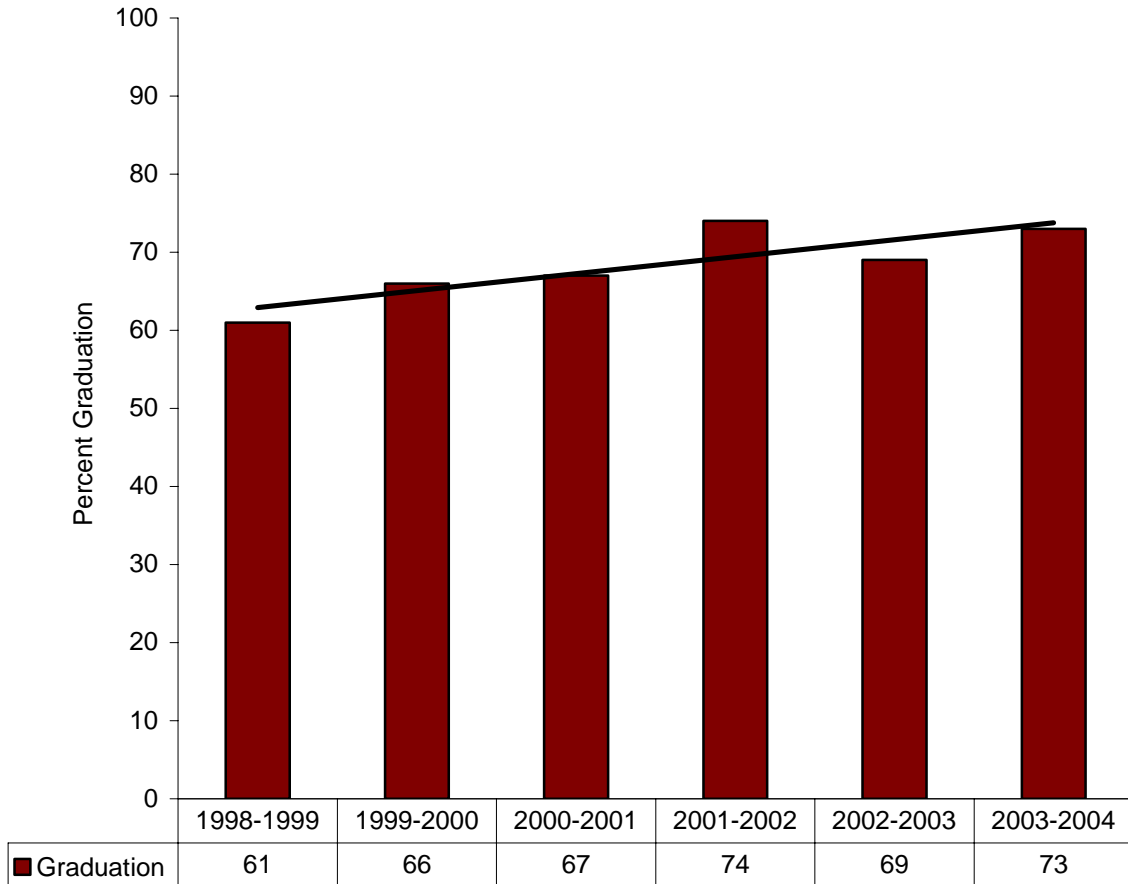
In the past, graduation data collection, analysis and reporting for youth with IEPs has been a shared responsibility between two systems: Information Management System (IMS) and the Basic Educational Data Survey (BEDS) system. IMS contains data on youth with IEPs only; BEDS contains data for all youth. However, disaggregating by youth with and without IEPs for analysis and reporting has not been possible using the BEDS system. Therefore, in FFY 2003-2004 and in previous years, the SEA was able to present graduation data in two ways: (1) youth with IEPs using IMS data, based on the OSEP definition³, and (2) all youth using the BEDS data, based on the Iowa Department of Education definition.

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

³ OSEP definition is the Number of diploma recipients divided by the Number of school leavers; school leavers is defined as the Number of diploma recipients + Dropouts + Certificate recipients + Maximum age + Students who have died.

Trend data in B1.1 indicate the percent of graduates with IEPs receiving high school diplomas calculated using the OSEP definitions as presented in the FFY 2003-2004 APR. Trend data are provided for a span of 6 years from 1998-1999 to 2003-2004.

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

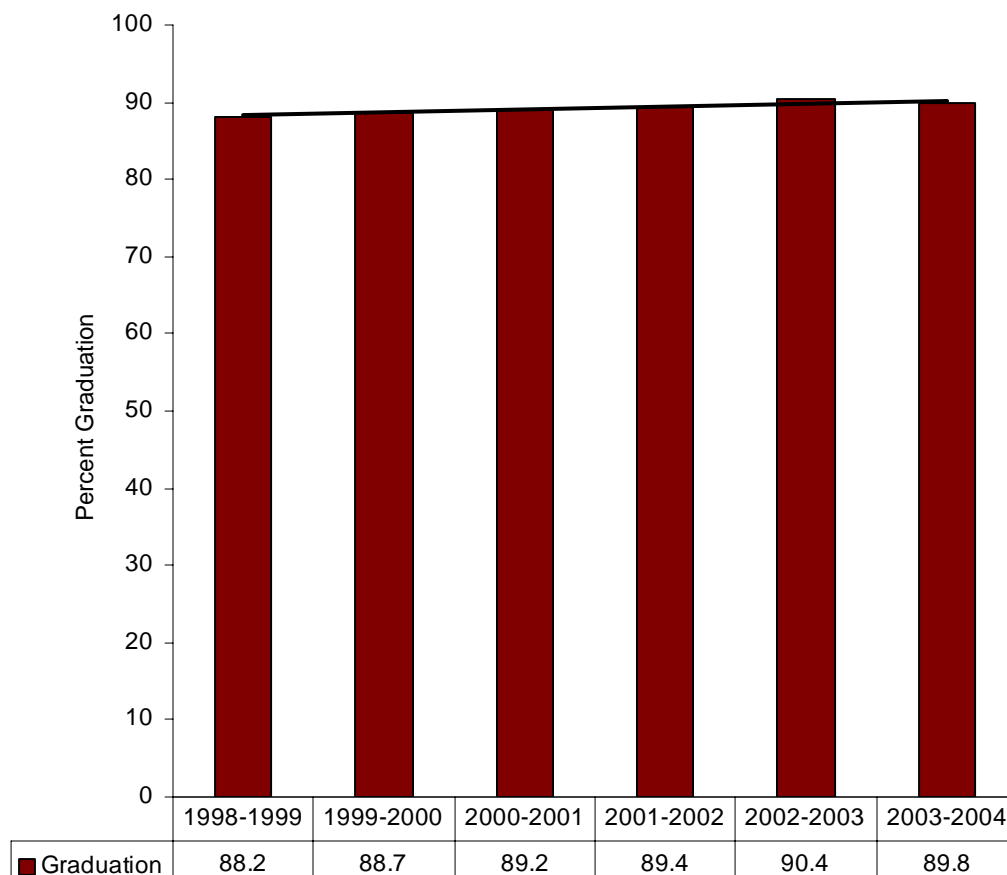


Source. Iowa 618 Exit Table, 1998-1999 through 2003-2004.

Trend data in Figure B1.1 indicate a gradual increase in the percent of graduates with regular high school diplomas among youth with IEPs. The graduation rate has increased from 61% in 1998-1999 to 73% in 2003-2004, representing a 12% increase over 6 years.

Figure B1.2 shows the percent of four-year high school⁴ graduation rates using the Iowa Department of Education definition and calculation: Number of high school graduates in a given year divided by the estimated number of ninth graders from the previous four years.

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



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

Trend data in Figure B1.2 indicate that the public high school graduation rate (youth with and without IEPs) has increased from 88.2% in 1998-1999 to 89.8% in 2003-2004, an increase of 1.6% over 6 years.

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

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

⁴ Public high school definition used by the SEA.

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

Baseline Data for FFY 2004 (2004-2005):

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

Table B1.1.

Percent of Youth with IEPs and Percent of all Youth Graduating with Regular Diplomas.

Student Group	Percent Graduation
Youth with IEPs	80.4
All Youth	92.1

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

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

Discussion of Baseline Data:

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

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

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in the State will be no greater than 11.7%.
2006 (2006-2007)	The gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in the State will be no greater than 11.2%.
2007 (2007-2008)	The gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in the State will be no greater than 10.7%.
2008 (2008-2009)	The gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in the State will be no greater than 10.2%.

<p>2009 (2009-2010)</p>	<p>The gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in the State will be no greater than 9.7%.</p>
<p>2010 (2010-2011)</p>	<p>The gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in the State will be no greater than 9.2%.</p>

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next six years.

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

Improvement Activity B1: Graduation	Resources	Timeline
<p>3) Professional Development and Implementation.</p> <p>a) Provide professional development to Area Education Agencies to assist local school districts in the implementation of graduation improvement plans. Examples include: Learning Supports, Positive Behavioral Supports, and state supported initiatives in reading, mathematics, and science such as KU Struggling Readers Project, the Iowa Transition Project, and the High School Reform Project.</p> <p>b) Provide Technical Assistance to targeted Area Education Agencies to assist local school districts in the implementation of graduation improvement plans.</p>	<p>SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team</p> <p>Part B Funding ESEA Funding SIG Reading First Grant</p>	<p>2006-2011</p>
<p>4) Evaluation and Progress Monitoring.</p> <p>a) Gather, report and analyze implementation results of graduation plans with collaborative partners.</p> <p>b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of graduation plans.</p>	<p>SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team</p> <p>Part B Funding ESEA Funding Reading First Grant</p>	<p>2007-2011</p>
<p>5) Revision to Practice.</p> <p>a) Provide Technical Assistance to Area Education Agencies to assist local school districts in data-driven revisions to graduation plans.</p> <p>b) Provide professional development to Area Education Agencies to assist local school districts in the implementation of data-driven revisions to graduation plans.</p>	<p>SEA Staff (Special Education, Instructional Services & School Improvement)</p> <p>Part B Funding ESEA Funding Reading First Grant</p>	<p>2008-2011</p>

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

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

Measurement:

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

Overview of Issue/Description of System or Process:

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

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

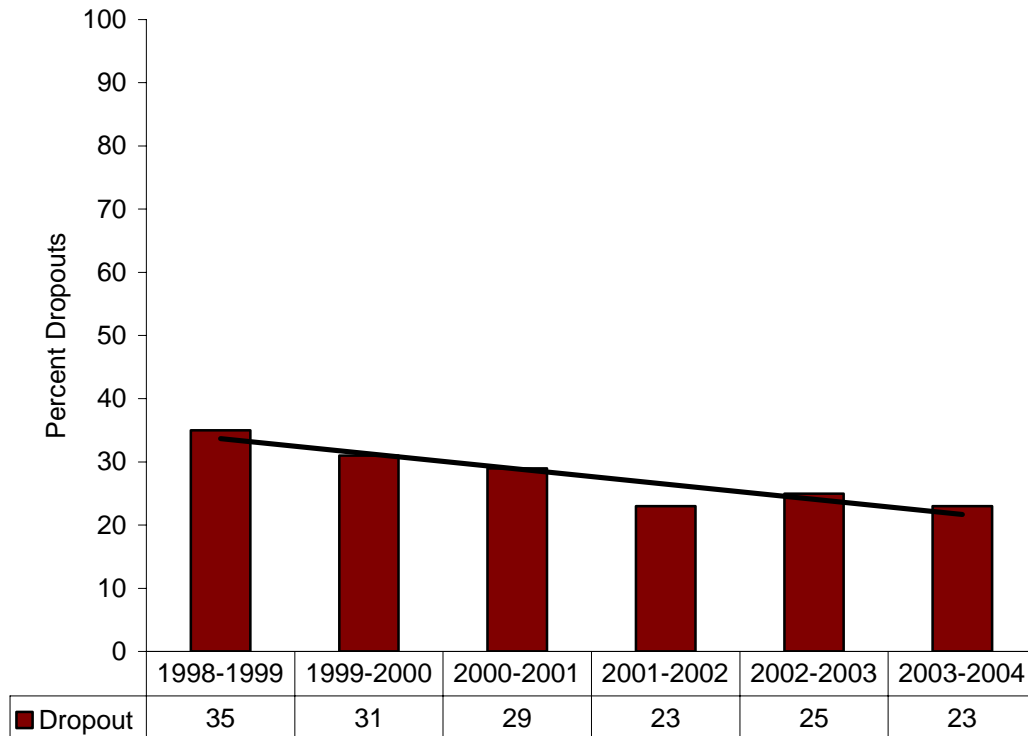
A student who left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However a student who enrolls in an alternative school administered by a public school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

In the past, dropout data collection, analysis and reporting for youth with IEPs has been a shared responsibility between two systems: Information Management System (IMS) and the Basic Educational Data Survey (BEDS) system. IMS contains data on youth with IEPs only; BEDS contains data for all youth. However, disaggregating by youth with and without IEPs for analysis and reporting has not been possible using the BEDS system. Therefore, in FFY 2003-2004 and in previous years, the SEA was able to present dropout data in two ways: (1) youth with IEPs using IMS data, based on OSEP definition⁵, and (2) all youth using the BEDS data based on the Iowa Department of Education definition.

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

Figure B2.1 indicates the percent of dropouts with IEPs calculated using the OSEP definition; trend data are provided for a span of 6 years from 1998-1999 to 2003-2004.

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

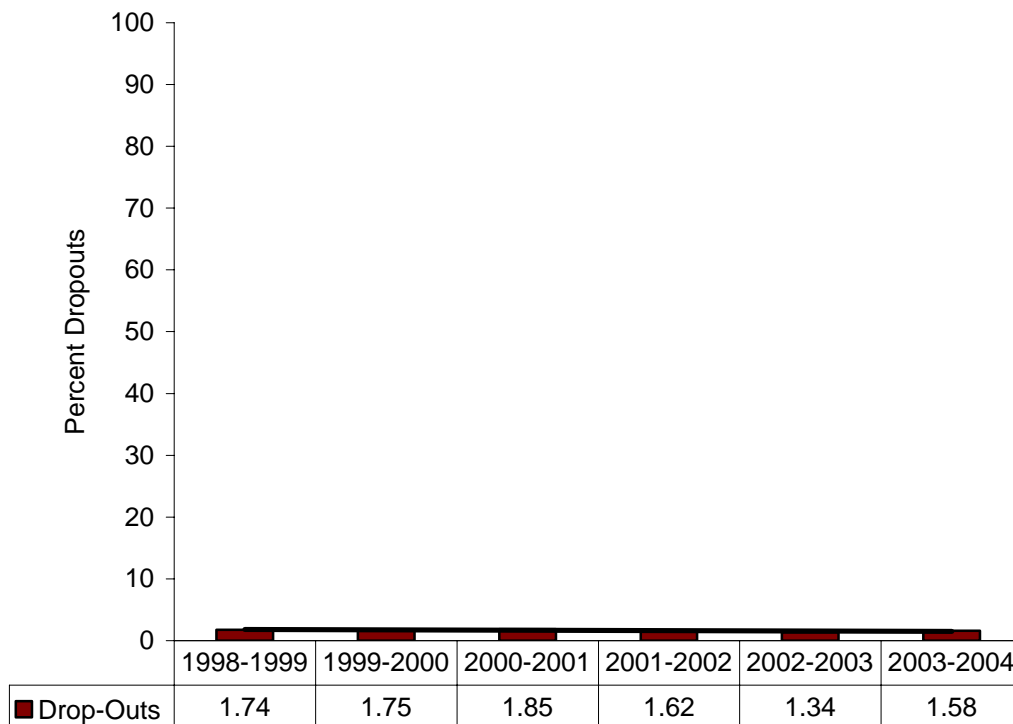


Source. Iowa 618 Exit Table, 1998-1999 through 2003-2004.

Trend data in Figure B2.1 indicate a gradual decrease in the percent of dropouts among youth with IEPs. The dropout rate has decreased from 35% in 1998-1999 to 23% in 2003-2004, a decrease of 12% over 6 years.

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

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



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

Trend data in Figure B2.2 indicate that the public high school dropout rate (all youth) has decreased from 1.74% in 1998-1999 to 1.58% in 2003-2004, a decrease of .16% over 6 years.

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

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

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

⁶ The dropout gap in 1998-1999 was calculated as the percent dropout using the OSEP definition minus the percent dropout using the SEA definition or 35-1.74.

⁷ The dropout gap in 2003-2004 was calculated as the percent dropout using the OSEP definition minus the percent dropout using the SEA definition or 23-1.58.

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

Baseline Data for FFY 2004 (2004-2005):

Table B2.1 provides dropout data as the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school.

Table B2.1.

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

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

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

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

Discussion of Baseline Data:

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

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

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school will be no greater than .67%
2006 (2006-2007)	The gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school will be no greater than .67%.
2007 (2007-2008)	The gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school will be no greater than .60%.
2008 (2008-2009)	The gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school will be no greater than .60%.

<p>2009 (2009-2010)</p>	<p>The gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school will be no greater than .50%.</p>
<p>2010 (2010-2011)</p>	<p>The gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school will be no greater than .50%.</p>

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend data, the following strategies will be completed over the next six years. Activities may change based on 2004-2005 data that will allow accurate comparisons between students with and without disabilities.

Improvement Activity B2: Dropout	Resources	Timeline
<p>1) Research (Statewide systemic issues and specific AEA and district issues). a) Gather, report, and analyze dropout data with collaborative partners.</p>	<p>Special Education Advisory Panel, SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team</p> <p>Part B Funding ESEA Funding SIG</p>	<p>Annually</p>
<p>2) Planning (Statewide systemic issues and specific AEA and district issues). a) Develop research-based professional development to provide to Area Education Agencies and local school districts to address dropout performance. Examples of professional development include: Learning Supports, Positive Behavioral Supports, and state supported initiatives in reading, mathematics, and science such as KU Struggling Readers Project, the Iowa Transition Project, and the High School Reform Project. b) Develop Technical Assistance to targeted Area Education Agencies to assist local school districts in the selection of research-based practices for the development of dropout improvement plans. Examples of research-based practices include: Learning Supports, Positive Behavioral Supports, and state supported initiatives in reading, mathematics, and science such as KU Struggling Readers Project, the Iowa Transition Project, and the High School Reform Project.</p>	<p>SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team</p> <p>Part B Funding ESEA Funding SIG Reading First Grant</p>	<p>2005-2006</p>

Improvement Activity B2: Dropout	Resources	Timeline
<p>3) Professional Development and Implementation.</p> <p>a) Provide professional development to Area Education Agencies to assist local school districts in the implementation of dropout improvement plans. Examples of professional development include: Learning Supports, Positive Behavioral Supports, and state supported initiatives in reading, mathematics, and science such as KU Struggling Readers Project, the Iowa Transition Project, and the High School Reform Project.</p> <p>b) Provide Technical Assistance to targeted Area Education Agencies to assist local school districts in the implementation of dropout improvement plans.</p>	<p>SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team</p> <p>Part B Funding ESEA Funding SIG Reading First Grant</p>	<p>2006-2011</p>
<p>4) Evaluation and Progress Monitoring.</p> <p>a) Gather, report and analyze implementation results of dropout plans with collaborative partners.</p> <p>b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of dropout plans.</p>	<p>SEA Staff (Special Education, Instructional Services & School Improvement), Statewide Dropout Prevention/ Graduation Study Group, Iowa Behavioral Alliance, Area Education Agencies, SINA Iowa Support Teams, Transition Work Team</p> <p>Part B Funding ESEA Funding Reading First Grant</p>	<p>2007-2011</p>
<p>5) Revision to Practice.</p> <p>a) Provide Technical Assistance to Area Education Agencies to assist local school districts in data-driven revisions to dropout plans.</p> <p>b) Provide professional development to Area Education Agencies to assist local school districts in the implementation of data-driven revisions to dropout plans.</p>	<p>SEA Staff (Special Education, Instructional Services & School Improvement)</p> <p>Part B Funding ESEA Funding Reading First Grant</p>	<p>2008-2011</p>

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

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

- A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

Measurement:

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

B. Participation rate =

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

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

Overview of Issue/Description of System or Process:

In the state of Iowa, all public schools and districts are evaluated by performance and improvement on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). Student achievement scores must be transmitted to the student's resident district if a student meets the full academic year requirement,⁸ and if the resident district was part of the decision-making team to place the student in another setting for educational purposes. Students in nonpublic schools are not included in AYP. All public school buildings and districts are accountable for subgroups providing each subgroup meets the minimum size requirement of N=30 for participation and N=40 for proficiency.

Beginning in FFY 2002-2003, determining AYP has applied to the percentage of all students and subgroups in grades 4, 8, and 11 achieving at proficient levels in reading and mathematics⁹. In FFY 2003-2004 and previous years, biennium data were used to calculate proficiency because of inconsistent annual testing in Iowa in grades 4, 8 and 11. Using this two-year average increases the stability in information and ability to make statistically relevant comparisons across years. In FFY 2005-2006, all public schools and districts will be required to administer tests in additional grades (3, 5, 6 and 7); these additional grades will be included in the AYP formula for calculating proficiency during 2007-2008 when the state will have multiple years of data for these grades.

AYP for proficiency is defined as the percentage of students who achieve the 41st percentile (national student norms) or higher on the ITBS or the ITED¹⁰. The same calculation is used to determine AYP for all districts, buildings within a district, and subgroups within buildings and districts. *A school does not meet AYP if they do not meet state participation goals (95%) or state Annual Measurable Objectives (AMO) in reading or mathematics in any of the grades assessed (4, 8, 11) in either the all students group or one of the subgroups for two consecutive years. A district does not meet AYP if the district does not meet state participation goals (95%) or state AMO in either all students group or one of the subgroups in all grades levels (4, 8, 11) and in the same subject area (reading or mathematics) for two consecutive years; a district may also not meet AYP if the district does not meet K-8 attendance or graduation targets for two consecutive years* (The Condition of Education Report, 2004).

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

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

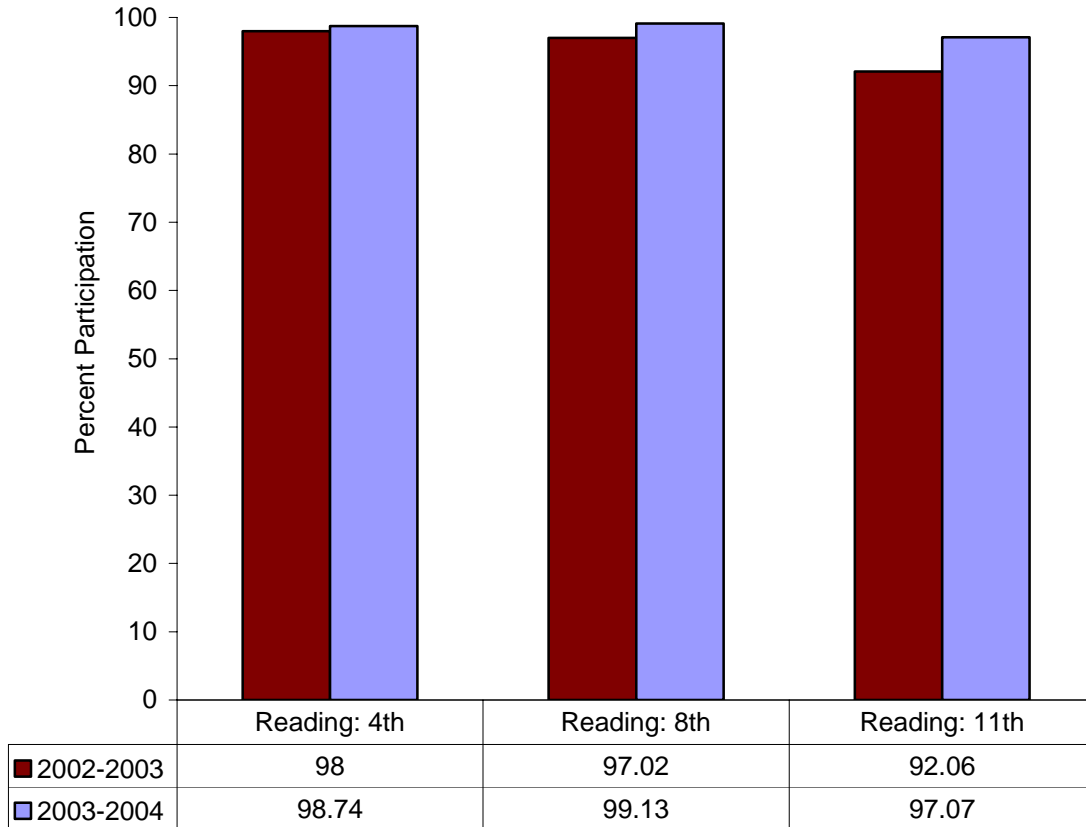
⁸ Full academic year is defined in two ways (1) a student who was enrolled on the first day of the testing period for ITBS and ITED in the previous school year and enrolled through the academic year to the first day of the testing period for ITBS and ITED for the current school year, or (2) a student using portfolio as an alternate assessment must have the results submitted by March 31 and be continuously enrolled from the prior March 31.

⁹ Grades 4, 8, 11 are the only grades required by Iowa Administrative Code up to 2005-2006.

¹⁰ Iowa's initial starting points for each grade level (4, 8, 11), and determined independently, were identified as the percent of students proficient at the 20th percentile.

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

Figure B3.1. Percent Participation in Reading Assessment for Students with Disabilities: 2002-2003 and 2003-2004.

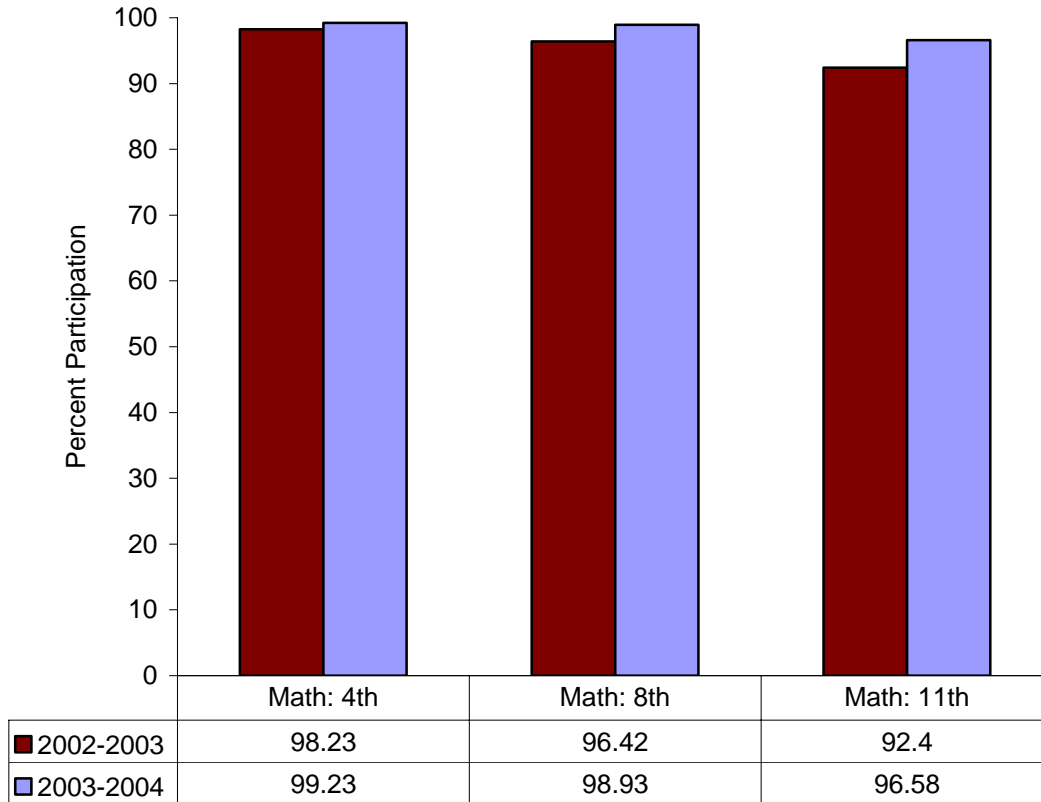


Source. Iowa Information Management System, 2002-2003 through 2003-2004; Iowa Adequate Yearly Progress Report, 2002-2003 through 2003-2004.

Trend data in Figure B3.1 indicate the participation rates for students with disabilities have increased from 2002-2003 to 2003-2004 across all grade levels in the area of reading.

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

Figure B3.2. Percent Mathematics Participation for Students with Disabilities: 2002-2003 and 2003-2004.

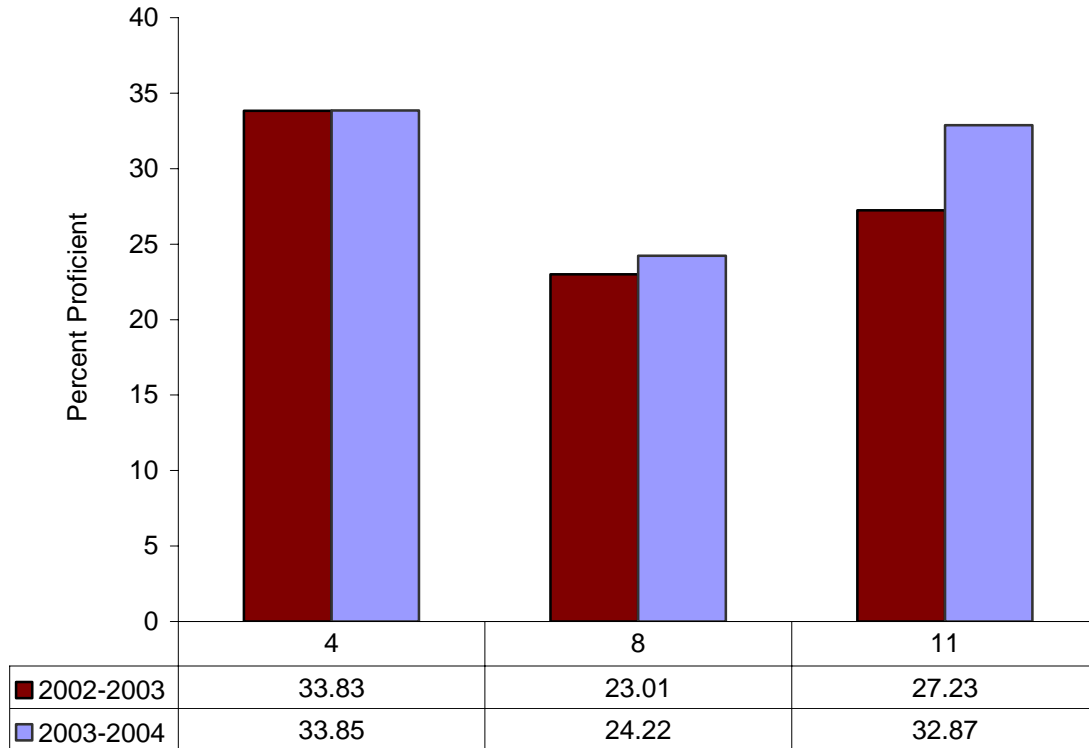


Iowa Information Management System, 2002-2003 through 2003-2004; Iowa Adequate Yearly Progress Report, 2002-2003 through 2003-2004.

Trend data in Figure B3.2 indicate the participation rates for students with disabilities have increased from 2002-2003 to 2003-2004 across all grade levels in the area of mathematics.

C. Proficiency Rate for Children with IEPs. Trend data regarding the percent of students with disabilities who are proficient in regular and alternate assessments in the area of reading are presented in Figure B3.3. Percent proficient is calculated by dividing the number of students proficient by the sum of the (1) number of students proficient, and (2) number of students non-proficient.

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

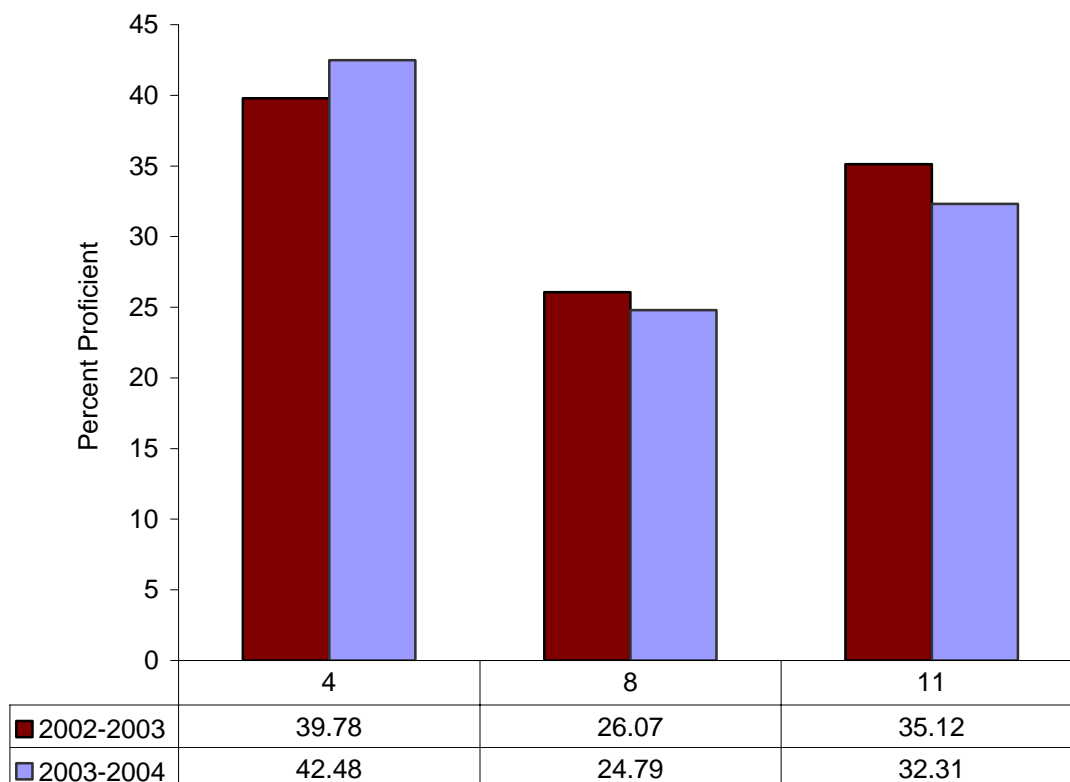


Source. Iowa Information Management System, 2002-2003 through 2003-2004; Iowa Adequate Yearly Progress Report, 2002-2003 through 2003-2004.

Trend data presented in Figure B3.3 indicate both 4th and 8th grade performance has remained stable; 11th grade performance has increased substantially.

Trend data regarding the percent of students with disabilities who are proficient in regular and alternate assessments in the area of mathematics are presented in Figure B3.4. Percent proficient is calculated by dividing the number of students proficient by the sum of the (1) number of students proficient, and (2) number of students non-proficient.

Figure B3.4. Percent Proficient on Regular and Alternate Assessments: Mathematics.



Source. Iowa Information Management System, 2002-2003 through 2003-2004; Iowa Adequate Yearly Progress Report, 2002-2003 through 2003-2004.

Trend data shown in Figure B3.4 indicate 8th grade performance has declined from 2002-2003 to 2003-2004; 11th grade performance has also declined slightly, however fourth grade performance has increased.

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

Baseline Data for FFY 2004 (2004-2005):

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

B. Participation Rate for Children with IEPs. Data on participation in statewide reading assessments are shown in Table B3.1. Data presented are a summary from 618 data tables.

Table B3.1.

Participation Rates in Statewide Assessments: Reading.

Participation	Grade 4	Grade 8	Grade 11
1. Students with IEPs	4594	6014	4682
2. All Students	29,103	31,822	30,846
3. Students with IEPs who took Regular Assessments on grade level, Full Academic Year	3913	5232	3961
4. Students with IEPs who took Regular Assessments out of grade level, Full Academic Year	----	----	----
5. Students with IEPs who took Alternate Assessments	206	233	239
6. Students with IEPs who took Regular Assessments on grade level, NOT Full Academic Year	401	481	352
7. Students with IEPs who did not take Assessments	74	68	130
8. Total Students with IEPs Test Takers	4520	5946	4552
9. Students with IEPs Participation Rate	98.39	98.87	97.22
10. Students without Disabilities Participation Rate	99.8	99.53	98.94

Source. Iowa Information Management System, 2004-2005; Iowa Adequate Yearly Progress Report, 2004-2005.

Note. (a) Line 8 is reported as the total number of students who took regular assessments on grade level in Attachment 3, Section E, Column 3.

(b) Line 9 is calculated by Line 8 (the sum of Lines 3, 5 and 6) divided by Line 1.

Data on participation in statewide mathematics assessments are shown in Table B3.2. Data presented are a summary from 618 data tables.

Table B3.2.

Participation Rates in Statewide Assessments: Mathematics.

Participation	Grade 4	Grade 8	Grade 11
1. Students with IEPs	4589	6010	4683
2. All Students	29,106	31,823	30,841
3. Students with IEPs who took Regular Assessments on grade level, Full Academic Year	3921	5214	3961
4. Students with IEPs who took Regular Assessments out of grade level, Full Academic Year	----	----	----
5. Students with IEPs who took Alternate Assessments	203	232	237
6. Students with IEPs who took Regular Assessments on grade level, NOT Full Academic Year	403	480	356
7. Students with IEPs who did not take Assessments	62	84	129
8. Total Students with IEPs Test Takers	4527	5926	4554
9. Students with IEPs Participation Rate	98.65	98.60	97.25
10. Students without Disabilities Participation Rate	99.58	99.50	98.90

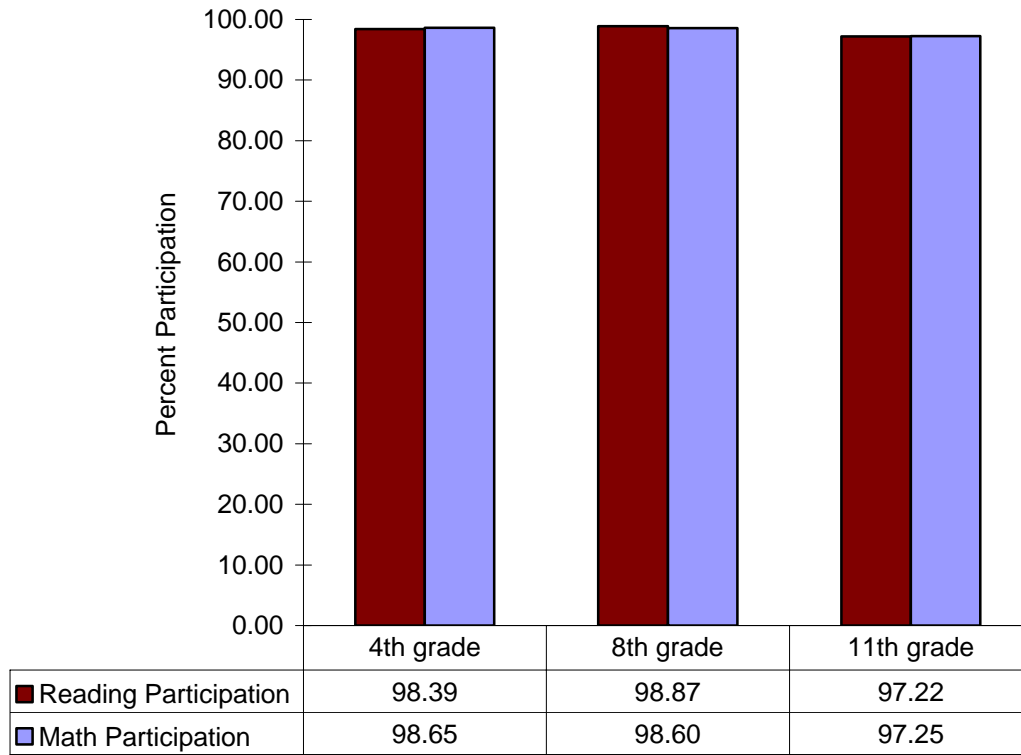
Source. Iowa Information Management System, 2004-2005; Iowa Adequate Yearly Progress Report, 2004-2005.

Note. (a) Line 8 is reported as the total number of students who took regular assessments on grade level in Attachment 3, Section E, Column 3.

(b) Line 9 is calculated by Line 8 (the sum of Lines 3, 5 and 6) divided by Line 1.

The participation rate for students with IEPs is presented in Figure B3.5. Participation rates are calculated by dividing the sum of (1) students participating in regular assessments in the full academic year, (2) students participating in regular assessments not in the full academic year, and (3) students participating in alternate assessments, by the total number of students with disabilities.

Figure B3.5. Participation Rate for Students with Disabilities: 2004-2005.



Source. Iowa Information Management System, 2004-2005; Iowa Adequate Yearly Progress Report, 2004-2005.

C. Proficiency Rate for Children with IEPs. Table B3.3 presents reading performance data for students with disabilities regarding the (1) number of students non-proficient, (2) number of students proficient, (3) the percent of students proficient, and (4) the total percent of students proficient on regular and alternate assessments.

Table B3.3.

Performance of Students with Disabilities in Regular and Alternate Assessment: 2004-2005.

Reading Assessment: Full Academic Year			
Regular Assessment	Grade 4	Grade 8	Grade 11
Non-proficient	2461	3954	2894
Proficient	1452	1278	1067
Percent Proficient	37.1	24.4	26.9
Alternate Assessment	Grade 4	Grade 8	Grade 11
Non-proficient	29	48	43
Proficient	177	185	196
Percent Proficient	85.9	79.40	82.35
Regular and Alternate Percent Proficient	39.5	26.8	30.1

Source. Iowa Information Management System, 2004-2005; Iowa Adequate Yearly Progress Report, 2004-2005.

Table B3.4 presents mathematics performance data for students with disabilities regarding the (1) number of students non-proficient, (2) number of students proficient, (3) the percent of students proficient, and (4) the total percent of students proficient on regular and alternate assessments.

Table B3.4.

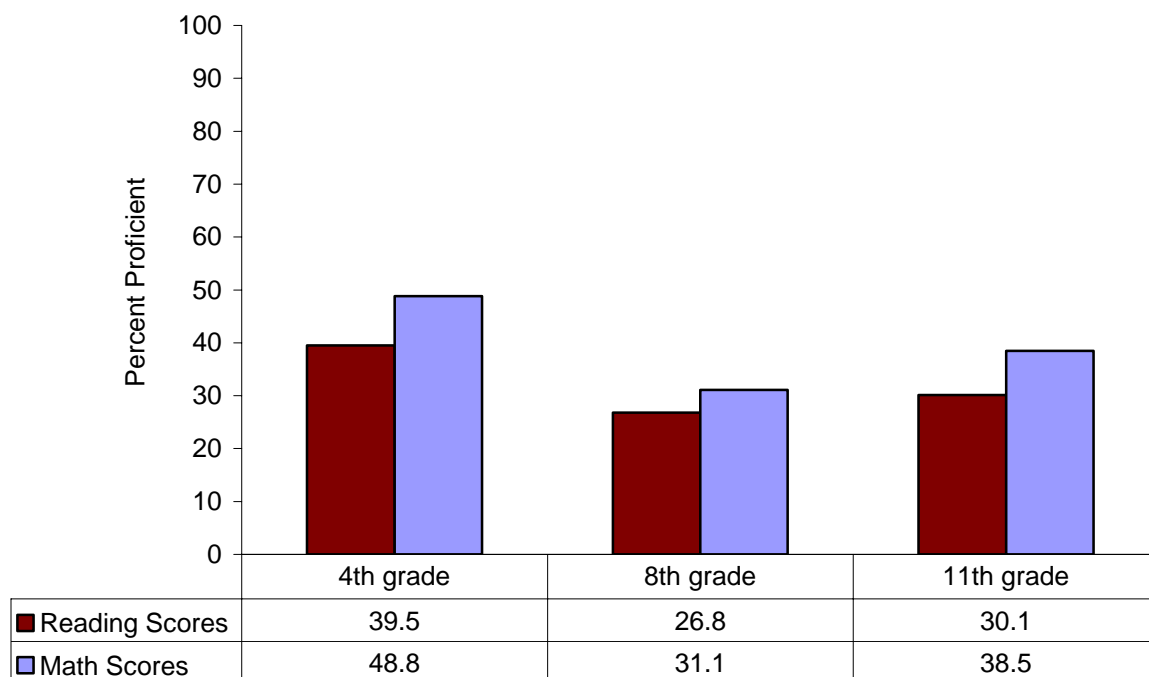
Performance of Students with Disabilities in Regular and Alternate Assessment: 2004-2005.

Mathematics Assessment: Full Academic Year			
Regular Assessment	Grade 4	Grade 8	Grade 11
Non-proficient	2077	3711	2538
Proficient	1844	1503	1423
Percent Proficient	47.0	28.8	35.9
Alternate Assessment	Grade 4	Grade 8	Grade 11
Non-proficient	34	44	43
Proficient	169	188	194
Percent Proficient	83.2	81.0	81.9
Regular and Alternate Percent Proficient	48.8	31.1	38.5

Source. Iowa Information Management System, 2004-2005; Iowa Adequate Yearly Progress Report, 2004-2005.

FFY 2004-2005 data regarding the percent of students with disabilities who are proficient in regular and alternate assessments in the area of reading and mathematics are presented in Figure B3.6. Percent proficient is calculated by dividing the number of students proficient by the sum of the (1) number of students proficient, and (2) number of students non-proficient.

Figure B3.6. Percent of Students with Disabilities Proficient on Regular and Alternate Assessments: Reading and Mathematics.



Source. Iowa Information Management System, 2004; Iowa Adequate Yearly Progress Report, 2004-2005.

Discussion of Baseline Data:

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

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

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

B. Participation Rate for Children with IEPs. Current data provided in Tables B3.1, B3.2, and Figure B3.5 indicate that participation rates for children with IEPs remain well above the NCLB target of 95% participation across grade and content area. Participation rates for students with IEPs in 4th and 8th grade are above 98%; participation rates are above 97% for students with IEPs in 11th grade. Based on (1) trend data from 2002-2003 through 2003-2004 and current data that indicate students with disabilities participate in reading and mathematics assessments at a high rate, (2) participation targets must reflect NCLB targets, and (3) broad stakeholder input, Measurable/Rigorous Targets for participation were set at 95%.

C. Proficiency Rate for Children with IEPs. Reading performance data for students with disabilities in 2004-2005 are presented in Table B3.3 and Figure B3.6. Data indicate reading performance on regular and alternate assessments for 8th grade students at 26.8% is below the percent proficiency for both grades 4 and 11 at 39.5% and 30.1%, respectively. In comparison to trend data in Figure B3.3, 8th grade reading proficiency has increased substantially from FFY 2002-2003; reading proficiency for 4th grade students with disabilities has increased and 11th grade performance has decreased slightly.

Table B3.4 and Figure B3.6 indicate mathematics performance for students with disabilities in 4th grade at 48.8%, 8th grade performance at 31.1%, and 11th grade performance at 38.5%. Comparing these data to trend data in Figure B3.4, mathematics proficiency has increased across all grade levels.

Iowa has experienced steady growth in the proficiency rates of students with disabilities in both reading and mathematics. However, we predict two critical areas of concern that would impact growth in proficiency: (1) it is statistically unlikely a steady growth will continue to occur in the area of proficiency over the next 6 years, and (2) proficiency will be directly affected by assessment in additional grades reported in 2007-2008. Based on (1) trend data from 2002-2003 through 2003-2004 and current data that indicate students with disabilities increase performance at approximately 1-3% each year, (2) two predicted areas of concern, and (3) broad stakeholder input, Measurable/Rigorous Targets are set as described below for each grade and content area. Specifically, targets for each grade and content area increase one percentage point each year from baseline data. For example, baseline performance in 4th grade reading and mathematics is 39.5% and 48.8%, respectively. In FFY 2005-2006, percent proficient for 4th grade reading and mathematics is set at 1 percentage point higher in each content area, or 40.5% and 49.8%. Though targets will reflect an increasing trend over the next six years, the growth indicated each year may be revised due to anticipated changes described above. As previously noted, all public schools and districts will be required to administer tests in additional grades (3, 5, 6 and 7), therefore the 2007-2008 year will be Iowa's true baseline year.

FFY	Measurable and Rigorous Target												
<p>2005 (2005-2006)</p>	<p>A. 60% of districts meet the State’s AYP objectives for progress for the disability subgroup (children with IEPs).</p> <p>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.</p> <p>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.</p> <table border="1" data-bbox="631 695 1062 951"> <thead> <tr> <th>GRADE</th> <th>READING</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>40.50%</td> <td>49.80%</td> </tr> <tr> <td>8</td> <td>27.80%</td> <td>32.10%</td> </tr> <tr> <td>11</td> <td>31.10%</td> <td>39.50%</td> </tr> </tbody> </table>	GRADE	READING	MATH	4	40.50%	49.80%	8	27.80%	32.10%	11	31.10%	39.50%
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<p>2006 (2006-2007)</p>	<p>A. 60% of districts meet the State’s AYP objectives for progress for the disability subgroup (children with IEPs).</p> <p>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.</p> <p>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.</p> <table border="1" data-bbox="631 1352 1062 1604"> <thead> <tr> <th>GRADE</th> <th>READING</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>41.50%</td> <td>50.80%</td> </tr> <tr> <td>8</td> <td>28.80%</td> <td>33.10%</td> </tr> <tr> <td>11</td> <td>32.10%</td> <td>40.50%</td> </tr> </tbody> </table>	GRADE	READING	MATH	4	41.50%	50.80%	8	28.80%	33.10%	11	32.10%	40.50%
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FFY	Measurable and Rigorous Target												
<p>2007 (2007-2008)</p>	<p>A. 61% of districts meet the State’s AYP objectives for progress for the disability subgroup (children with IEPs).</p> <p>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.</p> <p>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.</p> <table border="1" data-bbox="631 695 1060 951"> <thead> <tr> <th>GRADE</th> <th>READING</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>42.50%</td> <td>51.80%</td> </tr> <tr> <td>8</td> <td>29.80%</td> <td>34.10%</td> </tr> <tr> <td>11</td> <td>33.10%</td> <td>41.50%</td> </tr> </tbody> </table>	GRADE	READING	MATH	4	42.50%	51.80%	8	29.80%	34.10%	11	33.10%	41.50%
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<p>2008 (2008-2009)</p>	<p>A. 62% of districts meet the State’s AYP objectives for progress for the disability subgroup (children with IEPs).</p> <p>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.</p> <p>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.</p> <table border="1" data-bbox="631 1350 1060 1604"> <thead> <tr> <th>GRADE</th> <th>READING</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>43.50%</td> <td>52.80%</td> </tr> <tr> <td>8</td> <td>30.80%</td> <td>35.10%</td> </tr> <tr> <td>11</td> <td>34.10%</td> <td>42.50%</td> </tr> </tbody> </table>	GRADE	READING	MATH	4	43.50%	52.80%	8	30.80%	35.10%	11	34.10%	42.50%
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FFY	Measurable and Rigorous Target												
<p>2009 (2009-2010)</p>	<p>A. 63% of districts meet the State’s AYP objectives for progress for the disability subgroup (children with IEPs).</p> <p>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.</p> <p>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.</p> <table border="1" data-bbox="631 695 1060 951"> <thead> <tr> <th>GRADE</th> <th>READING</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>44.50%</td> <td>53.80%</td> </tr> <tr> <td>8</td> <td>31.80%</td> <td>36.10%</td> </tr> <tr> <td>11</td> <td>35.10%</td> <td>43.50%</td> </tr> </tbody> </table>	GRADE	READING	MATH	4	44.50%	53.80%	8	31.80%	36.10%	11	35.10%	43.50%
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<p>2010 (2010-2011)</p>	<p>A. 64% of districts meet the State’s AYP objectives for progress for the disability subgroup (children with IEPs).</p> <p>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.</p> <p>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.</p> <table border="1" data-bbox="631 1350 1060 1604"> <thead> <tr> <th>GRADE</th> <th>READING</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>45.50%</td> <td>54.80%</td> </tr> <tr> <td>8</td> <td>32.80%</td> <td>37.10%</td> </tr> <tr> <td>11</td> <td>36.10%</td> <td>44.50%</td> </tr> </tbody> </table>	GRADE	READING	MATH	4	45.50%	54.80%	8	32.80%	37.10%	11	36.10%	44.50%
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Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

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

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

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

Improvement Activity B3.C: Performance	Resources	Timeline
<p>3) Professional Development and Implementation.</p> <p>a) Provide professional development to Area Education Agencies to assist local school districts in the implementation of performance improvement plans. Examples include: State supported initiatives in reading, mathematics and science such as the Statewide Reading Team, KU Struggling Readers Project, Every Student Counts Team, Every Student Inquires Team, High School Reform Project, Instructional Decision Making Team, Project for Students with Multiple Impairments, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Collaboration and co-teaching in general education, Self-advocacy.</p> <p>b) Provide Technical Assistance to targeted Area Education Agencies to assist local school districts in the implementation of performance improvement plans. Examples include: State supported initiatives in reading, mathematics and science such as the Statewide Reading Team, KU Struggling Readers Project, Every Student Counts Team, Every Student Inquires Team, High School Reform Project, Instructional Decision Making Team, Project for Students with Multiple Impairments, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Collaboration and co-teaching in general education, Self-advocacy.</p>	<p>SEA Staff (Special Education, Instructional Services & School Improvement), Area Education Agencies, SINA Iowa Support Teams, ILLSA, NCEO, Regents, Transition Work Team</p> <p>Part B Funding ESEA Funding SIG Deaf-Blind Grant Reading First Grant</p>	<p>2006-2011</p>
<p>4) Evaluation and Progress Monitoring.</p> <p>a) Gather, report and analyze implementation results of performance plans with collaborative partners.</p> <p>b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of performance plans.</p>	<p>SEA Staff (Special Education, Instructional Services & School Improvement), Area Education Agencies, SINA Iowa Support Teams, ILLSA, NCEO, Regents, Transition Work Team</p> <p>Part B Funding ESEA Funding Deaf-Blind Grant Reading First Grant</p>	<p>2007-2011</p>
<p>5) Revision to Practice.</p> <p>a) Provide Technical Assistance to Area Education Agencies to assist local school districts in data-driven revisions to performance plans.</p> <p>b) Provide professional development to Area Education Agencies to assist local school districts in the implementation of data-driven revisions to performance plans.</p>	<p>SEA Staff (Special Education, Instructional Services & School Improvement), Area Education Agencies, SINA Iowa Support Teams, ILLSA, NCEO, Regents, Transition Work Team</p> <p>Part B Funding ESEA Funding Deaf-Blind Grant Reading First Grant</p>	<p>2008-2011</p>

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

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

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

Measurement:

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

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:

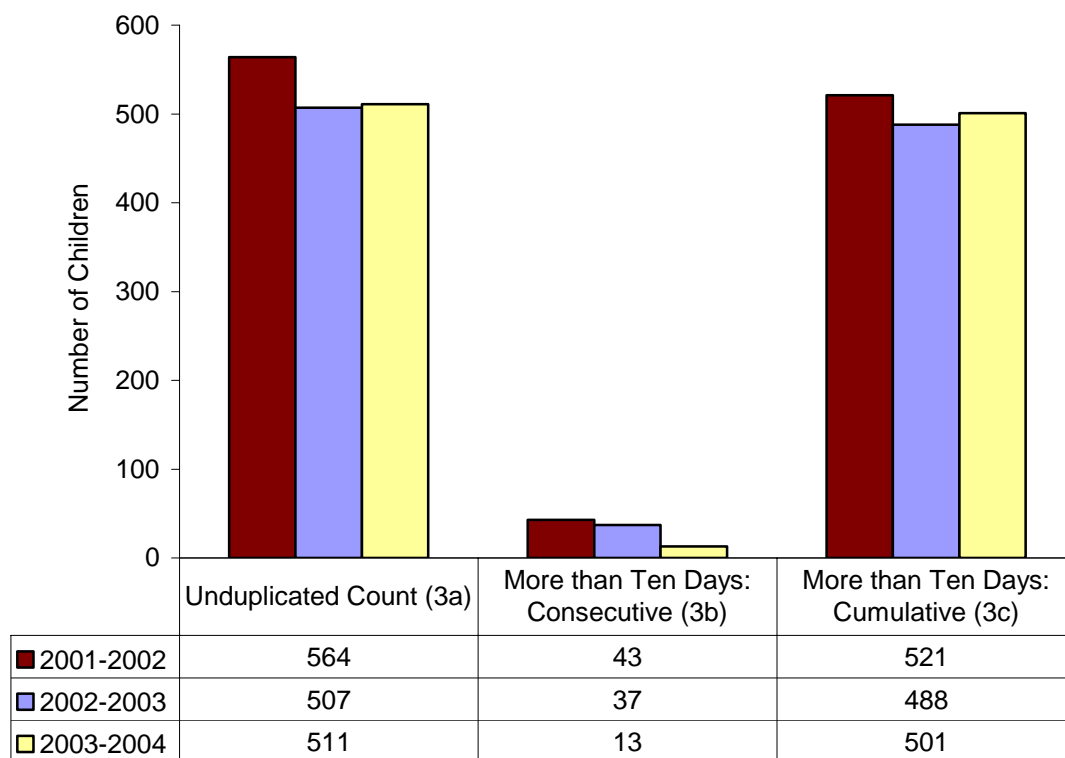
Indicator 4.A: Suspensions and Expulsions of Students with Disabilities; Indicator 4.B: Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity. Out-of school-suspension is defined as an "administrative or school board removal of a student from school classes or activities for disciplinary reasons." An expulsion is defined as "a school board removal of a student from school classes and activities for disciplinary reasons," (Collecting and Reporting Juvenile Incident and Discipline Data in Iowa Schools, 2005).

Suspension and expulsion data are reported to the SEA by the districts and aggregated to the AEA level. In the past, collecting, analyzing and reporting suspension and expulsion data for students with disabilities have been the responsibility of the Information Management System (IMS) in Iowa. The Basic Educational Data Survey (BEDS) system is considered to be the system used for all students. IMS contains data on students with disabilities only; BEDS contains data for students with and without disabilities. However, disaggregating by students with and without disabilities for analysis and reporting has not been possible using the BEDS system. Iowa has been working toward a seamless system to establish a common database for all students that would allow disaggregate data for students with and without disabilities: Project EASIER. The Project EASIER database has been piloted; the first full year of implementation was FFY 2004-2005.

In FFY 2003-2004 and in past years, data for suspension and expulsion rates for children with disabilities were analyzed by SEA (Figure B4.1) and then between the AEAs. Figure B4.1 includes information in 3 categories, (1) Unduplicated count of children, (2) Number of single

suspensions/expulsions greater than 10 days (consecutive), and (3) Number of children with multiple suspension/expulsions summing to greater than 10 days (cumulative).

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



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

Statewide trend data in Figure B4.1 indicate fairly stable numbers of suspensions and expulsions for unduplicated and cumulative counts across 3 years; the count for more than 10 days (consecutive) decreased substantially from 43 in FFY 2001-2002 to 13 in FFY 2003-2004.

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

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

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

Suspension and expulsion data are collected via Project EASIER for all students with and without disabilities enrolled in Iowa’s schools. Data are collected and entered throughout the year by qualified personnel at the district level; data are then analyzed and reported annually by the SEA. Suspension and expulsion data are analyzed between school districts to determine the percent of

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

Baseline Data for FFY 2004 (2004-2005):

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

Discussion of Baseline Data:

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

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

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

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>A. 1.5% or less of districts are identified as having a significant discrepancy of 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>B. To be provided in the February 2007 APR.</p>
<p>2006 (2006-2007)</p>	<p>A. 1.5% or less of districts are identified as having a significant discrepancy of 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>B. To be provided in the February 2007 APR.</p>
<p>2007 (2007-2008)</p>	<p>A. 1.5% or less of districts are identified as having a significant discrepancy of 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>B. To be provided in the February 2007 APR.</p>
<p>2008 (2008-2009)</p>	<p>A. 1.3% or less of districts are identified as having a significant discrepancy of 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>B. To be provided in the February 2007 APR.</p>
<p>2009 (2009-2010)</p>	<p>A. 1.2% or less of districts are identified as having a significant discrepancy of 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>B. To be provided in the February 2007 APR.</p>
<p>2010 (2010-2011)</p>	<p>A. 1% or less of districts are identified as having a significant discrepancy of 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>B. To be provided in the February 2007 APR.</p>

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend data, the following strategies will be completed over the next six years. Activities may change based on 2004-2005 data that will allow accurate comparisons between students with and without disabilities.

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

Improvement Activity B4: Suspensions and Expulsions	Resources	Timeline
<p>5) Revision to Practice.</p> <p>a) Provide Technical Assistance to Area Education Agencies to assist local school districts in data-driven revisions to suspension and expulsion plans.</p> <p>b) Provide professional development to Area Education Agencies to assist local school districts in the implementation of data-driven revisions to suspension and expulsion plans.</p>	<p>SEA Staff (Special Education), University of Iowa Child Psychiatry, Iowa Behavioral Alliance, Area Education Agencies</p> <p>Part B Funding ESEA Funding</p>	<p>2008-2011</p>

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

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

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

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

Measurement:

- A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- C. Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

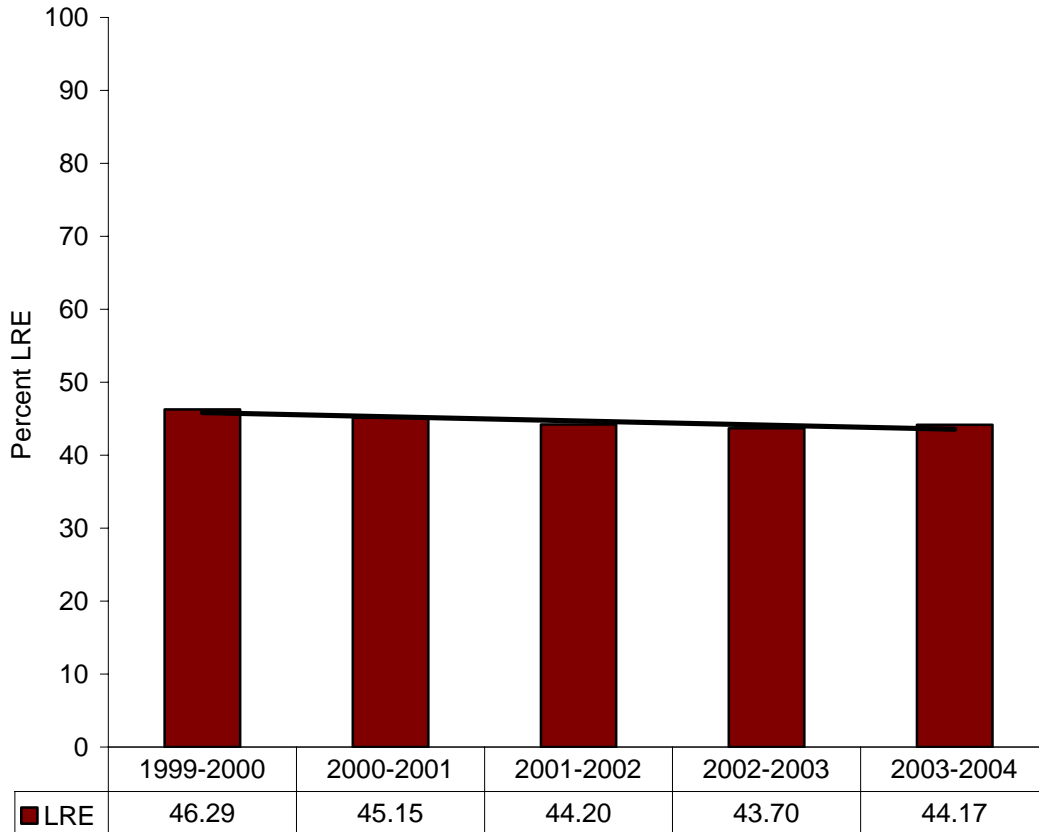
Overview of Issue/Description of System or Process:

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

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

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

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



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

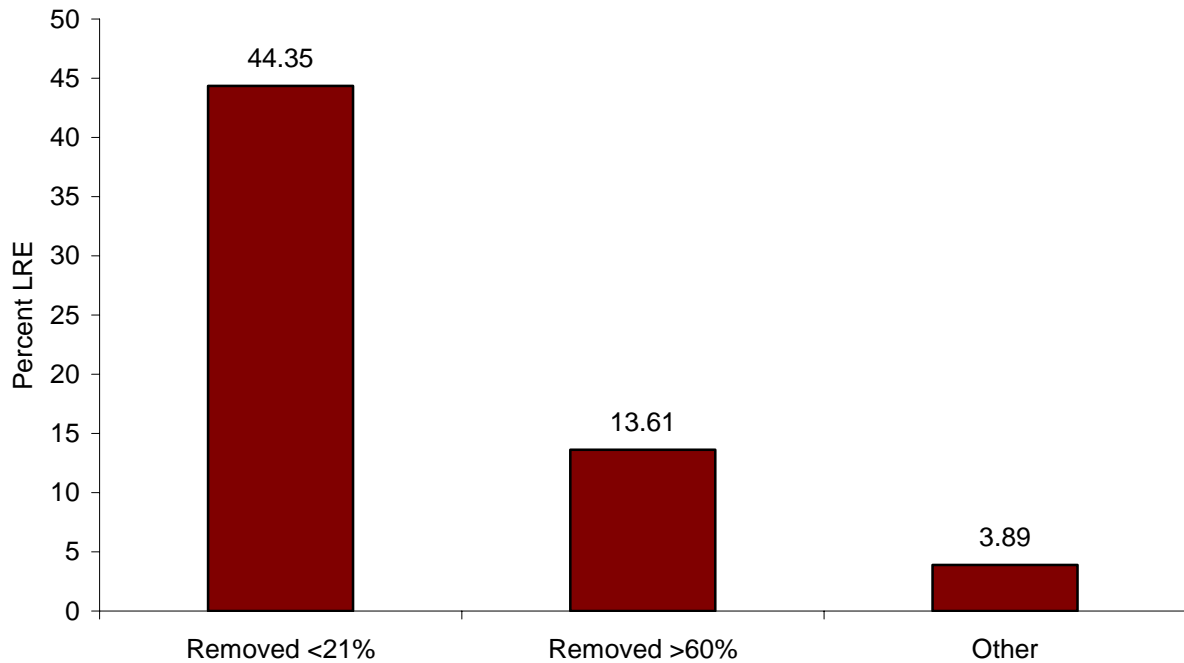
Trend data in Figure B5.1 indicate a stable LRE percent though some slight decrease has occurred across 6 years. The percent LRE has decreased 2.21%, from 46.29% in 1999-2000 to 44.17% in 2003-2004. A major concern was the appropriate documentation of LRE on student IEPs; training occurred throughout the year to facilitate appropriate LRE documentation.

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

Baseline Data for FFY 2004 (2004-2005):

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

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



Source. Iowa 618 LRE Table, 2004-2005.

Discussion of Baseline Data:

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

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

Based on data over the past 6 years and broad stakeholder input, Measurable/Rigorous Targets were set as described below. As Iowa’s LRE has remained consistent, the first 2 years of Measurable/Rigorous Targets continue to remain at 44%, 13.6% and 3.8%, to allow the SEA and constituents to implement key strategies to effect change. The trend line over the next 6 years will gradually increase to 75% of children removed from regular class less than 21% of the day. Students removed greater than 60% of the day and served in other settings are reasonably stable populations, therefore percent change will reflect this: percent of students removed greater than 60% of the day will decrease from 13.61 to 12%; percent of students served in public or private separate schools, residential placements, or homebound or hospital placements will decrease from 3.89 to 3.5%.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>A. 44% of children with IEPs aged 6 through 21 are removed from the regular class less than 21% of the day.</p> <p>B. 13.6% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.</p> <p>C. 3.8% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.</p>
<p>2006 (2006-2007)</p>	<p>A. 44% of children with IEPs aged 6 through 21 are removed from the regular class less than 21% of the day.</p> <p>B. 13.6% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.</p> <p>C. 3.8% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.</p>
<p>2007 (2007-2008)</p>	<p>A. 50% of children with IEPs aged 6 through 21 are removed from the regular class less than 21% of the day.</p> <p>B. 13.0% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.</p> <p>C. 3.7% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.</p>
<p>2008 (2008-2009)</p>	<p>A. 55% of children with IEPs aged 6 through 21 are removed from the regular class less than 21% of the day.</p> <p>B. 12.5% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.</p> <p>C. 3.7% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.</p>
<p>2009 (2009-2010)</p>	<p>A. 65% of children with IEPs aged 6 through 21 are removed from the regular class less than 21% of the day.</p> <p>B. 12.5% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.</p> <p>C. 3.6% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.</p>
<p>2010 (2010-2011)</p>	<p>A. 75% of children with IEPs aged 6 through 21 are removed from the regular class less than 21% of the day.</p> <p>B. 12.0% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.</p> <p>C. 3.5% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.</p>

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

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

Improvement Activity B5: Least Restrictive Environment 6-21	Resources	Timeline
<p>3) Professional Development and Implementation.</p> <p>a) Provide professional development to Area Education Agencies to assist local school districts in the implementation of LRE improvement plans. Examples include: LRE Decisions and IEP Development, Differentiated Instruction, Inclusion Practices, Collaboration and Co-Teaching Strategies, Assistive Technology, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Project for Students with Multiple Impairments, Statewide Mental Health Project.</p> <p>b) Provide Technical Assistance to targeted Area Education Agencies to assist local school districts in the implementation of LRE improvement plans. Examples include: LRE Decisions and IEP Development, Differentiated Instruction, Inclusion Practices, Collaboration and Co-Teaching Strategies, Assistive Technology, Accommodations Project, Progress Monitoring, Diagnostic Assessments, Project for Students with Multiple Impairments, Statewide Mental Health Project.</p>	<p>SEA Staff (Special Education and Instructional Services), Board of Educational Examiners, Institutes of Higher Education, Area Education Agencies, Local School Districts, Regents Institutions, Iowa Program for Assistive Technology, Iowa Alternate Assessment Group, Accommodations Workgroup</p> <p>Part B Funding Deaf-Blind Grant</p>	<p>2006-2011</p>
<p>4) Evaluation and Progress Monitoring.</p> <p>a) Gather, report and analyze implementation results of LRE improvement plans with collaborative partners.</p> <p>b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of LRE improvement plans.</p>	<p>SEA Staff (Special Education and Instructional Services), Board of Educational Examiners, Institutes of Higher Education, Area Education Agencies, Local School Districts, Regents Institutions, Iowa Program for Assistive Technology, Iowa Alternate Assessment Group, Accommodations Workgroup</p> <p>Part B Funding Deaf-Blind Grant</p>	<p>2007-2011</p>
<p>5) Revision to Practice.</p> <p>a) Provide Technical Assistance to Area Education Agencies in data-driven revisions to LRE improvement plans.</p> <p>b) Provide professional development to Area Education Agencies to implement data-driven revisions to LRE improvement plans.</p>	<p>SEA Staff (Special Education and Instructional Services)</p> <p>Part B Funding Deaf-Blind Grant</p>	<p>2008-2011</p>

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

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 all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

Iowa, as a birth mandate state, has had Early Childhood Special Education (ECSE) classrooms since the mid-1970s. These classrooms were traditionally self-contained with eight students, one teacher, and one teacher assistant. They were originally operated by the state's fifteen area education agencies (AEAs) and were gradually turned over to the local school districts. At this time all but a few programs in AEAs 4 and 267 are operated by the districts. In the early 1990s some AEAs and districts began to look at inclusive ECSE programs. In 1996 the Iowa Department of Education developed and implemented "3-4-5 Thrive" which was a guide to serving Iowa's preschoolers with IEPs in the least restrictive environment (LRE).

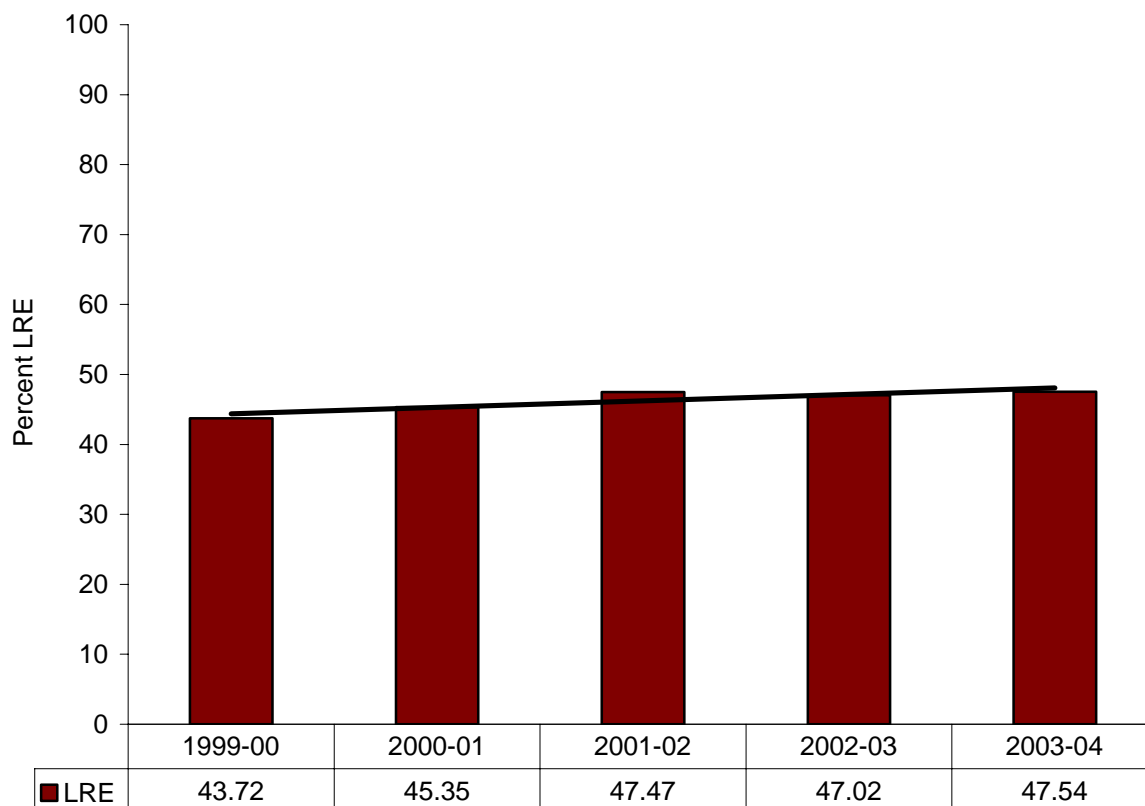
The appropriate individualized education for each child is developed by the Individualized Education Program Team (IEP Team), which is comprised of the child's special education teacher, parent(s), general education teacher(s), a representative of the AEA and district, and any other personnel appropriate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

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

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

LRE trend data across FFY 1999-2000 through 2003-2004 are presented in Figure B6.1 as reported in the 2005 APR.

Figure B6.1. Percent of Children with Disabilities Ages 3-5 Served in Least Restrictive Environment.



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

Trend data in Figure B6.1 indicate a stable LRE percent though some slight increase has occurred across 6 years. The percent LRE has increased 3.82%, from 43.72% in 1999-2000 to 47.54% in 2003-2004.

Based on these data, the SEA engaged in the following activities in the 2004-2005 year: (1) Provided statewide training using revised directions and procedures for identifying and using early childhood educational setting codes, (2) Trained and piloted the Iowa Quality Preschool Program Standards in all AEsAs to assist in targeting those regions with few LRE settings available for serving children needing early childhood special education, and (3) Established a workgroup to address LRE as part of the SEA focused monitoring process.

Baseline Data for FFY 2004 (2004-2005):

Baseline data indicate that 42% of preschool children with IEPs are receiving special education and related services in settings with typically developing peers.

Discussion of Baseline Data:

The data remain fairly stable regarding the percentage of preschoolers with IEPs being served in the least restrictive environment. Over the past 6 years the state average ranged from 42% to 47.54%.

Based on data over the past 6 years and broad stakeholder input, Measurable/Rigorous Targets were set as described below. As Iowa’s LRE has remained consistent, the first 2 years of Measurable/Rigorous Targets are set at 45% to allow the SEA and constituents to implement key strategies to effect change. The trend line over the next 6 years will gradually increase to 75% of preschool children with IEPs receiving special education and related services in settings with typically developing peers.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	45% of preschool children with IEPs received special education and related services in settings with typically developing peers.
2006 (2006-2007)	45% of preschool children with IEPs received special education and related services in settings with typically developing peers.
2007 (2007-2008)	50% of preschool children with IEPs received special education and related services in settings with typically developing peers.
2008 (2008-2009)	55% of preschool children with IEPs received special education and related services in settings with typically developing peers.
2009 (2009-2010)	65% of preschool children with IEPs received special education and related services in settings with typically developing peers.
2010 (2010-2011)	75% of preschool children with IEPs received special education and related services in settings with typically developing peers.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity B6: Least Restrictive Environment 3-5	Resources	Timeline
<p>1) Research (Statewide systemic issues and specific AEA and district issues). a) Gather, report, and analyze LRE data with collaborative partners.</p>	<p>Special Education Advisory Panel, SEA Staff (Special Education), Area Education Agencies Part B Funding</p>	<p>Annually</p>
<p>2) Planning (Statewide systemic issues and specific AEA and district issues). a) Design research-based professional development to provide to Area Education Agencies to address preschool LRE decisions and implementation. Examples include: LRE Decisions and IEP Development, Every Child Reads: 3-5, Iowa’s Quality Preschool Program Standards, 3-4-5 Thrive Project, Progress Monitoring, Diagnostic Assessments, Project for Students with Multiple Impairments. b) Develop Technical Assistance to targeted Area Education Agencies in the selection of research-based practices for the development of LRE improvement plans. Examples include: LRE Decisions and IEP Development, Every Child Reads: 3-5, Iowa’s Quality Preschool Program Standards, 3-4-5 Thrive Project, Progress Monitoring, Diagnostic Assessments, Project for Students with Multiple Impairments.</p>	<p>SEA Staff (Special Education), Area Education Agencies, LRE Work Group, Local School Districts, Institutions of Higher Education, and Community Colleges Part B Funding</p>	<p>2005-2008</p>
<p>3) Professional Development and Implementation. a) Provide professional development to Area Education Agencies in the implementation of preschool LRE improvement plans. Examples include: LRE Decisions and IEP Development, Every Child Reads: 3-5, Iowa’s Quality Preschool Program Standards, 3-4-5 Thrive Project, Progress Monitoring, Diagnostic Assessments, Project for Students with Multiple Impairments. b) Provide Technical Assistance to targeted Area Education Agencies in the implementation of LRE improvement plans. Examples include: LRE Decisions and IEP Development, Every Child Reads: 3-5, Iowa’s Quality Preschool Program Standards, 3-4-5 Thrive Project, Progress Monitoring, Diagnostic Assessments, Project for Students with Multiple Impairments.</p>	<p>SEA Staff (Special Education), Area Education Agencies, LRE Work Group, Local School Districts, Institutions of Higher Education, Community Colleges, QPPS Advisory Group, ECSE Leadership Network Part B Funding SIG</p>	<p>2006-2011</p>

Improvement Activity B6: Least Restrictive Environment 3-5	Resources	Timeline
<p>4) Evaluation and Progress Monitoring.</p> <ul style="list-style-type: none"> a) Gather, report and analyze implementation results of LRE improvement plans with collaborative partners. b) Provide Technical Assistance to Area Education Agencies in the interpretation of implementation results of LRE data and improvement plans, including LRE setting codes. 	<p>SEA Staff (Special Education), Area Education Agencies, LRE Work Group, Local School Districts, Institutions of Higher Education, Community Colleges, QPPS Advisory Group, ECSE Leadership Network</p> <p>Part B Funding SIG</p>	<p>2007-2011</p>
<p>5) Revision to Practice.</p> <ul style="list-style-type: none"> a) Provide Technical Assistance to Area Education Agencies in data-driven revisions to preschool LRE improvement plans, guidelines and practices. b) Provide professional development to Area Education Agencies to implement data-driven revisions to preschool LRE improvement plans, guidelines and practices. 	<p>SEA Staff (Special Education)</p> <p>Part B Funding SIG</p>	<p>2007-2011</p>

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

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))

Measurement:

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

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improve functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c 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 reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.

- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

In response to the OSEP letter to Iowa regarding submission of the March 25, 2005, Federal Fiscal Year 2004, Annual Performance Report, a detailed description of Iowa's Early Childhood Outcome measure is included in this section. The Early Childhood Outcome System in the state of Iowa includes several components:

- Policies and procedures to guide assessment and measurement practices;
- Training and Technical Assistance for service providers to support implementation and data collection, reporting, and use;
- Monitoring procedures to ensure accuracy of outcome data; and
- Information Management System for data entry, maintenance and analysis.

Established 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 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 eligibility procedures guided by a technical assistance document, Iowa's *Special Education Eligibility* that was developed by a stakeholder group.

A full and individualized evaluation of a child's needs must be completed before a child's eligibility is determined. Subsequent to the determination of eligibility for special education and development of the Individualized Education Program (IEP), entry point data documents the status of the child's present level of educational performance which is summarized on the *Child Outcomes Summary Form (adapted from the Early Child Outcomes Center)*. Then, as a part of each child's annual IEP review, progress of the child's skills, including results on IEP goal(s) is evaluated and the improvement status documented using the Child Outcomes Summary Form.

A crosswalk was completed between the *IEP Results* process and *Child Outcomes Summary* to align both with the OSEP indicator that *preschool children with IEPs demonstrate improvements in:*

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

Table B7.1 shows the IEP Results and Child Outcomes alignment used to measure the OSEP indicator and progress for children ages 3 to 5.

Table B7.1.

Alignment of the OSEP Indicator to IEP Results and Child Outcomes Measures.

OSEP Indicator	IEP Results (Goal codes)	Child Outcomes (ECO)
Positive Social-Emotional Skills (including social relationships)	Personal and Social Adjustment (Copes with challenges, frustrations and stressors; positive self-Image; gets along with others) Contribution and Citizenship (Complies with age appropriate rules, limits, routines; participates/contributes as part of group)	Positive Social Relationships (Relating with adults; relating with other children; following rules related to groups or interacting with others (if older than 18 months))
Acquisition and use of knowledge and skills (including early language/communication/ early literacy)	Academic and Functional Literacy (Problem solving; critical thinking; reading; comprehension; phonological awareness; print concepts; basic math; numerical concepts, written language; fine motor; communication; articulation; functional communication; fluency; language; literacy)	Acquiring and Using Knowledge and Skills (Thinking, reasoning, remembering, and problem solving; understanding symbols; understanding the physical and social worlds)
Use of appropriate behaviors to meet their needs	Physical Health (Applies basic safety, fitness, health care concepts) Responsibility and Independence (Gets about in the environment; responsible for self; daily living skills)	Taking Appropriate Action to Meet Needs (Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.); contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects-if older than 24 months); getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects))

Source. IEP Results, 2004; ECO Child Outcomes Summary Form, 2005.

IEP Results and Child Outcomes is a systematic process to monitor progress for performance on Individualized Education Program (IEP) goals and early childhood outcomes for children ages 3-5. All children who meet the following criteria are assessed using IEP Results and Child Outcomes: (1) currently on an IEP, (2) younger than 54 months of age at initial IEP completion, and (3) have received special education services for at least 6 months. IEP Results and Child Outcomes are gathered upon entitlement of special education services and annually thereafter up to entry into kindergarten.

This process, conducted by the IEP Team, includes two phases: (A) Initial IEP and (B) Annual IEP Review:

(A) Initial IEP.

1. Analysis of Entry Point data (FFY 2005-2006 for reporting in 2007 APR).

- a. Data at Entry Point are obtained through Iowa's *Response to Intervention (RTI)* model and *Special Education Eligibility Process*. Multiple sources of data are used in *RTI* and Eligibility Determination including, but not limited to, observations, interviews, behavior checklists, structured interactions, play assessment, adaptive and developmental scales, and criterion-referenced and norm-referenced instruments.
 - b. Analysis of Entry Point data is conducted by triangulating data (observations, interviews, tests/assessments as described above) across multiple investigators-the IEP Team members.¹²
2. Determination of Entry Point status.
 - a. Determination of status at Entry Point is based on the outcome of triangulation of data and the completion of the Child Outcomes Summary Form (ECO Center, in development).¹³
 - b. The Child Outcomes Summary Form, as described by the ECO Center, is a 7-point outcomes rating scale that summarizes each child's level of functioning in each of the three areas in relation to typically developing peers. The highest point (7) on the scale indicates an outcome achieved at an age-expected level; the lowest point (1) indicates the farthest distance from age-expectations.
 3. Documenting, entering, and reporting of student goal(s) and early childhood outcome status.
 - a. Documenting goal and outcome results are completed by the IEP Team completing the Child Outcomes Summary Form and documenting results directly on the IEP.
 - b. Entering documented results from the IEP into Iowa's central database system for special education (Information Management System-IMS) is completed by trained staff. IMS has established data parameters, and does not accept a rating other than what is determined on the rating scale.¹⁴
 - c. Reporting occurs on an annual basis for districts, AEAs and the SEA, as well as IEP Teams have ongoing access to results as documented on the IEP.

(B) IEP Annual Review:

4. Analysis of the Progress Point data (FFY 2006-2007 for reporting in 2008 APR).
 - a. Data at the Progress Point are obtained by Reviews, Interviews, Observations and Tests/Assessments (RIOT). This includes, but is not limited to, a review of Entry Point data, results of IEP goals, observations, interviews, behavior checklists, structured interactions, play assessment, adaptive and developmental scales, and criterion-referenced and norm-referenced instruments. The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Special Education* ensure that IEP teams use valid and reliable assessments and evaluation materials administered by trained and knowledgeable personnel. The Progress Point occurs at the annual IEP meeting.
 - b. Analysis of Progress Point data is conducted by triangulating data (observations, interviews, tests/assessments as described above) across multiple investigators-the IEP Team members. The IEP team analyzes data from IEP goals to determine student status in: (1) Goal and outcome performance,¹⁵ (2) Comparison of performance to peers or standards,¹⁶ and (3) Level of independence in performance.¹⁷ Each student is assessed in all outcome areas, regardless of IEP goal area. Data on goals and outcomes, documented directly on IEPs, are immediately used in ongoing program development for each student.
5. Determination of student goal(s) and child outcome progress.

¹² Data Triangulation and technical adequacy are described in detail in the discussion of Collection and Analysis of Baseline Data on page 57-59.

¹³ Determination of status included the completion of a 3-point outcome rating scale in previous years; Iowa will work with the ECO Center to develop and implement a 7-point outcome rating scale to determine student status.

¹⁴ Determination of status included the completion of a 3-point outcome rating scale in previous years; IMS did not accept a rating outside of the 3-point scale. As the 7-point outcome rating scale is implemented, the goal and outcome component of IMS will be revised to accept the 7-point scale exclusively.

¹⁵ Goal and outcome performance indicates student progress toward achieving the outcome based on improvement in performance.

¹⁶ Comparison of performance to peers or standards indicates student performance as compared to same age peers or developmental milestones.

¹⁷ Level of independence in performance indicates the level of independence in completing outcome areas in various settings/routines/environments.

- a. Determination of progress at the Progress Point is based on the outcome of triangulation of data and the completion of the Child Outcomes Summary Form (ECO Center, in development).
- b. The Child Outcomes Summary Form, as described by the ECO Center, is a 7-point outcomes rating scale that summarizes each child's level of functioning in each of the three areas in relation to typically developing peers. The high point (7) on the scale indicates outcome achieved at an age-expected level; the low point (1) indicates the farthest distance from age-expectations.
6. Documentation and reporting of student goal(s) and early childhood outcome progress.
 - a. Documenting goal and outcome results is completed by the IEP Team by completing the Child Outcomes Summary Form and documenting results directly on the IEP.
 - b. Entering documented results from the IEP into Iowa's central database system for special education (Information Management System: IMS) is completed by trained staff. IMS has established data parameters and does not accept a rating other than what is determined on the rating scale.
 - c. Reporting occurs on an annual basis for districts, AEAs and the SEA, as well as IEP Teams have ongoing access to results as documented on the IEP.
7. Use of student goal(s) and early childhood outcome progress data.
 - a. Data on goals and outcomes, documented directly on student IEPs, are immediately used in ongoing program development for each student.

Technical Assistance for specified staff to support data collection and use. In the late 1990s, the Iowa SEA developed a systematic procedure to monitor progress for performance on Individualized Education Program (IEP) goals for children ages 3 to 21 called IEP Results. Implementation of IEP Results follow steps previously described (see section: Established policies and procedures to guide assessment and measurement practices, IEP Results and Outcomes).

State staff originally provided training for AEA staff using a train the trainer model. The AEAs have continued to train their staff and district staff to use IEP Results since the initial implementation in the late 1990s. In response to the requirement of the OSEP Outcomes indicator, extensive trainings will be conducted statewide to stress the importance of implementing procedures for state data collection requirements and to provide further reliability training. The state has planned a series of trainings in the 2005-2006 year to roll-out the implementation of IEP Results and Child Outcomes for preschool children, concentrating assistance in the following areas: (1) analysis, determination, documentation and use of student status and progress in goal areas and early childhood outcome areas, regardless of specific goal area, and (2) use of the Child Outcomes Summary Form at the determination step, in addition to continuing use of Iowa's IEP Results. Trainings will be conducted by the use of the Iowa Communications Network (ICN), a telecommunication system available at AEA and district sites. Therefore, staff will be well trained in the analysis, determination, documentation and use of status and progress data in the areas of goal(s) results and child outcomes. State staff will continue to provide train the trainer trainings to AEAs to continue to provide assistance with follow-up trainings and on-site visits to districts and AEA early childhood staff.

Monitoring procedures to ensure data accuracy. Monitoring procedures have been revised to ensure the IEP Results and Child Outcomes measures are included in file reviews for the districts monitored each year. In addition, monitoring questions will be included in the Self-Assessment checklist completed by districts.

Information Management System, for data entry, maintenance and analysis. Iowa's central database system for special education is the Information Management System (IMS). IMS staff have established parameters for data entry and do not accept a rating other than what is determined on the rating scale. The data from the 7-point scale for preschool children will be incorporated into the IMS data system.

Collection and Analysis of Baseline Data. All children who meet the following criteria are assessed using IEP Results and Outcomes: (1) currently on an IEP, (2) younger than 54 months of age at initial IEP completion, and (3) have received special education services for at least 6 months. IEP Results and Outcomes are gathered upon entering Part B, Section 619, and at the annual IEP meeting thereafter, up to entry into kindergarten. IEP Results and Outcomes are described in the previous sections (see Established policies and procedures to guide assessment and measurement practices, IEP Results and Outcomes).

The use of Investigator¹⁸ (IEP Team members) and Methodological¹⁹ (e.g., RIOT) Triangulation is an accepted form of data analysis to control for bias and establish convergence of data among multiple and different sources of data (Denzin, 1970; Mathison, 1988; Patton, 2002; Creswell & Miller, 2000). IEP Results and Outcomes employs Investigator and Methodological Triangulation to determine student status and progress at Entry Point and Progress Point. The Child Outcomes Summary Form documents the determination of the status of student performance on goal(s) and outcomes.

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 [41.49(1)b; 41.49(1)c; 41.49(1)d]. In addition, the technical adequacy of measures and triangulation of data are reflected in the following four supporting documents: Iowa's *Special Education Assessment Standards*, *Special Education Eligibility*, *IEP Results Technical Assistance Papers* and *District-Wide Standards-Referenced Assessment System (DSRAS)*. These documents have provided the basis for extensive training and technical assistance by the SEA to AEA and district personnel.

To summarize the collection of data:

- Who will be included in the measurement? All children who are currently on an IEP, younger than 54 months at initial IEP completion and who have received special education services for at least 6 months.
- What assessment/measurement tool(s) will be used? IEP Results and Outcomes and summarized based on the Child Outcomes Summary Form.
- Who will conduct the assessments? Qualified personnel in the RTI and Eligibility Determination process as described in IDEA 2004 and *Administrative Rules for Special Education*. The IEP Team, including parents, in the IEP Results and Outcomes process.
- When will the measurement occur? Entry Point data will be collected as part of the Initial IEP; Progress Point data will be collected as part of annual IEP reviews and prior to entering kindergarten.
- Who will report data to whom, in what form, and how often? IEP Teams will report data annually to IMS using individual identification codes.

Full baseline data will be analyzed by dividing Entry Point data by Progress Point data to determine the percent of children ages 3-5 who maintained, improved or did not improve functioning in each outcome area. Specifically, data for each child will be analyzed and reported for each of the three areas:

- Percent of preschool children who reach or maintain functioning at a level comparable to same-age peers:
 - Children who's present level of development from initial IEP meeting to the annual review has maintained at a level comparable to same age peers; and

¹⁸ Investigator Triangulation is the use of multiple, rather than a single, observer to come to an understanding of data (Denzin, 1970).

¹⁹ 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.

- Children who have reached a level of performance comparable to same-age peers or developmental milestones.
- Percent of preschool children who improve functioning.
- Percent of preschool children who did not improve functioning or performance declined.

Baseline Data for FFY 2004 (2004-2005):

Entry Point data will be reported in the 2007 APR; Full baseline data will be reported in the 2008 APR.

Discussion of Baseline Data:

Entry Point data will be discussed in the 2007 APR; Full baseline data will be discussed in the 2008 APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable
2006 (2006-2007)	Not Applicable
2007 (2007-2008)	To be provided in the February 2008 APR.
2008 (2008-2009)	To be provided in the February 2008 APR.
2009 (2009-2010)	To be provided in the February 2008 APR.
2010 (2010-2011)	To be provided in the February 2008 APR.

Improvement Activities/Timelines/Resources:

To be provided in the February 2008 APR.

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

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

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

Measurement:

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

Overview of Issue/Description of System or Process:

The Iowa SEA has formed a collaborative network with the North Central Regional Resource Center (NCRRC), the AEAs and the SEA Parent-Educator Connection (PEC). The AEAs and the PEC are responsible for the collection of parent involvement information using the 25 item *Schools' Partnership Efforts Survey* developed by NCSEAM (2005), and the NCSEAM survey for the 3-5 population (this survey will be ready for administration in Spring 2006). The Iowa SEA is contracting with the North Central Regional Resource Center to facilitate the analysis and reporting of parent involvement data. NCRRC will have access to the Iowa surveys for the analysis and reporting of parent involvement data from the *Schools' Partnership Efforts Survey*.

In the first two years of implementation, the SEA will obtain data representative of the AEAs and the State. During these two years, the SEA will build capacity to obtain data representative of each district in Iowa for the subsequent 3 years. Therefore, during years one and two, the surveys will be administered to a random sample of parents representative of age, race, gender and socio-economic status at the AEA and SEA levels. SEA capacity will be established across years 3-5 to collect, analyze and report data from a representative sample at the district level. By year 5, parent involvement data will be reported for 20% of the districts in each region through a process that is best described in the following paragraph. NCRRC will analyze and report the information on the parent involvement surveys by aggregating and disaggregating the data as appropriate to the 5-year plan and as related to the SEA, AEA and district.

As collection of parent involvement information moves to the district level, it is noted, as detailed in Indicator 15, that Iowa has continued an integrated approach to general supervision of special education compliance monitoring within the general school improvement accreditation process for the fifth consecutive year. Local education agencies will obtain data on parent involvement once every five years in accordance with the schedule of their broader school improvement cycle. The *Schools' Partnership Efforts Survey* (NCSEAM, 2005) and the survey for parents of children ages 3-5, will be administered in each district during the self-assessment year. Methodological procedures for this assessment are described below.

Collecting and Analyzing Baseline Data.

Area Education Agency Sampling Procedures: 3-5 and K-12 Population. A representative sample of parents of children on IEPs from the population of each AEA will be selected for year one and year two. For years 3-5, a representative sample of parents of children with disabilities ages 3-5 and grades K-12 in the attending district will be selected for the sample, beginning with a pilot AEA and over time adding the remaining AEAs to gather the parent survey data from 20% of the districts every year. Sample size will be determined based on a margin of error for 90% confidence interval with +/-10% error. In addition to the necessary sample size, 50% excess will be drawn for each AEA so that, if repeated attempts to contact selected parents are unsuccessful, parents from the excess list will be contacted. To be able to reach a target number in a district, AEA personnel will receive a list of student ID numbers, in a randomized order of all students on IEPs. At the AEA, the number will be converted to parent name and contact information. If parents cannot fill out a survey or be contacted for follow up, after three attempts, the next name will be accessed.

The numbers by AEA for students ages 3-5 and grades K-12 are summarized in Table B8.1 and B8.2, respectively. The sampling plan calls for randomly selecting students and having their parents complete the survey questionnaire. SPSS was used to draw the random samples from Iowa's special education electronic database (IMS); as of Fall 2005, there were 4,861 students aged 3-5 minus kindergarteners with active IEPs, and 64,767 students in grades K-12 with active IEPs in Iowa.

Table B8.1.

Example of Sample Size by AEA and State: 3-5 Population.

AEA	# IEP Ages 3-5 without K	Sample size
01	389	57
04	131	45
07	735	62
08	287	55
09	496	59
10	738	62
11	863	62
12	266	54
13	371	57
14	112	42
15	275	54
16	196	50
State Total	4861	659

Table B8.2.

Example of Sample Size by AEA and State: K-12 Population.

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

Participants. Parents of students on IEPs are the only participants in the Parent Survey. Parents of students are identified as described in *AEA Sampling Procedures*.

Instrumentation. As indicated in the NCSEAM presentation at the OSEP Summer Institute, the 25-item scale *Schools' Partnership Efforts* will obtain K-12 data regarding parents who report schools facilitated parent involvement as a means of improving services and results for their child(ren) with disabilities. Further, the reported reliability for this scale is .90. Therefore, Iowa will use the *Schools' Partnership Efforts* scale of the Parent Survey (NCSEAM, 2005) to obtain K-12 parent information data. The NCSEAM survey for the 3-5 population will be ready for use in Spring 2006; the NCSEAM survey will be used to obtain 3-5 data regarding parents who report schools facilitated parent involvement as a means of improving services and results for their child(ren) with disabilities.

Procedures. Parents will receive a letter prior to filling out the survey, which will describe the purpose and use of the survey information. The randomized sampling will be generated at the state level. Data are collected at the AEA and district level with AEA and PEC personnel determining which method will work the best in each grouping within each year.

Method. The method of collecting responses to the 25-item scale from NCSEAM and survey for children with disabilities ages 3-5 may include: completion of the survey by paper pencil, with the answers transferred to the web site by another AEA staff person; a parent completing the scale on the web at a school function or at home in an individual manner; the parents filling out the form by paper & pencil or computer at a school event when groups of people are gathered together (open house, teacher conferences), a face to face or phone interview to complete the survey; with a decision to move to the next student ID if after three attempts to secure the information, the survey is not complete. Otherwise, the survey will be identified only through the student ID number. Parents will be apprized of the level of confidentiality with their participation.

Analysis of Data. The data that will be collected on the web survey for parent involvement are the raw numbers and the percentage breakdown of the responses. The information can be aggregated by district, AEA and state. The information will be analyzed to establish a mean level for the state as a whole. Then similar to other processes and practices in using data, AEA's, or districts will be noted as needing additional support depending on their position relative to the established mean. The AEA's and district will hold additional information to determine standing toward the indicator by individual building in order to be more specific about where further surveying or intervention could be useful in work toward parent involvement as a strategy to impact student success in school.

To summarize the collection and analysis of data:

- How are the data representative of the state? A representative proportion of parents of children with disabilities ages 3-5 and K-12 in the attending district are selected for the sample. Sample size is determined based on a margin of error for 90% confidence interval with +/-10% error. In addition to the necessary sample size, a 50% excess was drawn for each AEA.
- Who will be included in the measurement? Parents of students with disabilities ages 3-5 and K-12 are identified as described in *AEA Sampling Procedures*. The randomized list of student ID numbers will be the point of reference to identify the parents who will complete the NCSEAM survey items.
- Who will conduct the assessments? The lead role for the parent surveys, ages 3-5 and K-12, will be Parent-Educator Connection staff. They will do the organization, tracking and follow-up for the surveys.
- What assessment/measurement tool(s) will be used? *Schools' Partnership Efforts* scale of the Parent Survey (NCSEAM, 2005); the NCSEAM survey for children ages 3-5 due for use December 2005.
- How will data be collected? Student ID numbers will be selected in a randomized order. The ID numbers will be sent to the AEA PEC programs. The ID numbers will be converted to parent contact information. Parents will be surveyed with a sampling that represents the AEAs for two years. For years three through five, representation will begin to shift to districts so there can be feedback to the districts. Raw data will be collected annually and the NCRRC will analyze and report on the parent survey data.
- When will the measurement occur? Measurement will occur each year, beginning in the 2005-2006 school year. It will begin by doing a randomized order sample of all children who have IEPs. The parents will be identified through a student ID number. For two years, the sample will be of the AEAs, and an aggregate that can represent the state. After the first two years, local districts will gradually engage in a self-assessment process in Year 3-5 until the 20% target of districts in each AEA will be assessed during this five-year process.
- Who will report data to whom, in what form, and how often? Data are collected by qualified district personnel within the school improvement schedule, and provided to the SEA in raw form.
- How will data be analyzed? In having the data to set a mean for the responses it will be possible to analyze each district, region (AEA) and state. There will be a point from which to measure performance in regard to the parent involvement indicator.
- How will problems with response rate, selection bias, missing data and confidentiality be addressed? With the generation of a randomized list of student ID numbers, by providing more numbers than the targeted number to allow for not being able to contact a family member, by having a decision that three attempts to contact a parent prior to moving to the next ID, most issues of response rate, selection bias, missing data and confidentiality will be addressed.

Baseline Data for FFY 2004 (2004-2005):

To be reported in the February 2007 APR.

Discussion of Baseline Data:

To be reported in the February 2007 APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	To be provided in the February 2007 APR.
2007 (2007-2008)	To be provided in the February 2007 APR.
2008 (2008-2009)	To be provided in the February 2007 APR.
2009 (2009-2010)	To be provided in the February 2007 APR.
2010 (2010-2011)	To be provided in the February 2007 APR.

Improvement Activities/Timelines/Resources:

To be provided in the February 2007 APR.

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State's definition of "disproportionate representation."

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

Overview of Issue/Description of System or Process:

In FFY 2003-2004, the Iowa SEA used 3 methods to analyze data regarding disproportionality in the percentage of students with disabilities receiving special education, (1) composition index, (2) risk index, and (3) risk ratio. Although all 3 methods were reported, the SEA used the composition index cutoff of +10% to identify over-representation for District and AEA Equity Reviews. Specifically, a difference of 10% or more than the percent of the group observed in the total student enrollment constitutes overrepresentation.

Data in Table B9.1 present FFY 2003-2004 data for (1) overall racial/ethnic group enrollment in Iowa, and (2) a comparison of the racial/ethnic group for Iowa's public and private K-12 student population to the racial/ethnic group ages 6-21 students of special education, calculated using the composition index.

Table B9.1.

Distribution of Students of General Education and Special Education Enrollment by Race/Ethnicity: Composition Index.

Racial/Ethnic Group	Special Education (Ages 6-21)		General Education (Grades K-12)	
	N	Group %	N	Group %
American Indian/Alaska Native	440	.65	2,790	.59
Asian/Pacific Islander	595	.88	8,597	1.81
Black (not Hispanic)	4,996	7.38	21,292	4.49
Hispanic	2,870	4.24	23,151	4.88
White (not Hispanic)	58,831	86.86	418,489	88.23
Total	67,732	100	474,319	100

Source. Iowa Basic Education Data Statistics Website, 2003-2004; OSEP 618 Tables, 2004.

Note. Acceptable range for Special Education percent was calculated using the 10 percent rule (+10% of the percent of the group observed in the PK-12 enrollment).

Table B9.2 indicates data regarding educational placement and racial/ethnic groups. According to these data, as well as past data (3 years from 618 Tables), the state of Iowa is primarily White (Not Hispanic) with less than 5% population each of Hispanic, Black (Not Hispanic), Asian/Pacific Islander and American Indian/Alaska Native.

Table B9.2.
Number and Group Percent of Racial/Ethnic Groups in Four Educational Environments: Composition Index.

Racial/Ethnic Group	Outside Regular Class <21%		Outside Regular Class 21-60%		Outside Regular Class > 60%		Combined Separate Facilities	
	N	Group %	N	Group %	N	Group %	N	Group %
American Indian/ Alaska Native	150	0.50	188	0.74	83	0.84	19	0.82
Asian/ Pacific Islander	269	0.89	2,16	0.85	94	0.95	16	0.69
Black (not Hispanic)	1,505	4.99	1,837	7.21	1,231	12.39	414	17.95
Hispanic	1,279	4.24	1,279	5.02	488	4.91	74	3.21
White (not Hispanic)	26,972	89.39	21,967	86.19	8,043	80.92	1,784	77.33
Total	30,175	100.00	25,487	100.00	9,939	100.00	2,307	100.00

Source. OSEP 618 Tables, 2004.

Note. The acceptable range for each educational environment was calculated using the 10% Rule (+10% of the group observed in the PK-12 enrollment).

Tables B9.1 and B9.2 also indicate that none of the subgroups in the Part B Child Count in Iowa were more than 10% over or under the percent of the group observed in the total student enrollment with the exception of the setting combined separate facilities as over-represented by Black (Not Hispanic) students.

Based on these data, the SEA engaged in the following activities in FFY 2004-2005: (1) Continued to build capacity in data collection and analysis, (2) Established an Advisory Committee on Disproportionality composed of stakeholders from AEA's, districts, parents and community advocacy groups to make recommendations to the SEA, (3) Continued to provide leadership and technical assistance to AEA's and districts to support the implementation of practices and programs that promote equity and reduce risk factors associated with disproportionality in special education, (4) Continued to collect and analyze implementation and outcome data from specific initiatives to determine effectiveness in reducing factors associated with disproportionality in special education, (5) Reviewed and as needed revised state and local policies and procedures to address the impact of racial, ethnic, and linguistic differences on the performance of students from diverse backgrounds in the special education evaluation process, and (6) Reviewed and revised monitoring procedures as needed.

The Disproportionality System in the state of Iowa includes several components:

- Policies and procedures to address disproportionality due to inappropriate identification;
- Data collection and analysis to identify and remediate Disproportionality due to inappropriate identification;
- Monitoring procedures to guide the Disproportionality System; and
- Technical Assistance for specified staff to support the Disproportionality System.

Policies and procedures to address disproportionality due to inappropriate identification.

The *Iowa Administrative Rules of Special Education* (281—41.47(256B,34CFR300) establish an identification process designed to provide equity by using tests and evaluation materials that are selected and administered so as “not to be racially or culturally discriminatory” (41.49(5)). IEP teams must consider the language needs of eligible individuals with limited English proficiency (41.67(5)(2)). The rules establish procedures to ensure placement in the least restrictive educational environment (41.67(6)) and disciplinary procedures that protect students from inappropriate changes in placement (41.71(1)).

Data collection and analysis to identify and remediate Disproportionality due to inappropriate identification. Disproportionality data are analyzed using the composition index and include student enrollment data by general and special education, disability category, and racial/ethnic categories. All districts in the state of Iowa are included in the collection and analysis of Disproportionality data. AEA data personnel enter Disproportionality data into Iowa’s Information Management System (IMS); data checks occur to ensure data accuracy. Subsequent to data entry in IMS, the system generates a verification report of incomplete or unusual data; the report is submitted to AEA staff. AEA staff correct errors and, if necessary, follow-up with IEP Teams. SEA data personnel review IMS data on an established schedule to review data accuracy; personnel contact IMS staff with corrections when needed.

The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification is established through a multi-phase process in the state of Iowa:

Phase I: District data analysis. Disproportionality data are analyzed using the composition index +10%. Districts with a >8% but less than 10% discrepancy between the percent of a subgroup in special education and the percent of the group in the total student enrollment will be notified their data show potential for over-representation. These districts will be offered voluntary technical assistance to address disproportionality.

Districts with >10% discrepancy between the percent of a subgroup in special education and the percent of the group in the total student enrollment are notified that their data show over-representation. All of these districts will be offered voluntary technical assistance to address disproportionality. Further analysis will identify districts with:

- (1) A discrepancy for 2 years or more, and
- (2) 30 or more students for each subgroup that is over-represented in special education, and
- (3) 30 or more students from the subgroup that is over-represented in the K-12 enrollment.

Identified districts continue to *Phase II*.

Phase II: Desk audit. LRE and Suspension and Expulsion. For the identified districts, disproportionality data are reviewed to determine those districts that exceed >10% for both LRE and discipline for 2 years or more. Specifically, data are analyzed to determine (1) discrepancy of >10% between the percent of the subgroup in segregated educational placements (>60% of the school day outside of the regular classroom, or in public or private residential separate facilities) and the percent of the subgroup in the total enrollment, and (2) discrepancy of >10% between the percent of the subgroup that received disciplinary interventions of suspension or expulsion and the percent of the subgroup in the total enrollment. Identified districts continue to *Phase III*.

Phase III: Self-assessment and technical assistance. Identified districts are offered technical assistance to reduce the over-representation established through data analysis. The SEA, AEA and district jointly engage in self-assessment to review district policies, procedures and practices to determine if any inappropriate identification practices exist; based on data, the SEA determines noncompliance. When inappropriate identification is determined, identified districts move to *Phase IV*.

Phase IV: Noncompliance and corrective action plan. Identified districts must develop a corrective action plan and accept targeted technical assistance to address disproportionality issues.

Monitoring procedures to guide the Disproportionality System. The present system for monitoring the number of children with disabilities within each category is a computerized system used to determine which children are receiving special education and related services. The Department annually reviews information from Iowa’s Information Management System to determine the effectiveness of policies and procedures related to disproportionality. If anomalies or disproportionality issues appear in the data or if other information suggest needed modifications in the system, the Department initiates corrective action within the system. The Iowa Department of Education acknowledges that the collection of data to meet child find requirements is subject to the confidentiality requirements of IDEA. In the case of a determination of significant disproportionality with respect to placement/least restrictive environment results, the state shall review and if appropriate assist in the revision of policies, procedures, and practices pertaining to the identification of children with disabilities. Specific monitoring activities are described in the section **Data collection and analysis to identify and remediate Disproportionality due to inappropriate identification.**

Baseline Data for FFY 2004 (2004-2005):

To be reported in the February 2007 APR.

Discussion of Baseline Data:

To be reported in the February 2007 APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
2007 (2007-2008)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
2008 (2008-2009)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
2009 (2009-2010)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

<p>2010 (2010-2011)</p>	<p>0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.</p>
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Improvement Activities/Timelines/Resources:

To be provided in the February 2007 APR.

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/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 = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State's definition of "disproportionate representation."

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

Overview of Issue/Description of System or Process:

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

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

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

Therefore, baseline and annual reporting data will be based on the agreed upon approach. Further, data collection and analysis to identify and remediate Disproportionality by disability category due to inappropriate identification will follow the process and Phases outlined in Indicator 9, pages 69-70.

Baseline Data for FFY 2004 (2004-2005):

To be reported in the February 2007 APR.

Discussion of Baseline Data:

To be reported in the February 2007 APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	0% of districts have a disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.
2007 (2007-2008)	0% of districts have a disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.
2008 (2008-2009)	0% of districts have a disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.
2009 (2009-2010)	0% of districts have a disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.
2010 (2010-2011)	0% of districts have a disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.

Improvement Activities/Timelines/Resources:

To be reported in the February 2007 APR.

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

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

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

Percent = b + c divided by a times 100.

Overview of Issue/Description of System or Process:

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

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

Established policies and procedures to guide evaluation and eligibility determination practices. It is the policy of the state of Iowa that all children with disabilities in the age range from birth to 21 years of age residing in this state who are in need of special education and related services are identified, located, and evaluated (*Iowa Administrative Rules of Special Education 41.1 & 41.47*). A comprehensive child identification system exists in the state that makes it possible to ascertain the number of children with disabilities who are receiving special education and related services. These provisions apply to all Iowa children, including children attending private schools and children who are homeless or wards of the state.

Technical Assistance for specified staff to support data collection and use. District and AEA staff have been extensively trained in the evaluation and eligibility determination process. AEA's conduct annual training on the evaluation and eligibility determination process; the SEA conducts trainings as needed based on analysis of AEA and statewide data. The state has planned professional development focused on: (1) the 60-day definition and start and stop dates, (2) documentation for reason for delay of the 60-day timeline, and (3) data integrity checks to ensure data accuracy. Technical Assistance providers will followup with on-site visits to districts and AEAs.

Monitoring procedures to ensure data accuracy. Monitoring procedures have been revised to ensure the Child Find documentation is included in file reviews for the districts monitored each year.

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

In FFY 2005-2006, two revisions will be implemented in IMS to ensure data accuracy in the area of Child Find Part B: (1) embed calculation of 60-day timeline using specified stop and start dates, (2) implement selection categories of reasons for delay of the 60-day timeline.

Collection and Analysis of Baseline Data. All children ages 3-21 with parental consent to evaluate will be included in the analysis of Child Find Part B. Start dates are recorded on the Consent for Initial Placement form as the date of parental consent; stop dates are recorded as the date of eligibility determination. Delays are recorded on the initial IEP forms in the following categories: moved, transferred in, hospitalization, scheduled school break, family reason, school or personnel reason, and other. Data are reviewed and entered by AEA data entry personnel as described above.

To summarize the collection of data:

- Who will be included in the measurement? All children 3-21 with parental consent to evaluate.
- How will data be collected and entered into a data system? The appropriate IEP forms will be used to capture the number of children with parental consent, start-stop dates, and reasons for delay. This information will be entered into IMS by AEA data personnel.
- When will the measurement occur? 60-day timeline will be measured at the time a parent provides consent to evaluate; reasons for delay will be documented when appropriate.
- Who will report data to whom, in what form, and how often? The designated IEP contact person will submit the appropriate forms to AEA data personnel to enter using individual identification codes.
- How will accuracy be ensured? Data are regularly checked for accuracy as previously described. Further, training in the area of data integrity will occur in FFY 2005-2006.

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

Baseline Data for FFY 2004 (2004-2005):

To be reported in the February 2007 APR.

Discussion of Baseline Data:

To be reported in the February 2007 APR.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>Not Applicable.</p>
<p>2006 (2006-2007)</p>	<p>To be reported in the February 2007 APR.</p>
<p>2007 (2007-2008)</p>	<p>To be reported in the February 2007 APR.</p>
<p>2008 (2008-2009)</p>	<p>To be reported in the February 2007 APR.</p>
<p>2009 (2009-2010)</p>	<p>To be reported in the February 2007 APR.</p>
<p>2010 (2010-2011)</p>	<p>To be reported in the February 2007 APR.</p>

Improvement Activities/Timelines/Resources:

To be reported in the February 2007 APR.

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 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.

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

Measurement:

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

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

Percent = c divided by a – b times 100.

Overview of Issue/Description of System or Process:

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

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

Iowa was awarded the OSEP General Supervision Grant to assist in expanding the data system to be interagency and provide transition and tracking data for children ages 3-5 transitioning from Part C to B. Foundational redesign activities for the Early ACCESS Part C data system occurred during this reporting year. The previous hand tally data system for Part C was upgraded to an electronic system providing an enhanced and improved data system. Data indicate that many children transitioning to Part B have an IEP developed and implemented by the third birthday; however some children exiting Part C may not have an IEP developed and implemented until after their third birthday.

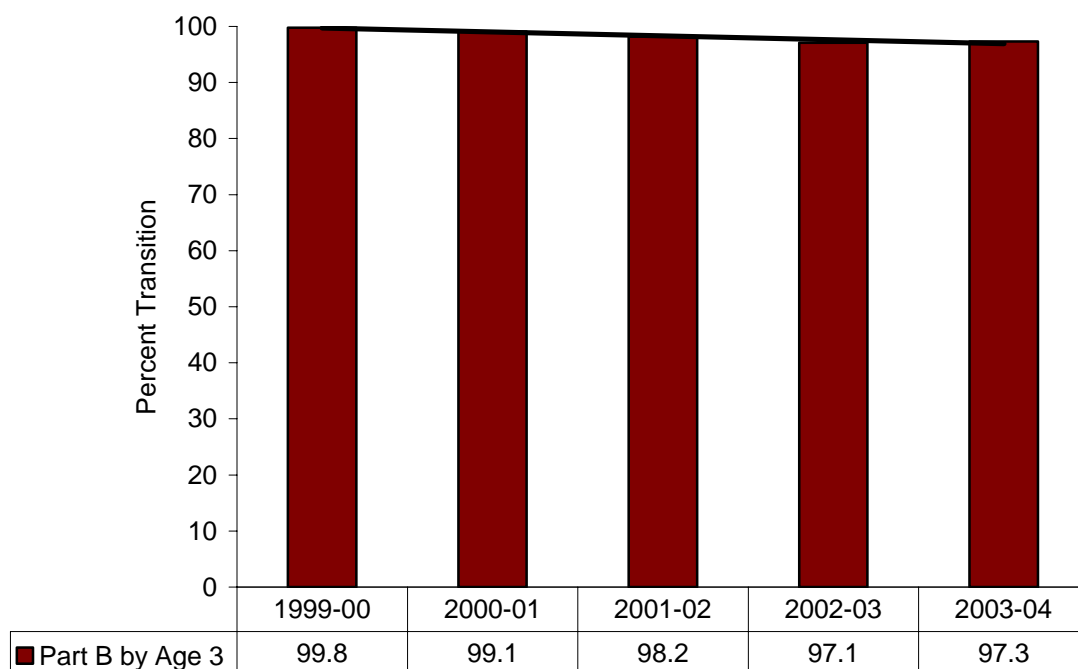
In order to achieve the target for children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays, Iowa needs to provide technical assistance to address the needs of service coordinators, IEP teams, and district staff. Other elements of the system such as the Part B rules may need to be revised to clearly

delineate the responsibilities of AEAs, districts, IEP teams, and parents in providing a smooth and effective transition for children into Part B services. The state will continue to refine the monitoring system regarding transition from Part C to Part B. The SEA will continue to refine the data collection system and training and technical assistance to support the effective use of data collection and analysis.

Monitoring data showed inconsistency in the development and implementation of the IEP by the third birthday. As indicated in the FFY 2003-2004 APR, the SEA addressed noncompliance for the development and implementation of the IEP by age 3.

Figure B12.1 provides trend data for the status of eligibility determination of Part C children for Part B by age 3 as presented in the FFY 2003-2004 APR.

Figure B12.1. Percent of Children with Part B Determined by Age Three.



Source. Iowa 618 Exit Table, 1999-2000 through 2003-2004.

Trend data in Figure B12.1 indicate a stable percent transition by age 3, though some slight decrease has occurred across 5 years. The percent transition by age 3 has decreased 2.5%, from 99.8% in 1999-2000 to 97.3% in 2003-2004. A major concern was the appropriate documentation of transition services across Signatory Agencies; training occurred throughout the year to facilitate appropriate transition documentation.

Based on these data, the SEA engaged in the following activities in the 2004-2005 year: (1) Refined the data collection system regarding C to B transition, (2) Analyzed monitoring data in the area of transition C to B, (3) Provided technical assistance and materials to parents and professionals about transition planning, and (4) Collected C to B transition needs data from key stakeholder groups.

Baseline Data for FFY 2004 (2004-2005):

Baseline data for FFY 2004-2005 are presented in Figure B12.2 for each AEA and the SEA as the total percent of children exiting Part C with eligibility determined by age 3. Total percent is calculated by adding the following exit categories within and across AEAs, and dividing by the total number of children exiting by age 3 across and within AEAs: Eligible for B; Not Eligible-Exit to other Program; and Not Eligible-Exit no Referrals.

Table B12.2.

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

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

Source. Iowa 618 Exit Table, 2004-2005.

Discussion of Baseline Data:

Data in Table B12.2 indicate 98.1% of children referred by Part C have eligibility determined for Part B by age 3. The SEA previously considered eligibility determination to include IEP development and implementation. In reviewing the data, the Lead Agency was concerned results may not be representative of current practice of the AEAs. Given this concern, the SEA has revised the Self-Assessment to include explicit directions and training to support the appropriate data collection. The SEA is anticipating baseline data will need to be resubmitted in future reporting.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children referred by Part C prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthdays.
2006 (2006-2007)	100% of children referred by Part C prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthdays.
2007 (2007-2008)	100% of children referred by Part C prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthdays.
2008 (2008-2009)	100% of children referred by Part C prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthdays.
2009 (2009-2010)	100% of children referred by Part C prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthdays.
2010 (2010-2011)	100% of children referred by Part C prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthdays.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

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

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

Iowa has worked on the development of a data collection system for secondary transition since completing its OSEP self-assessment in 2000. Stakeholder groups identified desired standards and indicators, drafted survey instruments, designed data collection procedures and piloted them with representative districts. The result of their work is known as the Iowa Transition Accountability System (I-TAS).

I-TAS includes in-school student data, student results data, and local system data. It is designed to be an integral part of a district's broader school improvement process and includes comparisons between data of students with disabilities and data of students without disabilities. At the time of the most recent APR, the local system data included five critical elements of transition identified by the stakeholder group as needing to be documented in the IEP:

1. Student preferences and interests;
2. Post-school outcome statements in each area of living, learning, and working;
3. Transition needs;
4. Course of study that outlines courses, activities, targeted graduation date and graduation requirements; and
5. Annual goals that align with the course of study - which align with the PLEP - which align with the post-secondary expectations.

Data reported in the 2005 APR were based on a non-representative sample and activities were focused on establishing data collection procedures that could be implemented within the state's school improvement process and result in data that are reliable and representative of the state.

The stakeholder group reconvened in Fall, 2005 to review the five critical elements of transition in terms of the new data reporting requirements for Indicator 13. Upon reviewing the new requirements and previous data, the committee revised the data elements to be collected from IEPs. The data elements listed below will be collected from IEPs of students age 16 and higher in districts in the self-assessment year within the school improvement cycle. The percentage of IEPs that include **ALL 6** critical elements will be reported in the February 2007 baseline as IEPs that include appropriate, measurable post-secondary goals and transition services to meet those goals:

1. Student preferences and interests;
2. Age-appropriate transition assessments identifying needs in order to pursue student's post-secondary expectations for living, learning *and* working;
3. Post-secondary expectations for living, learning, *and* working;
4. A course of study that includes courses and activities necessary to prepare for post-secondary expectations and projects a graduation date and requirements for graduation;
5. All annual goals support preparation for post-secondary expectations based on needs identified in PLAAFP; and
6. Services and supports necessary for goals and activities are identified.

Collecting and Analyzing Baseline Data.

District Sampling Procedures. District assignment to the five-year school improvement cycle was completed many years prior to development of I-TAS. Random assignment to the cycle thus was not possible. To ensure a balanced representation of the state across each year of the five-year cycle, the Department of Education hired Dr. Michael Larsen as an advisor. Dr. Larsen has a doctorate in statistics from Harvard University and is a professor in statistics at Iowa State University. He has worked at Stanford, Gallup, The U.S. Bureau of Census and the University of Chicago and is imminently qualified to advise the Department. His analysis of district assignments to the school improvement schedule indicated that the overall state representation is balanced across the years. Slight adjustments in districts' assigned years, however, would improve distributions across the years for comparisons *within an area education agency* (AEA). Dr. Larsen also advised that weighting procedures done in analysis could also remedy the slight imbalance for an AEA analysis across years. These procedures would allow for a representative sample across Iowa including race/ethnicity and gender. The Department of Education decided to maintain the district assigned schedule and account for imbalances in the weighted analysis within AEAs.

IEP Sampling Procedures:14-15-year-olds with IEPs. Based on current numbers, there are 12,749 students aged 14 or 15 years with IEPs in Iowa public schools. Of these, 6,566 are 14-years-old and 6,183 are 15-years-old. If it were possible to take a simple random sample from the combined population of 12,749, then a sample size of 400 would yield a 95% confidence interval for the proportion meeting a criterion of no more than +/- 5%. Since the sample is not a simple random sample, but rather is clustered within districts and schools and students within clusters are more likely to be similar to one another than to students randomly chosen throughout the entire state, the sample size should be increased due to the effect of clustering. A sample size of 800 should be adequate, because the number of students per school likely will be low. If 73 or 74 districts are visited each year as part of the district's scheduled visit cycle, then an average of 10-11 students (age 14 or 15 with IEPs) per school can be randomly selected.

IEP Sampling Procedures: 16-and-greater-year-olds with IEPs. Based on current numbers, there are 14,268 students aged 16 or older with IEPs in Iowa public schools. At the state level, the sample size considerations discussed for 14-15-year-olds apply to the older group. That is, 800 should be a safe sample size for inferences at the state level.

In order to have 95% confidence intervals for a single proportion in a single district with margin of error +/-10%, Table B13.1 provides the sample sizes required. The sample sizes were estimated to include a finite population correction in survey sampling. That is, less sample size is needed than

otherwise would be required because sampling is conducted from a finite population without replacement. Districts with 769 and 1212 IEP students in the age range would require samples of size 85 and 89, respectively.

Table B13.1.

Sample Sizes Required to Meet +/-10% Margin of Error.

Population	Sample	Population	Sample	Population	Sample	Population	Sample
10	9	110	51	210	66	310	73
20	17	120	53	220	67	320	74
30	23	130	55	230	68	330	74
40	28	140	57	240	69	340	75
50	33	150	59	250	69	350	75
60	37	160	60	260	70	360	76
70	40	170	61	270	71	370	76
80	44	180	63	280	72	380	77
90	46	190	64	290	72	390	77
100	49	200	65	300	73	400	77

Participants. Students with IEPs ages 14 to 21 will be included in the sampling procedures.

Instrumentation. A data collection protocol has been developed to record the presence (or absence) of each of the six critical transition elements. Definitions and scoring criteria have also been developed for each critical element.

Procedures. Data will be collected at the district level by a team coordinated by the area education agency (AEA). Teams will consist of at least two people, one of whom will be an AEA employee. Teams will select a sampling of IEPs and review them using the provided criteria. They will record their findings on the provided data protocols and return them to the Iowa Department of Education.

Analysis of Data. IEPs containing all six of the elements will be considered to be IEPs that include appropriate, measurable post-secondary goals and transition services to meet those goals.

To summarize the collection and analysis of data:

- How are the data representative of the state? Slight adjustments to representation within the school improvement schedule and weighting procedures used in analysis ensures a representative sample across the state.
- Who will be included in the measurement? IEPs of students ages 14 and older will be included in the measurement.
- Who will conduct the assessments? Teams of qualified personnel including at least one Area Education Agency staff and others who may include the high school principal, school guidance counselors, teachers, transition consultants and work experience coordinators.
- What assessment/measurement tool(s) will be used? A state developed data protocol.
- How will data be collected? IEPs randomly selected using preestablished procedures are reviewed for the presence/absence of six critical elements. The status of each element is recorded on the data protocol.
- When will the measurement occur? During a districts self-assessment within the school improvement cycle.

- Who will report data to whom, in what form, and how often? Data are collected by qualified district personnel within the school improvement schedule, and provided to the SEA in raw form. Results will be shared with the district in aggregate and available in time for the district’s school improvement visit (by the Iowa Department of Education) during the district’s fifth year of the school improvement visit.
- How will data be analyzed? IEPs containing all six of the elements will be considered to be IEPs that include appropriate, measurable post-secondary goals and transition services to meet those goals.
- How will problems with response rate, selection bias, missing data and confidentiality be addressed? The SEA will continue to work with Dr. Larsen to maintain the integrity of the process.

Baseline Data for FFY 2004 (2004-2005):

To be reported in the February 2007 APR.

Discussion of Baseline Data:

To be reported in the February 2007 APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	To be provided in the February 2007 APR.
2007 (2007-2008)	To be provided in the February 2007 APR.
2008 (2008-2009)	To be provided in the February 2007 APR.
2009 (2009-2010)	To be provided in the February 2007 APR.
2010 (2010-2011)	To be provided in the February 2007 APR.

Improvement Activities/Timelines/Resources:

To be reported in the February 2007 APR.

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 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.

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

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process:

Iowa has worked on the development of a post-school results data collection system since completing its OSEP self-assessment in 2000. Stakeholder groups identified desired standards and indicators, drafted survey instruments, designed data collection procedures and piloted them with representative districts. The result of their work is known as the Iowa Transition Accountability System (I-TAS) and was implemented beginning Spring 2005.

I-TAS includes in-school student data, student results data, and local system data. It is designed to be an integral part of a district's broader school improvement process and includes comparisons between data of students with disabilities and data of students without disabilities. Data collection for the post-school results portion of I-TAS actually occurs twice: once in the senior year and again one year following exit. Districts conduct the post-school results surveys once every five years in accordance with the schedule of their broader school improvement cycle. A district is required to administer the senior exit survey in the spring two years preceding the site visit. Then, in spring/summer of the year preceding the site visit, the district is required to administer the one-year follow-up survey. Methodological procedures for both administrations are described below.

Collecting and Analyzing Baseline Data.

District Sampling Procedures. District assignment to the five year school improvement cycle was completed many years prior to development of I-TAS. Random assignment to the cycle thus was not possible. To ensure a balanced representation of the state across each year of the five year cycle, the Department of Education hired Dr. Michael Larsen as an advisor. Dr. Larsen has a doctorate in statistics from Harvard University and is a professor in statistics at Iowa State University. He has worked at Stanford, Gallup, The U.S. Bureau of Census and the University of Chicago and is imminently qualified to advise the Department. His analysis of district assignments to the school improvement schedule indicated that the overall state representation is balanced across the years. Slight adjustments in districts' assigned years, however, would improve distributions across the years for comparisons *within an area education agency* (AEA). Dr. Larsen also advised that weighting procedures done in analysis could also remedy the slight imbalance for an AEA analysis across

years. These procedures will allow for a representative sample across Iowa including race/ethnicity and gender. The Department of Education decided to maintain the district assigned schedule and account for imbalances in the weighted analysis within AEAs.

Student Sampling Procedures. Sample selection procedures were established so that district data could be used for district improvement. All special education students in the class are selected for the district's sample. Districts with less than 70 students who are not in special education and in the senior class sample every student. Districts with 70 students or more who are not in special education and in the senior class may select a sample of their general education students. Sample size is determined based on a margin of error for 95% confidence interval at not more than 0.05.

Participants. Students with and without disabilities are the primary participants in both the senior exit survey and the one year follow-up survey. Students identified as seniors two years prior to the site visit participate in the senior exit survey. For example, districts anticipating a school improvement site visit during the 2006-2007 school year surveyed their 2005 senior class. They will contact these same participants one year later in the spring of 2006.

Instrumentation. Two instruments are used for collection of post-school results: a senior exit survey and a one-year follow-up survey. The senior exit survey consists of twenty-five questions regarding the students' high school experiences, perceptions of high school, and plans for fall. Two versions of the form exist – one as a self-administered survey and the other includes a script for interviews of students with reading limitations. Future contact information is also requested in the senior exit survey. The one-year follow-up survey consists of thirty-five questions that correspond closely to questions asked at senior exit. Participant perceptions of high school and their work, living and post-secondary experiences are probed in the one year follow-up survey. Future contact information is again requested.

The survey instruments were developed from a pool of data collection tools used over many years of research (Bruininks, Lewis, & Thurlow, 1988; Hasazi, Gordon, & Roe, 1985; Kortering & Edgar, 1988; Mithaug, Horiuchi, & Fanning, 1985; Sitlington & Frank, 1990; Wehman, Kergel, & Seyfarth, 1985; Wagner, 1993). Several questions correspond directly to those asked in the Second National Longitudinal Study (Wagner, Newman, Cameto, & Levine, 2005).

Procedures. Data are collected at the district level by district designated personnel. This has included the high school principal, school guidance counselors, teachers, paraprofessionals and secretarial staff. All data collectors receive a two-hour training on procedures.

The senior exit survey is administered in the spring of the year through either self-administration or an interview. Interviews are only conducted with those individuals who may have difficulty completing the self-administered version. Data are collected on the version used. This typically includes individuals with significant cognitive disabilities and individuals for whom English is a second language.

The primary respondent for the senior exit survey is the student. An alternative respondent such as a parent is included for students with significant disabilities who cannot answer the questions themselves. Respondent categories are included in the data set.

The one year follow-up survey is administered in the spring of the year following the senior exit survey. It is conducted through a phone interview with the former student or their family member. Again, persons conducting the interview are district designated personnel who have been trained to collect the information.

Analysis of Data. The data will be entered and analyzed by The Center for Survey Statistics and Methodologies at Iowa State University. The analysis will include a description of the response rate and procedures will include weighting to ensure the data represent the state. Individual reports will

be provided to the district including the district's responses, the weighted averages of similar size districts, the weighted averages of districts within the same AEA, and the weighted state average.

To summarize the collection and analysis of data:

- How are the data representative of the state? Slight adjustments to representation within the school improvement schedule and weighting procedures used in analysis ensures a representative sample across the state.
- Who will be included in the measurement? Students with and without disabilities identified as seniors during the district's self-assessment year within the school improvement cycle. Districts with less than 70 students who are not in special education and in the senior class sample every student. Districts with 70 students or more who are not in special education and in the senior class may select a sample of their general education students.
- Who will conduct the assessments? Qualified personnel at the district level who may include the high school principal, school guidance counselors, teachers, paraprofessionals and secretarial staff.
- What assessment/measurement tool(s) will be used? Two instruments are used for collection of post-school results: a senior exit survey and a one-year follow-up survey.
- How will data be collected? The *senior exit survey* is administered through either self-administration or an interview. Interviews are only conducted with those individuals who may have difficulty completing the self-administered version. The primary respondent for the senior exit survey is the student. An alternative respondent such as a parent is included for students with significant disabilities who cannot answer the questions themselves. The *one year follow-up survey* is conducted through a phone interview with the former student or their family member.
- When will the measurement occur? Senior exit data are collected in the spring of the graduating year. One-year follow-up data are collected in the spring subsequent to the graduating year.
- Who will report data to whom, in what form, and how often? Data are collected by qualified district personnel within the school improvement schedule, and provided to the SEA in raw form.
- How will data be analyzed? The analysis will include a description of the response rate and procedures will include weighting to ensure the data represent the state.
- How will problems with response rate, selection bias, missing data and confidentiality be addressed? The SEA will continue to work with Dr. Larsen to maintain the integrity of the process.

Baseline Data for FFY 2004 (2004-2005):

To be reported in the February 2008 APR.

Discussion of Baseline Data:

To be reported in the February 2008 APR.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>Not Applicable.</p>
<p>2006 (2006-2007)</p>	<p>Not Applicable.</p>
<p>2007 (2007-2008)</p>	<p>To be provided in the February 2008 APR.</p>
<p>2008 (2008-2009)</p>	<p>To be provided in the February 2008 APR.</p>
<p>2009 (2009-2010)</p>	<p>To be provided in the February 2008 APR.</p>
<p>2010 (2010-2011)</p>	<p>To be provided in the February 2008 APR.</p>

Improvement Activities/Timelines/Resources:

To be reported in the February 2008 APR.

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

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

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

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

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to such areas.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

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

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

- a. # of agencies in which noncompliance was identified through other mechanisms.
- b. # of findings of noncompliance made.
- c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

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

Overview of Issue/Description of System or Process:

Monitoring, Complaint, Mediation, and Hearing Resolution Systems. Monitoring, complaints, mediations, and hearings are used by the Iowa State Education Agency (SEA) to identify and correct noncompliance in a timely manner. Though reported as distinct systems, the SEA considers these to operate as cohesive units. Data collected in each System are critically analyzed (disaggregated and aggregated) to inform the identification and remediation of concerns within and across Systems, the SEA, AEA and districts. For complete descriptions of complaints, mediations, or hearing resolutions, see the appropriate designated section in the State Performance Plan.

Information regarding procedures are available to constituents in a variety of formats. An *Implementation Manual for Iowa's Special Education Monitoring Process* is provided to Area Education Agencies (AEAs). The SEA provides informational and procedural training to AEAs and SEA staff regarding the Monitoring System.

A *Procedural Safeguards Manual for Parents (Parental Rights in Special Education)* is disseminated by the SEA to the AEAs who in turn provide it to the districts. Included in the manual are model forms for systems: Complaints, Mediations, and Hearing Resolutions. In addition, information may be found at <http://www.state.ia.us/educate/ecese/cfcs/conres/index.html>. All information on the website may be translated from English into Spanish, Vietnamese, Laotian and Bosnian. Systems are also described in a brochure provided to AEAs for the districts. Further, the SEA routinely mails a resource packet to parents who have contacted the SEA; the packet includes the *Procedural Safeguards Manual*, brochures on systems, and additional parent resources.

A. Monitoring Priority Areas, Indicators and Related Areas: The Monitoring System. Iowa implements multiple processes to monitor priority and non-priority areas, with all processes designed to correct noncompliance within one year of identification. There are three standardized processes that use a variety of actions to identify areas of compliance and noncompliance: (1) District Monitoring, (2) Area Education Agency Monitoring, and (3) District/AEA Focused Monitoring. The following overview describes the three monitoring processes being implemented in Iowa:

District Monitoring. Iowa has continued an integrated approach to general supervision of special education compliance monitoring within the general school improvement accreditation process for the fifth consecutive year. Approximately 20% of Iowa's districts are involved in this process each year. This monitoring process helps districts improve both general and special education. District accreditation is based on evidence supporting standards and criteria as defined by Iowa Rule, Chapter 12.

Iowa has identified special education monitoring activities that occur as part of the district school improvement process. The following occurs within this process:

- AEAs assist districts to understand the special education monitoring process and how it is integrated into the overall general school improvement process.
- Districts engage in (1) data collection through a *District Self-Assessment* process to identify areas of strengths and improvement and procedural noncompliance, (2) development and implementation of an improvement plan addressing areas of improvement and procedural noncompliance. All areas of noncompliance identified in the action plans require correction within one year of identification of the issue. Compliance monitoring data provided by the SEA to the district include a District Profile²⁰, and Self-Assessment protocols²¹.
- The following year the SEA conducts a site visit that is integrated with the general school improvement visit. During the visit, the SEA validates the district's procedural compliance

²⁰ The District Profile provides data for all district level SPP indicators. It provides district, AEA and SEA comparisons as well as targets for all indicators.

²¹ The Self-Assessment protocols are a combination of record and file reviews and survey data completed by target groups. Target groups completing the Self-Assessments include the superintendent, principal, general education teachers, special education teachers, general education intervention team, parents, and the AEA team serving the district.

- with state and federal special education laws and regulations. Validation occurs through document review and interviews with focus groups. Implementation and follow-up of action plans occur during the visit and continue throughout the year until the action plans are fully implemented and completed. All areas of noncompliance identified during the site visits require correction within one year of identification. In the final district accreditation report, the site visit team identifies strengths and noncompliance, as well as suggests areas of improvement in both general and special education.
- Districts are responsible for writing and fully implementing the corrective action plan for improved performance of students with disabilities. AEAs and the SEA provide ongoing follow-up to the districts for their corrective action plan.
 - Verification of the AEAs monitoring of districts is conducted during district accreditation site visits and AEA accreditation site visits.

When noncompliance issues are identified, districts are required to develop a *Corrective Action Plan* (CAP) to correct the identified issues. AEAs provide district support and technical assistance when a CAP is required. Each district plan is developed with guidance from the AEA and approved prior to implementation. The district CAP is fully implemented as written, with close AEA oversight to ensure any systemic issues have been addressed. AEA oversight includes a staff member assigned to work with the district, ongoing technical assistance and professional development provided as defined by the CAP. Districts have 30 days upon receipt of their report to correct individual noncompliance and one year to correct systemic noncompliance. Subsequent to full implementation, the AEA Special Education Director submits a letter to the SEA, documenting that all noncompliance issues have been corrected. At that point the file is closed. If the CAP does not effectively remediate a noncompliance issue, sanctions are applied.

Area Education Agency Monitoring. Special education monitoring of the AEAs occurs within the AEA accreditation process. An AEA accreditation review is scheduled once every five years. AEA Accreditation is based on evidence supporting standards and criteria as defined by Iowa Rule, Chapter 72.

Three to six months prior to the AEA site visits, the AEAs are required to complete an *AEA Self-Assessment*. Based on a review of the Self-Assessment, drill-down questions are developed for the on-site visit. The site visit process includes document reviews, on-site data collection through interviews with focus groups, and a follow-up visit to gather supporting evidence. Areas of noncompliance are stated in the final report to the AEA. The information gathered from the AEA's Self-Assessment and onsite visit determines if the AEA has met the accreditation standard of serving diverse learners. When noncompliance issues are identified during the AEA Accreditation process, the AEAs are required to develop a CAP and are given one year to correct any systemic issues. The SEA provides technical assistance to the AEAs in the implementation of the CAP. The AEA remains conditionally accredited during the implementation of the remediation plan. Failure to correct noncompliance issues may result in sanctions and State Board removal of accreditation from the AEA.

AEA Focused Monitoring. Iowa has a third monitoring process that was added in Spring 2005. The focused monitoring process is based on data and the indicator targets. AEAs are selected for review based on annual data analysis, with drill-down questions developed for data verification at the district level and AEA level. The site visit process includes document reviews, on-site data collection through interviews with focus groups. Areas of strength, areas of improvement and areas of noncompliance are identified and included in reports to the AEA. Where noncompliance issues are identified, the AEA is required to develop a CAP. AEAs are given one year to correct any identified noncompliance issues. The SEA provides guidance and technical assistance to the AEAs in the development and implementation of the CAP.

Each AEA engages in focused monitoring of the districts located in the AEA using a parallel process.

B. Other noncompliance related to areas not included in the above monitoring priority areas and indicators. Iowa addresses all noncompliance within measurement A. Noncompliance areas include all the program requirements, focused areas, and all the areas focused on improving educational results and functional outcomes for children with disabilities.

C. Other mechanisms such as complaints, due process hearings, mediations: The Complaint and Hearing Resolution Systems. Iowa reviews complaint investigations and hearing resolution findings to ascertain noncompliance issues. Data reviewed include complaint type, number, ages of complainant, level of severity of disorder, specific IEP concern, and region of origination. Trend data in Table B15.1 shows the (1) number of complaints filed, investigated or withdrawn, and (2) number of hearings requested and held.

Table B15.1.

Special Education Complaints and Hearings.

Complaints and Hearings	Number by Year: 1999-2004				
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Complaints Filed	4	7	6	5	10
Complaints Investigated (<i>added 1996-97</i>)	3	3	4	2	2
Complaints Withdrawn, and Filed as Preappeal (<i>added 2003-2004 reporting</i>)	NA	NA	NA	NA	5
Hearings Requested	11	10	16	16	14
Hearings Held	3	4	3	3	4

Source. Iowa Department of Education, Bureau of Children, Family and Community Services, Bureau Data: Summary of Complaints and Hearings, 1999-2000 through 2003-2004.

Trend data indicate number of complaints investigated and hearings held remain low.

Baseline Data for FFY 2004 (2004-2005):

District Monitoring. For each district, there are two time periods in which noncompliance are identified: the self-assessment and the site visit. The self-assessment and the site visit occur during consecutive years in a five-year cycle. Baseline data in Table B15.2 represents approximately 40% of districts completing either a self-assessment or a site visit during 2003-04, with the 2004-05 year to correct any identified noncompliance. In 2003-04, 73 districts completed a self-assessment and 76 districts participated in a site visit. Three AEAs completed a self-assessment and site visit during 2003-04.

Iowa has developed six essential questions that parallel the questions asked by general education in the state. These questions have been used in conversation with stakeholders to better understand outcomes for children in Iowa and how Iowa will monitor those outcomes. Centering conversations on these six questions has promoted rich discussions and planning for “what’s best for kids” in addition to how Iowa will report data for the 20 indicators to the public. Table B15.2 identifies the relevant OSEP indicators related to each question, with data for the indicators collapsed under each.

Given that this is the first year of using data for some of the OSEP indicators for monitoring, data will be more comprehensive next year. Shaded areas in the chart are monitoring mechanisms and new indicators where data were not used during 2003-2004. For new indicators, monitoring will parallel the schedule for baseline data collection which will begin in 2005-06. Noncompliance corrected within one year will be reported in the 2008 APR. Exceptions include Indicator 7 (Early Childhood Outcome) and Indicator 14 (Transition One Year Out); baseline data will be completed by 2006-2007. Noncompliance corrected within one year will be reported in the 2009 APR.

SPP Template – Part B (3)

IOWA

Table B15.2
 AEA Monitoring Data: Number and Percent of Findings Corrected within One Year

Indicator	Monitoring Mechanism	# of places Reviewed in 2003-2004	# of places with Findings in 2003-2004	a.# of Findings in 2003-2004	b.# Corrected w/in 1 yr, 2004-2005	% Corrected w/in 1 yr
<u>Question 1: Are students with disabilities entering school ready to learn at high levels?</u> Indicators: 6. Percent of preschool children who received special education and related services in settings with typically developing peers 7. Percent of preschool children with IEPs who demonstrated improved outcome - NEW INDICATOR, NO DATA prior to 2005-06 12. Percent of children referred by Part C prior to age 3 have an IEP developed and implemented by their third birthday	Self-Assessment by district and AEA	5	2	2	2	100
	On-site Visit by district and AEA					
	Data Review of district and AEA					
<u>Question 2: Are students with disabilities achieving at high levels?</u> Indicators: 3. Participation and performance of children with disabilities on statewide assessments 4. Rates of suspension and expulsion 5. Percent of children with IEPs aged 6 through 21 – educational placements	Self-Assessment by district	73	33	97	97	100
	On-site Visit by district and AEA	79	7	14	14	100
	Data Review of district and AEA	NA	NA	NA	NA	NA

SPP Template – Part B (3)

IOWA

Indicator	Monitoring Mechanism	# of places Reviewed in 2003-2004	# of places with Findings in 2003-2004	a.# of Findings in 2003-2004	b.# Corrected w/in 1 yr, 2004-2005	% Corrected w/in 1 yr
<p><u>Question 3: Are students with disabilities from all ethnicities appropriately identified and receiving FAPE in the LRE?</u></p> <p>Indicators: 9 & 10. Percent of districts with disproportionate representation of racial and ethnic groups in special education - NEW INDICATORS, NO DATA prior to 2005-06</p>	Self-Assessment by district					
	On-site Visit by district and AEA					
	Data Review of district and AEA					
<p><u>Question 4: Are parents and students supported within special education?</u></p> <p>Indicators: 8. Percent of parents with a child receiving special education services who report that schools facilitated parents involvement - NEW INDICATOR, NO DATA prior to 2005-06</p>	Self-Assessment by district					
	On-site Visit by district and AEA					
	Data Review of district and AEA					

SPP Template – Part B (3)

IOWA

Indicator	Monitoring Mechanism	# of places Reviewed in 2003-2004	# of places with Findings in 2003-2004	a.# of Findings in 2003-2004	b.# Corrected w/in 1 yr, 2004-2005	% Corrected w/in 1 yr
<p><u>Question 5: Are students with disabilities prepared for success beyond high school?</u></p> <p>Indicators:</p> <p>1. Percent of youth with IEPs graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school</p> <p>13. Percent of youth aged 16 and above with IEPs that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet the post-secondary goals- NEW INDICATOR, NO DATA prior to 2005-06</p> <p>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- NEW INDICATOR, NO DATA prior to 2005-06</p>	Self-Assessment by district	73	24	54	54	100
	On-site Visit by district and AEA	79	2	2	2	100
	Data Review of district and AEA	NA	NA	NA	NA	NA
<p><u>Question 6: Does the Infrastructure System support the implementation of IDEA-Part B?</u></p> <p>Indicators:</p> <p>11. Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days or established state timelines.- NEW INDICATOR, NO DATA prior to 2005-06</p>	Self-Assessment by district					
	On-site Visit by district and AEA					
	Data Review of district and AEA					
TOTALS	SUM COLUMNS A AND B			169	169	

Discussion of Baseline Data:

Data in Table B15.1 indicates all districts and AEAs corrected noncompliance found in 2003-04 within one year of identification.

Area Education Agency Monitoring. Three AEAs participated in the Accreditation process during 2003-04. There were no special education noncompliance issues identified during any of the AEA Accreditation visits held during 2003-04.

District/AEA Focused Monitoring. One AEA and one district were identified for a focused monitoring visit during May 2005. **Both the AEA and the district were found to have noncompliance related to the LRE priority area.** Both were required to write corrective action plans. Implementation of the corrective action plans are to be completed by May 2006, with reporting of this outcome in the February 2007 APR.

Iowa’s monitoring system has undergone recent changes in order to ensure that the SEA’s monitoring procedures are effective in identifying noncompliance in districts/AEAs. Iowa’s monitoring process has been revised with full implementation effective Fall 2005. Standards and indicator targets have been established in order to ensure consistent data interpretation for identification of noncompliance. A definition for the “one year time line” has been established and disseminated to AEAs and districts. Districts have one year to fully implement and complete a CAP. The one-year timeline begins on the date of notification of noncompliance. As evidence of change, districts and AEAs are required to sign a “Certification of Plan Completion” and submit the fully implemented corrective action plan to the SEA. A state level database will be used to track progress of all districts and AEAs.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.
2006 (2006-2007)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.
2007 (2007-2008)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.
2008 (2008-2009)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.
2009 (2009-2010)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.

2010 (2010-2011)	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.
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Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

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

Improvement Activity B15: Monitoring	Resources	Timeline
5) Verification. a) Verify improvement of AEA indicator performance through the monitoring system.	SEA Staff (Special Education, School Improvement) Part B Funding	2005-2011

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

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

Measurement:

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

Overview of Issue/Description of System or Process:

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

If the complainant forgoes the mediation options to pursue the complaint process, the following occurs:

- A copy of the complaint is sent to the appropriate AEA Special Education Director to conduct the first round of the investigation; The AEA Special Education Director is asked to participate based on 281—41.9(1)(IAC);
- The Director completes a protocol report on the conclusion of the investigation;
- The report is sent to the SEA, the district and the complainant;
- The SEA contacts the complainant, who is provided the opportunity to submit additional information to the SEA;
- The SEA conducts a second investigation, targeting any differences between the report submitted by the Director and the additional information submitted by the complainant;
- Based on this investigation, the SEA submits a final decision that is disseminated to the complainant, the district and the AEA;
- If noncompliance is found, a Corrective Action Plan is developed and submitted to the SEA, AEA and the complainant;
- The Corrective Action Plan and timelines are implemented and monitored by the AEA and the SEA;
- Sanctions are given if a Corrective Action Plan is not implemented in a timely manner as outlined in 281—41.135 (IAC).

If a need exists for an extension past 60 calendar days, the Complaint Officer shall write a letter to the complainant providing the rationale, with copies being provided to the AEA Special Education Director and the Superintendent. The extension will be used only if exceptional circumstances exist concerning a particular complaint. When possible, the complainant will be contacted to discuss a mutual understanding of a deadline.

Examples of exceptional circumstances include:

- The investigation is hindered by the unavailability of necessary parties or information.
- Either the agency or complainant submits additional data that changes the course of the investigation.
- The complainant submits large volumes of additional information at a date making it impossible to review and stay within the timeline.

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

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

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

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

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

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

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

Table B16.1 provides information about formal complaints for the (1) Reporting period, July 1 through June 30, and includes, (2) Number of complaints, (3) Number of complaints with findings, (4) Number of complaints with no findings, (5) Number of complaints not investigated, withdrawn or with no

jurisdiction, (6) Number of complaints set aside with issues addressed in hearings, (7) Number of complaints with decisions within 60 days, (8) Number of complaints resolved beyond 60 days with documented reasons, and (9) Number of complaints pending as of August 31.

Table B16.1.

Formal Complaints and Timelines.

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

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

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

Baseline Data for FFY 2004 (2004-2005):

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

Table B16.2.

Formal Complaints and Timelines.

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

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

Discussion of Baseline Data:

During the 2004-2005 year, 6 complaints were filed; 2 of these complaints were investigated and completed within the 60-day timeline without requiring any allowed extensions for exceptional circumstances. In 2003-2004 and 2004-2005, 100% of the signed written complaints with reports issued were resolved within a 60-day timeline.

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

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.</p>
<p>2006 (2006-2007)</p>	<p>100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.</p>
<p>2007 (2007-2008)</p>	<p>100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.</p>
<p>2008 (2008-2009)</p>	<p>100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.</p>
<p>2009 (2009-2010)</p>	<p>100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.</p>
<p>2010 (2010-2011)</p>	<p>100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.</p>

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

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

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

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

Measurement:

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

Overview of Issue/Description of System or Process:

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

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

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

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

If any party desires a continuance, a request (stating the reason and time frame) must be submitted for the ALJ. The other party must be provided a copy of the request and an opportunity to either agree or contest the request. The ALJ is responsible for either issuing or denying the continuance. The ALJ is also responsible for sending the continuance or denial for continuance to all parties in the

case. All continuance decisions including timelines are to be included in the written final due process hearing decision.

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

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

Table B17.1.

Due Process Hearings: Requests, Number Held, and Timelines Met

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

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

Trend data indicate few due process hearings are held in the state of Iowa. During the last four-year reporting period, a total of 13 hearings were held. Six hearings were held within 45 days (46%), with the administrative law judges rendering 6 hearing decisions that were properly extended at the request of either party. Therefore trend data indicate 100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the administrative law judge at the request of either party.

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

Baseline Data for FFY 2004 (2004-2005):

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

Table B17.2.

Due Process Hearings: Requests, Number Held, and Timelines Met

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

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

Discussion of Baseline Data:

During the 2004-2005 year, 4 hearings were held in the state of Iowa. All 4 hearing decisions were properly extended at the request of either party. As trend data indicated, current data show 100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the administrative law judge at the request of either party.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2006 (2006-2007)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2007 (2007-2008)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2008 (2008-2009)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2009 (2009-2010)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

2010 (2010-2011)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
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Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

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

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

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

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.
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Overview of Issue/Description of System or Process:

Iowa's Resolution Session System assures the SEA that all resolution session requirements of IDEA 2004 are implemented according to Congressional intent. A description of the system that will allow both implementation and obtaining accurate data includes the following:

- Upon receipt of a request for a hearing by the parent, SEA sends a package to the district and AEA, with a copy to the parent, which includes:
 - A letter describing district and AEA responsibility to offer to convene a resolution session.
 - All pertinent information about the new provisions of IDEA 2004.
 - A form to be returned to the SEA with required signatures that indicates: (1) if all parties waive the resolution session, or (2) a resolution session is held but an agreement is not reached.
 - The following forms developed in response to the concerns of parent advocacy groups and educators regarding the legally binding agreement language: Agreement to Hold Resolution Session, Template: Legally Binding Resolution Session Agreement Form, Template: Example Legally Binding Resolution Session Agreement Form, Checklist for Legally Binding Resolution Session.
 - Additional information sent to the parent only includes a document that compares the differences between the resolution session and mediation so that the parent will be provided with another opportunity to learn about the two options for resolving differences before a due process hearing.
- The SEA arranges a conference call with all parties named in the due process hearing request, the assigned ALJ, and the assigned SEA contracted mediator. The ALJ initially is the facilitator of the conference call and follows state procedures. The call also allows the opportunity for the establishment of a hearing date, time, and location, keeping in mind IDEA 2004 timelines and requirements.
- The mediator facilitates the conversation and reminds the district and AEA of their responsibility to offer a Resolution Session and informs the parties that mediation may be used in place of the resolution session if the district, AEA and parent(s) agree in writing to waive such meeting.
- If an agreement is reached, the signed agreement is sent to the SEA.
- The results of the conference call are documented and data provided to the SEA.

Data collection will occur at the conclusion of each conference call meeting. Data will be provided to the SEA within an appropriate timeline entered into the existing database housed at the SEA, and analyzed on the same schedule as provided by the overall General Supervision data system.

Baseline Data for FFY 2004 (2004-2005):

To be reported in the February 2007 APR.

Discussion of Baseline Data:

To be reported in the February 2007 APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	To be provided in the February 2007 APR.
2007 (2007-2008)	To be provided in the February 2007 APR.
2008 (2008-2009)	To be provided in the February 2007 APR.
2009 (2009-2010)	To be provided in the February 2007 APR.
2010 (2010-2011)	To be provided in the February 2007 APR.

Improvement Activities/Timelines/Resources:

To be reported in the February 2007 APR.

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

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

Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

Iowa has two options for dispute resolutions that include mediation and Preappeal Conference. Mediation has been available in Iowa since 1976, making Iowa the third state in the nation to offer this option. The Preappeal Conference was instituted in Iowa around 1987 as a pilot project to encourage early resolution of disputes by offering a mediation process prior to any party requesting a hearing.

Mediation. Updated mediation procedures were written and implemented as of July 1, 2005, to meet Sec. 615(e) statute requirements of IDEA 2004. Iowa refers to the word “mediation” when a hearing is requested. Prior to a scheduled hearing date, all parties are asked whether they consent to mediation. An Administrative Law Judge (ALJ) and mediator are assigned, and a conference call is held. The ALJ facilitates the conversation to (1) determine a date, time, and location, (2) discuss what records need to be included, and (3) address inquiries that may be raised by the parties. The ALJ disconnects from the conversation after all necessary business related to the hearing is completed. The mediator then presides over the discussion for scheduling mediation. Mediators then contact all consenting parties to explain the mediation process, clarify the roles of participants, and address any questions or concerns. (The Resolution Session in Indicator 18 describes its connection to this process.)

Preappeal Conference. The preappeal conference is a mediation process available without a hearing request. With IDEA 2004 this informal process for resolving differences entered a new dimension because of the legally binding settlement agreement language.

The procedures were written and implemented in order to meet IDEA 2004 requirements of Sec. 615(e). A conference call is held to determine the date and location of the conference. Mediators then contact all consenting parties to explain the preappeal conference, clarify the roles of participants, and address any questions or concerns.

For both mediations and preappeal conferences, brochures, templates (regarding developing a legally binding agreement), and pamphlets are mailed to all participants to better prepare them for the process. They are sent a form that they will be asked to sign at the mediation and preappeal conference entitled *Agreement to Mediate*.

The desired outcome of both a mediation and a Preappeal Conference is a written legally binding settlement agreement between all parties. A “shepherd” is selected by the participants to oversee

each settlement agreement. A written summary of the mediation and preappeal settlement agreement is prepared by the mediator and disseminated to all parties involved within two business days, if possible, following the conference. Evaluations are distributed to the participants at the end of the mediation and Preappeal Conference process. A follow-up survey is conducted to determine whether the settlement agreement is being implemented.

Mediators have adopted *Standards for Special Education Mediators* that apply to both mediation and the Preappeal Conference. Mediators meet quarterly, review all data collected by the SEA, and continually examine ways to improve the statewide system.

To study and refine the mediation process, the SEA conducts a review of (1) evaluation forms completed on the day of mediation by all parties involved, and (2) follow-up survey results completed three months subsequent to mediation by all parties to determine whether the mediation or preappeal agreement was implemented. If surveys are not returned, the SEA makes phone calls to obtain the information. If contact is still not made, an SEA support staff calls parents in the evenings in an attempt to obtain information. Review of evaluation forms and surveys is conducted quarterly in a joint effort with the SEA, the mediators, and the ALJs. All reviewed data are used at the quarterly meetings of the SEA, mediators and ALJs to improve the system.

Table B19.1 provides information about mediations for the (1) Reporting period, July 1 through June 30, and includes, (2) Number of mediations not related to hearing requests, (3) Number of mediations related to hearing requests, (4) Number of mediation agreements not related to hearing requests, (5) Number of mediation agreements related to hearing requests, and (6) Number of mediations pending as of August 31.

Table B19.1.
Number of Mediations and Mediation Agreements.

Mediations					
(1) Reporting Period	Mediations:		Mediation Agreements:		(6) Mediations Pending: August 31
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
2000-2001	21	0	21	NA	0
2001-2002	20	4	20	4	0
2002-2003	33	5	31	5	0
2003-2004	22	12	22	12	0

Source. Iowa Department of Education, Bureau of Children, Family and Community Services, Bureau Data: Preappeal Conferences and Mediations 2000-2001 through 2003-2004.

Iowa has had a high success rate for resolving differences for both mediations and preappeal conferences. During 2000-2001, 2001-2002, and 2003-2004 all preappeals (100%) held reached an agreement. During 2002-2003 the success rate was 94%. All mediations held during the last 4 years (N=21) have resulted in an agreement being reached 100% of the time.

Based on implementation of the Mediation System and these data, the SEA engaged in the following activity: maintain procedures, strategies, resources, and staff time so that disputes, differences and conflicts can be resolved in a timely manner at the lowest level possible.

Baseline Data for FFY 2004 (2004-2005):

Table B19.2 provides information about mediations for the (1) Reporting period, July 1 through June 30, and includes, (2) Number of mediations not related to hearing requests, (3) Number of mediations related to hearing requests, (4) Number of mediation agreements not related to hearing requests, (5) Number of mediation agreements related to hearing requests, and (6) Number of mediations pending as of August 31.

Table B19.2.

Number of Mediations and Mediation Agreements.

Mediations					
Mediations:			Mediation Agreements:		
(1) Reporting Period	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	(6) Mediations Pending: August 31
2004-2005	31	1	28	1	2

Source. Bureau Data: Mediations, 2004-2005.

Discussion of Baseline Data:

During the 2004-2005 year, one mediation was held in the State of Iowa and an agreement was reached (100%). For mediations not related to hearing requests (or what Iowa refers to as Preappeal Conferences) 31 were held and 28 agreements were reached, with 90% of the preappeal conferences reaching an agreement.

Although trend data and current baseline indicate the percent of mediations held and reaching an agreement has been 100% there is some hesitancy with having a target of 100%. For example, during 2004-2005, there was only one mediation and an agreement was reached. With low numbers, a state is at risk with having wide fluctuations of successful outcomes if reported in percentages. When examining the data over the past five years for mediations not related to hearing requests (i.e., Preappeal Conferences), three years showed 100% reaching agreements, one year was 94% and this past year was 90%. The latter year reflects three Preappeal Conferences not reaching an agreement. The SEA anticipates there may be a decrease in settlement agreements due to the concern expressed by both parent advocacy groups and educators and their attorneys over the new “legally binding” agreement language in the IDEA statute. Although the State’s goal is to have 100% of the preappeal conferences (and mediations) consistently reaching an agreement, there are some circumstances that occur that may prohibit the State from achieving that rigorous of a target. Therefore, based on having 90% for Preappeal Conferences last year, the State will strive to increase its target in the coming years.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	91% of the preappeal conferences and mediations held will reach an agreement.
2006 (2006-2007)	92% of the preappeal conferences and mediations held will reach an agreement.
2007 (2007-2008)	92% of the preappeal conferences and mediations held will reach an agreement.
2008 (2008-2009)	92.5% of the preappeal conferences and mediations held will reach an agreement.
2009 (2009-2010)	92.5% of the preappeal conferences and mediations held will reach an agreement.
2010 (2010-2011)	93% of the preappeal conferences and mediations held will reach an agreement.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity B19: Mediations	Resources	Timeline
1) Evaluation and Progress Monitoring. a) Gather, report and analyze implementation results of mediations with collaborative partners. b) Provide Technical Assistance to mediators in the interpretation of implementation results of mediation.	Special Education Advisory Panel, SEA Staff (Special Education), Qualified Mediators Part B Funding	Annually
2) Revision to Practice. a) Provide Technical Assistance to mediators in data-driven revisions to improve the mediation system. b) Provide professional development to mediators to implement data-driven revisions to improve the mediation system.	SEA Staff (Special Education), Qualified Mediators Part B Funding	2006-2011

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

Overview of the State Performance Plan Development:

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

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

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

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

Iowa ensures timely and accurate data as mandated in the *Iowa Administrative Rules for Special Education*. Timely is defined as 618 Tables submitted on or before established due dates (February 1 for child count, including race and ethnicity, settings and November 1 for exiting, personnel, discipline). Accurate is defined as providing timely data subsequent to several data checks.

Iowa's AEA's and the SEA use the Information Management System (IMS) to collect, store, manage, distribute, and report accurate and timely data for all submitted data with the exception of personnel and discipline data. The primary function of the IMS is to provide the AEA's and their constituent districts with data to help them improve delivery of special education and related services in Iowa. Data for personnel are collected at the AEA level, which are submitted to and reviewed and aggregated by the SEA. Discipline data for students with and without disabilities are uploaded by the districts to the state database system, Project EASIER. These data are merged with IMS data via a common state student ID at the SEA and reviewed and aggregated to produce the discipline table. Technical assistance is provided to IEP teams and AEA data entry personnel by staff from IMS, AEA and the SEA.

Iowa's data system entails data checks at several steps:

Step 1. AEA IMS data entry personnel are trained to review IEPs for completeness and consistency. If needed IEP team members are contacted for specific data or the IEP is returned for corrections.

Step 2. When data are entered into IMS, several types of automatic data quality messages appear on the IMS screens:

- When a new student is entered the statewide historical database is queried to see if the student may have had an earlier IEP. A list of near matches, based on name and birth date, is provided so that the data person can check to see if the new student was

previously served. This routine reduces the risk of the same student having two different IMS ID numbers.

- Some data fields are required before data entry can continue. For example if the resident district code, gender, ethnicity, birth date, or serve status is left blank, a message appears with a prompt and no further data entry is allowed until a valid value is entered.
- For other data fields, a message appears but data entry may continue. For example if the LRE value or EC code is left blank, a message advises the operator but data entry continues. These messages are saved and written to a Verification Report (see below).

Step 3. A Verification Report, sorted by AEA, lists data warnings and possible data errors that need to be checked. The report is run in real time so it is continuously updated and available to data entry personnel. The data person reviews the report for his or her respective AEA cross checking against the IEP and following up with AEA and district IEP team members as needed. Types of warning in the report include possible duplicate students, questionable age/grade combination, questionable LRE/program combination, blank disability code, LRE, or EC code, invalid program/service combination, and invalid full-part time code. The Verification Report is monitored by SEA to ensure that AEAs regularly access and review potential errors during the two critical seasons for data entry (count/LRE and exit).

Step 4. SEA data personnel periodically review IMS, personnel, and discipline data and contact IMS and AEA staff with specific accuracy issues above and beyond the Verification Report to rectify any data abnormalities.

In FFY 2003-2004 to 2004-2005, the Part B data system continued to work with Project EASIER and the IMS to track individual data for students with and without disabilities. Further, the SEA continued to improve data entry procedures by revising data collection forms and database fields, attending the Iowa Communications Network teleconferences among AEA data personnel, and identifying problems, and training data personnel.

In FFY 2002-2003 and 2003-2004, five tables were submitted on time. Further, accurate data were provided as described above.

Baseline Data for FFY 2004 (2004-2005):

Five tables were submitted in 2004-05; all five tables were submitted on time. Accurate data were provided as described above.

Discussion of Baseline Data:

Timely and accurate data were submitted before established due dates (February 1 for child count, including race and ethnicity, settings and November 1 for exiting, personnel, discipline).

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.</p>
<p>2006 (2006-2007)</p>	<p>State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.</p>
<p>2007 (2007-2008)</p>	<p>State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.</p>
<p>2008 (2008-2009)</p>	<p>State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.</p>
<p>2009 (2009-2010)</p>	<p>State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.</p>
<p>2010 (2010-2011)</p>	<p>State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.</p>

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa’s System, (3) broad stakeholder input, and (4) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity B20: Timely and Accurate Data	Resources	Timeline
<p>1) Research (Statewide systemic concerns and specific AEA and district concerns). a) Gather, report, and analyze the accuracy of 618 data with collaborative partners.</p>	<p>Special Education Advisory Panel, SEA Staff (Special Education), Information Management System personnel, Area Education Agencies, Project EASIER personnel; Operations Governance Committee</p> <p>Part B Funding</p>	<p>Annually</p>
<p>2) Planning (Statewide systemic concerns and specific AEA and district concerns). a) Design research-based professional development to provide to AEAs and IEP team members to address the accuracy of 618 data, and new data verification and correction procedures. b) Develop research-based Technical Assistance to targeted AEA personnel and IEP team members to address the accuracy of 618 data, and new data verification and correction procedures.</p>	<p>SEA Staff (Special Education), Information Management System personnel, Area Education Agencies, Project EASIER personnel; Operations Governance Committee</p> <p>Part B Funding</p>	<p>2005-2011</p>
<p>3) Professional Development and Implementation. a) Provide professional development AEA personnel and IEP team members to address the accuracy of 618 data, and new data verification and correction procedures. b) Provide Technical Assistance to targeted AEA personnel and IEP team members to address the accuracy of 618 data, and new data verification and correction procedures.</p>	<p>SEA Staff (Special Education), Information Management System personnel, Area Education Agencies, Project EASIER personnel; Operations Governance Committee</p> <p>Part B Funding</p>	<p>2005-2011</p>
<p>4) Evaluation and Progress Monitoring. a) Gather, report and analyze implementation results on data accuracy. b) Provide Technical Assistance to AEA personnel in the interpretation of implementation on data accuracy.</p>	<p>SEA Staff (Special Education)</p> <p>Part B Funding</p>	<p>2005-2011</p>
<p>5) Revision to Practice. a) Provide Technical Assistance to AEA personnel in data-driven revisions to data accuracy plans. b) Provide professional development to AEA personnel to implement data-driven revisions to data accuracy plans.</p>	<p>SEA Staff (Special Education)</p> <p>Part B Funding</p>	<p>2005-2011</p>

Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	6
(1.1) Complaints with reports issued	2
(a) Reports with findings	0
(b) Reports within timeline	2
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	4
(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	No Data Required
(a) Mediations related to due process	1
(i) Mediation agreements	1
(b) Mediations not related to due process	31
(i) Mediation agreements	28
(2.2) Mediations not held (including pending)	16

SECTION C: Hearing requests	
(3) Hearing requests total	10
(3.1) Resolution sessions	No 04-05 DATA
(a) Settlement agreements	No 04-05 DATA
(3.2) Hearings (fully adjudicated)	4
(a) Decisions within timeline	0
(b) Decisions within extended timeline	4
(3.3) Resolved without a hearing	6

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	No 04-05 DATA
(a) Settlement agreements	No 04-05 DATA
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Appendix A: Letters.

Original: Thomas Bellamy, Ph.D., 1989



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES

FEB 17 1989

Tom Burgett, Ph.D.
Assistant Bureau Chief
Iowa Bureau of Special Education
Grimes State Office Building
Des Moines, Iowa 50319

file

Dear Dr. Burgett:

Thank you for your questions regarding requirements under Part B of the Education of the Handicapped Act (EHA-B) regarding the submission by States of child count information and the related issue of identification of individual children with handicaps by disability labels.

Each State that participates in the program funded under EHA-B must ensure that its child count data meets the requirements of sections 611(a)(3), 611(a)(5)(A)(ii), and 618(b) of EHA-B, and its accompanying regulations at 34 CFR §300.751.¹ These provisions require that the State report the number of children with handicaps aged three through 21 who were receiving special education and related services on December 1 of the school year in question. Specifically, the State must submit the number of those handicapped children: (1) within each disability category (as those categories are described in 34 CFR §300.5)², and (2) for each year of age (three, four, five, etc.).

¹ The U.S. Department of Education intends to publish in the FEDERAL REGISTER a technical amendment to this regulatory provision to reflect the change made by the Education of the Handicapped Act Amendments of 1986 (Pub. L. 99-457) to Section 618(b)(1) of the Act, which requires that the U.S. Secretary of Education must obtain and report data at least annually on:

- (1) the number of handicapped infants, toddlers, children, and youth in each State receiving a free appropriate public education or early intervention services --
 - (A) in age groups 0-2 and 3-5, and
 - (B) in age groups 6-11, 12-17, and 18-21, by disability category...

(20 U.S.C. 1418(b)(1))

² The effect of the change made by Pub. L. 99-457 to the data requirements at 20 U.S.C. 1418(b)(1) is to eliminate the requirement that the number of handicapped children aged birth through five years receiving services be reported by disability category.

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Follow-up: Thomas B. Irvin, 1994

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Dr. Jeananne Hagen
Acting Chief
Bureau of Special Education
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319-0146

FEB -9 1994

Dear Jeananne:

This is in reply to your February 2, 1994, letter regarding the current Federal requirements for counting and reporting children with disabilities under Part B of the Individuals with Disabilities Education Act (Part B). In your letter, you transmitted a copy of an undated letter from Dr. Thomas Bellamy, former Director of the Office of Special Education Programs (OSEP) to Dr. Tom Burgett, formerly with the Iowa Department of Public Instruction, which you indicate was received by your Office early in 1989; and you asked whether "the information contained within the attached policy letter represent[s] OSEP's current interpretation of Federal regulations."

Except for regulatory and statutory changes set out in the following paragraphs, OSEP's position about counting and reporting children with disabilities under Part B -- as set out in the above referenced letter from Dr. Bellamy to Dr. Burgett -- has not changed, and is still in effect.

Specifically, States are currently required to include in their child count report "the number of children with disabilities aged three through five who are receiving FAPE" on December 1 of each year. Thus, for children with disabilities in this age group, child count reporting by disability category is no longer required.

In addition, to implement statutory changes made by Public Law 101-476, the term "children with disabilities" has been substituted for the definition of "handicapped children," and the regulatory citation has been changed from §300.5 to §300.7. The new regulatory definition includes minor changes in terminology, as well as new definitions of separate disability categories for "autism" at §300.7(b)(1) and "traumatic brain injury" at §300.7(b)(12). Public Law 102-119 further amended the definition of "children with disabilities" with respect to children aged three through five to permit, at a State's discretion, inclusion of children experiencing developmental delays, as defined by the State, in one or more specified areas, and who, for that reason, need special education and related services. This statutory change is incorporated in the Department's regulation at §300.7(a)(2).

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I hope that the above information has been helpful. If we can be of further assistance, please do not hesitate to contact me or members of my staff.

Sincerely,



Thomas B. Irvin
Acting Director
Division of Assistance to States